

ENHANCEMENT OF COHESION AND ENGAGEMENT THROUGH MOTIVATIONAL
FACTORS IN THE MULTI-GENERATIONAL WORKFORCE

by

R. Jason Hemphill

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Liberty University, School of Business

October 2020

ProQuest Number:28149811

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent on the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



ProQuest 28149811

Published by ProQuest LLC (2020). Copyright of the Dissertation is held by the Author.

All Rights Reserved.

This work is protected against unauthorized copying under Title 17, United States Code
Microform Edition © ProQuest LLC.

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

Abstract

Leaders in all corporations will have to answer the multi-generational challenges in the workplace to motivate their employees by maintaining cohesion and engagement (Ahmad & Ibrahim, 2015; Lazaroiu, 2015). A gap in the literature exists to understand how leaders can create group cohesion and engagement by possessing the instruction and tools necessary to adequately lead the multi-generational diverse workforce to long-term success of the medical device division (Cote, 2019; Dwyer & Azevedo, 2016; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). The central research questions in this qualitative case study addressed the understanding of how leaders use motivational factors, as perceived by the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to enhance group engagement and collaboration of the new generationally diverse workplace bounded in a medical device company and how motivational factors influence enhanced engagement and collaboration to lead in the long-term success in the medical device industry as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Fourteen major themes were found to support the knowledge to answer the research questions. Conceptual frameworks were created to summarize the findings and use for implementation training to relate the subthemes per major themes per generational cohort.

Keywords: multi-generational diverse workforce, cohesion, engagement, motivational factors

ENHANCEMENT OF COHESION AND ENGAGEMENT THROUGH MOTIVATIONAL
FACTORS IN THE MULTI-GENERATIONAL WORKFORCE

by

R. Jason Hemphill

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

Liberty University

OCT 2020

_____ Date: _____

Dr. Melissa Connell, Dissertation Chair

_____ Date: _____

Dr. Kim Anthony, Committee Member

_____ Date: _____

Dr. Edward M. Moore, DBA Program Director

Dedication

I dedicate this doctoral study to my wife, Rebekah Hemphill, my son Justin Hemphill, and my daughter Jessica Hemphill. Their continued support, encouragement, and guidance have been an inspiration during this journey of pursuing my educational dreams and this doctoral degree. I want to thank you for repeated sacrifice, patience, and love.

Acknowledgments

I acknowledge and thank instructors, coworkers, and family members who played an integral role by providing advice and giving support during this doctoral study process. A sincere thank you goes to my committee members, Dr. Kim Anthony and Dr. Edward Moore, for their direction, instruction, and understanding during the doctoral study review process. Additionally, a special thank you goes to committee chairperson, Dr. Melissa Connell. Because of Dr. Connell's continual, ongoing support, guidance, and dedication, the journey of achieving a doctoral degree was a wonderful and educational experience.

I want to recognize the coworkers who assisted in the interviews. Without their participation and support, the doctoral study would not have been possible. The insight and knowledge received from participants helped to make this study a success.

Finally, I thank my parents, Ralph B. Hemphill and Norma H. Hemphill, for their support, guidance, and direction as well as providing a loving home to my brother, Adam B. Hemphill, and me while instilling the value of education. I also thank my extended family members who played an integral role in my life while laying the foundation for my doctoral journey.

Table of Contents

List of Tables	xi
List of Figures	xiv
Section 1: Foundation of the Study.....	1
Background of the Problem	2
Problem Statement	5
Purpose Statement.....	6
Nature of the Study	7
Discussion of Method	8
Discussion of Design	9
Summary of the Nature of the Study	11
Research Questions	11
Conceptual Framework.....	13
Discussion of Concept 1	14
Discussion of Concept 2	14
Discussion of Concept 3	16
Discussion of Concept 4	16
Discussion of Relationships Between Concepts	17
Summary of the Conceptual Framework	17
Definition of Terms.....	17
Assumptions, Limitations, Delimitations	19
Assumptions.....	19
Limitations	20

Delimitations.....	20
Significance of the Study	21
Reduction of Gaps.....	21
Implications for Biblical Integration.....	22
Relationship to Field of Study	23
Summary of the Significance of the Study	24
A Review of the Professional and Academic Literature.....	25
Medical Device Industry Background	26
Common Business Strategies.....	27
Diversification due to High Uncertainty, Unstable Market	27
Long-Term Success Factors.....	28
Innovation	28
Quality Standards.....	29
The Flexibility of Workforce Deployment	29
Sustainability.....	30
Flexibility With Innovation Juxtaposition With a Rigid Structure.....	30
ABMB Organizational Context	31
ABMB Profile.....	31
Corporate Strategy	32
Employee Base.....	32
Gage of Current Leadership Practices	32
Leadership Communication Strategies	33
Emotional Intelligence	34

Horizontal Versus Vertical Communication.....	35
Rich Communication	35
Symmetrical Internal Communication.....	36
Face to Face Communication Using Transformational Leadership	36
Motivational Factors	36
Manager Versus Leader Characteristics	37
Extrinsic and Intrinsic Motivational Factors.....	38
One-Way Motivational Factors.....	38
Personal Financial Gain	39
Policy Improvements	39
Positional Improvement in the Company Structure.....	40
Two-Way Motivational Factors.....	40
Clear Communication of Strategic Vision.....	40
Encouragement and Support (Situational Leadership)	41
Training and Career Development.....	42
Performance Feedback.....	43
Long-Term Success Factors Related to Leadership Strategies.....	44
Innovation	45
Low Resistance to Change.....	45
Development of Change Implementation Efficient Methods	45
Development of Flexible Responsibilities	45
Knowledge Development and Transfer of Knowledge	46
Employee Retention.....	46

Cohesion to Support Long-Term Success.....	47
Studies on the Creation of Cohesion in General.....	47
Connections to Job Dissatisfaction and Turnover	48
Connections to Loss of Long-Term Success	49
Engagement to Support Long-Term Success.....	49
Studies on the Creation of Engagement in General	50
Connections to Job Dissatisfaction and Turnover	50
Connections to Loss of Long-Term Success	51
Generational Group Theory	52
Characteristics of Veterans	53
Characteristics of Baby Boomers.....	53
Characteristics of Generation X.....	54
Characteristics of Millennials	55
Characteristics of Linksters.....	56
Motivational Needs Per Generational Group.....	57
Veterans	58
Baby Boomers.....	58
Generation X.....	58
Millennials	59
Linksters.....	60
Multi-Generational Workplace Complexity	60
Problem Creation in Business.....	60
Issues with Long-Term Success.....	61

Current Strategies to Resolve Multi-Generational Inefficiencies	62
Benefits of Multiple Viewpoints and Strengths.....	62
Mentoring Across Generational Approaches	63
Knowledge Sharing and Training Through Multiple Means	63
Customization of Needs of Various Generations.....	63
Potential Themes and Perceptions	64
Summary of the Literature Review	66
Transition and Summary of Section 1	67
Section 2: The Project.....	68
Purpose Statement.....	69
Role of the Researcher	70
Participants.....	73
Research Method and Design	75
Discussion of Method	76
Discussion of Design	78
Summary of Research Method and Design	81
Population and Sampling	81
Discussion of Population	82
Discussion of Sampling	82
Summary of Population and Sampling	84
Data Collection	84
Instruments.....	85
Data Collection Techniques	89

Data Organization Techniques.....	90
Summary of Data Collection	91
Data Analysis	91
Coding Process.....	92
Summary of Data Analysis	93
Reliability and Validity.....	94
Reliability.....	94
Validity	95
Summary of Reliability and Validity	96
Transition and Summary of Section 2	96
Section 3: Application to Professional Practice and Implications for Change	98
Overview of the Study	98
Anticipated Themes/Perceptions	103
Presentation of the Findings.....	104
Demographic Profile.....	104
Summary of the General Coding Process	108
Theme 1: The Best Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement	109
Theme 2: Variations Exist on How the Best Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement per Generational Cohort.....	128
Millennials	128
Generation X.....	133
Baby Boomers.....	139

Theme 3: The Use of Theme 1 Motivational Factors Results in Certain Common Aspects of the Job Environment to Enhance Group Cohesion and Engagement.....	152
Theme 4: The Use of Theme 1 Motivational Factors Results in Certain Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement.....	164
Millennials	165
Generation X.....	168
Baby Boomers.....	171
Theme 5: The Worst Leaders Use a Combination of Certain Motivational Factors That Reduce Group Cohesion and Engagement	176
Theme 6: Perceptions per Generation Cohort Exist for the Use of a Combination of Certain Motivational Factors That Reduce Group Cohesion and Engagement by the Worst Leaders	187
Millennials	188
Generation X.....	189
Baby Boomers.....	190
Theme 7: The Use of Theme 5 Motivational Factors Results in Certain Common Aspects of the Job Environment to Reduce the Enhancement of Group Cohesion and Engagement	199
Theme 8: The Use of Theme 5 Motivational Factors Results in Certain Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement.....	207
Millennials	207

Generation X.....	209
Baby Boomers.....	214
Theme 9: Communicating the Purpose of the Medical Device to Give Meaning to Tasks Enhances the Long Term Success of a Medical Device Company	218
Theme 10: Variations Exist From the Perceptions per Generational Cohorts for Certain Combinations of Motivational Factors to Enhance the Long Term Success of a Medical Device Company.....	226
Millennials	226
Generation X.....	228
Baby Boomers.....	228
Theme 11: Certain Combinations of Motivational Factors Support Innovation and Lowering the Resistance to Change Implementation	233
Theme 12: Variations Exist From the Perceptions per Generational Cohorts for Certain Combinations of Motivational Factors to Support Innovation and Lowering the Resistance to Change Implementation.....	243
Millennials	243
Generation X.....	244
Baby Boomers.....	247
Theme 13: Certain Combinations of Motivational Factors Support the Creation of Loyalty and the Emotional Bond to the Company.....	251
Theme 14: Variations Exist From the Perceptions per Generational Cohorts for Certain Combinations of Motivational Factors to Support the Creation of Loyalty and the Emotional Bond to the Company.....	260

Millennials	261
Generation X.....	264
Baby Boomers.....	266
Relationship of Themes to the Research Questions.....	270
Research Question 1	274
Research Question 1.a.....	275
Research Question 1.b	276
Summary Research Questions 1, 1.a. and 1.b.....	277
Research Question 2	288
Summary Research Question 2.....	289
Summary of the Findings.....	297
Applications to Professional Practice	299
Recommendations for Action	301
Recommendations for Further Study	304
Reflections	305
Summary and Study Conclusions	306
References.....	311
Appendix A: Informed Consent for Permission to Use the Facility and Interview Participants.....	333
Appendix B: Signed Informed Consent for Permission to Use the Facility and Interview Participants.....	334
Appendix C: Letter of Invitation.....	335
Appendix D: Consent Form	337
Appendix E: Interview Questions.....	340

Appendix F: Interview Guide	342
Appendix G: List of Primary Codes	345

List of Tables

Table 1. Participant Demographic Information	106
Table 2. Identified Subthemes and Supporting Statements – Best leaders Use a Combination of One-Way and Two-Way Motivational Factors.....	111
Table 3. Identified Subthemes and Supporting Statements – Best Leaders Use a Combination of One-Way and Two-Way Motivational Factors for Millennials.....	130
Table 4. Identified Subthemes and Supporting Statements – Best Leaders Use a Combination of One-Way and Two-Way Motivational Factors for Generation X	135
Table 5. Identified Subthemes and Supporting Statements – Best Leaders Use a Combination of One-Way and Two-Way Motivational Factors for Baby Boomers	141
Table 6. Identified Subthemes and Supporting Statements – Use of Theme 1 Motivation Factors by the Best Leaders Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement	154
Table 7. Identified Subthemes and Supporting Statements – Use of Theme 1 Motivation Factors by the Best Leaders Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials	166
Table 8. Identified Subthemes and Supporting Statements – Use of Theme 1 Motivation Factors by the Best Leaders Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Generation X.....	170
Table 9. Identified Subthemes and Supporting Statements – Worst Leaders Use a Combination of Two-Way Motivational Factors to Reduce Group Cohesion and Engagement.....	178

Table 10. Identified Subthemes and Supporting Statements – Worst Leaders Use a Combination of Two-Way Motivational Factors to Reduce Group Cohesion and Engagement per Millennials	189
Table 11. Identified Subthemes and Supporting Statements – Worst leaders Use a Combination of Two-Way Motivational Factors to Reduce Group Cohesion and Engagement per Baby Boomers	191
Table 12. Identified Subthemes and Supporting Statements – Use of Theme 5 Motivational Factors by the Worst Leaders Create Common Aspects of the Job Environment per Generation Cohort That Reduce Group Cohesion and Engagement	201
Table 13. Identified Subthemes and Supporting Statements – Use of Theme 5 Motivational Factors by the Worst Leaders Create Common Aspects of the Job Environment per Generation Cohort That Reduce Group Cohesion and Engagement per Millennials	208
Table 14. Identified Subthemes and Supporting Statements – Use of Theme 5 Motivational Factors by the Worst Leaders Create Common Aspects of the Job Environment per Generation Cohort That Reduce Group Cohesion and Engagement per Generation X ..	211
Table 15. Identified Theme and Supporting Statements – Communicate Meaning of Tasks and Purpose of the Device (Inspire)	220
Table 16. Identified Subtheme and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry for Millennials.....	227
Table 17. Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry for Baby Boomers	229

Table 18. Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation	235
Table 19. Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation for Generation X	245
Table 20. Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty	252
Table 21. Identified Subtheme and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Millennials.....	262
Table 22. Identified Subtheme and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Generation X	265
Table 23. Comparison and Contrast of Themes 1, 2, 3, and 4.....	285
Table 24. Comparison and Contrast of Themes 5, 6, 7, and 8.....	287
Table 25. Comparison and Contrast of Themes 9, 10, 11, 12, 13, and 14.....	295

List of Figures

Figure 1. Conceptual Framework Model of Multi-Generational Motivational Factors	13
Figure 2. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement	119
Figure 3. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement per Millennials	130
Figure 4. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement per Generation X.....	135
Figure 5. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement per Baby Boomers.....	141
Figure 6. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement comparison of Millennials Versus Generation X.....	150
Figure 7. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement comparison of Millennials Versus Baby Boomers	151
Figure 8. Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement comparison of Generation X Versus Baby Boomers	152
Figure 9. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement.....	160
Figure 10. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials	166

Figure 11. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Generation X.....170

Figure 12. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Baby Boomers.....172

Figure 13. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials Versus Generation X175

Figure 14. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials Versus Baby Boomers175

Figure 15. Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Generation X Versus Baby Boomers.....176

Figure 16. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement.....183

Figure 17. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement per Millennials188

Figure 18. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement per Generation X.....189

Figure 19. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement per Baby Boomers.....191

Figure 20. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement of Millennials Versus Generation X	198
Figure 21. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement of Millennials Versus Baby Boomers	199
Figure 22. Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement of Generation X Versus Baby Boomers.....	199
Figure 23. Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement.....	203
Figure 24. Use of Theme 5 Motivational factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement per Millennials	208
Figure 25. Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement per Generation X.....	210
Figure 26. Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement per Baby Boomers.....	215
Figure 27. Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement for Millennials Versus Generation X.....	217

Figure 28. Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement for Millennials Versus Baby Boomers.....218

Figure 29. Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement for Generation X Versus Baby Boomers218

Figure 30. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry223

Figure 31. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Millennials227

Figure 32. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Baby Boomers229

Figure 33. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry for Millennials Versus Baby Boomers233

Figure 34. Motivational Factors in the Multi-Generational Workforce used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation239

Figure 35. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation per Millennials244

Figure 36. Motivational Factors in the Multi-Generational Workforce used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation per Generation X.....245

Figure 37. Motivational Factors in the Multi-Generational Workforce used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation for Millennials Versus Generation X.....250

Figure 38. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation for Generation X Versus Baby Boomers250

Figure 39. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty256

Figure 40. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the creation of Job Loyalty per Millennials.....262

Figure 41. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Generation X265

Figure 42. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Baby Boomers267

Figure 43. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty for Millennials Versus Generation X .269

Figure 44. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty for Millennials Versus Baby Boomers270

Figure 45. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty for Millennials Versus Baby Boomers270

Figure 46. How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce.....278

Figure 47. How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce.....279

Figure 48. How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce per Millennials280

Figure 49. How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce per Millennials281

Figure 50. How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce per Generation X.....282

Figure 51. How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce per Generation X.....283

Figure 52. How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce per Baby Boomers.....284

Figure 53. How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce per Baby Boomers.....285

Figure 54. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry291

Figure 55. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Millennials292

Figure 56. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Generation X293

Figure 57. Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Baby Boomers294

Section 1: Foundation of the Study

The foundation of the dissertation study is based on the general concept of leaders understanding the use of the appropriate motivational factors to improve multi-generational workplace inefficiencies. The general problem, the specific problem, the purpose statement, and research questions are aligned along with the research method and design to the relationship of the research as part of the leadership cognate. The research is focused on a significant applied business problem with gaps in effective business practices demonstrated in the background of the problem. The problem statement and purpose statement describe the overall research problem to be studied in general and specific terms based on the focus of the study on the use of the appropriate motivational factors to improve multi-generational workplace inefficiencies. The nature of the study addresses the use of the qualitative case study research method and design that are used in the dissertation study. The central research questions are listed to address the purpose of the study and the problem statement.

A conceptual framework model is presented to provide a foundation for the research subject along with definitions of terms as a basis for the research study. Assumptions, limitations, and delimitation of the study describe to the reader the potential weaknesses and scope of the results of the study and the risk mitigation measures to attempt avoidance of the weaknesses. The significance of the study is described through the reduction of the gaps, implications for Biblical integration, and the relationship to the field of study. A review of the professional and academic literature related to the applied problem statement is detailed for the background of the study.

Background of the Problem

To acquire long-term success and competitiveness, a leader must position the firm for innovation development, attainment, and implementation enhanced by the creation of cohesion and engagement (Bayraktar et al., 2017; Spector, 2013). The evolving United States workforce shows that from 2005 to 2015, the number of Millennials has increased from 23 million to 53.5 million as the highest percentage of the United States labor force at 34% tied with Generation X (Berg, 2016; Center for Women and Business at Bentley University, 2017). From 2005 to 2015, the number of Baby Boomers has dropped from 64 million to 44.6 million (Berg, 2016). Leaders in all corporations will have to answer the multi-generational challenges in the workplace to motivate their employees by maintaining cohesion and engagement (Ahmad & Ibrahim, 2015; Lazaroiu, 2015). Otherwise, the significant applied business problem of loss of long-term success in the market could occur in organizations (Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). Disengaged employees cost the United States in the range of \$450 to \$550 billion in lost productivity per year (Jaramillo, 2017).

From the literature analysis, leaders struggle with possessing the instruction and tools necessary to adequately lead the multi-generational diverse workforce (Cote, 2019; Dwyer & Azevedo, 2016). Generational differences can cause inefficiencies to occur in the approaches to accomplishing company tasks and goals and in the maintenance of resulting job satisfaction requirements to keep the individual motivated (Lewis & Wescott, 2017). Additionally, these generational differences can cause negative stereotyping to occur between generations to create a perceived divide (Higginbottom, 2016). For example, people can view Baby Boomers as individuals that will not change and that the Baby Boomers are hesitant to accept new ideas and methods (Higginbottom, 2016).

Businesses must promote transformational leaders and be able to apply the necessary knowledge to create cohesion and engagement in the multi-generational workforce to the leaders through training and development (Mello, 2015). Skills training and continuous learning development are needed to invest in the long-term employee growth, and employee loyalty must be created to keep the asset from transferring to a competitor (Mello, 2015). Strategic human resource development recognizes that job design must be flexible, with cross-training to allow for quick adaptation to the complex, fast-changing business environment (Mello, 2015). Depending on the generational cohort member, the motivational factors to create proper engagement will be needed to be tailored to the employee mix (Cogin, 2012; Dwyer & Azevedo, 2016).

Gaps in the literature still exist to understand motivational needs to engross and support the conflicting and opposing views of the multi-generational groups to create a diverse and extensively contemplated solution that can lead to positive outcomes that can result in economic success (Cote, 2019; Dwyer & Azevedo, 2016). Differences do exist between the ranking of career goals for the various generational cohorts (Center for Women and Business at Bentley University, 2017). Examples are that Millennials rank making a positive impact on the organization as number one versus Generation-X ranking number one as working for an organization among the best in the industry (Center for Women and Business at Bentley University, 2017). General employee engagement studies by Saks and Gruman (2014) and Uddin et al. (2019) suggested that employee engagement is induced by (a) perceived job autonomy, (b) a supportive team environment, (c) the degree of feedback, (d) positive reinforcement from supervisors, and (e) career advancement opportunities. Gaps in the literature still exist to

completely understand employee engagement needs per generational group (Cogin, 2012; Cote, 2019; Dwyer & Azevedo, 2016; Wesolowski, 2014).

The newly created complexity of the workforce has researchers providing tools and methods to reduce and handle the aforementioned inefficiencies. Johnson and Johnson (2010) provided a resolving intergenerational conflict model that starts with understanding the values involved in the conflict, and how the various generations perceive the values being disagreed upon. The manager must first have the knowledge of how the different generations' viewpoints differ on the conflict (Johnson & Johnson, 2010). With this knowledge, the manager can resolve the issue using typical conflict resolving strategies based on using experience and comprising techniques to produce a solution and plan-of-attack (Johnson & Johnson, 2010).

Other researchers have also provided insight into dealing with multi-generational inefficiencies. Wesolowski (2014) suggested using technology to help bridge the gap between various generations. Wesolowski (2014) instructed managers to allow "dynamic and spontaneous exchanges between staff" using instant messaging technologies (p. 34). However, Wesolowski (2014) warned that the culture must be created to allow for the staff to present their apprehensions and frustrations. Higginbottom (2016) encouraged managers to "see each employee as an individual" (p. 2) and coach based on their individual needs and career goals in the specific workplace setting. Leaders should study the demographics and determine the employee's needs (Knight, 2014). Companies must be willing to provide multiple means of education and training of the workforce, such as classroom training for Baby Boomers and computer training for Millennials (Dwyer & Azevedo, 2016). Managers must recognize the various generations' motivational factors, such as younger employees looking for career advancement and older employees looking for improved benefits (Dwyer & Azevedo, 2016).

Managers must accommodate for the younger generation's flexible hours needed for balancing work-life with personal life in comparison to older generations requiring a familiar rigidly structured schedule (Dwyer & Azevedo, 2016). Leaders should customize reward systems for the varying generational cohorts, such as bonuses and salary, to the individual's needs (Dwyer & Azevedo, 2016). The study adds to the leadership knowledge providing insight into dealing with multi-generational inefficiencies represented above specifically to enhance cohesion and engagement of the multi-generational workforce for the long-term success of the organization.

Problem Statement

The general problem to be addressed is the failure of leaders to use the proper motivational factors in the new multi-generational workplace resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). The new multi-generational workforce has introduced more complexity into the management of a workforce compared to past history (Mikitka, 2009). Four generations are concurrently working together in the same workspace for the first time (Lewis & Wescott, 2017). The ages span from 18 to 80 years old, where the employees are working side-by-side towards the same project or company goal (Higginbottom, 2016). A fifth generation, labeled as Generation Z or Linksters, will begin to enter the workforce in the next several years, increasing the complexity further (Higginbottom, 2016; Johnson & Johnson, 2010).

Without leaders properly managing and addressing the new multi-generational workspace, harm could come to corporations through inefficiencies that occur due to lack of cohesion and disengagement (Mello, 2015; Wesolowski, 2014). The specific problem to be addressed is the failure of leaders to use the proper motivational factors to create and sustain

cohesion and engagement in the new multi-generational workplace within the medical device industry resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014).

Purpose Statement

The purpose of this qualitative case study is to develop an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters are excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). The study develops practical principle knowledge for leaders to address cohesiveness and provide proper engagement in the diverse multi-generational workplace. As a result of this qualitative research study, the intended goal is that leaders gain more tools and strategies to more effectively discern how to provide cohesiveness and proper engagement to reach the intended vision. Lastly, the intended results of the research study could provide organizations with newly-defined leadership tools and strategies for leadership training programs to address the issues of maintaining cohesiveness in the multi-generational workplace.

In the dissertation, the study defines motivation as the positive workplace behaviors of the employees to complete tasks efficiently mandated by leadership, and the research defines motivational factors as the influencing of components from the leadership to achieve the motivation behavior. Additionally, the study attempts to unravel and find the most effective

motivational factors as they relate to the various generational groups to determine similarities and differences between groups. The dissertation work categorizes motivational factors into one-way or two-way factors as a contrast to intrinsic and extrinsic rewards. The study defines one-way motivational factors as factors that leaders give to the employee or employee groups as incentives to influence positive workplace behaviors, such as (a) perceived policy improvements, (b) personal financial gain, and (c) positional improvements in the company structure. Examples of one-way motivational factors are (a) bonuses, (b) salary enhancements, (c) career advancements, and (d) flexible work schedules. The study defines two-way motivational factors that are based on communication exchanges between the leadership and the employees to influence positive workplace behaviors. Examples of two-way motivational factors are (a) the communication of strategic vision for clarity, (b) encouragement, and (c) feedback. Lastly, the purpose of the study is to explore both motivational factor types for usefulness bounded by examining leaders over various diverse generational groups in a medical device company with the pseudonym of ABMB provided instead of the real company name.

Nature of the Study

The following sections describe the research method and design that relate to the purpose statement of this qualitative case study. The research method and design allow for the development of an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The proposed research uses the qualitative method due to answering the research questions through the perceptions of the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The study uses the proposed

research design of a case study by using interviews of employees from a medical device division. Other designs are discussed to indicate why the case study design was chosen.

Discussion of Method

The proposed qualitative research method for this case study uses participant experiences of employees influenced by motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials bounded in the ABMB medical device company to build an understanding of the phenomenon in the data gathered from interviews. The results of the literature review analysis and interviews provide the understanding for determining the most effective motivational factors bounded per (a) Baby Boomers, (b) Generation X, and (c) Millennials in the ABMB medical device company, and how the motivational factors influence enhanced engagement and collaboration to sustain long-term success of the organization.

Interviews provide how motivational factors (one-way or two-way) lead to the enhancement of engagement and collaboration of the multi-generational workforce from the perceptions of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The structure of the data analysis is based on axial coding and selective coding or unstructured based on developing implicit meaning to a category (Creswell & Poth, 2018). Patches of the collected data use interpretation from the axial coding and selective coding to find patterns from the synthesis (Leavy, 2017). The case study interviews develop an understanding of the motivational factors phenomenon over five to ten interviews per generational group to reach data saturation from the theoretical sampling and coding (Creswell & Poth, 2018). Lastly, the interview-based case study design to answer the research questions is used to test the phenomenon of generational theory in conjunction with business scenarios of the multi-diverse workplace to enhance cohesion and engagement reflected in the research problem (Creswell & Poth, 2018).

Discussion of Design

A case study method was selected based on the qualitative research questions to understand the motivational factors, as perceived by the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, needed to enhance engagement and collaboration of the new generationally diverse workplace bounded in the ABMB medical device company. Case study research is a type of qualitative design with the goal to recognize a case or cases and depict how the case or cases show an obstacle or an issue is solved (Creswell, 2016). Furthermore, a qualitative case study examines a real-life, current bounded system referred to as a case (Creswell & Poth, 2018). Yin (2014) pointed out a two-fold definition of a case study that begins with the research on a contemporary phenomenon within real-world situations when the bounds of the phenomenon in the situation are not easily defined in the study. The second part of the definition by Yin (2014) describes that the case study fits into the situation when more variables are evident compared to data points. The bounding of the case can be defined by parameters, place, and time (Creswell & Poth, 2018). The case study design fits the research problem if the research question creates a scope that needs an investigation of a contemporary, real-world phenomenon with a thorough analysis that can have defined boundaries between the phenomenon and the framework to be examined (Yin, 2014). Purposeful sampling must be available and can lead to various perspectives of the phenomenon to be studied depending on how the case or cases are bounded (Creswell & Poth, 2018).

Narrative qualitative research looks to build a social event in the perspectives of the informants with storytelling from the interviewee's descriptions and interpretations (McAloon et al., 2017). Therefore, the interviewer uses the more authentic data collection from the interviewee's real-life experiences (McAloon et al., 2017). The researcher generally retells the

story in chronological order (Creswell, 2014). The below research questions do not lead to a storytelling approach as much as understanding the perceptions of the experiences of the various generations.

Crowley-Henry (2009) stated that researchers developed the modern use of ethnography in anthropology in the late 19th and early 20th centuries later to apply to social areas. Typically, the researcher will participate in the community for a significant time to build an understanding of shared patterns of behaviors and culture in the natural setting (Crowley-Henry, 2009).

Researchers generate data from observing and interviewing participants to develop ethnographic knowledge (Crowley-Henry, 2009). The scope of the research questions and limited time does not allow ethnography to be considered for the dissertation study.

Wiesche et al. (2017) described grounded theory methodology as a means to discover the inductive theory. Glaser and Strauss developed the method in 1967 as a psychosocial process that reflects the complex realities to generate a theory from the gathered data (Aldiabat & Navenec, 2018). Researchers must move through many data collection cycles to build saturation of the data to reach a refinement of the theory that is accurate to the problem (Aldiabat & Navenec, 2018). As with an ethnography study, the grounded theory study for the research questions cannot be fit in the limited time of the dissertation study due to the need for many data collection cycles (O'Conner et al., 2008).

Lastly, Manen (2014) described the phenomenology design as studying the phenomena as they appear, show, or present themselves to the researcher. The researcher looks to find the identity and essence of the phenomenon or event through bracketing and reduction (Manen, 2014). The design leads to robust philosophical understandings through interviews typically (Creswell, 2014). Phenomenology design could have been an alternative design to the case study

except for the need for the researcher to ensure that the interviewees have experienced the generational theory phenomenon that affects how the phenomenon is defined (Creswell & Poth, 2018). The case study approach uses the generational theory phenomenon as a valid assumption used to explore the differences of motivational factors per the generational groups from the perceptions of each generational group (Rossem, 2019).

Summary of the Nature of the Study

Due to the goals to gain insight on the phenomenon of generational theory application to motivational factors for enhancing cohesion and engagement of the multi-generational workforce, the qualitative systematic subjective approach should be used for the nature of the study. The case study research design was chosen to bound the study per (a) Baby Boomers, (b) Generation X, and (c) Millennials in the ABMB medical device company and uncover the perceptions through interview questions. Finally, the structure of the data analysis is based on axial coding and selective coding or unstructured based on developing implicit meaning to a category using purposeful sampling and saturation through interviewing five to 10 participants per (a) Baby Boomers, (b) Generation X, and (c) Millennials.

Research Questions

The following questions help to understand the use of motivational factors by leaders, as perceived by the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, needed to enhance engagement and collaboration of the new generationally diverse workplace bounded in the ABMB medical device company. Additionally, the questions reveal how leaders effectively use one-way or two-way motivational factors and how leaders ineffectively use one-way or two-way motivational factors as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion

and engagement. Lastly, the questions address how motivational factors influence enhanced engagement and collaboration to lead in the long-term success in the medical device industry as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials.

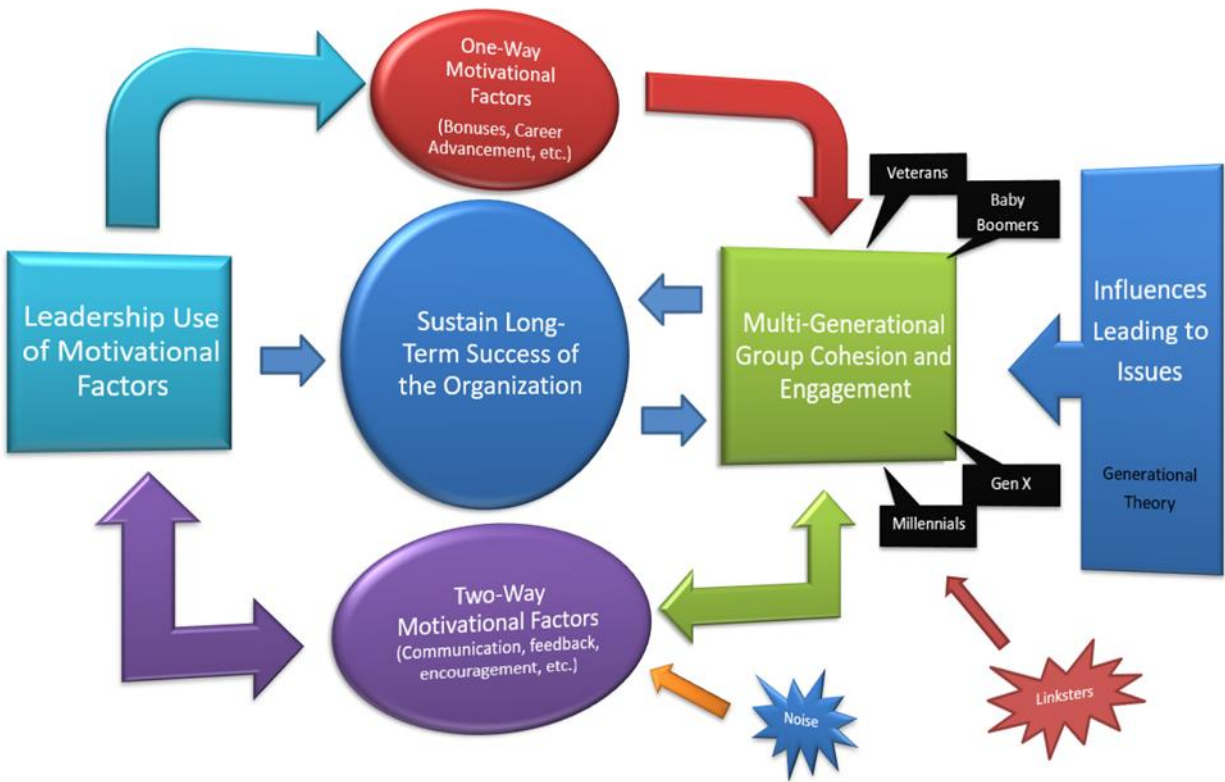
1. What variations are discovered in how leaders effectively use motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion and engagement as perceived by each generational group, bounded in the ABMB medical device company?
 - 1.a. How do leaders use motivational factors (one-way or two-way) effectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to enhance group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company?
 - 1.b. How do leaders use motivational factors (one-way or two-way) ineffectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to reduce group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company?
2. From the perceptions of each generational group of (a) Baby Boomers, (b) Generation X, and (c) Millennials, how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success?

Conceptual Framework

The conceptual framework is a model of multi-generational motivational factors as related to the dissertation topic. The conceptual framework model in Figure 1 shows how generational theory influences the multi-generational groups to require various one-way or two-way motivational factors for the leaders to use to create positive workplace behaviors to enhance cohesion and engagement and vice versa (Higginbottom, 2016; Knight, 2014). The following four sections describe the key concepts from Figure 1, followed by the discussion of the relationships between the concepts.

Figure 1

Conceptual Framework Model of Multi-Generational Motivational Factors



Discussion of Concept 1

The four generations of (a) Veterans, (b) Baby Boomers, (c) Generation X, and (d) Millennials are concurrently working together in the same workspace for the first time (Lewis & Wescott, 2017). Generation Z (Linksters) will enter into the model in the next several years (Higginbottom, 2016; Johnson & Johnson, 2010). Generational theory describes how closely aged individuals have a commonality in their motives and behaviors (Johnson & Johnson, 2010; Peltokorpi & Yamao, 2017). Rossem (2019) and Johnson and Johnson (2010) described generational theory as the generational differences that are the results of generational signposts and life-laws which are shared among a group of closely aged individuals and affect their morals, principles, and actions. Generational signposts and life-laws create a common knowledge and approach to accomplishing goals and tasks in the workforce for individuals born closely together (Johnson & Johnson, 2010; Rossem, 2019). No matter the validity of generational theory, generational differences appear through the workforce as perceptions of stereotypes leading to the need for understanding of intergenerational dynamics (Rossem, 2019).

Discussion of Concept 2

Depending on the generational cohort member, the motivational factors are tailored to the employee mix due to generational theory (Cogin, 2012; Peltokorpi & Yamao, 2017). Men (2014) defined one-way motivational factors as motivational types that move one-way from the leaders to the employees that are in contrast to symmetrical internal communication. As shown in Figure 1 above, one-way motivational factors include (a) bonuses, (b) salary enhancements, (c) career advancements, and (d) flexible work schedules (Sell & Cleal, 2011). The two-way factors are motivational types that are a communication exchange between the leaders and the employees that move in either direction reflected in symmetrical internal communication or rich

communication (Men, 2014). Two-way communication exchanges using the motivational factors are defined as in the traditional model as the following:

the process whereby a single message (M) is encoded and sent by a source (S), or sender, via a message channel (C), or a medium, to a receiver (R) who decodes the message and responds by some form of feedback (F). (Waller & Polonsky, 1998, p. 83)

As shown in Figure 1, two-way motivational factors include (a) the communication of strategic vision for clarity, (b) encouragement, and (c) feedback. The transfer of communication across the medium may result in a noise component (Waller & Polonsky, 1998). The noise component relates to the interpretation of the motivational message (strategic vision, encouragement, and feedback), and the interpretation of the motivational message can be strengthened by rich media communication (Men, 2014). Noise complicates the communication exchange through misinterpretation (Huang & Yang, 2014). Misinterpretation of the communicated message can lead to ineffective use of the two-way communication motivational factors, such as in the example of motivating employees in an organizational change strategy (Gilley et al., 2009).

Leaders must recognize the various generations' motivational factors can be significantly different, such as younger employees looking for career advancement and older employees looking for improved benefits (Dwyer & Azevedo, 2016). Leaders must accommodate work policies and job design for the younger generation's flexible hours needed for balancing work-life with personal life in comparison to older generations requiring a familiar rigidly structured schedule (Dwyer & Azevedo, 2016). Leaders must understand that customization of reward systems is needed for the diverse generational cohorts, such as bonuses and salaries (Dwyer & Azevedo, 2016).

Discussion of Concept 3

Motivation is the force to direct and inspire behaviors towards an intended direction, and the motivation of employees is a critical aspect of the operational success of organizations (Chinyio et al., 2018). Leaders must use (a) actions, (b) structures, (c) processes, and (d) incentives as the influencing components to achieve employee motivation (Gilley et al., 2009; Sutawa et al., 2014). If leaders use the proper mix of motivational factors (one-way and two-way), enhancement of cohesion and engagement in the new multi-generational workplace within the medical device industry can be created to sustain long-term success (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014).

Discussion of Concept 4

Lack of cohesion and disengagement from the multi-generational workforce could cause issues to corporations through inefficiencies (Mello, 2015; Wesolowski, 2014). From a social identity perspective, generational stereotypes of the other cohorts can cause prejudice and conflict (Rossem, 2019). However, leaders enhancing cohesion and engagement of the multi-generational workforce can have many projected benefits (Wesolowski, 2014). Two-way mentoring can produce more well-versed employees to solve multi-faceted problems in inventive ways (Wesolowski, 2014). The Veteran and Baby Boomer groups can mentor their generational knowledge to the Generation X cohort and newcomer Millennials (Wesolowski, 2014). The Generation X and Millennials can mentor the Veteran and Baby Boomer generations on the new social and cooperative technologies (Wesolowski, 2014). The risk-intolerant experience of the older generations could offset the younger generation's eagerness for innovation and transformation (Higginbottom, 2016). If companies can engross and support the conflicting and opposing views of the multi-generational groups, a diverse and extensively contemplated

solution can lead to positive outcomes that can result in economic success (Dwyer & Azevedo, 2016).

Discussion of Relationships Between Concepts

Leaders must properly use motivational factors to enhance cohesion and engagement in the new multi-generational workplace within the medical device industry to sustain long-term success (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). Leaders must understand which motivational factors are more efficient per generational group to enhance cohesion and engagement (Cogin, 2012; Peltokorpi & Yamao, 2017). One-way motivational communication can lead to cohesion and engagement through rewards (Mayfield et al., 2015). Two-way motivational communication can lead to cohesion and engagement by using feedback to clarify objectives with feedback and nurture employee relationships (Mayfield et al., 2015). Lastly, the relationship between the enhancement of cohesion and engagement using the correct motivational factors must lead to the sustaining of long-term success.

Summary of the Conceptual Framework

The study determines which one-way and two-way motivational factors create cohesion and engagement from the interpretation of the leaders' motivational techniques per generational group represented in Figure 1. Additionally, the conceptual framework represents the differences of effective one-way and two-way motivational factors that create cohesion and engagement per generation. Lastly, the conceptual framework links the enhancement of cohesion and engagement of the multi-generational workforce to lead to long-term success.

Definition of Terms

To approach the understanding of multi-generational workplace inefficiencies, the discussion must begin with the segmentation of defining the generational groups. For the purpose

of this study, the author uses the segmentation of Lewis and Wescott (2017) to define the first four generational groups as Veterans (1922-1945), Baby Boomers (1946-1964), Generation X (1965-1980), and Millennials (1981-2000). Lastly, the author uses the segmentation of the fifth generation as Linksters born after 1995 (Johnson & Johnson, 2010). Additionally, the following definitions of terms used throughout the current research study include:

Generational signposts: Generational signposts are defined as broad-world events that shape and influence the belief system of the generation (Johnson & Johnson, 2010; Rossem, 2019).

Generational theory: Generational theory describes the generational differences that are the results of generational signposts and life-laws, which are shared among a group of closely aged individuals and affect their morals, principles, and actions (Johnson & Johnson, 2010; Rossem, 2019). Generational signposts and life-laws create a common knowledge and approach to accomplishing goals and tasks in the workforce for individuals born closely together (Johnson & Johnson, 2010; Rossem, 2019).

Life-laws: Life-laws are events that happened before the generation was born (Johnson & Johnson, 2010; Rossem, 2019).

Motivation: Motivation consists of an individual's intrinsic or extrinsic orientational drive to complete tasks mandated by leadership (Ryan & Deci, 2000; Sutawa et al., 2014).

Motivational factors: Motivational factors consist of the leader's use of (a) actions, (b) structures, (c) processes, and (d) incentives as the influencing components to achieve employee motivation (Gilley et al., 2009; Sutawa et al., 2014).

One-way motivational factors: One-way motivational factors are factors that leaders give to the employee or employee groups as incentives to influence positive workplace behaviors

such as (a) perceived policy improvements, (b) personal financial gain, and (c) positional improvements in the company structure in contrast to symmetrical internal communication (Mayfield et al., 2015; Men, 2014; Sell & Cleal, 2011). Examples of one-way motivational factors are (a) bonuses, (b) salary enhancements, (c) career advancements, and (d) flexible work schedules (Mayfield et al., 2015; Sell & Cleal, 2011).

Two-way motivational factors: Two-way motivational factors are based on communication exchanges between the leadership and the employees to influence positive workplace behaviors (Mayfield et al., 2015; Men, 2014). Examples of two-way motivational factors are (a) the communication of strategic vision for clarity, (b) encouragement, and (c) feedback (Mayfield et al., 2015).

Assumptions, Limitations, Delimitations

The following section focuses on the assumptions, limitations, and delimitations of the study. The assumptions section will address the facts that will be considered valid without being verified with risk mitigation discussions. The limitations section refers to the potential weaknesses of the study. Finally, the delimitations section describes the bounds and scope of the study.

Assumptions

The current research study includes two key assumptions. The first assumption is that in order to support the ideas presented in this study, the research assumes that generational differences in the workplace are present and create inefficiencies that can create harm to corporations through inefficiencies that occur due to lack of cohesion and disengagement (Mello, 2015; Wesolowski, 2014). The second assumption is that the use of generational theory is assumed to explain the generational differences that occur. To mitigate the risks of this

assumption, the study shows perceived differences in the needed one-way and two-way motivational factors per generational groups are reasonable assumptions. The dissertation work tests the validity of these assumptions and shows legitimacy through literature review, and case-study review of multi-generational research studies.

Limitations

One challenge when using the case study research design is that the researcher must define the boundaries of the case to be studied and determine a broad or narrow scope (Creswell & Poth, 2018). The researcher must decide to examine a case or multiple cases, depending on the resources available (Creswell & Poth, 2018). The case study research design must establish a rationale for the purposeful sampling approach used (Creswell & Poth, 2018). The purposeful sampling approach must allow for an in-depth analysis as the bounds for the case is established versus the constraints of the phenomenon studied and the time constraints of completing the study in a timely manner (Creswell & Poth, 2018). Multiple case studies mostly maximize at four to five cases (Creswell & Poth, 2018). All the choices above can influence the analysis of the data and timing to completion as well as increasing the challenge of using a case study research design (Creswell & Poth, 2018). In the study, five to ten interviews are conducted per generational group, but the saturation of data to create generalization to answer the research questions could still be limited due to the intended time frame of a dissertation process.

Delimitations

The bounds of the selected population for the case study are employees from ABMB, specifically in the medical device department. The qualification of the employees for interviewing is based at-least two years of service at ABMB in the medical device department. Additionally, the scope of the population is limited to the three generational groups of (a) Baby

Boomers, (b) Generation X, and (c) Millennials since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials (Berg, 2016; Center for Women and Business at Bentley University, 2017). The generational groups of (a) Veterans and (b) Linksters are not in the scope of the research. Lastly, the scope of this study is limited to interviewing five to 10 ABMB employees per the three generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials.

Significance of the Study

The significance of the study is discussed in the sections of reduction of gaps, implications for Biblical integration, and relationship to the field of study. The reduction of gaps section discusses the gaps of understanding, knowledge, and effective practice of business to be addressed in the study. The implications for Biblical integration relate the Biblical principles to the study outcomes. Lastly, the relationship to the field of study addresses the study's relationship to the field of leadership in business.

Reduction of Gaps

Cohesiveness and providing the proper engagement of the multi-generational diverse workplace is needed to complete tasks and projects and create the necessary competitive advantage to match the company strategy (Mello, 2015; Wesolowski, 2014). Organizations must leverage knowledge, skills, and abilities from all generations effectively to create and sustain a competitive advantage (Cogin, 2012). As mentioned above, gaps in the literature still exist to understand motivational needs to engross and support the conflicting and opposing views of the multi-generational groups to create a diverse and extensively contemplated solution that can lead to positive outcomes that can result in economic success (Dwyer & Azevedo, 2016). This study uncovers the motivational factors that can lead to cohesion and engagement of the diverse

workforce to lead to the positive outcomes that can result in economic success to support the long-term success of the organization.

Implications for Biblical Integration

This study purposely infuses the Biblical worldview into the research as an “opportunity for God to be glorified and humans to flourish” (Parker, 2015, p. 13). Research in leadership should not be about the manipulation and trickery of people to motivate them to complete tasks and projects, but instead focus on the guiding and cultivating aspects (Valk, 2010). This study in the business leadership cognate should make sure that the human “is not sacrificed on the altar of efficiency” (Valk, 2010, p. 84). In the development of the model and methodologies for motivational factors, the study does not create tactics that manipulate people. This study framework provides methodologies that center on leading through nurturing and serving the human soul of the multi-generational groups. Lastly, the study reflects the idea for the end to be right, the means must be right as reflected in the Bible verse: “For the appeal we make does not spring from error or impure motives, nor are we trying to trick you. On the contrary, we speak as men approved by God to be entrusted with the gospel” (1 Thessalonians 2:3-4, New International Version, p. 2517). This work must take on this challenge of being entrusted to serving the human soul through the gospel.

In the viewpoints of Van Duzer (2010) and Hardy (1990), vocation is essential to God due to providing service to the community and service to our employees, and we are a reflection of God. Therefore, leaders must strive to serve the employees through leadership practices that create trust, engagement, and commitment through servant leadership practices that Jesus mandated and demonstrated through his behaviors (Blanchard & Hodges, 2003). Matthew 20:26

states, “Not so with you. Instead, whoever wants to become great among you must be your servant” as words from Jesus (NIV, p. 2119).

The mandate for leadership is to use this developed knowledge from the dissertation study to serve the diverse employee groups to provide growth of the individual with meaningful work in a social environment as redemption (Hardy, 1990; Van Duzer, 2010). Hardy (1990) described vocation as a social service that requires interaction and the necessity of many stations to supply the holistic divine economy. Social interaction and interdependence of the workplace and community are mandated, and therefore, the leaders must make sure to provide a connection to the greater good of the employees or the customer base through proper communication from the company managers and executives (Hardy, 1990; Mello, 2015). Lastly, two-way communication must occur between the leaders and followers for feedback to improve task completion efficiency, and the job design must allow those communication channels to be provided (Mello, 2015). The social interaction aspect in the creation of cohesion between the various cohorts must be built and maintained to support the holistic divine economy (Hardy, 1990).

Relationship to Field of Study

Researchers find that a positive relationship between the company’s human capital and the company’s performance exists (Wright & McMahan, 2011). In contemporary business, if 60% or more of the employees are engaged for five years, then return to shareholders is increased by more than 20% (Baumruk, 2006). Clardy (2007) stated that human resource development through leadership must be examined to understand organizational capability that can support a sustained competitive advantage.

The new generationally diverse workplace can have many projected benefits as researchers solve the inefficiencies of achieving strategic visions (Wesolowski, 2014). Two-way mentoring can produce more well-versed employees to solve multi-faceted problems in inventive ways (Wesolowski, 2014). The Veteran and Baby Boomer groups can mentor their generational knowledge to the Generation X cohort and newcomer Millennials (Wesolowski, 2014).

Generation X and Millennials can mentor the Veteran and Baby Boomer generations on the new social and cooperative technologies (Wesolowski, 2014). The risk-intolerant experience of the older generations could offset the younger generation's eagerness for innovation and transformation (Higginbottom, 2016). If companies can create cohesion of the conflicting and opposing views of the multi-generational groups, a diverse and extensively contemplated solution can lead to positive outcomes that can result in economic success (Dwyer & Azevedo, 2016). However, the culture of cohesion and engagement of the multi-generational group that can attack multi-faceted issues to achieve a strategic vision effectively begins with the ability of the leadership to create this culture (Pitt-Catsouphe & Matz-Costa, 2008). The knowledge developed in the study, the purpose being to use effective factors of motivation per generational group, could contribute to the knowledge base of future studies to create the building of the company culture that leads to multi-generational cohesion and engagement.

Summary of the Significance of the Study

In summary, the study looks to fill in the gaps of the knowledge related to use by leaders of the motivational factors that can lead to cohesion and engagement of the diverse workforce to lead to the positive outcomes that can result in economic success to support the long-term success of the organization. From a Biblical standpoint, the study attempts to serve the employee through the improvement of leadership knowledge to support the holistic divine economy.

Lastly, the relationship of the study to the field of leadership in business relates to creating a more efficient multi-generational workforce that can take advantage of the diversity as a competitive advantage through enhancing cohesion and engagement through use of motivational factors to sustain long-term success.

A Review of the Professional and Academic Literature

The following section includes a review of the professional and academic literature that relates to the dissertation study. The literature review begins with building the background of the medical device industry from the common business strategies of globalization, diversification, and the necessary long-term success factors for the business environment. After establishing the strategic needs for the medical device business, then a company profile on ABMB is discussed to add context to perceptions from the interview sampling of ABMB employees to the relationship of the leadership, motivational factors study. Next, current leadership communication strategies are addressed to provide background for the discussion of the differences between one-way motivational factors with directional communication from the leader to the employee versus two-way motivational factors with rich, symmetrical communication.

After providing the background of current leadership communication strategies, various types of motivational factors are discussed, such as (a) extrinsic, (b) intrinsic, (c) one-way, and (d) two-way motivational factors. Next, the literature review focuses on the long-term success factors that are related to leadership development and leadership strategies, such as (a) innovation, (b) low resistance to change, (c) knowledge development, (d) transfer of knowledge, and (e) employee retention. The review addresses specifically how cohesion and engagement support long-term success factors discussed previously. After providing the overall literature review of how cohesion and engagement lead to long-term success by the use of motivational

factors from leaders, a review of generational group theory and motivational needs of the various generational groups are detailed. The review addresses the workplace complexity increase of the multi-generational diverse workplace. Lastly, the current strategies that exist in the literature are addressed in resolving the multi-generational inefficiencies in the workplace.

Medical Device Industry Background

The medical device industry has created many life-saving inventions throughout the years specifically in the area of cardiovascular disease, such as the implantable cardioverter defibrillator (ICD), radiofrequency catheter ablation for cardiac arrhythmias, and cardiac resynchronization therapy (Sharma et al., 2013). The global market size of medical devices is over \$300 billion (Bhuller & Allada, 2015). However, even with the groundbreaking innovations leading to reductions in mortality, technologies are under increasing concerns from (a) physicians, (b) researchers, (c) patients, and (d) politicians to ensure effectivity and safety of the new medical device products (Sharma et al., 2013). The regulatory requirements for the US Food and Drug Administration (FDA) can vary from the global regulatory requirements (Sharma et al., 2013). Chatterji and Fabrizio (2016) showed that a significant decline in the rate of innovation has occurred in the medical device industry due to weaker incentives for companies to commercialize the inventions. Common business strategies relate to turning innovation from research and development (R&D) into a successful medical device to add corporate value to the firm through sales (Chatterji & Fabrizio, 2016; Schmutz & Santerre, 2013). To help protect the firm from the unstable market and high uncertainty due to demand changes, new governance laws, and increasing regulatory rules, diversification is employed to increase performance at the corporate level (Wu, 2013). Finally, long-term success factors in the medical device industry relate to the proper use of innovation and R&D funding with the flexibility of the workforce for

innovation, with the paradox of the industry being highly regulated (Schmutz & Santerre, 2013; Sharma et al., 2013).

