

2017

Strategies for Catalyzing Workforce Engagement in Warehouse Operations

Jeannette Jackson-Martin
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Business Administration, Management, and Operations Commons](#), [Management Sciences and Quantitative Methods Commons](#), and the [Other Education Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Jeannette Jackson-Martin

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Jaime Klein, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Erica Gamble, Committee Member, Doctor of Business Administration Faculty

Dr. James Savard, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

Strategies for Catalyzing Workforce Engagement

in Warehouse Operations

by

Jeannette Jackson-Martin

MBA, University of Phoenix, 2006

BA, Sullivan University, 2004

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2017

Abstract

In 2014, approximately 30% of the global workers viewed experiences in the workplace as positive and fulfilling, which results in increased productivity in the workplace. The purpose of this multiple case study was to explore strategies that some warehouse service center managers used to engage employees to higher levels of productivity. The population comprised of 7 warehouse service center managers in 2 companies located in the Riverport area in Louisville, KY. The conceptual framework for this study encompassed Kahn's employee engagement theory. Data were collected through semistructured interviews, organizational procedure handbooks, and direct observation to prompt detailed information about participants' experiences with employee engagement. The data collected was transcribed and member checking completed to validate the credibility and trustworthiness. Data collected from each source supported theme interpretation through triangulation. Three key themes developed: clear and concise communication, creating supportive manager-employee partnerships, and benefits to include incentives to promote employee engagement such as recognition awards, salary increases, additional time off work, flexibility with work schedules, and tuition reimbursement. The findings revealed warehouse service center managers used strategies to promote employee engagement in the workplace. The implications for positive social change include the potential to give managers new insights to promote employee involvement in the workplace through effective communication, partnership and incentives to create a sustainable organization while contributing to the economy and increasing involvement in the community.

Strategies for Catalyzing Workforce Engagement
in Warehouse Operations

by

Jeannette Jackson-Martin

MBA, University of Phoenix, 2006

BA, Sullivan University, 2004

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Business Administration

Walden University

June 2017

Dedication

I would like to dedicate my study to my parents, who always instilled in my siblings and I the importance of an education. My father always said, "Go as far as you are able because you can achieve whatever you put your mind to." He went further to say, "Knowledge is power." I know my parents' eyes would be filled with tears of joy if they were here. God gave them wings to fly down and check on me whenever things got difficult and to say you could do it, baby. I love and miss you dearly.

Acknowledgments

I would like first to acknowledge God, who can do all things exceedingly and abundantly. Without Him, this moment would not be possible. He gave me the strength to climb above all obstacles, which tried to hold me back.

I would like to thank and acknowledge my husband, Maurice, who continued to take care of the children and the home while I studied late nights and weekends often times until day break. I would like to thank and recognize my wonderful children Andrew, Rhonda, Damareus, Ja'Marr, Jade, Ja'da, and Jayden and grandchildren, who supported and continued to love me even when I was not available to take time out for them due to my need to focus on my study. I would like to acknowledge some people who talked me off the ledge, prayed for me, and continued to provide encouraging words when things seemed much to bare. Thank my godmother Della, my wonderful sisters and brothers, close and dear friends Lora and Konita, and my mentor Peggy. Stan, you always encouraged me. I want to thank you and Scott for taking a chance on me in knowing I could do it. Thank you Tammy and Middle School S.P.I.C.E. in forgiving me when I could not make it to mentor you due to the need to get homework completed.

Now, I would like to thank my fantastic Chair Dr. Jaime Klein, who continued to push me to Strive for Five, and the wonderful Walden University faculty team. I want to acknowledge the amazing people I met during my residencies, intensive, and every course. I encountered and made lifelong friends, who encouraged and helped me along the way.

Table of Contents

Section 1: Foundation of the Study.....	1
Background of the Problem	1
Problem Statement	2
Purpose Statement.....	2
Nature of the Study	3
Qualitative Research Question.....	4
Interview Questions	4
Conceptual Framework.....	5
Operational Definitions.....	6
Assumptions, Limitations, and Delimitations.....	6
Assumptions.....	6
Limitations	6
Delimitations.....	7
Significance of the Study	7
Contribution to Business Practice.....	7
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	8
Employee Engagement	9
Leadership’s Role in Employee Engagement.....	23
Organizational Alignment and Employee Engagement.....	31

Meaning at Work	32
Meaning of Work.....	33
Transition	35
Section 2: The Project.....	36
Purpose Statement.....	36
Role of the Researcher	36
Participants.....	39
Research Method	41
Research Design.....	42
Population and Sampling	44
Ethical Research.....	46
Data Collection Instruments	48
Data Collection Technique	49
Data Organization Technique	51
Data Analysis	51
Reliability and Validity.....	52
Reliability.....	52
Validity	52
Credibility	53
Transferability.....	53
Confirmability.....	53

Transition	54
Section 3: Application to Professional Practice and Implications for Change	55
Introduction.....	55
Presentation of the Findings.....	55
Theme 1: Providing Clear and Concise Communication	56
Theme 2: Creating Supportive Manager-Employee Partnerships	58
Theme 3: Benefits to Include Incentives	59
Applications to Professional Practice	61
Implications for Social Change.....	63
Recommendations for Action	64
Recommendations for Further Research.....	66
Reflections	67
Conclusion	68
References	70

Section 1: Foundation of the Study

The purpose of this study was to explore strategies managers in warehouse service centers used for successfully engaging employees in the workplace. In Section 1, I present the foundation to discuss why conducting this study may lead to improving employee engagement in warehouse service centers. A background of the study begins followed by a description of the problem statement, purpose statement, nature of the study, and the qualitative research question. The conceptual framework entails a discussion about the employee engagement framework for this study. A review of the professional and academic literature on employee engagement regarding this study then transitions into Section 2.

Background of the Problem

Organizational leaders in any industry strive to become successful and look for ways to increase productivity and performances. Organizational leaders must understand that employee engagement is vital and helps to higher levels of productivity to the success of the business. Griffin, Bryant, and Koerber (2015) stated the role of employee engagement is critical to maintaining quality service, productivity, and performance to sustain growth within a competitive environment. Griffin et al. also stated that to compete in today's work environment, employers must create an atmosphere to enable employees to engage effectively in the workplace to their full potential.

Emotional commitments play a vital role in employee engagement, and how the effects would impact organizations. According to Shahid and Azhar (2013), engaged

employees have an emotional commitment to the organization and are willing to work hard at increasing productivity to meet organizational goals. Nasomboon (2014) supported the findings of Shahid and Azhar comparing the emotional well-being of employees and organizational commitment as sources to employee engagement. Nasomboon's findings validated employees' need to excel in the workplace when they positively engaged. Kemp, Kopp, and Kemp (2013) also found that emotional connections and employee engagement increase productivity. Kemp et al. stated that if there is confusion about assigned roles and responsibilities, organizational leaders may notice low productivity and performance levels below expectations. Emotional commitment is important in workplace engagement.

Problem Statement

Workforce engagement is critical and vital to profitability of an organization (Diestel, Wegge, & Schmidt, 2014). Approximately 30% of the global workers viewed experiences in the workplace as positive and fulfilling (De Clercq, Bouckenooghe, Raja, & Matsyborska, 2014). The general business problem is that there is a reduction in productivity and performance when employees do not engage emotionally or physically in the workplace. The specific business problem is that some warehouse service center managers lack strategies to engage employees to higher levels of productivity.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies that some warehouse service center managers used to engage employees to higher levels of

productivity. The targeted population was comprised of warehouse service center managers in two companies located in the Riverport area in Louisville, KY, who successfully implemented employee engagement strategies that increased workplace productivity. The implications for social change included providing managers new insights on engagement strategies for employees that may lead to lower voluntary and involuntary employee turnover, thus reducing unemployment within communities. Positively engaged employees contribute to the local economy; they may also support community institutions such as schools and churches, as well as homeless shelters and other charitable programs (Shuck, Twyford, Reio, & Shuck, 2014).

Nature of the Study

The three research methods include qualitative, quantitative, and mixed methods (Yin, 2014). I selected the qualitative method to use open-ended questions. Qualitative researchers use open-ended questions to discover what is occurring or occurred (Rejno & Berg, 2015). In contrast, quantitative researchers use closed ended questions to test hypotheses (Frels & Onwuegbuzie, 2013). Mixed methods research includes both a qualitative element and quantitative element (Venkatesh, Brown, & Bala, 2013). To explore strategies for catalyzing workforce engagement in warehouse operations, I did not test hypotheses, which are part of a quantitative study and the quantitative portion of a mixed methods study.

I considered four research designs that one could use for a qualitative study on engaging employees in the workplace: (a) phenomenological, (b) ethnographic, (c)

grounded theory, and (d) case study. Phenomenology is an attempt to gain new insight from real life situations (Gentles, Charles, Ploeg, & McKibbon, 2015; Gregor & Hevner, 2013). The phenomenology design focuses on human experience through real life situations, which is not the intent of this study. The ethnographic design involves experiences within a culture (Zilber, 2014; Yin, 2014). The focus of this study did not focus on a specific culture, which left the ethnographic design as not appropriate. The grounded theory entails systematic research to create a new theory (Gentles, Charles, Ploeg, & McKibbon, 2015; Urquhart & Fernández, 2013). The study did not consist of designing a new theory, which excluded the grounded theory as the best approach. A case-study design is suitable for studying organizational and managerial processes (Stake, 2010; Yin, 2014) and exploring a program, event, activity, or a process in-depth (Gregor & Hevner, 2013). Conducting an in-depth analysis and exploring the issues are necessary to find successful engagement strategies some warehouse service center managers developed and implemented (Besieux, Baillien, Verbeke, & Euweman, 2015; Walby, 2013), making a case study the most appropriate design for this study.

Qualitative Research Question

The central question for this research study was as follows: What strategies do some warehouse service center managers use to engage employees to higher levels of workplace productivity?

Interview Questions

1. How do you engage employees?

2. What strategies are most appropriate to increase employee engagement/productivity?
3. How do you measure the success of employee engagement strategies against increased productivity?
4. How do you measure the success of employee engagement strategies on your profitability of the organization?
5. What barriers did you encounter engaging employees to be productive?
6. What else would you like to add to the discussion that we have not already discussed?

Conceptual Framework

Kahn (1990) developed the employee engagement framework that emerged as a concept of individual integration with role activities. Kahn defined employee engagement as the harnessing of employee engagement to their work roles. People employ and express themselves physically, cognitively, and emotionally during role performances. The characteristics of employee engagement consist of commitment, putting best efforts forward, bringing fresh ideas and perspectives, and concern with quality, costs, customer service, and safety (Kahn, 1990). Warehouse service center managers may benefit from researchers exploring strategies to effectively engage employees in the workplace. Organizations benefit from engaging employees and establishing relationships to promote involvement (Quintana, Park, & Cabrera, 2015).

Operational Definitions

Meaning at work: Littman-Ovadia and Lavy (2015) defined meaning at work as perceiving work as a career.

Meaning of work: Beukes and Botha (2013) defined the meaning of work as employees' perceived importance of work to oneself such as the perception of achievement.

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are ideas taken for granted attributable to lack of verification (Milbourn, McNamara, & Buchanan, 2014). There were three assumptions in this study. The assumptions in this study were (a) participants selected for the study would provide honest responses to the questions related to the topic (Anyan, 2013); (b) the interview questions I asked would gain the necessary information to answer the research question related to employee engagement; and (c) focusing on ways to improve employee engagement would increase productivity and performance in the workplace.

Limitations

Limitations are possible weaknesses found in the study (Yeatman, Trinitapoli, & Hayford, 2013). Addressing the limitations was necessary to eliminate or minimize the effects on the findings of the study. There were three basic limitations included in this study. The limitations of this study were (a) time constraints to gather and interpret the data because of the accessibility of participants; (b) executives and first level employees

were not a part of this study, and (c) the sample size did not provide adequate representation of the population.

Delimitations

Delimitations are the focal concepts of the study (Josiassen, Assaf, Woo, & Kock, 2016). There were three delimitations in this study. The delimitations in this study were (a) the participants represented managers from two warehouse distribution service centers limiting the viewpoints from other industries; (b) the scope of the study consisted of interviewing two warehouse service centers in the Riverport area in Louisville, Kentucky area and may not be reflective of all warehouse service centers in other United States warehouse operations; and (c) the scope of the study included interviewing managers responsible for implementing strategies, which engaged employees.

Significance of the Study

Contribution to Business Practice

The findings from my research may contribute to the effective practice of business and possibly increase an organization's productivity and performance when employees effectively engage in daily activities of the company (Radda, Majidadi, & Akanno, 2015). Measuring the outcome of the effects on businesses could bring attention to different service centers. The research I conducted could create new and revised policies human resource managers and policy makers could review when implementing and creating strategies. The results from research performed may contribute to financial

benefits for organizations through increased effectiveness leading to possible cost reductions, profit gains, and efficient services producing customer satisfaction.

Implications for Social Change

Warehouse service center managers implementing strategies to engage employees to higher levels of productivity may encourage the development of informal social interactions and networks in any workplace environment. The informal social interactions and networks in any workplace environment could contribute to increasing employee engagement and lessen unemployment. Increased employee engagement and increased employment may benefit communities motivating and enabling employees and families to provide continuing support to the community.

A Review of the Professional and Academic Literature

Employee engagement is vital to organizations. Problems surrounding employee engagement affect organizations regardless of the industry. The literature review includes information from various sources and industries. Engaging employees in the workplace is difficult but important (Diestel et al., 2014).

I used several academic databases to obtain the literature for this study. The use of the search technique through the Walden University Library Databases, Google Scholar, and Ulrich web Global Serials Directory to verify peer-reviewed journal submissions included Business Source Complete, SAGE Premier, Emerald Management, ProQuest, and ABI/INFORM Complete. The following terms were appropriate to use to complete database searches and to understand the relevance for the topic of this study: *employee*

engagement, barriers of employee engagement, influences of engagement, leader's role on engagement, transformational leadership, authentic leadership, servant leadership, organizational alignment, the meaning at work, and the meaning of work. The total number of articles in the literature review is 114, of which 97% were peer reviewed, and 95% were within 5 years required by Walden University. The first area of the literature review focused on employee engagement and different factors of employee engagement. The following sections derived from the main areas in my search.

Employee Engagement

Employee engagement is pertinent to the success of organizations and continues to be the focus in various industries and organizations (Griffin et al., 2015; Oswick, 2015; Saks & Gruman, 2014a). Saks and Gruman (2014a) believed employee engagement is vital to the success of the organization. Organizations and leaders within organizations looked and needed support from employees, and understanding this factor promoted employee engagement to solidify the value of employees. Kahn (1990) developed the personal engagement theory, which researchers used to study employee engagement.

Employee engagement is the commitment level employees provide in reaching the goals of the organization (Kahn, 1990) and how employees feel, think positive, and committed to the organization (Saks & Gruman, 2014a). The more an employee feels valued the more the employee may commit to the assigned role and the more exciting the work environment may become (Kahn, 1990). Engaged employees bring positive emotions, cognition, and positive behaviors to the workplace (Kahn, 1990). Employees

who engaged in the workplace showed connections to the organization: (a) understanding the strategy of the organization, (b) accepting roles and responsibilities assigned, (c) had a high level of commitment and performance, (d) understood the direction of the business, (e) connected to the community, family, and relationships; (f) and portrayed a level of energy, which all led to positive results in the workplace (Menguc, Auh, Fisher, & Haddad, 2013; Saks & Gruman, 2014b; Saunders & Tiwari, 2014; Soane et al., 2013).

Sources agreed creating an environment of engaging employees appeared to create a positive workforce within an organization through the level of commitment (Menguc et al., 2013; Saunders & Tiwari, 2014; Soane et al., 2013). Knowing the commitment of employee engagement promoted value to employees, which supported reaching the vision and goals of the organization, indicated to organizational leaders to create an environment of innovation, shared workloads, encouraged teams, and increased positive behaviors. Creating initiatives to increase employee engagement may benefit organizations and employees in any industry.

Engaged employees are empowered to own the work performed, make decisions, in addition, provide critical thinking without concern of repercussions. Shuck and Reio (2014) defined employee engagement in the human resource development (HRD) as having different types of energy used toward positive outcomes such as cognitive, emotional, and behavioral energy. Enabling employees to take ownership led to more employees engaging in the workplace increasing positive outcomes, which brought appreciation and value to the individuals. Employee engagement is the satisfaction and

excitement an employee feels when engaging in the workplace (Nasomboon, 2014; Saunders & Tiwari, 2014). Employees showed positive signs of commitment more to the organization and organizational leaders when there was ownership assigned in a given role. Roles and responsibilities with the results of ownership created a feeling of self-worth and pride in employees making individuals feel as part of the team (citation). When there was ownership, employees connected to the assigned roles and responsibilities physically, observant of the performance, and committed to the assigned tasks (Kahn, 1990; Nasomboon, 2014; Saunders & Tiwari, 2014).