Common Business Strategies

Globalization. Asian countries represent over 60% of the world's population, where ischemic heart disease, stroke, and diabetes are the leading issues to the reduction of life span (Stein, 2017). The United Kingdom is recognized as another large medical device market in the world of around 4% of the market in 2015, behind 8% Germany and 4% France in Europe sales (Bhuller & Allada, 2015). Therefore, medical device companies operating in the United States not only move through pre-clinical trials and clinical trials to gain FDA approval, but the medical device companies must move through the global regulatory bodies to sell worldwide for global competition (Stein, 2017). Medical devices must move to more cost-effectiveness for the market drivers in low and middle-income countries (Sharma et al., 2013). The internationalization process is complex and slow to every nation having a unique healthcare structure that can lead to a costly progression (Laurell, 2018). Therefore, medical device industries must be aware that the weaker return-on-investment to go through commercialization and globalization leads to lower incentives for innovation and, therefore, lower quality inventions (Chatterji & Fabrizio, 2016).

Diversification due to High Uncertainty, Unstable Market. The medical device industry is considered an unstable market and high uncertainty due to demand changes, new governance laws, and increasing regulatory rules (Wu, 2013). For example, Schmutz and Santerre (2013) estimate a reduction of R&D spending by \$4 billion in the medical device industry due to the enacted excise tax on medical devices. R&D spending in the medical device industry is linked to cash flow availability and corporate market value (Schmutz & Santerre, 2013). Therefore, firms in the medical device industry must diversify to avoid an overall

performance decrease due to possible specific business segment reductions in revenue and growth (Wu, 2013). Larger organizations may grow the diversification through acquisitions by purchasing the new technology, knowledge, and market capture already obtained (Ray et al., 2017). Lastly, due to the rapid expansion of new medical devices and the diversification needs of the business, the workforce needs to be trained for the necessary skill-sets (Krishanan, 2016). The necessary skill-sets must include the understanding of being flexible with engagement and persistence in the approach of new projects in the innovative R&D space (Krishanan, 2016).

Long-Term Success Factors

Long-term success factors in the medical device industry relate to the proper use of innovation and R&D funding with the flexibility of the workforce for innovation with the paradox of stifling creativity through high regulations (Schmutz & Santerre, 2013; Sharma et al., 2013). Wu (2013) addressed the need for organizational flexibility for moving the workforce to various projects, and low resistance organizational changes are essential to understand due to the opportunity costs of strategical moving non-scale free human capital capability. The following sections address (a) innovation, (b) quality standards, (c) the flexibility of workforce deployment, (d) sustainability, and (e) the juxtaposition of flexibility and the high formation of policies and rules to address quality needs and regulatory approvals. These factors are important for the long-term success of an organization (Chatterji & Fabrizio, 2016; Schmutz & Santerre, 2013; Sharma et al., 2013).

Innovation. Being able to create, fund, and manage innovation from R&D into a successful medical device to add corporate value to the firm through sales is necessary for long-term success (Chatterji & Fabrizio, 2016; Schmutz & Santerre, 2013). The ability to innovate efficiently is one of the most critical factors in creating and sustaining a competitive advantage

(Davey, 2011). Wu and Shanley (2009) showed that between 1990 and 2000 in the United States, innovation in the electromedical device industry was contingent on knowledge stock, knowledge depth, and knowledge breadth of the firm. Exploration to find new knowledge stock to increase the knowledge depth and breadth of the firm is needed to promote innovation (Wu & Shanley, 2009). However, organizations must understand that a needs-based approach to innovation should be employed in the medical device industry to understand areas of diminishing returns to improvements per R&D funding versus finding new needs for the medical community (Ray et al., 2017).

Quality Standards. Quality standards are necessary to ensure medical device safety for the public use (Sharma et al., 2013). The FDA quality regulations have become a barrier to medical device innovation (Sharma et al., 2013). Pre-market clinical testing for the FDA approval of ICDs has increased over time, and the number of submissions has declined between 1999 and 2009 (Sharma et al., 2013). The medical device industry must obtain the knowledge and understand the quality standards locally, globally, and strategically pick innovative products that will meet today's needs (Sharma et al., 2013). Lastly, organizations must understand the need to develop strong relationships and coordinate proper regulatory and innovation transfer across boundaries through trust and robust knowledge transfer mechanisms (Chatterji et al., 2019).

The Flexibility of Workforce Deployment. Due to the firm performance being influenced by deploying non-scale free capabilities to new opportunities and diversification decisions, the workforce must be flexible to organizational strategy changes (Wu, 2013). Therefore, as with innovation, knowledge exploration to increase the knowledge depth and breadth of the firm is needed to promote flexibility for workforce deployment (Wu & Shanley,

2009). Finally, strategic flexibility to move to new innovative projects is necessary to handle the unstable market (Krishanan, 2016).

Sustainability. As with sustainability becoming a general strategic need for businesses from eco-friendly and legislative pressures, the medical device industry must move to designing products that reduce waste and protect the environment (Moultrie et al., 2015). Medical devices should follow sustainability guidelines in the manufacturing of sustainable products and throughout the full life-cycle stages of the product (Ghadimi & Heavey, 2014). Not only do medical device companies need to understand and move to sustainable manufacturing, but organizations must monitor and select the appropriate supply chain partners and suppliers of materials (Ghadimi & Heavey, 2014).

Flexibility With Innovation Juxtaposition With a Rigid Structure. Daft (2016) described bureaucracy “as the most efficient possible system of organizing” (p. 356). However, the mechanistic characteristics of a bureaucratic system do not allow for responding quickly to the changing environment (Daft, 2016). An organization that requires widespread sharing of information quickly should use an organic design structure to allow for (a) an adaptive culture, (b) innovative strategy, (c) empowered roles, (d) informal policies, and (e) decentralized decision processes with horizontal communication (Daft, 2016). An organization that requires the use of strict rules and policies for efficiency to follow the strategic goals needs to follow a mechanical design with a strict hierarchy of authority, centralized structure for decision processes, rigid culture, specialized tasks with vertical communication (Daft, 2016). The medical device industry must move through the paradox of the flexibility of the workforce for innovation and rapid workforce deployment with high regulations for safety with high standardization of policies and rules for manufacturing high-quality, low-cost devices (Schmutz & Santerre, 2013; Sharma et al.,

2013). Medical device organizations must be able to navigate this duality of the strategic need to maintain the quality of innovations and the rate of innovation for long-term success (Chatterji & Fabrizio, 2016).

ABMB Organizational Context

The following section focuses on the Fortune 500 company of ABMB (pseudonym for the real company name) to describe the (a) company profile, (b) corporate strategy, (c) financial performance, (d) employee base, (e) ownership structure, and (f) gage of current leadership practices. By describing the ABMB organization, then the context of the perceptions from the interview sampling of ABMB employees is more apparent. For supporting references to the below ABMB company statements of organization context, contact the researcher R. Jason Hemphill at (864) 420-6942.

ABMB Profile. ABMB (a) discovers, (b) develops, (c) manufactures, and (d) sells health care products and medical devices worldwide to a market of over 150 countries. ABMB is in the market of (a) blood screening, (b) adult nutrition worldwide, (c) pediatric nutrition, (d) left ventricular assist devices, (e) remote heart failure monitoring, and (f) point-of-care testing. ABMB offers branded, well-established, generic pharmaceuticals for the treatment of (a) pancreatic exocrine insufficiency, (b) irritable bowel syndrome, (c) hypothyroidism, (d) Meniere's disease, (e) vertigo, (f) pain, (g) inflammation, and (h) fever. The company provides influenza vaccines and products that regulate the physiological rhythm of the colon. ABMB offers diagnostic products for core laboratory systems in the areas of (a) hematology, (b) clinical chemistry, (c) transfusion, (d) benchtop systems, and (e) rapid tests in the areas of infectious diseases. ABMB's cardiovascular and neuromodulation products offer (a) rhythm management, (b) electrophysiology, (c) heart failure, (d) vascular, and (e) structural heart devices for treatment

of cardiovascular disease, as well as monitoring systems, including (a) test strips, (b) sensors, (c) data management, (d) software, and (e) accessories for diabetic patients.

Corporate Strategy. ABMB is strategically well-positioned for future growth and will benefit from its strategy in reshaping its portfolio, the company is covering all the growth areas with desirable market positions, and with a robust pipeline of new technology which has a life-changing impact for people of all ages. The company's new products continue to gain or sustain the market; however, new product approvals are critical to ABMB's growth and profitability. Millions of dollars are needed to research and to develop a new product or a new drug, and the world only has a few small drug creators in the world (Bornsen et al., 2008). For them to protect their investments, companies will begin to advertise aggressively to seek particularly to distinguish their products from the competition and generic drugs (Bornsen et al., 2008). Thereby, ABMB has aligned its long-term growth on the fact that many of its businesses align with the faster-growing sectors in both emerging and developed markets.

Employee Base. ABMB employs a workforce of over 90,000 people and offers a portfolio of diversified products, and the company is one of the leading global healthcare companies. With manufacturing facilities in more than 20 countries, the company manufactures a diversified line of healthcare products, and ABMB has established operations in the major economies such as Europe, Asia, and other countries. ABMB has R&D, manufacturing, and administrative facilities across the world. The company markets its products in (a) North America, (b) Latin America, (c) the Caribbean, (d) the Middle East, (e) Europe, (f) Asia-Pacific, and (g) Africa. ABMB prides itself on innovation and industry leadership for diversity.

Gage of Current Leadership Practices. ABMB prides itself on innovation and industry leadership in diversity. ABMB publicizes the use of work options to allow for the balance of

home and work. ABMB prides itself on creating an environment with low employee turnover by promoting growth opportunities. ABMB provides meaningful work using the employee's skills and autonomy to create a positive impact on the health of the world. For providing development opportunities, ABMB provides challenging and rewarding work to allow for personal and professional growth and encourages employees to pursue advanced degrees by providing funding. To attract and sustain low employee turnover, ABMB provides various benefit packages, and short-term and long-term compensation plans. From the recognition side, ABMB uses its compensation plans and lists experts to highlight high performing scientists and researchers on its website. Job security and company financial stability are essential for job satisfaction, and ABMB uses a powerful branding message for company stability and job security for its investors, professionals looking for a career, and newsroom in its main website, as well as its identity as a healthy life provider. The importance of benchmarking HRD is vital for ABMB as evidence by joining several societies to make sure that HRD can be tracked and improved to world best.

Leadership Communication Strategies

One of the leader's top responsibilities in an open-system organization living in the increasingly complex environment is to understand the external environment, determine the organizational strategic direction, and communicate the strategic vision to all stakeholders (Mayfield et al., 2015; Men, 2014). A leader's use of motivational language is essential to enhance cohesion, engagement, and motivation (Mayfield et al., 2015). The motivational language model is divided into direction-giving, empathy, and meaning-making language as leaders communicate the organizational strategic vision (Mayfield et al., 2015). Direction-giving language is one-way motivational communication of goals and objections with rewards to

attainment (Mayfield et al., 2015). Empathetic and meaning-making language are two-way motivational communication used to clarify objectives, use transformational leadership, and nurture employee relationships (Mayfield et al., 2015). The following sections address leadership communication strategies and tools such as (a) emotional intelligence, (b) horizontal versus vertical communication, (c) rich communication, (d) symmetrical internal communication, and (e) face-to-face communication using transformational leadership.

Emotional Intelligence. The concept of emotional intelligence is becoming a standard concept in applied business applications with increased research effort (Antonakis et al., 2009). For example, research indicates that emotional intelligence plays a role in transformational leadership (Mathew & Gupta, 2015). Transformational leadership “motivates followers by appealing to their higher-order needs and inducing them to transcend self-interest for the sake of the group” (Men, 2014, p. 267). Goleman et al. (2001) described how the science of moods is an open-looped system that is not self-regulating and can depend on the current mood of the individual and the mood of others. The old cliché of “smile and the world smiles with you” is described by the use of the theory of the open-looped mood system in the paper (Goleman et al., 2001). The idea of resonance must be considered when using emotional intelligence when leaders are expressing a particular mood with the appearance of the creditability and authenticity of the business leaders’ projected mood to properly regulate the culture environment using (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management components of emotional intelligence dictated by the current situation (Goleman et al., 2001). Nichols and Cottrell (2015) showed that employees value the leadership traits of trustworthiness and intelligence in leaders.

Horizontal Versus Vertical Communication. In highly efficient performance organizations, leaders accomplish the optimization of resources used to achieve the goals of the organization through standard rules and procedures to maintain high efficiency (Daft, 2016). The organization uses vertically managed communication structures to establish rules and procedures (Daft, 2016). Daft (2016) stated that in a learning organization, managers need to use free-flowing and adaptive processes to obtain the goals of the organization. Therefore, managers need to use horizontal communication channels that are responsive and allow for widespread sharing of information to allow for quick decisions as employees apply the learned processes to the needed business environment (Daft, 2016). An organization that requires widespread sharing of information quickly should use an organic design structure to allow for (a) an adaptive culture, (b) innovative strategy, (c) empowered roles, (d) informal policies, and (e) decentralized decision processes with horizontal communication (Daft, 2016). An organization that requires the use of strict rules and policies for efficiency to follow the strategic goals needs to follow a mechanical design with (a) a strict hierarchy of authority, (b) centralized structure for decision processes, (c) rigid culture, and (d) specialized tasks with vertical communication (Daft, 2016). Lastly, in uncertain environmental turbulence, leaders should use more planning and communication to be ready for coordinated and fast responses (Ali, 2018; Daft, 2016).

Rich Communication. Daft (2016) and Daft and Lengel (1986) stated that communication varies in richness depending on the medium options based on feedback and interactivity. Face-to-face communication is the richest form of communication, and simple announcements through reports, posters, and emails are the leanest (Men, 2014). A newer form of communication and management has occurred with social media mediums and other management information technology (IT) programs (Men, 2014). However, the richness of face-

to-face communication is hard to replicate with IT technology (LaMothe, 2010). For example, emotional intelligence generation is difficult to convey and perform without face-to-face communication (LaMothe, 2010). Lastly, leaders must understand when to use the proper rich or lean communication mediums for specific purposes (Men, 2014).

Symmetrical Internal Communication. Symmetrical communication focuses on (a) trust, (b) credibility, (c) openness, and (d) horizontal communication that is two-way by nature (Men, 2014). Positive outcomes from symmetrical internal communication are (a) job satisfaction, (b) identification, (c) loyalty, and (d) employee-organization emotion bonding (Men, 2014). Kang and Sung (2017) found that symmetrical employee communication builds employee engagement, the employee-organization relationship, and lowers employee turnover.

Transformational leadership communication uses symmetrical communication for interaction to understand the needs of the followers (Men, 2014).

Face to Face Communication Using Transformational Leadership. Transformational leadership tends to use information-rich communication channels, such as face-to-face (Men, 2014). The richness of face-to-face communication is needed to convey and perform emotional intelligence by the leader (LaMothe, 2010). Tacit knowledge transfer is hard to convey unless face-to-face and can represent up to 80% of an organization's valuable knowledge (Daft, 2016). Lastly, email use for business-to-business communication creates immunity from the intended impact, and eventually, social media will lead to immunity of the impact of the message (Egan, 2017).

Motivational Factors

Motivation consists of an individual's intrinsic or extrinsic orientational drive to complete tasks mandated by leadership (Ryan & Deci, 2000; Sutawa et al., 2014). Motivation is

the force to direct and inspire behaviors towards an intended direction (Chinyio et al., 2018). The motivation of employees is a critical aspect of the operational success of organizations (Chinyio et al., 2018). Organizations must consider personal factors, such as (a) attitudes, (b) values, (c) needs, and (d) work ethic, with contextual factors, such as (a) organizational structure, (b) pay, (c) compensation, (d) benefits, (e) rewards, (f) team norms, and (g) job design (Cote, 2019). Motivational factors consist of the leader's use of (a) actions, (b) structures, (c) processes, and (d) incentives as the influencing components to achieve employee motivation (Gilley et al., 2009; Sutawa et al., 2014). Leaders must properly use motivational factors to enhance cohesion and engagement in the new multi-generational workplace within the medical device industry to sustain long-term success (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). The following sections address the differences in characteristics between a manager and a leader, define intrinsic versus extrinsic motivation, and define one-way and two-way motivational factors.

Manager Versus Leader Characteristics. The characteristics of a good manager and a good leader intersect, but often are different overall (Lucia, 2018). A good manager contains the skills, strategic management, and ethical actions to directly manage subordinates to directly influence their actions towards an activity or goal, and the power of the subordinate relationship is from a formal organizational structure (Lucia, 2018). A good leader uses (a) emotional intelligence, (b) persuasion, (c) empathy, and (d) two-way communication to effectively achieve the goal or objective through influence versus manipulation (Lucia, 2018). Chiu et al. (2017) discussed that the perceptions of the subordinates of a manager as a leader results in (a) more commitment to the organization, (b) more compliance to manager's requests, (c) higher job satisfaction, and (d) higher performance. Chiu et al. (2017) found that managers who are central

in the advice network of the organization are powerful socially and move the subordinate perceptions of the manager to see leadership characteristics.

Extrinsic and Intrinsic Motivational Factors. Extrinsic motivation is centered on the use of tangible incentives or adverse consequences to cause the desire to perform an activity (Kuvaas et al., 2017). Intrinsic motivation is the desire to perform an activity for the sake of the experience of pleasure or satisfaction (Kuvaas et al., 2017). Most employers use both types of motivational factors to influence positive behavior by using job autonomy, constructive feedback, and stressing the importance of tasks (intrinsic) with tangible incentives based on the completion of the tasks (extrinsic; Kuvaas et al., 2017). Kuvaas et al. (2017) found that intrinsic motivation was positively related to employee outcomes, but extrinsic motivation was negatively or unrelated to positive employee outcomes. Zhao et al. (2016) warned that extrinsic motivation can have a positive or negative undermining effect on the intrinsic motivation application relationship depending on the business situation. Chang and Teng (2017) showed that to increase employee creativity, both extrinsic and intrinsic motivational factors must be considered. Locke and Schattke (2018) discussed a third type of motivation called achievement motivation that pertains to a person wanting to attain a high-level of skill at an activity, and the individual may or may not have the intrinsic motivational pleasure from the activity. All three categories of motivation can mutually facilitate, compensate, or be in conflict with each other (Locke & Schattke, 2018). Therefore, an optimized balance between intrinsic, extrinsic, and achievement motivation is needed to enhance employee outcomes (Locke & Schattke, 2018).

One-Way Motivational Factors. Mayfield et al. (2015) stated that one-way motivational communication can lead to cohesion and engagement through rewards. One-way motivational factors are factors that leaders give to the employee or employee groups as incentives to

influence positive workplace behaviors such as (a) perceived policy improvements, (b) personal financial gain, and (c) positional improvements in the company structure in contrast to symmetrical internal communication (Mayfield et al., 2015; Men, 2014; Sell & Cleal, 2011). Examples of one-way motivational factors are (a) bonuses, (b) salary enhancements, (c) career advancements, and (d) flexible work schedules (Mayfield et al., 2015; Sell & Cleal, 2011).

Personal Financial Gain. Personal financial gain refers to the increase of compensation wages in the form of (a) salary, (b) allowances, (c) gratuity, and (d) pension (Chinyio et al., 2018). The literature shows that compensation can impact (a) the level of attraction, (b) motivation, (c) job satisfaction, and (d) retention of employees (Chinyio et al., 2018). Sudiardhita et al. (2018) found that compensation has a positive and significant effect on motivation and job satisfaction. Sarmed et al. (2016) concluded that employees must be financially comfortable for commitment to the organization to be maintained, but intrinsic motivation creation has a high significance to employee retention and performance. Lastly, Pinho et al. (2018) stated that the rules of monetary reward also exert intrinsic and extrinsic motivation.

Policy Improvements. The recent literature shows that autonomy, relatedness, and freedom from criticism help lead to intrinsic motivation, and organizations must foster these characteristics through an autonomy-supportive leadership with job designs that support employee discretion and autonomy (Andreeva & Sergeeva, 2016). Andreeva and Sergeeva (2016) found that opportunity-enhancing activates either intrinsic or extrinsic motivation. Rupietta and Beckmann (2018) stated that the policy of working from home leads to autonomy and increased intrinsic and extrinsic motivation that had a positive influence on the employee work effort. The frequency of working from home increased the work effort (Rupietta & Beckmann, 2018).

Positional Improvement in the Company Structure. Pinho et al. (2018) found that the controllability of the promotion system drives extrinsic motivation. Positional improvement in the company structure can be viewed differently depending on the perspective of the employee as security-prevention focused or growth-promotional focused (Hui & Molden, 2014). Being prevention-focused, employees represent goals as the absence of negative outcomes, and being promotional-focused represents goals as rewards to attain (Hui & Molden, 2014). Therefore, promotional-focused employees are more willing to be motivated to move to desirable alternative opportunities (Hui & Molden, 2014). Fairness of procedural justice in promotion is vital for organizational commitment (Lemons & Jones, 2001).

Two-Way Motivational Factors. Mayfield et al. (2015) stated that two-way motivational communication can lead to cohesion and engagement by using feedback to clarify objectives with feedback and nurture employee relationships. Two-way motivational factors are based on communication exchanges between the leadership and the employees to influence positive workplace behavior (Mayfield et al., 2015; Men, 2014). Examples of two-way motivational factors are (a) the communication of strategic vision for clarity, (b) encouragement, (c) training and career development, and (d) feedback (Mayfield et al., 2015).

Clear Communication of Strategic Vision. Once the organization has developed the strategy from analyzation of the external and internal environment of the company, the managers must move to the execution process phase (Gamble et al., 2019). The organization must build the company with the proper capabilities, people, and structure through staffing, acquiring/developing resources and capabilities, and organizing the value chain activities and business processes (Gamble et al., 2019). The managers must prioritize and allocate capital resources to strategic priorities (Gamble et al., 2019). The organization reviews the policies and

procedures to ensure congruence with aiding strategy execution of the current strategic plan, and the managers remove out-of-sync documented practices (Gamble et al., 2019). Leaders must be able to motivate with clear communication of the strategic vision, strategy, and methods to obtain the vision (Mayfield et al., 2015). The business strategy development process involves creating a very cohesive and easily communicated message to allow for the competent and proficient execution (Gamble et al., 2019). A well-created strategy can go awry if not properly executed (Panda et al., 2014).

Encouragement and Support (Situational Leadership). Under uncertainty and crisis, charismatic or decisive leadership characteristics that use inspirational communication is needed to create motivation (Stam et al., 2016). Krogerus and Tschappeler (2018) described the Drexler/Sibbet Team Performance decision model to move a group through key stages to build a team when a change from the current inertia is needed. The authors present the stages as (a) orientation, (b) trust-building, (c) goal clarification, (d) commitment, (e) implementation, (f) high performance, and (g) renewal (Krogerus & Tschappeler, 2018). The decision-maker and group leader can use the model to understand the location of the group in each stage, and the group leader can understand the needs of the group to move to the next stage to form a team (Krogerus & Tschappeler, 2018).

Contextual leadership was developed by Hersey and Blanchard for situational leadership in the 1960s to focus on leadership in various situations (Northouse, 2016). In the model of situational leadership by Hersey and Blanchard, the combination of supportive behavior and directive behavior are used situationally depending on the follower's competency and commitment for a specific goal or task (Blanchard, 2008). The resulting combination of supportive behavior and directive behavior amounts lead to a four-quadrant leadership style

model of (a) supporting (high supportive/low directive), (b) coaching (high supportive/high directive), (c) directing (low supportive/high directive), and (d) delegating (low supportive/low directive) behavior; Northouse, 2016). Transformational leadership is the process where the leader engages with the followers to create a connection that increases “the level of motivation and morality in both the leader and the follower” (Northouse, 2016, p. 162). Transformational leadership is continuously evolving between the leader and follower (Northouse, 2016). A shared vision must be created and shared between the leader and followers for the transformation to occur (Kouzes & Posner, 2017). The strategist can use the Hersey-Blanchard model to guide situational leadership during the needed change. The leader must understand when to perform (a) instructing, (b) coaching, (c) supporting, or (d) delegating activities during each team member's transfer through the organizational changes (Krogerus & Tschappeler, 2018). For example, the coaching leadership style is applicable when the employee lacks the necessary skills and knowledge, and when commitment and motivational levels are low through a change in routine (Berg & Karlsen, 2016).

Training and Career Development. Companies are looking for ways to obtain new competitive advantages from the implementation of efficiency improvement processes through training (Gamble et al., 2019). To maximize profits and minimize expenses, a company's limited financial capacity means that it must allocate financial resources and human capital strategically to meet the high competitive pressures with training and knowledge increase (Zhuang & Shu-Chin, 2017). Training can be a very effective way of obtaining and sustaining a competitive advantage, with coaching being the connection between knowledge and using the best practices (Rabey, 2001). Specifically, coaching can improve business performance by developing leaders through applying knowledge, expertise, and motivational support to help obtain that competitive

advantage (Vidal-Salazar, Ferron-Vilchez, et al., 2012). Employees that perceive the company is investing in their development and career opportunities motivate the employee to replicate in work performance and decreased turnover (Nerstad et al., 2018).

Businesses benefit from process management programs to strive for continuous improvement in value chain activities and allow for the organization to achieve superior strategy execution (Gamble et al., 2019). Typically, managers use business process reengineering, total quality management, and Six Sigma quality control techniques to aim for high operating excellence through these operational improvement programs for critical strategic activities (Gamble et al., 2019). Six Sigma has developed into a systematic methodology focusing on operational excellence by (a) improving quality, (b) effectiveness, (c) productivity, and (d) cost reduction (Yang et al., 2018). The significance of the practice in general of Six Sigma is to use the voice of the customer to develop requirements, convert the requirements into specifications with measurable outputs, and use the scientific method to decrease defect rates (Patel & Desai, 2018).

Performance Feedback. Gjedrem (2018) showed that overall, performance feedback motivates employees to higher performance. The leaders must understand that the type of employee may determine the feedback benchmark (Gjedrem, 2018). Leaders may find that low-skilled workers compared to other's performance could lower overall performance, and the team feedback approach may be needed (Gjedrem, 2018). Highly competitive workers with high skill perception perform higher after direct comparison (Gjedrem, 2018). Performance feedback motivation is strongly determined by task features and personality (Swift & Peterson, 2018). For example, high conscientious employees focus on achievement and performance and are more sensitive to competence threats from performance feedback (Swift & Peterson, 2018). Threats to

competence undermine motivation; however, the promotion of competence increases intrinsic motivation (Swift & Peterson, 2018). Swift and Peterson (2018) concluded that employees become demotivated by negative feedback on frustrating tasks and more motivated by negative feedback on playful tasks. Christ et al. (2016) found that using compensation motivation on some dimensions of task and feedback on other task dimensions, the organization can optimize the benefit of using performance benchmarks.

Long-Term Success Factors Related to Leadership Strategies

The business environment is becoming increasingly complex and competitive in the United States and through the growing interdependence on global expansion (Daft, 2016). To maintain competitiveness and viability in the long-term, an organization must be able to continually adapt to the external environment and internal environment innovations (de Waal, 2018; Rumelt, 2011). The reduction of resistance to change with a flexible approach is necessary to quickly adapt to the changing competitive environment with trigger events of external or internal innovation (Spector, 2013). Training and transfer of the necessary knowledge for the change are necessary for a successful change implementation (Spector, 2013). Mello (2015) indicated that the workplace employee base should be thought of as assets and investments to help provide the proper resources to the long-term strategy of a company. A business must treat the workforce as investment assets for a long-term strategy, such as training to stimulate proactive environmental strategies, innovation, and maintaining low turnover (Vidal-Salazar, Cordon-Pozo, et al., 2012). Specific involvement regarding logical strategies needs proactive innovation that can be provided through training and organization learning (Mello, 2015; Vidal-Salazar, Cordon-Pozo, et al., 2012).

Innovation. Long-term orientation, such as an increase in an organization's investments in innovation and stakeholder relationships, lead to higher firm value and higher operating performance (Flammer & Bansal, 2017). An organization must install state-of-the-art information and operating systems to strengthen the capabilities of the organization and provide a competitive edge over rivals (Gamble et al., 2019). Leaders must be careful of short-term goals and strategies that can comprise long-term returns (Flammer & Bansal, 2017).

Low Resistance to Change. Organizations must be flexible and able to adapt quickly to the changing competitive environment (Rumelt, 2011). The organizational structure must align with the needed flexibility with organic structures with horizontal communication (Daft, 2016). The change implementation methods must be efficient with flexible responsibilities in the organization (Daft, 2016).

Development of Change Implementation Efficient Methods. Spector (2013) discussed that change implementation starts with a shared diagnosis with actions and not solutions with key stakeholders. The shared diagnosis starts with the mutual engagement of dialogue to collect data through interviews, questionnaires, and observations (Spector, 2013). Next, the data are collected, and a dialogue of discovery is performed with mutual engagement to assess the validity of the conclusions and build the needed commitment (Spector, 2013). Lastly, feedback is used to generate the learning of the needed behaviors for change implementation (Rumelt, 2011; Spector, 2013).

Development of Flexible Responsibilities. Spector (2013) presented a sequential model of effective change implementation that consists of (a) redesign, (b) help, (c) people-change, and (d) systems and structures. In the redesign step, managers align behaviors with the new strategic change with alteration in employee roles, responsibilities, and relationships (Spector, 2013). In

the help step, managers train and coach to the new behavior and skills needed (Rumelt, 2011; Spector, 2013). The people-change step refers to matching the attributes of the employees with the strategic requirements of the changed organization (Spector, 2013). Lastly, the systems and structures step includes creating formal structures to institutionalize the new patterns of behavior (Spector, 2013).

Knowledge Development and Transfer of Knowledge. Each organization must manage the knowledge to achieve a long-term competitive advantage (Urbancova et al., 2016). With excellent results regarding R&D and innovation, first-rate knowledge, skills, and experience are needed to implement the innovation and transfer the knowledge throughout the organization (Urbancova et al., 2016). The organizational culture and climate are significant aspects for knowledge development and transfer with cooperation and communication (Urbancova et al., 2016). Mihalcea (2016) pointed out that issues occur with the transfer of knowledge from future retirees to young employees, and processes are needed to transfer the knowledge to secure long-term success. The processes must have formalized structures with clear definitions and expectations (Mihalcea, 2017).

Employee Retention. Organizations must be concerned with supporting the proper business strategy to maintain a low turnover rate and create a high motivational level through providing growth opportunities and leading with the servant leadership attitudes (Mello, 2015). For example, if the business needs a workforce that is highly specific in knowledge to a small group of competitors, training new hires and creating loyalty by providing meaningful work with growth opportunities is necessary to keep them from jumping to the competitors (Mello, 2015). Many motivational factors are noted in the literature to create engagement, increase job satisfaction, and reduce turnover from a broad knowledge base. Mobley et al. (1979) created an

intermediate linkage model to discuss the cognitive steps that take job dissatisfaction to the decision to quit. Steel and Lounsbury (2009) took the Mobley et al. (1979) model and discussed other turnover models to include the sociology of the organization and labor market mechanisms. The authors argue that the intraorganizational transfer possibility could be a secondary ancillary factor in turnover theory (Steel & Lounsbury, 2009). The intraorganizational transfer possibility factor in increasing job satisfaction connects to the Mello (2015) description of strategic HRD to be flexible with human capital to be able to move the human assets to proper job assignments.

Cohesion to Support Long-Term Success

Colbry et al. (2014) pointed out that in 1980, employees engaged in 20% team-based work activities versus in 2010, 80% team-based work activities. Therefore, work actions and flexibility to perform organizational change effectively need cohesion from interpersonal, intraorganizational, or interorganizational levels (Colbry et al., 2014). The cohesion of a group refers to the network of interpersonal relationships based on member solidarity through (a) interactions, (b) goals, (c) interdependence, and (d) structure (Love, 2018). In most cases, homogeneity of the group leads to higher cohesion (Love, 2018). However, the literature supports long-term success using diverse groups of expertise through task orientations to result in innovation, collaboration, and group cohesion (Love, 2018). Zhang (2015) stated that knowledge sharing, and group cohesion are mediating mechanisms to use functional diversity to enhance group creativity.

Studies on the Creation of Cohesion in General. Gaspar et al. (2016) stated that effective collaboration is needed for team projects to succeed related to research, evidence-based practice, and quality improvement. To obtain collaboration, cohesion must occur with commitment and communication (Gaspar et al., 2016). Wu et al. (2015) defined collaboration as

a procedure of joint decision-making by vital stakeholders about the future in relation to a problem area. To create inter-organizational cohesion for collaboration, the company must demonstrate effective teamwork across units and functions of the organization (Spector, 2013). As the business environment dynamism and complexity increase, the organization must perform high integration behavior across cross-functional teams through cohesive behavior towards common goals (Daft, 2016).

Zhang (2015) showed that group longevity positively correlates to the creation of knowledge sharing and group cohesion, and thus, group creativity is enhanced. The work by Chiniara and Bentein (2018) indicated that using servant leadership improves the leader-member relationship quality by lowering perceived differentiation through higher quality leader-member exchanges. The low perceived differentiation strengthens team cohesion with task performance enhancement (Chiniara & Bentein, 2018). Lopez et al. (2015) found that a positive relationship exists between authentic leadership, cohesion, and group identification as the leader promotes relational transparency between the leader and followers.

Connections to Job Dissatisfaction and Turnover. Organization-based self-esteem relates to the employee attributes that are vital to the success of the organization, such as job satisfaction, organization commitment, and turnover intentions (Gardner & Pierce, 2015). Gardner and Pierce (2015) indicated that job satisfaction relates to the perception of the group member's effectiveness. Urien et al. (2017) found that the more uncertainty about tasks, goals, and levels of performance of the team, the less satisfied the group. Task and social cohesion maintain a strong positive relationship with job satisfaction and job performance (Urien et al., 2017). Cohesion has an effect of buffering the interaction between role ambiguities on job

satisfaction (Urien et al., 2017). Coetzer et al. (2017) produced findings that group cohesion moderates the turnover intentions of employees.

Connections to Loss of Long-Term Success. Wu et al. (2015) discussed the need for collaboration through cohesion to sustain a competitive advantage in the high-tech and electronics industry supply chain. Wu et al. (2015) pointed out that cohesion is a crucial component for problem-solving to continue to improve and lead organizations to become sustainable through moving the paradigm of the individual actions to team actions toward common goals. Alignment of shared goals through a collaboration of cohesion of individuals and groups can lead to new technologies, processes, and products to leverage into a competitive advantage (Wu et al., 2015). Strese et al. (2016) described that social cohesion creates a moderating role between competition and exploitative innovation. Lopez et al. (2015) highlighted the importance of having group cohesion to quickly perform urgent interventions as in situations with high risk and stress. Rodriguez-Sanchez et al. (2017) found that perceived creative performance predicts the development of future team cohesion.

Engagement to Support Long-Term Success

Work engagement involves a positive motivational reaction to the job by vigor, dedication, and absorption in the work actions (Guchait, 2013). Work engagement is related to the outputs of (a) employee performance, (b) commitment, (c) satisfaction, and (d) taking on extra duties (Guchait, 2013; Uddin et al., 2019). Work engagement is linked to work motivation and motivational behavior (Yalabik et al., 2017). The organization is responsible for creating an engaged and efficient working environment (Mello, 2015). Saks and Gruman (2014) reported that employee engagement is induced by (a) perceived job autonomy, (b) a supportive team environment, (c) the degree of feedback, (d) positive reinforcement from supervisors, and (e)

career advancement opportunities. Creating a positive team environment with mutual trust, respect, and confidence between team members is essential to the creation of team engagement (Geue, 2018).

Studies on the Creation of Engagement in General. A culture of engagement must be built and sustained by leadership (Mello, 2015). Employee buy-in to the systems is needed to create an engaged team performance (Starbird & Cavanagh, 2011). Guchait (2013) found that team engagement is an outcome of team cognition. The team should be treated with respect in their ideas, and their concerns are acknowledged to be used in the creative solutions that are generated (Starbird & Cavanagh, 2011). Leaders should use positive stimuli to create an engaged team through rewards or positive reinforcement (Ditzfeld et al., 2016). Pouthier (2017) found that in cross-sectional teams, griping and joking as a socio-emotional behavior is vital for creating engagement. Sharma and Bhatnagar (2017) concluded that under high time pressure for a project, teams use social resources such as humor and emotional agility to create team engagement.

Wang et al. (2017) showed that organizational support helps to create work engagement. The work environment positivity relates to higher work engagement (Wan et al., 2018). Organizational commitment and citizenship behavior help to mediate the relationship between employee engagement and team performance (Uddin et al., 2019). Employees with high work engagement in teams are characterized by intrinsic relative to extrinsic work values (Schreurs et al., 2014). Lastly, organizational learning and adequate resources lead to higher employee engagement (Lara & Salas-Vallina, 2017).

Connections to Job Dissatisfaction and Turnover. A strong connection exists between job satisfaction and employee engagement (Lara & Salas-Vallina, 2017). Karnanika-Murray et

al. (2015) used the social identity perspective to show that work engagement is mediated by vigor, dedication, and absorption. Yalabik et al. (2017) found that job satisfaction with the work characteristics is critical to the drivers of all the dimensions of work engagement of vigor, dedication, and absorption. Employees with a high workload are negatively related to absorption (Yalabik et al., 2017). Lastly, employees satisfied with the communication in their work relates to employee absorption (Yalabik et al., 2017).

Work engagement mediates the positive effect of organizational identification on job satisfaction (Karanika-Murray et al., 2015). Stromgren et al. (2016) used a prospective analysis to show that increased social capital increased job satisfaction and engagement. Selin et al. (2016) found a mediating effect of work engagement between losing job privileges and turnover intention is stronger for women than men. Work engagement can help to fully mediate the relationship between job characteristics and turnover intention (Wan et al., 2018).

Connections to Loss of Long-Term Success. Overall, quality management and productivity are used to produce operational excellence by (a) improving quality, (b) effectiveness, (c) productivity, and (d) cost reduction (Plenert, 2012; Yang et al., 2018). Many continuous process improvement (CPI) implementations and programs fail after a long period of time after the initial success of the project (Poksinska, 2018). Creating engaged teams leads to the implementation of quality management and productivity enhancements with high efficiency and performance (Starbird & Cavanagh, 2011). Engaged employees lead to high job performance (Lara & Salas-Vallina, 2017). Sharma and Bhatnagar (2017) showed that creating team engagement can lead to quality feedback and facilitation of reaching goals by quickly moving through the decision-making processes.

Proactive personality leads to proactive behavior, which leads to positive situational changes, and proactive personality relates to performance output with engagement (Wang et al., 2017). Individuals with low proactive personality can still experience engagement by leaders placing the employee in high team proactive personality groups (Wang et al., 2017). Engaged employees are motivated to provide more effort to achieve organizational success (Lara & Salas-Vallina, 2017). Lastly, engagement in a diverse team through inclusive leadership can enhance innovation, productivity, and decision-making (Frost, 2018).

Generational Group Theory

Generational theory is used to describe the reason why closely aged individuals have a commonality in their motives and behaviors (Johnson & Johnson, 2010; Peltokorpi & Yamao, 2017). Rossem (2019) and Johnson and Johnson (2010) described generational theory as the generational differences that are the results of generational signposts and life-laws which are shared among a group of closely aged individuals and affect their (a) morals, (b) principles, and (c) actions during their formative years. Generational signposts and life-laws create a common knowledge and approach to accomplishing goals and tasks in the workforce for individuals born closely together (Johnson & Johnson, 2010; Rossem, 2019). The specific range of experiences from the various cohorts can cause a bias towards specific thoughts and actions (Rossem, 2019). The value system and behaviors are believed to last through a lifetime (Rossem, 2019).

Using the social identity perspective, stereotypes of various generational cohorts can lead to social categorization, and prejudice can lead to conflict in the multi-generational workforce situation (Rossem, 2019). Individuals during social categorization use similarities and differences of the group compared to the individual to create a social identity (Rossem, 2019). The group membership causes favoritism to the in-group and can lead to the absence of cohesion

for the out-of-group individuals. Weeks et al. (2017) stated that in-groups of generational cohorts tend to bolster their group over others versus showing traditional in-group favoritism. Leaders must understand the biases that are innate to generational cohorts to improve collaboration and engagement (Weeks et al., 2017).

For the following segmentation of generational cohorts, Lewis and Wescott (2017) defined the first four generational groups as Veterans (1922-1945), Baby Boomers (1946-1964), Generation X (1965-1980), and Millennials (1981-2000). Lastly, the author uses the segmentation of the fifth generation as Linksters born after 1995 (Johnson & Johnson, 2010).

Characteristics of Veterans. Veterans (Traditionalists) were influenced by World War II and post-war history, conformity with the rise of the white-collar job, and homogeneous families and neighborhoods (Cogin, 2012). As young adults, Veterans were posed with the question to go to college or learn a skill, and Veterans choose to learn a skill (Cogin, 2012). Work-life balance is important for Veterans, like the Baby Boomers, and the cohort indicates having the most issue with balancing long work hours with sleep and hobbies (Weeks et al., 2017). Veterans believe that their work ethic is high (Weeks et al., 2017). Veterans prefer top-down management, prefer hierarchal management structure, tend to defer to authority for decisions, and (d) more risk-averse (Cogin, 2012). Veterans work-to-live as an obligation with organizational patriotism for a job-for-life (Cogin, 2012). The cohort tends to build high amounts of tacit knowledge and organizational memory (Cogin, 2012).

Characteristics of Baby Boomers. Baby Boomers were shaped by the social movements in the 1960s of the hippie movement and women's liberalization (Rossem, 2019). The Cold War, the Vietnam War, the Civil Rights movement, and the foibles of political, religious, and business leaders shaped their beliefs (Cogin, 2012). As young adults, Baby Boomers were posed with the

question to go to college or learn a skill, and Baby Boomers choose college (Cogin, 2012). The generational cohort seems to have the most realistic understanding of the group's positive and negative qualities (Rossem, 2019). Baby Boomers believe that their work ethic is high (Weeks et al., 2017). Baby Boomers live-to-work, and work values are acquired through work (King et al., 2017). The cohort prefers the management style of consensus and respect authority but viewed as an equal (Cogin, 2012; Woods, 2016). Baby Boomers demonstrate the personal characteristics and beliefs of: (a) requiring very little feedback for their job; (b) value face-to-face communication; (c) hate laziness; (d) believe working long hours leads to success measured materially; (e) excellent networkers; and (f) see virtual office structures, remote locations, and telecommuting as unproductive (Cogin, 2012).

The other generation cohorts perceive Baby Boomers as being (a) lower in technology orientation, (b) less ambitious, (c) searching for stability, (d) containing high work standards, (e) people-oriented, and (f) having high experience (Rossem, 2019). Baby Boomers use multi-tasking, but as a means to get the task completed (Weeks et al., 2017). Work-life balance is important for Baby Boomers, and the cohort indicates having the most issue with balancing long work hours with sleep and hobbies (Weeks et al., 2017). A strong stereotype exists that Baby Boomers are worse at technology than Generation X, and the generational cohort is more resistant to new technology (Weeks et al., 2017).

Characteristics of Generation X. The Generation X cohort was shaped by the economic upheavals and downturns due to the example of the consequence of the 1970 oil embargo by the Middle East and the fall of the Berlin Wall (Cogin, 2012; Rossem, 2019). The Generation X cohort grew up with both parents working or single-parent families due to the higher divorce rate leading to friends for support (Cogin, 2012). Solid family traditions were replaced with

individualism, and the growth of the internet with personal computers in households was witnessed with mass corporate layoffs in the 1980s of the parents (Cogin, 2012). The cohort is accustomed to receiving immediate feedback from personal computers and (a) expect this action in the workplace, (b) do not react well to micromanagement, (c) prefer coaching with recognition for results, and (d) value developing skills over job titles (Cogin, 2012). Generation X cohorts are comfortable with multi-tasking, but the resulting effectiveness depends on the task (Weeks et al., 2017). Work-life balance for the Generation X cohort is attempted by bringing family on business trips and socializing with work colleagues (Weeks et al., 2017). The Generation X cohort work values are achieved as a consequence of work (King et al., 2017). A strong stereotype exists that Generation X is worse at technology than Generation Y (Millennials) (Weeks et al., 2017). Generation Xers are seen as pragmatic, risk-taking, and good at anticipating risk (Cogin, 2012).

Characteristics of Millennials. By 2020, 46% of the United States workforce will be Millennials (O'Conner & Raile, 2015). By 2050, Millennials will represent about 75% of the global workforce (Warnell, 2015). The characteristics of Millennials are influenced by the historical change of the rise of the Internet and the Great Recession (O'Conner & Raile, 2015; Rossem, 2019). Millennials were shaped by being connected 24 hours a day and spend more than six hours a day on-line (Cogin, 2012). Families of Millennials are smaller with greater resources to spend on their activities, and the parents of Millennials tend to heavily oversee and guide their children through school and social activities (Cogin, 2012). Millennials value leisure more than other generations and try to leave work at work (Weeks et al., 2017). Millennials tend to work-to-live versus the live-to-work of Baby Boomers and appear to be less engaged (Dionida, 2016; King et al., 2017). Salary is more utilitarian for the Millennial cohort, and the status symbol of

the job does not matter (O'Conner & Raile, 2015). The social values and personality traits of the Millennial generation have been shown to lead to burnout in the workplace (Jiang & Yang, 2016). Millennials prefer minimal rules and bureaucracy working within team orientations with openness and transparency (Cogin, 2012). Daily feedback is needed and expect to be empowered in flexible work structures with challenging work and stretch goals (Cogin, 2012). Millennials seek organizations and co-workers with shared values and prefer two-way communication with engagement with management in decisions (Cogin, 2012).

Loyalty to a company tends to be lower for Millennials compared to Baby Boomers (King et al., 2017). Millennials, on average, only work at a company for 2.8 years per job (U.S. Bureau of Labor Statistics, 2016). The perception of Millennials is that the generational cohort is very adept and comfortable with technology (Weeks et al., 2017). Millennials are linked to a strong stereotype that the group does not do what is needed to get a job completed as much as other generations (Weeks et al., 2017). The generation is reported to have an entitlement to work and do not work as hard as other generations (Weeks et al., 2017). However, Millennials believe that they work faster than other generations (Weeks et al., 2017). Millennials are comfortable with multi-tasking but have the perspective from other cohorts that Millennials tend to not complete a single task (Weeks et al., 2017). Millennials seek employment in organizations that favor innovation and environmental responsibility (Woods, 2016).

Characteristics of Linksters. Generation Z (Linksters) will represent the most significant generational shift in the workplace as the cohort is the most ethnically diverse and technologically sophisticated (Peres & Mesquita, 2018). Linksters are shaped by the informal, individualistic, direct method of social networking as a central part of life (Peres & Mesquita, 2018). Linksters are shaped by (a) issues of violence; (b) a volatile economy; (c) social justice

movements; (d) the advancement of technology in smartphones and the use of the internet; and (e) equal human rights in a same-sex marriage, the Black Lives Matter movement, immigration, and transgender rights (Seemiller & Grace, 2017). The communication in a virtual environment has led to the resistance to work in teams with less soft skills, and social media involvement has negatively influenced formal communication skills (Iorgulescu, 2016). The equal human rights and social justice issues have led to a we-centered thought process looking at the well-being of everyone rather than themselves (Seemiller & Grace, 2017).

The characteristics of Linksters are (a) impatient, (b) lacking ambition compared to previous generations, (c) attention deficit with a high dependence on technology, (d) individualistic, (e) self-directing, (f) materialistic, (g) highly entitled, (h) less motivated by money, (i) tolerant, and (j) trustworthy (Peres & Mesquita, 2018). Linksters prefer active learning with hands-on learning that can be applied to real-life situations and demonstrate more exceptional multi-tasking abilities versus Millennials (Iorgulescu, 2016; Peres & Mesquita, 2018). Linksters tend to volunteer to work on the underlying social problem instead of volunteering to improve short-term symptoms (Peres & Mesquita, 2018). Linksters want to be self-employed with a freelance work mentality of long-term relationships with one organization (Peres & Mesquita, 2018). Lastly, Linksters value the superior-subordinate relationship and can only work for a mentoring, strong authority relationship with the superior for the strong need for human connection and feedback (Iorgulescu, 2016).

Motivational Needs Per Generational Group

Due to the varying characteristics of the five generations of (a) Veterans, (b) Baby Boomers, (c) Generation X, (d) Millennials, and (e) Linksters, motivational needs vary per cohort (Dwyer & Azevedo, 2016). Depending on the generational cohort, the motivational

factors in creating proper cohesion and engagement will be needed tailoring to the employee mix (Cogin, 2012; Dwyer & Azevedo, 2016). Leaders should customize reward systems for the varying generational cohorts to the individual's needs (Dwyer & Azevedo, 2016).

Veterans. Wiedmer (2015) described the motivational needs of Veterans as money-driven and position driven. Rewards systems should be tangible items, such as certificates, plaques, or trophies, and supporting their value to the organization (Wiedmer, 2015). Cogin (2012) discussed that Veterans are motivated by (a) retirement and leisure for hard work, (b) respect, (c) job security, and (d) financial rewards. Veterans take pride in self-sacrificing and work hard from motivation from pride and determination (Wiedmer, 2015).

Baby Boomers. Cogin (2012) discussed that Baby Boomers want to be in-charge and the top of their organization as a status symbol, and the cohort needs colleagues and management to identify and respect their experiment and expertise. King et al. (2017) found that intrinsic rewards help to build motivation and increase organizational emotional attachment. The intrinsic motivation is based on wanting a challenging business environment that the individual can contribute to and see their efforts reflected in the financial goals (Cogin, 2012). Baby Boomers are motivated by perks, prestige, and position and tie their self-worth into their work and positional authority (Wiedmer, 2015). Baby Boomers are motivated intrinsically to work hard to obtain success as viewed as gaining money, power, and recognition (Wiedmer, 2015). Baby Boomers and Millennials focus less on salary compared to Generation X (Woods, 2016).

Generation X. The Generation X cohort is motivated by developing skills to move into management and values mentoring (Cogin, 2012). Career security is more important to the Generation X cohort over job security and values developing skills with formal qualifications through self-improvement to support career security (Cogin, 2012). King et al. (2017) showed

that altruistic rewards seem to motivate and secure organizational emotional attachment. The Generation X cohort is motivated by (a) work-life balance, (b) flexible work arrangements, (c) need of credible reasons for decisions, (d) enjoyment of self-directed projects, and (e) informal policies in the workplace (Wiedmer, 2015). Generation X employees tend to have higher individualistic traits than Baby Boomers and value the work-life balance more than Baby Boomers (Woods, 2016).

Millennials. Millennials are reported to have a lower work ethic and lower extrinsic motivational work values, such as status, respect, and salary (O'Conner & Raile, 2015). Millennials desire job security and work-life balance more than older generations (O'Conner & Raile, 2015). Millennials do look for extrinsic motivations outside of the job for working to live in that salary is more utilitarian if the Millennial does not want to work in the industry. Heizman (2019) showed that self-management of career paths with opportunities for employee development has the most significant connection to organizational commitment. Dionida (2016) recommended using professional development opportunities, meaningful work assignments, and time-off awards to engage Millennials. King et al. (2017) found that Millennials need social rewards to enhance the fit into the company. Millennials are motivated by showing the meaning and value of their contributions, similarities, not differences, should be emphasized, and social responsibility is a necessity in the business (Cogin, 2012). Millennials are motivated by working in an organization with (a) mentoring, (b) a positive work environment, (c) fast-track leadership programs, (d) developing marketable skills and experience that can be used in future jobs, and (e) lower pay for more meaningful work at the organization with perceived appreciation (Cogin, 2012). Millennial characteristics seem to favor a transformational leadership style (Woods, 2016).

Linksters. Linksters demonstrate high self-confidence with optimism about the future and are very innovative (Iorgulescu, 2016). Linksters are less involved in civil engagement and prefer independent work (Iorgulescu, 2016). Motivating factors for Linksters are giving the cohort (a) advancement opportunities, (b) opportunities to grow, (c) experience new challenges, and (d) realize leading positions (Iorgulescu, 2016). Leaders should challenge the Linksters with active-learning opportunities with customized learning and fast feedback (Wiedmer, 2015).

Multi-Generational Workplace Complexity

Currently, five generations work together in the same workplace, with the Millennial cohort moving to the largest group by 2020 (Hitman & Valintine, 2018; O'Conner & Raile, 2015). The new multi-generational workforce has introduced more complexity into the management of a workforce compared to past business practices (Mikitka, 2009). Generational differences and perceived stereotypes can cause inefficiencies to occur in the approaches to accomplishing company tasks and goals and in the maintenance of resulting job satisfaction requirements to keep the individual motivated (Lewis & Wescott, 2017; Rossem, 2019). Employee values and preferences differ among the various generational cohorts (Woods, 2016). Leaders in all corporations need to understand the multi-generational challenges in the workplace to motivate their employees by maintaining cohesion and engagement to maintain long-term success (Ahmad & Ibrahim, 2015; Lazaroiu, 2015; Woods, 2016). The failure of leaders to use the proper motivational factors in the new multi-generational workplace can result in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014).

Problem Creation in Business. In 2005, the workforce consisted of 49% Baby Boomers and 31% Generation X in the United States workforce (Woods, 2016). In 2015, studies indicate

that the workforce consisted of 34% Generation X, 34% Millennials, and 29% Baby Boomers in the United States' workforce (Woods, 2016). Leaders must understand the various motivational needs and job satisfaction employment characteristics per generational cohort to optimize motivation, innovation, and retaining the employee (Woods, 2016). Open communication and a source of conflict foster innovation; therefore, the diverse generational workforce must maintain cohesion and engagement for in-group innovation (Woods, 2016). Reward strategies differ per generational cohort to attract, retain, and motivate (Bussin & Rooy, 2014). If a one-size-fits-all process is used for rewards, then the intended objectives may not be reached (Bussin & Rooy, 2014).

Issues with Long-Term Success. The attraction, development, management, and retention of the necessary talent for the execution of the business strategy is critical to the short-term and long-term success (Turner & Kalman, 2015). Organizations must demonstrate ambidexterity to succeed in the central business model and be structured for success with innovation and future planning (Woods, 2016). Adaptability is necessary for an organization to succeed in focusing on hiring creative employees but must be sensitive to the current business policies (Woods, 2016). Organizations need ambidextrous employees that take on (a) initiatives, (b) be alert to opportunities of job constraints, (c) be able to collaborate, and (d) be flexible (Woods, 2016). The multi-generational, diverse workforce must be able to collaborate (Woods, 2016). To innovate, a culture of socialization must occur with the support of the leadership to reward risk-taking and a new vision for the company with cohesion and engagement through the collaboration of the multi-generation workforce (Woods, 2016). Lack of cohesion and disengagement from the multi-generational workforce could cause issues to corporations through inefficiencies (Mello, 2015; Wesolowski, 2014). If reward and retention strategies are not

adjusted for the generation cohort, only temporary motivation could occur and not result in lasting commitments to the organization (Bussin & Rooy, 2014). Without the proper motivation factors used, then cohesion and engagement will be lost in the multi-generational workforce and corporations leading to financial long-term loss (Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014).

Current Strategies to Resolve Multi-Generational Inefficiencies

To resolve the multi-generational inefficiencies, businesses must promote transformational leaders and be able to apply the necessary knowledge to create cohesion and engagement in the multi-generational workforce to the leaders through training and development (Mello, 2015). Organizations must supply skills-training and continuous learning development to invest in long-term employee growth, and employee loyalty must be created to keep the human asset from transferring to a competitor (Mello, 2015). Organizations will need to balance the financial and non-financial awards offered to employees with the generational cohort preferences (Bussin & Rooy, 2014). A positive relationship occurs between work engagement and meaningful work, but the various generational cohorts see various elements of the work as meaningful (Hoole & Bonnema, 2015). Generation X and Millennials are more motivated by greater work challenges and learning compared to Baby Boomers, who relate to meaningful work and engagement (Hoole & Bonnema, 2015). Baby Boomers are more motivated by the development of leadership and commitment (Hoole & Bonnema, 2015). Lastly, team sessions working on mutually beneficial relationships and experiences can help bridge the gap between generations (Dwyer & Azevedo, 2016).

Benefits of Multiple Viewpoints and Strengths. Companies should engross and support the conflicting and opposing views of the multi-generational groups (Dwyer & Azevedo, 2016).

The various views will lead to a diverse and extensively contemplated solution that can lead to positive outcomes that can result in economic success (Dwyer & Azevedo, 2016). The risk-intolerant experience of the older generations could offset the younger generation's eagerness for innovation and transformation (Higginbottom, 2016).

Mentoring Across Generational Approaches. Wesolowski (2014) discussed that two-way mentoring could produce more well-versed employees to solve multi-faceted problems in inventive ways. Mentoring programs could benefit organizations, such as the Veterans and Baby Boomers groups can mentor their generational knowledge to the Generation X cohort and newcomer Millennials (Wesolowski, 2014; Woods, 2016). Generation X and Millennials can mentor the Veterans and Baby Boomers generations on the new social and cooperative technologies (Wesolowski, 2014). Fostering trust in the two-way mentoring can harness the Millennial's drive for value creation and innovation with improving the Baby Boomers' work-life balance and global perspectives (Woods, 2016).

Knowledge Sharing and Training Through Multiple Means. Knowledge is a valuable asset within the organization for competitive advantage (Brcic et al., 2015). Organizations must use multiple forms of training in the multi-generational workforce, such as (a) classroom training, (b) seminars, (c) interactive training, and (d) flexible computer training (Dwyer & Azevedo, 2016). Mentoring can be enhanced through mixed-age teams to allow for knowledge transfer from the older generations to the newer generations (Brcic et al., 2015; Woods, 2016). Knowledge sharing practices should be rewarded with incentives (Brcic et al., 2015).

Customization of Needs of Various Generations. Due to the various generations needing different individual needs and career goals in the specific workplace setting, Higginbottom (2016) encouraged managers to "see each employee as an individual" (p. 2).

Leaders should understand the demographics of their current workforce and determine the employee's needs (Knight, 2014). The leader must have the knowledge of how the different generations' viewpoints differ on the conflict (Johnson & Johnson, 2010). With this knowledge, the manager can more efficiently resolve the issue using typical conflict resolving strategies based on using experience and comprising techniques to produce a solution and plan-of-attack (Johnson & Johnson, 2010). Organizational leaders must recognize the various generations' motivational factors can be significantly different, such as younger employees looking for career advancement and older employees looking for improved benefits (Dwyer & Azevedo, 2016). Leaders must accommodate work policies and job design for the younger generation's flexible hours needed for balancing work-life with personal life in comparison to older generations requiring a familiar rigidly structured schedule (Cote, 2019; Dwyer & Azevedo, 2016). Leaders must understand that customization of reward systems is needed for the diverse generational cohorts, such as bonuses and salary (Cote, 2019; Dwyer & Azevedo, 2016). Millennials need opportunities to connect with employees socially to facilitate a strong connection to the company (King et al., 2017). The Generation X cohort needs to be placed in roles that help others and will enhance company fit and subsequent behavior (King et al., 2017). Baby Boomers need to continue to feel engaged in the job by benefiting from opportunities to grow and develop to improve the emotional attachment to the organization (King et al., 2017).

Potential Themes and Perceptions

The medical device industry contains the conventional business strategy to move innovation from R&D into a successful medical device to add corporate value to the firm through sales (Chatterji & Fabrizio, 2016; Schmutz & Santerre, 2013). Medical device companies must protect the organization from the unstable market and high uncertainty through

diversification, globalization, and flexibility to increase performance at the corporate level and sustain long-term success with innovation against the paradox of high regulation in the medical device industry (Schmutz & Santerre, 2013; Sharma et al., 2013; Wu, 2013). The analysis of ABMB seems to support the medical device industry's common business strategy of flexibility, diversification, and innovation use.

Leaders should use motivational language to enhance cohesion, engagement, and motivation through direction-giving, empathy, and meaning-making language to communicate the organizational strategic vision (Mayfield et al., 2015). By customizing the use of emotional intelligence, horizontal and vertical communication, and rich and lean communication channels, the leader can present the proper, most efficient use of motivational language to move the workforce towards a goal (Daft, 2016; Mathew & Gupta, 2015; Men, 2014). A leader uses (a) emotional intelligence, (b) persuasion, (c) empathy, and (d) two-way communication to effectively achieve the goal or objective through influence using motivational factors applied to the workforce with an optimization of (a) intrinsic, (b) extrinsic, (c) achievement, (d) one-way, and (e) two-way motivational factors (Kuvass et al., 2017; Lucia, 2018; Mayfield et al., 2015).

Long-term success factors, such as (a) innovation, (b) low resistance to change, (c) knowledge development and transfer of knowledge, and (d) employee retention, are supported by the creation of cohesion and engagement of the workforce with diverse groups through motivational factors (Frost, 2018; Lara & Salas-Vallina, 2017; Love, 2018; Urien et al., 2017; Wu et al., 2015; Zhang, 2015). Depending on the generational cohort, the motivational factors in creating proper cohesion and engagement will need tailoring to the employee mix (Cogin, 2012; Dwyer & Azevedo, 2016). Leaders must use the proper motivational factors in the new multi-generational workplace to avoid financial and competitive harm through the loss of long-term

success in the marketplace (Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). Leaders must be able to use: (a) the benefits of the diverse viewpoints of strengths; (b) mentoring across generational approaches; (c) knowledge sharing and training customization; and (d) customization of reward systems, benefits, and motivational needs per cohort (Dwyer & Azevedo, 2016; Johnson & Johnson, 2010; Woods, 2016).

Summary of the Literature Review

The literature review was a holistic view of the medical device industry and a specific, focused discussion on ABMB to understand the match of the strategic needs for long-term success. Leadership communication strategies were detailed to support the delivery of the motivational factors through one-way or two-way methods as opposed to the conventional intrinsic and extrinsic segmentation to support the long-term success of an organization through enhancement of cohesion and engagement of the workforce. The challenges of the new multi-generational, diverse workforce were discussed as resistance to the creation of cohesion and engagement of groups and the relationship to issues the long-term success. Generational group theory was used to describe the characteristics and motivational needs differences of (a) Veterans, (b) Baby Boomers, (c) Generation X, (d) Millennials, and (e) Linksters. Lastly, the current strategies to resolve multi-generational inefficiencies were discussed with potential themes and perceptions. Finally, the gap in the literature is the knowledge of how one-way and two-way motivational factors need to be used most effectively per generational cohort to enhance cohesion and engagement to support long-term success, specifically in the medical device industry (Cote, 2019).

Transition and Summary of Section 1

In Section 1, the foundation of the study was detailed to understand the background of the problem, the purpose of the study, the nature of the study, the central research questions, and the conceptual framework. The assumptions, limitations, delimitations, and significance of the study were addressed to understand the mitigating risks. Finally, a review of the professional and academic literature was conducted relating to the applied problem statement and research questions. In the next section, the project study is detailed through data gathering and analysis procedures.

Section 2: The Project

Leaders struggle with possessing the instruction and tools necessary to adequately lead the multi-generational diverse workforce (Cote, 2019; Dwyer & Azevedo, 2016). The reason is due to generational differences causing inefficiencies to occur in the approaches to accomplishing company tasks and goals and the maintenance of resulting job satisfaction requirements to keep the individual properly motivated (Lewis & Wescott, 2017). The discovered gap in the literature is the knowledge of how leaders should use the combination of one-way and two-way motivational factors most effectively per generational cohort to enhance cohesion and engagement to support long-term success, specifically in the medical device industry (Cote, 2019). The first research question of the dissertation is to build an understanding of how leaders use one-way and two-way motivational factors to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The second research question of the dissertation is to build an understanding of how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials.

In Section 2, the dissertation project addresses the actual research project performed based on the foundation of the study in Section 1. The purpose statement of the study is repeated in Section 2 before the role of the researcher and participants are defined to establish the working relationship between the researcher and the participants in the study. The detailed description of the case study research method and design is used to answer the qualitative research questions

that address how leaders should use the combination of one-way and two-way motivational factors most effectively per generational cohort to enhance cohesion and engagement to support long-term success, specifically in the medical device industry. The population and sampling methods are defined along with data collection, data analysis, and reliability and validity used in the study. The goal is to build a level of detail in Section 2 to allow the reader to replicate the study.

Purpose Statement

The purpose of this qualitative case study is to develop an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters are excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). The study develops practical principle knowledge for leaders to address cohesiveness and provide proper engagement in the diverse multi-generational workplace. As a result of this qualitative research study, the intended goal is that leaders gain more tools and strategies to more effectively discern how to provide cohesiveness and proper engagement to reach the intended vision. Lastly, the intended results of the research study could provide organizations with newly-defined leadership tools and strategies for leadership training programs to address the issues of maintaining cohesiveness in the multi-generational workplace.

In the dissertation, the study defines motivation as the positive workplace behaviors of the employees to complete tasks efficiently mandated by leadership, and the research defines

motivational factors as the influencing of components from the leadership to achieve the motivational behavior. Additionally, the study attempts to unravel and find the most effective motivational factors as they relate to the various generational groups to determine similarities and differences between groups. The dissertation work categorizes motivational factors into one-way or two-way factors as a contrast to intrinsic and extrinsic rewards. The study defines one-way motivational factors as factors that leaders give to the employee or employee groups as incentives to influence positive workplace behaviors, such as (a) perceived policy improvements, (b) personal financial gain, and (c) positional improvements in the company structure. Examples of one-way motivational factors are (a) bonuses, (b) salary enhancements, (c) career advancements, and (d) flexible work schedules. The study defines two-way motivational factors that are based on communication exchanges between the leadership and the employees to influence positive workplace behaviors. Examples of two-way motivational factors are (a) the communication of strategic vision for clarity, (b) encouragement, and (c) feedback. Lastly, the purpose of the study is to explore both motivational factor types for usefulness bounded by examining leaders over various diverse generational groups in the ABMB medical device company.

Role of the Researcher

In the goals for qualitative research, the researcher is looking for set theory relationships with a close affinity with necessary and sufficient conditions (Goertz & Mahoney, 2012). The qualitative researcher deals with a high number of conditions and influences on the dependent variable, and the goal for the researcher is to comprehensively explain outcomes by finding the factors that are necessary for these outcomes (Goertz & Mahoney, 2012). The qualitative goal for the researcher is to use inductive approaches to build the knowledge to generate meaning and

understanding through investigation and learning about social phenomena and dimensions of social life to develop a depth of understanding (Leavy, 2017). Qualitative methodologies expose the researcher to bias more than quantitative approaches as the researcher is the measuring tool (Creswell & Poth, 2018). In a qualitative case study, the researcher develops the analysis through a program, event, activity, process, one or multiple individuals, and the researcher bounds the case time and activity (Yin, 2014). The researcher collects data from open-ended questions in interviews of individuals who have experience with the phenomenon to be studied (Creswell & Poth, 2018).

Specifically, in the dissertation study, the role of the researcher was to obtain permission for using the ABMB facility to conduct the study (see Appendix A). Prior to starting the interviews, a signed permission letter was obtained to use the ABMB facility to conduct the study (see Appendix B). Prior to starting the interview, each participant received an invitation letter or email with the attachment, as shown in Appendix C. The invitation letter or email described the purpose and intent of the study. Prior to the interview, the researcher presented the ethical and personal issues related to the participants in the study. Verbal confirmation was performed that a participant meets the inclusion criteria of at least two years of service at ABMB in a medical device department and born between the years of 1946 and 2000 after the participant received recruitment and contacted the researcher about the study. The screening took place prior to signing the consent and scheduling the interview. The researcher gave consent forms to the participants with the statement that participation is on a voluntary basis, and declining participation at any time during the interview can occur (see Appendix D). The researcher asked open-ended questions (see Appendix E) and facilitated the interview process. During the interview process and analysis, the names of the participants were kept confidential

by the researcher. Finally, the role of the researcher was to use coding to determine themes from the data collected from the interviews and generate themes to answer the research questions.

To disclose transparency to the reader, the researcher was born in the time frame of the Generation X cohort group. The research is personally significant due to working as an R&D scientist and head of an R&D technology department on medical devices in the cardiac management division of ABMB. Because the researcher has advanced to a leadership role, he manages more people who depend on him to provide a vision and motivation that would allow employees to prosper and benefit from his experience and expertise. Therefore, the researcher has a strong desire to learn how to use the proper motivational factors to create and sustain cohesion and engagement in the new multi-generational workplace within the medical device industry, resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace.

To reduce the potential bias of supporting positive attributes and rejecting negative attributes to the researcher's Generation X cohort, the researcher used the bracketing method of personal comment inclusion in the coding process as a transparent personal reminder to ensure that negative findings on other generation groups were coded with solid supporting evidence and positive findings on my generational X were coded with solid supporting evidence. Additionally, open coding per participate was performed before looking for patterns to lower the confirmation bias after a pattern emerged for one or two participants (Lee et al., 2019; Linneberg & Korsgaard, 2019). Inductive coding was used by developing codes from analyzing the data as opposed to predetermined codes to improve the transparency and validity of the coding process (Linneberg & Korsgaard, 2019). Various methods were used to reduce participant response bias of responding in a way in which they believe the interview wants the answer. A structured

interview guide was used to reduce the influence of the interviewer to ask leading questions towards a bias. Open-ended questions in the interview were used to guide to allow the interviewee to provide multiple sources of evidence for coding (Creswell & Poth, 2018). The same probing research question was asked in multiple interview questions to allow for triangulation between questions. Lastly, the common interview questions were open coded separately before combining to look for emerging themes and subthemes (Lee et al., 2019; Linneberg & Korsgaard, 2019).

Participants

The qualitative case study involves researcher-directed personal, semi-structured interviews with ABMB employees who have at-least two years of service at ABMB in a medical device department and born between the years of 1946 and 2000. Prior to the interview, each participant received an email with a letter of invitation (see Appendix C). The letter of invitation explained the purpose of the study and the intent of the study. Verbal confirmation was performed that a participant meets the inclusion criteria of at least two years of service at ABMB in a medical device department and born between the years of 1946 and 2000 after the participant received recruitment and contacted the researcher about the study. The screening took place prior to signing the consent and scheduling the interview. An email contained the consent forms (see Appendix D). The consent forms included a statement of purpose for the study along with the assurance of volunteer-based participation and that declining the invitation could occur at any time during the study. The consent forms addressed the confidentiality of the interview and the answers to be given during the interview (see Appendix D).

To ensure the full employee experience of emergence into the ABMB culture, participants were required to have worked at ABMB in a medical device department for at-least

two years. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters were excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). Hence, the requirement for participants born between the years of 1946 and 2000 was needed for the study. Prior to the recruitment of participants for the research, the researcher requested permission for the use of the premises and interviewing on ABMB property through the Director of Hardware Development (see Appendices A and B). Before participation in the study, the participants were required to sign an informed consent and confidentiality form for the dissertation study.

The qualitative case study involved researcher-directed personal, semi-structured interviews using the research questions in Appendix E. The interview-based case study design, to answer the research questions, was used to test the phenomenon of generational theory in conjunction with business scenarios of the multi-diverse workplace to enhance cohesion and engagement reflected in the research problem (Creswell & Poth, 2018). Creswell and Poth (2018) suggested using semi-structured interviews to pose the research questions as guidelines to create open-ended conversations between the participant and interviewer. By using open-ended questions and the semi-structured interview process, the researcher can gather data in a more flexible format to focus on the interviewee's perceptions of the phenomena being studied (Creswell & Poth, 2018). The selection of the participants was based on purposeful sampling to select individuals based on the above set specific criteria for the study (Creswell & Poth, 2018). The case study interviews developed an understanding of the motivational factors phenomenon over five to ten interviews per generational groups of (a) Baby Boomers, (b) Generation X, and

(c) Millennials to reach data saturation from the theoretical sampling and coding (Creswell & Poth, 2018).

To ensure that the ethical protection of the participants was maintained, the studied employee names and information provided remained confidential by assigning each interviewee with an alpha character. The link of the alpha code to a birth date was recorded in a codebook. The list was not stored with the data, and the codebook was stored in a locked safe. Only the researcher and chair had access to the codebook. To build a working relationship between the researcher and each participant, the purpose of the study was shared. The disclosure regarding the use of a recording device during the interview was made available and agreed upon between the interviewer and participant (see Appendix D). An EVISTR Digital Voice Recorder Smartpen was used by the researcher to record the interview, with the interview transcribed using software. The transcripts and data obtained from the interviews will remain in a locked cabinet or password locked computer for three years. The use of videotaping was not used due to the lack of need for visual cues and the possibility of distraction.

Research Method and Design

The following sections describe the research method and design that relate to the purpose statement of this qualitative case study more in-depth. The chosen research method and design allow for the development of an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The proposed research used the qualitative method due to answering the research questions through the perceptions of the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The study used the proposed

research design of a case study by using interviews of ABMB employees from the medical device division.

Discussion of Method

The use of various research designs and methodologies can create various perspectives and improve triangulation over a single method when understanding a particular business problem to add value-added research (Cunningham et al., 2000). Additionally, the use of various methodologies can overcome the weaknesses of other methods, but overall, the methodology must match the business problem situation (Cunningham et al., 2000). The purpose of social research, including value-added business research, is exploration, description, explanation, community change or action, evaluation, and evoke, provoke, or unsettle (Leavy, 2017). The process of research begins with the investigator determining the problem that needs solving and developing questions so that the answers can address the problem (Creswell, 2016). Investigators categorize research in the main overview of design methods as quantitative (fixed), qualitative (flexible), and a mixture of the two designs (mixed method; Creswell, 2014).

Investigators developed quantitative and qualitative research approaches in the 20th century by using statistical analysis of the data for quantitative research, and human perception and understanding for qualitative research (Creswell, 2016). Leavy (2017) described the qualitative design as using inductive approaches to build the knowledge to generate meaning and understanding. Researchers generally use qualitative designs to (a) explore, (b) describe, or (c) explain the business problem through a smaller sample size (Leavy, 2017). The result of using the qualitative design is a flexible design with emerging methods with open-ended questions answered by finding themes, patterns, and interpretation from data gathered from (a) interview data, (b) observation data, (c) document data, and (d) audiovisual data (Creswell, 2014).

In the goals for qualitative research, the researcher is looking for set theory relationships with a close affinity with necessary and sufficient conditions (Goertz & Mahoney, 2012). Qualitative research deals with a high number of conditions and influences on the dependent variable, and the goal for the researcher is to comprehensively explain outcomes by finding the factors that are necessary for these outcomes (Goertz & Mahoney, 2012). The qualitative goal is to use inductive approaches to build the knowledge to generate meaning and understanding through investigation and learning about social phenomena and dimensions of social life to develop a depth of understanding (Leavy, 2017). Creswell (2016) described the difference between quantitative and qualitative methodologies by the epistemological view of (a) what data are considered knowledge, (b) the source of the data, (c) the ontological assumption of reality, and (d) the axiological assumption of research bias. Qualitative methodologies rely on the participants' views with open-ended data collection in an inductive research methodology (Leavy, 2017). Qualitative methodologies (flexible) expose the researcher to bias more than quantitative approaches, as the researcher is the measuring tool (Creswell & Poth, 2018). With these differences in mind, qualitative methodologies fit more with the Constructivist and Interpretivist philosophical worldviews (McChesney & Aldridge, 2019). In these worldviews, the axiological assumption is that the biases of the researcher are present, and the researcher must report the biases in the qualitative research paper (McChesney & Aldridge, 2019).

In the Constructivist and Interpretivist worldviews, the reality is not single with absolutes which fit the qualitative research methodology, and the Constructivist and Interpretivist paradigms rely on subjective data coming from the researcher's interpretations (Creswell & Poth, 2018). The Constructivist worldview researcher will look at the social interaction of the group to generate new patterns or new theories (Creswell & Poth, 2018). The researcher will guide the

approach to include inductive research using participant views as data collection, and the investigator must provide the biases of the researcher (Creswell & Poth, 2018). McChesney and Aldridge (2019) described the Interpretivist paradigm research as integrally connected to the participants, and the researcher generates rich understanding.

The proposed qualitative research method for this case study used participant experiences of employees influenced by motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials bounded in the ABMB medical device company to build an understanding of the phenomenon in the data gathered from interviews. Due to the research questions leading to the understanding of how leaders use one-way and two-way motivational factors to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, the qualitative approach fits the need to build the knowledge to generate meaning and understanding through investigation and learning about a phenomena. The second research question of understanding of how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, also fits the need for qualitative research through the various generational perceptions. The research questions relied on the participants' views with open-ended data collection through interviews from the various generation cohorts.

Discussion of Design

Within the qualitative design types, a researcher can use the case study design with the objective to recognize a case or cases and depict how the case or cases show an impediment or

an issue is solved (Creswell, 2016). A qualitative case study uses the bounding of a real-life, current system, and the research refers to the bounded system as a case (Creswell & Poth, 2018). The researcher can bound the case by parameters, place, and time (Creswell & Poth, 2018). In a two-fold definition of a case study, Yin (2014) stated a case study is used with the research on a contemporary phenomenon within real-world situations when the bounds of the phenomenon in the situation are not easily defined in the study. Additionally, the study fits the case study with a research situation when more variables are evident compared to data points. Lastly, Yin (2014) stated that a case study design fits the research problem if the research questions create a scope that needs an investigation of a contemporary, real-world phenomenon with a thorough analysis that can have defined boundaries between the phenomenon and the framework to be examined.

The data analysis can be a within-site study of a single case or multi-site study of multiple cases (Creswell & Poth, 2018). The data analysis reports a description of the case or cases and case or cases themes using an organization of chronological order, across case comparison, or development of a theoretical model (Creswell & Poth, 2018). The data analysis can be holistic or embedded in the case or cases (Creswell & Poth, 2018). Typically, a how or why research question being inquired about a current set of events or the researcher has little or no control over the experiment leads to a case study research method (Yin, 2014). Lastly, the conclusions state the lessons learned as assertions described by Creswell and Poth (2018) or to explain complex causal links or patterns, illustrate topics, and enlighten complex outcomes described by Yin (2014).

One challenge when using the case study research design is the researcher must define the boundaries of the case to be studied and determine a broad or narrow scope (Creswell & Poth, 2018). Additionally, the researcher must decide to examine a case or multiple cases,

depending on resources (Creswell & Poth, 2018). The defining of the boundaries of the case and the decision to examine multiple cases can influence the analysis of the data and timing to completion as well as increasing the challenge of using a case study research design (Creswell & Poth, 2018). An additional challenge of using the case study research design is that the researcher must establish a rationale for the purposeful sampling approach used (Creswell & Poth, 2018). The purposeful sampling approach must allow for an in-depth analysis as the bounds for the case is established versus the constraints of the phenomenon studied and the time constraints of completing the study in a timely manner (Creswell & Poth, 2018).

The proposed qualitative case study research method used participant experiences of employees influenced by motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials gathered from interviews. The bounding of the case study was in the medical device division of ABMB with the holistic perceptions of cases from each generational group of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters were excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). The how research questions lead to inquiring about the phenomena of generational theory influencing the use of motivational factors (one-way and two-way) to enhance and sustain group cohesion and engagement, which fits a case study. Additionally, the researcher has little or no control over the set of events and over the experiment variables, which leads to a case study research method. The second research question of understanding of how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success per the generational groups of (a)

Baby Boomers, (b) Generation X, and (c) Millennials, also fits the need for case study research through the cases of the various generational perceptions. The research questions relied on the participants' views to explain complex causal links or patterns to enlighten complex outcomes of long-term success.

Summary of Research Method and Design

The proposed qualitative case study research method meets the criteria and selection to answer the research question for the dissertation topic. The use of bounding of building the case study based on the ABMB medical device division allowed for the specific problem to be addressed of the failure of leaders to use the proper motivational factors to create and sustain cohesion and engagement in the new multi-generational workplace within the medical device industry resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). The proposed qualitative case study research method allowed for the purpose of the study to be explored as both motivational factor types (one-way and two-way) are examined for usefulness bounded by examining leaders over various diverse generational groups in the ABMB medical device company. Lastly, the purposeful sampling of ABMB employees who have at-least two years of service at ABMB in a medical device department and born between the years of 1946 and 2000 approach allowed for an in-depth analysis in the bounds for the case versus the constraints of the phenomenon studied and the time constraints of completing the study in a timely manner.

Population and Sampling

In the below sections, the population and sampling for the research study will be addressed to understand the selection strategy. The population from which the sampling will be

drawn is detailed along with the sampling method used with the appropriate methodology references and concepts. The sample size to be used will be discussed with appropriate methodology references and concepts. The eligibility criteria for the participants in the study will be detailed with an explanation of the appropriateness for the study. Lastly, the relevance of characteristics of the selected sample will be described for the relationship to answer the research questions.

Discussion of Population

The general population of the current research study included male and female employees who work at ABMB in the medical device department. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters were excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). Therefore, the target population included only ABMB employees born between the years of 1946 and 2000 to include the generational cohorts of (a) Baby Boomers, (b) Generation X, and (c) Millennials only. The study population did not exclude any of the workforce based on job function or hierarchy in the division, as this is a variable that is hard to control. Lastly, the target population did not exclude any of the employees from the workforce with various educational backgrounds or previous work experience in other areas of ABMB or other companies.

Discussion of Sampling

Purposeful sampling was used in the selection of the participants based on set specific criteria for a study (Creswell & Poth, 2018). Purposeful sampling was used in the current dissertation study due to the need to select male and female employees with at-least two years of service at ABMB in the medical device department born between the years of 1946 and 2000 to

include the generational cohorts of (a) Baby Boomers, (b) Generation X, and (c) Millennials only. At least 20% of the target population was females or males to ensure adequate sampling of both genders. Daft (2016) defined culture as “the set of values, guiding beliefs, and understandings that are shared by members of the organization” (p. 386). Organizational culture consists of two levels of visible artifacts and observable behaviors, such as (a) systems, (b) ceremonies, (c) dress, and (d) underlying cultural values that reflect deeper values and are unconscious to the employees (Daft, 2016). In the determination if an outsider can discern the underlying cultural values of an organization by analyzing visible artifacts and observable behaviors, the degree of the cultural strength and the homogeneity of the subcultures play an essential role (Daft, 2016). A bureaucratic culture displays an internal focus with a consistent orientation for a stable business environment, and visible artifacts and observable behaviors are used to reinforce underlying cultural values (Daft, 2016). ABMB has a more bureaucratic culture from the researcher’s experience, and therefore, at-least a two-year employment would allow for ABMB culture immersion.

Creswell and Poth (2018) suggested using five to ten interviews to reach data saturation from the sampling during the coding process. Additionally, the limitation of five to ten interviews allows for a more in-depth understanding for qualitative research (Creswell & Poth, 2018). In the current research, case study semi-structured interviews developed an understanding of the motivational factors phenomena over five to ten interviews per generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to ensure data saturation and full representation of the three cohorts to answer the research questions. The semi-structured interviews lasted 60 to 90 minutes to allow for an in-depth understanding per participant. As the

coding process was used to evaluate the data, data saturation was assessed versus the needed sample size per cohort.

Summary of Population and Sampling

The general population of the current research study included male and female employees who worked at ABMB in the medical device department from the cohorts of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The ABMB employee's birth date was used as a criterion to ensure the purposeful sampling approach. Due to the difficulty of obtaining enough sample size and the difficulty of controlling extraneous variables in the case study, the target population did not exclude any of the workforce based on (a) job function, (b) hierarchy in the division, (c) various educational backgrounds, or (d) previous work experience in other areas of ABMB or other companies. To ensure the full employee experience of emergence into the ABMB culture, participants were required to have worked at ABMB in a medical device department for at-least two years. The reasoning was based on the researcher's experience that ABMB has a bureaucratic culture that displays an internal focus with a consistent orientation for a stable business environment, and visible artifacts and observable behaviors are used to reinforce underlying cultural values (Daft, 2016). Creswell and Poth (2018) suggested using five to ten interviews to reach data saturation from the sampling during the coding process, and the study used semi-structured interviews over five to ten interviews per generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials for the in-depth qualitative case study.

Data Collection

The following data collection sections address the instruments of data gathering, data collection techniques, and data organizational techniques. The interviewer and interview guide that contains personal, semi-structured, open-ended interview questions were used as the

instruments of data gathering from the interviewees who have experience with the phenomena that related to the research questions. Dual voice recording methods were used to collect data during the interview, and the voice files were uploaded into a transcription application converted to text files. Due to the dissertation data collection being performed during a possible social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020, data collection was interviews performed over WebEx with a camera for face-to-face communication (World Health Organization, 2020). For data organizational techniques, the resulting transcriptions were loaded into a file with an alpha label and uploaded into a qualitative management software program MAXQDA to assist with the grouping of the data and coding of the data. A codebook was used to link the alpha label to a birth date in a separate location.

Instruments

The data collection type used in this qualitative, case research study was personal, semi-structured interviews. In a qualitative, case study, the researcher collected data from open-ended questions in interviews of individuals who have experience with the phenomenon to be studied (Creswell & Poth, 2018). Both research questions require the need for understanding of the phenomenon of motivational factors per the perceptions of generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The use of personal, semi-structured interviews allowed for the open-ended discussions to occur to generate the necessary data. The use of qualitative methodologies exposes the researcher to bias more than quantitative approaches as the researcher is the measuring tool (Creswell & Poth, 2018). In the current study, the researcher was the interviewer, and therefore, the background of the researcher was needed to disclose transparency to the reader to expose any sources of bias. The researcher is associated with the Generation X cohort group and works as an R&D scientist and head of an R&D technology

department on medical devices in the cardiac management division of ABMB. The researcher has a strong desire to learn how to use the proper motivational factors to create and sustain cohesion and engagement in the new multi-generational workplace within the medical device industry to prevent the loss of financial and competitive harm to ABMB through the loss of long-term success in the marketplace.

The researcher followed an interview guide that includes an introductory statement, main interview, questions that address each research question, and a closing statement. The interview guide included clarifying questions and probing questions. The complete interview guide is in Appendix F. To gain an understanding of the motivational factors in the multi-generational workforce, the interview questions (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Interview questions 1 through 6 address research questions 1, 1.a, and 1.b: *1. What variations are discovered in how leaders effectively use motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion and engagement as perceived by each generational group, bounded in the ABMB medical device company? 1.a. How do leaders use motivational factors (one-way or two-way) effectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to enhance group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company? 1.b. How do leaders use motivational factors (one-way or two-way) ineffectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to reduce group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company?*

1. Describe the motivational tools used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
2. How was the leader(s) successful in motivating employees to enhance group cohesion and engagement?
3. Describe the motivational tools used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement?
4. How was the leader(s) unsuccessful in motivating employees-to-employees to enhance group cohesion and engagement?
5. Describe your current or past manager's leadership success rate in enhancing group cohesion and engagement to complete tasks through motivational methods?
6. What would make your current or past manager more successful in enhancing group cohesion and engagement through different use of motivational tools?

Next, the interviewer provided the research dissertation definitions of one-way and two-way motivational factors as described above to focus on the specific types of motivational factors for research questions 1, 1.a, and 1.b. The interviewer read the one-way motivational factors definition: factors that leaders give to the employee or employee groups as incentives to influence positive workplace behaviors, such as (a) perceived policy improvements, (b) personal financial gain, and (c) positional improvements in the company structure. Additionally, the interviewer read the two-way motivational factors definition: motivational factors based on communication exchanges between the leadership and the employees to influence positive workplace behaviors. The reason for providing the definitions for one-way and two-way motivational factors allowed for the above interview questions to be asked in a different way for triangulation and without adding bias to the first set of questions by describing the research

dissertation definitions of one-way and two-way motivational factors. Questions 7 to 12 provided answers on effective motivational means from a different perspective of motivational tools to more defined motivational factors related to the central research questions.

7. List and describe the most effective motivational factors used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
8. How was the leader(s) successful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
9. Which motivational factors do you prefer to enhance group cohesion and engagement to complete tasks?
10. List and describe the motivational factors that were most often used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement to complete tasks?
11. Why was the leader(s) unsuccessful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
12. Which motivational factors hinder the enhancement of group cohesion and engagement?

The next set of interview questions 13 through 16 supported researching the answers to the research question 2: *2. From the perceptions of each generational group of (a) Baby Boomers, (b) Generation X, and (c) Millennials, how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success?* The first two questions asked the interviewee about long-term success links to cohesion and engagement without bias relating to (a) innovation, (b) reduction of resistance to change implementation, (c) job loyalty, and (d) creation of an emotional bond between employee and the organization.

Lastly, questions 15 and 16 addressed the link of cohesion and engagement to long-term success in the organization through the enhancement of (a) innovation, (b) reduction of resistance to change implementation, (c) job loyalty, and (d) creation of an emotional bond between employee and the organization.

13. What motivational factors from leader(s) help to enhance cohesion and engagement to support long-term success in the medical device industry?
14. What motivational factors from leader(s) stifle cohesion and engagement for the support of long-term success in the medical device industry?
15. What motivational factors from leader(s) help enhance cohesion and engagement to support innovation and reduction of resistance to change implementation?
16. What motivational factors from leader(s) enhance cohesion and engagement to increase job loyalty and the emotional bond between employee and the organization?

Data Collection Techniques

Using the interview guide (see Appendix F), the interviewer moved through the personal, semi-structured, open-ended interview questions and used clarifying and probing questions. The technique to collect data used an EVISTR Digital Voice Recorder Smartpen by the researcher to record the interview. As risk mitigation and a backup, an iPhone application called VoiceMemos was used as a secondary recorder during the interview. The use of videotaping was not used due to the lack of need for visual cues and the possibility of distraction. Due to the dissertation data collection being performed during a possible social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020, data collection was interviews performed over WebEx with a camera for face-to-face communication (World Health Organization, 2020). The WebEx session was recorded for text, but not video. The video was

used only to help the interviewer watch for nonverbal cues of when to use more probing questions for deeper understanding. The face-to-face video also matches the need for a personal interview. To ensure that the ethical protection of the participants was maintained, the employee names and information provided remained confidential by assigning each interviewee with an alpha character. The link of the alpha code to a birth date was recorded in a codebook. The list was not stored with the data, and the codebook was stored in a locked safe. Only the researcher and chair have access to the codebook. The interviewee was informed of the starting of the recording and the ending of the recording. The data were uploaded in a voice file to an iPad Pro and into a translation application named Transcribe. The Transcribe application transcribed the interview into a text file with timestamps, and the text file was uploaded into a file with the proper alpha character and linked to the year born in the codebook to identify the cohort group. The correct transcription of the audio into text was verified through listening to the interview and correcting mistakes to improve accuracy.

Data Organization Techniques

The data organization technique used in this qualitative case study consisted of maintaining a file for each of the 15 to 30 participants with an alpha identifier. The data organizational technique consisted of the organized data in files for maintaining confidentiality among participants. The text files per each participant were uploaded into the qualitative management software program MAXQDA to help with the grouping of the data and coding of the data. The transcripts and data obtained from the interviews will remain in a locked cabinet or password locked computer for three years. The results in MAXQDA will also be kept in a locked cabinet or password locked computer for three years. The link of the alpha code to a birth date

was recorded in a codebook. The list was not stored with the data, and the codebook was stored in a locked safe. Only the researcher and chair have access to the codebook.

Summary of Data Collection

The use of the interviewer and the interview guide containing personal, semi-structured, open-ended interview questions were used to gather the data from the interviewees who have experience with the phenomenon that relates to the research questions. The background of the researcher was given to present transparency to the reader of possible biases that could occur from the use of the researcher as the interviewer in the study. The data collected during the interview was gathered by using dual voice recording methods, and the voice files were uploaded into a transcription application Transcribe. Or the data were collected using WebEx interviews due to the data collection being performed during a possible social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020 (World Health Organization, 2020). The resulting transcription, after verification of proper transcription, was loaded into a file with an alpha label. The text file transcriptions were uploaded into a qualitative management software program MAXQDA to help with the grouping of the data and coding of the data. Lastly, the transcripts and data obtained from the interviews and the results from MAXQDA will remain in a locked cabinet or password locked computer for three years.

Data Analysis

Once the personal interviews were completed and the data were collected, the transcribed files per each of the 15 to 30 participants were analyzed using a coding process to develop themes. In the next section, a thorough discussion of the coding processes used to develop themes will be detailed to give sufficient information for the replication of the study. The usage of the qualitative management software program MAXQDA will be described to code the data

and analyze themes and patterns. The selection process of coding for the current research is supported through references from the literature. Lastly, the transparency of the coding and analysis will be discussed for the replication of the findings.

Coding Process

The data obtained from the personal, semi-structured, open-ended interview questions (see Appendix E) used in this qualitative case study consisted of maintaining a file for each of the 15 to 30 participants with an alpha label. The interviewee recorded data were uploaded in a voice file to an iPad Pro and into a translation application named Transcribe. The Transcribe application transcribed the interview into a text file with timestamps, and the text file was uploaded into a file with the proper alpha character. The correct transcription of the audio into text was verified through listening to the interview and correcting mistakes to improve accuracy. The text files per each participant were uploaded into the qualitative management software program MAXQDA to help with the grouping of the data and coding of the data. The link of the alpha code to a birth date was recorded in a codebook.

Coding is a means to identify segments of meaning and labeling the segments with an identifier (code; Linneberg & Korsgaard, 2019). Open coding was used initially as the data were analyzed line-by-line to determine (a) concepts, (b) categories, (c) subcategories, (d) properties, and (e) dimensional ranges (Lee et al., 2019). Inductive coding was used by developing codes from analyzing the data as opposed to predetermined codes to improve the transparency and validity of the coding process (Linneberg & Korsgaard, 2019). After the initial open, inductive coding was completed, then axial coding was used to look for connections and themes between the categories and subcategories developed from the open coding (Lee et al., 2019). Linneberg and Korsgaard (2019) recommended using two cycles of coding of finding descriptive coding

from inductive analysis, then pattern coding for exploring patterns across the first cycle of coding. The coding in the current dissertation followed inductive, open coding in the first cycle, then moving into an axial coding second cycle to explore patterns and themes. However, the coding cycles were iterative throughout the coding process (Lee et al., 2019). Selective coding after open and axial coding applied a comparison to deductive coding based on the literature review analysis of perceptions of the various generational cohort motivational tendencies (Linneberg & Korsgaard, 2019). Visual display of the codes with a list and supporting data were given to examine and support the results determined as themes were developed from the perceptions of the interview participants. The use of MAXQDA helped with the grouping of the data and looking for common themes (Woolf & Silver, 2017).

Summary of Data Analysis

Once the personal interviews were complete and the data were collected, the transcribed files per each of the 15 to 30 participants were analyzed using a two-part process of open and axial coding. The two-part coding analysis was iterative while performing verification as the data became saturated to ensure the validity of the discovered common themes and patterns (Lee et al., 2019). Additionally, selective coding using deductive coding, based on the literature review analysis of perceptions of the various generational cohort motivational tendencies, was used to compare and contrast versus previously determined literature analysis themes (Linneberg & Korsgaard, 2019). The qualitative management software program MAXQDA was used to assist in coding of the data, managing the data, and looking for patterns and themes following suggestions from Woolf and Silver (2017). To improve the reliability and validity of the coding and analysis, transparency was given from the display of the list of codes used, and the supporting data were provided to reinforce the results as themes.

Reliability and Validity

To create reliability and validity in qualitative research studies, strategies are needed to be practiced helping ensure credibility, authenticity, and confirmability (Creswell & Poth, 2018). Strategic methods employed in qualitative studies are the use of data saturation and triangulation from multiple sources of data (Creswell & Poth, 2018). Validity was addressed at all levels of the research by including transparency of content, disclosure of biases, and coding methodologies that result in patterns (Creswell & Poth, 2018). Reliability was addressed by providing consistency in the interviewing process by using an interview guide (Creswell & Poth, 2018). Reliability and validity were enhanced by using open and axial coding with comparison to deductive coding based on the literature review analysis of perceptions of the various generational cohort motivational tendencies (Linneberg & Korsgaard, 2019).

Reliability

Reliability is necessary to preserve the accuracy of the research findings presented from the personal, semi-structured interviews (Creswell & Poth, 2018). To maintain reliability during the personal interviews, the researcher asked the same open-ended question (see Appendix E) to each participant while remaining neutral. The use of an interview guide (see Appendix F) was used to provide exactness, precision, and consistency of the use of the interview as the qualitative tool for the study (Creswell & Poth, 2018). Development of two cycles of coding of finding descriptive coding from inductive analysis, then pattern coding for exploring patterns across the first cycle of coding applied uniformly to each interview transcription and cohort helped to increase the reliability of the findings (Linneberg & Korsgaard, 2019). To increase the reliability of the finding, selective coding after open and axial coding applied a comparison to deductive coding based on the literature review analysis of perceptions of the various

generational cohort motivational tendencies (Linneberg & Korsgaard, 2019). By showing similar trends in patterns compared to the literature review analysis, the reliability of the trustworthiness of the resulting data was increased.

Validity

Creswell and Poth (2018) translated the perspectives and ideas of defining validation in qualitative research into strategies to practice when performing qualitative research to ensure credibility, authenticity, and confirmability. From the researcher's lens strategy, the evidence must be triangulated from multiple data sources to create data saturation (Creswell & Poth, 2018). In the current research, case study semi-structured interviews developed an understanding of the motivational factors phenomena based on five to ten interviews per generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to ensure data saturation and full representation of the three cohorts to answer the research questions. The limitation of five to ten interviews allowed for a more in-depth understanding for qualitative research (Creswell & Poth, 2018). The semi-structured interviews lasted 60 to 90 minutes to allow for an in-depth understanding per participant. Due to the dissertation data collection being performed during a possible social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020, data collection was interviews performed over WebEx with a camera for face-to-face communication (World Health Organization, 2020). The face-to-face interviewing through WebEx allowed for consistency and reliability as with in the same room interviewing. As the coding process was used to evaluate the data, data saturation was assessed versus the needed sample size per cohort (Creswell & Poth, 2018). To increase the validity of the coding and analysis, transparency was given from the display of the list of codes used, and the supporting data were provided to reinforce the results as themes (Creswell & Poth, 2018). From

the researcher's lens strategy, the study will display reflexivity to disclose biases as in the role of the researcher section (Creswell & Poth, 2018). From the reader's or reviewer's lens strategy, the study was reviewed and audited by a dissertation chair, committee, and administration, and the data disclosed will be thick and rich in the description as possible.

Summary of Reliability and Validity

Enhancement of reliability and validity from the use of data saturation and triangulation from multiple sources of data is a strategic method employed in this qualitative case study (Creswell & Poth, 2018). Five to ten interviews per generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials helped to ensure data saturation and full representation of the three cohorts, but still allowed for an in-depth understanding since the semi-structured interviews lasted 60 to 90 minutes. Using an interview guide (see Appendix F) and presenting neutral viewpoints in the interviews address consistency in the use of the qualitative semi-structured interview instrument. Reliability and validity were enhanced by using multiple methods of coding, including open and axial coding with comparison to deductive coding based on the literature review analysis (Linneberg & Korsgaard, 2019).

Transition and Summary of Section 2

In Section 2, the dissertation project was addressed by detailing the actual research project performed based on the foundation of the study in Section 1. The goal of Section 2 was to build a level of detail to allow the reader to replicate the study. The purpose statement of the study was given with the role of the researcher and the role of the participants in the research. The case study method and design were detailed along with the population and sampling methods along with data collection methods, data analysis methods, and reliability and validity

used in the study. In the next section, the findings of the study will be presented with the application to professional practice and implications of the change.

Section 3: Application to Professional Practice and Implications for Change

In Section 3, the dissertation uses the Section 2 planning of the field study to performing the qualitative case study. The overview of the study is given as a brief why and how the study was performed with a review of the research questions addressed and the summary of the findings. The anticipated themes and perceptions section presents the patterns that the researcher believes will be found in the study from the literature analysis in Section 1. The presentation of the findings sections describes (a) the data and evidence collected, (b) the relationship of the findings to the larger body of literature, (c) the differences from the literature, and (d) conclusions related to the research questions organized into themes and subthemes. The application to professional practice will be given with respect to the applicability of the findings to the professional practice of business and in relation to the biblical framework. The recommendations for action section address the steps and recommendations to implement the findings and the recommendations for further study presents the reader with topics or questions that could improve upon the dissertation resulting knowledge. The reflections section includes the researcher's experience in the dissertation process with possible biases disclosed with biblical principles discussed. Lastly, the summary and study conclusions section summarizes the study, restates the key findings, and illustrates how the research closes the gap in the literature review section.

Overview of the Study

To acquire long-term success and competitiveness, a leader must position the firm for innovation development, attainment, and implementation enhanced by the creation of cohesion and engagement (Bayraktar et al., 2017; Spector, 2013). From the literature analysis, leaders struggle with possessing the instruction and tools necessary to adequately lead the multi-

generational diverse workforce (Cote, 2019; Dwyer & Azevedo, 2016). The specific problem to be addressed is the failure of leaders to use the proper motivational factors to create and sustain cohesion and engagement in the new multi-generational workplace within the medical device industry resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). The newly created complexity of the workforce has researchers providing tools and methods to reduce and handle the aforementioned inefficiencies. The purpose of this qualitative case study is to develop an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials.

A case study method was selected based on the qualitative research questions to understand the motivational factors, as perceived by the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, needed to enhance engagement and collaboration of the new generationally diverse workplace bounded in the ABMB medical device company. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters were excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). The how research questions lead to inquiring about the phenomena of generational theory influencing the use of motivational factors (one-way and two-way) to enhance and sustain group cohesion and engagement, which fits a case study. The purposeful sampling of ABMB employees who have at-least two years of service at ABMB in a medical device department and born between the years of 1946 and 2000 approach allowed for an in-depth analysis in the

bounds for the case versus the constraints of the phenomenon studied and the time constraints of completing the study in a timely manner. The research study consisted of 18 personal, semi-structured interviews using 16 predetermined questions. Participants interviewed consisted of ten male and eight female ABMB employees who have at-least two years of service at ABMB in a medical device department and were born between the years of 1946 and 2000. Within each of the three generational cohorts, six ABMB employees were interviewed per cohort.

During the interviews, dual voice recording methods were used to collect data, and the voice files were uploaded into a transcription application, Transcribe, to convert to text files. The dual voice recording methods were using an EVISTR Digital Voice Recorder Smartpen, and as risk mitigation and a backup, an iPhone application called VoiceMemos. Due to the dissertation data collection being performed during a social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020, data collection was also through interviews performed over WebEx with a camera for face-to-face communication (World Health Organization, 2020). After converting the audio data to a text file, the text file was uploaded into a file with the proper alpha character and linked to the year born and sex in the codebook to identify the cohort group. The correct transcription of the audio into text was verified through listening to the interview and correcting mistakes to improve accuracy. The researcher uploaded the information into the qualitative management software program MAXQDA to help with the purpose of a grouping of the data, coding the data, and analyzing the data to find common themes. After analyzing the data, results consisted of similar topics organized into common themes and invariant constituents. Per each interview participant and each interview question, MAXQDA was used to code the data using open coding. After the initial open, inductive coding was complete, then axial coding was used to look for connections and themes between the

categories and subcategories developed from the open coding (Lee et al., 2019). The coding cycles were iterative throughout the coding process (Lee et al., 2019). Selective coding after open and axial coding was applied to allow a comparison to the literature review analysis of perceptions of the various generational cohort motivational tendencies (Linneberg & Korsgaard, 2019).

The purpose of the study was to answer the first research questions, *what variations are discovered in how leaders effectively use motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion and engagement as perceived by each generational group, bounded in the ABMB medical device company, how do leaders use motivational factors (one-way or two-way) effectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to enhance group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company, and how do leaders use motivational factors (one-way or two-way) ineffectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to reduce group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company.* The findings of the study revealed eight themes that emerged for the above research questions of the following:

- Theme 1: The best leaders use a combination of motivational factors to enhance group cohesion and engagement.
- Theme 2: Variations exist on how the best leaders use a combination of motivational factors to enhance group cohesion and engagement per generational cohort.

- Theme 3: The use of Theme 1 motivational factors results in certain common aspects of the job environment to enhance group cohesion and engagement.
- Theme 4: The use of Theme 1 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement.
- Theme 5: The worst leaders use a combination of certain motivational factors that reduce group cohesion and engagement.
- Theme 6: Perceptions per generation cohort exist for the use of a combination of certain motivational factors that reduce group cohesion and engagement by the worst leaders.
- Theme 7: The use of Theme 5 motivational factors results in certain common aspects of the job environment to reduce the enhancement of group cohesion and engagement.
- Theme 8: The use of Theme 5 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement.

The second research question was *from the perceptions of each generational group of (a) Baby Boomers, (b) Generation X, and (c) Millennials, how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success.*

The findings of the study revealed six themes that emerged for the above research question of the following:

- Theme 9: Communicating the purpose of the medical device to give meaning to tasks enhances the long term success of a medical device company.
- Theme 10: Variations exist from the perceptions per generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company.

- Theme 11: Certain combinations of motivational factors support innovation and lowering the resistance to change implementation.
- Theme 12: Variations exist from the perceptions per generational cohorts for certain combinations of motivational factors to support innovation and lowering the resistance to change implementation.
- Theme 13: Certain combinations of motivational factors support the creation of loyalty and the emotional bond to the company.
- Theme 14: Variations exist from the perceptions per generational cohorts for certain combinations of motivational factors to support the creation of loyalty and the emotional bond to the company.

Anticipated Themes/Perceptions

From the literature review, medical device companies must protect the organization from the unstable market and high uncertainty through diversification, globalization, and flexibility to increase performance at the corporate level and sustain long-term success with innovation against the paradox of high regulation in the medical device industry (Schmutz & Santerre, 2013; Sharma et al., 2013; Wu, 2013). The analysis of ABMB seems to support the medical device industry's common business strategy of flexibility, diversification, and innovation use. Mayfield et al. (2015) discussed that leaders should use motivational language to enhance cohesion, engagement, and motivation through direction-giving, empathy, and meaning-making language to communicate the organizational strategic vision. The leader must customize the use of emotional intelligence, horizontal and vertical communication, and rich and lean communication channels to present the proper, most efficient use of motivational language to move the workforce towards a goal (Daft, 2016; Mathew & Gupta, 2015; Men, 2014). Long-term success

factors, such as (a) innovation, (b) low resistance to change, (c) knowledge development and transfer of knowledge, and (d) employee retention, are supported by the creation of cohesion and engagement of the workforce with diverse groups through motivational factors (Frost, 2018; Lara & Salas-Vallina, 2017; Love, 2018; Urien et al., 2017; Wu et al., 2015; Zhang, 2015). Depending on the generational cohort, the motivational factors in creating proper cohesion and engagement will need tailoring to the employee mix (Cogin, 2012; Dwyer & Azevedo, 2016).

From the literature review summary above, the researcher believes that variations will be found to exist between the various combinations of motivational factors needed to enhance group cohesion and engagement per generational cohort. The researcher believes that the study will find that supporting innovation, resistance to change implementation, and job loyalty will be important to support the long-term success of the medical device industry by creating a positive environment. The use of purpose and meaning by highlighting the use of the medical device to save lives is believed to be a big motivational factor communicational tool for leaders. A combination of one-way and two-way motivational factors are predicted to be needed per various generational cohorts for creating a certain business environment to enhance group cohesion and engagement for long-term success support. Lastly, an anticipated theme will be different motivational needs for different cohorts due to different intrinsic and extrinsic motivations to guide their loyalty to the company, especially with the Millennial cohort compared to Generation X and Baby Boomers.

Presentation of the Findings

Demographic Profile

The research study consisted of 18 personal, semi-structured interviews using 16 predetermined questions with ABMB employees who have at-least two years of service at

ABMB in a medical device department and born between the years of 1946 and 2000. To ensure the full employee experience of emergence into the ABMB culture, the participants were required to have worked at ABMB in a medical device department for at-least two years based on the researcher's experience that ABMB has a bureaucratic culture. The observation of bureaucratic culture is based on displays of an internal focus with a consistent orientation for a stable business environment, and visible artifacts and observable behaviors are used to reinforce underlying cultural values (Daft, 2016). The semi-structured interview questions were used to address the first research question of the dissertation to build an understanding of how leaders use one-way and two-way motivational factors to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Additionally, the semi-structured interview questions address the second research question of the dissertation to build an understanding of how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials.