Employee engagement is becoming a major focus in different organizational settings because of employees are recognized as vital to the success of the business (Griffin et al., 2015; Oswick, 2015). Griffin et al. (2015) indicated employees are essential to the survival of an organization; therefore, it is important to encourage employee involvement in the workplace. Based on findings from Griffin et al. and Oswick (2015), organizations depend on employees to be successful in the industry. Implementing sustainable strategies to include employees are important. Recognizing employees as valuable stakeholders is critical. A study completed by Bakker, Schaufeli, Leiter, and Taris (2008) suggested that engaged employees put forth much more effort toward work. When an employee's job has meaning, the employee may show signs of excitement through the performance outcome and want to be at work (Bakker, 2014; Bakker et al., 2008). Employee interactions can affect how organizational processes develop and how to implement change, perceived and evaluated (Georgalis,

Samaratunge, Kimberley, & Lu, 2015; Storch, Makaroff, Pauly, & Newton, 2013).

Promoting employee engagement in the workplace lessened the level of resistance.

Resistance has a considerable engagement value reflecting the level of commitment instead of acceptance to change. Resistance can stem from several variables. Petrou, Demerouti, and Schaufeli (2016) alluded that employee resistance occurs seldom when there is organizational change. According to Jones and Van de Ven (2016), organizational leaders should address resistance immediately to lower the negative impact, which may exist to avoid the spiraling outcomes and might affect the vision and goals of the organization. Resistance to change can become damaging to an organization and various areas in the workplace. Organizational leaders should not ignore change resistance because it may create greater concerns. Organizational leaders should at least try to minimize the amount of employee resistance at early stages of change by creating a fair environment (Kickert, 2014). Resistance from employees can exist if leaders do not communicate organizational change effectively. There are two critical outcomes when there is resistance to change: the level of commitment employees' show toward the organization and the perceptions of how effective an organization handle change and employees resistance to change (Jones & Van de Ven, 2016; Kickert, 2014).

If leadership does not include employees in the implementation phase, employees may encounter some resistance. Employee resistance may lead to increased work time, which leads to overtime, lost time caused by unnecessary work, low productivity, low profits, and little commitment (Andersson, 2015; Nasomboon, 2014). Disengaged

employees withdraw from the physical, emotional, and cognitive factors in the workplace (Kahn, 1990). Employee resistance can have an impact on an organization if leadership fails to implement strategies to engage employees.

Employee engagement in, and commitment to, environmental sustainability may lead to innovative ideas to create environmentally sustainable organizations (Haigh & Hoffman, 2014; Kim, Kim, Han, Jackson, & Ployhart, 2014). Engaged employees were more likely to willing contribute to increasing productivity when there was an emotional attachment and commitment to the organization and leaders (Andersson, 2015; Nasomboon, 2014; Nayak & Sahoo, 2015). Employees engage and commit when there is a clear vision of the expectations and goals (Bedarkar & Pandita, 2014; Shuck, Ghosh, Zigarmi, & Nimon, 2013). Employees who understand the vision and goals are committed to the outcome when the vision and goals were realistic and benefited employees as well as the organization.

The behaviors leaders experiences in the workplace by employees' participation are determined by the delivery of the information provided. How leaders communicate leadership to employees is likely to lessen the potential for resistance leading to sustainable growth (Georgalis et al., 2015; Nayak & Sahoo, 2015). Kickert (2014) suggested that in order to limit resistance to change organizational leaders must provide effective communication. Open communication, support from leadership, and resources could support employee engagement leading to possible increases in productivity.

Relationships between leaders and employees are critical, and can lead to positive outcomes.

Leaders with strong relationships with employees may lead to resources and growth within organizations, communities, and homes (citation). When employees have support and resources from leadership, interaction in the organization is positive which creates cohesiveness and commitment to employee engagement (citation). Leaders can introduce change and apply force or friction to move employees in the desired direction (citation). Effective leaders promote engagement in the workplace to create and influence positive behaviors (Mishra, Boynton, & Mishra, 2014; Nieberding, 2014; Salerno, Laran, & Janiszewski, 2015). Based on the findings of Whitmore (2004), the effects of managers' actions determine the changes of future business trends and the reactions of employees. Managers who are happy in the way they support employees create happy, supportive employees (Salerno et al., 2015; Whitmore, 2004). Organizations should invest in leadership to ensure the effectiveness of engaging employees, and organizational leadership must be willing and able to promote employee engagement to create sustainable growth. When employees receive consistent support from the leaders in the organization, engagement increases (Mishra et al., 2014; Nieberding, 2014). Organizational leaders may benefit from developing a better understanding of change within the industry and work closely with employees to implement strategies found to be successful in other business practices.

Hargrove, Becker, and Hargrove (2015) and Mercurio (2015) showed a correlation between employee engagement and effective productivity and agreed engaged employees increase productivity while increasing internal and external customer satisfaction. Engaged employees seem to be more productive due to resources, support, and commitment. Church (2013) validated to achieve one of the highest levels of organizational success employee engagement must be present. However, according to Selmer and Luring (2016), when employees do not engage, productivity decreases because work engagement influences organizations' bottom line. When employees do not engage, they may be less likely to commit to the success of the organizational vision and goals. Therefore, organizational leaders must invest in successful strategies to increase employee engagement. Church (2013) and Handa and Gulati (2014) viewed employee engagement and performance as determining the success of the business. Promoting employee engagement may provide a higher than expectancy level of performance.

Salerno et al. (2015) advised there are different factors which lead to employee engagement including but not limited to emotions, pride, appraisals, self-worth, health and wellness, participation, and support. Salerno et al. suggested that the ability to engage in self-regulation is pivotal to individuals' lives. Zeglat, Aljaber, and Alrawabdeh (2014) revealed research that supported structural and psychological empowerment also led to effective and positive employee engagement. When employers empower and support employees, productivity increases and employees are willing to engage to reach the goal of the organizations (Church, 2013; Handa & Gulati, 2014; Zeglat et al., 2014).

Employees want to feel valued, which may lead to acceptable performance, behavior, and engagement. Employees play a critical role in promoting sustainability. Involving employees is pivotal. Employees have the power, flexibility, and ability through the three characteristics of employee engagement (a) vigor, (b) dedication, and (c) absorption (Salerno et al., 2015; Tuss, Shantz, Soane, Alfes, & Delbridge, 2013). Engaged employees typically perform better than employees who are not engaged in the workplace (Townsend, Wilkinson, & Burgess, 2014; Zeglat et al., 2014) which may lead to barriers.

Barriers to employee engagement. Organizational leaders today understand that to achieve sustainability, change must be present (Abdelkafi & Tauscher, 2016) and employees and employee engagement are valuable (Church, 2013; Griffin et al., 2015; Zeglat et al., 2014). To achieve sustainable growth, employees must engage in the day-to-day processes to meet the vision and goals of the company (Griffin et al., 2015; Selmer, & Luring, 2016). Organizational leaders have a corporate responsibility to employees but sometimes encounter barriers influencing employees' behaviors such as internal pressures, external pressures, compliance barriers, and failing to take action. Organizational leaders should come up with strategies to avoid or limit some of these pressures.

Internal pressures within an organization can create low employee engagement due to job demands to reach certain goals or expectations and job insecurity (Karkoulian, Mukaddam, McCarthy, & Messarra, 2013). A healthy work environment is critical if employees are to provide the best service or produce the best performance (Poulsen et al.,

2014). Employees that are over utilized, assigned unrealistic goals and project, or who face job insecurity do not perform at the full potential expected or appointed by leaders (Poulsen et al., 2014). Goals and objectives should be obtainable to promote positive engagement. Satisfied employees increase engagement and increase efficiencies (Abel, 2013; Fearon, McLaughlin, & Morris, 2013). Organizational leaders should determine what resources are necessary to support employees in eliminating the pressures, which exist in the workplace. Assigning responsibilities to create ownership will provide support, which encourages job security to employees (Sieger, Zellweger, & Aquino, 2013). Employees may work harder when accepting ownership and having effective ways of communicating various pressures in the organization.

Griffin et al. (2015) examined numerous external pressures. The findings found in the research indicated that external pressures varied from company to company. Some researchers completed studies indicating it is cost effective for organizational leaders to address issues affecting employee engagement such as political changes, demographic changes, changing expectations, and market demands (Griffin et al., 2015; Norton, Parker, Zacher, & Ashkanasy, 2015; Solnet, Kralj, & Baum, 2015). Being in compliance with environmental policies and procedures through employee engagement programs builds the character of an organization and promotes awareness in the industry. In tight labor markets, competition for new employees could directly affect the ability to attract, retain, or engage employees when examining corporate responsibility activities (Church, 2013; Griffin et al., 2015; Handa & Gulati, 2014). Haigh and Hoffman (2014) completed

a study indicating corporate social responsibility as a benefit to some organizations when engaging employees and other stakeholders. Determining other factors to engage employees may contribute to additional benefits. Another external factor to influence behaviors of employees is the financial stability of an organization (citation). Employees show signs of concern when the financial security of an organization is indefinite. The more capital-intensive a firm, attributable to compliance barriers, the more unlikely the firm would work to strengthen employee engagement (Griffin et al., 2015).

Another barrier is a compliance barrier which some organizations must adhere to such as the Workplace Gender Act, which promotes employee engagement on gender equality organizations are to report as one of the gender equality indicators. Being financially stable enables organizations to meet compliance barriers, which may result in financial disputes. According to Smith (2014), organizations should notify employees of the report and promote communication to help strengthen engagement within the company. Smith also indicated the importance of the act is not to increase legal compliance but to support legislative regulations. Supporting such an act and similar acts may increase employee engagement in the workplace. Employees may willingly support different initiatives when open and honest communication is available and understandable.

Failure to follow up with employees, add to concerns relating to barriers leading to employee engagement. Employees want to know organizational leaders are listening and acting on concerns presented by showing results or following up on the findings.

Sharma (2014) contributed to barriers of employee engagement as failing to take action after asking employees for feedback about a situation. Leaders within organizations should keep employees informed of the process and responses to increasing engagement and build upon employees' confidence (Nayak & Sahoo, 2015; Sharma, 2014). Senior leaders have the responsibility to ensure employee engagement initiatives are successful. HR management must design programs to increase employee engagement and help achieve the highest level of potential and satisfaction within the company, because engaging employees are vital if organizations expect to succeed (Handa & Gulati, 2014; Sharma, 2014; Shuck & Reio, 2014). Various influences could increase workplace engagement. Understanding what influences may increase employee engagement may increase the growth and success of the organization, establish relationships with employees, increase productivity, and create an environment of engagement.

Influences of engagement. Several influences give employees reasons to engage in the workplace such as internal communication, participation, incentives, and a trusting climate. Employees feel part of the team with effective communication, playing a role as a contributor, receiving recognition for exceeding expectations and having an environment, which supports trust and fairness throughout the organization. Researchers agreed different elements such as leadership of Justice (Strom, Sears, & Kelly, 2014); internal communication (Hargrove et al., 2015; Mishra et al., 2014; Mercurio, 2015); and well-being (Salerno et al., 2015; Shuck & Reio, 2014; Zeglal et al., 2014) influences employee engagement in the workplace. Strom et al. (2014) realized the most productive

and functional companies have employees who are physically, emotionally, and cognitively engaged. It is important for organizations' leadership to understand some of the influences to promote a work environment providing support for employees to increase possibly effective engagement. Leadership could create positive workplace engagement (Guay, 2013; Whitmore, 2004). Leadership should understand and embrace the level of positive influence in the scope of the leadership role, which allows anyone in an authoritative position to promote positive engagement.

Quality leadership is another element to improve and enhance levels of employee engagement (Ghadi, Fernando, & Caputi, 2013; Strom et al., 2014). Employees' behaviors stem from the individual's perception of justice within organizations and communities according to some researchers (Cohen-Charash & Spector, 2001; Kiersch & Byrne, 2015). Employees are aware when justice stems throughout the organization. Cohen-Charash and Spector (2001), indicated employees consider justice as how the distribution of rewards in the organization is fair known as distributive justice and view the processes of how the company decides to distribute rewards known as procedural justice. Findings from some prior studies suggested leadership styles either promote justice type behaviors or diminish the justice behavior relationship (Kopperud, Martinsen, & Humborstad, 2014; Strom et al., 2014). Both styles of leadership require a form of communication. To create an environment of justice, organizational leaders should ensure the leadership teams implement effectively to promote positive behavior leading to actual engagement in the organization.

Communication is another contributor to influence the behaviors and attitudes of employee engagement as well as the degree of trust and commitment between employees and the leaders within the organization (Downey, Werff, Thomas, & Plaut, 2015; Mishra et al., 2014; Nayak & Sahoo, 2015; Smith, 2014). There are different forms of communication. Internal communication is important, but the method used to communicate is essential (Karanges, Johnston, Beatson, & Lings, 2015; Mishra et al., 2014). Developing a sense of community through internal communication efforts involve establishing and maintaining relationships between an organization, supervisors, and employees. Internal communication is the fundamental influence of employee engagement based on industry research. If communication is not effective, leadership could create obstacles in implementing change through employees, because middle management is the frontline to change (Ahearne, Lam, & Kraus, 2014). Karanges et al. 2015 and Mishra et al. (2014) continued to validate findings from prior research prove internal communication is key to numerous positive outcomes, including employee commitment, and establishes manager-employee trust. Mishra et al. (2014) described the most reliable way to provide communication is the use of face-to-face communication to include verbal cues to hear the tone of the discussion and non-verbal cues examine the body language and facial expressions. Participating and collaborating in communication with employees may increase engagement (Gerst, 2013).

When employees participate and have a role in some decision-making processes, they are more driven to engage in the workplace (Yoerger, Crowe, & Allen, 2015; Zeglat

et al., 2014). Yoerger et al. (2015) went further to add participation as another influence. Gollan and Xu (2015) and Salerno et al. (2015) added to the body of knowledge indicating employee well-being and participation go hand and hand, and organizations with high work environment quality lead to increased levels of employee participation. The partnership may not benefit organizations at a higher level than when employees do not engage nor have a role in decision-making. Participation at critical stages relates to trust (Downey et al., 2015; Gollan & Xu, 2015). Downey et al. (2015) completed a study consisting of 4,597 participants from the health sector. The in-depth study revealed when employees are in a trusting climate; employee engagement increases (Downey et al., 2015). Trust is vital for engagement and employee well-being. An employee committed to an organization leads to the well-being of the employee in the workplace, community, and home (Downey et al., 2015; Gollan & Xu, 2015; Mishra et al., 2014).

The psychological well-being of employees can lead to negative and positive implications for organizations. Research has proven employee engagement contributes to job attitude (Shuck & Reio, 2014). How employees viewed the work environment was a determining factor on how they experience well-being and the level of engagement (Rothmann & Welsh, 2013; Shuck & Reio, 2014). Employee engagement improves employee productivity, performance (Hargrove et al., 2015; Mercurio, 2015; Salerno et al., 2015), as well as incentives (Alagaraja & Shuck, 2015).

Based on experiences and past research, incentives linked to performances increases employee engagement. Alagaraja and Shuck (2015) completed a study linking

engaged employees through the efforts of incentives and rewards to reach the vision and goals set by the organization and leaders. Mirabito and Berry (2015) argued incentives are beneficial to an extent, but employees may show lower levels of engagement when workplace wellness is a concern, which suggests external incentives, are insufficient when some employees are accustomed to resistance. Organizations are beginning to promote incentives engagement (Griffin et al., 2015), and as means to recruit experienced and sometimes a certain level of education. Incentives may not always work if employees are unable or unwilling to establish a relationship with some leaders.

Leadership's Role in Employee Engagement

This section provides an overview of how certain leadership roles affect how employees engage in the workplace. Researchers have found some leadership styles such as transformational, authentic, and servant leadership has a positive impact on employee engagement (Ghadi et al., 2013; Newman, Nielsen, & Miao, 2014). Research completed by Ghadi et al. (2013) and Griffin et al. (2015) indicated leadership styles play a vital role in employee engagement and satisfaction. Leadership is achieving results and resilience with and through employees (Choi & Schnurr, 2014; Jagger & Lewith, 2016).

Human resource development professionals continue to understand the importance of leadership and employee engagement relationships. Carasco-Saul, Kim, and Kim (2015) stated the relationship amongst leadership and employees is imperative. Prior research continues to suggest there remains a gap in understanding how the

behaviors of leadership affect the behaviors of employees (Gollan & Xu, 2015; Mikkelsen, York, & Arritola, 2015; Shuck & Herd, 2012).