Participants interviewed consisted of ten male and eight female ABMB employees who have at-least two years of service at ABMB in a medical device department and were born between the years of 1946 and 2000. Within each of the three generational cohorts, six ABMB employees were interviewed per cohort. For the Baby Boomer cohort, three male and three female participants were interviewed. For the Generation X cohort, four male and two female participants were interviewed. For the Millennial cohort, three male and three female participants were interviewed. Therefore, the criteria were met to develop an understanding of the

motivational factors phenomenon with over five to ten interviews per generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to reach data saturation from the theoretical sampling and coding (Creswell & Poth, 2018). The study population did not exclude any of the workforce based on job function or hierarchy in the division, as this is a variable that is hard to control. The target population did not exclude any of the employees from the workforce with various educational backgrounds or previous work experience in other areas of ABMB or other companies. Lastly, at least 20% of the target population were females or males to ensure adequate sampling of both genders. Table 1 illustrates the demographic information relative to each participant.

Table 1

Participant Demographic Information

Participant	Document Group	Birth Year	Sex
A	Baby Boomers	1958	Female
H	Baby Boomers	1962	Male
L	Baby Boomers	1952	Male
P	Baby Boomers	1960	Male
Q	Baby Boomers	1957	Female
S	Baby Boomers	1950	Female
D	Generation X	1967	Male
E	Generation X	1965	Male
J	Generation X	1967	Female
K	Generation X	1972	Male
M	Generation X	1972	Female
N	Generation X	1969	Male
B	Millennials	1992	Male
C	Millennials	1982	Male
F	Millennials	1987	Female
G	Millennials	1981	Female
I	Millennials	1988	Male
O	Millennials	1989	Female

The case study semi-structured interviews of the above participants allow for an understanding of the motivational factors phenomena over the six interviews per generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to ensure data saturation and full representation of the three cohorts to answer the research questions. The semi-structured interviews lasted 60 to 90 minutes to allow for an in-depth understanding per participant.

In this qualitative, case study using an interview guide, the researcher collected data from open-ended questions asked of individuals who have experience with the phenomenon to be studied from the three generational cohorts (Creswell & Poth, 2018). Both research questions require the need for understanding of the phenomenon of motivational factors per the perceptions of generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. During the interviews, dual voice recording methods were used to collect data, and the voice files were uploaded into a transcription application, Transcribe, to convert to text files. The dual voice recording methods were using an EVISTR Digital Voice Recorder Smartpen, and as risk mitigation and a backup, an iPhone application called VoiceMemos. Due to the dissertation data collection being performed during a social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020, data collection was also through interviews performed over WebEx with a camera for face-to-face communication (World Health Organization, 2020). The WebEx sessions were recorded for text, but not video. After converting the audio data to a text file, the text file was uploaded into a file with the proper alpha character and linked to the year born and sex in the codebook to identify the cohort group. The correct transcription of the audio into text was verified through listening to the interview and correcting mistakes to improve accuracy. The researcher uploaded the information into the qualitative management software program MAXQDA to help with the purpose of a grouping of the data,

coding the data, and analyzing the data to find common themes. After analyzing the data, results consisted of similar topics organized into common themes and invariant constituents.

Summary of the General Coding Process

Coding is a means to identify segments of meaning and labeling the segments with an identifier (code; Linneberg & Korsgaard, 2019). Per each interview participant and each interview question, MAXQDA was used to code the data using open coding. Open coding was used first to analyze the data line-by-line to determine (a) concepts, (b) categories, (c) subcategories, (d) properties, and (e) dimensional ranges (Lee et al., 2019). This type of inductive coding was used in developing codes analyzing the data as opposed to predetermined codes to improve the transparency and validity of the coding process (Linneberg & Korsgaard, 2019). After the initial open, inductive coding was complete, then axial coding was used to look for connections and themes between the categories and subcategories developed from the open coding (Lee et al., 2019). As Linneberg and Korsgaard (2019) recommended, two cycles of coding were performed of finding descriptive coding from inductive analysis, then pattern coding for exploring patterns across the first cycle of coding. The coding cycles were iterative throughout the coding process (Lee et al., 2019). Selective coding after open and axial coding was applied to allow a comparison to the literature review analysis of perceptions of the various generational cohort motivational tendencies (Linneberg & Korsgaard, 2019). Visual display of the codes with a list and supporting data were given to examine and support the results determined as themes are developed from the perceptions of the interview participants. The use of MAXQDA helped with the grouping of the data, looking for common themes, and presented the visual displays of themes and relationships (Woolf & Silver, 2017). All codes are listed in Appendix G with the parent code and identifying color for the figures.

Theme 1: The Best Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement

Leaders must properly use motivational factors to enhance cohesion and engagement in the new multi-generational workplace within the medical device industry to sustain long-term success (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). One-way motivational factors are motivational types that move one-way from the leaders to the employees that are in contrast to symmetrical internal communication (Men, 2014). One-way motivational factors include (a) bonuses, (b) salary enhancements, (c) career advancements, and (d) flexible work schedules (Sell & Cleal, 2011). The two-way factors are motivational types that are a communication exchange between the leaders and the employees that move in either direction reflected in symmetrical internal communication or rich communication (Men, 2014). Two-way motivational factors include (a) the communication of strategic vision for clarity, (b) encouragement, and (c) feedback. Selective coding from the literature review of employees from general business environments will be used to compare to the below inductive open coding and axial coding results from the specific medical device industry from ABMB employees on the use of various one-way and two-way motivational factors to enhance group cohesion and engagement.

To gain an understanding of the use of motivational factors by the best leaders in the multi-generational workforce, to enhance group cohesion and engagement, the interview questions 1, 2, and 5 - 9 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Before question 7, the definitions of one-way and two-way motivational factors were given to the participant. The reason for providing the definitions for one-way and two-way

motivational factors allowed for the interview questions to be asked differently for triangulation, data saturation, and without adding bias to the first set of questions by describing the research dissertation definitions of one-way and two-way motivational factors. Additionally, after the motivational factor definitions were given, the provided answers on effective motivational means gave a different perspective of motivational tools more related to the central research questions.

1. Describe the motivational tools used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
2. How was the leader(s) successful in motivating employees to enhance group cohesion and engagement?
5. Describe your current or past manager's leadership success rate in enhancing group cohesion and engagement to complete tasks through motivational methods?
6. What would make your current or past manager more successful in enhancing group cohesion and engagement through different use of motivational tools?
7. List and describe the most effective motivational factors used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
8. How was the leader(s) successful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
9. Which motivational factors do you prefer to enhance group cohesion and engagement to complete tasks?

After open, inductive coding per each question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Through the iterative analysis, common patterns in the data emerged. From the perceptions of all three generation cohorts, the best leaders use a combination of one-way and

two-way motivational factors to enhance group cohesion and engagement. Six common subthemes emerged of (a) *create an environment of listening and feedback (open door)*, (b) *communicating information: consistent, truthful message*, (c) *financial gain*, (d) *create a unified vision, tasks, direction, and expectations*, (e) *individual recognition rewards/praise*, (f) *both one-way and two-way factors are important with proper mix* to support the main theme. Table 2 shows the identified subthemes and supporting statements.

Table 2

Identified Subthemes and Supporting Statements – Best leaders Use a Combination of One-Way and Two-Way Motivational Factors

create an environment of listening and feedback (open door policy)	"And I am able to walk into their offices if I have questions or issues."
	<p>"More one-on-one than group discussions, I think it's important."</p> <p>"... at least those that engage with you. Recently, we had an individual that came around at times and would say hi to people. I've had those in the past, and the leader would do that, and that's very meaningful to people because they don't feel like it's them against you. They feel part of the team."</p> <p>"You know one thing about communication it's not just talking, but it's really listening and understanding and making sure that you do you believe in what the person is telling you."</p> <p>"... then it would become the two-way exchange. Did you think about this? Did you consider that it could be this? That kind of thing that you would get the feedback, and that was helpful."</p>
	"Then, being a good listener. That's also valuable to know even if you never have to play that card that you can walk into your manager's office or space and say I have an issue that I need to discuss with you. That's is a very valuable motivator."
	"The best leaders I've seen are active listeners."

"I know I mentioned communication. I think that's an obvious one. Listening as well as speaking. My manager, I thought, was checking on everybody and watching them closely. But he's listening as much as he's talking. (Confidential) was good at that too. He was never too busy for me to go in his office and listen for a few minutes. I think that's probably one of the bigger pieces."

"Just try to be flexible and listen. This is very important from my perspective."

"Listen more, talk less. Given the definitions that you had, I would say definitely the second one, the two-way motivational factors to me being to motivate me more, getting continuous feedback from my manager. What is working well, what is not working well? And vice versa, if I feel like I need help, additional guidance, being able to approach the manager and get that feedback is very important. Listen more, talk less."

"He is never too busy to take time to listen to anything we have to say."

"The more that that management communicates and allows you to communicate back, the better off everyone will be. Open and honest on the table as opposed to close door or things like that."

"And willing to accept feedback. Willing to give feedback based on the performance of those individual tasks."

communicating information:
consistent, truthful message

"They did that, and they also conducted a weekly team meeting that gave us a chance to review anything that was important that came from upper-level meetings. The manager would always cascade the information down, so we knew what was going on in the business, not just within our department. We knew what was going on in business as a whole and then when they were something new or something that we had to do that came out meetings or new projects."

"We had biweekly staff meetings where all the newest information was reported. Just like my previous manager before, he would bring all the newest information from upper leadership so that you knew what was going on in the business, and then we'd have project meetings weekly so that we would all come together and work together."

"One of my methods, I've always told my people I'll either give you an answer or tell you that it's private, I can't give you an answer. Or tell you I don't know, or I'll tell you I'll go find it out. But you don't want to give somebody information, and you don't know if it's real, not real, or you just blow them off."

"Their style was such that they shared all information that they could. To me, that's motivational if you keep me in the loop, then I know what I'm working for. So that is to me is a motivation, and sharing it with the team as a group helps with that."

"So, as far as communication goes, then free and open interaction, the freer, the better. The freer, the better. That way, people know what's going on. They don't wonder about what they don't know."

"Obviously, one big thing for cohesion and engagement is communication. One bad thing I have seen is communicating separately with people about important things that occur. It is really a good place to get sort of everybody on the same page. It is really putting everybody on the same page. Not saying one thing in the group meeting and then have another meeting not inviting someone and communicating something different. I hate these negative examples. But, when it works, they try to include everyone. Motivational, you feel like you're part of a team versus just doing the job." "But as long as we have this disconnection between our management and what's going on here and you don't know from today to tomorrow what's going to happen. That's the scary part for most of the people. Communication and dialogue pretty much (are important)."

"Communication and honesty keep everybody in a group on the same page. If the group or site or company's goals are communicated effectively, and truthfully it can remove ambiguity on what the group is working towards."

"You know we talked about communication a good bit. There needs to be communication with perceived policy improvements, or you know, a structure change or something like that. Some kind of communication that needs to happen with a work-life, or sales drop due to COVID-19. The

more that that management communicate and allows you to communicate back, the better off everyone will be. Open and honest on the table as opposed to close door or things like that."

"I think that's where a team grows the most is hey, this is the big picture. How do you get there? It's up to you as long as you get there."

"So, I think always more communication is always good, and I rather over-communicate than under-communicate. So, if I have to say that a manager to be more successful is to make sure that as a team, we are communicating among each other with the leader and with the team."

financial gain

"All the creature comforts are very important, and most of us come to work because we need a paycheck."

"We all have to go to the grocery store. We all have to have homes. And we budget for those kinds of things, and if we get an additional bonus or even if it's not that big, that makes you feel good."

"... of course, financial gain. Pay always comes into that picture, so it is always good to have somebody that you feel like he is going to remember the things that you've done and the way things were handled. If you handled things positively, that they will take that into account. I think that is one goal we all work for and just to make sure that is there."

"I think money has an influence, but I don't think it's as big as most people think it to be. You obviously have to satisfy those basic needs. The food, clothing which goes along with the money, house, you know that kind of thing. And you know, you get a raise, and that's nice and so forth, and there are opportunities when maybe you may get a little bonus or a gift card or something, but what you don't want to do is give it all at once. That to me, needs to be spaced out over time. Because if you get it all at once, it's kind of like getting the sugar rush. You get up on it, and it comes back down. But if you get a little bit here and there, you get that little bit of sugar rush throughout time, and it's more lasting."

"It certainly avoids the trouble with the deep demotivating aspect of being mired in the end the

compensation status quo ad infinitum and going nowhere."

"Personal financial gain is a big one in business. It is what a lot of people care about. It is interesting how that is done. I have seen it done in different ways. Where I used to work, the bonus structure got tied to the goals. Action items were matched to percentages broken down like breaking out our project by action items. I got 5 out of 10 action items so, I get half of 1%. And I think that's too much. I do think that it is important to link it. In other words, I am giving you a raise this year because you did a good job. And it can change year to year what percentage raise in that year could be. When the company makes a whole bunch of money might be different than in a certain percentage in a year when the company is sucking wind. I have seen everything from 10 % pay cuts to profit-sharing of 15 to 20%."

"Monetary rewards, that's always a good motivation for anyone, really."

"But we also have these benefits of those to support a family. We have to take care of our families. Do I think financial is the most important aspect? No. But I do think it is important to consider when thinking of ways to encourage team members with wages. We want to keep you. I think that is an important one of the variables."

"And the financial award to know that my family is taken care of at the end of the day and that I know that when I go through the daily cash, that at the end the day that I'm not going to have to worry about sacrifice to my family's needs because of my desires being within a specific role."

create a unified vision, tasks,
direction, and expectations

"And then defining the expectations. I think the defining expectations is a key. You might give someone a project to do, and then you don't say what our expectations are of that person, then they really can't fulfill the task."

"I think the biggest thing is communication and then also a clear direction of the path and a target date. It is real important to me if I got something that I need done. I need to know what date. Because I can let it sit forever or if it's due tomorrow, I set everything else aside and work on that. If I don't know how to prioritize it or if I don't know the importance of it and the date that it is due that bad."

"A very clear, concise direction and make sure you understand it. Give you the who, what, where, why, when of it so you have a very good understanding."

"It seems to me the most important thing in regard to generating a team that had cohesion and was engaged was, in the beginning, creating an ad hoc team identity. Whether putting it on the board or giving everybody a pen or a stupid t-shirt, you know that the point was that in casual conversation and talking about work as a whole, they actually would talk about the project. Regional it sits under the heading of a project of some sort. In my experience that. They were always talking about the team and talking about it in a way which was different from others. We are working on this thing. We're all together, and we are going to get this thing done. Creating that identity is the first thing that one has to do, and that's not necessarily a given."

"It goes back to personal communication. I think that goes a long way because he helps everyone understand what he is looking for and what is important."

"... agreement as a leadership team rather than dispersing disagreement throughout the organization."

individual recognition
rewards/praise

"It's like a kid in school if they get an A and you don't praise him for that unless they're just a real motivated child. They may think, why am I working is so hard? My parents don't care. So that's kind of the same thing as we grow up and grow older. We still need those same things."

"Recognizing everyone's efforts. Not everyone works to the same level but recognizing that everyone is doing their best. And acknowledging

that everyone is doing their best makes everybody want to do better individually."

"But from a perspective, people like the typical gold stars that kids like to get. We are all just kids. We all like gold stars, and so I think actually written acknowledgment."

"Most like being recognized. Anything from a coach to a national leader in a business where some people have great attention to detail and like to be recognized for that."

"... praise. Just positive reinforcement for doing good."

"And then praise. This is more of a personal thing for me. I know a lot of people; everybody is different and what motivates one person is going to be different than what motivates another person. When I think I have done a good job just having that, that a girl pat on the back is huge in motivating me to do better again and again and again. But I do know that that's not always important for everybody. So, but for me personally, praise is a good thing."

"It doesn't have to be a prize. It could be just a written thank-you note or just recognize hey thank you for what you're doing today. Or hey, it really showed when you help your team out."

both one-way and two-way factors are important with proper mix

"But the human factors, we all need those, and those can be built into all the tools available to managers and companies. And if you implement things and the correct way, you're going to be more successful."

"The two-way motivational, too, it's always good to thank people and not just a thank you because if you go with thank you because you did this and this and this helps us in this system."

"I think the most effective leaders use them together. So, like I said, they knew when somebody's going to be more motivated by a promotion versus a raise. Some people might be super motivated by a couple percent raise. Some people may be super motivated by a new title. Usually, they come together."

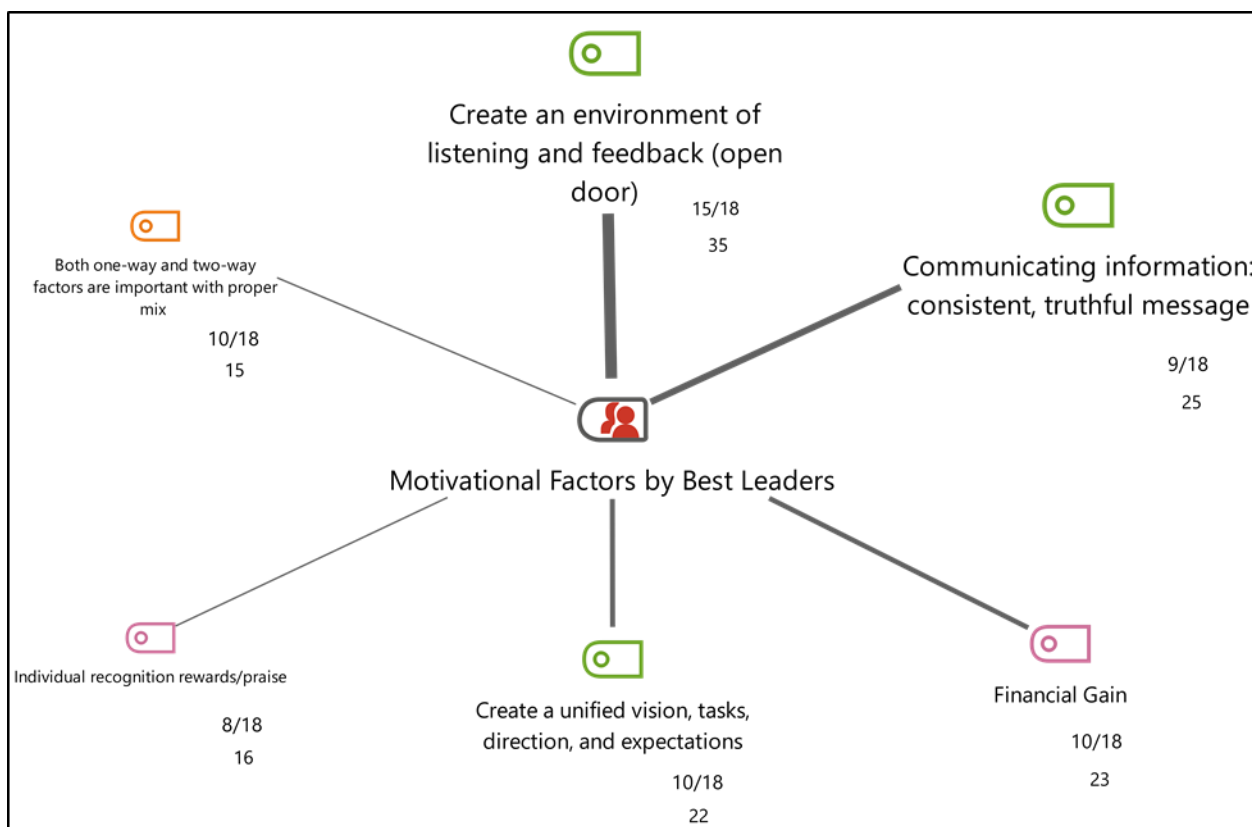
"... different people work with different types of motivation."

"And then providing different motivational factors for the individuals on that specific team."
 "... you list in some of your examples of perceived policy improvement, personal financial gain or promotion as possible one-way motivational factors. I think that those, of course, are important, and they are needed, but I don't think they are long-lasting by themselves. I think you have to have the two-way."
 "So, I think the one-way is important, but by itself, I don't think it's going to do the job."
 "That's a fine balance for me, and it's an art, right? It's a fine balance of letting you know that that person is there for you..."

Figure 2 shows the results from the coding analysis visually. In the figure, the main theme of motivational factors used by the best leaders to enhance group cohesion and engagement is in the center. And the six common subthemes are connected to the main theme. The pink color represents a one-way motivational factor, and the green color represents a two-way motivational factor. The orange color represents a combination of one-way and two-way factors. The size of the icon and connecting line per subtheme is larger per higher number of supporting quotes to represent the subtheme. The nomenclature of the number of participants and the number of supporting quotes are shown per subtheme. The criteria of greater than 33.3% of the participants must represent the subtheme was used to make sure one person could not heavily influence the overall number of times the subtheme was found. This color scheme, icon/connecting line size, and nomenclature of the number of participants and the number of supporting quotes were used throughout all the presentation of the findings. Lastly, the criteria of at least 33.3% of the participants must represent the subtheme was used throughout the presentation of the findings, as well.

Figure 2

Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement



The first two-way motivational factor subtheme was *create an environment of listening and feedback (open door)* and was discussed 35 times by 15 participants per 18 total interviewees. Participant L (Baby Boomer) discussed the importance of the leader establishing an environment of an open-door policy with feedback to enhance engagement by stating,

And I am able to walk into their offices if I have questions or issues.

Additionally, Participant A (Baby Boomer) discussed the helpfulness of the feedback from the leader by saying the following, “then it would become the two-way exchange. Did you think about this? Did you consider that it could be this? That kind of thing that you would get the feedback, and that was helpful.” Participant N (Generation X) stated the importance of being an active listener by the leadership, “The best leaders I’ve seen are active listeners.” Participant O

(Millennial) talked about the importance of two-way motivational factors being used for feedback and the importance of the feedback for engagement,

Given the definitions that you had, I would say definitely the second one, the two-way motivational factors to me being to motivate me more, getting continuous feedback from my manager. What is working well, what is not working well? And vice versa, if I feel like I need help, additional guidance, being able to approach the manager and get that feedback is very important.

The second two-way motivational factor subtheme was *communicating information: consistent, truthful message* and was stated in the interviews 25 times by nine participants. Participant Q (Baby Boomer) described a leader communicating information in a weekly team meeting for enhancing group cohesion and engagement of the team and individual,

They did that, and they also conducted a weekly team meeting that gave us a chance to review anything that was important that came from upper-level meetings. The manager would always cascade the information down, so we knew what was going on in the business, not just within our department. We knew what was going on in business as a whole and then when they were something new or something that we had to do that came out meetings or new projects.

Participant K (Generation X) discussed the use of truthful, consistent communication for motivation for group cohesion and engagement and the motivational link by stating,

Obviously, one big thing for cohesion and engagement is communication. One bad thing I have seen is communicating separately with people about important things that occur. It is really a good place to get sort of everybody on the same page. It is really putting everybody on the same page. Not saying one thing in the group meeting and then have

another meeting not inviting someone and communicating something different. I hate these negative examples. But, when it works, they try to include everyone. Motivational, you feel like you're part of a team versus just doing the job.

Participant G (Millennial) discussed the importance of sharing truthful information in the communication as related to the COVID-19 pandemic,

You know we talked about communication a good bit. There needs to be communication with perceived policy improvements, or you know, a structure change or something like that. Some kind of communication that needs to happen with a work-life, or sales drop due to COVID-19. The more that that management communicate and allows you to communicate back, the better off everyone will be. Open and honest on the table as opposed to close door or things like that.

The third subtheme is a one-way motivational factor of *financial gain* and was discussed 23 times by 10 participants per 18 total interviewees. Participant S (Baby Boomer) related the one-way motivational factor use by the best leaders in that financial gain given to support our families and feel good for motivation,

We all have to go to the grocery store. We all have to have homes. And we budget for those kinds of things, and if we get an additional bonus or even if it's not that big, that makes you feel good.

Participant E (Generation X) stated that leaders use financial gain to avoid the demotivating aspect of not feeling valued for engagement, “It certainly avoids the trouble with the deep demotivating aspect of being mired in the end of the compensation status quo ad infinitum and going nowhere.” Participant I (Millennial) generalized financial gain given by leaders as universal by stating, “Monetary rewards, that's always a good motivation for anyone, really.”

Participant B (Millennial), as with Participant S (Baby Boomer) related the need for financial gain to support their family as using this as a motivational variable for enhancing team cohesion and engagement,

But we also have these benefits of those to support a family. We have to take care of our families. Do I think financial is the most important aspect? No. But I do think it is important to consider when thinking of ways to encourage team members with wages. We want to keep you. I think that is an important one of the variables.

The fourth two-way motivational factor was *creating a unified vision, tasks, direction, and expectations* and was discussed 22 times by 10 participants per 18 total interviewees.

Participant Q (Baby Boomer) described the need for clear expectations and directions from the leader to fulfill a task for motivational engagement,

And then defining the expectations. I think the defining expectations is a key. You might give someone a project to do, and then you don't say what our expectations are of that person, then they really can't fulfill the task.

Participant P (Baby Boomer) wanted a clear direction with a good understanding given from the statement of, "A very clear, concise direction and make sure you understand it. Give you the who, what, where, why, when of it so you have a very good understanding." Participant E (Generation X) detailed the importance of a leader creating an ad hoc team identity through different means for enhancing group cohesion and engagement,

It seems to me the most important thing in regard to generating a team that had cohesion and was engaged was, in the beginning, creating an ad hoc team identity. Whether putting it on the board or giving everybody a pen or a stupid t-shirt, you know that the point was that in casual conversation and talking about work as a whole, they actually would talk

about the project. Regional it sits under the heading of a project of some sort. In my experience that. They were always talking about the team and talking about it in a way which was different from others. We are working on this thing. We're all together, and we are going to get this thing done. Creating that identity is the first thing that one has to do, and that's not necessarily a given.

Participant B (Millennial) discussed the importance of leaders being unified in the vision, tasks, and expectations to keep individuals and teams engaged toward a common direction, “agreement as a leadership team rather than dispersing disagreement throughout the organization.”

The fifth subtheme is a one-way motivational factor of *individual recognition rewards/praise* and was discussed 16 times by eight participants per 18 total interviewees.

Participant S (Baby Boomer) painted the picture of a kid in school with grades and the relationship to praise and recognition to keep the employee motivated and engaged,

It's like a kid in school if they get an A, and you don't praise him for that unless they're just a real motivated child. They may think, why am I working is so hard? My parents don't care. So that's kind of the same thing as we grow up and grow older. We still need those same things.

Participant K (Generation X) related to recognizing as a means of leader motivation by most people as a coach or a national business leader, “Most like being recognized. Anything from a coach to a national leader in a business where some people have great attention to detail and like to be recognized for that.” Participant G (Millennial) described motivational needs of the individual by knowing that the employee did a good job by the leader praising her performance in the statement,

And then praise. This is more of a personal thing for me. I know a lot of people; everybody is different and what motivates one person is going to be different than what motivates another person. When I think I have done a good job just having that, that a girl pat on the back is huge in motivating me to do better again and again and again. But I do know that that's not always important for everybody. So, but for me personally, praise is a good thing.

The last subtheme is a combination of one-way and two-way motivational factors in the proper mix of *both one-way and two-way factors are important with proper mix* and was discussed 15 times by 10 participants per 18 total interviewees. Participant P (Baby Boomer) discussed the leader needs to link the one-way motivation factor of recognition and giving a thank you to a purpose and meaning related to the business using two-way motivational factors of giving a link to the business need. This concept is describing the statement of, “The two-way motivational, too, it's always good to thank people and not just a thank you because if you go with thank you because you did this and this and this helps us in this system.” Participant K (Generation X) stated the importance of successful leaders using the combination of the motivational factors in a mix for the particular individual,

I think the most effective leaders use them together. So, like I said, they knew when somebody's going to be more motivated by a promotion versus a raise. Some people might be super motivated by a couple percent raise. Some people may be super motivated by a new title. Usually, they come together.

Participant O (Millennial), like Participant K (Generation X), discussed the need to use different motivational factors for the individuals of on that team by stating, “And then providing different motivational factors for the individuals on that specific team.” Participant G (Millennial)

described one-way motivational factors as short-term motivation and by the leader using two-way with the one-way motivational factors a longer-lasting motivation to enhance group cohesion and engagement,

you list in some of your examples of perceived policy improvement, personal financial gain, or promotion as possible one-way motivational factors. I think that those, of course, are important, and they are needed, but I don't think they are long-lasting by themselves. I think you have to have the two-way.

The literature supports that leaders from the overall business environment must understand which motivational factors are more efficient per generational group to enhance cohesion and engagement (Cogin, 2012; Peltokorpi & Yamao, 2017). Most leaders employ both types of motivational factors to influence positive behavior by using job autonomy, constructive feedback, and stressing the importance of tasks (intrinsic) with tangible incentives based on the completion of the tasks (extrinsic; Kuvaas et al., 2017). In comparison to the literature review, the overall analysis of the diverse workforce in the medical device division of ABMB, a successful leader was found to need to use a combination of several approaches from the current research. The perceptions of the overall participants of the study showed the common subthemes of (a) *create an environment of listening and feedback (open door)*, (b) *communicating information: consistent, truthful message*, (c) *financial gain*, (d) *create a unified vision, tasks, direction, and expectations*, (e) *individual recognition rewards/praise*, and (f) *both one-way and two-way factors are important with proper mix*.

The literature review supports the patterned subthemes from a general business standpoint. In the subtheme of *create an environment of listening and feedback (open door)*, Gjedrem (2018) showed that overall, performance feedback motivates employees to higher

performance. Men (2014) discussed the need for the use of symmetrical communication focused on (a) trust, (b) credibility, (c) openness, and (d) horizontal communication that is two-way by nature. The use of the symmetrical internal communication leads to positive outcomes of (a) job satisfaction, (b) identification, (c) loyalty, and (d) employee-organization emotion bonding (Men, 2014). Symmetrical employee communication builds employee engagement, the employee-organization relationship, and lowers employee turnover (Kang & Sung, 2017). The importance of feedback is described by LaMothe (2010) in that the richness of face-to-face communication is needed to convey and perform emotional intelligence by the leader.

In the subtheme of *communicating information: consistent, truthful message*, Daft (2016) discusses the use of communication by businesses as a need to achieve the goals of the organization. In uncertain environmental turbulence, leaders should use more planning and communication to be ready for coordinated and fast responses (Ali, 2018; Daft, 2016). Nichols and Cottrell (2015) showed that employees value the leadership traits of trustworthiness and intelligence in leaders. Therefore, the use of emotional intelligence of the communication must follow the idea of resonance when leaders are expressing a particular mood with the appearance of the credibility and authenticity of the business leaders' projected mood (Goleman et al., 2001). The leader uses emotional intelligence to deliver the communication to properly regulate the culture environment using (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management components of emotional intelligence dictated by the current situation (Goleman et al., 2001).

In the subtheme of leaders using *financial gain* as a one-way motivational factor, research shows that extrinsic motivation using tangible incentives proved the desire to perform an activity (Kuvaas et al., 2017). Chinyio et al. (2018) described personal financial gain as the increase of

compensation wages in the form of (a) salary, (b) allowances, (c) gratuity, and (d) pension. Chinyio et al. (2018) showed that compensation can impact (a) the level of attraction, (b) motivation, (c) job satisfaction, and (d) retention of employees. Sudiardhita et al. (2018) found that compensation has a positive and significant effect on motivation and job satisfaction. As with the participant statements of needing financial gain to allow for financial, personal life comfort, Sarmed et al. (2016) concluded that employees must be financially comfortable for commitment to the organization to be maintained.

In the subtheme of *create a unified vision, tasks, direction, and expectations*, Mayfield et al. (2015) discussed that leaders must be able to motivate with clear communication of the strategic vision, strategy, and methods to obtain the vision. The business strategy development process involves creating a very cohesive and easily communicated message to allow for the competent and proficient execution (Gamble et al., 2019). A well-created strategy can go awry if not properly executed (Panda et al., 2014). Kouze and Posner (2017) detailed that a shared vision must be created and shared between the leader and followers for the transformation to occur. In the subtheme of *individual recognition rewards/praise*, Kuvass et al. (2017) described intrinsic motivation as the desire to perform an activity for the sake of the experience of pleasure or satisfaction. The use of the extrinsic, one-way motivation giving of praise and recognition from the leader is used to create support of the employee for intrinsic motivation development as modeled by Hersey and Blanchard in contextual leadership in the supporting quadrant of the leadership style (Northouse, 2016).

In the last subtheme is the leader use of a mix of one-way and two-way motivational factors of *both one-way and two-way factors are important with proper mix*. Depending on the generational cohort member, the motivational factors need to be tailored to the employee mix

due to generational theory (Cogin, 2012; Peltokorpi & Yamao, 2017). Locke and Schattke (2018) warned that all categories of motivation can mutually facilitate, compensate, or be in conflict with each other. Therefore, an optimized balance between intrinsic, extrinsic, and achievement motivation is needed to enhance employee outcomes (Locke & Schattke, 2018). The current research study from the participants' perceptions shows that the mix of one-way and two-way motivational factors are needed to optimize the balance for enhancement of group cohesion and engagement.

Theme 2: Variations Exist on How the Best Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement per Generational Cohort

As described by Cogin (2012) and Peltokorpi and Yamao (2017), depending on the generational cohort member, the motivational factors need to be tailored to the employee mix due to generational theory. As in Theme 1, the interview questions 1, 2, and 5 - 9 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division to gain an understanding of the use of motivational factors by the best leaders in the multi-generational workforce, to enhance group cohesion and engagement. The use of multiple questions allows for triangulation and data saturation. As shown in Theme 1 from the perceptions of all three generation cohorts, the best leaders use a combination of one-way and two-way motivational factors to enhance group cohesion and engagement. In Theme 2, variations were discovered per the perceptions of each cohort on how the best leaders use a combination of one-way and two-way motivational factors to enhance group cohesion and engagement.

Millennials. Eight common subthemes emerged a) *create an environment of listening and feedback (open door)*, (b) *communicating information: consistent, truthful message*, (c)

understanding the motivational needs of the employee, (d) both one-way and two-way factors are important with proper mix, (e) financial gain, (f) individual recognition rewards/praise, (g) overall awards, recognition, and praise, and (h) trust from communication that the leader has their back support the main theme. Figure 3 shows the visual representation of the subthemes for millennials. The following new subthemes emerged that are different from the overall subthemes from Theme 1 specific to Millennials of (a) *understanding the motivational need of the employee, (b) overall awards, recognition, and praise, and (c) trust from communicating that the leader has their back. From Theme 1, create a unified vision, tasks, direction, and expectations, and both one-way and two-way factors are important with proper mix* were not in the top list of Millennials. Table 3 lists supporting statements to the newly identified subthemes that are not represented in Table 2.

Figure 3

Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement per Millennials

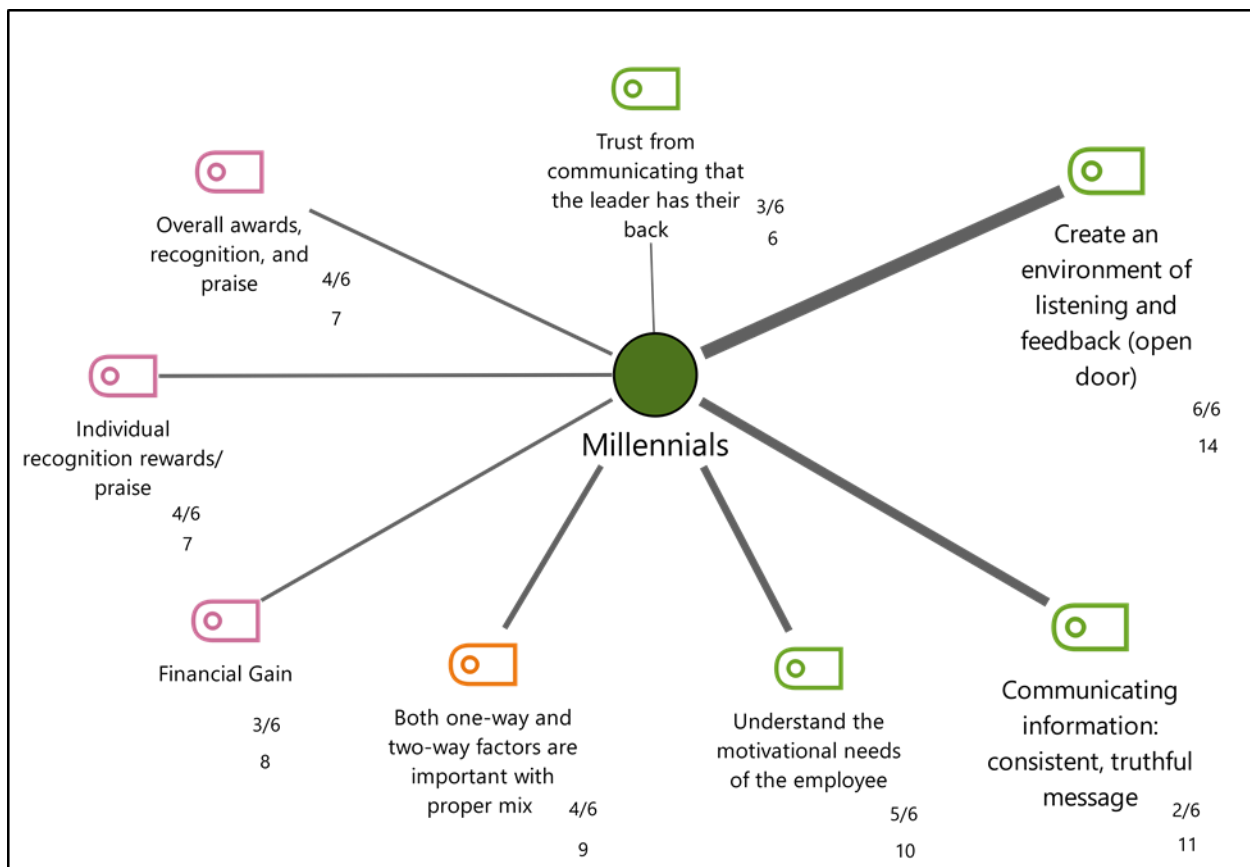


Table 3

Identified Subthemes and Supporting Statements – Best Leaders Use a Combination of One-Way and Two-Way Motivational Factors for Millennials

understand the motivational needs of the employee	"I guess what would make them more successful is a dialog with team members to know what motivates them." "Understanding personal values, needs." "Understanding our Behavior"
	"Instead of just going in the day and day out kind of rhythm. It's just taking a break and saying, hey, why don't we go out for a coffee break, and let's just talk. Let's talk about family. What are you like to do? Because

that way, it helps you understand each other better, right."

"It all comes back to the leader understanding what strengths and weaknesses the team has and how does put them all together for a great success at the end of the day."

"...adaptive leadership style. And what I am getting at over that is the golden rule. Treat others as you would want to be treated. But, over the years as I was reading through different top leadership books and watching seminars. One rule I watched was the platinum rule. Don't treat others the way you want to be treated, but the way they would prefer to be treated."

"You need to have that two-way conversation so you can know, will this employee might benefit with a better benefit by this or this one."

overall awards and recognition and praise

"...recognition, of course."

"Then every once in a way a positive praise. It doesn't have to be a financial gain. It doesn't have to be a reward, a financial reward, or a bonus. It could be as simple, as you know for me personally, I don't mind shout outs in the big meeting. Now other people may not. If it's a person that doesn't like a big shout-out, then just in private tell them what a good job they done. Just words of praise when they're justified."

"Whether that is some type of mentioning of that to the plant staff. Some type of recognition for me at one on one (meetings)."

trust from communicating that the leader has their back

"Yes. Definitely (security is a thing for me). And with the layoffs, it makes you wonder if we are safe in our jobs."

"(Leader has my back) was really the tool of empowerment. Being able to really demonstrate to the team that hey you're not my backup."

"I remember specifically a leader on bringing that out to them in encouraging their employees that no matter what, the leader had their back on whether it was a success or whether it was a failure."

"And the knowing that they even if I fail, I'm going to learn and my leader is going to have my back. And we're going to make corrections so, in the future, the team can succeed in this one area."

For the two-way motivational factor subtheme of *understanding the motivational need of the employee*, five participants out of six employees discussed this subtheme ten times.

Participant O (Millennial) agreed that a leader could be more successful by knowing what motivates them by having a dialog, "I guess what would make them more successful is a dialog with team members to know what motivates them." Participant F (Millennial) mentioned using a coffee break opportunity to understand the individuals in the team to help know about them personally for motivational needs in the statement,

Instead of just going in the day and day out kind of rhythm. It's just taking a break and saying, hey, why don't we go out for a coffee break, and let's just talk. Let's talk about family. What are you like to do? Because that way it helps you understand each other better, right.

Participant B (Millennial) described an adaptive leadership style using a platinum rule approach of treating others how they want to be treated to help understand the motivational needs of the employee,

adaptive leadership style. And what I am getting at over that is the golden rule. Treat others as you would want to be treated. But, over the years as I was reading through different top leadership books and watching seminars. One rule I watched was the platinum rule. Don't treat others the way you want to be treated, but the way they would prefer to be treated.

For the one-way motivational factor subtheme of *overall awards, recognition, and praise*, four participants out of six employees discussed this subtheme seven times. Participant G

(Millennial) described positive praise does not have to be a financial gain, but a shout-out to know they did a good job when justified by the phrase,

Then every once in a way a positive praise. It doesn't have to be a financial gain. It doesn't have to be a reward, a financial reward, or a bonus. It could be as simple, as you know for me personally, I don't mind shout outs in the big meeting. Now other people may not. If it's a person that doesn't like a big shout-out, then just in private tell them what a good job they done. Just words of praise when they're justified.

Participant F mentioned using the individual praise in the plant staff or privately in a one on one meeting, “Whether that is some type of mentioning of that to the plant staff. Some type of recognition for me at one on one (meetings).”

For the two-way motivational factor subtheme of *trust from communicating that the leader has their back*, three participants out of six employees discussed this subtheme six times. Participant I (Millennial) indicated that job security is a big concern for trust and the need for the communication that the leader has their back for the safety of their jobs was expressed in, “Yes. Definitely (security is a thing for me). And with the layoffs, it makes you wonder if we are safe in our jobs.” Participant B (Millennial) expressed the motivational need for the leader to communicate that the leader had their back for success or failure, “I remember specifically a leader on bringing that out to them in encouraging their employees that no matter what, the leader had their back on whether it was a success or whether it was a failure.”

Generation X. Seven common subthemes emerged a) *create an environment of listening and feedback (open door)*, (b) *communicating information: consistent, truthful message*, (c) *trust to accomplish job using expertise*, (d) *creating trust through support and help be successful*, (e) *create a unified vision, tasks, direction, and expectations* (f) *provide role model of working the*

same job with same standards, and (g) *understanding the motivational needs of the employee* support the main theme. Figure 4 shows the visual representation of the subthemes for Generation X. The following new subthemes emerged that are different from the overall subthemes from Theme 1 specific to Generation X of (a) *trust to accomplish job using expertise*, (b) *creating trust through support and help be successful*, (c) *provide role model of working the same job with same standards*, and (d) *understanding the motivational need of the employee*. From Theme 1, *financial gain*, *individual recognition rewards/praise*, and *both one-way and two-way factors are important with proper mix* were not in the top list of Generation X. All the emerging subthemes for Generation X were two-way factors. Table 4 lists supporting statements to the newly identified subthemes that are not represented in Table 2.

Figure 4

Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement per Generation X

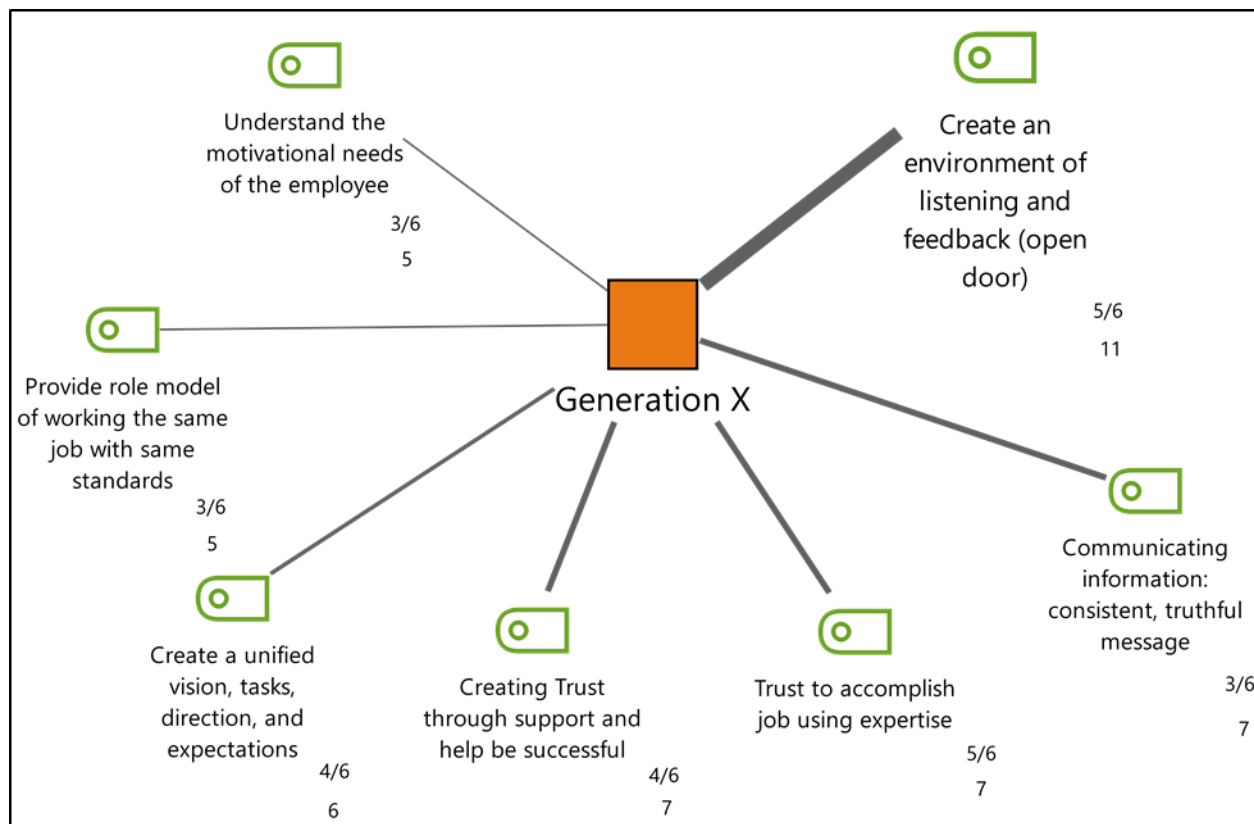


Table 4

Identified Subthemes and Supporting Statements – Best Leaders Use a Combination of One-Way and Two-Way Motivational Factors for Generation X

trust to accomplish job using expertise	<p>"It is, in turn, directly related to the degrees of freedom that are given for opportunity that exists within the organization. If you have many degrees of freedom, you have many ways to give and take, and it all involves give and take."</p> <p>"Okay, what she does, we trust. The fact that they helped us fix the instrument. They believe in us, which means they appreciate our group. They appreciate our work. That is a good feeling. This involvement, it is very important."</p>
---	--

creating trust through support and help be successful	<p>"There are some people that are good at something. For example, (confidential) gave me this sense of responsibility and leadership for what I'm doing, he doesn't need to control me every single second, and some people prefer, or they need this."</p> <p>"Responsibility would probably be number one. I love to use my hands. I am a doer. Yeah, I like to be in control of things. I need to know everything works as my expectation. We have I would say a good lab because we kept putting rules in place, and I keep reminding everyone. My lab is my lab, and it is that way because I made it that way. So respect and responsibility would be the other one of them. And I like to work with people."</p>
provide role model of working the same job with same standards	<p>"The leader puts his energy into the employee to see them be successful. That's his focus, then, in turn, he'll be successful."</p> <p>"So without putting them down. In other words, you were really good here. Here is what you can do better over here as opposed to. Hey, you are really good here, but you suck over here. Or putting them with this person because they're pretty good at what I want you to be good at. That's another technique of helping to build strengths."</p> <hr/> <p>"And our former leader did exactly that. Sometimes, he would step on everyone's toes, but at the end of the day, he supported us."</p> <p>"And support you. Just knowing that the manager is there for you if you need him also. That right, there means a lot."</p> <p>"The leader showed the signs of a being the servant leader as far as being willing to do the same work that he was asking the individual or the team to do."</p> <p>"He was an active participant instead of standing back and telling others what to do. He was right there in there with us."</p> <p>"He would lead by example and be willing to do what he's asking to be done."</p> <p>"And holding themselves responsible for the same standards."</p>
understand the motivational needs of the employee	<hr/> <p>"Do what you say that we need to do, not only ask from the others."</p> <p>"Getting to know your employees because he's not just somebody who comes to work and does a job. He has a family, has a life, has problems."</p>

"Okay, you did good every single day, so it's about personality. Yeah, it depends on where you grew up. Of course, your former life gives you put something, puts a seed in your human being. Oh, yeah, I'm Generation X, yes, but I am an outlier. Everyone treats it as financially lost, and I am exactly the opposite when it comes to finances and money. It is more important to look behind that person; I would say a leader should know or should try to learn the personality of the employee."

"As far as I mean, you have projects with the group cohesion. You have people that work together. Such as our programming guru on the team is. When you first meet him, he is different. Once you work with him, you realize he is smart and a very good guy. It can be fun to work with him. He can have his times when he gets a little upset. You have to overlook it because he doesn't mean anything by it. But you know, he has not directed it towards you. You have the other one. The high strung one. Very intelligent always means well. She just has her background in her nature to be high-strung. You have to know how to handle it. Usually, the supervisors are smart and send someone else to go with it."

"It's all to get the team to melt like that is you know, he knows how to handle each one of them. He is good at that. That's all, have to get the team to work together."

For the two-way motivational factor subtheme of *trust to accomplish job using expertise*, five participants out of six employees discussed this subtheme seven times. Participant E (Generation X) discussed the trust of a leader to use his job expertise with giving degrees of freedom to complete the task to all for engagement motivation,

It is, in turn, directly related to the degrees of freedom that are given for opportunity that exists within the organization. If you have many degrees of freedom, you have many ways to give and take, and it all involves give and take.

Participant J (Generation X) discussed using her expertise to fix an instrument and feeling motivation from the appreciation and trust of the leader to the group in the following statement,

Okay, what she does, we trust. The fact that they helped us fix the instrument. They believe in us, which means they appreciate our group. They appreciate our work. That is a good feeling. This involvement, it is very important.

For the two-way motivational factor subtheme of *creating trust through support and help be successful*, four participants out of six employees discussed this subtheme seven times. Participant N (Generation X) detailed the purpose of the leader to support the employees to make the team successful so that he will be successful, “The leader puts his energy into the employee to see them be successful. That's his focus, then, in turn, he'll be successful.” Participant J (Generation X) described a former leader that supported the team from the discussion of, “And our former leader did exactly that. Sometimes, he would step on everyone’s toes, but at the end of the day, he supported us.” Participant D (Generation X) discussed the leader supporting the employee as meaning a lot for their engagement motivation, “And support you. Just knowing that the manager is there for you if you need him also. That right there means a lot.” For the two-way motivational factor subtheme of *provide role model of working the same job with same standards*, three participants out of six employees discussed this subtheme five times. Participant N (Generation X) described the leader using the motivational factor of being an active participant as a role model, “He was an active participant instead of standing back and telling others what to do. He was right there in there with us.” Participant M (Generation X) discussed the leader holding themselves responsible for the same standards in the statement of, “And holding themselves responsible for the same standards.” Participant J (Generation X) stated the importance of being a role model of not only saying what we need to do but join in the work with the team to help support group cohesion and engagement, “Do what you say that we need to do, not only ask from the others.” For the two-way motivational factor subtheme of *understanding*

the motivational need of the employee, three participants out of six employees discussed this subtheme five times. Participant J (Generation X) related the importance of understanding the motivation need of the employee by describing that the employee is a human being and the leader should learn their personality to understand the motivational need,

Okay, you did good every single day, so it's about personality. Yeah, it depends on where you grew up. Of course, your former life gives you put something, puts a seed in your human being. Oh, yeah, I'm Generation X, yes, but I am an outlier. Everyone treats it as financially lost, and I am exactly the opposite when it comes to finances and money. It is more important to look behind that person. I would say a leader should know or should try to learn the personality of the employee.

Participant D (Generation X) describes group cohesion on a project and how many different personality types are needed to be understood to engage them to enhance the cohesion of the team,

As far as I mean, you have projects with the group cohesion. You have people that work together. Such as our programming guru on the team is. When you first meet him, he is different. Once you work with him, you realize he is smart and a very good guy. It can be fun to work with him. He can have his times when he gets a little upset. You have to overlook it because he doesn't mean anything by it. But you know, he has not directed it towards you. You have the other one. The high strung one. Very intelligent always means well. She just has her background in her nature to be high-strung. You have to know how to handle it. Usually, the supervisors are smart and send someone else to go with it.

Baby Boomers. Seven common subthemes emerged a) *financial gain*, (b) *create a unified vision, tasks, direction, and expectations*, (c) *create an environment of listening and*

feedback (open door), (d) communicating information: consistent, truthful message, (e) provide role model of working the same job with same standards, (f) show interest and care for the employees, and (g) reward and praise with meaning communicated to company goals support the main theme. Figure 5 shows the visual representation of the subthemes for Generation X. The following new subthemes emerged that are different from the overall subthemes from Theme 1 specific to Baby Boomers of *provide role model of working the same job with same standards, show interest and care for the employees, and reward and praise with meaning communicated to company goals*. From Theme 1, *individual recognition rewards/praise, and both one-way and two-way factors are important with proper mix* were not in the top list of Baby Boomers. Table 5 lists supporting statements to the newly identified subthemes that are not represented in Table 2.

Figure 5

Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement per Baby Boomers

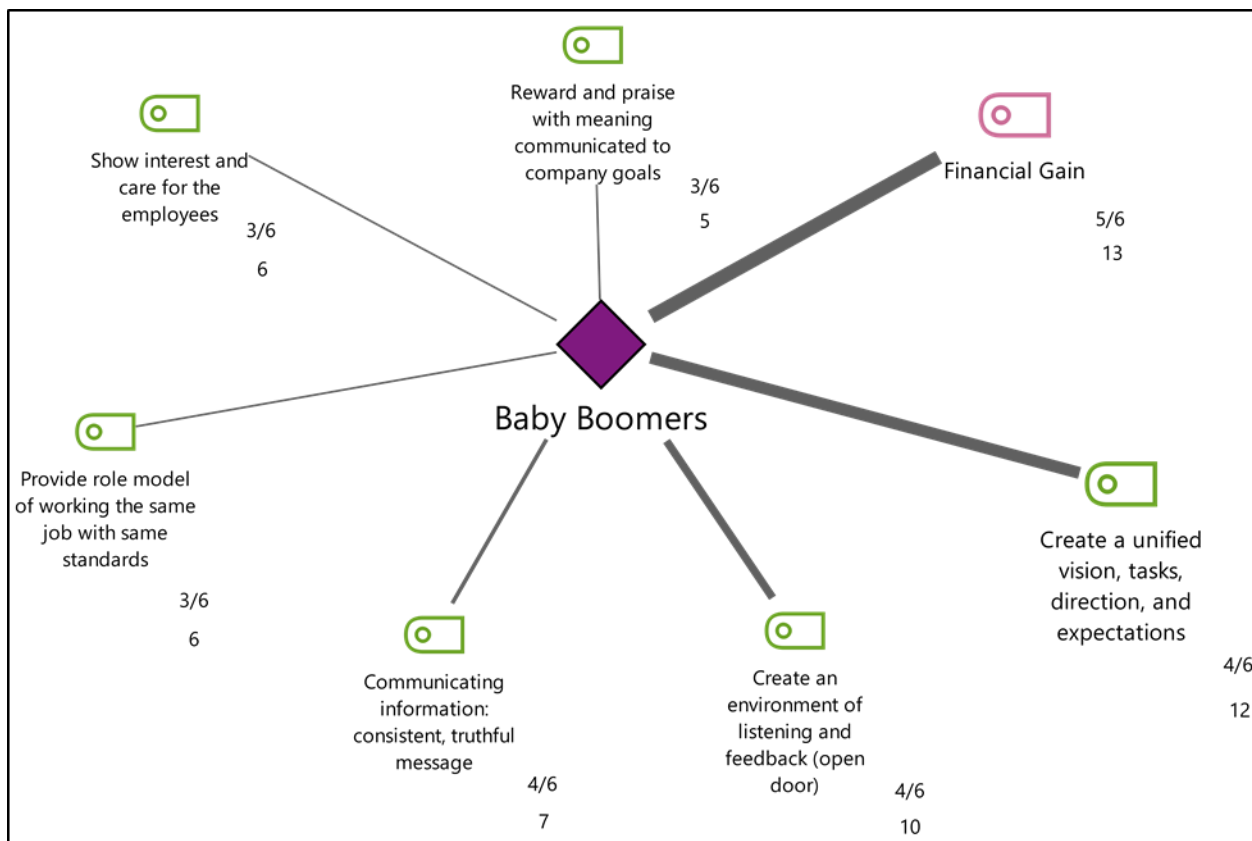


Table 5

Identified Subthemes and Supporting Statements – Best Leaders Use a Combination of One-Way and Two-Way Motivational Factors for Baby Boomers

provide role model of working the same job with same standards	"So, leading by example is very important, and if you can't do that, you don't really need to be a leader." "They were hands-on involvement." "But that's because they've been very successful partly because they roll up their sleeves and dig in."
--	---

"They were not above doing whatever it took to get the job done. And obviously, I don't mean that you should stop say project management to do processing documents for parts. But there are certain things that they can roll up their sleeves and do. The first one of the really successful ones I had did that. She actually sat down in the seat and did a job one day, and I was just sitting there. Why is she doing that? It impressed everyone because she had the skill to do it, and she had the knowledge to do it. She didn't mind at all doing it. We were short-handed and needed the job done."

reward and praise with meaning communicated to company goals

"So I think that is good and like I said, recognizing by being appreciative and being sincere about it. You know, because people are not dumb, we know when we are being feed a line. And we know when someone is genuinely appreciative."
 "The two-way motivational too, it's always good to thank people and not just a thank you because if you go with thank you because you did this and this and this helps us be this system. It shows that you truly understand what that individual did, and then the thankfulness means so much more. I have had individuals you're well aware of a situation where we were about to run out of the chemical, and there were two individuals in particular that kept us running because we're able to reuse some chemistry we had. I went and talked to those individuals, and at that time, the plant manager I talk to the plant manager, and I said these two people kept us going. They worked extra hard to make sure that happened. And that plant manager went and talked to those two individuals and they came up to me a call and said hey such, and such talk to me and I said yes because I wanted people to know what you two did to make us meet that goal. And this kept us running, and we never had the downtime. So they knew I was involved, and they were recognized by the plant manager."

"But it all geared down to what they were doing, and it was geared at the task. So it wasn't just a fly-by-night and how you're doing a great job, and you moved on. It had meaning, and that becomes very important."

"You doing that, you highlighted the short-term wins, and you highlighted the win when we finally accomplish the task, and that creates a cohesion in that group. Again the same thing, when it was an email sent out about the plant manager about thanking a few people. I sent back to him, and I said you need to thank these extra people because they were all part of it. It wouldn't have happened without them, and he thanked me very much and went about doing that. So I like to recognize where recognition is due."

show interest and care for the employees	<p>"I like to be told that I'm doing a good job. I like to be told that, you know, we've been doing this for 20 years and nobody else here has ever thought of that. That puts my strong points out front. To be creative, to be unique. Okay, everybody wants to feel like they're unique in the world. Makes you feel good."</p>
	<p>"This particular manager was a very busy manager, but at the end of every week, this manager came by and told everyone on the team to have a nice weekend. That is cheap, and that is easy to do. I mean, it probably takes at the most 10 minutes. But what was gained from that was priceless. Everyone felt they were cared about and important."</p>
	<p>"If you are just mumbled a hello in the hall every now and then that does not make you feel appreciated at all. When you have a leader at the top of the organization of the facility that you're working in, that takes a few seconds to say hello. If they heard something is going on in your life and they take time to acknowledge, how are you feeling now? How is your family doing? You don't have to know a lot about people to do that. It's like with your family. If you don't work at it, your family is going to kind of grow apart, and the same thing will happen in the workplace."</p>
	<p>"They were very personable. They were interested in your life outside of work."</p>
	<p>"The interest that a manager has in my life outside of work."</p>
	<p>"So along with the resources and direction, making sure that you contact people just on a hello. How are you doing? (I) hope your day is going well. That kind of thing goes a long way, and I've seen managers do it, and I've seen managers not do it, including myself when I first started as a manager did not do that, and people had an attitude about me then when I started doing it."</p>

For the two-way motivational factor subtheme of *provide role model of working the same job with same standards*, three participants out of six employees discussed this subtheme six times. Participant S (Baby Boomer) described the leader providing a role model by leading by example in the phrase, "So, leading by example is very important, and if you can't do that, you don't really need to be a leader." Participant A (Baby Boomer) detailed an example of a leader being a role model with working the same job and the motivation that was given to the employee to be more engaged and the group,

They were not above doing whatever it took to get the job done. And obviously, I don't mean that you should stop say project management to do processing documents for parts. But there are certain things that they can roll up their sleeves and do. The first one of the really successful ones I had did that. She actually sat down in the seat and did a job one day, and I was just sitting there. Why is she doing that? It impressed everyone because she had the skill to do it, and she had the knowledge to do it. She didn't mind at all doing it. We were short-handed and needed the job done.

For the two-way motivational factor subtheme of *reward and praise with meaning communicated to company goals*, three participants out of six employees discussed this subtheme five times. Participant P (Baby Boomer) described an example of the plant manager thanking a group of individuals and giving the praise a meaning communicated to the company goals to enhance group cohesion and engagement,

The two-way motivational too, it's always good to thank people and not just a thank you because if you go with thank you because you did this and this and this helps us be this system. It shows that you truly understand what that individual did, and then the thankfulness means so much more. I have had individuals you're well aware of a situation where we were about to run out of the chemical, and there were two individuals in particular that kept us running because we're able to reuse some chemistry we had. I went and talked to those individuals, and at that time, the plant manager I talk to the plant manager, and I said these two people kept us going. They worked extra hard to make sure that happened. And that plant manager went and talked to those two individuals and they came up to me a call and said hey such, and such talk to me and I said yes because I wanted people to know what you two did to make us meet that goal. And this kept us

running, and we never had the downtime. So they knew I was involved, and they were recognized by the plant manager.

Participant H (Baby Boomer) described the feeling of liking being told he was doing a good job and his thoughts were unique and related to the 20 years of the company creative needs,

I like to be told that I'm doing a good job. I like to be told that, you know, we've been doing this for 20 years and nobody else here has ever thought of that. That puts my strong points out front. To be creative, to be unique. Okay, everybody wants to feel like they're unique in the world. (It) makes you feel good.

For the two-way motivational factor subtheme of *show interest and care for the employees*, three participants out of six employees discussed this subtheme six times. Participant S (Baby Boomer) gave an example of a leader that used the simple comment of have a nice weekend to create the feeling of caring for the employee in the statement,

This particular manager was a very busy manager, but at the end of every week, this manager came by and told everyone on the team to have a nice weekend. That is cheap, and that is easy to do. I mean, it probably takes at the most 10 minutes. But what was gained from that was priceless. Everyone felt they were cared about and important.

Participant L (Baby Boomer) told the interviewer about a leader that showed interest and care for the person outside of work and the relationship to enhancing his engagement, "They were very personable. They were interested in your life outside of work." Participant P (Baby Boomer) described the lesson that he learned as a manager to be the leader that motivates his team through the personal engagement of asking how their day was going. The following example is detailed by,

So along with the resources and direction, making sure that you contact people just on a hello. How are you doing? (I) hope your day is going well. That kind of thing goes a long way, and I've seen managers do it, and I've seen managers not do it, including myself when I first started as a manager did not do that, and people had an attitude about me then when I started doing it.

Discussion of the variations that exist on how the best leaders use a combination of motivational factors to enhance group cohesion and engagement per generational cohort.

As shown above, many differences are observed from the perceptions of various generational cohorts on how the best leaders use a combination of one-way and two-way motivational factors to enhance group cohesion and engagement. The concept of generational theory is used to describe the reason why closely aged individuals have a commonality in their motives and behaviors (Johnson & Johnson, 2010; Peltokorpi & Yamao, 2017). Individuals during social categorization use similarities and differences of the group compared to the individual to create a social identity (Rossem, 2019). Rossem (2019) described that the value system and behaviors are believed to last through a lifetime. The following will discuss the perception similarities and differences of Millennials, Generation X, and Baby Boomers in the use of motivational factors by leaders to enhance cohesion and engagement and compare to the literature.

Millennials were shown not to match the overall Theme 1 analysis in the subthemes of *create a unified vision, tasks, direction, and expectations, and both one-way and two-way factors are important with proper mix*. The following new subthemes emerged that are different from the overall subthemes from Theme 1 specific to Millennials of (a) *understanding the motivational need of the employee*, (b) *overall awards, recognition, and praise*, and (c) *trust*

from communicating that the leader has their back. In the subtheme *understanding the motivational need of the employee*, Cogin (2012) pointed out that Millennials are motivated by showing their similarities should be emphasized, not differences. But, understanding the differences is important from this study. The social values and personality traits of the Millennial generation have been shown to lead to burnout in the workplace (Jiang & Yang, 2016). The subtheme points out the importance of understanding the motivational need of the employee to prevent burnout in the workplace per that individual. The subtheme *overall awards, recognition, and praise*, the literature finds that Millennials need social rewards to enhance the fit into the company (King et al., 2017). These types of rewards may be a way to satisfy the subtheme. Dionida (2016) recommended using professional development opportunities, meaningful work assignments, and time-off awards to engage Millennials. From the subtheme *trust from communicating that the leader has their back*, Millennials prefer minimal rules and bureaucracy working within team orientations with openness and transparency (Cogin, 2012). Cogin (2012) discussed that Millennials need daily feedback, and the feedback can be used to support the communication that the leader has their back.

Generation X cohort participants were shown not to match the overall Theme 1 analysis in the subthemes of *financial gain, individual recognition rewards/praise*, and *both one-way and two-way factors are important with proper mix*. The following new subthemes emerged that are different from the overall subthemes from Theme 1 specific to Generation X of (a) *trust to accomplish job using expertise*, (b) *creating trust through support and help be successful*, (c) *provide role model of working the same job with same standards*, and (d) *understanding the motivational need of the employee*. To support the subthemes of *trust to accomplish job using expertise*, *creating trust through support and help be successful*, and *provide role model of*

working the same job with same standards, Cogin (2012) indicated the cohort prefers coaching with recognition for results and value developing skills over job titles. Additionally, Gjedrem (2018) stated that highly competitive workers with high skill perception perform higher in a direct comparison. The coaching aspect follows *creating trust through support and help be successful* and *provide role model of working the same job with same standards* subthemes. The value of developing skills over job titles supports the need for Generation X members to use their expertise to accomplish a job.

Baby Boomers were shown not to match the overall Theme 1 analysis in the subthemes of *individual recognition rewards/praise*, and *both one-way and two-way factors are important with proper mix*. The following new subthemes emerged that are different from the overall subthemes from Theme 1 specific to Baby Boomers of *provide role model of working the same job with same standards*, *show interest and care for the employees*, and *reward and praise with meaning communicated to company goals*. Supporting the subtheme of *provide role model of working the same job with same standards*, Rossem (2019) characterized Baby Boomers as being containing high work standards. Cogin (2012) showed that Baby Boomers demonstrate the personal characteristic and belief of hating laziness, supporting the same standards for the leader should be employed. The cohort prefers the management style of consensus and respect authority but viewed as an equal (Cogin, 2012; Woods, 2016). Supporting the subtheme *show interest and care for the employees*, work-life balance is important for Baby Boomers (Weeks et al., 2017). However, the cohort indicates having the most issue with balancing long work hours with sleep and hobbies (Weeks et al., 2017). Since Baby Boomers want the work-life balance but struggle with long hours, the cohort may need the leader to show interest and care for the employee to help provide a similarity to work-life balance. To support the subtheme *reward and praise with*

meaning communicated to company goals, Wiedmer (2015) discussed that Baby Boomers are motivated by perks, prestige, and position and tie their self-worth into their work and positional authority (Wiedmer, 2015). Baby Boomers are motivated intrinsically to work hard to obtain success as viewed as gaining money, power, and recognition (Wiedmer, 2015).

Figure 6 shows the comparison of perceptions of Millennials versus Generation X. Both cohorts share the subthemes of *create an environment of listening and feedback (open door)*, *communicating information: consistent, truthful message*, and *understand the motivational needs of the employee*. The two cohorts do not show differences that are completely not shared. Figure 7 shows the comparison of perceptions of Millennials versus Baby Boomers. Both cohorts show the common subthemes of *create an environment of listening and feedback (open door)*, *financial gain*, and *communicating information: consistent, truthful message*. Baby Boomers did not have any subthemes completely not shared by Millennials. However, Millennials had the subthemes of *understand the motivational needs of the employee* and *trust from communicating that the leader has their back* not shared by Baby Boomers. Lastly, Figure 8 shows the comparison of the perceptions of Generation X versus Baby Boomers. Both cohorts show the common subthemes of (a) *create an environment of listening and feedback (open door)*, (b) *create a unified vision, tasks, direction, and expectations*, (c) *communicating information: consistent, truthful message*, and (d) *provide role model of working the same job with same standards*. Baby Boomers did not have top subthemes not shared by Generation X, but Generation X had the subtheme of *understand the motivational needs of the employee* not shared by Baby Boomers. The comparison and contrast Figures 6 to 8 show the importance of understanding the different perspectives of the three different generational cohorts to maximize the motivational factor combination per that generational cohort group.

Figure 6

Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement

comparison of Millennials Versus Generation X

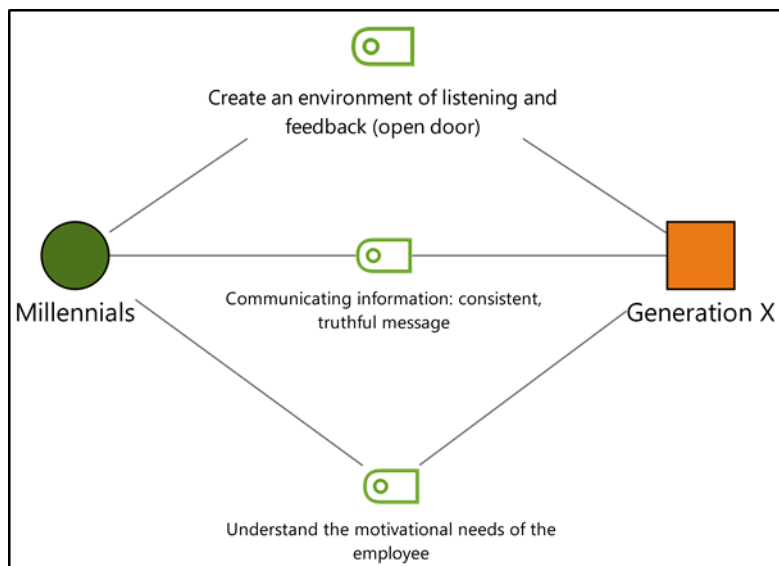


Figure 7

Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement

comparison of Millennials Versus Baby Boomers

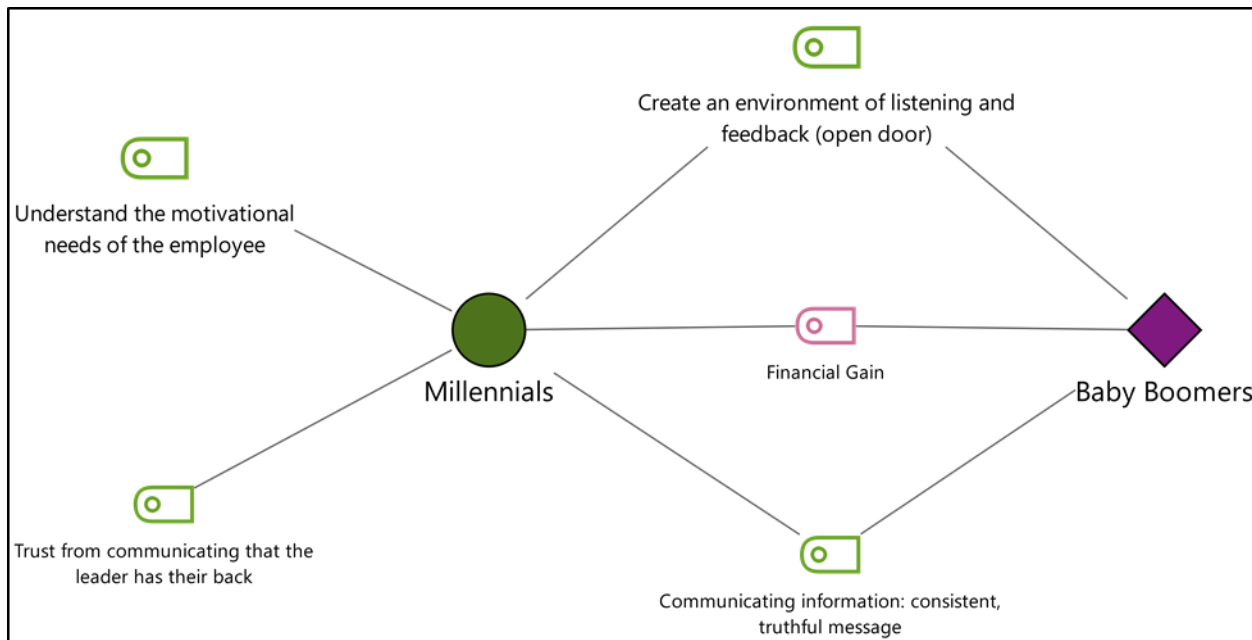
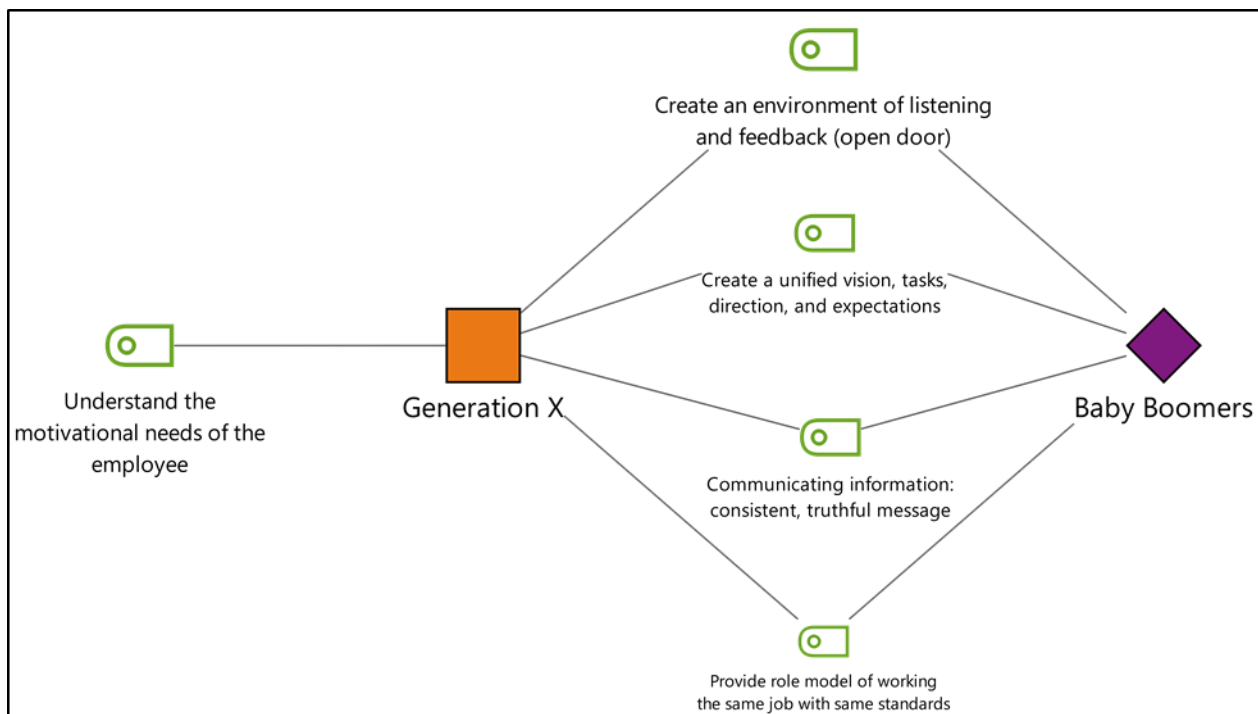


Figure 8

*Motivational Factors by the Best Leaders to Enhance Group Cohesion and Engagement
comparison of Generation X Versus Baby Boomers*



Theme 3: The Use of Theme 1 Motivational Factors Results in Certain Common Aspects of the Job Environment to Enhance Group Cohesion and Engagement

Colbry et al. (2014) pointed out that in 1980, employees engaged in 20% team-based work activities versus in 2010, 80% team-based work activities. Therefore, work actions and flexibility to perform organizational change effectively need group cohesion from interpersonal, intraorganizational, or interorganizational levels (Colbry et al., 2014). Work engagement involves a positive motivational reaction to the job by vigor, dedication, and absorption in the work actions (Guchait, 2013). Work engagement is related to the outputs of (a) employee performance, (b) commitment, (c) satisfaction, and (d) taking on extra duties (Guchait, 2013; Uddin et al., 2019). Work engagement is linked to work motivation and motivational behavior

(Yalabik et al., 2017). The organization is responsible for creating an engaged and efficient working environment (Mello, 2015).

To gain an understanding of how do leaders use motivational factors effectivity by the best leaders in the multi-generational workforce, to enhance group cohesion and engagement, the interview questions 1, 2, and 5 - 9 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Specifically, questions 2 and 8 were focused on the study of Theme 3. Before question 7, the definitions of one-way and two-way motivational factors were given to the participant. The reason for providing the definitions for one-way and two-way motivational factors allowed for the interview questions to be asked differently for triangulation, data saturation, and without adding bias to the first set of questions by describing the research dissertation definitions of one-way and two-way motivational factors. Additionally, after the motivational factor definitions were given, the provided answers on effective motivational means gave a different perspective of motivational tools more related to the central research questions.

After open, inductive coding per each question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Through the iterative analysis, common patterns in the data emerged. From the perceptions of all three generation cohorts, the best leaders use Theme 1 motivational factors results to create certain common aspects of the job environment to enhance group cohesion and engagement. Four common subthemes emerged of (a) *employees do their best job by going above and beyond*; (b) *creation of clear common goal, vision, and direction*; (c) *culture of helping each other, teamwork, and engage ideas*; and (d) *share information creates meaning of*

the work to support the main theme. Table 6 shows the identified subthemes and supporting statements. Figure 9 shows a visual representation of the results.

Table 6

Identified Subthemes and Supporting Statements – Use of Theme 1 Motivation Factors by the Best Leaders Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement

<p>employees do their best job by going above and beyond</p>	<p>"And when you matter, you want to do more. You feel more loyal to that manager and to the company, because you've been made to feel a little important."</p> <p>"I think it all boils down to you do a better job for the company; the company is going to succeed. ABMB will be successful as a company."</p> <p>"He was huge on let us be the best we can be."</p> <p>"And acknowledging that everyone is doing their best makes everybody want to do better individually."</p> <p>"If the leader puts his energy into the employee to see them be successful. That's his focus, then, in turn, he'll be successful. Because he'll help that person grow to their potential, and that person will respect him for that."</p> <p>"The very best you can glean from a group of people entails the very best that you can give. If impractical situations are called for beyond the call of duty, and you know if there's a give and take, it's worth somebody's effort to go beyond the call of duty every once in a while. And in the end, the enterprise is going to benefit from it. Sometimes people have the extra bandwidth. You were not expected to do X, Y, and Z. Well, yeah, but it was needed, and I could do it. So, I was glad to do it, and well then, I was glad for you to do it. You know here is something for you, here's a Butterfinger. Knowing that exists ultimately provides an extra rung for somebody."</p>
--	---

"I learned this a long time ago in one situation, being put in a position which was very difficult would often reap the extra reward. One of my situations was a customer that had a technical issue that I never been to before. But they had this problem, and it was difficult given the experience of some other people to solve it. They didn't have insight into it. When do you want me to go, I'll be on a plane this evening. I did. Everybody is tied up on something else, can you hold down the fort on this 300, 400, 500 miles away from home and keep/hold everything together because other people are tied up but putting out some other fires and needs to be done. And okay, I'll do what I can do. We have a runoff today. We have to run these parts. We have a big run off of this equipment, and smoke just came out of the laser. Okay. Let me see if I can fix the laser. I did that. And the company owner made it a point that effort has noticed, the laser ran, and the runoff occurred. And that laser stunk. It really stunk. In my case, that was not my job to do. I've seen other people, they've been a situation where it was not their job. They didn't sign up to handle this part of this overall effort. But they thought that they could straighten it out. It was worth giving a shot. They did it. They succeeded. They weren't asked to do it. I mean originally that's not the kind of thing they were there for. They weren't expected to do it, but they did it. So, there you go."

"He worked all night a few nights several times. 80 hours a week. A hundred hours a week. A hundred and ten hours a week for a short time. You can't hold that up. About as much as I could was about a hundred, hundred and five is the most I ever did on something, and I was torched. But I know a guy that did that for more than I did. I don't know how he did it. But people do that."

"They care about doing a good job for the person they're working for."

"When you have a good leader, you'll go the extra mile to try and do a good job for that person."

"And we use that time instead of just finishing our project, you know, doing what we said. We use that extra time to make it even better than before. And how can you get better than that? I mean, if we get set back a couple of months because of something that the next step did wrong. And we come up with something that made it even better than what we had promised. Then we're getting even further ahead. Then what we had originally planned."

"I would say. I guess I am more motivated when I know that either I am or I am not meeting expectations and then having a dialogue if I am not, what I can do to start meeting expectations. Or, if I am, what I can do to continue meeting those expectations."

"There is some certain level of respect that you see out of this leader. So you always want to be on you're A-game. So when a leader or your manager allows you to be put in those situations where you're communicating, then it allows you to grow in a personal and professional way."

"So you're always want to be on your A-game as well. So if there's a team that wants to be to perform well because you don't want to let your manager down, then you upraised each other."

creation of clear common goal
and vision and direction

"And that makes you feel involved. It makes you understand why you're doing it, the direction. You're not confused. You're not off in left field."

"But also has some sort of ability to follow up. And it doesn't have to be every moment of every day and maybe once a week once a month once whatever. And you don't have to have long blown out decisions. But I have seen managers that actually engaged in a reasonable time frame, and they would say hey I like what you doing, continue doing that or no, I think that's good, but I think we need head this direction. They shift you a little bit, that's part of that direction. It's kind of like driving down the road. Every so often, you have to give a new input to make sure you still on the road. But if you're not getting that input, you could wind up driving off the road. Even though you think that's the road you should have taken."

"Communicating the same message to your team that instead of this message here, this message here or whatever. That is not all going to be the same."

"Obviously, one big thing for cohesion and engagement is communication. One bad thing I have seen is communicating separately with people about important things that occur. It is really a good place to get sort of everybody on the same page. It is really putting everybody on the same page. Not saying one thing in the group meeting and then have another meeting not inviting someone and communicating something different. I hate these negative examples. But, when it works, they try to include everyone. Motivational, you feel like you're part of a team versus just doing the job."

"I think you can tell the successful when the whole team is working on the same thing. So I never had to wonder if the project was entirely based on team meetings. We did not have to have these huge systems trying to track performance. (Confidential) would put the major projects on the board with top priorities. I think that these elaborate systems work great for monitoring performance, but not for motivation. The motivational tool they think would work is not right. Another red, green, and yellow light measures. I can't do anything about most of the items. I need to know what the top priority is for me."

"Help people understand, with communication; it helps the team understand what everyone's working on, who's responsible for what, and how it fits into the big picture."

"You know what the goals are, and everyone is working towards those goals."

"And it allows everybody to stand on a united front. I may not like it, but we are all in this together, and that is what our goal is for the site."

"We know what our leader wants. He or she has been very clear of what the expectations are as a team. We should be delivering that."

"They are allowed to come to a consensus and then that consensus to be uniformly displayed no matter if you talk later."

"They all have that same consensus that they're going to be able to bring forward rather than different approaches from each of the leaders."

culture of helping each other,
teamwork, and engage ideas

"If your team was functional and working together and they performed uniformly and having the same direction. They're all going the same way instead of having folks that can go off in different directions. But that manager knows how to pull people back together and motivate everybody to stay on the same track. In my mind, that's kind of the direction that I thought."

"Everybody needs to buy in because if you're not pulling the cart the same way, the mule is going get real tired. If everybody ain't pulling the cart the same way, the mules get real tired."

"But then they also make you want to help your teammates because you want to left them up, right. Because in the end, the team is successful."

"I think the better ones that I have been with are successful. If you look at a group, like (confidentials) group before this year, it was relatively cohesive, giving we work on battery and capacitors. We don't really work on all the same stuff all the time, but we are at least aware of what other people are doing, and we feel like we could help on either if we need to."

"You don't have a lot of people stepping on each other to get ahead. People fighting and blaming each other for stuff."

"And then you're also more willing to help each other and engage each other for ideas."

"That's why I think you'll find that your team will be more willing to help each other."

"So personally, I find I am more motivated when I work on teams with people who are self-motivated, and everyone's willing to take a piece of the pie and collaborate together."

"So personally providing me the opportunity to work on that type of team motivates me even more to collaborate."

sharing information creates
meaning of work

"They gave us the outcome of what we are looking at. When we finished the project or whatever we're working on, this was not just that there was an outcome for us to say, hey, we accomplished this. But also for us to know how our customers felt about it. That gave us the motivation to do the best we could do because we kind of knew what we were working toward."

"That manager was good about saying, this is our goal, and it is not just a goal to get this project done. But to show how this helps our customers and whether it be somebody in production or another area with our customers and then our feeling of accomplishment and personal gain. Helped you to understand the big picture and put meaning to it."

"So I started to say there that again gives an employee a reason for doing things versus just being someone there. Hey, do this, and you have no idea why you're doing it, what the outcome is, what you're looking for, why we're doing it. How is it going to impact things?"

"I've seen people give assignments and they are very well meaningful assignments, but people are like, well, I don't know why so maybe they're checking up on me. They don't think I can do something. So, people start reading things in that aren't necessarily true, or they're confused about the issue. So, when you do this, and you give that good direction, and you give the resources, they fully understand it and can buy into it and be part of a group to engage in it."

"To me, that's motivational if you keep me in the loop, then I know what I'm working for."

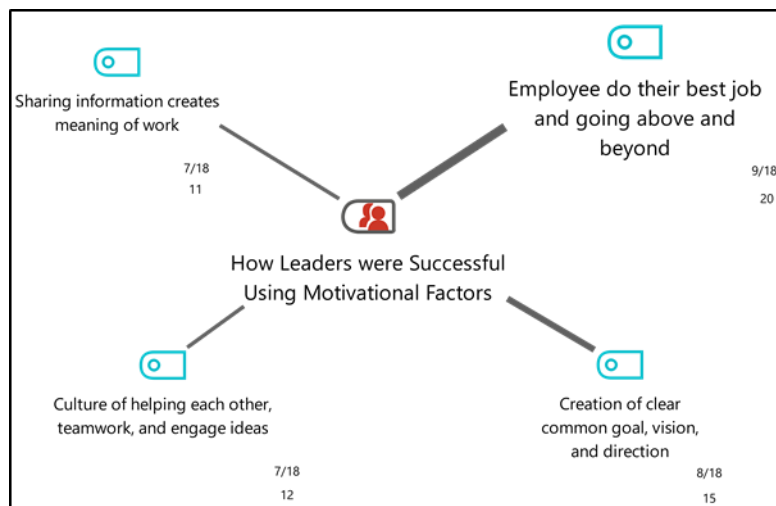
"Motivational, you feel like you're part of a team versus just doing the job."

"Definitely more of a discussion. The understanding and is it also how it fits into the overall picture?"

"Last, I guess I get satisfaction from working on meaningful projects. So that's another motivation for me to work on any teams."

Figure 9

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement



For the subtheme of *employees do their best job by going above and beyond*, nine participants out of 18 employees discussed this subtheme 20 times. Participant S (Baby Boomer) described the relationship of loyalty to the manager and company and feeling important from the creation of engagement from motivation as stated by, “And when you matter, you want to do more. You feel more loyal to that manager and to the company, because you've been made to feel a little important.” Participant D (Generation X) detailed how a good leader makes the individual want to do a good job and more from the statement, “When you have a good leader, you'll go the extra mile to try and do a good job for that person.” Participant O (Millennial) described the use of feedback from the leader to allow the person to know if they are meeting expectations and have to continue to move in a positive direction stated by,

I would say. I guess I am more motivated when I know that either I am or I am not meeting expectations and then having a dialogue if I am not, what I can do to start meeting expectations. Or if I am, what I can do to continue meeting those expectations.

For the subtheme of *creation of clear common goal, vision, and direction*, eight participants out of 18 employees discussed this subtheme 15 times. Participant P (Baby Boomer) used an example of needing direction as driving down the road to avoid going down the wrong path or driving off the road,

But also has some sort of ability to follow up. And it doesn't have to be every moment of every day and maybe once a week once a month once whatever. And you don't have to have long blown out decisions. But I have seen managers that actually engaged in a reasonable time frame, and they would say hey I like what you doing, continue doing that or no, I think that's good, but I think we need head this direction. They shift you a little bit, that's part of that direction. It's kind of like driving down the road. Every so often, you have to give a new input to make sure you still on the road. But if you're not getting that input, you could wind up driving off the road. Even though you think that's the road you should have taken.

Participant K (Generation X) describes using communication to make sure people are on the same page and the motivational group cohesion of feeling part of the team stated by,

Obviously, one big thing for cohesion and engagement is communication. One bad thing I have seen is communicating separately with people about important things that occur. It is really a good place to get sort of everybody on the same page. It is really putting everybody on the same page. Not saying one thing in the group meeting and then have another meeting not inviting someone and communicating something different. I hate these negative examples. But, when it works, they try to include everyone. Motivational, you feel like you're part of a team versus just doing the job.

Participant B (Millennial) relayed the need for the leadership to have a common vision and be consistent on the message as stated by, “They are allowed to come to a consensus and then that consensus to be uniformly displayed no matter if you talk later.”

For the subtheme of *culture of helping each other, teamwork, and engage ideas*, seven participants out of 18 employees discussed this subtheme 12 times. Participant Q (Baby Boomers) detailed the need for a common direction for the leader to motivate the group by keeping on the same path in the statement of,

If your team was functional and working together and they performed uniformly and having the same direction. They're all going the same way instead of having folks that can go off in different directions. But that manager knows how to pull people back together and motivate everybody to stay on the same track. In my mind, that's kind of the direction that I thought.

Participant K (Generation X) discussed how the culture of helping each and teamwork keep people from stepping on each other and playing the blame game, “You don't have a lot of people stepping on each other to get ahead. People fighting and blaming each other for stuff.”

Participant O (Millennial) stated that she is more motivated by being put in an engaged group and teamwork-oriented group by the statement, “So personally, I find I am more motivated when I work on teams with people who are self-motivated, and everyone's willing to take a piece of the pie and collaborate together.”

For the subtheme of *share information creates meaning of the work*, seven participants out of 18 employees discussed this subtheme 11 times. Participant Q (Baby Boomer) described how a leader used motivational factors of giving meaning to work by detailing how the customer felt about the finishing of the project to give meaning stated by,

They gave us the outcome of what we are looking at. When we finished the project or whatever we're working on, this was not just that there was an outcome for us to say, hey, we accomplished this. But also for us to know how our customers felt about it. That gave us the motivation to do the best we could do because we kind of knew what we were working toward.

Participant K (Generation X) stated the importance of the meaning for the motivation for engagement versus just being given a job to complete by saying, “Motivational, you feel like you're part of a team versus just doing the job.” Participant O (Millennial) discussed the satisfaction from working on meaningful projects for motivation by the leader giving meaning to the project as stated by, “Last, I guess I get satisfaction from working on meaningful projects. So that's another motivation for me to work on any teams.”

Chinyio et al. (2018) described motivation is the force to direct and inspire behaviors towards an intended direction. The motivation of employees is a critical aspect of the operational success of organizations (Chinyio et al., 2018). Motivational factors consist of the leader’s use of (a) actions, (b) structures, (c) processes, and (d) incentives as the influencing components to achieve employee motivation (Gilley et al., 2009; Sutawa et al., 2014). The literature supports motivation providing the result of *employees do their best job by going above and beyond* by Chiu et al. (2017) stating that the perceptions of the subordinates as viewing the leader positively as a leader results in higher performance. For the subtheme *creation of clear common goal, vision, and direction*, similar literature support is shown as detailed in the same Theme 1 subtheme of *communicating information: consistent, truthful message*.

On the subtheme of *culture of helping each other, teamwork, and engage ideas*, Love (2018) defined the cohesion of a group refers to the network of interpersonal relationships based

on member solidarity through (a) interactions, (b) goals, (c) interdependence, and (d) structure. The literature supports long-term success using diverse groups of expertise through task orientations to result in group cohesion (Love, 2018). Uddin et al. (2019) stated in his work that organizational commitment and citizenship behavior help to mediate the relationship between employee engagement and team performance. On the subtheme *share information creates meaning of the work*, the communication aspect of the leader creating the meaning of the work is important for all cohorts. Baby Boomers develop intrinsic motivation based on wanting a challenging business environment that the individual can contribute to and see their efforts reflected in the financial goals (Cogin, 2012). Generation X cohort members want the meaning of the work from developing a new skill with formal qualifications (Cogin, 2012). Millennials need to be on meaningful work assignments to engage the cohort (Dionida, 2016).

Theme 4: The Use of Theme 1 Motivational Factors Results in Certain Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement

To gain an understanding of how do leaders use motivational factors effectivity by the best leaders in the multi-generational workforce, to enhance group cohesion and engagement, the interview questions 1, 2, and 5 - 9 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Specifically, questions 2 and 8 were focused on the study of Theme 4 per generational cohort. Multiple questions were used for data saturation and triangulation. As shown in Theme 3 from the perceptions of all three generation cohorts, the best leaders create certain common aspects of the job environment using the motivational factors to enhance group cohesion and engagement. In Theme 4, variations were discovered per the perceptions of each

cohort on how do leaders use motivational factors effectivity by the best leaders to create certain common aspects of the job environment in the multi-generational workforce.

Millennials. Four common subthemes emerged of (a) *creation of clear common goal, vision, and direction*; (b) *strengthen team through team building activities*; (c) *build employee trust to have their back (Security)*; and (d) *learn employee needs* to support the main theme.

Figure 10 shows the visual representation of the subthemes for Millennials. The following new subthemes emerged that are different from the overall subthemes from Theme 3 specific to Millennials of *strengthen team through team building activities*, *build employee trust to have their back (Security)*, and *learn employee needs*. From Theme 3, (a) *employees do their best job by going above and beyond*; (b) *culture of helping each other, teamwork, and engage ideas*; and (c) *share information creates meaning of the work* were not in the top list of Millennials. Table 7 lists supporting statements to the newly identified subthemes that are not represented in Table 6.

Figure 10

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials

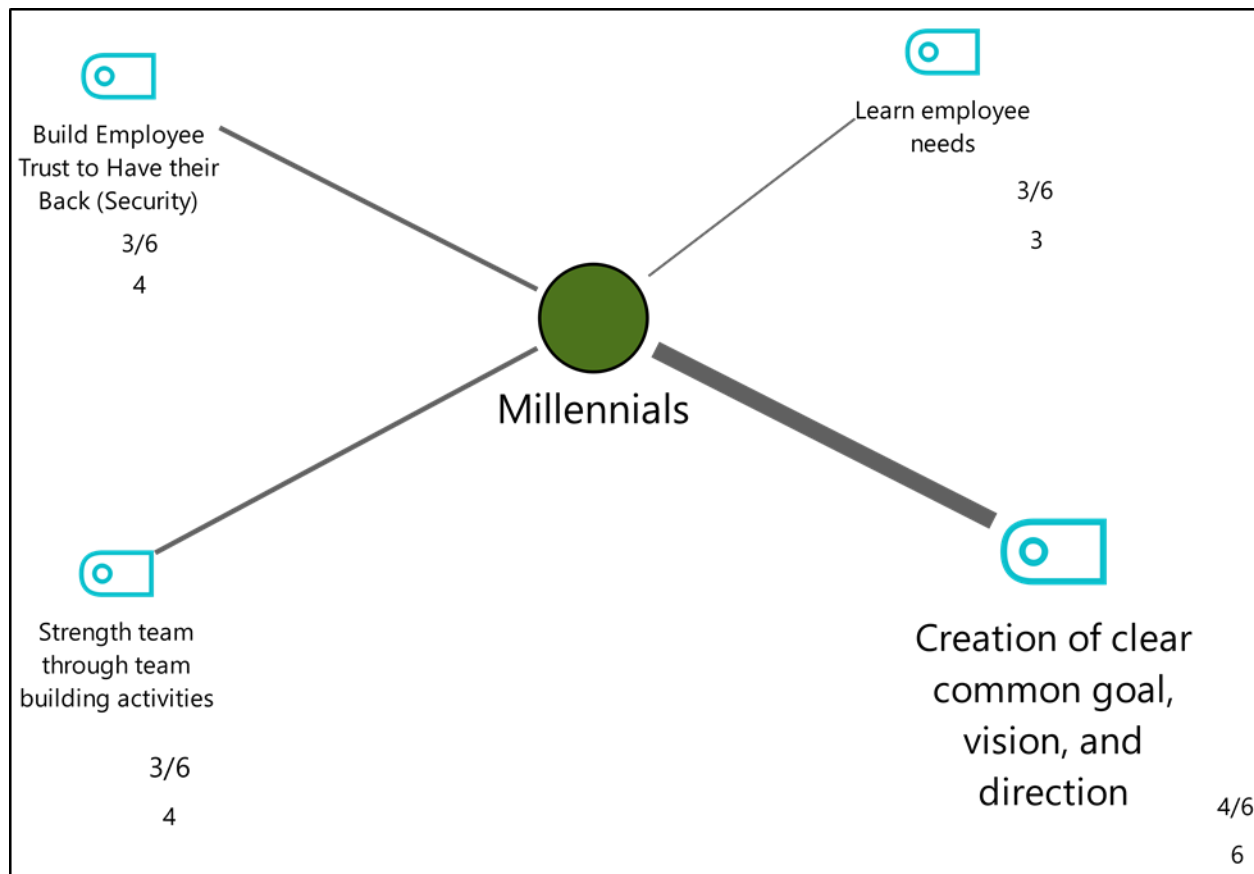


Table 7

Identified Subthemes and Supporting Statements – Use of Theme 1 Motivation Factors by the Best Leaders Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials

strength team through team building activities	"So, it's making sure that you are getting to know each other at a more personal level. Instead of just going in the day and day out kind of rhythm. It's just taking a break and saying, hey, why don't we go out for a coffee break and let's just talk. Let's talk about family. What are you like to do? Because that way, it helps you understand each other better, right."
--	---

build employee trust to have their back (security)	<p>"Team building activities would be another one. So ways for the various cross-functional teams to come together to work together as a unit. From a tooling perspective that can be a very big benefit to the team members having an opportunity to work together on a team for a common goal and be able to break down some of those barriers and between teams that way it's not more of the silo to silo, but a bridge to allow for a continuous flow of information."</p> <p>"I would say team building activities."</p>
	<p>"I just feel that they trust me to make those decisions."</p> <p>"We have each other's back. And in like I mentioned before, by you and getting to know everyone in your team."</p> <p>"So when a leader essentially demonstrates this ability to the team members, it says hey we support you from a management team. The team can put more attention on the task at hand. Rather than distracting and questioning themselves, like in terms of having to think constantly, hey does the manager, does the leader have my back in the situation. Do I have to feel like I have to defend myself in front of that individual (leader)."</p> <p>"Specifically, a leader on bringing that out them in encouraging their employees that no matter what, the leader had their back on whether it was a success or whether it was a failure. It was a learning opportunity and that at the end of the day, the leader had their back, and they could go ahead and pursue forward, not worried about failing. But worrying about completing the task at hand."</p>
learn employee needs	<p>"Understanding personal values, needs."</p> <p>"Because that way, it helps you understand each other better."</p> <p>"Learn what the employee needs for their current situations."</p>

In the subtheme of *strength team through team building activities*, three participants out of six employees discussed this subtheme four times. Participant B (Millennials) stated the importance of team building activities for cross-functional teams to break down barriers for group cohesion by stating,

Team building activities would be another one. So ways for the various cross-functional teams to come together to work together as a unit. From a tooling perspective that can be

a very big benefit to the team members having an opportunity to work together on a team for a common goal and be able to break down some of those barriers and between teams that way it's not more of a silo to silo, but a bridge to allow for a continuous flow of information.

In the subtheme of *build employee trust to have their back (security)*, three participants out of six employees discussed this subtheme four times. Participant B (Millennial) discussed a leader having their back to keep the attention the task at hand as stated by,

So when a leader essentially demonstrates this ability to the team members, it says hey we support you from a management team. The team can put more attention on the task at hand. Rather than distracting and questioning themselves, like in terms of having to think constantly, hey does the manager, does the leader have my back in the situation. Do I have to feel like I have to defend myself in front of that individual (leader)?

Participant F (Millennial) linked the need to have each other back in the group as well by knowing the employee needs in the subtheme *learn employee needs* in the statement, “We have each other's back. And in like I mentioned before, by you and getting to know everyone in your team.”

In the subtheme of *learn employee needs*, three participants out of six employees discussed this subtheme three times. Participant C (Millennial) stated that the leader show learn what the employee needs are for each of their current situations in the group to enhance engagement stated by, “Learn what the employee needs for their current situations.”

Generation X. Three common subthemes emerged of: (a) *employees do their best job bygoing above and beyond*; (b) *creation of clear common goal, vision, and direction*; and (c) *motivate to meet deadlines*. Figure 11 shows the visual representation of the subthemes for

Generation X. The following new subthemes emerged that are different from the overall subthemes from Theme 3 specific to Generation X of *motivate to meet deadlines*. From Theme 3, *culture of helping each other, teamwork, and engage ideas*, and *share information creates meaning of the work* were not in the top list of Generation X. Table 8 lists supporting statements to the newly identified subthemes that are not represented in Table 6.

Figure 11

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Generation X

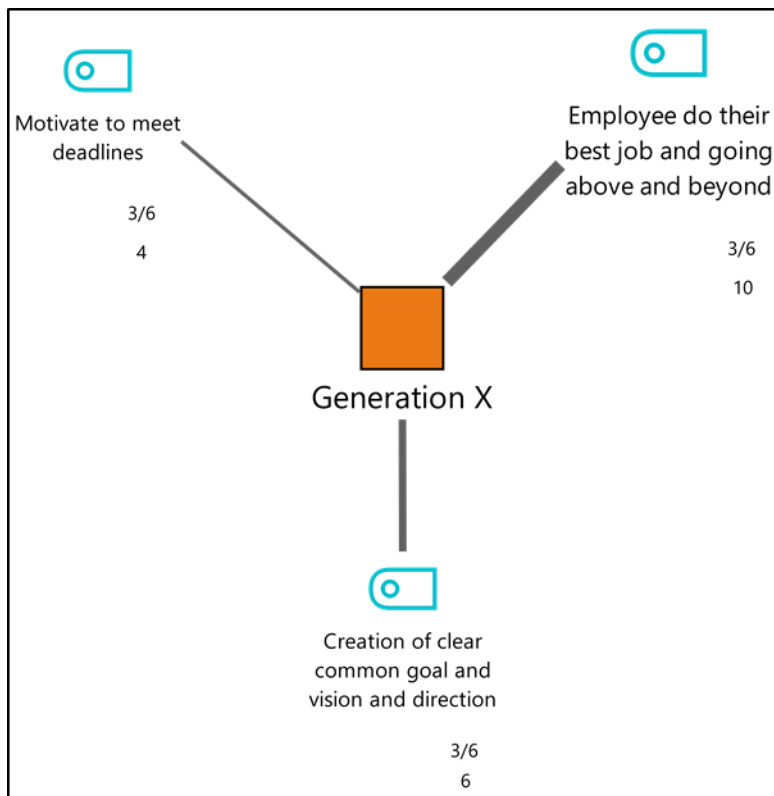


Table 8

Identified Subthemes and Supporting Statements – Use of Theme 1 Motivation Factors by the Best Leaders Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Generation X

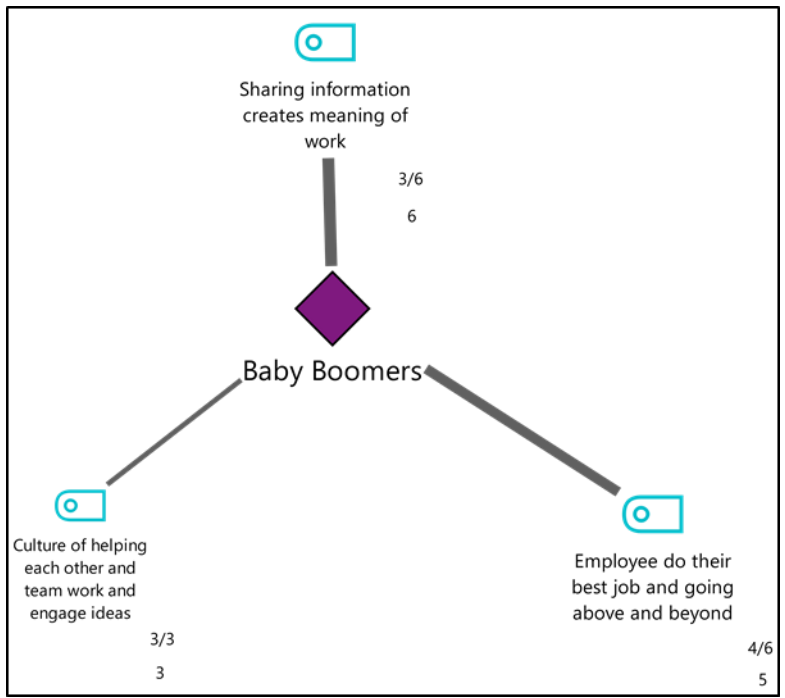
motivate to meet deadlines	<p>"I think it has been underrated, it is one thing to hit all your timelines and action items, but to destroy the group doing it. I have seen that."</p> <p>"(Motivation to meet deadlines) in a timely manner."</p> <p>"I don't know that through anything that we have done that we have ever missed a deadline."</p>
----------------------------	--

In the subtheme of *motivate to meet deadlines*, three participants out of six employees discussed this subtheme four times. Participant K (Generation X) stated the importance of leaders using the right motivational factors to enhance cohesion and engagement to not destroy the group long term stated by, “I think it has been underrated, it is one thing to hit all your timelines and action items, but to destroy the group doing it. I have seen that.” Participant D (Generation X) described his best leader as of not missing a deadline due to proper use of motivational factors to engage the group and individuals stated by, “I don't know that through anything that we have done that we have ever missed a deadline.”

Baby Boomers. Three common subthemes emerged of: (a) *employees do their best job and going above and beyond*; (b) *culture of helping each other, teamwork, and engage ideas*; and (c) *share information creates meaning of the work*. Figure 12 shows the visual representation of the subthemes for Baby Boomers. No new subthemes emerged that are different from the overall subthemes from Theme 3 specific to Baby Boomers. From Theme 3, the subthemes of *creation of clear common goal, vision, and direction* were not in the top list of Baby Boomers. No supporting statements are needed since no new emerging subthemes were observed specific to Baby Boomers.