Researchers link ethics with moral principles according to Chen (2014), which leads to different behaviors in the workplace such as the way employees behave, making what is known as the right decision to the individual, and explaining why employees do what they do. Leadership styles vary. Employees respond differently based on the type of leadership. Because employees are vital to any organization, it is important to understand the best leadership style required to complete a task (Blaskovics, 2014). Lee and Jensen (2014), Mishra et al. (2014), and Nasomboon (2014) agreed leadership as critical to organizations caused by the impact they play in particular roles. Leadership could lead people to do what is required to achieve organizational goals and objectives. Leadership commitment and development increases support to promoting employee engagement and must be a priority (Burns, Diamond-Vaught, & Bauman, 2015). Lee and Jensen (2014) shared the evolving amount of literature indicates the importance of different leadership styles and employee behaviors in the workplace. Transformational leaders promote employee engagement through motivation (Abel, 2013).

Transformational leadership. Transformational leadership provides an important role in organizations, because of the ability to engage followers to reach and go above the expected level of achievement (Abel, 2013; Kura, 2016; McKnight, 2013). Burns (1978) developed the first theory of transformational leadership. Transformational leadership is an ongoing relationship between the leaders and employees within the

organization (Burns, 1978; Henker, Sonnentag, & Unger, 2015). Transformational leadership influences positive behavior in the workplace while enabling employees to feel valued (Burns, 1978; Kura, 2016). Pradhan and Pradhan (2016) agreed transformational leadership inspires employees to exceed expectations thanks to the support and encouragement given to employees to create ideas and eliminate the fear of failure. A leader fosters employees' creativity through transformational leadership traits (Henker et al., 2015) while sharing knowledge, trust, and organizational citizenship behavior (Lin & Hsiao, 2014).

Transformational leaders should encourage and support employee engagement. Perko, Kinnunen, and Feldt (2014) mentioned transformational leadership influences employee engagement. According to Sieger et al. (2013), employees feel part of the team when there is collaboration. Everyone wants to contribute to the success of the organizations while gaining a sense of ownership. Ownership may create an atmosphere of trust between the leaders and employees, which may lead to positive behaviors and increase employee engagement. However, Mesu, Riemsdijk, and Sanders (2013) stated management expects employees to meet expectations regardless of ineffective behaviors of leadership.

Caillier (2014) believed that although transformational leadership may benefit organizations, caused by the ability to promote engagement from employees, researchers have failed to determine the correlation of employee engagement with public service, motivation, and mission valence. Caillier addressed the concern because workplace

engagement and mission valence could tie to organization goals. Future studies on the relationship between employee engagement and service motivation and mission valence may benefit organizations to understand what drives employees to engage when considering what strategies to implement.

Kopperud et al. (2014) provided a quantitative study, which included two sample groups in determining the relationship between transformational leadership and service climate linking both to employee engagement in the workplace. Engaging leaders is in the eyes of the person viewing the situation (Kopperud et al., 2014; Mesu et al., 2013). Past studies have provided positive findings linking leaders' ability to engage employees as important in the workplace (Kopperud et al., 2014).

Organizations seem to benefit from transformational leaders in various roles because the leaders can influence employees to reach specific goals and go beyond expectation (Hetland et al., 2015; Kopperud et al., 2014). Transformational leadership has more areas to present positive emotions in the workplace, which may benefit organizations considering making changes for any reason to promote employee engagement. When leaders engage, employees are more likely to engage (Hetland et al., 2015).

Transformational leadership style challenges employees to do more and to become more innovative with support from the leaders. Transformational leaders display high ideals, engage others based on the behaviors, challenge employees in a positive fashion to do the best, and support the team while creating an environment of trust and

confidence, which contributes to building employee engagement (Abel, 2013). Kopperud et al. (2014) admitted transformational leadership goes beyond encouraging individuals but embracing the organizations' climate variables. Kopperud et al.'s (2014) study indicated when employees perceive leaders as transformational leaders; employees are willing to engage. Implications for future studies could understand how employees' perceptions dictate the understanding of transformational leadership. Researchers could consider future studies linking the effects transformational leadership has on workplace engagement and the industry.

Most organizations compete globally to be competitive in the industry, innovation, and employing the best employees (Boverie, Grassberger, & Law, 2013). While organizations are soliciting the workforce for the best talent, people are looking to join organizations with a climate of engagement in the workforce. Boverie et al. (2013) agreed employees like to engage and learn in the workplace. Transformational leadership plays a vital role enabling employees to participate and take ownership in the individual's contribution to the organization. Boverie et al. (2013) study supported Kopperud et al. (2014) findings that leaders must be positive to influence creativity, support, passionate, and positive work engagement.

Organizational changes are sometimes unsuccessful owing to the lack of leaders and employees engagement in the workplace. According to Boverie et al. (2013), often employees are not encouraged to learn and grow preventing engagement in the workplace. Researchers indicated transformational leadership is more effective when

promoting employee engagement than other leadership styles (Doci & Hofmans, 2015; Ghadi et al., 2013; Guay, 2013). Leadership styles make a difference when attempting to increase employee engagement. Organizations benefit from using proven strategies to support human resource development in hiring the right people in specific roles related.

Authentic leadership. Organizations must work in the realm of ethics to receive buy-in with employees. Authentic leaders share personal beliefs, show fairness to every employee, and have the commitment to focus on justice (Waite, McKinney, Smith-Glasgow, & Meloy, 2014). Authentic leaders build relationships with employees and remain true to beliefs to one's experiences, which promotes fairness and justice (Waite et al., 2014). Nichols and Erakovich (2013) mentioned ethics as the component of authentic leadership. Employees' behaviors may reflect negatively if the trust does not exist. Eisele, Grohnert, Beausaert, and Segers (2013) completed a study validating engaged employees improve productivity and performance and the workplace. Engaging employees provides a level of pride to exceed in responsibilities, which leads to increased engagement in the workplace (Cerne, Dimovski, Maric, Penger, & Skerlavaj, 2013; Eisele et al., 2013).

Organizational leaders should not overlook ethics when trying to promote engagement in the workplace. Employee engagement stems from authentic leadership (Cerne et al., 2013; Men & Jiang, 2016). Trust establishes relationships between authentic leadership and employees' engagement (Prottas, 2013; Stander, De Beer, & Stander, 2015; Wang, 2014). Nichols and Erakovich believed employees are more critical

in what they desire and expect, therefore, quickly discern if leaders are honest and trustworthy before reciprocating the same behaviors. Trust and employee engagement can dictate the effectiveness of an organization (Nasomboon, 2014; Swarnalatha & Prasanna, 2013). Marques (2015) validated authentic leaders remain true to who they are and the person's purpose and use the skills in leading the team of followers.

Kiersch and Byrne (2015) completed a study indicating authentic leadership creates fairness perceptions in the workplace, which plays a role in some organizational outcomes. Regan, Laschinger, and Wong (2015) findings indicated a number of variables, which led to a relationship between authentic leadership and work engagement to include perceived fairness, supportive, and organizational values. Nyberg and Sveningsson (2014) argued authenticity is problematic because of its self-referential and the repetitive nature of being true to your values because the idea of the authentic leadership style is good because good leadership is authentic. Additional studies may bring value to future studies by examining the perception of what is the perception of good.

Authentic leadership has similar characteristics of transformational leadership and servant leadership. Empowering employees to make decisions and provide creativity are outcomes of authentic leadership. Authentic leadership relates to job satisfaction, commitment in the workplace, focus, and satisfaction from employees (Regan et al., 2015; Waite et al., 2014).

Servant leadership. In today's workplace, servant leadership is important, because it displays humility in leaders, which show signs of morality, authenticity, and spirituality (Bambale, 2015; Marques, 2015). Servant leadership is an important factor to how organizations function (Bambale, 2015). Carter and Baghurst (2014) shared servant leadership was a viewpoint relating to the behaviors, experience, and the level of employee engagement between leaders and employees which determines how employees react. Carter and Baghurst were opposed to believing the characteristics of servant leadership affected employee engagement. Spears (1995) created characteristics of servant leadership to include (a) listening, (b) empathy, (c) healing, (d) being alert, (e) persuasion, (f) conceptualization, (g) foresight, (h) stewardship, (i) commitment to others, and (j) establishing a community. Bambale (2015) believed the characteristics were the foundation of servant leadership.

De Clercq et al. (2014) completed a study of four organizations indicating servant leadership had a positive effect on employee engagement. Additional researchers completed studies agreeing with the findings of De Clercq et al. servant leadership affects work engagement (Carter & Baghurst, 2014; De Sousa & Van Dierendonck, 2014). The studies conducted concluded employees engage when there is a sense of ownership and the perception of responsibility (De Clercq et al., 2014). The findings from the research indicated leading by example is one factor employee's value as important in an organization (De Clercq et al., 2014; De Sousa & Van Dierendonck, 2014). Servant

leadership can also lead to employee engagement depending on the employees' perceptions of worth (Beck, 2014).

Bambale (2015) linked organizational behaviors with servant leadership based on some variables as means to intercede. Some variables were commitment to leadership, procedural justice, and ensuring the rules and regulations were appropriate (Bambale, 2015). Trust also stems from servant leadership when discussing procedural justice, rules, and regulations (Liden, et al., 2015; Miao, Newman, Schwarz, & Xu, 2014). Employees who trust leaders have a greater commitment to the organization, responsibilities, and work relationships than some employees who do not show positive signs of engagement (Miao et al., 2014).

Organizational Alignment and Employee Engagement

The ways organizations are structured have an impact on employee engagement. Such alignment dictates the behaviors and fundamentals employees may display (Alagaraja & Shuck, 2015). According to Alagaraja and Shuck (2015), organizational alignment links the internal functions to the external environment. Understanding the external environment creates synergy amongst different areas, employees, and processes internally possibly increasing effective employee engagement. When there is alignment, HRD could assist with creating roles to promote putting the right employee in a position suitable for the individual's skill set and hiring a person best-suited for an opening position. Such alignment could promote awareness in areas needing additional training and other resources.

Some findings conducted by researchers revealed leaders and followers must have alignment to achieve better organizational performance (Kim & Schachter, 2015; Star, Russ-Eft, Braverman, & Levine, 2016). HRD must continuously incorporate appropriate resources to attain strategic goals throughout the organization to sustain (Alagaraja & Githens, 2016). To create strategic goals, HRD should understand the industry and what is necessary to promote engagement to create sustainable growth trajectory for the organization while increasing employee engagement. All departments within an organization must understand the organizational vision to create strategies leading to employee engagement.

HRD must determine strategies required to support such demand to ensure organizations are successful. Alagaraja and Githens (2016) indicated HRD supports economic development strategies by providing the best possible training and skill development to assist with job growth and employment. Star et al. (2016) believed there is importance amongst organizational alignment and employee engagement, but there is little research about the measurement and effectiveness on interventions related to corporate citizenship and organizational development HRD implement in a strategic manner to increase employee engagement. Some employees may believe organizational alignment plays a role in the manner an employee engage.

Meaning at Work

Littman-Ovadia and Lavy (2015) completed a study to indicate individuals' sense of meaning at work to find character strength associated with job performance and

suggested the meaning at work as perceiving work as a career. The meaning at work is the degree to which an individual experiences meaning and value (Gupta & Sharma, 2016). Dik et al. (2014) went further to indicate while some individuals find work to be meaningless; others disagree because of relationships and experiences found at work providing a connection between work and life away from work. Branna, Parsons, and Priola (2015) pointed out employees buy into the meaning such as prestige, success, and quality to cope with usual reasons to go to work. Past studies linked employee engagement as a positive correlation of work performance through positive emotions, meaningful connections, and the willingness to contribute to the success of the organization (Gupta & Sharma, 2016).

Meaning of Work

The level of employee engagement has an impact on employees' dedication to working and the meaning of work (Liu & Liu, 2015). The meaning of work refers to employees' perceived importance of work to oneself such as the perception of achievement (Beukes & Botha, 2013; Ericsson & Augustinsson, 2015). Long, Buzzanell, and Kuang (2016) completed a study concluding workers base perceptions of meaning of work as a choice, a purpose, value, and significant. Some employees perceive the meaning of work as a job well done creating value in the workplace, which potential leads to employee engagement (Liu & Liu, 2015; Ericsson & Augustinsson, 2015; Long et al., 2016).

Some people discover the meaning of work by judging the impact the work has, or have the potential to have, on others (Ericsson & Augustinsson, 2015; Pattakos & Dundon, 2016). Research completed by Liu and Liu (2015) indicated a significant and positive correlation with employees being highly engaged in an organization lead to employees' positive perception regarding the meaning of work. Employees who do a good job have a sense of pride and commitment to the outcome, but employees who do not take pride in the responsibilities assigned are unable to perform at an expected level (Ericsson & Augustinsson, 2015).

Some people believe the meaning of work represents discipline, income to support the household and the basic needs to survive, life routine. Strier, Eisikovits, Sigad, and Buchbinder (2015) study consisted of men who believed the meaning of work suggested a level of maturity in life, but see unemployment as a lack of meaning. O'Connor and Raile (2015) completed a study to obtain college students' perception of meaning of work. The outcome of the study indicated 50 of the students suggested the meaning of work was to have a real job as a level of superiority to others in the same age group. The meaning of work defines a particular work position desired and a right granted once the students reach a degreed level of education based on the findings (O'Connor & Raile, 2015). Additional information from the study indicated the meaning of work is a sense of moving into adulthood and something a person waits for in life (O'Connor & Raile, 2015). Based on the various sources and studies completed, the meaning of work is success, what a person wants for self, and the perceptions of success.

Transition

The information in Section 1 comprised of the problems organizations encounter when employees do not engage in the workplace. Section 1 included a specific business response and a research question. The study may benefit managers in warehouse distribution service centers by understanding the importance of employee engagement and discovering possible strategies to implement in the organization. The literature review encompassed an in-depth synthesis of past studies researchers performed to validate why employee engagement is vital to an organization. This research study consists of two additional sections.

Section 2 presents the role of the researcher to ensure the readers understand the responsibility the researcher has when conducting a study to eliminate bias and ensure the protection of the participants. This section presents an explanation of the selection of participants. The methodology and design selected for the study expound on why the chosen method and design were the better choices for this specific study. Section 2 includes a rationale of the data collection process. Section 3 will present the findings of the study, a conclusion, and recommendations for future study.

Section 2: The Project

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies that some warehouse service center managers used to engage employees to higher levels of productivity. The targeted population consisted of warehouse service center managers in two companies located in the Riverport area in Louisville, KY, who successfully implemented employee engagement strategies that increased workplace productivity. The implications for social change included providing managers new insights on engagement strategies for employees that may lead to lower voluntary and involuntary employee turnover, thus reducing unemployment within communities. Positively engaged employees contribute to the local economy, they may also support community institutions such as schools and churches, as well as homeless shelters and other charitable programs (Shuck et al., 2014).

Role of the Researcher

The researcher's role is to collect, protect, and analyze data to identify themes and report findings in an ethical manner. The researcher often acts as the data collection instrument (Yin, 2014). Researchers must treat participants with fairness, ensuring that ethical interview protocols are in place (U.S. Department of Health and Human Services, 1979; Yin, 2014). In relations to the Belmont Report protocol, human subjects were not part of the research for my study. The responses to the interview questions in this study allowed me to create themes from the views of the selected participants regarding

strategies to increase and improve employee engagement that resulted in higher levels of workplace productivity. Taking notes about the interview experiences and participant performances, and analyzing participant answers to questions assisted in capturing relevant information (Covell, Sidani, & Ritchie, 2012). Note taking was one process I used to capture participants' responses.

As a leader in the workforce, I have over 28 years of professional experience with employee engagement. My background in managing multiple groups of employees while reporting to executives supported information provided by the participants. This experience enabled me to view the topic of employee engagement in the workplace from the perspectives of both worker and manager. I had no personal or business affiliations to the participants or organizations chosen for this study. Ethical policies for collecting data and the appropriate way to analyze the data through member checking will mitigate the possibility for bias (Yin, 2014).

A researcher has an obligation to protect interviewees' personal information and ensure confidentiality during the data collection process and for no less than 5 years following the completion of the study, at which point participants' data should be destroyed (Covell et al., 2012; U.S. Department of Health and Human Services, 1979; Yin, 2014). I completed the National Institute of Health (NIH) Office of Extramural Research Protecting Human Research Participants Certification web-based training course to ensure information received from participants would be safe and confidential. There was continuous monitoring for potential conflicts between the participants and me

by explaining my role as the researcher and the purpose of the study, while advising the participants that a copy of the results would be available to them at the end of the study.