Figure 12

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Baby Boomers



Discussion of the variations that exist on how the best leaders use Theme 1 motivational factors to enhance group cohesion and engagement per generational cohort to create common aspects of the job environment.

As shown above, many differences are observed from the perceptions of various generational cohorts on how the best leaders use Theme 1 one-way and two-way motivational factors to enhance group cohesion and engagement to create common aspects of the job environment. The comparison and contrast Figures 13 to 15 show the importance of understanding the different perspectives of the three different generational cohorts to understand the leader’s creation of certain aspects of the environment that helped enhance cohesion and engagement per that generational cohort group.

Millennials were shown not to match the overall Theme 3 analysis in the subthemes of: (a) *employees do their best job and going above and beyond*; (b) *culture of helping each other, teamwork, and engage ideas*; and (c) *share information creates meaning of the work*. The following new subthemes emerged that are different from the overall subthemes from Theme 3 specific to Millennials of *strengthen team through team building activities, build employee trust to have their back (Security)*, and *learn employee needs*. For the subtheme *strengthen team through team building activities*, Cogin (2012) detailed that Millennials prefer working within team orientations with openness and transparency. Millennials want self-management of career paths with opportunities for employee development (Heizman, 2019). Dionida (2016) recommended using professional development opportunities to engage Millennials. The subtheme shows that Millennials want to learn to be a better team for professional development, and they prefer to work in a team. As in Theme 2, Millennials want a leader to build trust to have their back in the Theme 4 subtheme *build employee trust to have their back (Security)*. As in the Theme 2 Millennial subtheme of *trust from communication that the leader has their back*, the literature supports this need, and the overall subtheme is highlighted again. As in Theme 2, Millennials want the leader to learn the employee needs for motivation in the Theme 4 subtheme of *learn employee needs*. As in the Theme 2 Millennial subtheme of *understanding the motivational needs of the employee*, the same literature highlighted in Theme 2 supports this motivational factor and environment creation need for enhancement of group cohesion and engagement.

Generation X cohort participants were shown not to match the overall Theme 3 analysis in the subthemes of *culture of helping each other, teamwork, and engage ideas, and engage ideas*, and *share information creates meaning of the work*. The following new subtheme emerged

that are different from the overall subthemes from Theme 2 specific to Generation X of *motivate to meet deadlines*. Generation X members are comfortable with multi-tasking, but the resulting effectiveness depends on the task (Cogin, 2012). Therefore, the new subtheme may refer to the need of the leader to help motivate to meet deadlines for certain projects. However, Cogin (2012) pointed out that the cohort does not react well to micromanagement. Wiedmer (2015) described that Generation X members are motivated by self-directed projects. Baby Boomers were shown to match the overall Theme 3 analysis except for the subtheme *creation of clear common goals, vision, and direction*. But, Theme 2 showed that Baby Boomers want a clear vision and direction communicated in the Theme 2 subtheme of *create a unified vision, tasks, direction, and expectation*. Overall, this subtheme is important for Baby Boomers to feel engaged, as noted in Theme 2. The literature analysis in Theme 3 fits the same analysis for Baby Boomers in the common subthemes overall.

Figure 14 shows the comparison of perceptions of Millennials versus Generation X. Both cohorts share the subtheme of *creation of clear common goals, vision, and direction*. The two cohorts do not show differences that are completely not shared. Figure 15 shows the comparison of perceptions of Millennials versus Baby Boomers. Both cohorts do not show common subthemes. Baby Boomers did not have any subthemes completely not shared by Millennials. However, Millennials had the subthemes of *strengthen team through team building activities* and *learn employee needs* not shared by Baby Boomers. Lastly, Figure 16 shows the comparison of the perceptions of Generation X versus Baby Boomers. Both cohorts show the common subtheme of *employees do their best job by going above and beyond*. Baby Boomers did not have top subthemes not shared by Generation X, but Generation X had *motivate to meet deadlines* not shared by Baby Boomers.

Figure 13

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials Versus Generation X



Figure 14

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Millennials Versus Baby Boomers

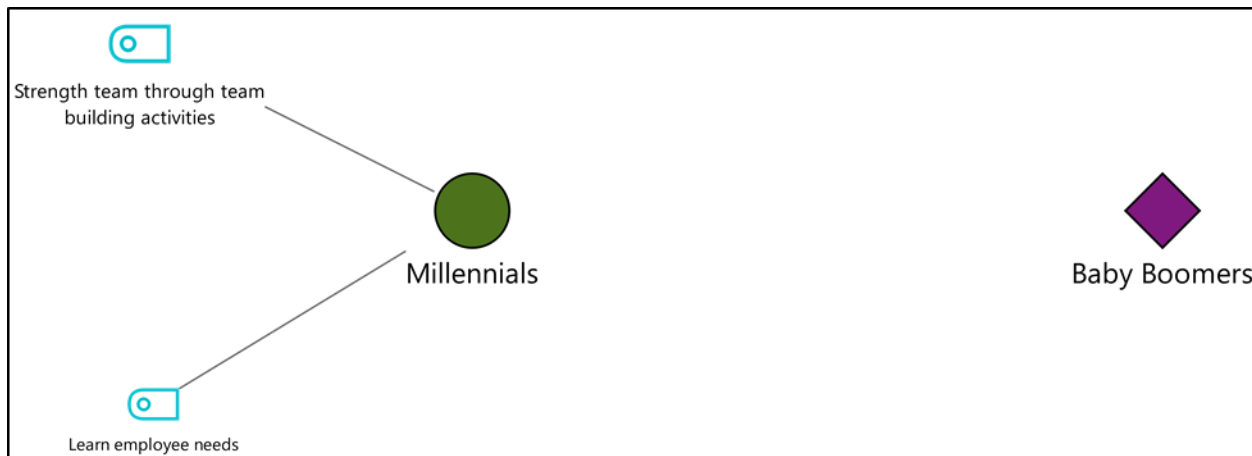
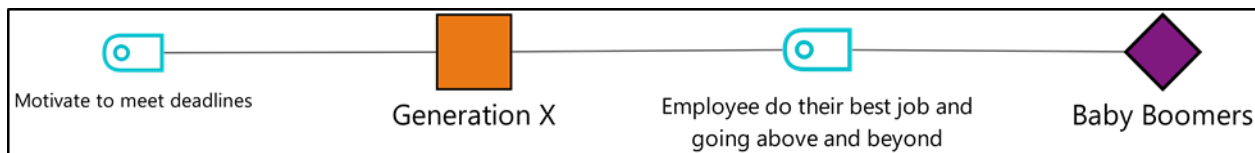


Figure 15

Use of Theme 1 Motivational Factors by the Best Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement per Generation X Versus Baby Boomers



Theme 5: The Worst Leaders Use a Combination of Certain Motivational Factors That Reduce Group Cohesion and Engagement

To gain an understanding of the use of motivational factors by the worst leaders in the multi-generational workforce, to not enhance group cohesion and engagement, the interview questions 3 - 6, and 10 - 12 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Before question 7, the definitions of one-way and two-way motivational factors were given to the participant. The reason for providing the definitions for one-way and two-way motivational factors allowed for the interview questions to be asked differently for data saturation, triangulation and, without adding bias to the first set of questions by describing the research dissertation definitions of one-way and two-way motivational factors. Additionally, after the motivational factor definitions were given, the provided answers on ineffective motivational means gave a different perspective of motivational tools more related to the central research questions.

3. Describe the motivational tools used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement?

4. How was the leader(s) unsuccessful in motivating employees-to-employees to enhance group cohesion and engagement?
5. Describe your current or past manager's leadership success rate in enhancing group cohesion and engagement to complete tasks through motivational methods?
6. What would make your current or past manager more successful in enhancing group cohesion and engagement through different use of motivational tools?
10. List and describe the motivational factors that were most often used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement to complete tasks?
11. Why was the leader(s) unsuccessful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
12. Which motivational factors hinder the enhancement of group cohesion and engagement?

After open, inductive coding per each question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Through the iterative analysis, common patterns in the data emerged. From the perceptions of all three generation cohorts, the worst leaders use a combination of two-way motivational factors to not enhance group cohesion and engagement. Three common subthemes emerged of *negative verbal reinforcement/creation of bad environment*, *micromanaging*, and *lack of communication* to support the main theme. Table 9 shows the identified subthemes and supporting statements. Figure 16 shows the results from the coding analysis visually.

Table 9

Identified Subthemes and Supporting Statements – Worst Leaders Use a Combination of Two-Way Motivational Factors to Reduce Group Cohesion and Engagement

negative verbal reinforcement/creation of bad environment	<p>"And I had one that the leadership style and I guess this was their way of motivating was one to threaten or calling you at the meeting and questioning why you haven't completed something. And of course, that made you feel belittled, but at the same time; it made to go out to get the work done so that you didn't get called out in the next meeting. That is not a picture of a successful leader, but at the same time, that was their style, and he had a military background. And he was just one that would do that."</p> <p>"When you working with somebody that always has a negative approach or that they feel threatened by them or a little intimidated by that person, you feel like there is a lack of respect."</p> <p>"The negative attitude, sometimes a manager just has a bad attitude, and maybe it is not against you, but they just have a bad attitude may be about having to work, they don't like it. But, maybe things are not good at home."</p> <p>"Criticism. I'm not opposed to someone telling you that I'm not on track."</p> <p>"Well, I'll tell you one example. I was involved in a way. I wasn't directly involved in it. I had heard about it. But I had one manager I had heard of that got a group of people around a puddle of water on the floor and jumped it and splashed everybody and told them they better get to work. I didn't think that was a good way to motivate people."</p> <p>"Basically, you know you're creating fear into people, and fear is a very short-term motivator. But it's not necessarily a successful motivator. As it was proven out in the first example, I gave you the company where the guy splashed everybody with a puddle, that company went bankrupt."</p> <p>"You don't want to work off of fear tactics. They don't work very well at all."</p> <p>"Fear and intimidation. Those do not work at all."</p> <p>"Using fear is a powerful motivator, but it's the one that people use and the one that people will use their feet to walk away from and, therefore, unsustainable. So you get these to get these people out there, we're going to do X, Y, and Z, and I'm going to do that, and I am going to have it."</p> <p>"I think negative tools are politics and threats and things like that. I think everybody that is working in a business longer</p>
---	---

than 5 minutes will have that experience or at least in six months."

"Using stress, whether it is real or not, I think they're kind of worse ways. In any given business situation, it may very well be true that if you don't get the project done, nobody's got a job. Saying it every day seems to be counterproductive. And I've seen it, and heard it said and it's been said my other groups in the building, I don't know how much that helps. It is pretty much known, if you don't have a product, you don't have a job."

"And the guy here was as rude as rude can be. Stepping on women's and people's rights, basic human rights every single day. Treating all the graduate students as trash of society. Sending anti-immigration letters to printers, and he knew that the printer was in the graduate student's area."

"Of course, he broke down everybody, and this is not the way to treat people and build."

"Raise your voice at you, especially the ones that cuss you."

"When you have someone that hollers and screams at you and tell you you're stupid or something like that. You're not going to do that. You never do your best job for that person. It's not. You don't need a drill sergeant."

"They not only degrade them, but, I mean, they put them down and make you feel worse. Make them feel stupid that they can't do anything right. And that goes back to you will never get what you need out of that person."

"And I've seen it a few times, they holler and scream at someone in front of the group."

"As going back to before that raise your voice to a person. You should not do that in private or public."

"Condescending attributes do not help someone. It makes them feel stupid, and it is not something you enjoy coming to work."

"The other negative or unmotivating thing is the demeaning or negative reinforcement. And I don't mean punishment.

Sometimes if you have done wrong, you need to be punished for whatever was appropriate for what was done. But like threatening and demeaning or yelling. I can't stand that. I think that it is very unmotivating for me. I have actually worked for a couple of different places, and that was the leadership. And that's how they treated people, and I did not care for it at all."

"And then the threatening, demeaning, more me personally is not a motivator. I just think that it is better to give a token of praise in the good times as opposed to a statement of condemnation in the bad times."

"But I've had a few managers in the past that there was a guy I worked for. And he was crazy. If you were in a meeting with him and you did something wrong, he would scream and yell at the person next to you about you. And I scream at the top of his lungs. Cursing and carrying on. I mean, he was very demotivating."

"It breeds, you know, when people learn that kind of management style, and that's what they're used to. Then they tend to do that too. I don't thrive in that kind of environment."

"Okay. Well, the crazy people, it's hard to be motivated by crazy."

"But in addition to that, the negative reinforcement. If you're constantly negative and constantly punishing (employees). And constantly holding people accountable. I think we should be held accountable, but being held accountable in that your job was threatened by it or you felt your job was threatened by it. I think that yeah, you'll get a short-term win, but long-term, it's not going to stick. And I know everybody is different in some people can take negative reinforcement enforcement and run with it and others can't, but I think long-term it's just not going to hold on."

micromanaging

"I would say the few times that I have had to work for somebody that I had problems with it. It was mostly because of micromanaging. That did not go over well with me."

"And it was constant. Constantly looking at did you progress, and it didn't allow you to be creative. Constant, why are you doing this, and why are you doing that. Constant over the shoulder, makes me go backwards."

"I have to bounce back to the micromanager. I worked years and years and years ago, and you're up in the mid-to-late seventies for an airspace company that was a union shop. So you did exactly what you had to do, and you didn't do anything but exactly what you're supposed to do. And if you did anything else, there would be a grievance. They used to call it the fishbowl. A machine shop with glass all around it on three sides and all of the leaders and managers and bosses would stand outside the glass and just watch. You talk about micromanaging. They didn't like that either. I was a pretty young guy at that time, and I was a go-getter. And I was really doing a good job for them and getting my job done sooner than I should and going to my boss for more work. And a few times I would come in my shift, they had a night shift. And I came in, and my parts that I was working on were in the trash. I have to start over that kind of stuff, I made the other guys look bad, and they didn't like that."

"Even told me I couldn't talk to anybody unless I got his permission. That's not the way you motivate people."

"That is very simple. Do it my way. There is nothing less motivating then somebody just walks up to you and say I want it done this way."

"And if your idea is that much better, you should be able to convince somebody. Not just order, but convinced them that that's the way it should be done. The good leaders will convince you that this is how it should be done by motivation or by example. The worst leaders just say do it my way. Or that was my idea, so we were going to do that way. One always follows the other."

"They always say you did it the wrong way no matter how well it turns out."

"Micromanaging hinders group cohesion and engagement almost because the team is afraid to do something."

"One is kind of a more of a typical management style as opposed to an actual motivational tool. But I think that it doesn't help me. Micromanagement. I know that some leaders use it."

"Micromanagement will work for a short time, but it is never going to be long-lasting."

"Managers that are not good managers tended to be micromanagers."

"I think most often is probably micromanagement. That is typically what I see when things don't quite the way they want them to go, they tend to be micromanagers."

"If you are not trusted, or you're being micromanaged. It really brings down the morale."

"So I think for me micromanaging does kill that trust in that relationship. So crucial, especially when you're in the medical device (business)."

"Micromanaging it as one of these factors. And when I saw this particular manager using micromanaging tactics, what I noticed was that it stifled creativity among the team."

"The leader created an environment where rather than having the opportunity to have that two-way communication, it became very one-way directive. One way this is how things are going to be done."

lack of communication

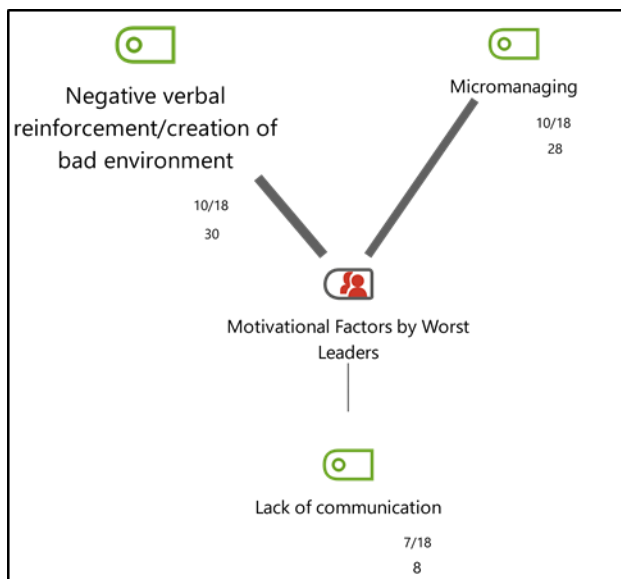
"I've seen others that get information, and they never pass it on. That's another big one communication. So that's part of that checking and balancing. I mean simple little things like, you know, we got a holiday coming up. Is the plant shutdown? Is it working? Is it not? There should be no reason I asked those questions. Everybody should know."

"Structuring informational access hierarchy among team members. This reinforces individual walls and delineates who is in charge from who's actually accomplishing the overall task. You have got the quasi tassel shoe wearing people and, in some cases, actually, tassel shoe wearing people. And they have the minions beneath them. And that's that doesn't help anything."

"(Bad leaders), they tended to withhold communication."

Figure 16

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement



The two-way motivational factor subtheme by the worst leaders was *negative verbal reinforcement* and was discussed 30 times by 10 participants per 18 total interviewees.

Participant P (Baby Boomer) described using fear as negative verbal reinforce as on being a short-term motivation by stating,

Basically, you know you're creating fear into people, and fear is a very short-term motivator. But it's not necessarily a successful motivator. As it was proven out in the first example, I gave you the company where the guy splashed everybody with a puddle, that company went bankrupt.

Participant E (Generation X) detailed how fear is a powerful motivator but is unsustainable due to turnover creation by the statement of,

Using fear is a powerful motivator, but it's the one that people use and the one that people will use their feet to walk away from and therefore, unsustainable. So you get these to get

these people out there, we're going to do X, Y, and Z and I'm going to do that, and I am going to have it.

Participant G (Millennial) described a past manager that would scream and curse and the employee was highly demotivated and disengaged by that type of motivational factor stated by,

But I've had a few managers in the past that there was a guy I worked for. And he was crazy. If you were in a meeting with him and you did something wrong, he would scream and yell at the person next to you about you. And I scream at the top of his lungs. Cursing and carrying on. I mean, he was very demotivating.

The two-way motivational factor subtheme by the worst leaders was *micromanaging* and was discussed 28 times by 10 participants per 18 total interviewees. Participant L (Baby Boomer) discussed the example of micromanaging as a constant looking at your progress that hurt creativity, “And it was constant. Constantly looking at did you progress, and it didn't allow you to be creative. Constant, why are you doing this, and why are you doing that. Constant over the shoulder, makes me go backwards.” Participant D (Generation X) discussed that the leader would complain to the employee if his method was not used, even if the new method worked stated by, “They always say you did it the wrong way no matter how well it turns out.”

Participant B (Millennial) described micromanaging as a motivational factor that stifled the creativity of the team due to the disengagement and lack of cohesion by the statement, “Micromanaging it as one of these factors. And when I saw this particular manager using micromanaging tactics, what I noticed was that it stifled creativity among the team.”

The two-way motivational factor subtheme by the worst leaders was *lack of communication* and was discussed eight times by seven participants per 18 total interviewees.

Participant P (Baby Boomer) described that a leader not passing on the information can cause issues in the daily running of a plant stated by,

I've seen others that get information, and they never pass it on. That's another big one communication. So that's part of that checking and balancing. I mean simple little things like, you know, we got a holiday coming up. Is the plant shutdown? Is it working? Is it not? There should be no reason I asked those questions. Everybody should know.

Participant E (Generation X) details the improper structural informational hierarchy that causes lack of communication stated by,

Structuring informational access hierarchy among team members. This reinforces individual walls and delineates who is in charge from who's actually accomplishing the overall task. You have got the quasi tassel shoe wearing people and, in some cases; actually, tassel shoe wearing people. And they have the minions beneath them. And that's that doesn't help anything.

Participant G (Millennial) states very simply that bad leaders have the behavior trait of lack of communication for the statement, “(Bad leaders), they tended to withhold communication.”

In the subtheme of *negative verbal reinforcement/creation of bad environment*, Connelly (2016) warned that extrinsic motivation can have a positive or negative undermining effect on the intrinsic motivation application relationship depending on the business situation. In this case, the extrinsic motivation is a two-way motivational factor of negative verbal reinforcement that creates a bad environment to undermine the intrinsic motivation behavior of the employee and group. Hui and Molden (2014) described employees being prevention-focused (job security), resulting in workers having the goals as the absence of negative outcomes. The employee is less promotional-focused on goals as rewards to attain (Hui & Molden, 2014). Swift and Peterson

(2018) concluded that employees become demotivated by negative feedback on frustrating tasks. Lastly, Gardner and Pierce (2015) discussed the importance of organization-based self-esteem as it relates to the employee attributes that are vital to the success of the organization, such as job satisfaction, organization commitment, and turnover intentions.

In the subtheme of *micromanaging*, the motivational factor has limited use relating to Krogerus and Tschappeler (2018) describing the Drexler/Sibbet Team Performance decision model. In the model, a group moves through key stages to build a team when a change from the current inertia is needed. The authors present the stages as (a) orientation, (b) trust-building, (c) goal clarification, (d) commitment, (e) implementation, (f) high performance, and (g) renewal (Krogerus & Tschappeler, 2018). The leader can use the model to understand the location of the group in each stage, and the group leader can understand the needs of the group to move to the next stage to form a team (Krogerus & Tschappeler, 2018). The model does not include a micromanaging stage that is needed for the development of the group. The leadership model of contextual leadership was developed by Hersey and Blanchard for situational leadership in the 1960s to focus on leadership in various situations (Northouse, 2016). In the model of situational leadership by Hersey and Blanchard, the combination of supportive behavior and directive behavior are used situationally depending on the follower's competency and commitment for a specific goal or task (Blanchard, 2008). Additionally, this leadership model does not include micromanaging portions other than the possible directive behavior that is only needed in particular situations. Lastly, threats to competence undermine motivation; however, the promotion of competence increases intrinsic motivation (Swift & Peterson, 2018).

In the subtheme of *lack of communication*, Gaspar et al. (2016) described that to obtain collaboration, cohesion must occur with commitment and communication. Yalabik et al. (2017)

stated that employees satisfied with the communication in their work relates to employee absorption. Lack of communication causes a disconnect to the organization, such as in an organic, growing organization (Daft, 2016). In the learning organizations, leaders need to use horizontal communication channels that are responsive and allow for widespread sharing of information to allow for quick decisions as employees apply the learned processes to the needed business environment (Daft, 2016). Lastly, Urbancova et al. (2016) discussed the importance of communication for the organizational culture and climate are significant aspects for knowledge development and transfer.

Theme 6: Perceptions per Generation Cohort Exist for the Use of a Combination of Certain Motivational Factors That Reduce Group Cohesion and Engagement by the Worst Leaders

Theme 6 explores the understanding of the use of a combination of certain motivational factors by the worst leaders per the perceptions of the generation cohorts that reduce group cohesion and engagement. As in Theme 5, the interview questions 3 - 6, and 10 - 12 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division to gain an understanding of the use of motivational factors by the best leaders in the multi-generational workforce, to enhance group cohesion and engagement. As in the previous Themes, multiple questions allow for data saturation and triangulation. As shown in Theme 5 from the perceptions of all three generation cohorts, the worst leaders use a combination of two-way motivational factors to fail to enhance group cohesion and engagement. In Theme 6, variations were discovered per the perceptions of each cohort on how the worst leaders use a combination of one-way and two-way motivational factors to enhance group cohesion and engagement.

Millennials. Three common subthemes emerged *micromanaging*, *lack of communication*, and *only trust their judgment* support the main theme. Figure 17 shows the visual representation of the subthemes for Millennials. The following new subtheme emerged that are different from the overall subthemes from Theme 5 specific to Millennials of *only trusted their judgment*. From Theme 5, *negative verbal reinforcement/creation of bad environment* was not in the top list of Millennials. Table 10 lists supporting statements to the newly identified subthemes that are not represented in Table 9.

Figure 17

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement per Millennials

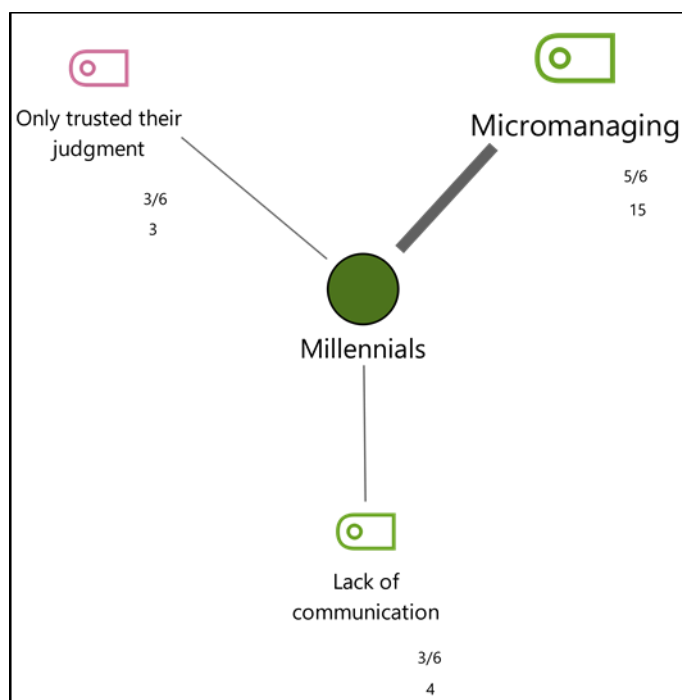


Table 10

Identified Subthemes and Supporting Statements – Worst Leaders Use a Combination of Two-Way Motivational Factors to Reduce Group Cohesion and Engagement per Millennials

only trusted their judgment	<p>"(The leader did) not really the skill of being a people person and understanding the individual. That kind of thing, they think they know it all when in reality they don't really know what they are doing. They come in after we've been here for a long time and then tell me you're not doing this right. And I'm like, well, you know, I'm am doing it right."</p> <p>"You go to other cross-functional engineering and R&D and knowing that you are not trusted, or you're being micromanaged. It really brings down the morale."</p> <p>"(The leader) only trusted their judgment."</p>
-----------------------------	--

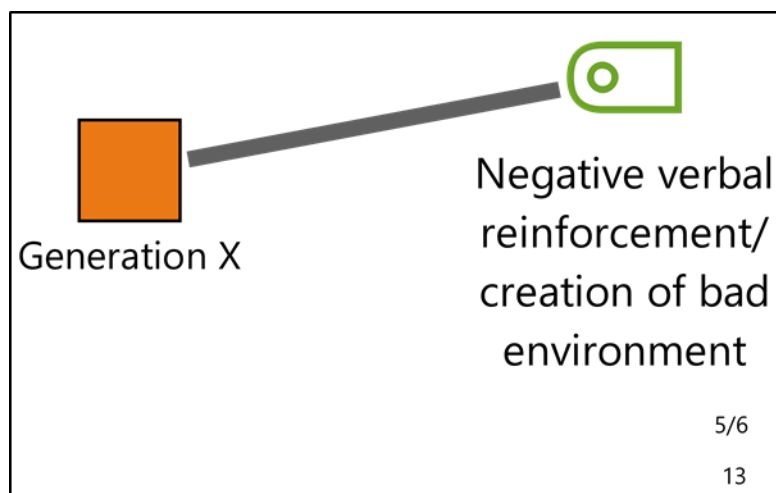
In the subtheme of *only trusted their judgment*, three participants out of six employees discussed this subtheme three times. Participant I (Millennial) described a situation of a leader not trusting the experience and judgment of an employee stated by,

(The leader did) not really the skill of being a people person and understanding the individual. That kind of thing, they think they know it all when in reality they don't really know what they are doing. They come in after we've been here for a long time and then tell me you're not doing this right. And I'm like, well, you know, I'm am doing it right.

Generation X. One common subtheme emerged of *negative verbal reinforcement/creation of bad environment* support the main theme. Figure 18 shows the visual representation of the subtheme for Generation X. No new subthemes emerged that are different from the overall subthemes from Theme 5 specific to Generation X. From Theme 5, *micromanaging and lack of communication* was not in the top list of Generation X. No supporting statements list is needed due to no new identified subthemes that are not represented in Table 8.

Figure 18

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement per Generation X



Baby Boomers. Six common subthemes emerged: (a) *negative verbal reinforcement/creation of bad environment*; (b) *micromanaging*; (c) *overly praise individuals for team goals or leaving out people*; (d) *not creating a team/best solution*; (e) *Laissez-faire management*; and (f) *unclear message, vision, goals, and expectation* support the main theme. Figure 19 shows the visual representation of the subthemes for Baby Boomers. The following new subtheme emerged that are different from the overall subthemes from Theme 5 specific to Baby Boomers of: (a) *overly praise individuals for team goals or leaving out people*; (b) *not creating a team/best solution*; (c) *Laissez-faire management*; and (d) *unclear message, vision, goals, and expectation*. From Theme 5, *lack of communication* was not in the top list of Baby Boomers. Table 11 lists supporting statements to the newly identified subthemes that are not represented in Table 9.

Figure 19

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement per Baby Boomers

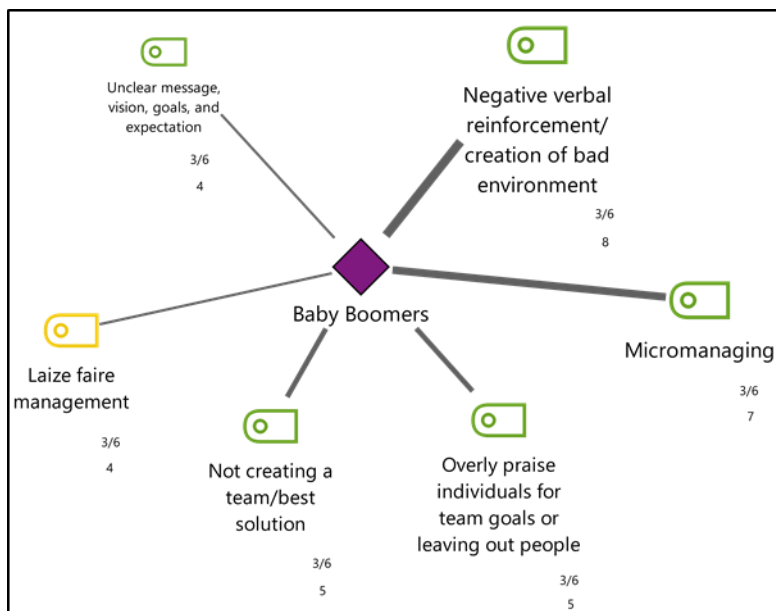


Table 11

Identified Subthemes and Supporting Statements – Worst leaders Use a Combination of Two-Way Motivational Factors to Reduce Group Cohesion and Engagement per Baby Boomers

<p>overly praise individuals for team goals or leaving out people</p>	<p>"If you're playing favorites, and that happens a lot with that type of leadership, you know."</p>
	<p>"I think it's really important that you do be inclusive with your praise."</p>
	<p>"And that is important because the worst thing you can do is recognize one individual and leave out others that were critical to the mission. They will say we were a forgotten entity."</p>
	<p>"Recognizing that in and not necessarily in front of the group because being it can be demotivational to others in the group who feel like they work hard."</p>

not creating a team/best solution

"Overly show praise to an individual versus the group even though it's a group goal or goals. Turn people off from wanting to be part of the solution is to call out. So it is the same with parenting. You don't have a favorite child or call out favorites. You may (laughing). A good parent and a good leader are not going to say look how good a job so and so, they're doing. Why can't you be like that? A lot of managers not realizing they're doing it. They're doing that. They don't do it that boldly but they do that. And that will break a team apart."

"But you do have to make people feel like they are a part of everything, or they don't feel like they can be part of the solution."

"Here again, not including everyone. There are people that have more talents in certain areas than other people, but we all have talents. So, if you do not include everyone and gain from the benefits and talents of everyone, then you don't encourage group cohesion."

"And another one is managers that are not open-minded. I'll give you a good example of that before. I was at a plant, and I told him they should do one thing, and they told me no, that that'll never happen. You can't do that, and we've had consultants in here, and consultants say you can't do that. So I just did it in my little lab, and then they couldn't figure out for two years why my lab-produced good stuff and from production produce bad stuff. Because I was doing exactly what I told him to do, and they wouldn't listen to me. So, when you don't have an open mind, then you can wind up going down a path of long cost and not being very successful."

"Show me that you did this before, and it was successful. Success breeds success. And if you can't show where something was successful. Don't get me wrong. I believe in trying different ideas. But if we are going to try yours, show me that yours is superior to mine. Or say, let's try them both. Not just discard yours and do it this way. That doesn't work. Do you want to motivate somebody down? That is a very good way."

Laissez- faire management

"I think it's like a whatever approach. (The leader style)."

"So there's no plan. There is no plan for goals or anything. I think that is an issue with someone being a bad leader. You just don't know where to go."

"Another thing, I think not in the ones that I've had, but once, I saw when the leader did not address obvious issues. Sometimes it's personality issues, but more frequently it's actual work issues. Someone isn't working up to the level that the team needs them to, not pulling their weight. And

unclear message, vision,
goals, and expectation

somebody's having to fill in. So a poor leader will not address that because they just don't want to have to deal with it or whatever. That's very demotivational."

"They didn't know a lot about what I did and said, they didn't know how to give me directions, and I would be like, well, I don't really have a timeline. I don't have a clear direction. I was kind of wondering around not knowing, and that was probably my worst leaders."

"You feel like you're hung out to dry. Because you know if you are told to drive a car, but you're not giving the gas to put in the car, what are you supposed to do? You have to be given the tools to succeed. And when you're not given those resources as I say or you get those individuals that take all the credit. You are never going to be motivated to do things for those individuals again, or you're going to do it in a very short, very minute way just so you say you've done something. I have seen so many people isolate and create bridges or destroy bridges instead of making bridges because they have been so centered on themselves instead of the big picture."

"I've seen managers that sit back, and they come back at the end, and they go you didn't do a good job because I expected you to do this. Well, you never told me that expectation. I can't read your mind. I got to go off of what you're telling me."

"His style was to go and talk to a couple of people and then another person and then a couple of others. Then he would ask leading questions and give different information to the different groups to the extent that when he would leave the office because he was stationed at a different office. We would have to sit down together and say, okay. What did he tell you? It made it hard to work together as a team."

In the subtheme of *overly praise individuals for team goals or leaving out people*, three participants out of six employees discussed this subtheme five times. Participant A (Baby Boomer) painted the picture the comparison of a leader to a parent and not calling out a favorite child in all your children stated by,

Overly show praise to an individual versus the group even though it's a group goal or goals. Turn people off from wanting to be part of the solution is to call out. So it is the same with parenting. You don't have a favorite child or call out favorites. You may

(laughing). A good parent and a good leader are not going to say look how good a job so and so, they're doing. Why can't you be like that? A lot of managers not realizing they're doing it. They're doing that. They don't do it that boldly but they do that. And that will break a team apart.

Participant S (Baby Boomer) described the need for leaders to not be exclusive with praise to avoid demotivation of the team by, "I think it's really important that you do be inclusive with your praise."

In the subtheme of *not creating a team/best solution*, three participants out of six employees discussed this subtheme five times. Participant S (Baby Boomer) detailed the need to include others to create the best solution as a motivational factor because exclusion doesn't encourage group cohesion stated by,

Here again, not including everyone. There are people that have more talents in certain areas than other people, but we all have talents. So, if you do not include everyone and gain from the benefits and talents of everyone, then you don't encourage group cohesion.

Participant H (Baby Boomer) describes the demotivational factor of losing engagement when not trying everyone's ideas or at least discussing the reasons state by,

Show me that you did this before, and it was successful. Success breeds success. And if you can't show where something was successful. Don't get me wrong. I believe in trying different ideas. But if we are going to try yours, show me that yours is superior to mine. Or say, let's try them both. Not just discard yours and do it this way. That doesn't work. Do you want to motivate somebody down? That is a very good way.

In the subtheme of *Laissez-faire management*, three participants out of six employees discussed this subtheme four times. Participant Q (Baby Boomer) discussed the whatever

approach to not enhancing engagement in the statement, “I think it's like a whatever approach. (The leader style).” Participant A (Baby Boomer) discussed the lack of a leader addressing a work issue as demotivational for group engagement and cohesion,

Another thing, I think not in the ones that I've had, but once, I saw when the leader did not address obvious issues. Sometimes it's personality issues, but more frequently it's actual work issues. Someone isn't working up to the level that the team needs them to, not pulling their weight. And somebody's having to fill in. So a poor leader will not address that because they just don't want to have to deal with it or whatever. That's very demotivational.

In the subtheme of *unclear message, vision, goals, and expectation*, three participants out of six employees discussed this subtheme four times. Participant Q discussed the lack of motivation from not having clear goals, timelines and expectations stated by,

They didn't know a lot about what I did and said they didn't know how to give me directions, and I would be like, well, I don't really have a timeline. I don't have a clear direction. I was kind of wondering around, not knowing, and that was probably my worst leader.

Participant P (Baby Boomer) again used the car analogy to describe the need for clear goals and expectations,

You feel like you're hung out to dry. Because you know if you are told to drive a car, but you're not giving the gas to put in the car, what are you supposed to do? You have to be given the tools to succeed. And when you're not given those resources as I say or you get those individuals that take all the credit. You are never going to be motivated to do things for those individuals again, or you're going to do it in a very short, very minute way just

so you say you've done something. I have seen so many people isolate and create bridges or destroy bridges instead of making bridges because they have been so centered on themselves instead of the big picture.

Discussion of the variations that exist on how the worst leaders use a combination of motivational factors to not enhance group cohesion and engagement per generational cohort.

As shown above, many differences are observed from the perceptions of various generational cohorts on how the worst leaders use a combination of one-way and two-way motivational factors to not enhance group cohesion and engagement. Millennials were shown not to match the overall Theme 5 analysis in the subtheme of *negative verbal reinforcement/creation of bad environment*. The following new subtheme emerged that are different from the overall subthemes from Theme 5 specific to Millennials of *only trusted their judgment*. Cugin (2012) described that Millennials need daily feedback and expect to be empowered by challenging work and stretch goals. Without trusting their judgment, the obtaining of the challenging work and stretch goals cannot be met. The leader must use Millennials' strengths of technology to allow for the trust to be built for their judgment (Weeks et al., 2017). Lastly, Cugin (2012) detailed that Millennials are motivated by showing the value of their contributions.

No new subthemes emerged that are different from the overall subthemes from Theme 5 specific to Generation X. From Theme 5, *micromanaging and lack of communication* was not in the top list of Generation X. Therefore, the same literature review support for the overall subthemes applies to Generation X. Baby Boomers were shown not to match the overall Theme 5 analysis in the subtheme of *lack of communication*. The following new subthemes emerged that are different from the overall subthemes from Theme 5 specific to Baby Boomers of: (a) *overly praise individuals for team goals or leaving out people*; (b) *not creating a team/best*

solution; (c) *Laissez-faire management*; and (d) *unclear message, vision, goals, and expectation*. For the subtheme of *overly praise individuals for team goals or leaving out people*, Baby Boomers want the subtheme of *provide role model of working the same job with same standards* from Theme 2 to enhance group cohesion and engagement. So the opposite of leaving people out or praising individuals does not allow for the same standards to be followed for the entire team. For the subtheme of *not creating a team/best solution*, Baby Boomers want to be in charge, and the top of their organization as a status symbol and the cohort needs colleagues and management to identify and respect their expertise (Cogin, 2012). Not allowing Baby Boomers to create a team, best solution assumes that their expertise is not used and is demotivational. For the subtheme of *Laissez-faire management*, the discussion centers around the lack of direction from Theme 2 *create a unified vision, tasks, direction, and expectations* specifically for Baby Boomers. *Laissez-faire management* does not supply the needed direction for engagement of the Baby Boomers. Additionally, lack of attention to correcting a situation of someone not meeting the same standards from Baby Boomers Theme 2 subtheme of *provide role model of working the same job with same standards* provides a mismatch to the *Laissez-faire management* style. Lastly, the subtheme *unclear message, vision, goals, and expectation*, is the opposite of Theme 2 Baby Boomer subtheme *create a unified vision, tasks, direction, and expectations*.

Figure 20 shows the comparison of perceptions of Millennials versus Generation X. The cohorts do not share any of the subthemes. Generation X does not show any subthemes that are not shared by Millennials, but Millennials have one subtheme of *only trusted their judgment* not shared by Generation X. Figure 21 shows the comparison of perceptions of Millennials versus Baby Boomers. Both cohorts show the common subtheme of *micromanaging*. Baby Boomers have the subthemes of *overly praise individuals for team goals or leaving people out, not*

creating a team/best solution, and Laissez-faire management not shared by Millennials.

Millennials did not have any subthemes completely not shared by Baby Boomers. Lastly, Figure 22 shows the comparison of the perceptions of Generation X versus Baby Boomers. Both cohorts show the common subtheme of *negative verbal reinforcement/creation of bad environment*.

Baby Boomers did not have top subthemes not shared by Generation X, and Generation X did not have top subthemes not shared by Baby Boomers. The comparison and contrast Figures 20 to 22 show the importance of understanding the different perspectives of the three different generational cohorts to minimize the motivational factor combinations per that generational cohort group that lead to not enhancing group cohesion and engagement.

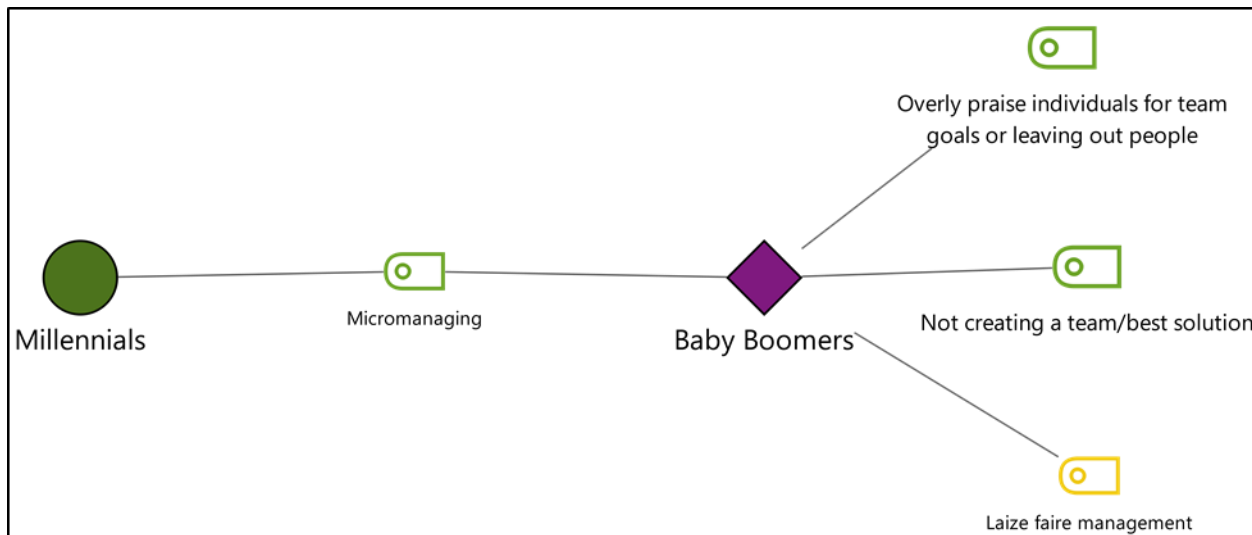
Figure 20

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement of Millennials Versus Generation X

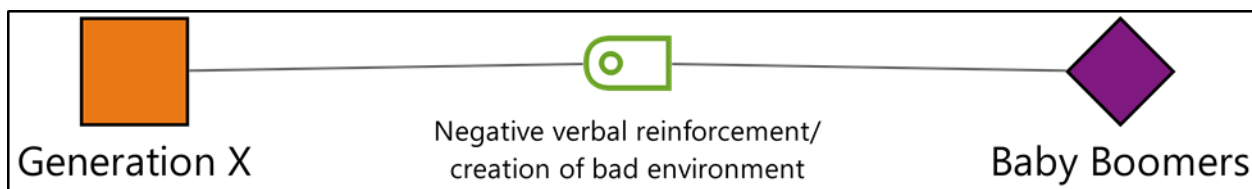


Figure 21

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement of Millennials Versus Baby Boomers

**Figure 22**

Motivational Factors by the Worst Leaders to Not Enhance Group Cohesion and Engagement of Generation X Versus Baby Boomers



Theme 7: The Use of Theme 5 Motivational Factors Results in Certain Common Aspects of the Job Environment to Reduce the Enhancement of Group Cohesion and Engagement

To gain an understanding of how do leaders use motivational factors ineffectively by the worst leaders in the multi-generational workforce, to reduce group cohesion and engagement, the interview questions 3 - 6, and 10 - 12 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Specifically, questions 4 and 11 were focused on the study of Theme 7.

Before question 7, the definitions of one-way and two-way motivational factors were given to the participant. The reason for providing the definitions for one-way and two-way motivational factors allowed for the interview questions to be asked differently for triangulation, data saturation, and without adding bias to the first set of questions by describing the research dissertation definitions of one-way and two-way motivational factors. Additionally, after the motivational factor definitions were given, the provided answers on ineffective motivational means gave a different perspective of motivational tools more related to the central research questions.

As with the other themes, after open, inductive coding per each question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Through the iterative analysis, common patterns in the data emerged. From the perceptions of all three generation cohorts, the worst leaders use Theme 5 motivational factors results to create certain common aspects of the job environment to not enhance group cohesion and engagement. Two common subthemes emerged of *creating an environment of only meeting expectations or lower* and *remove meaning in work and buy-in* to support the main theme. Table 12 shows the identified subthemes and supporting statements. Figure 23 shows a visual representation of the results.

Table 12

Identified Subthemes and Supporting Statements – Use of Theme 5 Motivational Factors by the Worst Leaders Create Common Aspects of the Job Environment per Generation Cohort That Reduce Group Cohesion and Engagement

<p>creating an environment of only meeting expectations or lower</p>	<p>"And a lot of times, they all say well you got a job, you got health insurance. You ought to be thankful, and it's easy for managers who make pretty good money. And their core needs are met pretty well, and then for those that are making a lot less, struggling, wanting better, feeling like that things are just being poured down on them. We need more numbers. We need you to learn this new system. We need you here 10 or 12 or more hours over your normal time. We got these numbers, and I think you create an unpleasant (workplace). You can do that without creating an unpleasant (workplace), but you've got to let people feel involved and like they are owners in a company."</p> <p>"Unhappy people, you lose quality."</p> <p>"So, when you have a lack of respect, it's harder for you to feel engaged. It is harder for you to feel the importance of getting the job done or get my tasks done, because you personally you kind of sometimes, you just feel beat down and you don't feel motivated, I'll do it when I can do it. I think that affects people personally if that bad leader is being negative or doesn't have to respect for me that I need to be pumped to be positive about it."</p> <p>"Mainly micromanaging takes away any ability to go over and beyond, and you basically get to the point you're just meeting the status quo, and you're not reaching your potential. You just reach the potential of the average potential of the group."</p> <p>"That, to me, is the worst way to set somebody to where they don't feel like they're being challenged and allowed to reach their potential."</p> <p>"People stop caring and concentrating and focusing on their work. The work suffered, and the projects were delayed and sloppy. Some of them lazy, because they say it doesn't matter anyway. So imagine in a work environment when people don't pay attention to people and our products. Paying attention to every single detail."</p>
	<p>"They kind of discourage the dialogue and discourage reaching out. People in the past used to reach out more than they are right now just because they don't do this, don't do that. This</p>

not necessarily gives you a bad product, but products with gaps."

"You suck it up as much as you, but at some point, you give up."

"Those are the ones that people might do the job. But we do not do the best job. They just do enough to get by."

"So they're not going to give their all for that person. It's to the point after you take it so long, people just get to the point where they don't even care if I get fired or not."

"And people get out there and do the job for that person. But they have no respect for that person. They only do what he has to do."

"You'll never get that person's best by doing that."

"You never going to get your best job. They don't spend two or three days brewing, and you're definitely not get a good job."

"They don't pay attention to the job because they are sitting there mad because of the way the supervisor is acting. So they don't care. I just don't care about the job."

"Micromanaging hinders group cohesion and engagement almost because the team is afraid to do something."

"You might not be putting as much effort into and as much thought into what you're building in the devices."

"And allows them to be lazier than if they were motivated to do their own part."

"The business was successful because the people underneath him would not let it falter. But if I thought back to how successful that business could have been. It could have been much better. It could have been it could have been much, much better. It took years after he left to recover from that."

remove meaning in work and buy-in

"But you're sitting on something if you don't hear from that person that you are reporting to for a long time. Then you feel like maybe they forgot about it, and it's not important."

"If you take the not my idea approach or the do it my way approach, I have no reason to buy into it. Give me a reason to buy into it, and I will. But if you don't give me a reason."

"Minimizing the expected difficulty in solving the problems required to complete the overall task. That left nothing to gain and everything to lose. It minimizes the importance of the thing, and it's something that's just a perfunctory exercise. Do this thing and no big issue, but there is nothing to gain other than just simply getting through that the job. All you are left with is the possibility of being less than perfect in execution. What I mean is that it's just bad on multiple levels. It's horrible."

"At best, what they can have at best is a group of meek people to turn a crank and have no zeal or creativity. It's just a dead end. It's just a horrible, vulture infested dead end."

"But in regards to micromanagement. It is tough because I personally like control of my project. My piece of it. And it's hard sometimes for me to relinquish control if I just don't have the bandwidth to give the time to it or whatever. So I get it. I understand why managers will micromanage. But in the end, it's short-term. It will allow you to win that short-term conversation, that short-term gain, that that short-term project deadline, but in the long-term, I think it's just more detrimental to the motivation of each employee to doing their part. To do their job and also, it's more work on the manager. So, I mean not as much as I do like control. I do also live by the phrase work smarter, not harder. And I think micromanagers work harder."

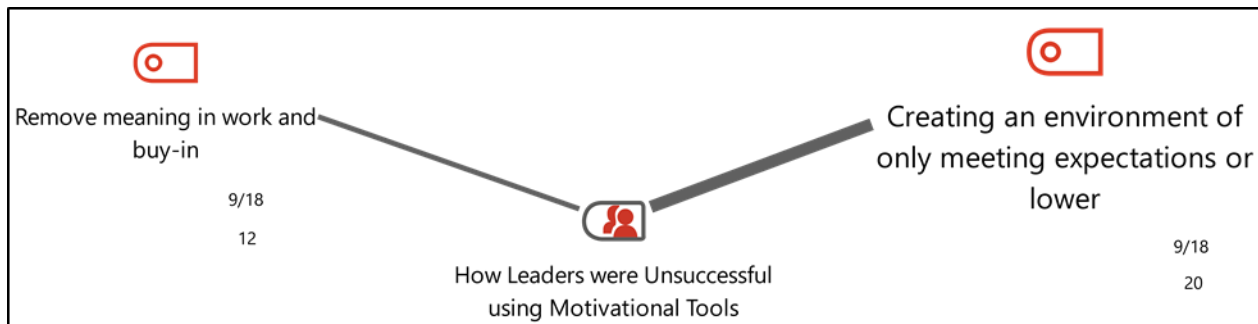
"So, if you're always kind of, I don't understand the why, and I'm doing this just because it's going to come a day that you're not motivated. You're just doing it for doing it, and it's not fun anymore. Just providing you with tasks just because you're part of the team. It doesn't feel that you're part of the team."

"The daily tasks became more of a checklist in terms of just going through the routine, stifling creativity."

"They were more like simply just doing the chores, and in terms of just checking the box is making sure all the boxes are checked no matter what even if there were any concerns about a specific box."

Figure 23

Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement



For the subtheme of *creating an environment of only meeting expectations or lower*, nine participants out of 18 employees discussed this subtheme 20 times. Participant Q (Baby Boomer)

described when you feel a lack of respect and beatdown, the created environment leads to being demotivated to go above and beyond stated by,

So, when you have a lack of respect, it's harder for you to feel engaged. It is harder for you to feel the importance of getting the job done or get my tasks done, because you personally you kind of sometimes, you just feel beat down and you don't feel motivated, I'll do it when I can do it. I think that affects people personally if that bad leader is being negative or doesn't have to respect for me that I need to be pumped to be positive about it.

Participant L (Baby Boomer) discussed how micromanaging leads to an environment of meeting the status quo in the statement,

Mainly micromanaging takes away any ability to go over and beyond, and you basically get to the point you're just meeting the status quo, and you're not reaching your potential.

You just reach the potential of the average potential of the group.

Participant J (Generation X) describes how bad an environment of lower quality is for the medical device industry on product output stated by,

People stop caring and concentrating and focusing on their work. The work suffered, and the projects were delayed and sloppy. Some of them lazy, because they say it doesn't matter anyway. So imagine in a work environment when people don't pay attention to people and our products. Paying attention to every single detail.

Participant O (Millennial) details how micromanaging provides an environment of the team is afraid to be proactive in the statement of, "Micromanaging hinders group cohesion and engagement almost because the team is afraid to do something."

For the subtheme of *remove meaning in work and buy-in*, nine participants out of 18 employees discussed this subtheme 12 times. Participant H (Baby Boomer) discusses the do it

my way approach as causing the disengagement of buying-in to the approach by, “If you take the not my idea approach or the do it my way approach, I have no reason to buy into it. Give me a reason to buy into it, and I will. But if you don't give me a reason.” Participant E (Generation X) describes the demotivation of minimizing the difficulty or reducing the meaning of the task by,

Minimizing the expected difficulty in solving the problems required to complete the overall task. That left nothing to gain and everything to lose. It minimizes the importance of the thing, and it's something that's just a perfunctory exercise. Do this thing and no big issue, but there is nothing to gain other than just simply getting through that the job. All you are left with is the possibility of being less than perfect in execution. What I mean is that it's just bad on multiple levels. It's horrible.

Participant F (Millennial) discusses the loss of meaning in the job and how this aspect leads to loss of engagement stated by,

So, if you're always kind of, I don't understand the why, and I'm doing this just because it's going to come a day that you're not motivated. You're just doing it for doing it, and it's not fun anymore. Just providing you with tasks just because you're part of the team. It doesn't feel that you're part of the team.