As the researcher, I was obligated to mitigate personal views that may create any form of bias by using an interview protocol, member checking, and identification of data saturation during the data collection process of the study. Bias is the influence of a researcher's experience, background, and culture that may sway the collection and interpretation of data (Bernard, 2013). To eliminate this possibility, a researcher should put measures in place to help avoid bias (Yin, 2014). A researcher must understand bias can play a role during both data collection and interpretation (Marshall & Rossman, 2014). The interviewer must put aside personal beliefs to eliminate any possible bias (Fung, Chan, & Chien, 2013; Yin, 2014). There was no need to prep any participant before or during the interview to promote desired responses for the study.

A researcher has the responsibility to gain information from the participants. The processes of this study included transcribing and validating the information from each participant through member checking, analyzing the data retrieved, creating themes based on the information discovered from the interviews, and using the results to provide insight into strategies to promote successful employee engagement (Yin, 2014). Yin (2014) stated the process consists of compiling, disassembling, reassembling, interpreting, and concluding. A researcher must take appropriate steps to ensure the reliability and validity of the collected data (Kemperaj & Chavan, 2013; Yin, 2014). Conducting interviews was the primary data collection method for this study using open-ended

questions to enable participants to fully share their experiences (Yin, 2014). The interview protocol included providing a comfortable environment, thoroughly explaining the purpose of the study, and most importantly, obtaining permission to conduct the interview.

Participants

For this study, I selected participants related to my specific research question to avoid any form of bias. Participants related to the research questions eliminate potential bias by the researcher (Roulston & Shelton, 2015; Yin, 2014). A key component of a qualitative study is to select the appropriate participants on a voluntary basis (Maskara, 2014; Yap & Webber, 2015; Yin, 2014). The eligibility criteria for interview participants were determined through the census sampling to eliminate bias (Asadollahi et al., 2015; Rader et al., 2015; Soroush, Zargham-Boroujeni, & Namnabati, 2016). The participants met the eligibility requirement within the scope of the population. Participants were warehouse service center managers who successfully implemented strategies to engage employees to improve workplace productivity (O'Halloran, Sheilds, Blackstock, Wintle, & Taylor, 2015).

I emailed cooperation letters to two warehouse service center organizations' human resource team requesting their willingness to participate in the study along with a copy of the interview questions in order to assure them that any questions asked would not jeopardize the organization in any way (Fung et al., 2013; Marshall, Cardon, Poddar, & Fontenot, 2013; Roulston & Shelton, 2015). Once the request was accepted and

following approval from the Walden Institutional Review Board (IRB), I requested the identity of and introduction to the participants who met certain qualifications for the study. If I did not receive a timely response to the letters, I visited in person to discuss my study and the need for participants with human resource managers.

Establishing a working relationship with the participants helped ensure each participant understood the purpose of the study while gaining trust (Maskara, 2014; Yin, 2014). Olsen, Lehto, and Chan (2016) stated there must be ethical boundaries of the researcher-participant relationship. Ethical boundaries included reminding the participants there were no requirements or stipulations to respond to a question if there were any discomfort and they may opt out of the study at any time without consequence, ensuring participants understand taking part in the study is entirely voluntary (Comi, Bischof, & Eppler, 2014; Maskara, 2014; Yin, 2014).

Participants shared personal details and feelings about their work roles and the strategies implemented. Participants must therefore understand that all information provided during the interview is confidential (Brayda & Boyce, 2014; Morse & Coulehan, 2014; Yin, 2014). Participants understood their names and any personal information linking them to the study would not be published or revealed in any way. I stored all files in a safety deposit box, where they will remain for 5 years to ensure participants' identity and information is secure. Protecting participants' privacy is vital in maintaining research ethics (Morse & Coulehan, 2014; Olsen et al., 2016, Yin, 2014).

Research Method

Three primary research methodologies are qualitative, quantitative, and mixed-methods (Venkatesh, Brown, & Bala, 2013). I used a qualitative method for the study. The qualitative methodology provides a better understanding of individuals' lived experiences (Bailey, 2014; Rejno & Berg, 2015; Venkatesh et al., 2013), and therefore, as the researcher I acquired useful information in identifying successful strategies to answer the study's research question. I elected to perform a qualitative study as oppose to a quantitative or mixed methods research based on the advantages of understanding individuals' in-depth experiences through semistructured interviews to gather reliable information from participants (Bernard, 2013; Doody & Noonan, 2013; Walsh, 2014).

Researchers use the qualitative methodology to provide an in-depth analysis of a specific topic (Bailey, 2014; Buck & Lady, 2015). Sallee and Flood's (2013) study supported the basis for using the qualitative method to observe and develop knowledge of individuals' behaviors in natural settings. Researchers who use the qualitative method have the option of gaining knowledge from warehouse service center managers via interviews, focus groups, and observations (Denzin & Lincoln, 2011). When researchers use the qualitative method, they are using active listening, observation, and participation skills which may create an empathetic interview (Drabble, Trocki, Salcedo, Walker, & Korcha, 2016; Johnson, 2015).

The quantitative method was not suitable for the use of this study. Researchers do not uncover individuals' lived experiences using the quantitative method. Researchers

use quantitative methods to test theories through a measurement of variables, relationships, and differences via an analysis of numerical data (Frels & Onwuegbuzie, 2013; Nelson & Evans, 2014). Researchers can analyze numerical data gathered to discover the relationship between two or more variables using the quantitative method (Groeneveld, Tummers, Bronkhorst, Ashikali, & Van Thiel, 2015). My study did not consist of measuring and comparing different variables, comparing numerical data, or determining the relationship amongst two or more variables. The mixed method approach was not suitable for use in this study. The mixed method approach consists of the qualitative and the quantitative methods (Heyvaert, Hannes, Maes, & Onghena, 2013; Patton, 2015; Sparkes, 2014; Venkatesh et al., 2013).

Research Design

There are five designs for qualitative research: case study, phenomenology, ethnography, narrative, and grounded theory (Marshall & Rossman, 2014; Yin, 2014). This study has a multiple case study design. There are advantages and disadvantages when using any of the research designs. A researcher must select the design suitable for the purpose of the study (Fletcher & Conley, 2013). Stake (1995) mentioned case studies as evaluation strategies that other researchers may find useful.

Case studies are the preferred strategy researchers employ when asking how or what questions (Marshall & Rossman, 2014; Stake, 1995; Yin, 2014). The purpose of using a case study design is to define a strategy in which the researcher will explore a program, event, activity, or a process in-depth (Brown, Aon Hewitt, & Reilly, 2013;

Gregor & Hevner, 2013; Hughes & Chapel, 2013). These types of studies connect activities and processes over a period (Besieux et al., 2015; Walby, 2013; Yin, 2014). Conducting an extensive analysis to understand the issue and using historical documentation were necessary to find successful strategies some warehouse service center managers developed and implemented. The case study design was appropriate to explore the experiences of the participants in this study.

Researchers use the phenomenological design to explain their knowledge of individuals' lived experiences (Khan, Kolts, Thase, Krishnan, & Brown, 2015; Maree, Parker, Kaplan, & Oosthuizen, 2016; Moustakas, 1994). Zahavi and Simionescu-Panait (2014) suggested the phenomenological design builds researchers' comprehension of individuals and groups' experiences. Using the phenomenological design means a researcher must be open and not allow the behaviors or thoughts of participants to interfere with the data collected (Maree et al., 2016).

Researchers elect the use of the ethnographic research design in interpretive analyses to concentrate on specific groups in explaining the behaviors of society (Cruz & Higginbottom, 2013; Leedy & Ormrod, 2013). Ethnographic researchers use extensive research regardless of the increased popularity (Cayla & Arnould, 2013). Ethnographic design was not appropriate for this exploration into strategies to increase employee engagement and workplace productivity.

Researchers use the narrative design to study significant storytelling versions of an individual's experience and view of how circumstances are understood (McGlade,

2014; Tian et al., 2014; Yin, 2014). Researchers ultimately use the narrative design to get the life stories from individuals. The narrative design is not appropriate for determining successful strategies to engage employees (Marshall & Rossman, 2014). The narrative design was not a suitable choice for this exploration.

Researchers may use the grounded theory design to develop theories from natural settings using a systematic analysis of data from a specific experience (Johnson, 2015; Lawrence & Tar, 2013; Moustakas, 1994). Researchers conducting a qualitative study may use a grounded theory when gathering information from certain questions that are not open-ended to obtain specific responses, and to verify data about a specific trend (Lawrence & Tar, 2013; Stout, Awad, & Guzman, 2013). However, I was attempting to understand the strategies warehouse managers incorporated to increase employee engagement and improve productivity, and therefore a grounded theory design was not appropriate.

Population and Sampling

The population in this study comprised all people that met the participant criteria. This population consisted of seven warehouse service center managers from two organizations located in the Riverport area of Louisville, KY. Each of these participants had implemented successful strategies that they were using to engage employees to improve workplace productivity. I used census sampling, which requires interviewing 100% of the population (Stake, 1995). By doing so, I was able to ensure that my sample size was adequate and that the sample fully represented the population (Dworkin, 2012;

Malterud, Siersma, & Guassora, 2015; Marshall et al., 2013). To participate in the study, participants were required to have grounded knowledge and lived experience regarding the topic, be employed at a warehouse service center currently using employee engagement strategies, have authority to direct and provide resources to employees, and have proven success in implementing successful and current strategies.

Dworkin (2012) found that an adequate number of interview participants ranges from 5 to 20. However, Malterud et al. (2015) completed a study indicating the appropriate sample size primarily depends on the power of the information obtained relevant to the study. While these researchers' recommended sample sizes do not fully align, both have noted that the goal is to reach saturation. Data saturation is the point when no new themes or concepts are identifiable (Ando, Cousins, & Young, 2014; Marshall et al., 2013; Yin, 2014). Fusch and Ness (2015) reported that key characteristics of data saturation include finding no new data, themes, or coding, and the study's replicability. The study design affects when and how one reaches data saturation (Fusch & Ness, 2015; Yin, 2014).

I encountered multiple viewpoints during the interview process, which ensured that I did not overlook vital information when seeking answers to the research question. All interviews took place in a private office at the participants' workplace to eliminate distractions and ensure confidentiality. Given the site specificity of this study, my findings from participant data may not be generalizable to other warehouse service centers.

Ethical Research

To ensure ethical protection of participants and before collecting data, I obtained institutional review board (IRB) approval from representatives of Walden University and the organizations whose managers I intended to interview (see Brown, 2013; Maskara, 2014; Shaw, 2012). Walden University's approval number for this study is 02-17-17-0567748. Once granted permission to proceed, I contacted the appropriate person at each organization to request participation from the management team. After receiving contact information of potential participants, I verified that the participants met the participation criteria. I then contacted participants to schedule appointments, distribute consent forms, highlight the purpose of the study, and began interviews after collecting the signed consent form.

Receiving informed consent enables participants to understand the process of the research, what to expect during the interview and throughout the data collection process, and their rights to opt out of the interview at any time without obligation (Aluwihare-Samaranayake, 2012; Trotter, 2014). That is, informed consent documentation informs participants of their rights, and must meet U. S. regulations (Aguila, Weidmer, Illingworth, & Martinez, 2016). I ensured participants could understand the language in the consent form before proceeding with the research (see Aguila et al., 2016). I completed the National Institute of Health's web-based training course on protecting human participants. Participation in the study did not include incentives, but I will

provide each participant a copy of the final study, including the findings, by certified mail to the authorized signer of the Letter of Cooperation.

Researchers can minimize risk for participants by taking an ethical approach, and protection of private information is critical (Ferguson, Yonge, & Myrick, 2015; Madini & Nooy, 2013). The consent form was one of the steps I took to minimize risk and assure ethical protection of participants. Coding allowed for the elimination of participants' names, organizations, and any recognizable identifiers to protect the identity of each person. The coding method I used consisted of a letter and number (e.g., P1 represented participant 1, and so forth).

Some people participate in studies because they believe the information they share is confidential, and that their privacy and personal information is protected (Reed, Khoshnood, Blankenship, & Fisher, 2014). I will keep all interview material on a password-protected computer and store any backup USBs, notes, and recordings from the interview in a lockable file in a safety deposit box for 5 years after completion of the study. I will destroy all data after 5 years using a shredding machine and deleting all information from the USB (Brown, 2013; Maskara, 2014; Shaw, 2012). I provided Walden IRB approval number to the participants, and kept them updated throughout the interview process.

Anonymity and confidentiality are important because both permit the participant to feel at ease to share certain information (Pezaro, Clyne, & Gerada, 2016). Anonymity is the state of being anonymous (Gibson, Benson, & Brand, 2013; Heffetz & Ligett,

2014). Confidentiality is containing information whose unauthorized disclosure could be prejudicial to the national interest (Gibson, Benson, & Brand, 2013; Heffetz & Ligett, 2014). I used the confidentiality approach because I was responsible for gathering all research data and reaching out to participants; therefore, anonymity was not an option given my need for direct contact with participants. I assured participants that the information gathered would remain confidential, and there was not a need to use specific names of the participants or to note the name of the organization.

Data Collection Instruments

Data collection instruments are tools a researcher uses to retrieve information from participants (Frels & Onwuegbuzie, 2013; Goodman, Cryder, & Cheeman, 2013). As the researcher, I was the primary data collection instrument. I also used an interview protocol with scripted, open-ended interview questions. Conducting semistructured interviews enabled me to gather useful data for my study, and the open-ended interview questions allowed the participants to share information based on their lived experiences (see Bernard, 2013; Dubé, Schinke, Strasser, & Lightfoot, 2014; Lampropoulou & Myers, 2013).

I also collected data from the organizations' procedures handbooks and via direct observations by attending meetings, observing the interactions between the participants and employees, and note taking (see Yin, 2014). I used the handbooks and documentation to determine if the information was useful to the organization and used by employees performing the task. Yin (2009) identified five sources of useful qualitative evidence

including (a) interviews, (b) archival records, (c) direct observations, (d) participant-observations, and (f) physical artifacts. I analyzed the data from the interviews, procedures handbooks, and observations, and then triangulated the data to ensure trustworthiness of my interpretations. I enhanced the reliability and validity of the data collection instruments and processes with the use of member checking (see Harvey, 2015; Koelsch, 2013; Reilly, 2013).

Data Collection Technique

Before each interview, I reviewed the interview questions to make sure everything was in the appropriate order. I examined the audio recording device to ensure it was working properly, and that an extra set of new batteries was available. I used face-to-face interviews to receive feedback from participants about their lived experiences (Bernard, 2013; Dubé et al., 2014). After securing IRB approval, I emailed consent forms to the potential participants. After receiving signed consent forms, I scheduled interviews with each participant. Using an interview protocol document, I asked each participant the same six interview questions. These open-ended questions allowed the participants to discuss individual strategies and insights, and allowed additional time to explore additional information if it arose (see Cairney & St. Denny, 2015; Irvine, Drew, & Sainsbury, 2013; Jamshed, 2014). I observed participants' body language while administering the face-to-face interviews (see Doody & Noonan, 2013; Yin, 2014) and observing their interactions with others at the participants' workplaces. Observing participants' verbal and nonverbal responses help add additional value to the study by understanding what the participants

mean versus what is stated (Baskarada, 2016). Using the audio recorder assisted in accurately capturing information and responses provided by the participant, and aided me when transcribing the interview data and organizing them into themes. Ensuring space availability on a USB was vital when downloading transcriptions, forms, and participants' information.

The advantages and disadvantages of the data collection techniques varied based on participants. The advantage of using face-to-face interviews was gaining insights regarding the lived experiences of managers who successfully implemented strategies to increase engagement in the workplace. A disadvantage of interviews was relying on the subjective information, and trusting that participants were honest in their responses. An advantage of conducting direct observation was that it enabled me to gather information from nonverbal responses, while the disadvantage of observing participants was the uncertainty of knowing if the behaviors I observed were true reflections of the day-to-day behaviors of the participants. The advantage of gaining access to organizations' policies and procedures was that it provided me a systematic view of the organizations. The disadvantage reviewing policies and procedure documents included not knowing whether the managers enforced the processes outlined in the document.

I relied on warehouse service center managers to answer applied interview questions, and I used member checking to validate the data (see Birt, Scott, Cavers, Campbell, & Walter, 2016; Ciemen, Brant, Kersten, Mullette, & Dickerson, 2015; Morse & Coulehan, 2015). Member checking allowed each participant to review the accuracy of

the information obtained during the data collection process to ensure that I properly understood the data gathered (see Mangioni & Mckerchar, 2013).

Data Organization Technique

Organization techniques consisted of keeping data from the interviews reliable during the research. I used journaling to take notes during the interview process and observations. I audio recorded all verbal communication, used my personal computer with the current Microsoft software to transcribe the interviews, and NVivo to input the data. To avoid disclosing participants' identities, I used coding (see Gibson et al., 2013; Wolf et al., 2015). Aligning the participant's code with the interview questions guaranteed a direct reference to the participants in case additional information was necessary.

I also used backup systems to protect all files and information from loss caused by system failure or corruption; these included password protection, a fireproof safe and a locked file to ensure the confidentiality and protection of all participants (Morse & Coulehan, 2014). All files will remain stored for 5 years, after which I will erase all electronic files and shred all hard copy documents.

Data Analysis

Data analysis is the process of reviewing and interpreting the data as a whole (Gale, Heath, Cameron, Rashid, & Redwood, 2013; Johnson, Dunlap, & Benoit, 2010). My analysis process included organizing and preparing the information in order to analyze and understand it. I used Yin's 5-step process to key themes, group information

that was alike, and create titles of each theme (see Yin, 2014). I used the NVivo software to help code the data and then identified themes (Alyahmady & Al Abri, 2013; Sotiriadou, Brouwers, & Le, 2014). I used interviews, observations, and documents to develop themes until no new data emerged to ensure data saturation. I derived the themes from reoccurring concepts I discovered throughout the study.

Reliability and Validity

Reliability

Detailed and accurate documentation is pertinent to address reliability (Marshall & Rossman, 2014). Member checking of a researcher's interpretations contributes to the overall reliability of the findings. Member checking is the validation of data received through participant review (see Ciemen, Brant, Kersten, Mullette, & Dickerson, 2015; Harvey, 2015; Reilly, 2013). I used member checking to ensure participants' information provided was reliable by verifying my interpretations of what I received. Reliability derives from the accuracy of interview transcripts, theme coding, and notes (Platt & Skowron, 2013). Researchers rely on data collection techniques to ensure reliability such as interview protocols (Foley & O'Connor, 2013). I used an interview protocol to ensure I provided each participant with the same questions and guidelines.

Validity

Validity strengthens qualitative research by confirming the results from the analysis (Brown, 2013; Maskara, 2014; Platt & Skowron, 2013). Developing processes such as member checking supports the validity of the research findings (Marshall &

Rossman, 2014; Yin, 2014). Researchers should ensure participants clearly understand the interview questions, and the researcher should ensure there is clear understanding of the responses provided by the participants. I addressed validity by collecting data using the interview protocol process and participants' company documents. I conducted interviews using the same interview questions with each participant. Credibility is equivalent to internal validity (Yin, 2014).

Credibility

A researcher's credibility is pertinent. Credibility ensures research is believable (Munn, Porritt, Lockwood, Aromataris, & Pearson, 2014). I established alignment among the participants by reviewing the interview transcripts. I used member checking to confirm the participants' responses from my interpretation.

Transferability

Transferability is equivalent to external validity (Marshall & Rossman, 2014; Yin, 2014). Transferability relates to how easy the findings could transfer into general information through the lens of other researchers and readers for future research (Elo et al., 2014; Houghton, Casey, Shaw, & Murphy, 2013; Marshall & Rossman, 2014). I selected participants based on boundaries and industry type for future researchers to determine the transferability of the findings.

Confirmability

Confirmability is the accuracy of the data and another form of providing validity to the research (Houghton et al., 2013). I first attempted to understand the participants'

lived experienced, and then interpreted the meaning participants provided about their lived experiences. I used member checking to confirm my understanding and interpretations of the data received and confirm no additional data developed. Member checking of the data interpretation ensures saturation. Saturation is when no new data (Marshall et al., 2013). To reach saturation, a sample size appropriate for the study is vital (O'Reilly & Parker, 2013).

Transition

The purpose of this qualitative exploratory multiple case study was to explore successful strategies warehouse service center managers used to promote employee engagement. The sources for the data consisted of face-to-face semistructured interviews, observation, and document review. The use of member checking validated the reliability and validity of the data collection process. I derived themes from the data analysis process to answer the research question. In Section 3, I present the findings of the study, and offer recommendations for future study.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore strategies that some warehouse service center managers used to engage employees to higher levels of productivity. Based on the research question, compiling and analyzing the interview responses, and the companies' procedures handbooks, I identified three themes (a) providing clear and concise communication, (b) creating supportive manager-employee partnerships, and (c) benefits to include incentives. Section 3 includes the presentation of the findings and an application to the professional practice of why and how the findings are relevant to improve business practice. Implications for social change, recommendations of action of who should pay attention to the findings, how the results might be disseminated in training, conferences, and contributions to the literature, recommendations for future research, reflections, and conclusion are also included in Section 3.

Presentation of the Findings

The intent of this qualitative multiple case study was to answer the central research question: What strategies do some warehouse service center managers use to engage employees to higher levels of workplace productivity. To answer the overarching research question, I conducted face-to-face interviews with seven warehouse service center managers from two service center organizations located in Louisville, Kentucky. The three themes, which emerged from the data analyzed in this research study, were (a)

providing clear and concise communication, (b) creating supportive manager-employee partnerships, and (c) including benefits and incentives such as acknowledgments, salary increases, gift cards, time off work, flexibility, tuition reimbursement, and concern about personal well-being.

I completed the five-step process, which Yin (2014) indicated consists of (a) compiling, (b) disassembling, (c) reassembling, (d) interpreting, and (e) concluding. I compiled information learned from the interviews, receiving companies' procedures handbooks, direct observation, and conducting member checking for validation. I imported all data into NVivo 10. I disassembled the data based on information each participant supplied, reassembled according to information similar in content, and finally interpreted creating the three main themes, which answers the research question and strategies business leaders could use to increase employee engagement.

Theme 1: Providing Clear and Concise Communication

Communication is critical in engaging employees in the success of any organization (Handa & Gulati, 2014; Sharma, 2014; Shuck & Reio, 2014). During the interview process, seven participants (100%) indicated clear and concise communication is a vital strategy for increasing employee engagement. Each participant shared various ways of effective communication but indicated face-to-face is the most efficient way to communicate to enable dialogue and clarity to the discussion. Participant 1 stated "We cannot expect our employees to do their best if management cannot communicate expectations effectively". Participant 3 replied "Without clear and concise

communication, the company will not reach sales expectations. Every leader must attend at least one communication training a year.” Participant 4 stated:

Sometimes we have turnabout days where employees get to act as the leader.

During this time, the employees are to show the leaders what they expect from us or how we should communicate and perform as leaders. Having days like this enables the leaders to see things from the viewpoint of the employees.

Participants in this study were able to validate the importance of effective communication. Participants were able to share their views on how their leaders in the organization promote effective communication. The participating organizations enforce clear and concise communication at every level of the business.

The findings were consistent with the literature from Mishra et al. (2014) who described the most reliable way to provide communication is the use of face-to-face communication to include verbal cues to hear the tone of the discussion and nonverbal cues examine the body language and facial expressions. Five participants suggested the importance of open and honest communication creates support, participation, and increases employee engagement.

These findings aligned with the literature. Nayak and Sahoo (2015) and Sharma (2014) suggested that leaders within organizations should keep employees informed to establish trust and confidence. How leaders communicate can lessen the potential for resistance leading to sustainable growth and increased employee engagement (Georgalis

et al., 2015; Nayak & Sahoo, 2015). Kickert (2014) suggested that organizational leaders must provide effective communication.

Theme 2: Creating Supportive Manager-Employee Partnerships

Leadership styles play a critical role in employee engagement (Ghadi et al., 2013; Griffin et al., 2015). Six participants stressed the importance of how leadership should support the employees. Participant 1 shared “employees who have support from their leaders seemed to be more engaged in the workplace than areas where leadership presence was not visible or supportive”. Participant 6 shared:

Leadership is critical. When he started at the company, employees did not engage and a person coming in could feel the tension upon arrival. However, he earned the employees trust by listening, sharing, leading by example, and supporting some of the ideas and concerns.

These findings were consistent with the literature. According to Lee and Jensen (2014), Mishra et al. (2014), and Nasomboon (2014), leadership is crucial in an organization by the impact they play. Literature from Perko, Kinnunen, and Feldt (2014) mentioned leadership influences employee engagement. Carasco-Saul, Kim, and Kim (2015) stated that the relationship amongst leadership and employees is imperative in establishing employee engagement leading to increased productivity in the workplace. According to Sieger et al. (2013), employees feel part of the team when there is collaboration. The findings from the research indicated employees value leaders who lead by example in an organization (De Clercq et al., 2014; De Sousa & Van Dierendonck,

2014). Findings from this study aligned with the literature suggesting employees are driven to engage when participation in some decision-making processes are present (Yoerger, Crowe, & Allen, 2015; Zeglal et al., 2014). Salerno et al. (2015) contributed to the findings indicating participation and employees' well-being go hand and hand, which leads to increased levels of employee engagement.

Theme 3: Benefits to Include Incentives

During the interview process, each participant shared the importance of incentives, which included but not limited to acknowledgments, salary increases, gift cards, time off work, flexibility, tuition reimbursement, and concern about personal well-being. Each participant agreed simply acknowledging and showing appreciation goes a long way. Participant 2 shared "The budget is limited, which creates difficulties in increasing compensation but finds it easier to give employees time away from work to arrive late or leave early without affecting productivity in the workload". Four participants shared they make a conscious habit to say thank you and a job well done. Participant 5 stated "Writing personal notes to her team individualizes the appreciation to the individual."

The participants incorporated additional benefits to attract employees, which included incentives and various forms of compensation to support employee engagement. Organizations could incorporate the use of this strategy when gaining and retaining employees. Participant 4 mentioned that "the employees' well-being is important, and

including extra benefits in the hiring process creates a sense of self-worth in arriving to work daily, prepared, and eager to be at work.”

The findings aligned with the literature. Salerno et al. (2015) shared in a study some factors that lead to employee engagement included appraisals, health and wellness, participation, support, and self-worth. Alagaraja and Shuck (2015) completed a study linking engaged employees to incentives and rewards to reach the organization's vision and goals. Some organizations promote incentives to recruit experienced and sometimes a certain level of education (Griffin et al., 2015). According to Gupta and Sharma (2016), the meaning at work is the degree to which an individual experiences meaning and value.

The research findings aligned with the significance of the study and related to the conceptual framework, employee engagement. The themes, which emerged facilitated in understanding employee engagement in this qualitative multiple, case study and assisted in addressing the purpose of the study and the research question. Employee engagement emerged as a concept of individual integration with role activities (Kahn, 1990). Kahn (1990) defined some characteristics of employee engagement as commitment, perspective, putting best efforts forward, and safety. Participant 6 stated:

The past organization did not incorporate any form of incentives, and some employees left the organization because they did not feel valued. If an organization wants to see an improvement in productivity and performance, they have to be willing and find ways to engage the employees.

Participant 7 stated:

Our organization is committed to supporting the well-being of our employees.

Although our budget may not always allow for monetary rewards, we can be creative in giving some form of reward even if it is time away from the office or extended lunches and breaks.

This study has contributed to understanding the strategies business leaders in any organization could use to increase employee engagement in the workplace. An employee committed to an organization leads to the well-being of the employee in the workplace, community, and home (Downey et al., 2015; Gollan & Xu, 2015; Mishra et al., 2014). The findings also contributed to the effective practice of business to increase an organization's productivity and performance when employees effectively engage in the workplace (Radda, Majidadi, & Akanno, 2015).

Applications to Professional Practice

The findings from this study support the idea that Kahn's (1990) employee engagement consists of several characteristics to include commitment, putting best efforts forward, perspectives, and quality, which validates why organizational leaders should promote strategies to increase employee engagement. The strategies could strengthen business relationships within the organization, increase engagement and productivity. Findings from this study added to prior and the existing body of knowledge about the importance of employee engagement.

Theme 1 revealed clear and concise communication could support organizational leaders to receive support, commitment, and creative ideas involving employees.

Researchers agreed internal communication influences employee engagement (Hargrove et al., 2015; Mishra et al., 2014; Mercurio, 2015). Organizational leaders could implement this strategy as evidenced discovered in the findings of the study by participants' responses, prior and current research literature to solidify the need for employees feeling valued in the organization.

Theme 2 revealed creating supportive manager-employee partnerships is critical. Prior research conducted by Kopperud et al. (2014) indicated that leaders must be positive to influence creativity, support, and establish relationships. Organizational leaders could implement this strategy based on the findings from participants' responses, prior and current literature to create relationships enabling employing to feel valued in the organizations.

Theme 3 revealed benefits to include incentives such as acknowledgments, salary increases, gift cards, time off work, flexibility, tuition reimbursement, and concern about personal well-being were important to each participant in implementing strategies, which promoted employee engagement. Alagaraja and Shuck (2015) completed a study linking engaged employees to incentives to reach organizations' visions and goals. Organizational leaders could benefit from implementing incentives to promote employee engagement to increase productivity in the workplace.

Leadership and employee engagement are both necessary to increase productivity. Employee engagement could determine the success of an organization in any industry. It is important for organizational leaders to understand employees are an asset to the

business. Griffin, Bryant, and Koerber (2015) stated the role of employee engagement is critical to maintaining quality service, productivity, and performance to sustain growth within a competitive environment.

The findings of this study provide enriched evidence of past and current research literature of how organizational leaders could benefit from implementing successful strategies to encourage employee engagement through communication, partnership, and incentives. Organizational leaders could use these strategies to remove barriers, which may exist and understand how to monitor and avoid potential obstacles through partnerships. Organizational leaders could also use the strategies to increase productivity and possibly customer satisfactions by implementing strategies to foster employee engagement with the use of financial and nonfinancial incentives. Implementing the various may contribute to social change.

Implications for Social Change

The study could contribute to social change in any organization, primarily warehouse service centers. The participants consisted of warehouse service managers who created and implemented strategies to promote employee engagement, which led to increased productivity in the workplace. Leaders in any organization could incorporate strategies included in this study to support employee engagement. Employees who are likely to engage bring positive emotions, cognition, and positive behaviors to the workplace (Kahn, 1990). Sources agreed creating an environment of engaging employees appeared to create a positive workforce within an organization through the level of

commitment (Menguc et al., 2013; Saunders & Tiwari, 2014; Soane et al., 2013).

According to Menguc, Auh, Fisher, and Haddad (2013) and Saunders and Tiwari (2014), employees who engaged in the workplace showed connections to the organization, community, family, and relationships.

Organizational leaders must understand what influences employee engagement while recognizing some barriers, which may prevent a successful transition and plan accordingly to gain a successful outcome implementing the strategies (Karkoulian, Mukaddam, McCarthy, & Messarra, 2013). The findings are not general to specific locations, industries, settings, or populations, but may increase employee engagement and improve productivity. Implementing the strategies to increase employee engagement could produce positive social change by contributing to the local economy; they may also support community institutions such as schools and churches, as well as homeless shelters and other charitable programs. Employees are valuable to every organization and attempts for organizational leaders to acknowledge this principle may confirm the need to support and implement employee engagement strategies in the workplace, which may lead to lower voluntary and involuntary employee turnover, thus reducing unemployment within communities. Each participant understood the importance of engaging employees and believed employee engagement has different influences in the organization.

Recommendations for Action

Business leaders in any organization should consider if the strategies in this study align with current business initiatives to increase productivity in the workplace. It is vital

for organizational leaders to consider past, current, and new strategies when determining what is in the best interest of reaching the organizations' vision and goals. Based on the findings of the study, I was able to create six recommendations business leaders could consider when implementing strategies to increase employee engagement, which leads to improved productivity. Recommendation of the following steps could improve employee engagement in the work place.

The first recommendation is to provide clear and concise communication by incorporating monthly meetings throughout the organization and departmental meetings to gain input from employees while enforcing open lines of communication. The second recommendation is creating teams, which include a member from each department or essential areas required to address the scope of a project. Creating teams enable participation from various people and groups to bring diversity and creative ideas. Employee engagement is the satisfaction and excitement an employee feels when engaging in the workplace (Nasomboon, 2014; Saunders & Tiwari, 2014).

The third recommendation is promoting manager-employee partnerships to create an environment of trust and support. The fourth recommendation is to create an engagement team, which includes all levels of management, office staff, and warehouse employees to create and implement strategies to increase engagement. Sources agreed creating an environment of engaging employees appeared to create a positive workforce within an organization through the level of commitment (Menguc et al., 2013; Saunders & Tiwari, 2014; Soane et al., 2013). The fifth recommendation is to develop an event

planning committee comprised of different levels of employees to promote activities throughout the organization to increase supportive relationships. The sixth recommendation is to develop an incentive program throughout the organization and within individual departments to support ways of acknowledging a job well done.

Business leaders at all levels in any industry who desires to increase employee engagement should pay attention to the results of this study. Human resource personnel who is considering ways to recruit and higher the best employees should consider the findings of this study. Students completing research may find results from this study beneficial. The results from this study will be disseminated through Walden University scholarly works for academic purposes. I might disseminate the results through future training within various organizations seeking ways to increase employee engagement and presentations in teaching others about the importance of employee engagement. I might consider continuing my research to share my findings in future publications.