The first Theme 7 subtheme of *creating an environment of only meeting expectations or lower* is supported by the literature of leaders must properly use motivational factors to enhance cohesion and engagement in the new multi-generational workplace within the medical device industry to sustain long-term success (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). Lucia (2018) stated that a good leader uses (a) emotional intelligence, (b) persuasion, (c) empathy, and (d) two-way communication to effectively achieve the goal or objective through influence versus manipulation. Chiu et al. (2017) discussed that the

perceptions of the subordinates of a manager as a leader results in higher performance. Kuvaas et al. (2017) discussed that most employers use both types of motivational factors to influence positive behavior by using job autonomy, constructive feedback, and stressing the importance of tasks (intrinsic) with tangible incentives based on the completion of the tasks (extrinsic). Without determining the business situation and adjusting the proper mix of motivational factors, extrinsic motivation can have a positive or negative undermining effect on the intrinsic motivation application (Zhao et al., 2016). In this subtheme, using Task 5 motivational factors create a business environment of only meeting expectations or lower by reducing group cohesion and engagement.

In the subtheme of *remove meaning in work and buy-in*, cohesion is a crucial component for problem-solving to continue to improve and lead organizations to become sustainable through moving the paradigm of the individual actions to team actions toward common goals (Wu et al., 2015). Starbird and Cavanagh (2011) detailed that employee buy-in to the systems is needed to create an engaged team performance. Without the use of positive stimuli to create an engaged team through rewards or positive reinforcement, an engaged team will be harder to form (Ditzfeld et al., 2016). To create buy-in and meaning of the work, leaders should treat the team with respect in their ideas, and their concerns are acknowledged to be used in the creative solutions that are generated (Starbird & Cavanagh, 2011). Without the proper creation of job meaning and employee buy-in from the proper use of motivational factors, reduced group cohesion and engagement will be created by this study.

Theme 8: The Use of Theme 5 Motivational Factors Results in Certain Common Aspects of the Job Environment per Generation Cohort to Enhance Group Cohesion and Engagement

To gain an understanding of how do leaders use motivational factors ineffectively by the worst leaders in the multi-generational workforce, to reduce group cohesion and engagement, the interview questions 3 - 6, and 10 - 12 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Specifically, questions 4 and 11 were focused on the study of Theme 7 per generational cohort. Once again, multiple questions were used for data saturation and triangulation. As shown in Theme 7 from the perceptions of all three generation cohorts, the worst leaders create certain common aspects of the job environment using the motivational factors to reduce group cohesion and engagement. In Theme 8, variations were discovered per the perceptions of each cohort on how do leaders use motivational factors ineffectively by the worst leaders to create certain common aspects of the job environment in the multi-generational workforce.

Millennials. Three common subthemes emerged of *creates scenarios of watching their backs (lowering security)*, *creating an environment of only meeting expectations or lower*, and *remove meaning in work and buy-in* to support the main theme. Figure 24 shows the visual representation of the subthemes for Millennials. The following new subtheme emerged that are different from the overall subthemes from Theme 7 specific to Millennials of *creates scenarios of watching their backs (lowering security)*. From Theme 7, no overall subthemes were not in the top list of Millennials. Table 13 lists supporting statements to the newly identified subtheme that is not represented in Table 12.

Figure 24

Use of Theme 5 Motivational factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement per Millennials

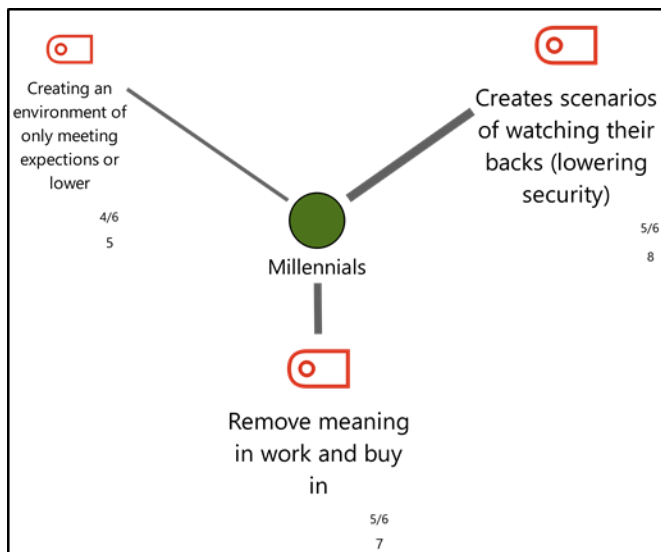


Table 13

Identified Subthemes and Supporting Statements – Use of Theme 5 Motivational Factors by the Worst Leaders Create Common Aspects of the Job Environment per Generation Cohort That Reduce Group Cohesion and Engagement per Millennials

<p>creates scenarios of watching their backs (lowering security)</p>	<p>"That is hard for us to be motivated. We might lose our job. It might be other facilities that lost jobs, but with the three that we lost. It was hard losing those people. They were a big part of our group as friends and as workers as well. So that definitely doesn't motivate you as much when stuff like that happens. With layoffs and such." "The layoffs were talking before and the cost-cutting stifled because you are worried about your job security."</p>
	<p>"Why are you doing that? Because you're so afraid of oh my God. What is my boss going to think of me? Because this person wants everything, and it's asking so many details."</p>

"So, you start discouraging yourself. You start questioning yourself. I am not good enough. Did I not do good enough of a job. I didn't think about this, or you're always stressed about what's going to happen. What did I not deliver? I would say that giving me tasks without the why. It just you become just a yes sir."

"I find out if I was discussing the trying to think what do I have to do in order to survive the situation throughout the team where folks are constantly worrying about watching their backs rather than being able to focus on the task at hand."

In the subtheme of creates scenarios of *watching their backs (lowering security)*, five participants out of six employees discussed this subtheme eight times. Participant I (Millennial) discussed the loss of security of layoffs and how the loss of employees create scenarios of demotivation and loss of engagement by,

That is hard for us to be motivated. We might lose our job. It might be other facilities that lost jobs, but with the three that we lost. It was hard losing those people. They were a big part of our group as friends and as workers as well. So that definitely doesn't motivate you as much when stuff like that happens with layoffs and such.

Participant B (Millennial) discussed how watching your back keeps the employee from focusing on the task at-hand stated by,

I find out if I was discussing the trying to think about what do I have to do in order to survive the situation throughout the team where folks are constantly worrying about watching their backs rather than being able to focus on the task at hand.

Generation X. Three common subthemes emerged of *turnover, wedge built leading to resentment and demotivation*, and *removes attention from the task at hand (distraction)* to support the main theme. Figure 25 shows the visual representation of the subthemes for Generation X. The following new subthemes emerged that are different from the overall subthemes from Theme 7 specific to Generation X of *turnover, wedge built leading to*

resentment and demotivation, and removes attention from the task at hand (distraction). From Theme 7, no overall subthemes were in the top list of Generation X. Table 14 lists supporting statements to the newly identified subthemes that are not represented in Table 11.

Figure 25

Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement per Generation X

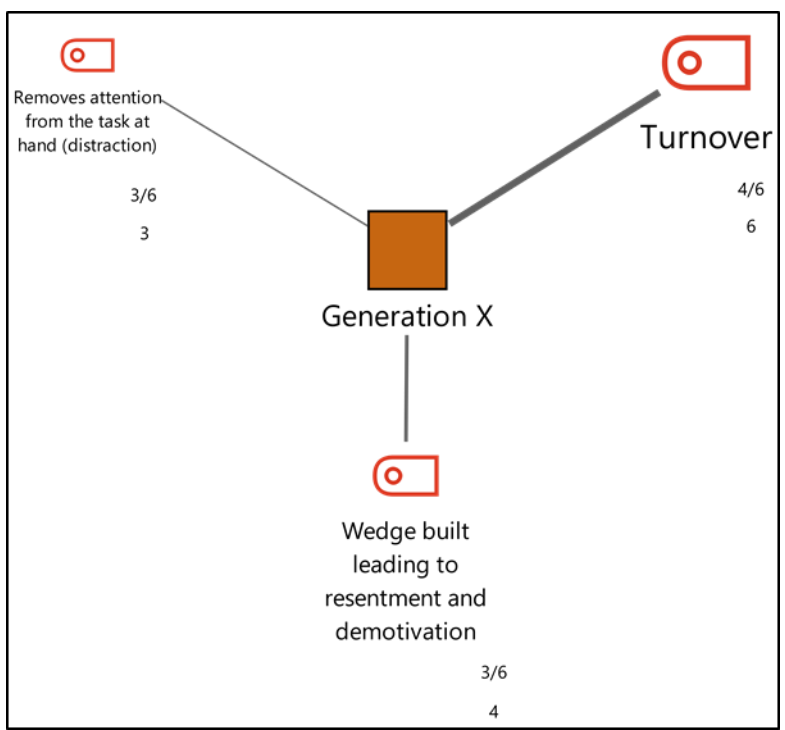


Table 14

Identified Subthemes and Supporting Statements – Use of Theme 5 Motivational Factors by the Worst Leaders Create Common Aspects of the Job Environment per Generation Cohort That Reduce Group Cohesion and Engagement per Generation X

turnover	<p>"It caused a lot of turnover in the group where people were leaving because of him. He was not very successful."</p> <p>"It will not work at Infinitum with people, because people will simply walk away. And how can you possibly have an enhanced group cohesion and engagement when they lose their group entirely because that's what they'll do."</p> <p>"People just don't want to stay in that situation. And the people that I think would be productive and help the most in the long-term in an organization won't stand for that forever. Turnover."</p> <p>"It caused people to leave the group, including me. We went through 8 different people or one person every year. And the group only had four or five people in it. So turnover."</p> <p>"A lot of the people just left. I don't want to do this anymore. What happens usually is the ones that are beat on leave, and at least one or two of the others leave too. You could see this across the bigger organization."</p> <p>"They would rather go on to work somewhere else then have to put up with the pressure of someone that doesn't appreciate what they do."</p>
wedge built leading to resentment and demotivation	<p>"Fear and intimidation and micromanagement are not positive attributes. And when used on the team, it actually creates a wedge and resentment. If you resent what you're doing, you're not going to be motivated to do a good job."</p> <p>"Have performance accountability but do it fairly. And don't do it as a negative example for others. There's one person still working here in ABMB, and if you talked to him three or four years ago, he was the worst employee in the place is what they were telling him."</p> <hr/> <p>"He was not the right spot, maybe not in the right position. I don't really know all the details, but now he is one of the happiest people I know. They're motivated. It just shows you beating down on someone does not motivate someone in most cases."</p>

removes attention from the task at hand (distraction)

"There are other managers that I have seen that use fear and intimidation that if you don't get this job done, I'm going to fire you or you're going to get a bad rating. When you put fear into the equation that goes to the forefront of the employees' minds. It creates a stumbling block. It does not bring group cohesion. It actually alienates people."

"And I've heard people around here, in other groups they got anxiety from feeling like they don't something can happen. That some hidden thing of doom that they're unaware of that they are not knowing to be coming because they're flying blind. The more intellectual and emotional energy that people expend on being concerned about all these demons, real or imaginary. Imaginary stuff is wasted effort and energy that they could devote to deal with the real world at hand, which is what people get paid for anyway."

"It can improve a certain level of cohesion, but in the wrong way. If you have a boss or supervisor that is a bad leader, you get this Stockholm syndrome thing where if a leader is really unpredictable or unfair, you can have a group cohesion just based on that, of how we are not going to get caught or how can we make this person happy. It is not really what you're looking for engagement are cohesion."

In the subtheme of creates scenarios of *turnover*, four participants out of six employees discussed this subtheme six times. Participant E (Generation X) discussed how the ineffective motivational factors lead employees to leave the group by, "It will not work at Infinitem with people, because people will simply walk away. And how can you possibly have an enhanced group cohesion and engagement when they lose their group entirely because that's what they'll do." Participant K (Generation X) described how the bad cohesion and engagement environment lead to turnover for even employees who were not personally affected by the bad leaders use of ineffective motivational factors stated by,

A lot of the people just left. I don't want to do this anymore. What happens usually is the ones that are beat on leave, and at least one or two of the others leave too. You could see this across the bigger organization.

In the subtheme of creates scenarios of *wedge built leading to resentment and demotivation*, three participants out of six employees discussed this subtheme four times.

Participant N (Generation X) detailed how fear and intimidation with micromanaging are not effective motivational factors that create a wedge between the employee and leader by, “Fear and intimidation and micromanagement are not positive attributes. And when used on the team, it actually creates a wedge and resentment. If you resent what you're doing, you're not going to be motivated to do a good job.” Participant K (Generation X) gave an example of an employee who was held as a negative example, and by moving him under different management with good leadership use of motivational factors, the employee thrived without the wedge creation. This scenario is stated by,

Have performance accountability, but do it fairly. And don't do it as a negative example for others. There's one person still working here in ABMB, and if you talked to him three or four years ago, he was the worst employee in the place is what they were telling him.

In the subtheme of creates scenarios of *removes attention from the task at hand (distraction)*, three participants out of six employees discussed this subtheme three times.

Participant N (Generation X) discussed how using fear and intimidation takes away the employee's mind working on their projects and does not allow for group cohesion by,

There are other managers that I have seen that use fear and intimidation that if you don't get this job done, I'm going to fire you or you're going to get a bad rating. When you put fear into the equation that goes to the forefront of the employees' minds. It creates a stumbling block. It does not bring group cohesion. It actually alienates people.

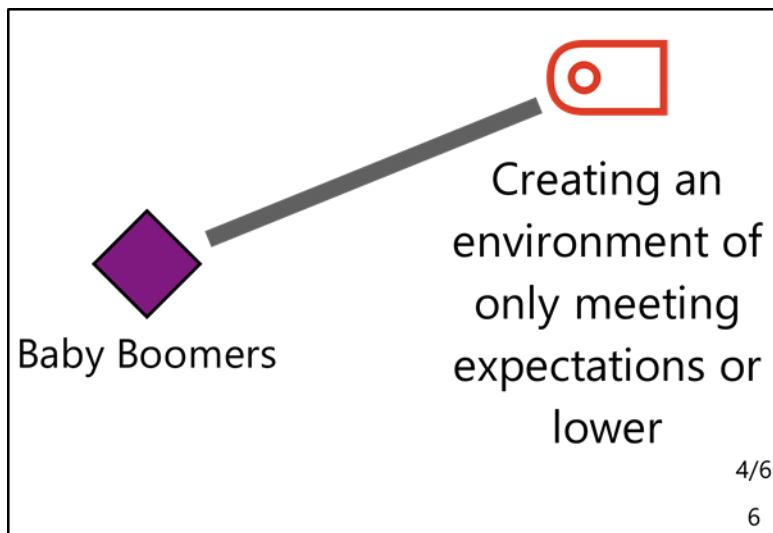
Participant E gave an example of lack of communication and leadership trust, the scenario of removing from the task at hand becomes strong in the groups' mind by the statement,

And I've heard people around here, in other groups they got anxiety from feeling like they don't something can happen. That some hidden thing of doom that they're unaware of that they are not knowing to be coming because they're flying blind. The more intellectual and emotional energy that people expend on being concerned about all these demons, real or imaginary. Imaginary stuff is wasted effort and energy that they could devote to deal with the real world at hand, which is what people get paid for anyway.

Baby Boomers. One common subtheme emerged of *creating an environment of only meeting expectations or lower* to support the main theme. Figure 26 shows the visual representation of the subthemes for Baby Boomers. No new subthemes emerged that are different from the overall subthemes from Theme 7 specific to Baby Boomers. From Theme 7, *remove meaning in work and buy-in* was not in the top list of Baby Boomers. No supporting statements are needed due to no new identified subthemes.

Figure 26

Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement per Baby Boomers



Discussion of the variations that exist on how the worst leaders use a combination of motivational factors to reduce group cohesion and engagement that create common aspects of the job environment per generational cohort.

As shown above, many differences are observed from the perceptions of various generational cohorts on how the worst leaders use a combination of one-way and two-way motivational factors to not enhance group cohesion and engagement and the resulting common aspects of the job environment. Millennial subthemes captured all the overall Theme 7 subthemes. The only new subtheme of *creates scenarios of watching their backs (lowering security)* emerged that is different from the overall subthemes from Theme 7 specific to Millennials. The Task 2 Millennial subtheme of *trust from communicating that the leader has their back* was given as used by the best leaders for enhancing group cohesion and engagement. This study shows Millennials also view the opposite business environment as reducing

engagement and cohesion. As mentioned in the Millennial Task 2 subtheme of *trust from communicating that the leader has their back*, the literature shows that Millennials prefer minimal rules and bureaucracy working within team orientations with openness and transparency (Cogin, 2012). Additionally, Millennials need daily feedback, and the feedback can be used to support the communication that the leader has their back (Cogin, 2012).

New subthemes emerged that are different from the overall subthemes from Theme 7 specific to Generation X of *turnover, wedge built leading to resentment and demotivation*, and *removes attention from the task at hand (distraction)*. From Theme 7, *creating an environment of only meeting expectations or lower* and *remove meaning in work and buy-in* were not in the top list of Generation X. For the subtheme of *turnover*, findings show that group cohesion moderates the turnover intentions of employees (Coetzer et al., 2017). Additionally, work engagement can help to fully mediate the relationship between job characteristics and turnover intention (Wan et al., 2018). Therefore, without creating engagement and cohesion, turnover is an outcome that can be achieved as perceived by Generation X in this study. For the subthemes *wedge built leading to resentment and demotivation* and *removes attention from the task at hand (distraction)*, proper communication engagement that leads to a satisfied employee is related to employee absorption (Yalbak et al., 2017). Social capital increases job satisfaction and engagement as the opposite to the wedge built between the leader and the team and the distraction of the team (Stromgren et al., 2016). Baby Boomers were shown to match the overall Theme 7 analysis except for the subtheme of *remove meaning in work and buy-in* was missing. No new subthemes emerged that are different from the overall subthemes from Theme 7 specific to Baby Boomers. Therefore, no new literature analysis is needed for Baby Boomers.

Figure 27 shows the comparison of perceptions of Millennials versus Generation X. The cohorts do not share any of the subthemes. Generation X does show the subtheme of *wedge built leading to resentment and demotivation* that are not shared by Millennials, and Millennials have one subtheme of *creates scenarios of watching their backs (lowering security)* not shared by Generation X. Figure 28 shows the comparison of perceptions of Millennials versus Baby Boomers. Both cohorts show the common subtheme of *creating an environment of only meeting expectations or lower*. Baby Boomers do not have a subtheme not shared by Millennials. Millennials show the subtheme of *creates scenarios of watching their backs (lowering security)* that is not shared by Baby Boomers. Lastly, Figure 29 shows the comparison of the perceptions of Generation X versus Baby Boomers. Both cohorts do not show a common subtheme. Baby Boomers did not have top subthemes not shared by Generation X. Generation X did have subthemes of *wedge built leading to resentment and demotivation* and *removes attention from the task at hand (distraction)* not shared by Baby Boomers. The comparison and contrast Figures 27 to 29 show the importance of understanding the different perspectives of the three different generational cohorts to minimize the motivational factor combinations per that generational cohort group that lead to not enhancing group cohesion and engagement.

Figure 27

Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement for Millennials Versus Generation X

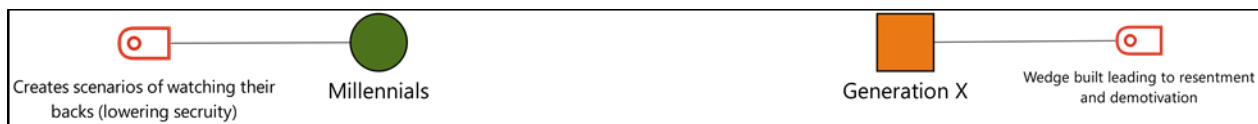
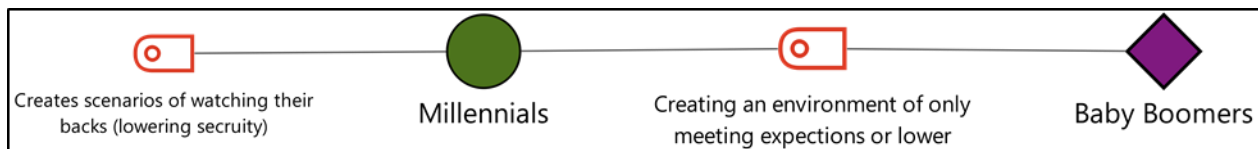
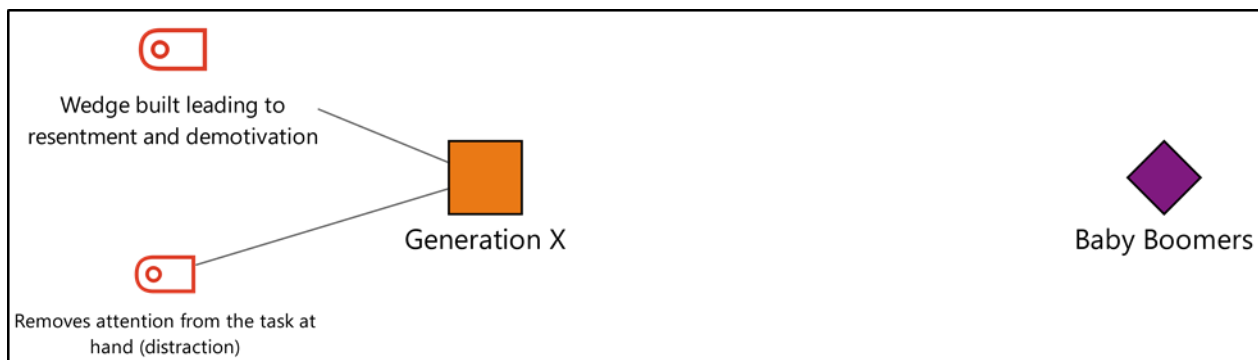


Figure 28

Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement for Millennials Versus Baby Boomers

**Figure 29**

Use of Theme 5 Motivational Factors by Worst Leaders to Create Common Aspects of the Job Environment per Generation Cohort to Reduce Group Cohesion and Engagement for Generation X Versus Baby Boomers



Theme 9: Communicating the Purpose of the Medical Device to Give Meaning to Tasks Enhances the Long Term Success of a Medical Device Company

Schmutz and Santerre (2013) described that long-term success factors in the medical device industry relate to the proper use of innovation and R&D funding with the flexibility of the workforce for innovation with the paradox of stifling creativity through high regulations. The medical device industry needs organizational flexibility for moving the workforce to various projects, and low resistance organizational changes are essential to understand due to the opportunity costs of strategic moving non-scale free human capital capability (Wu, 2013).

Innovation is a critical need in alignment with funding, and managing innovation from R&D into a successful medical device to add corporate value to the firm through sales is necessary for long-term success (Chatterji & Fabrizio, 2016; Schmutz & Santerre, 2013). Sharma et al. (2013) described that quality standards are necessary to ensure medical device safety, but quality regulations are a barrier to medical device innovation. Therefore, medical device organizations must be able to navigate this duality of the strategic need to maintain the quality of innovations and the rate of innovation for long-term success (Chatterji & Fabrizio, 2016).

To gain an understanding of how leaders use of motivational factors in the multi-generational workforce, to enhance group cohesion and engagement to achieve long-term success in the medical device industry, the interview questions 13 and 14 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Multiple questions were asked for data saturation and triangulation. The two questions ask the interviewee about long-term success links to cohesion and engagement without bias relating to (a) innovation, (b) reduction of resistance to change implementation, (c) job loyalty, and (d) creation of an emotional bond between employee and the organization.

13. What motivational factors from leader(s) help to enhance cohesion and engagement to support long-term success in the medical device industry?

14. What motivational factors from leader(s) stifle cohesion and engagement for the support of long-term success in the medical device industry?

After open, inductive coding per each question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Through the iterative analysis, common patterns in the data emerged. One common theme

emerged of using the two-way motivational factor of *communicate meaning of tasks and purpose of the device (Inspire)*. No themes, subthemes, or patterns emerged for motivational factors that hinder long-term success in the medical device industry were observed overall or within each cohort. Table 15 shows the identified theme and supporting statements. Figure 30 shows a visual representation of the Theme.

Table 15

Identified Theme and Supporting Statements – Communicate Meaning of Tasks and Purpose of the Device (Inspire)

<p>communicate meaning of tasks and purpose of Device (Inspire)</p>	<p>"We talk about and inform and educate about what we do. And why we do it, who benefits from it. If you do that and make that a climate of your workplace. We're doing this because and following our guidelines. They're booked, and we do it no matter what. If we've been given an impossible deadline, we still follow the guidelines. And if you can't do that, you say I'm sorry. I can't meet that deadline. Because what we do in the medical industry, medical devices, they go inside people. We do this to save lives, and we always have this human factor. We will always have this error factor, but we strive not to. I think a good manager can make people see that, and feel it, and want to do the best job they can."</p> <p>"And that no matter which part they're doing is important and we're building the part as intended for our families. And when you think about if my child had to wear a device, I would not want one little shortcut made. So I think we just have to include them in as much as possible. Our production operators are here to build parts, of course, we can't have them in meetings every day telling them everything. But you don't have to do that. You just keep it in front of them, and you're sincere about it, and you talk it, and you walk it. Quality is the most important thing, and I think everybody from top to bottom should be so motivated that they think and breathe that."</p> <p>"Folks don't see that. I have talked to some folks in production, and they don't know what we are doing and why we are doing it. I did not know what this was. I think it is good for everyone to know what we are doing in the medical field and that communication is a big piece of that as well. We can</p>
---	---

share a common identity that we are somebody that matters because we're helping others.”

"I think the interesting things since I've been in the medical device industry, I mean a lot of things I've mentioned crossover into all different modes of manufacturing. But the one thing that I have seen in the medical device industry is it can put a personal touch on things. Example of when we had the little kid Darth Vader go in. How I saw how that touch so many people personally even though they didn't know him. But putting a person with a device really meant something. Or there are people who have gotten devices, and they see what they make and how they affected a relative of theirs. If you're making widgets or car doors or something like that, it's not as personal as it is in the healthcare industry."

"I was making lawn and garden equipment for a few years in my life, and if it didn't work, okay, so they are going to send it back to the company. We are going to send them another one, no big deal. Medical device industry, if it doesn't work, you have to go to a funeral. If life itself isn't a motivation factor. One thing (confidential) did and reminded us every day."

"But (confidential) never let us forget that what we did saves somebody's life. Okay, never let us forget that, and I always respected him for that. It was partially because of his sister because she had one of our devices. She got a few more years because he got to be with his sister a few more years because of what we did. He took that very seriously. With lawn and garden equipment, okay, send it back. I'll send you another one. Granny can't send her device back. I'm sorry. It doesn't work that way. Personal motivation there."

"Frequent communication about the end product and what we are trying. That we are saving lives, right. So just a reminder. Because you get in the daily grind and you forget somebody is laying on a hospital operating table right now receiving one of our devices. And I think uplifting stories that remind us all oh, yeah. X number of implants were done today. X number of explants were done. And those people were going to be able to be saved because we along those lines. I don't think you can really top that."

"Remind them, especially in the medical device industry that you're not just building (a widget); this isn't just normal manufacturing. This is a device that goes in, our case inside of a person. This is a device that saves a person's life. You're not just in there to make money. You're not just there to do a job

and get a paycheck. You're there, and I don't think it is said enough anymore. You're there to actually help save lives."

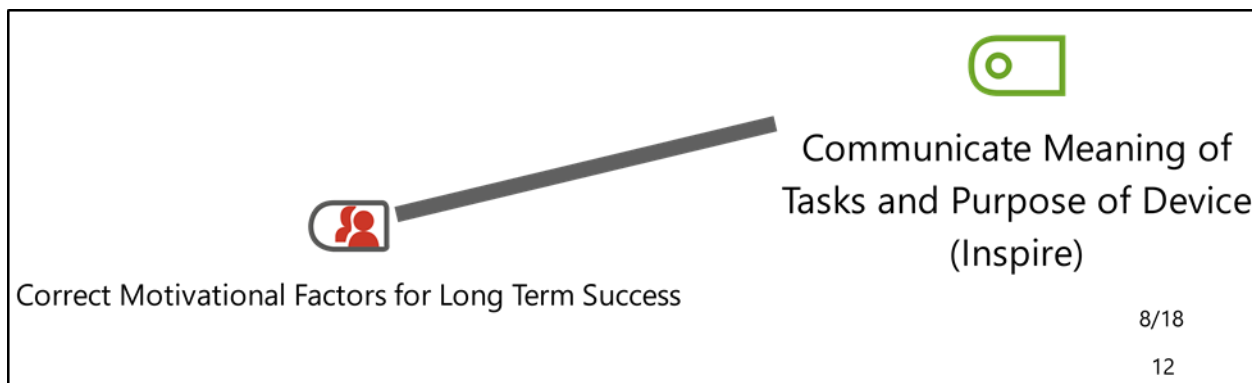
"I don't know who's going to get a device. My dad might get it. Someone in my family might have to need one. I may need one, one day. I'm not in the best shape, and you don't ever know. Who's going to need one. I thought that my brother was going to need one and luckily he doesn't. You got to give them more than a paycheck reason. Paychecks are really nice, and people understand that they are trying to feed your family. But it's also people need to know that in our situation that this isn't just a piece of equipment. This is something that actually saves lives. And we have met people many times in the past that have our devices, including the little Darth Vader from the Volvo or Volkswagen commercial. Eight years old, nine years old, and actually had one of our devices, and that's what saved his life. People need to know that, especially in our field, is to know that it's more than just a piece of equipment."

"Clearly defining the importance of a project that definitely helps motivate me when I know, I'm working on something that's meaningful."

"One of our mission statements to build like going into family. And that is motivation for that because my grandmother had a St. Jude device, and one of my customers actually had a device that I built when I worked at the hybrid building. We did some kind of thing a couple of years ago when I still work down there. You could look it up and see who actually made a device and whatever. I have been part of it and built part of that device, which was really neat. And I got to tell him I put a hand in building your device. So that is definitely motivation, you want to do your work right because it is going in someone to save their life. So that is definitely motivation for me."

Figure 30

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry



For the Theme of *communicate meaning of tasks and purpose of the device (Inspire)*, eight participants out of 18 employees discussed this subtheme 12 times. Participant S (Baby Boomer) discussed the development of meaning associated with the ABMB mission statement of build as intended for family as stated by,

And that no matter which part they're doing is important and we're building the part as intended for our families. And when you think about if my child had to wear a device, I would not want one little shortcut made. So I think we just have to include them in as much as possible. Our production operators are here to build parts, of course, we can't have them in meetings every day telling them everything. But you don't have to do that. You just keep it in front of them, and you're sincere about it, and you talk it, and you walk it. Quality is the most important thing, and I think everybody from top to bottom should be so motivated that they think and breathe that.

Participant P (Baby Boomer) described a company dinner where a kid from the Super Bowl car commercial in a Darth Vader costume came to the event, and his parents spoke how thankful they were for the medical device saving their son in the statement,

I think the interesting things since I've been in the medical device industry, I mean a lot of things I've mentioned crossover into all different modes of manufacturing. But the one thing that I have seen in the medical device industry is it can put a personal touch on things. Example of when we had the little kid Darth Vader go in. How I saw how that touch so many people personally even though they didn't know him. But putting a person with a device really meant something. Or there are people who have gotten devices, and they see what they make and how they affected a relative of theirs. If you're making widgets or car doors or something like that, it's not as personal as it is in the healthcare industry.

Participant D (Generation X) detailed the importance of building a device to save someone's life and stressing that communication as stated by,

Remind them, especially in the medical device industry, that you're not just building (a widget); this isn't just normal manufacturing. This is a device that goes in, our case inside of a person. This is a device that saves a person's life. You're not just in there to make money. You're not just there to do a job and get a paycheck. You're there, and I don't think it is said enough anymore. You're there to actually help save lives.

Participant D (Generation X) gave a similar example as Participant P to the relationship between the device and the Darth Vader kid actor saving his life and giving meaning to his work, I don't know who's going to get a device. My dad might get it. Someone in my family might have to need one. I may need one, one day. I'm not in the best shape, and you don't ever know. Who's going to need one. I thought that my brother was going to need one and luckily he doesn't. You got to give them more than a paycheck reason. Paychecks are really nice, and people understand that they are trying to feed your family. But it's also

people need to know that in our situation that this isn't just a piece of equipment. This is something that actually saves lives. And we have met people many times in the past that have our devices, including the little Darth Vader from the Volvo or Volkswagen commercial. Eight years old, nine years old, and actually had one of our devices, and that's what saved his life. People need to know that, especially in our field is to know that it's more than just a piece of equipment.

Participant I (Millennial) discussed the personal connection to a device and a family member to show the meaning of their job as stated by,

One of our mission statements to build like going into family. And that is motivation for that because my grandmother had a St. Jude device, and one of my customers actually had a device that I built when I worked at the hybrid building. We did some kind of thing a couple of years ago when I still work down there. You could look it up and see who actually made a device and whatever. I have been part of it and built part of that device, which was really neat. And I got to tell him I put a hand in building your device. So that is definitely motivation, you want to do your work right because it is going in someone to save their life. So that is definitely motivation for me.

On the Theme of *communicate meaning of tasks and purpose of the device (Inspire)*, the communication aspect of the leader creating the meaning of the work is important for all cohorts as observed in the Theme 3 subtheme of *sharing information creates meaning of work*. Baby Boomers develop intrinsic motivation based on wanting a challenging business environment that the individual can contribute to and see their efforts reflected in the financial goals (Cogin, 2012). Generation X cohort members want the meaning of the work from developing a new skill

with formal qualifications (Cogin, 2012). Millennials need to be on meaningful work assignments to engage the cohort (Dionida, 2016).

Theme 10: Variations Exist From the Perceptions per Generational Cohorts for Certain Combinations of Motivational Factors to Enhance the Long Term Success of a Medical Device Company

To gain an understanding of how leaders use of motivational factors in the multi-generational workforce, to enhance group cohesion and engagement to achieve long-term success in the medical device industry, the interview questions 13 and 14 (see Appendices E and F) were asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. The two questions ask the interviewee about long-term success links to cohesion and engagement without bias relating to (a) innovation, (b) reduction of resistance to change implementation, (c) job loyalty, and (d) creation of an emotional bond between employee and the organization. The two questions allowed for data saturation and triangulation. As shown in Theme 9 from the perceptions of all three generation cohorts, leaders use the two-way motivational factor of communicating the meaning of the task and purpose the device to inspire in the multi-generational workforce to enhance group cohesion and engagement to achieve long-term success in the medical device industry. In Theme 10, variations were discovered per the perceptions of each cohort on how leaders use motivational factors in the multi-generational workforce to enhance group cohesion and engagement to achieve long-term success in the medical device industry.

Millennials. One common subtheme emerged of *improved communication channels* to support the main theme and is different from the overall Theme 9. Figure 30 shows the visual representation of the subthemes for Millennials. From Theme 9, *communicate meaning of tasks*

and purpose of the device (*Inspire*) was not in the top list of Millennials. Table 16 lists supporting statements to the newly identified subtheme that was not represented in Table 15.

Figure 31

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Millennials

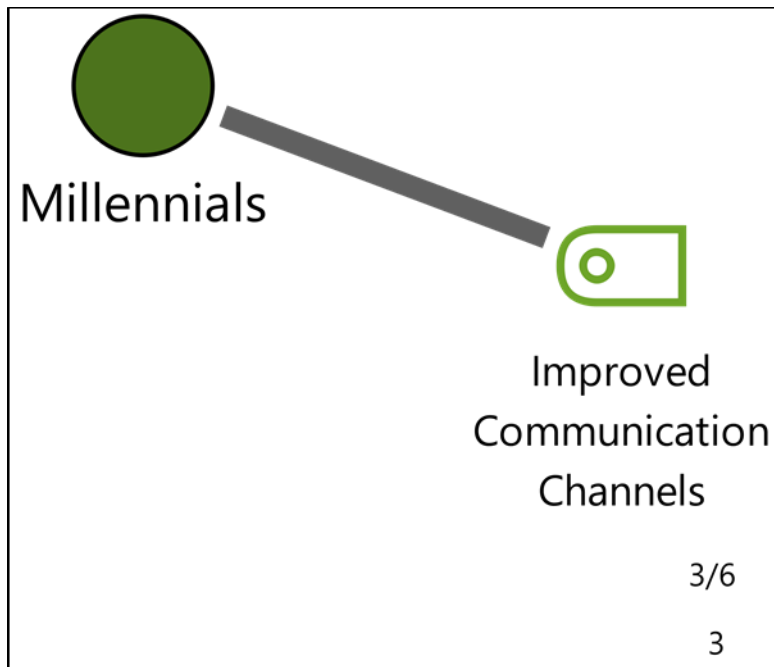


Table 16

Identified Subtheme and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry for Millennials

improved communication channels	<p>"So kind of like we were discussing before the two way, providing feedback from leadership to the teams and vice versa (for support of long-term success)."</p> <p>"To feel comfortable going working in a cross-functional team saying help me understand that. (for support of long-term success)."</p>
---------------------------------	--

"Two-Way communication feedback would help out in this instance a lot. I mean, it has been communicated. It was said it wasn't being communicating, but I'm also hearing from other people say. (for support of long-term success)."

In the subtheme of *improved communication channels*, three participants out of six employees discussed this subtheme three times. Participant O (Millennial) discussed how the need for two-way feedback helps to support group cohesion and engagement for long-term success in the medical device industry stated by, "So kind of like we were discussing before the two way, providing feedback from leadership to the teams and vice versa (for support of long-term success)." Participant F (Millennial) described the importance of working effectively with cross-functional teams and believing that they can to support the necessary group cohesion and engagement for long-term success in the medical device industry stated by, "To feel comfortable going working in a cross-functional team saying help me understand that (for support of long-term success)."

Generation X. No common subthemes were found for Generation X that meant the criteria of greater than 33.3% of the participants must support a subtheme. Three subthemes emerged that were below 33.3% of the Generation X participants, with one being *communicate meaning of tasks and purpose of the device (Inspire)* that would match Theme 9.

Baby Boomers. Three common subthemes emerged of *communicate meaning of tasks and purpose of the device (Inspire)*, *communication of clear vision, goals, and direction*, and *creation of positive environment with empowerment* to support the main theme. The subtheme of *communicate meaning of tasks and purpose of the device (Inspire)* matched Theme 9. Figure 32 shows the visual representation of the subthemes for Baby Boomers. Table 17 lists supporting statements to the newly identified subtheme that was not represented in Table 15.

Figure 32

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Baby Boomers

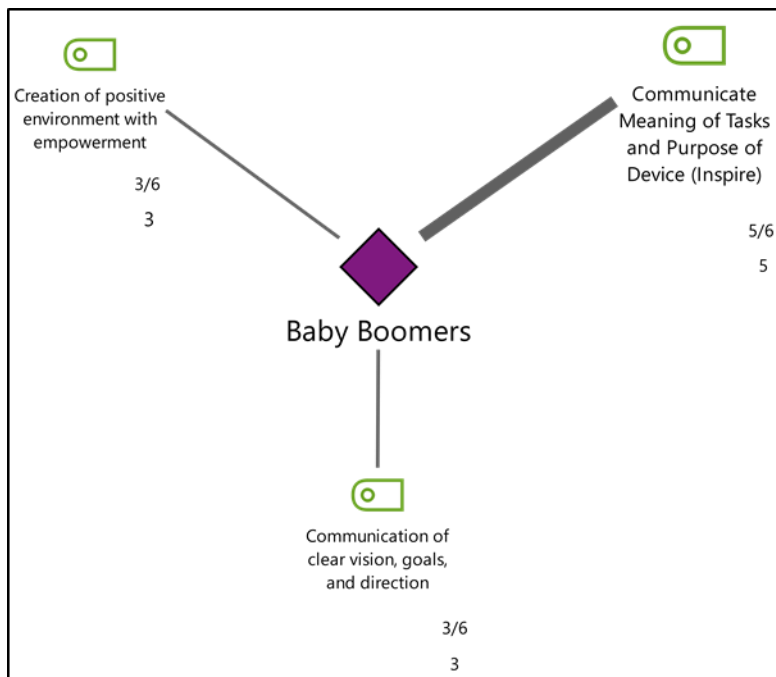


Table 17

Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry for Baby Boomers

communication of clear vision, goals, and direction	<p>"I think it's clear expectations and everything. You got to have communication, goal-setting, target-dates."</p> <p>"I think transparency is important on where we are at and where we stand with our particular products. If it is good or bad, it's good to know. Is the project moving along in the right direction? It is important to know if we're not doing as well as we should be doing. Not just kind of hush-hush."</p> <p>"If everybody ain't pulling the cart the same way, the mules get real tired."</p>
---	--

creation of positive environment with empowerment

"It's kind of unfair, but a manager does not need to feel ill and irritable and speak to people. That's unfair, but when you take on a manager role, you take on some unfair roles."

"Positive approach (of the leader to create a positive environment for long-term success)."

"I get motivated when I respect somebody, and they come to me and need help. Okay, we have had several times where we sat down in the conference room, and somebody would lay a piece of tooling in front of me and said, can you fix this. And then my first question has always been, can I start over? You know you can't make chicken salad out of chicken crap. It doesn't work that way. But I respect them because they had enough integrity to say if you can think of a better to do it, have at it. And then being able to say I'm wrong or being able to say, yeah, we tried this, and it didn't work. As long as you let me try it again."

In the subtheme of *communication of clear vision, goals, and direction*, three participants out of six employees discussed this subtheme three times. Participant Q (Baby Boomer) discussed how she needs clear expectations of the project with goals and target-dates to help support long-term success stated by, "I think it's clear expectations and everything. You got to have communication, goal-setting, target-dates." Participant L (Baby Boomer) detailed the need for transparency of the communication of where the project stands to support initiatives that lead to long-term success in the medical device industry stated by,

I think transparency is important on where we are at and where we stand with our particular products. If it is good or bad, it's good to know. Is the project moving along in the right direction? It is important to know if we're not doing as well as we should be doing. Not just kind of hush-hush.

In the subtheme of *creation of positive environment with empowerment*, three participants out of six employees discussed this subtheme three times. Participant H (Baby Boomer) discussed how empowerment with a positive environment allows the employee to be engaged to improve a tool to support initiatives that lead to long-term success in the medical device industry stated by,

I get motivated when I respect somebody, and they come to me and need help. Okay, we have had several times where we sat down in the conference room, and somebody would lay a piece of tooling in front of me and said, can you fix this. And then my first question has always been, can I start over? You know you can't make chicken salad out of chicken crap. It doesn't work that way. But I respect them because they had enough integrity to say if you can think of a better to do it, have at it. And then being able to say I'm wrong or being able to say, yeah, we tried this, and it didn't work as long as you let me try it again.

Discussion of the variations that exist from the perceptions per generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company.

As shown above, variations are observed from the perceptions of various generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company. Millennial subthemes did not capture the overall Theme 9 of *communicate meaning of tasks and purpose of the device (Inspire)*. The only new subtheme of *improved communication channels* emerged that is different from the overall Theme 9 that is specific to Millennials. As with the Theme 2 Millennial subtheme of *communicating information: consistent, truthful message*, the Theme 3 Millennial subtheme of *creation of clear common goal, vision, and direction*, and the Theme 5 Millennial subtheme of *lack of communication*, Millennials want to have improved communication channels to support the enhancement of group cohesion and engagement for long-term success for the medical device industry. Millennials were shaped by being connected 24 hours a day and spend more than six hours a day on-line, and daily feedback is needed (Cogin, 2012). Therefore, improved

communication channels would support be supported by the literature as a means to obtain and receive feedback.

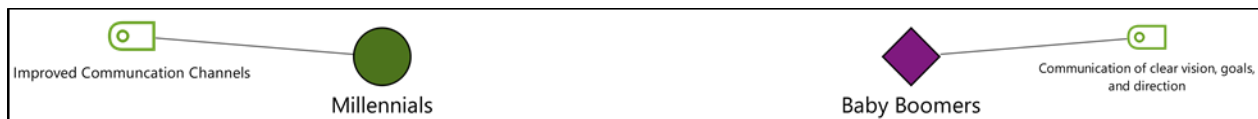
No new subthemes emerged that are different from the overall Theme 9 specific to Generation X. From Theme 9, *communicate meaning of tasks and purpose of the device (Inspire)* was not in the top list of Generation X. Since no new subthemes were observed, no literature compared was performed by the researcher. Baby Boomers were shown to match the overall Theme 9 analysis except for the new subthemes of *communication of clear vision, goals, and direction*, and *creation of positive environment with empowerment*. As with the Theme 2 Baby Boomer subtheme of *create a unified vision, tasks, direction, and expectations* and the Theme 6 Baby Boomer subtheme of *unclear message, vision, goals, and expectations*, the subtheme of *communication of clear vision, goals, and direction* match the need for the Baby Boomer cohort to want a clear vision with goals and expectations to support the long-term success of the medical device industry. Weeks et al. (2017) described that Baby Boomers believe that their work ethic is high. Baby Boomers live-to-work and work values are acquired through work (King et al., 2017). Therefore, having a strong direction and expectation found in this study's subthemes possibly allow for the Baby Boomer to work hard and reach the proper endpoint.

In the comparison of perceptions of Millennials versus Generation X, the cohorts do not share any of the subthemes and do not demonstrate subthemes not shared by either cohort. Figure 33 shows the comparison of perceptions of Millennials versus Baby Boomers. Both cohorts do not show any common subthemes. Baby Boomers show the subtheme of *communication of clear vision, goals, and direction* not shared by Millennials. Millennials show the subtheme of *improved communication channels* that is not shared by Baby Boomers. Lastly, in the comparison of the perceptions of Generation X versus Baby Boomers, both cohorts do not show

common subthemes, and both cohorts do not demonstrate subthemes not shared by each cohort. Baby Boomers did not have top subthemes not shared by Generation X. The comparison and contrast Figure 33 shows the importance of understanding the different perspectives of the two different generational cohorts to maximize the motivational factor combinations per that generational cohort group that lead to enhancing group cohesion and engagement for long-term success in the medical device industry.

Figure 33

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry for Millennials Versus Baby Boomers



Theme 11: Certain Combinations of Motivational Factors Support Innovation and Lowering the Resistance to Change Implementation

As stated in Theme 9, the medical device industry needs low resistance organizational changes due to the opportunity costs of strategic moving non-scale free human capital capability (Wu, 2013). Additionally, in Theme 9, innovation was stated as a critical need in alignment with funding, and managing innovation from R&D into a successful medical device to add corporate value to the firm through sales is necessary for long-term success (Chatterji & Fabrizio, 2016; Schmutz & Santerre, 2013). To gain an understanding of how leaders use of motivational factors in the multi-generational workforce, to enhance group cohesion and engagement to achieve long-term success in the medical device industry specific to innovation and reduction to resistance to change implementation, the interview question 15 (see Appendices

E and F) was asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division.

15. What motivational factors from leader(s) help enhance cohesion and engagement to support innovation and reduction of resistance to change implementation?

After open, inductive coding per this question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Due to one question being asked of participants, the answers from other questions were coded in relation to innovation (creativity) and reduction to resistance to change implementation to increase data saturation and triangulation. Through the iterative analysis, common patterns in the data emerged. Three common subthemes emerged of using the two-way motivational factors of *share information in a timely manner and why it is important* (reduction of resistance to change), *involve the affected employees in decisions* (reduction of resistance to change), and *leaders listen to employees to generate ideas* (support innovation). Table 18 shows the identified theme and supporting statements Figure 34 shows a visual representation of the two-way factor subthemes. In Figure 34, The orange highlighted icons are specific to the reduction of resistance to change implementation, and the purple highlighted icons are specific to supporting innovation.

Table 18

Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation

share information in a timely manner and why it is important	<p>"And then explaining why the change is necessary. We all have to be willing to adapt to change, that you all are continuously try to improve products, and that means change."</p> <p>"Again, motivation and saying, we can continue to grow and expand the business and really show it and mean it. When you said hey, we're doing really well, we continue to grow and expand the business and then next week, we have a layoff. That just doesn't motivate people very well. Again you got to be careful of making sure your communication is true, concise, timeliness is another thing."</p> <p>"I have seen people come back and give communication. A good example was I had told someone one time, hey, you need to tell people about this, and they said well, let me check my schedule. I said no, you don't understand. They need to hear it within the next week. You can't come back for five months from now. That's too long. The impact is now. So timeliness is another really critical aspect that can either motivate or demotivate?"</p> <p>"The leader needs to be able to speak to all levels of management from the CEO down to the operator."</p> <p>"Sometimes you have to bring in a whole new team. We worked on rechargeables for a long time, and they went and hired a group in Korea. They literally lifted an entire cohesive team out of Korea. Recognizing, you know, when you need a new team is important too, I guess."</p> <p>"And let them know what's coming ahead of time are more likely to accept change."</p>
	<p>"Changes happen every day now. Who knew this virus was going to destroy our whole lives. But, it is here, and how are we going to deal with it? That's a problem. It is a change in our life. We need to be smarter. We need to be focused. First of all, respect the rules and regulations. This is why there are people in those places to make the rules because otherwise, we are not going to get any better than this. Change is the new normal."</p>

involve the affected
employees in decisions

"A new product comes on the floor. It is a change. It is a good change. It may be painful now. You have to make people aware that this change is good. It is for the company. It is necessary. If the change is going to disrupt everyone's life, that is a bad change. Yeah, we have the week of vacation. Take it as a good sign. We changed from July to June, but take it as a good sign. It is a good time to relax with the family."

"You explained it to them the right way and explained to them, you know, we understand that this is going to be difficult at first, but we are working on ways to make it easier or make it more friendly to make it easier for you to understand. And we understand that changes aren't always fun. But sometimes it's a necessary evil to keep the company in business."

"Clearly describing the change or the project, so people really understand why the change is important."

"Not just make the change, and I didn't know that was coming. Kind of catching everybody off-guard that it affected how much?"

"...sharing. If it may affect that person there. Early on. Doesn't have to involve them? Once you know what is involved, that's when you should share."

"Change throughout, not just in the production process, but when you make a change in production processes, it affects everybody and every department. That's one of the things that we need to understand why changes are necessary and need to be able to be supportive."

"I think so, like a fixture change or ergo change. If you don't use it every day, then you take something to them. They might have a resistance to change because they didn't have any input."

"Big managers, they have to listen to us. Because if they don't. It's not our fault when somethings go bad. We are paying for what Sylmar did. But, you punish us. Why? Okay. I understand that we need to cut prices, to need to be very financially aware. It is like in a family. You don't punish all the kids because the youngest broke a plate."

"But I do deal with people on the floor that build these parts once we've developed everything. I deal with them on a daily basis. So, when I go out there. And my boss has more very supportive about this and he tries to do the same thing. When I go out there, I try to get them involved in the changes and the new stuff that we're developing."

"I try and get their opinions on it because they like it, so they had something to do to help that development of that new product. They, you know, if it's something that me saying that it is not so much fun at first."

"And how they can contribute to something meaningful. Leaders accepting and addressing input from the stakeholders, the team members."

"(For reduction of resistance) Communication exchanges throughout the project, probably."

"Inclusion of the decision-making process. Having that two-way communication."

"I think that when we had that inclusion in the decision-making process. I think that team members would naturally going to be a lot more willing to accept those changes. At the end of the day, that their opinions, their thoughts were taking into consideration. And even if they weren't chosen as the path forward, they were at least received and considered. Knowing that they were at least received and considered will at least allow at the bare minimum make it an easier opportunity for the team members to accept the change."

"Create the involvement for all that may be affected, you know for the change."

leaders listen to employees to generate ideas

"I think if they are excited about it and like I said inclusion again. And explain what these new things are for or why they would like for you to be more innovative."

"I think it goes back to one of the original motivational factors that I mentioned was inclusion. It could be from the production floor that may have the greatest ideas, but we tend not to reach out to the ones that are right there working at the process. And I think if you engage more folks that are close to the process, will get more possible innovation."

"The right leader listens to the people. He listens to an idea because some people like to think out-of-the-box."

"Sometimes, an employee with their people they work for may have an idea in it may not seem exactly at first."

"And when he retired last year, and he had a team of 20-year-olds, 30-year-olds. And how they challenged him; that was why they were successful because they all challenged each other."

"And I think in ABMB that is one of the things I appreciate the most is that I want to say in that example and I'm very fortunate to being in a company where it happens to be the same. It so happens that we have to be empathetic enough to understand each of where every one of us is coming from. And we use that to be innovative and to think outside the box."

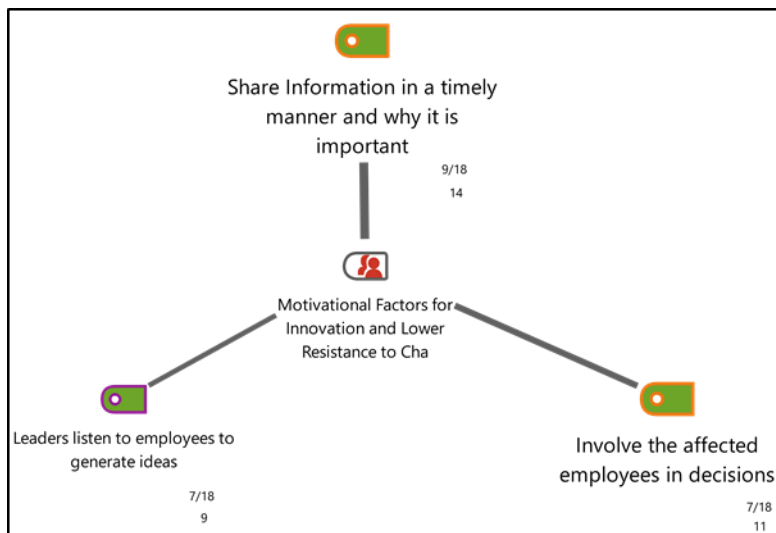
"Having that ability to express and discuss back and forth what the best approach is. And the best opportunities to improve as an organization as well. Rather than doing things the same way as they historically have been done. Or my way or the highway

approach. Having the ability to have those discussions about the potential system of ways for improvement and then looking at resolution."