Recommendations for Further Research

The findings of this study validate prior and current literature. Organizational leaders need to implement successful strategies, which promote employee engagement suitable to their business needs. The recommendations for future studies address some of the limitations of this study. One limitation was not including executives as part of the study. Future research should explore engagement strategies with executives and first level employees to determine if the findings would be similar to findings discovered by warehouse service center managers. Another limitation was the sample size did not

provide adequate representation of the population. Future research should explore organizations and industries outside Louisville, Kentucky Riverport area and outside of warehouse service centers, to determine if different geographic areas have similar or different viewpoints for increasing employee engagement.

I conducted a qualitative multiple case study. I recommend future research could include a quantitative or mixed method approach on employee engagement to gain access to variables, which affects employee engagement such as transformational and transactional leadership. Implications for future studies could help understand how employees' perceptions dictate the understanding of various leadership styles or understanding employees' perception of the meaning of good.

Reflections

Obtaining a doctoral degree was always my dream and desire. I wanted to know how it felt having someone to call me doctor. Although it has taken some time to get to this point, I thank God I made it. The process was sometimes challenging, tiresome, and emotional. Although I did not know what to expect entering into this journey, giving up was never an option.

Completing this study, I gained experience in conducting research, which increased my knowledge tremendously. I learned the meaning of and conducting synthesis amongst multiple sources to create a scholarly voice. I also met wonderful staff and peers along the way gaining a higher level of community.

I believe the process was long, but eventually I realized I was further ahead than many. Waiting for feedback was mainly the most stressful portion of the study then trying to complete the required number of pages for the literature review section of the study. The waiting period to determine if I could move to the next chapter never ceased although I thought it would lessen the next time. The anxiety level never changed.

My personal views on employee engagement are engaging employees from the beginning of employment, throughout the training process, and daily. Often I see employees not willing to engage due to lack of trust, support, communication, resources, understanding, and sometimes employees' personal life. The findings from this study validated my initial thoughts and concerns about employee engagement. I continued to ensure my personal thoughts and views did not create bias with the support of member checking. The findings of the study presented strategies for business leaders in any industry could access to increase employee engagement leading to improved productivity in the workplace.

Conclusion

The purpose of this qualitative multiple case study was to explore strategies some warehouse service center managers used to engage employees to higher levels of productivity. Responses from interviews and triangulated data included member checking, direct observation, and archival data provided understanding of employee engagement in the workplace. Organizational leaders should implement strategies to promote employee engagement to influence higher levels of productivity. Three main

themes emerged from this study to include providing (a) clear and concise communication, (b) creating supportive manager-employee partnerships, and (c) benefits to include incentives. The conceptual framework for the research study was employee engagement theory. The findings indicated organizational leaders who implement these strategies have the opportunity to increase employee engagement and might affect social change by lowering voluntary and involuntary employee turnover, thus reducing unemployment within communities.

The findings from this study suggest communication is vital in every aspect of the organization, organizational leaders must lead by example to create manager-employee partnerships, and implementing programs to include incentives and additional compensation could increase employee engagement. I conclude that implementing strategies, which align with organizations' business initiatives, could increase employee engagement leading to customer satisfaction, profitability, higher level of productivity, fewer turnovers, and committed employees. The primary takeaway from this doctoral study was employees are willing to commit to the organization's vision and goal if organizational leaders acknowledge a sense of appreciation, value, and self-worth to the employees.

References

- Abdelkafi, N., & Tauscher, K. (2016). Business models for sustainability from a system dynamics perspective. *Organization & Environment*, 29, 74-96.
doi:10.1177/1086026615592930
- Abel, M. (2013). The social and financial benefits of developing employee satisfaction. *International Journal of Management & Information Systems*, 17, 83-90.
Retrieved from <http://www.clueinstitute.com/journals/international-journal-of-management-information-systems-ijmis/>
- Aguila, E., Weidmer, B. A., Illingworth, A. R., & Martinez, H. (2016). Culturally competent informed-consent process to evaluate a social policy for older persons with low literacy: The Mexican case. *SAGE Open*, 6(3), 1-11.
doi:10.1177/21582446016665886
- Ahearne, M., Lam, S. K., & Kraus, F. (2014). Performance impact of middle managers' adaptive strategy implementation: The role of social capital. *Strategic Management Journal*, 35, 68-87. doi:10.1002/smj.2086
- Alagaraja, M., & Githens, R. P. (2016). Capacity and capability building for national HRD: A multi-level conceptual framework. *Human Resource Development Review*, 15, 77-100. doi:10.1177/1534484315623908
- Alagaraja, M., & Shuck, B. (2015). Exploring organizational alignment-employee engagement linkages and impact on individual performance: A conceptual model.

Human Resource Development Review, 14, 17-37.

doi:10.1177/1534484314549455

Aluwihare-Samaranayake, D. (2012). Ethics in qualitative research: A view of the participants' and researchers' world from a critical standpoint. *International Journal of Qualitative Methods*, 11(2), 64-81. Retrieved from <https://ijq.sagepub.com>

Alyahmady, H. H., & Al Abri, S. S. (2013). Using Nvivo for data analysis in qualitative research. *International Interdisciplinary Journal of Education*, 2, 181-186.

doi:10.12816/0002914

Andersson, G. (2015). Resisting organizational change. *International Journal of Advanced Corporate Learning*, 8(1), 48-51. doi:10.3991/ijac.v8i1.4432

Ando, H., Cousins, R., & Young, C. (2014). Achieving saturation in thematic analysis: Development and refinement of a codebook. *Comprehensive Psychology*, 3, 1-7.

doi:10.2466/03.CP.3.4

Anyan, F. (2013). The influence of power shifts in data collection and analysis stages: A focus on qualitative research interview. *The Qualitative Report*, 18(18), 1-9.

Retrieved from <http://nsuworks.nova.edu/tqr/>

Asadollahi, M., Bostanabad, M. A., Jebraili, M., Mahallei, M., Rasooli, A. S., & Abdolalipour, M. (2015). Nurses' knowledge regarding hand hygiene and its individual and organizational predictors. *Journal of Caring Sciences*, 4(1), 45-

53. doi:10.5681/jcs.2015.005

- Bailey, L. F. (2014). The origin and success of qualitative research. *International Journal of Market Research*, 56, 167-184. doi:10.2501/IJMR-2014-013
- Bakker, A. B. (2014). Daily fluctuation in work engagement: An overview and current directions. *European Psychologist*, 19(4), 227-236.
doi:10.1027/10169040/a00160
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work & Stress*, 22(3), 187-200. doi:10.1080/02678370802393649
- Bambale, A. J. (2015). Effects of servant leader behaviors on organizational citizenship behaviors for the individual (OCB-I): In the Nigeria's utility industry using partial least squares (PLS). *International Journal of Management and Sustainability*, 4, 130-144. doi:10.18488/journal.11/2015.4.6/11.6.130.144
- Baskarada, S. (2016). Qualitative case study guidelines. *The Qualitative Report*, 19(24), 1-18. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Beck, C. D. (2014). Antecedents of servant leadership a mixed methods study. *Journal of Leadership & Organizational Studies*, 21, 299-314.
doi:10.1177/1548051814529993
- Bedarkar, M., & Pandita, D. (2014). A study on the drivers of employee engagement impacting employee performance. *Procedia-Social and Behavioral Sciences*, 133, 106-115. doi:10.1016/j.sbspro.2014.04.174
- Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*

(2nd ed.). Thousand Oaks, CA: Sage.

- Besieux, T., Baillien, E., Verbeke, A. L., & Euweman, M. C. (2015). What goes around comes around: The mediation of corporate social responsibility in the relationship between transformational leadership and employee engagement. *Economic and Industrial Democracy*, 36, 573-750. doi:10.1177/0143831x15614914
- Beukes, I., & Botha, E. (2013). Organizational commitment, work engagement and meaning of work of nursing staff in hospitals. *SA Journal of Industrial Psychology*, 39(2), 1-10. doi:10.4102/sajip.v39i2.1144
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26, 1802-1811. doi:10.1177/1049732316654870
- Blaskovics, B. (2014). Impact of leadership styles on project success: The case of a multinational company. *Dynamic Relationship Management Journal*, 3(2), 21-36. doi:10.17708/drmj.2014.v03n02a02
- Boverie, P., Grassberger, R., & Law, V. (2013). Leading individual development and organizational change around learning, meaning, and nurturing environment. *Advances in Developing Human Resources*, 15, 382-400. doi:10.1177/1523422313498564
- Branna, M. J., Parsons, E., & Priola, V. (2015). Brands at work: The search for meaning in mundane work. *Organizations Studies*, 36(1), 29-53. doi:10.1177/0170840614553382

- Brayda, W. C., & Boyce, T. D. (2014). So you really want to interview me: Navigating sensitive qualitative research interviewing. *International Journal of Qualitative Methods*, 13(1), 318-334. doi:10.1177/160940691401300115
- Brown, D., Aon Hewitt, P., & Reilly, P. (2013). Reward and engagement: The new realities. *Compensation & Benefits Review*, 45(3), 145-157. doi:10.1177/0886368713497546
- Brown, M. E. (2013). *Data-driven decision making as a tool to improve software development productivity* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 1435602894)
- Buck, A. J., & Lady, G. M. (2015). A new approach to model verification, falsification, and selection. *Econometrics*, 3, 466-493. doi:10.3390/econometrics3030466
- Burns, H., Diamond-Vaught, H., & Bauman, C. (2015). Leadership for sustainability: Theoretical foundations and pedagogical practices that foster change. *International Journal of Leadership Studies*, 9, 88-100. Retrieved from <http://www.regent.edu/acad/global/publications/ijls/new/home.htm>
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Caillier, J. G. (2014). Toward a better understanding of the relationship between transformational leadership, public service motivation, mission valence, and employee performance: A preliminary study. *Public Personnel Management*, 43(2), 218-239. doi:10.1177/0091026014528478
- Cairney, P., & St. Denny, E. (2015). Reviews of what is qualitative research and what is

- qualitative interviewing. *International Journal of Social Research Methodology: Theory and Practice*, 18, 117-125. doi:10.1080/13645579.2014.957434
- Carasco-Saul, M., Kim, W., & Kim, T. (2015). Leadership and employee engagement: Proposing research agendas through a review of literature. *Human Resource Development Review*, 14, 38-63. doi:10.1177/1534484314560406
- Carter, D., & Baghurst, T. (2014). The influence of servant leadership on restaurant employee engagement. *Journal of Business Ethics*, 124, 453-464. doi:10.1007/s10551-013-1882-0
- Cayla, J., & Arnould, E. (2013). Ethnographic stories for market learning. *Journal of Marketing*, 77(4), 1-16. doi:10.1509/jm.12.0471
- Cerne, M., Dimovski, V., Maric, M., Penger, S., & Skerlavaj, M. (2013). Congruence of leader self-perceptions and follower perceptions of authentic leadership: Understanding what authentic leadership is and how it enhances employees' job satisfaction. *Australian Journal of Management*, 39, 453-471. doi:10.1177/0312896213503665
- Chen, C. W. (2014). Managers vs. professionals: A cross-cultural study in ethics. *Australian Journal of Business and Management Research*, 4(6), 1-8. Retrieved from <http://www.ajbmr.com>
- Choi, S., & Schnurr, S. (2014). Exploring distributed leadership: Solving disagreements and negotiating consensus in a leaderless team. *Discourse Studies*, 16(1), 3-24. doi:10.1177/1461445613508891

- Church, A. (2013). Engagement is in the eye of the beholder: Understanding differences in the OD vs. talent management mindset. *OD Practitioner*, 45(2), 42-48.
Retrieved from <http://www.odnetwork.org/publications/practitioner/index.php>
- Ciemen, E. L., Brant, J., Kersten, D., Mullette, E., & Dickerson, D. (2015). A qualitative analysis of patient and family perspectives of palliative care. *Journal of Palliative Medicine*, 18(3), 282-285. doi:10.1089/jpm.2014.0155
- Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decisions Processes*, 86, 278-321.
doi:10.1006/obhd.2001.2958
- Comi, A., Bischof, N., & Eppler, M. J. (2014). Beyond projection: Using collaborative visualization to conduct qualitative interviews. *Qualitative Research in Organizations and management: An International Journal*, 9(2), 110-133.
doi:10.1108/QROM-05-2012-1074
- Covell, C. L., Sidani, S., & Ritchie, J. A. (2012). Does the sequence of data collection influence participants' responses to closed and open-ended questions? A methodology study. *International Journal of Nursing Studies*, 49, 664-671.
doi:10.1016/j.ijnurstu.2011.12.002
- Cruz, E. V., & Higginbottom, G. (2013). The use of focused ethnography in nursing research. *Nurse Researcher*, 20(4), 36-43. doi:10.7748/nr2013.03.20.4.36.e305
- De Clercq, D., Bouckennooghe, D., Raja, U., & Matsyborska, G. (2014). Servant leadership and work engagement: The contingency effects of leader-follower

social capital. *Human Resource Development Quarterly*, 25, 183-212.

doi:10.1002/hrdq.21185

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

De Sousa, M. J., & Van Dierendonck, D. (2014). Servant leadership and engagement in a merge process under high uncertainty. *Journal of Organizational Change Management*, 27, 877-899. doi:10.1108/JOCM-07-2013-0133

Diestel, S., Wegge, J., & Schmidt, K. (2014). The impact of social context on the relationship between individual job satisfaction and absenteeism: The roles of different foci of job satisfaction and work-unit absenteeism. *Academy of Management Journal*, 57, 353-382. doi:10.5465/amj.2010.1087

Dik, B. J., Duffy, R. D., Allan, B. A., O'Donnell, M. B., Shim, Y., & Steger, M. F. (2014). Purpose of the meaning in career development applications. *The Counseling Psychologist*, 43(4), 558-585. doi:10.1177/0011000014546872

Doci, E., & Hofmans, J. (2015). Task complexity and transformational leadership: The mediating role of leaders' state core self-evaluations. *The Leadership Quarterly*, 26, 436-447. doi:10.1016/j.leaqua.2015.02.008

Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data. *Nurse Researcher*, 20(5), 28-32. doi:10.7748/nr2013.05.20.5.28.e327

Downey, S. N., Werff, L., Thomas, K. M., & Plaut, V. C. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. *Journal of*

Applied Social Psychology, 45, 35-44. doi:10.1111/jasp.12273

Drabble, L., Trocki, K. F., Salcedo, B., Walker, P. C., & Korcha, R. A. (2016).

Conducting qualitative interviews by telephone: Lessons learned from a study of alcohol use among sexual minority and heterosexual women. *Qualitative Social Work*, 15(1), 118-133. doi:10.1177/1473325015585613

Dubé, T. V., Schinke, R. J., Strasser, R., & Lightfoot, N. (2014). Interviewing in situ:

Employing the guided walk as a dynamic form of qualitative inquiry. *Medical Education*, 48, 1092-1100. doi:10.1111/medu.12532

Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth

interviews. *Archives of Sexual Behavior*, 41, 1319-1320. doi:10.1007/s10505-012-0016-6

Eisele, L., Grohnert, T., Beusaert, S., & Segers, M. (2013). Employee motivation for

personal development plan effectiveness. *European Journal of Training and Development*, 37, 527-543. doi:10.1108/EJTD-02-2013-0015

Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014).

Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(3), 1-10. doi:10.1177/2158244014522633

Ericsson, U., & Augustinsson, S. (2015). The role of first line managers in healthcare

organisations: A qualitative study on the work life experience of ward managers. *Journal of Research in Nursing*, 20, 280-295. doi:10.1177/1744987114564258

Fearon, C., McLaughlin, H., & Morris, L. (2013). Conceptualizing work engagement.

European Journal of Training and Development, 37, 244-256.

doi:10.1108/03090591311312723

Ferguson, L. M., Yonge, O., & Myrick, F. (2015). Students' involvement in faculty research: Ethical and methodological issues. *International Journal of Qualitative Methods*, 3(4), 56-68. doi:10.1177/160940690400300405

Fletcher, J., & Conley, D. (2013). The challenge of causal inference in gene-environment interaction research: Leveraging research designs from the social sciences. *American Journal of Public Health*, 103(S1), 42-45.

doi:10.2105/AJPH.2013.301290

Foley, D., & O'Connor, A. J. (2013).. Social capital and networking practices of indigenous entrepreneurs. *Journal of Small Business Management*, 51, 276-296.

doi:10.1111/jsbm.12017

Frels, R. K., & Onwuegbuzie, A. J. (2013). Administering quantitative instruments with qualitative interviews: A mixed research approach. *Journal of Counseling & Development*, 91(2), 184-194. doi:10.1002/j.1556-6676.2013.00085.x

Fung, Y., Chan, Z., & Chien, W. (2013). Undertaking qualitative research that involves native Chinese people. *Nurse Researcher*, 21, 29-33.

doi:10.7748/nr2013.09.21.1.29.e1204

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408-1416. Retrieved from

<http://nsuworks.nova.edu/tqr/>

- Gale, N. K., Heath, G., Cameron, E., Rashid, S., & Redwood, S. (2013). Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Medical Research Methodology*, *13*, 117. doi:10.1186/1471-2288-13-117
- Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, *20*(11), 1772-1789. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Georgalis, J., Samaratunge, R., Kimberley, N., & Lu, Y. (2015). Change process characteristics and resistance to organisational change: The role of employee perceptions of justice. *Australian Journal of Management*, *40*, 89-113. doi:10.1177/0312896214526212
- Gerst, R. (2013). Understanding employee engagement and trust. *The Journal for Quality and Participation*, *35*(4), 32-37. Retrieved from <http://asq.org/pub/jqp>
- Ghadi, M., Fernando, M., & Caputi, P. (2013). Transformational leadership and work engagement. *Leadership & Organization Development Journal*, *34*, 532-550. doi:10.1108/LODJ-10-2011-0110
- Gibson, S., Benson, O., & Brand, S. L. (2013). Talking about suicide: Confidentiality and anonymity in qualitative research. *Nursing Ethics*, *20*, 18-29. doi:10.1177/0969733012452684

- Gollan, P. J., & Xu, Y. (2015). Re-engagement with the employee participation debate: Beyond the case of contested and captured terrain. *Work, Employment, and Society, 29*(2), NP1-NP13. doi:10.1177/0950017014522722
- Goodman, J. K., Cryder, C. E., & Cheeman, A. (2013). Data collection in a flat world: The strengths and weaknesses of mechanical turk samples. *Journal of Behavioral Decision Making, 26*(3), 213-224. doi:10.1002/bdm.1753
- Gregor, S., & Hevner, A. R. (2013). Positioning and presenting design science research for maximum impact. *Management Institute Systems Quarterly, 37*(2), 337-356. Retrieved from <http://www.misq.org/>
- Griffin, J. J., Bryant, A., & Koerber, C. P. (2015). Corporate responsibility and employee relations: From external pressure to action. *Group & Organization Management, 40*, 378-404. doi:10.1177/1059601114560168
- Groeneveld, S., Tummers, L., Bronkhorst, B., Ashikali, T., & Van Thiel, S. (2015). Quantitative methods in public administration: Their use and development through time. *International Public Management Journal, 18*, 61-86. doi:10.1080/10967494.2014.972484
- Guay, R. (2013). The relationship between leader fit and transformational leadership. *Journal of Managerial Psychology, 28*(1), 55-73. doi:10.1108/02683941311298869
- Gupta, N., & Sharma, V. (2016). Exploring employee engagement: A way to better business performance. *Global Business Review, 17*, 45S-63S. doi:

10.1177/0972150916631082

- Haigh, N., & Hoffman, A. J. (2014). The new heretics: Hybrid organizations and the challenges they present to corporate sustainability. *Organization & Environment*, 27, 223-241. doi:10.1177/1086026614545345
- Handa, M., & Gulati, A. (2014). Employee engagement: Does individual personality matter. *Journal of Management Research*, 14, 57-67. Retrieved from <http://www.macrothink.org/journal/index.php/jmr/>
- Hargrove, M. B., Becker, W. S., & Hargrove, D. F. (2015). The HRD Eustress model: Generating positive stress with challenging work. *Human Resource Development Review*, 14, 279-298. doi:10.1177/1534484315598086
- Harvey, L. (2015). Beyond member checking: A dialogic approach to the research interview. *International Journal of Research & Method in Education*, 38(1), 23-38. doi:10.1080/1743727X.2014.914487
- Heffetz, O., & Ligett, K. (2014). Privacy and data-based research. *Journal of Economic Perspectives*, 28(2), 75-98. doi:10.1257/jep.28.2.75
- Henker, N., Sonnentag, S., & Unger, D. (2015). Transformational leadership and employee creativity: The mediating role of promotion focus and creative process engagement. *Journal of Business & Psychology*, 30(2), 235-247. doi:10.1007/s10869-014-9348-7
- Hetland, J., Hetland, H., Bakker, A. B., Demerouti, E., Andreassen, C. S., & Pallesen, S. (2015). Psychological need fulfillment as a mediator of the relationship between

transformational leadership and positive job attitudes. *Career Development International*, 20(5), 464-481. doi:10.1108/CDI-10-2014-0136

Heyvaert, M., Hannes, K., Maes, B., & Onghena, P. (2013). Critical appraisal of mixed methods studies. *Journal of Mixed Methods Research*, 7, 302-327.
doi:10.1177/1558689813479449

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case study research. *Nurse Researcher*, 20(4), 12-17.
doi:10.7748/nr2013.03.20.4.12.e326

Hughes, C., & Chapel, A. (2013). Connect, communicate, collaborate and create: Implementing an enterprise-wide social collaboration platform at KPMG - Part two: Realizing value. *Business Information Review*, 30(4), 191-195.
doi:10.1177/0266382113517829

Irvine, A., Drew, P., & Sainsbury, R. (2013). 'Am I not answering your questions properly?' Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative Research*, 13(1), 87-106.
doi:10.1177/146879411243908

Jagger, O., & Lewith, G. (2016). Building resilience through leadership. *InnovAit: Education and Inspiration for General Practice*, 9(6), 347-354.
doi:10.1177/1755738016634832

Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87-88. doi:10.4103/0976-0105.141942

- Johnson, B. C., Dunlap, E., & Benoit, E. (2010). Organizing mountains of words for data analysis, both qualitative and quantitative. *Substance Use & Misuse, 45*, 648-670. doi:10.3109/10826081003594757
- Johnson, J. (2015). Qualitative sales research: An exposition of grounded theory. *Journal of Personal Selling & Sales Management, 35*(3), 262-273. doi:10.1080/08853134.2014.954581
- Jones, S. L., & Van de Ven, A. H. (2016). The changing nature of change resistance: An examination of the moderating impact of time. *The Journal of Applied Behavioral Science, 52*, 482-506. doi:10.1177/0021886316671409
- Josiassen, A., Assaf, A. G., Woo, L., & Kock, F. (2016). The imagery-image duality model: An integrative review and advocating for improved delimitation of concepts. *Journal of Travel Research, 55*(6), 789-803. doi:10.1177/0047287515583358
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*, 692-724. doi:10.2307/256287
- Karanges, E., Johnston, K., Beatson, A., & Lings, I. (2015). The influence of internal communication on employee engagement: A pilot study. *Public Relations Review, 41*(1), 129-131. doi:10.1016/j.pubrev.2014.12.003

- Karkoulian, D., Mukaddam, W., McCarthy, R., & Messarra, L. (2013). Job insecurity: A whirlpool of chronic powerlessness. *Education Business and Society, 6*(1), 55-70. doi:10.1108/17537981311314727
- Kemp, E., Kopp, S. W., & Kemp, E. C. (2013). Take this job and shove it: Examining the influence of role stressors and emotional exhaustion of organizational commitment and identification in professional truck drivers. *Journal of Business Logistics, 34*(1), 33-45. doi:10.1111/jbl.12008
- Kemparaj, U., & Chavan, S. (2013). Qualitative research: A brief description. *Indian Journal of Medical Sciences, 67*, 89-98. doi:10.4103/0019-5359.121127
- Khan, A., Kolts, R. L., Thase, M. E., Krishnan, K. R. R., & Brown, W. (2015). Research design features and patient characteristics associated with the outcome of antidepressant clinical trials. *American Journal of Psychiatry, 161*(11), 2045-2049.
- Kickert, W. J. M. (2014). Specificity of change management in public organizations: Conditions for successful organizational change in Dutch ministerial departments. *American Review of Public Administration, 44*, 693-717. doi:10.1177/0275074013483871
- Kiersch, C. E., & Byrne, Z. S. (2015). Is being authentic being fair? Multilevel examination of authentic leadership, justice, and employee outcomes. *Journal of Leadership & Organizational Studies, 22*, 292-303. doi:10.1177/1548051815570035

- Kim, A., Kim, Y., Han, K., Jackson, S. E., Ployhart, R. E. (2014). Multilevel influences on voluntary workplace green behavior: Individual differences, leader behavior, and coworker advocacy. *Journal of Management*, 1-24.
doi:10.1177/0149206314547386
- Kim, C., & Schachter, H. L. (2015). Exploring followership in a public setting: Is it a missing link between participative leadership and organizational performance. *American Review of Public Administration*, 45, 436-457.
doi:10.1177/0275074013508219
- Koelsch, L. E. (2013). Reconceptualizing the member checking interview. *International Journal of Qualitative Methods*, 12, 168-179. Retrieved from <http://ijq.sagepub.com/>
- Kopperud, K. H., Martinsen, O., & Humborstad, S. I. W. (2014). Engaging leaders in the eyes of the beholder: On the relationship between transformational leadership, work engagement, service climate, and self-other agreement. *Journal of Leadership & Organizational Studies*, 21, 29-42. doi:10.1177/1548051813475666
- Kura, K. M. (2016). Linking environmentally specific transformational leadership and environmental concern to green behavior at work. *Global Business Review*, 17, 1S-14S. doi:10.1177/0972150916631069
- Lampropoulou, S., & Myers, G. (2013). Stance taking in interviews from the Qualidata Archive. *Qualitative Social Research*, 14(1), 1-23. Retrieved from <http://www.qualitative-research.net/index.php/fqs>

- Lawrence, J., & Tar, U. (2013). The use of grounded theory technique as a practical tool for qualitative data collection and analysis. *Electronic Journal of Business Research Methods*, 11, 29-40. Retrieved from <http://www.ejbrm.com/main.html>
- Lee, J., & Jensen, J. M. (2014). The effects of active constructive and passive corrective leadership on workplace incivility and the mediating role of fairness perceptions. *Group & Organization Management*, 39, 416-443.
doi:10.1177/1059601114543182
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research? Planning and design* (10th ed.). Upper Saddle River, NJ: Pearson Education.
- Liden, R. C., Wayne, S. J., Meuser, J. D., Hu, J., Wu., J., Liao, C. (2015). Servant leadership: Validation of a short form of the SL-28. *The Leadership Quarterly*, 26, 254-269. doi:10.1016/j.leaqua.2014.12.002
- Lin, R. S., & Hsiao, J. (2014). The relationships between transformational leadership, knowledge sharing, trust, and organizational citizenship behavior. *International Journal of Innovation, Management and Technology*, 5, 171-174.
doi:10.7763/IJIMT.2014.V5.508
- Littman-Ovadia, H., & Lavy, S. (2015). Going the extra mile: Perseverance as a key character strength at work. *Journal of Career Assessment*, 23, 1-16.
doi:10.1177/1069072715580322
- Liu, L. L., & Liu, J. H. (2015). A study of the relationships between employees stock ownership, employees' dedication to work, and the meaning of work for

employees-taking employees in the hairdressing industry as a case study. *Journal of Accounting, Finance & Management Strategy*, 10(1), 83-114. Retrieved from <http://performancesforum.org/JAFMS>

Long, Z., Buzzanell, P. M., & Kuang, K. (2016). Positioning work amid discontinuities and continuities: Chinese post80s workers' dialogical constructions of meanings of work. *Management Communication Quarterly*, 30, 532–556.

doi:10.1177/0893318916636237

Madini, A. A., & Nooy, J. (2013). Disclosure of gender identity in internet forums: A case study of Saudi Arabian forum communication. *Gender, Technology and Development*, 17(3), 233-257. doi:10.1177/0971852413498741

Malterud, K., Siersma, V. D., & Guassora, A. D. (2015). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 25, 1461-1600. doi:10.1177/1049732315617444

Mangioni, V., & Mckerchar, M. (2013). Strengthening the validity and reliability of the focus group as a method in tax research. *eJournal of Tax Research*, 11(2), 176-190. Retrieved from <https://www.business.unsw.edu.au/research/research-journals/atax-journal>

Maree, J. E., Parker, S., Kaplan, L., & Oosthuizen, J. (2016). The information needs of South African parents of children with cancer. *Journal of Pediatric Oncology Nursing*, 33(1), 9-17. doi:10.1177/1043454214563757

- Marques, J. (2015). The changed leadership landscape: What matters today. *Journal of Management Development, 34*, 1310-1322. doi:10.1108/JMD-02-2015-0010
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in a qualitative research? A review of qualitative interviews in IS research. *The Journal of Computer Information Systems, 54*, 11-22.
doi:10.1080/08874417.2013.11645667
- Marshall, C., & Rossman, G. (2014). *Designing qualitative research* (6th. ed.). Thousand Oaks, CA: Sage Publications.
- Maskara, A. (2014). *A process framework for managing quality of service in private cloud* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses (UMI No. 3636194)
- McGlade, J. (2014). Simulation as narrative: Contingency, dialogics, and the modeling conundrum. *Journal of Archaeological Method Theory, 21*(2), 288-305.
doi:10.1007/s10816-014-9201-3
- McKnight, L. (2013). Transformational leadership in the context of punctuated change. *Journal of Leadership, Accountability and Ethics, 10*(2), 103-114. Retrieved from <http://www.na-businesspress.com/JLAE/jlaescholar.html>
- Men, L. R., & Jiang, H. (2016). Cultivating quality employee-organization relationships: The interplay among organizational leadership, culture, and communication. *International Journal of Strategic Communication, 10*, 462-479.
doi:10.1080/1553118x.2016.1226172

- Menguc, B., Auh, S., Fisher, M., & Haddad, A. (2013). To be engaged or not to be engaged: The antecedents and consequences of service employee engagement. *Journal of Business Research, 66*, 2163-2170. doi:10.1016/j.jbusres.2012.01.007
- Mercurio, Z. A. (2015). Affective commitment as a core essence of organizational commitment: An integrative literature review. *Human Resource Development Review, 14*, 389-141. doi:10.1177/1534484315603612
- Mesu, J., Riemsdijk, M., & Sanders, K. (2013). Labor flexibility in SME: The impact of leadership. *Employee Relations, 35*, 120-138. doi:10.1108/01425451311287835
- Miao, Q., Newman, A., Schwarz, G., & Xu, L. (2014). Servant leadership, trust, and the organizational commitment of public sector employees in China. *Public Administration, 92*, 727-743. doi:10.1111/padm.12091
- Mikkelsen, A. C., York, J. A., & Arritola, J. (2015). Communication competence, leadership behaviors, and employee outcomes in supervisor-employee relationships. *Business and Professional Communication Quarterly, 78*, 336-354. doi:10.1177/2329490615588542
- Milbourn, B. T., McNamara, B. A., & Buchanan, A. J. (2014). Understanding the episodic everyday of disrupted lives: Scoping the occupational therapy literature. *Canadian Journal of Occupational Therapy, 81*(3), 144-153. doi:10.1177/0008417414533315
- Mirabito, A. M., & Berry, L. L. (2015). You say you want a revolution: Drawing on social movement theory to motivate transformative change. *Journal of Service*

Research, 18, 336-350. doi:10.1177/1094670515582037

Mishra, K., Boynton, L., & Mishra, A. (2014). Driving employee engagement: The expanded role of internal communication. *International Journal of Business Communication*, 51, 183-202. doi:10.1177/2329488414525399

Morse, J. M., & Coulehan, J. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25, 1212-1222.
doi:10.1177/1049732315588501

Morse, J. M., & Coulehan, J. (2014). Maintaining confidentiality in qualitative publications. *Qualitative Health Research*, 25, 151-152.
doi:10.1177/1049732314563489

Moustakas, C. (1994). *Phenomenological research methods*. New York, NY: Sage.

Munn, Z., Porritt, K., Lockwood, C., Aromataris, E., & Pearson, A. (2014). Establishing confidence in the output of qualitative research synthesis: The ConQual approach. *BMC Medical Research Methodology*, 14, 1-7. doi:10.1186/1471-2288-14-108

Nasomboon, B. (2014). The relationship among leadership commitment, organizational performance, and employee engagement. *International Business Research*, 7(9), 77-90. doi:10.5539/ibr.v7n9p77

Nayak, T., & Sahoo, C. K. (2015). Quality of work life and organizational performance: The mediating role of employee commitment. *Journal of Health Management*, 17, 263-273. doi:10.1177/0972063415589236

Nelson, G., & Evans, S. D. (2014). Critical community psychology and qualitative

research: A conversation. *Qualitative Inquiry*, 20, 158-166.

doi:10.1177/10778004135100873

Newman, A., Nielsen, I., & Miao, Q. (2014). The impact of employee perceptions of organizational corporate social responsibility practices on job performance and organizational citizenship behavior: Evidence from the Chinese private sector.

The International Journal of Human Resource Management, 26, 1226-1242.

doi:10.1080/09585192.2014.934892

Nichols, T. W., & Erakovich, R. (2013). Authentic leadership and implicit theory: A normative form of leaderships? *Leadership & Organization Development Journal*, 34, 182-195.

doi:10.1108/01437731311321931

Nieberding, A. (2014). Employee engagement and other bonding forces in organizations.

Consulting Psychology Journal: Practice and Research, 66, 320-323.

doi:10.1037/cpb0000022

Norton, T. A., Parker, S. L., Zacher, H., & Ashkanasy, N. M. (2015). Employee green behavior: A theoretical framework, multilevel review, and future research agenda.

Organization & Environment, 28, 103-125. doi:10.1177/1086026615575773

Nyberg, D., & Sveningsson, S. (2014). Paradoxes of authentic leadership: Leader identity struggles. *Leadership*, 10, 437-455. doi:10.1177/1742715013504425

O'Connor, A., & Raile, A. N. W. (2015). Millennials' get a real job: Exploring generational sifts in the colloquialism's characteristics and meanings.

Management Communication Quarterly, 29, 276-290 doi:

10.1177/0893318915580153

O'Halloran, P. D., Sheilds, N., Blackstock, F., Wintle, E., & Taylor, N. F. (2015).

Motivational interviewing increases physical activity and self-efficacy in people living in the community after hip fracture: A randomized controlled trial. *Clinical Rehabilitation*, 29(11), 1-12. doi:10.1177/02692155155617814

Olsen, D. P., Lehto, R. H., & Chan, R. R. (2016). Ethical case study of the researcher-participant relationship in end-of-life research. *Western Journal of Nursing Research*, 1-16. doi:10.1177/0193945916639590

O'Reilly, M., & Parker, N. (2013). Unsatisfactory saturation: A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research Journal*, 13, 190-197. doi:10.1177/1468794112446106

Oswick, C. (2015). Guest editorial: Engaging with employee engagement HRD theory and practice. *Human Resource Development Review*, 14, 8-16.
doi:10.1177/1534484314558743

Pattakos, A., & Dundon, E. (2016). Discovering meaning through the lens of work. *Journal of Constructivist Psychology*, 29, 1-8.
doi:10.1080/10720537.2015.1119084

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (5th ed.). Thousand Oaks, CA: Sage.

- Perko, K., Kinnunen, U., & Feldt, T. (2014). Transformational leadership and depressive symptoms among employees: Mediating factors. *Leadership & Organization Development Journal*, 35, 286-304. doi:10.1108/LODJ-07-2012-0082
- Petrou, P., Demerouti, E., & Schaufeli, W. B. (2016). Crafting the change: The role of employee job crafting behaviors for successful organizational change. *Journal of Management*, 1-27. doi:10.1177/0149206135624961
- Pezaro, S., Clyne, W., & Gerada, C. (2016). Confidentiality, anonymity and amnesty for midwives in distress seeking online support: Ethical? *Nursing Ethics*, 23, 1-24. doi:10.1177/0969733016654315
- Platt, L. F., & Skowron, E. A. (2013). The family genogram interview: Reliability and validity of a new interview protocol. *The Family Journal*, 21(1), 35-45. doi:10.1177/1066480712456817
- Poulsen, A. A., Meredith, P., Khan, A., Henderson, J., Castrisos, V., & Khan, S. R. (2014). Burnout and work engagement in occupational therapists. *British Journal of Occupational Therapy*, 77(3), 156-164. doi:10.4276/030802214X13941036266621
- Pradhan, S., & Pradhan, R. K. (2016). Transformational leadership and job outcomes: The mediating role of meaningful work. *Global Business Review*, 17, 1S-13S. doi:10.1177/0972150916631211
- Prottas, D. J. (2013). Relationships among employee perception of their manager's behavioral integrity, moral distress, and employee attitudes and well-being.

Journal of Business Ethics, 113, 51-60. doi:10.1007/s10551-012-1280-z

- Quintana, T. A., Park, S., & Cabrera, Y. A. (2015). Assessing the effects of leadership styles on employees' outcomes in international luxury hotels. *Journal of Business Ethics*, 129, 469-489. doi:10.1007/s10551-01402170-3
- Radda, A. A., Majidadi, M. A., & Akanno, S. N. (2015). Employee engagement: The new model of leadership. *Indian Journal of Management Science*, 5(2), 17-26.
Retrieved from <http://www.scholarshub.net/ijms.html>
- Rader, K. A., Lipsitz, S. R., Fitzmaurice, G. M., Harrington, D. P., Parzen, M., & Sinha, D. (2015). Bias-corrected estimates for logistic regression models for complex surveys with application to the United States' nationwide inpatient sample. *Statistical Methods in Medical Research*, 24, 1-16.
doi:10.1177/0962280215596550
- Reed, E., Khoshnood, K., Blankenship, K. M., & Fisher, C. B. (2014). Confidentiality, privacy, and respect: Experiences of female sex workers participating in HIV research in Andhra Pradesh, India. *Journal of Empirical Research on Human Research Ethics*, 9(1), 19-28. doi:10.1525/jer.2014.9.1.19
- Regan, S., Laschinger, H. K. S., Wong, C. A. (2015) The influence of empowerment, authentic leadership, and professional practice environments on nurses' perceived interprofessional collaboration. *Journal of Nursing Management*, 24, E54-E61.
doi:10.1111/jonm.12288
- Reilly, R. C. (2013). Found poems, member checking and crises of representation. *The*

- Qualitative Report*, 18(15), 10-18. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Rejno, A., & Berg, L. (2015). Strategies for handling ethical problems in end life care: Obstacles and possibilities. *Nursing Ethics*, 22, 778-789.
doi:10.1177/0969733014547972
- Rothmann, S. J., & Welsh, C. (2013). Employee engagement: The role of psychological conditions. *Management Dynamics*, 22(1), 14-27. Retrieved from http://references.sabinet.co.za/sa_epubliation/mandyn
- Roulston, K., & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), 332-342.
doi:10.1177/1077800414563803
- Saks, A. M., & Gruman, J. A. (2014a). Getting newcomers engaged: The role of socialization tactics. *Journal of Managerial Psychology*, 26, 383-402.
doi:10.1108/026839411111139001
- Saks, A. M., & Gruman, J. A. (2014b). What do we really know about employee engagement. *Human Resource Development Quarterly*, 25, 155-182.
doi:10.1002/hrdq.21187
- Salerno, A., Laran, J., & Janiszewski, C. (2015). Pride and regulatory behavior: The influence of appraisal information and self-regulatory goals. *Journal of Consumer Research*, 42, 499-514. doi:10.1093/jcr/ucv037
- Sallee, M., & Flood, J. (2013). Using qualitative research to bridge research, policy and practice. *Theory Into Practice*, 51, 137-144. doi:10.1080/00405841.2012.662873

- Saunders, L., & Tiwari, D. (2014). Employee engagement and disengagement: Causes and benefits. *The International Journal of Business & Management*, 2, 44-52.
Retrieved from <http://theijbm.com/may2014/5.BM1405-009.pdf>
- Selmer, J., & Luring, J. (2016). Work engagement and intercultural adjustment. *International Journal of Cross Cultural Management*, 16(1), 33-51.
doi:10.1177/1470595815622491
- Shahid, A., & Azhar, S. M. (2013). Gaining employee commitment: Linking to organizational effectiveness. *Journal of Management Research*, 5, 250-268.
doi:10.5296/jmr.v5il.2319
- Sharma, M. (2014). The role of employees' engagement in the adoption of green supply chain practices as moderated by environment attitude: An empirical study of the Indian automobile industry. *Global Business Review*, 15, 25S-38S.
doi:10.1177/0972150914550545
- Shaw, B. T. (2012). *Exploring the factors of an enterprise resource planning system in a local government organization* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3510463)
- Shuck, B., Ghosh, R., Zigarmi, D., & Nimon, K. (2013). The jingle jangle of employee engagement: Further exploration of the emerging construct and implications for workplace learning and performance. *Human Resource Development Review*, 12, 11-35. doi:10.1177/1534484312463921

- Shuck, B., & Herd, A. M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD. *Human Resource Development Review, 11*, 156-181.
doi:10.1177/1534484312438211
- Shuck, B., & Reio, T. G. (2014). Employee engagement and well-being: A moderation model and implications for practice. *Journal of Leadership & Organizational Studies, 21*, 43-58. doi:10.1177/1548051813494240
- Shuck, B., Twyford, D., Reio, T. G., & Shuck, A. (2014). Human resource development practices and employee engagement: Examining the connection with employee turnover intentions. *Human Resource Development Quarterly, 25*, 239-270.
doi:10.1002/hrdq.21190
- Sieger, P., Zellweger, T., & Aquino, K. (2013). Turning agents into psychological principals: Aligning interests of non-owners through psychological ownership. *Journal of Management Studies, 50*, 361-390. doi:10.1111/joms.12017
- Smith, B. (2014). How may information bolster anti-discrimination laws to promote more family-friendly workplaces? *Journal of Industrial Relations, 56*, 547-565.
doi:10.1177/0022185614540128
- Soane, E., Shantz, A., Alfes, K., Truss, C., Rees, C., & Gatenby, M. (2013). The association of meaningfulness, well-being, and engagement with absenteeism: A moderated mediation model. *Human Resource Management, 52*, 441-456.
doi:10.1002/hrm.21534

- Solnet, D., Kralj, A., & Baum, T. (2015). 360 degrees of pressure: The changing role of the HR professional in the hospitality industry. *Journal of Hospitality & Tourism Research, 39*, 271-292. doi:10.1177/1096348012471380
- Soroush, F., Zargham-Boroujeni, A., & Namnabati, M. (2016). The relationship between nurses' clinical competence and burnout in neonatal intensive care units. *Iranian Journal of Nursing and Midwifery Research, 21*, 424-429. doi:10.4103/1735-9066.185596
- Sotiriadou, P., Brouwers, J., & Le, T. (2014). Choosing a qualitative data analysis tool: A comparison of NVivo and Leximancer. *Annals of Leisure Research, 17*, 218-234, doi:10.1080/11745398.2014.902292
- Sparkes, A. C. (2014). Developing mixed methods research in sport and exercise psychology: Critical reflections on five points of controversy. *Psychology of Sport and Exercise, 16*, 49-58. doi:10.1016/j.psychsport.2014.08.014
- Spears, R. (1995). Editorial. *British Journal of Social Psychology, 34*(2), 125-222. doi:10.1111/j.2044-8309.1995.tb0
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York, NY: Guilford Press.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stander, F. W., De Beer, L. T., Stander, M. W. (2015). Authentic leadership as a source of optimism, trust in the organization and work engagement in the public health

care sector. *SA Journal of Human Resource Management*, 13(1), 1-12.

doi:10.4102/sajhrm.v13i1.675

Star, S., Russ-Eft, D., Braverman, M. T., & Levine, R. (2016). Performance measurement and performance indicators: A literature review and a model for practical adoption. *Human Resource Development Review*, 15, 1-31.

doi:10.1177/1534484316636220

Storch, J., Makaroff, K. S., Pauly, B., & Newton, L. (2013). Take me to my leader: The importance of ethical leadership among formal nurse leaders. *Nurse Ethics*, 20, 150-157. doi:10.1177/0969733012474291

Stout, M. S., Awad, G., & Guzman, M. (2013). Exploring managers attitudes toward work/family programs in the private sector. *Psychologist-Manager Journal*, 16, 176-195. doi:10.1037/mgr0000005

Strier, R., Eisikovits, Z., Sigad, L., & Buchbinder, E. (2015). Working men views of poverty: Ethnic perspectives, *Men and Masculinities*, 18, 1-29 doi: 10.1177/1097184X15613829

Strom, D. L., Sears, K. L., & Kelly, K. M. (2014). Work engagement: The roles of organizational justice and leadership style in predicting engagement among employees. *Journal of Leadership & Organizational Studies*, 21, 71-82.

doi:10.1177/1548051813485437

- Swarnalatha, C., & Prasanna, T. S. (2013). Employee engagement: The concept. *International Journal of Management Research and Review*, 3, 3872-3882.
Retrieved from www.ijmrr.com
- Tian, K., Sautter, P., Fisher, D., Fischbach, S., Luna-Nevarez, C., Boberg, K.,... Vann, R. (2014). Transforming health care: Empowering therapeutic communities through technology-enhanced narratives. *Journal of Consumer Research*, 41, 237-260.
doi:10.1086/676311
- Townsend, K., Wilkinson, A., & Burgess, J. (2014). Routes to partial success: Collaborative employment relations and employee engagement. *The International Journal of Human Resource Management*, 25, 915-930.
doi:10.1080/09585192.2012.743478
- Trotter, G. (2014). Autonomy as self-sovereignty. *HEC Forum*, 26, 237-255.
doi:10.1007/s10730-0014-9248-2
- Tuss, C., Shantz, A., Soane, E., Alfes, K., & Delbridge, R. (2013). Employee engagement, organizational performance and individual well-being: Exploring the evidence, developing the theory. *The International Journal of Human Resource Management*, 24, 2657-2669. doi:10.1080/09585192.2013.798921
- Urquhart, C., & Fernández, W. (2013). Using grounded theory method in information systems: The researcher as blank slate and other myths. *Journal of Information Technology*, 28, 224–236. doi:10.1057/jit.2012.34
- U.S. Department of Health and Human Services. (1979). *The Belmont Report*. Retrieved

from <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information

systems. *MIS Quarterly*, *37*(1), 21-54. Retrieved from <http://www.misq.org/>

Waite, R., McKinney, N., Smith-Glasgow, M. E., & Meloy, F. A. (2014). The embodiment of authentic leadership. *Journal of Professional Nursing*, *30*, 282-291. doi:10.1016/j.profnurs.2013.11.004

Walby, K. (2013). Institutional ethnography and data analysis: Making sense of data dialogues. *International Journal of Social Research Methodology*, *16*, 141-154. doi:10.1080/13645579.2012.661207

Walsh, R. (2014). Certifying interviewers: The role of testing interviewers to improve data quality. *Quality and Quantity*, *48*, 317-335. doi:10.1007/s11135-012-9770-8

Wang, C. H. (2014). A longitudinal study of innovation competence and quality management on firm performance. *Innovation: Management, Policy & Practice*, *16*, 392-403. doi:10.5172/impp.2013.2877

Whitmore, J. (2004). Something really has to change: Change management as an imperative rather than a topic. *Journal of Change Management*, *4*(1), 5-14. doi:10.1080/1469701032000154971

Wolf, L. E., Patel, M. J., Williams Tarver, B. A., Austin, J. L., Dame, L. A., & Beskow, L. M. (2015). Certificates of confidentiality: Protecting human subject research data in law and practice. *Journal of Law, Medicine, & Ethics*, *43*, 594-609.

doi:10.1111/jlme.12302

- Yap, Q. S., & Webber, J. K. (2015). Developing corporate culture in a training department: A qualitative case study of internal and outsourced staff. *Review of Business & Finance Studies*, 6, 43-56. Retrieved from <http://www.theibfr.com/rbfcs.htm>
- Yeatman, S., Trinitapoli, J., & Hayford, S. (2013). Limitations of clinic-based studies on HIV and fertility preferences. *American Journal of Public Health*, 101(6), 5. doi:10.2105/AJPH.2013.301333
- Yin, R. K. (2014). *Case study research: Design and methods* (5th. ed.). Thousand Oaks, CA: SAGE.
- Yin, R. K. (2009). *Case study research: Design and methods* (4th. ed.). Los Angeles, CA: SAGE.
- Yoerger, M., Crowe, J., & Allen, J. A. (2015). Participate or else: The effect of participation in decision-making in meetings on employee engagement. *Consulting Psychology Journal: Practice and Research*, 67(1), 65-80. doi:10.1037/cpb0000029
- Zahavi, D., & Simionescu-Panait, A. (2014). Contemporary phenomenology at its best. *Europe's Journal of Psychology*, 10, 215-220. doi:10.5964/ejop.v10i2.810
- Zeglat, D., Aljaber, M., & Alrawabdeh, W. (2014). Understanding the impact of employee empowerment on customer-oriented behavior. *Journal of Business Studies Quarterly*, 6(1), 55-67. Retrieved from <http://jbsq.org>

Zilber, T. B. (2014). Beyond a single organization: Challenges and opportunities in doing field level ethnography. *Journal of Organizational Ethnography*, 3(1), 96–113.
doi:10.1108/JOE-11-2012-0043