"All levels of management (need) to be open and willing to listen."

Figure 34

Motivational Factors in the Multi-Generational Workforce used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation



In the subtheme of *share information in a timely manner and why it is important*, nine participants out of 18 employees discussed this subtheme 14 times. Participant P (Baby Boomer) described a situation where timeliness was needed to help reduce the resistance to the change implementation stated by,

I have seen people come back and give communication. A good example was I had told someone one time, hey, you need to tell people about this, and they said well, let me check my schedule. I said no, you don't understand. They need to hear it within the next week. You can't come back for five months from now. That's too long. The impact is now. So timeliness is another really critical aspect that can either motivate or demotivate?

Participant J (Generation X) discussed the COVID19 paradigmatic changes that had to occur and how timeliness and communication helps with the change stated by,

Changes happen every day now. Who knew this virus was going to destroy our whole lives. But, it is here, and how are we going to deal with it? That's a problem. It is a change in our life. We need to be smarter. We need to be focused. First of all, respect the rules and regulations. This is why there are people in those places to make the rules because otherwise, we are not going to get any better than this. Change is the new normal.

Participant C (Millennial) stated that people should be communicated with early in the process of change as related to the timeliness aspect by, “sharing. If it may affect that person there. Early on. Doesn't have to involve them? Once you know what is involved, that's when you should share.”

In the subtheme of *involve the affected employees in decisions*, seven participants out of 18 employees discussed this subtheme 11 times. Participant Q (Baby Boomer) discussed how getting people involved in the decision for the change helps to create group cohesion and engagement to support the change by the statement,

Change throughout, not just in the production process, but when you make a change in production processes, it affects everybody and every department. That's one of the things that we need to understand why changes are necessary and need to be able to be supportive.

Participant D (Generation X) discussed how his leader encouraged the dialogue of the affected employees in the decision-making process stated by,

But I do deal with people on the floor that build these parts once we've developed everything. I deal with them on a daily basis. So, when I go out there. And my boss has

more very supportive about this and he tries to do the same thing. When I go out there, I try to get them involved in the changes and the new stuff that we're developing.

Participant C (Millennial) stated to allow for the involvement of the affected employees for the change to help reduce resistance to change implementation stated by, "Create the involvement for all that may be affected, you know, for the change."

In the subtheme of *leaders listen to employees to generate ideas*, seven participants out of 18 employees discussed this subtheme nine times. Participant S (Baby Boomer) discussed that listening to all-inclusive ideas increases the innovation behavior stated by, "I think if they are excited about it and like I said inclusion again. And explain what these new things are for or why they would like for you to be more innovative." Participant D (Generation X) described how a leader must listen to people's out-of-the-box ideas to help support innovation stated by, "The right leader listens to the people. He listens to an idea because some people like to think out-of-the-box." Participant F (Millennial) described how her dad worked in a team of younger employees, and he listened to their ideas, and they challenged each other through the age diversity stated by, "And when he retired last year, and he had a team of 20-year-olds, 30-year-olds. And how they challenged him; that was why they were successful because they all challenged each other."

Theme 1 subtheme *communicating information: consistent, truthful message*, Theme 3 subtheme *sharing information creates meaning of work*, Theme 5 subtheme *lack of communication*, and Theme 9 subtheme of *communicate meaning of the task and purpose of device (inspire)* support the Theme 11 subtheme of *share information in a timely manner and why it is important* to enhance group cohesion and engagement to reduce the resistance to change implementation. In uncertain environmental turbulence, leaders should use more planning and

communication to be ready for coordinated and fast responses (Ali, 2018; Daft, 2016). Employee buy-in to the systems is needed to create an engaged team performance to reduce the resistance to change implementation (Starbird & Cavanagh, 2011). Communication that creates meaning in a timely approach consistent with the change reduces resistance to change implementation (Starbird & Cavanagh, 2011).

The same literature review by Starbird and Cavanagh (2011) supported the subtheme *involve the affected employees in decisions* to reduce the resistance to change implementation. By involving the affected employees in the decisions with timely communication, employee buy-in increases to support the change implementation (Starbird & Cavanagh, 2011). Wu et al. (2015) defined collaboration as a procedure of joint decision-making by vital stakeholders about the future in relation to a problem area. Spector (2013) discussed that change implementation starts with a shared diagnosis with actions and not solutions with key stakeholders. Lastly, feedback is used to generate the learning of the needed behaviors for change implementation (Rumelt, 2011; Spector, 2013).

For the subtheme *leaders listen to employees to generate ideas* to support innovation, the literature supports long-term success using diverse groups of expertise through task orientations to result in innovation, collaboration, and group cohesion (Love, 2018). A positive relationship exists between authentic leadership, cohesion, and group identification as the leader promotes relational transparency between the leader and followers (Lopez et al., 2015). By the leader listening to employees to generate ideas, a perceived differentiation is reduced between the leader and the group (Chiniara & Bentein, 2018). The low perceived differentiation strengthens team cohesion with task performance enhancement (Chiniara & Bentein, 2018).

Theme 12: Variations Exist From the Perceptions per Generational Cohorts for Certain Combinations of Motivational Factors to Support Innovation and Lowering the Resistance to Change Implementation

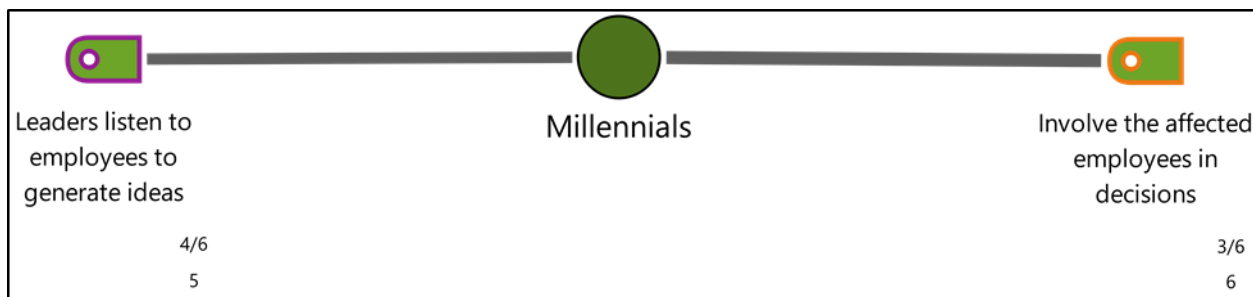
In Theme 10, variations were observed from the perceptions per generational cohort for the leader use of certain combinations of motivational factors to support the long-term success of the medical device industry. To understand how leaders use of motivational factors in the multi-generational workforce, to enhance group cohesion and engagement to achieve long-term success in the medical device industry specific to innovation and reduction to resistance to change implementation, the interview question 15 (see Appendices E and F) was asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Due to one question being asked of participants, the answers from other questions were coded in relation to innovation (creativity) and reduction to resistance to change implementation to increase data saturation and triangulation. In Theme 12, variations were discovered per the perceptions of each cohort on how leaders use motivational factors in the multi-generational workforce to enhance group cohesion and engagement to achieve long-term success in the medical device industry specific to supporting innovation and reduction the resistance to change implementation.

Millennials. Two common subthemes emerged of *involve the affected employees in decisions* (reduction of resistance to change), and *leaders listen to employees to generate ideas* (support innovation) to support the main theme and are two of the three subthemes from the overall Theme 11. Figure 35 shows the visual representation of the subthemes for Millennials. From Theme 11, *share information in a timely manner and why it is important* (reduction of resistance to change) was not in the top list of Millennials. No new list of supporting statements

is needed due to no new subtheme emerged specifically to Millennials compared to the overall Theme 11.

Figure 35

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation per Millennials



Generation X. Four common subthemes emerged of (a) *share information in a timely manner and why it is important* (reduction of resistance to change), (b) *involve the affected employees in decisions* (reduction of resistance to change), (c) *reward, encourage, recognize, and support for innovation* (support innovation), and (d) *encourage brainstorming and accept others ideas* (support innovation) to support the main theme. The subthemes of *share information in a timely manner and why it is important*, and *involve the affected employees in decisions* matched Theme 11. The subthemes, *reward, encourage, recognize, and support for innovation* (support innovation) and *encourage brainstorming and accept others ideas* (support innovation) are newly emerged subthemes not in Theme 11. Figure 36 shows the visual representation of the subthemes for Generation X. Table 19 lists supporting statements to the newly identified subtheme that was not represented in Table 18.

Figure 36

Motivational Factors in the Multi-Generational Workforce used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation per Generation X

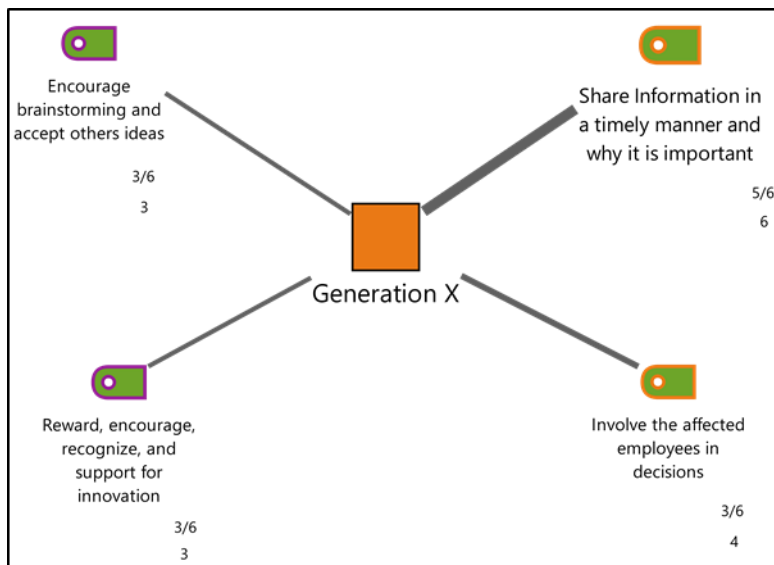


Table 19

Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation for Generation X

reward, encourage, recognize, and support for innovation	<p>"It is often not the easy way, and it's very often not apparent. So, you got to be determined to some degree. People get determined to solve something, if they're interested in it, or if they feel like they owe it to the people that they work with. And they don't want to let other people down."</p> <p>"I think the motivational factors of trying to tie individual personal financial or potential goals into company goals is important."</p>
	<p>"But with a little encouragement, you never know what you're going to come up with. And it could be something game-changing, or it could just be a nice little addition."</p>

encourage brainstorming and accept others ideas

"If they have responsibility for something, then they feel like they have got to deliver something and work hard. Work hard to find a way if it all possible if they can deliver something or solve a problem. You know, to find a way. When all the doors close, they look for a window to climb through. There's often a way out there somehow, but it's not necessarily the easy way."

"I think it goes back to one of the original motivational factors that I mentioned was inclusion. It could be from the production floor that may have the greatest ideas, but we tend not to reach out to the ones that are right there working at the process. And I think if you engage more folks that are close to the process, will get more possible innovation."

"Remember, years ago, when we were playing with that printer before they even had a printer. How about we change the foil layout by using an etch printer. Give people responsibility, and they will start coming up with all kinds of ideas."

In the subtheme of *reward, encourage, recognize, and support for innovation* (support innovation), three participants out of six employees discussed this subtheme three times.

Participant K (Generation X) discussed how rewarding for innovation is important stated by, "I think the motivational factors of trying to tie individual personal financial or potential goals into company goals is important." Participant D (Generation X) described the use of encouragement to innovate stated by, "But with a little encouragement, you never know what you're going to come up with. And it could be something game-changing, or it could just be a nice little addition." In the subtheme of *encourage brainstorming and accept others ideas* (support innovation), three participants out of six employees discussed this subtheme three times.

Participant E (Generation X) described how giving them responsibility for something and accepting their ideas encourages innovation as looking through a window to climb through as stated by,

If they have responsibility for something, then they feel like they have got to deliver something and work hard. Work hard to find a way if it all possible if they can deliver

something or solve a problem. You know, to find a way. When all the doors close, they look for a window to climb through. There's often a way out there somehow, but it's not necessarily the easy way.

Participant M (Generation X) discussed how using all people's ideas and being accepting, the leader will possibly get more innovation from others stated by,

I think it goes back to one of the original motivational factors that I mentioned was inclusion. It could be from the production floor that may have the greatest ideas, but we tend not to reach out to the ones that are right there working at the process. And I think if you engage more folks that are close to the process, (you) will get more possible innovation.

Baby Boomers. No new subthemes emerged to support the main theme due to not meeting the criteria of greater than 33.3% of participants are involved in the subtheme. However, two out of six participants did match the subtheme of *share information in a timely manner and why it is important* to the overall Theme 11.

Discussion of the variations that exist from the perceptions per generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company specific to supporting innovation and reducing the resistance to change implementation.

As shown above, variations are observed from the perceptions of various generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company per various generational cohort. Millennial subthemes did not capture the overall Theme 11 subtheme of *share information in a timely manner and why it is important* (reduction of resistance to change). No new subthemes emerged different for Theme 11

subthemes specific to Millennials. Since no new subthemes were observed from Theme 11, no literature comparison was performed by the researcher. Two new subthemes emerged that were different from the overall Theme 11 specific to Generation X of *reward, encourage, recognize, and support for innovation* (support innovation) and *encourage brainstorming and accept others ideas* (support innovation). The subthemes of *share information in a timely manner and why it is important* (reduction of resistance to change), and *involve the affected employees in decisions* (reduction of resistance to change) match the subthemes in Theme 11. From Theme 11, *leaders listen to employees to generate ideas* was not in the top list of Generation X.

For the subthemes of *reward, encourage, recognize, and support for innovation* (support innovation) and *encourage brainstorming and accept others ideas* (support innovation), Cugin (2012) described the Generation X cohort as pragmatic, risk-taking, and good at anticipating risk. These characteristics help with innovation through risk-taking and being pragmatic. Generation X members value developing skills with formal qualifications through self-improvement to support career security (Cugin, 2012). Innovation can be formal qualifications by receiving patents to reward and accept the ideas of the Generation X members. King et al. (2017) showed that altruistic rewards seem to motivate and secure organizational emotional attachment. If the innovation is tied to the medical device industry, then the emotional attachment helps to motivate the Generation X group along with encouraging brainstorming activities from the current research observations. Baby Boomers were shown to not match the Theme 11 subthemes, and no newly emerged subthemes were observed specific to Baby Boomers. Since no new subthemes were observed from Theme 11 subthemes, no literature comparison was performed by the researcher.

Figure 37 shows the comparison of Millennials versus Generation X. In the comparison of perceptions of Millennials versus Generation X, the cohorts share the subtheme of *involve the affected employees in decisions*. For Generation X, the subtheme of *encourage brainstorming and accept others ideas* is not shared by Millennials. Millennials did not have a subtheme not shared by Generation X. For Millennials versus Baby Boomers, both cohorts do not show any common subthemes and do not have any subthemes not shared by the other cohort. Figure 38 shows the comparison of Generation X versus Baby Boomers. Both cohorts share the common subthemes of *share information in a timely manner and why it is important* (reduction of resistance to change), and *reward, encourage, recognize, and support for innovation* (support innovation). Generation X did not have a subtheme not shared by Baby Boomers and vice versa. The comparison and contrast of Figures 37 and 38 show the importance of understanding the different perspectives of the two different generational cohorts to maximize the motivational factor combinations per that generational cohort group that lead to enhancing group cohesion and engagement for long-term success in the medical device industry specific to supporting innovation and reducing the resistance to change implementation.

Figure 37

Motivational Factors in the Multi-Generational Workforce used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation for Millennials Versus Generation X

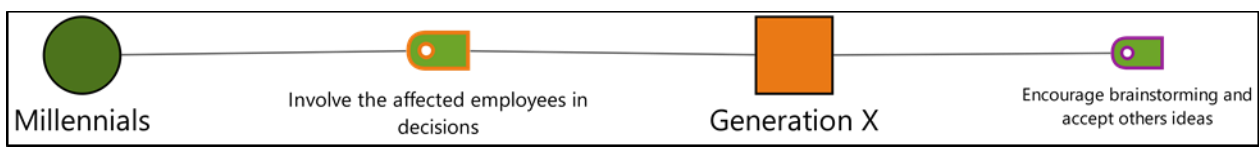
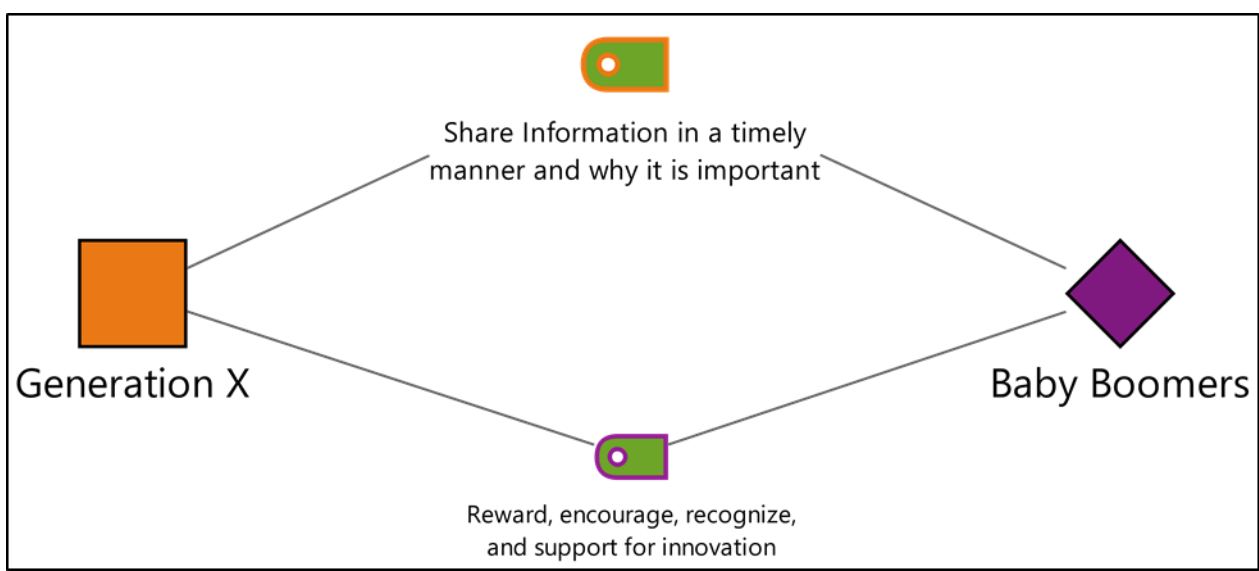


Figure 38

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to Innovation and Reduction of Resistance to Change Implementation for Generation X Versus Baby Boomers



Theme 13: Certain Combinations of Motivational Factors Support the Creation of Loyalty and the Emotional Bond to the Company

Many motivational factors are noted in the literature to create engagement, increase job satisfaction, and reduce turnover from a broad knowledge base (Coetzer et al., 2017; Gardner & Pierce, 2015; Mello, 2015; Wan et al., 2018). Employers must strive to avoid job turnover by creating job loyalty through the creation of high levels of motivation or important knowledge can be lost (Mello, 2015). King et al. (2017) showed work that loyalty to a company tends to be lower for Millennials compared to Baby Boomers. Millennials, on average, only work at a company for 2.8 years per job (U.S. Bureau of Labor Statistics, 2016). Work engagement can help to fully mediate the relationship between job characteristics and turnover intention (Wan et al., 2018). Coetzer et al. (2017) produced findings that group cohesion moderates the turnover intentions of employees.

Theme 13 centers on gaining an understanding of how leaders use of motivational factors in the multi-generational workforce, to enhance group cohesion and engagement to achieve long-term success in the medical device industry specific to creating job loyalty. The interview question 16 (see Appendices E and F) was asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division.

16. What motivational factors from leader(s) enhance cohesion and engagement to increase job loyalty and the emotional bond between employee and the organization?

After open, inductive coding per this question, axial coding was used to look for connections and themes between the questions developed from the open coding (Lee et al., 2019). Through the iterative analysis, common patterns in the data emerged. Due to one question being asked of

participants, the answers from other questions were coded in relation to job loyalty (turnover) to increase data saturation and triangulation. Three common subthemes emerged of using one-way and two-way motivational factors of *treat others as you want to be treated/care for the employee*, *create meaningful work and link to overall company success*, and *showing loyalty back to the employee: job security/hiring them*. Table 20 shows the identified theme and supporting statements. Figure 39 shows a visual representation of the one-way and two-way factor subthemes.

Table 20

Identified Subthemes and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty

<p>treat others as you want to be treated/care for the employee</p>	<p>"You feel more loyal to that manager and to the company, because you've been made to feel a little important just by, have a nice weekend. Does not cost a thing. I mean, 10 minutes of that manager's time was nothing compared to what was gained from that."</p> <p>"I mention that plant manager and walking around and meeting people on the production floor. I can't tell you how many times that I'm in a production area, and people will say, I don't even know who that person is. They never come into production. Or I pass that person in the canteen, and they turn away from me. They don't give me a smile or a look. Engaging people, showing them that we're all together in this. It's not them versus us. I have seen that it's so many places where people in the front office, for whatever reason, don't engage in a true meaningful way with the people on the production floor. And it creates a rift between the two even though it's that everybody seems like they're talking, but there's always this did they mean it type of thing instead of having a full-blown hey you're part of the team."</p> <p>"So I think the leader has to really care. You can't fake that out. You have to really care."</p> <p>"Really genuinely listening and caring."</p>
---	---

"He or she needs to be able to relate to the employees, to celebrate their victories, and even the defeats together as a team."

"And when the employee sees that the leader actually cares about them, it forms a bond. There are so many leaders that really don't possess what we call emotional intelligence that can create bonds with the employee on a personal level. And when you don't do that, you miss out on a lot. You miss out on a lot of potential for both the employee and organization, just not knowing what the person can do. So the best leaders I've seen have been a very strong and emotional intelligence and more people related."

"And is needed to see overall success. And I don't know if this is true with everybody or with just me or with all personality types or sexes or anything. I don't know, but to me, it's always been well. I don't want to let somebody else down, and I don't want them to lose face. I don't want to lose face, because I regard this other person and I want this person to regard me. And that's a big motivator. That's a big motivator. That's not money, you know it is not money. It can translate the money implicitly over a long time. But you know, you are putting something in the bank for later. So, sometimes you might need to make a withdrawal."

"First of all, the work environment, that's very important. If I didn't like this place, I would not wake up every morning and put one foot in front of the other and come here."

"Interactive work with each other. We talk to each other. I spend more time here than I spend with my family. What should be an incentive for this is the attitude of the managers? How they see us, how they treat us, because we are not kids. We are adults, we have feelings, and we are here to do our work, and not only just be robots."

"But when you got a boss that you know that cares about you, that listens to you, that you enjoy working for, makes the job a better job. Then it's hard not to be loyal to them. It's hard for anyone within reason that is."

"But if you, like I said, I know people, but I know where I work that are good leaders because the people know that they care about them. They want to do good for them. The people I mean, you know, not just my supervisor, but other supervisors that work kind of hand in hand with our department. They know that they care. And by doing that, they don't want to leave."

"If I'm going to go work for someone and they took a chance on me. I want to continue working for them."

create meaningful work and link to overall company success

"I have a good bond with my managers. I mean, I enjoy working for them. They've always been good to me throughout this past five to six years that I've been in R&D."
"Treat others as you want to be treated."

"Give your employees a buy-in. If they buy into what you're doing, you'll get much better work done. Give them a reason for ownership. If they own part of the product, good or bad, it doesn't matter. Everybody works harder when they have personal responsibility or personal pride or personal respect for what you are trying to do. Give everybody from the man that cleans the floors to the man that decides whether or not it's a million-dollar project or not. Everybody needs to buy in because if you're not pulling the cart the same way, the mule is going get real tired. If everybody ain't pulling the cart the same way, the mules get real tired."

"But I think if the leader truly believes in the product you're making. And the leader believes you are capable of doing the job and expresses that belief to the team. You got job loyalty right there. Because you are going to be loyal to your manager, and you are also going to be loyal to the company."

"But yeah, people kind of know someone else has some sort of value in some way, and they're going to put their effort into something, or they can deliver something, or bring something to the table that is unique."

"Making sure people feel like they're contributing toward."

"I think it is more of feeling like you are a contributor."

"At the end of the day, we need to be successful cross-functionally, not only in the little team that we are in. It also has to do with other teams cross-functionally. You have to build that trust with other teams in order to be a successful business at the end of the day. We're not quality. We are not engineering. We are not engineering, sales, and marketing. We're one ABMB. So for that leader to encourage us to be a team player amongst cross-functional, I think that's very important."

"At least give me that sense of relief knowing that, hey, I'm making a difference. And it is important to establish that between the employees in the organization."

"Job because they felt important and involved."

showing loyalty back to the employee: job security/hiring them

"It is one of the things where you have to earn it. I think if someone is fair with someone else, then they will afford them some sort of a good faith recognition of value. But at that minimal level. Very rarely will you find somebody willing to land on a landmine for somebody else or fall on a grenade. In

order for someone to fall on a grenade, they have to have a great deal of regard for the other because they earned it in some way."

"Job security. I would be lying if I would say it's not. It's job security. You do your job the best way you can, and you have hiccups here and there. But you know, you have job security and is very important to all of us. We have a good business. Pay and benefits, you can beat those. I mean something that we have to be grateful for."

"I appreciate what they did for me, and I work hard for it, and they supported me. And it makes me very loyal. And I think most people are, as far as I know, all of them are (loyal)."

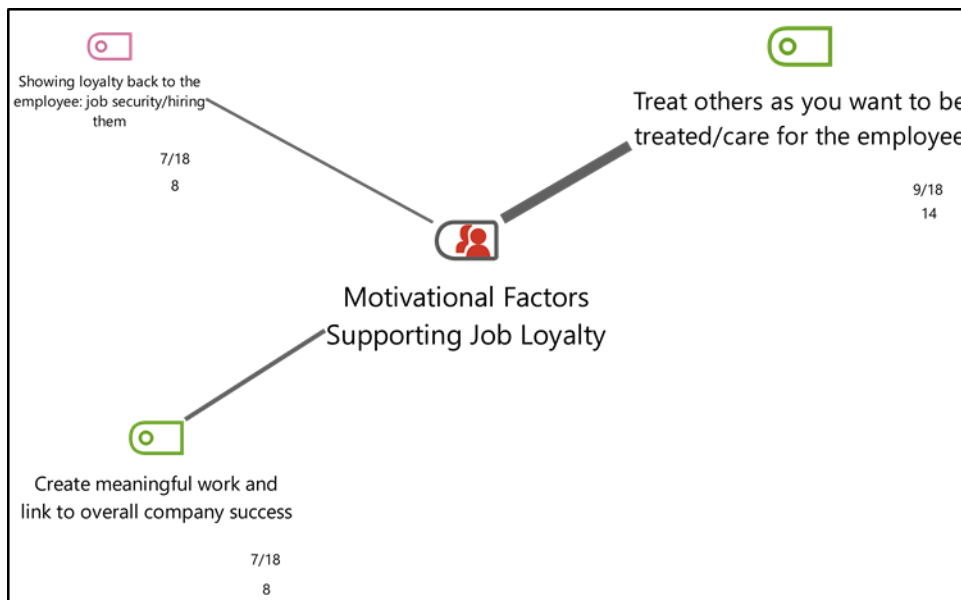
"Security. If there is a way to give your employee job security. You're going to be here, don't worry about your job."

"But, in the grand scheme of things, there are 33 million people without jobs. And we're not one of them. So to me personally, that increases a lot of loyalty that I have towards ABMB. They did not come out and say, okay, work furloughing half of our Workforce in CRM because sales are down 60%. They didn't do that. Now they did come back and do some sort of reduction in time, which is unfortunate, but we still have jobs."

"Showing loyalty and being mindful to the employee."

Figure 39

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty



In the subtheme of *treat others as you want to be treated/care for the employee*, nine participants out of 18 employees discussed this subtheme 14 times. Participant P (Baby Boomer) described a story of plant managers that walk around and meet people makes others feel cared for job loyalty stated by,

I mention that plant managers and walking around and meeting people on the production floor. I can't tell you how many times that I'm in a production area, and people will say, I don't even know who that person is. They never come into production. Or I pass that person in the canteen, and they turn away from me. They don't give me a smile or a look. Engaging people, showing them that we're all together in this. It's not them versus us. I have seen that it's so many places where people in the front office, for whatever reason, don't engage in a true meaningful way with the people on the production floor. And it

creates a rift between the two even though it's that everybody seems like they're talking, but there's always this did they mean it type of thing instead of having a full-blown hey you're part of the team.

Participant N (Generation X) discusses how a leader should care for the employee to build a bond for job loyalty stated by,

And when the employee sees that the leader actually cares about them, it forms a bond. There are so many leaders that really don't possess what we call emotional intelligence that can create bonds with the employee on a personal level. And when you don't do that, you miss out on a lot. You miss out on a lot of potential for both the employee and organization, just not knowing what the person can do. So the best leaders I've seen have been a very strong and emotional intelligence and more people related.

Participant C (Millennial) referred to the golden rule for caring for them for job loyalty in the statement, "Treat others as you want to be treated."

In the subtheme of *create meaningful work and link to overall company success*, seven participants out of 18 employees discussed this subtheme eight times. Participant H (Baby Boomer) described a leader should be able to create employee buy-in by creating meaningful work and by linking to overall company success, job loyalty is created as stated by,

Give your employees a buy-in. If they buy into what you're doing, you'll get much better work done. Give them a reason for ownership. If they own part of the product, good or bad, it doesn't matter. Everybody works harder when they have personal responsibility or personal pride or personal respect for what you are trying to do. Give everybody from the man that cleans the floors to the man that decides whether or not it's a million-dollar project or not. Everybody needs to buy in because if you're not pulling the cart the same

way, the mule is going get real tired. If everybody ain't pulling the cart the same way, the mules get real tired.

Participant E (Generation X) expressed the importance of being able to have value that relates to company goals gives meaning as stated by, “But yeah, people kind of know someone else has some sort of value in some way, and they're going to put their effort into something, or they can deliver something, or bring something to the table that is unique.” Participant B (Millennial) described the sense of relief of making a difference in the company and giving her meaning stated by, “At least give me that sense of relief knowing that, hey, I'm making a difference. And it is important to establish that between the employees in the organization.”

In the subtheme of *showing loyalty back to the employee: job security/hiring them*, seven participants out of 18 employees discussed this subtheme eight times. Participant J (Generation X) detailed the importance of job security to create loyalty as stated by,

Job security. I would be lying if I would say it's not. It's job security. You do your job the best way you can, and you have hiccups here and there. But you know, you have job security and is very important to all of us. We have a good business. Pay and benefits, you can beat those. I mean something that we have to be grateful for.

Participant D (Generation X) describes how he is appreciative of the leader showing loyalty to them and therefore, loyalty is returned stated by, “I appreciate what they did for me, and I work hard for it, and they supported me. And it makes me very loyal. And I think most people are, as far as I know, all of them are (loyalty).” Participant G (Millennial) expressed her loyalty for the company during the COVID-19 pandemic response by ABMB of job security stated by,

But, in the grand scheme of things, there are 33 million people without jobs. And we're not one of them. So to me personally, that increases a lot of loyalty that I have towards

ABMB. They did not come out and say, okay, work furloughing half of our Workforce in CRM because sales are down 60%. They didn't do that. Now they did come back and do some sort of reduction in time, which is unfortunate, but we still have jobs.

For the subtheme *treat others as you want to be treated/care for the employee*, Guchait (2013) found that team engagement is an outcome of team cognition. Therefore, the team should be treated with respect in their ideas, and their concerns are acknowledged to be used in the creative solutions that are generated (Starbird & Cavanagh, 2011). Leaders should use positive stimuli to create an engaged team through rewards or positive reinforcement (Ditzfeld et al., 2016). Uddin et al. (2019) found that organizational commitment and citizenship behavior help to mediate the relationship between employee engagement and team performance. Job satisfaction to create employee engagement by caring for the employee creates lower turnover by absorption and dedication to the company (Duncan et al., 2015; Lara & Salas-Vallina, 2017).

For the subtheme *create meaningful work and link to overall company success*, Wan et al. (2018) described that work engagement improves turnover intention outputs. Creating meaning work tied to the overall company's success creates engagement (Starbird & Cavanagh, 2011). Collaboration is defined as a procedure of joint decision-making by vital stakeholders about the future in relation to a problem area (Wu et al., 2015). To create inter-organizational cohesion for collaboration, the company must demonstrate effective teamwork across units and functions of the organization (Spector, 2013). Lastly, employers must use both types of motivational factors to influence positive behavior by stressing the importance of tasks (intrinsic) with tangible incentives based on the completion of the tasks (extrinsic; Kuvaas et al., 2017).

On the subtheme *showing loyalty back to the employee: job security/hiring them*, Sarmed et al. (2016) concluded that employees must be financially comfortable for commitment to the

organization to be maintained, but intrinsic motivation creation has a high significance to employee retention and performance. Additionally, Pinho et al. (2018) stated that the rules of monetary reward also exert intrinsic and extrinsic motivation. Therefore, job loyalty is about more than financial reward as demonstrated by the Millennial group as salary is more utilitarian (O'Conner & Raile, 2015). Millennials seek employment in organizations that favor innovation and environmental responsibility (Woods, 2016). Therefore, Millennials can be used as an example of how loyalty creation by job security is more important than extrinsic job loyalty motivations.

Theme 14: Variations Exist From the Perceptions per Generational Cohorts for Certain Combinations of Motivational Factors to Support the Creation of Loyalty and the Emotional Bond to the Company

In Theme 10 and 12, variations were observed from the perceptions per generational cohort for the leader use of certain combinations of motivational factors to support the long-term success of the medical device industry. To understand how leaders use of motivational factors in the multi-generational workforce, to enhance group cohesion and engagement to achieve long-term success in the medical device industry specific to job loyalty, the interview question 16 (see Appendices E and F) was asked per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials per ABMB employees in the medical device division. Due to only one question being asked of participants, the answers from other questions were coded in relation to innovation (creativity) and reduction to resistance to change implementation to increase data saturation and triangulation. In Theme 14, variations were discovered per the perceptions of each cohort on how leaders use motivational factors in the multi-generational workforce to enhance

group cohesion and engagement to achieve long-term success in the medical device industry specific job loyalty.

Millennials. Three common subthemes emerged of *creation of development planning and allowing training/guiding, create meaningful work and link to overall company success, and showing loyalty back to the employee: job security/hiring them* to support the main theme. The newly emerged subtheme was *creation of development planning and allowing training/guiding* specific to Millennials. The subtheme of *treat others as you want to be treated/care for the employee* was not in the top subthemes for Millennials compared to the overall Theme 13 subthemes. Figure 40 shows the visual representation of the subthemes for Millennials. Table 21 shows the supporting statements to the newly emerged subtheme for Millennials different from Table 20.

Figure 40

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the creation of Job Loyalty per Millennials

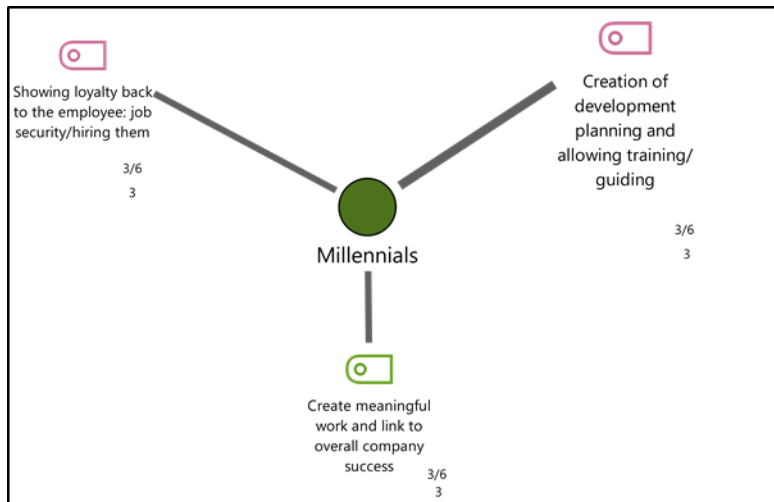


Table 21

Identified Subtheme and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Millennials

<p>creation of development planning and allowing training/guiding</p>	<p>"As well as proper development planning. I have one example about that I can share about that. So once when I recently, my manager and I have been doing. It is actually very different than historical development plans I have been doing. My manager knows that I wanted to work in research and development. And so what he has been doing with me is looking at goals for the year. Looking at R&D engineers and what their expectations are in terms of the requirements of those job responsibilities. And we are mapping my goals to those, and that's allowing me to see that even though I'm not in the position that I want to be long-term right now. I am still mapping to be a better R&D engineer in the future. That's one thing that I appreciate is him sitting down with me together. And where there are gaps, he is taking experience to fill in</p>
---	--

those gaps. So that you know down the road I'll be able to at least hopefully sell myself as an R&D engineer and fill those requirements."

"Learning skills can help you and your job. With me going to school this past year, it shows a company cares about me learning new items. So that definitely shows loyalty from (confidential) and (confidential) towards me that they were thinking about me going to the class."

"I know that that person is going to guide me through situations. That one is not going to if we're in a setting like say a meeting or something, and I say something that is probably either not the right place to say it or I said something incorrectly. (He) will support me. The type of thinking I had. Also, kind of not do it in a rude way kind of correct me and then behind closed doors say this is the reason why."

In the subtheme of *creation of development planning and allowing training/guiding*, three participants out of six employees discussed this subtheme three times. Participant I (Millennial) describes how his leader created a development plan for R&D for him since he wants to work in that functional area in the future as stated by,

As well as proper development planning. I have one example about that I can share about that. So once when I recently, my manager and I have been doing. It is actually very different than historical development plans I have been doing. My manager knows that I want to work in research and development. And so what he has been doing with me is looking at goals for the year. Looking at R&D engineers and what their expectations are in terms of the requirements of those job responsibilities. And we are mapping my goals to those, and that's allowing me to see that even though I'm not in the position that I want to be long-term right now. I am still mapping to be a better R&D engineer in the future. That's one thing that I appreciate is him sitting down with me together. And where there are gaps, he is taking experience to fill in those gaps. So that you know down the road I'll be able to at least hopefully sell myself as an R&D engineer and fill those requirements.

Participant I (Millennial) discussed how allowing him to go to school and investing his future helped to build job loyalty stated by,

Learning skills can help you and your job. With me going to school this past year, it shows a company cares about me learning new items. So that definitely shows loyalty from (confidential) and (confidential) towards me that they were thinking about me going to the class.

Generation X. Three common subthemes emerged of *appreciation given from leader, encouragement, and recognizing, treat others as you want to be treated/care for the employee, and showing loyalty back to the employee: job security/hiring them* to support the main theme. The newly emerged subtheme was *appreciation given from leader, encouragement, and recognition* specific to Generation X. The subtheme of *create meaningful work and link to overall company success* was not in the top subthemes for Millennials compared to the overall Theme 13 subthemes. Figure 41 shows the visual representation of the subthemes for Generation X. Table 22 shows the supporting statements to the newly emerged subtheme for Generation X different from Table 20.

Figure 41

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Generation X

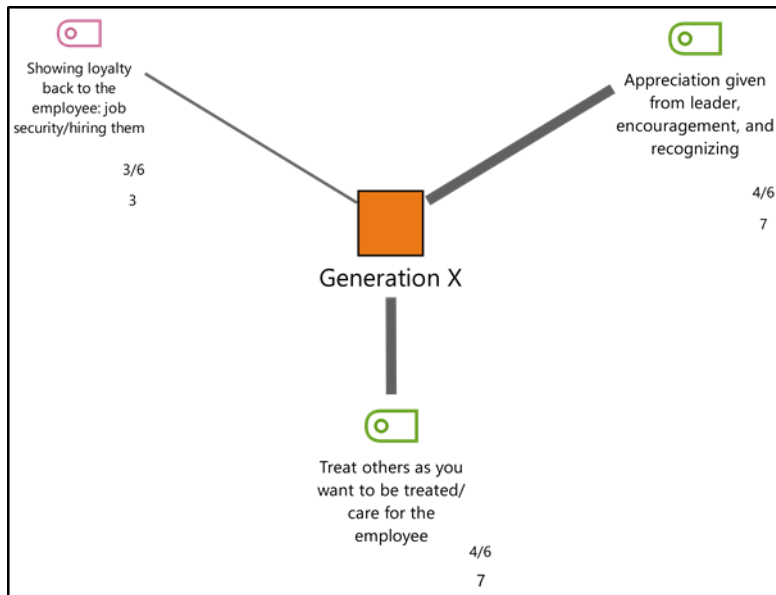


Table 22

Identified Subtheme and Supporting Statements – Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Generation X

<p>appreciation given from leader, encouragement, and recognizing</p>	<p>"That makes cohesion not just within people in the team, but from person to company. And, you kind of have to have that at some point. (Appreciation and recognition)"</p> <p>"But it would serve an expectation every year that they were going to get together as a tradition with a group recognition for what we do."</p> <p>"By giving them that feedback and making them feel recognized. (Job loyalty)"</p>
---	---

"Everybody was very upset, and again, it was not about money. It was that symbol of being appreciated. Used to have those lunches, and I remember we had the picnic with the families and horses. That was a lot of fun. But the little things add up. Send an email out and say thank you. Such an effortless thing to do. It means a lot to people. So that kind of work environment."

"Young people probably need more encouragement to become loyal, to have a feeling of belonging. I've seen young guys that leave after a year with us. I have seen a leader who left the site in less than a year."

In the subtheme of *appreciation given from leader, encouragement, and recognition* specific, four participants out of six employees discussed this subtheme seven times. Participant J (Generation X) described how creating appreciation from the company and the leader from company picnics help to create job loyalty stated by,

Everybody was very upset, and again, it was not about money. It was that symbol of being appreciated. Used to have those lunches, and I remember we had the picnic with the families and horses. That was a lot of fun. But the little things add up. Send an email out and say thank you. Such an effortless thing to do. It means a lot to people. So that kind of work environment.

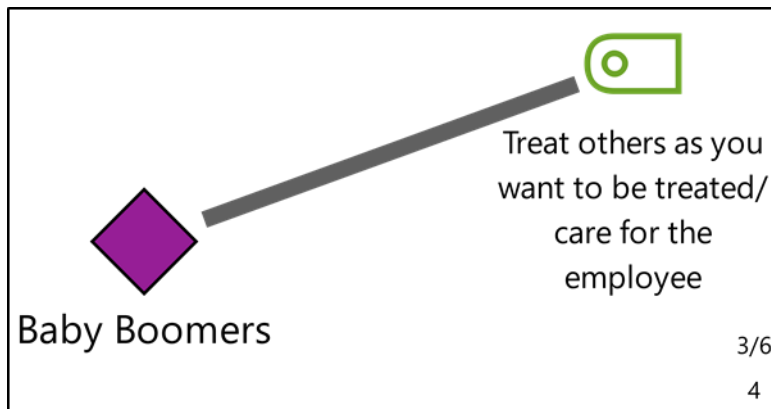
Participant M (Generation X) answered question 16 with the statement on job loyalty as feeling recognized stated by, "By giving them that feedback and making them feel recognized (Job loyalty)."

Baby Boomers. One common subtheme emerged of *treat others as you want to be treated/care for the employee* to support the main theme. No newly emerged subthemes were observed for Baby Boomers. The subthemes of *create meaningful work and link to overall company success* and *showing loyalty back to the employee: job security/hiring them* were not in the top subthemes for Baby Boomers compared to the overall Theme 13 subthemes. Figure 42

shows the visual representation of the subthemes for Baby Boomers. Since no new subthemes were found, no supporting statements per subthemes were generated and listed.

Figure 42

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty per Baby Boomers



Discussion of the variations that exist from the perceptions per generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company specific to job loyalty.

As shown above, variations are observed from the perceptions of various generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company per various generational cohort. Millennial subthemes did not capture the overall Theme 13 subtheme of *treat others as you want to be treated/care for the employee*. The new subtheme of *creation of development planning and allowing training/guiding* emerged that was different for Theme 13 subthemes specific to Millennials. Millennials look for self-management of career paths with opportunities for employee development, having the most significant connection to organizational commitment (Heizman, 2019). Dionida (2016)

recommended using professional development opportunities, meaningful work assignments, and time-off awards to engage Millennials. Lastly, Millennials are motivated by working in an organization with mentoring, fast-track leadership programs, and developing marketable skills and experience that can be used in future jobs (Cogin, 2012).

One new subtheme emerged that were different from the overall Theme 13 specific to Generation X of *appreciation given from leader, encouragement, and recognition*. The subthemes of *treat others as you want to be treated/care for the employee*, and *showing loyalty back to the employee: job security/hiring them* match the subthemes in Theme 13. From Theme 13, *create meaningful work and link to overall company success* was not in the top list of Generation X. For the new subtheme of *appreciation given from leader, encouragement, and recognition*, the literature supports that Generation X members are habituated to receiving immediate feedback and expect this in the workplace with recognition for results (Cogin, 2012). Baby Boomers were not observed to have any newly emerged subthemes specific to that cohort. The subtheme of *treat others as you want to be treated/care for the employee* matches the subthemes in Theme 13. From Theme 13, *create meaningful work and link to overall company success* and *showing loyalty back to the employee: job security/hiring them* were not in the top list of Baby Boomers. Since no new subthemes were observed from Theme 13 subthemes, no literature comparison was performed by the researcher.

Figure 43 shows the comparison of Millennials versus Generation X. In the comparison of perceptions of Millennials versus Generation X, the cohorts share the subtheme of *showing loyalty back to the employee: job security/hiring them*. Millennials did not have a subtheme not shared by Generation X, and Generation X did not have a subtheme not shared by Millennials. Figure 44 shows the comparison of Millennials versus Baby Boomers. Both cohorts do not share

any common subthemes. Baby Boomers did not have a subtheme not shared by Millennials, but Millennials had *showing loyalty back to the employee: job security/hiring them* not shared by Millennials. Figure 45 shows the comparison of Generation X versus Baby Boomers. Both cohorts share the common subtheme of *treat others as you want to be treated/care for the employee*. Generation X showed the subtheme *showing loyalty back to the employee: job security/hiring them* not shared by Baby Boomers. Baby Boomers did not have a subtheme not shared by Generation X. The comparison and contrast of Figures 43 to 45 show the importance of understanding the different perspectives of the three different generational cohorts to maximize the motivational factor combinations per that generational cohort group that lead to enhancing group cohesion and engagement for long-term success in the medical device industry specific to job loyalty.

Figure 43

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty for Millennials Versus Generation X

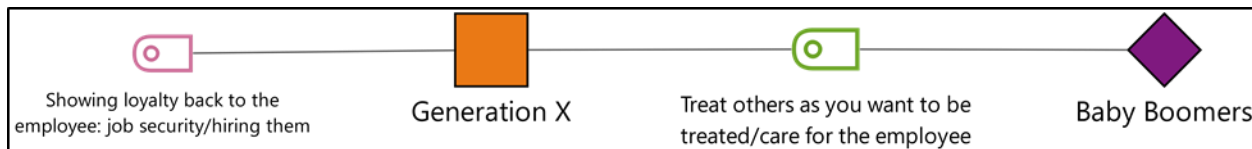


Figure 44

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty for Millennials Versus Baby Boomers

**Figure 45**

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry Specific to the Creation of Job Loyalty for Millennials Versus Baby Boomers



Relationship of Themes to the Research Questions

To acquire long-term success and competitiveness, a leader must position the firm for innovation development, attainment, and implementation enhanced by the creation of cohesion and engagement (Bayraktar et al., 2017; Spector, 2013). Leaders in all corporations will have to answer the multi-generational challenges in the workplace to motivate their employees by maintaining cohesion and engagement (Ahmad & Ibrahim, 2015; Lazaroiu, 2015). Otherwise, the significant applied business problem of loss of long-term success in the market could occur in organizations (Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). Gaps in the literature still exist to understand motivational needs to engross and support the conflicting and opposing views of the multi-generational groups to create a diverse and extensively

contemplated solution that can lead to positive outcomes that can result in economic success (Cote, 2019; Dwyer & Azevedo, 2016).

The specific problem addressed in the study is the failure of leaders to use the proper motivational factors to create and sustain cohesion and engagement in the new multi-generational workplace within the medical device industry resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). To address the research questions and specific problem, the proposed qualitative research method for this case study used participant experiences of employees influenced by motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials bounded in the ABMB medical device company to build an understanding of the phenomenon in the data gathered from interviews. Using personal, semistructured interviews allowed the researcher to study the participants' views with open-ended data collection through interviews from the various generation cohorts. MAXQDA was used to complete the open, inductive coding and axial coding to look for connections and themes in an iterative process. Fourteen primary themes emerged from the study with subthemes that provided a more in-depth understanding of the participant's perceptions. The fourteen themes were the following:

- Theme 1: The best leaders use a combination of motivational factors to enhance group cohesion and engagement.
- Theme 2: Variations exist on how the best leaders use a combination of motivational factors to enhance group cohesion and engagement per generational cohort.
- Theme 3: The use of Theme 1 motivational factors results in certain common aspects of the job environment to enhance group cohesion and engagement.

- Theme 4: The use of Theme 1 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement.
- Theme 5: The worst leaders use a combination of certain motivational factors that reduce group cohesion and engagement.
- Theme 6: Perceptions per generation cohort exist for the use of a combination of certain motivational factors that reduce group cohesion and engagement by the worst leaders.
- Theme 7: The use of Theme 5 motivational factors results in certain common aspects of the job environment to reduce the enhancement of group cohesion and engagement.
- Theme 8: The use of Theme 5 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement.
- Theme 9: Communicating the purpose of the medical device to give meaning to tasks enhances the long term success of a medical device company.
- Theme 10: Variations exist from the perceptions per generational cohorts for certain combinations of motivational factors to enhance the long term success of a medical device company.
- Theme 11: Certain combinations of motivational factors support innovation and lowering the resistance to change implementation.
- Theme 12: Variations exist from the perceptions per generational cohorts for certain combinations of motivational factors to support innovation and lowering the resistance to change implementation.
- Theme 13: Certain combinations of motivational factors support the creation of loyalty and the emotional bond to the company.

- Theme 14: Variations exist from the perceptions per generational cohorts for certain combinations of motivational factors to support the creation of loyalty and the emotional bond to the company.

Several thematic subthemes emerged per theme from the research focusing on the two research questions. The purpose of this qualitative case study is to develop an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. The two research questions were as follows:

1. What variations are discovered in how leaders effectively use motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion and engagement as perceived by each generational group, bounded in the ABMB medical device company?
 - 1.a. How do leaders use motivational factors (one-way or two-way) effectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to enhance group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company?
 - 1.b. How do leaders use motivational factors (one-way or two-way) ineffectively as motivational tools, as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, to reduce group cohesion and engagement as described from the phenomenon of generational theory bounded in the ABMB medical device company?

2. From the perceptions of each generational group of (a) Baby Boomers, (b) Generation X, and (c) Millennials, how does the phenomenon of leaders using effective motivational factors enhance group cohesion and engagement in the medical device industry bounded in the ABMB medical device company to achieve long-term success?

Research Question 1

Research questions 1, 1.a, and 1.b help to understand the use of motivational factors by leaders, as perceived by the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, needed to enhance engagement and collaboration of the new generationally diverse workplace bounded in the ABMB medical device company. Additionally, the questions reveal how leaders effectively use one-way or two-way motivational factors and how leaders ineffectively use one-way or two-way motivational factors as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion and engagement. In order to understand the overall research question 1.a, Figure 46 was used to organize Theme 1 subthemes of the best leaders use a combination of motivational factors to enhance group cohesion and engagement (red box) and Theme 3 subthemes (purple box) of the use of Theme 1 motivational factors results in certain common aspects of the job environment to enhance group cohesion and engagement. The Theme 1 motivational factor combinations lead to the Theme 3 common aspects of the job environment to enhance group cohesion and engagement from the overall perceptions of (a) Baby Boomers, (b) Generation X, and (c) Millennials. For question 1.b, Figure 47 was used to organize Theme 5 of the worst leaders use a combination of certain motivational factors that reduce group cohesion and engagement and Theme 7 of the use of Theme 5 motivational factors results in certain common aspects of the job environment to reduce the enhancement of group cohesion and engagement. The Theme 5 motivational factor

combinations lead to Theme 7 common aspect of the job environment to reduce group cohesion and engagement.

In order to answer the overall question 1 of variation per cohort, Figures 48 (Millennials), 50 (Generation X), and 52 (Baby Boomers) were built to link the Theme 2 of variations exist on how the best leaders use a combination of motivational factors to enhance group cohesion and engagement per generational cohort and Theme 4 of the use of Theme 1 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement. Additionally, Figures 49 (Millennials), 51 (Generation X), and 53 (Baby Boomers) were built to link the Theme 6 of the perceptions per generation cohort exist for the use of a combination of certain motivational factors that reduce group cohesion and engagement by the worst leaders and Theme 8 of the use of Theme 5 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement.

Research Question 1.a

Table 23 was created to compare the various subthemes per Themes of 1, 2, 3, and 4. Common subtheme relationships observed per all cohorts for research question 1.a Themes 1 and 2 were *create an environment of listening and feedback (open door), communicating information: consistent, truthful message, and create a unified vision, tasks, direction, and expectations*. The subtheme of *financial gain* was only supported by Millennials and Baby Boomers. The subtheme *understanding the motivational need of the employee* was only supported by Millennials and Generation X. The subtheme *provide role model of working the same job with same standards* was only supported by Generation X and Baby Boomers. Millennials were unique with *individual recognition rewards/praise, overall awards,*

recognition, and praise, and trust from communicating that the leader has their back. Generation X was unique with the subthemes of *trust to accomplish job using expertise* and *creating trust through support and help be successful*. Lastly, Baby Boomers were unique with the subthemes of *show interest and care for the employees* and *reward and praise with meaning communicated to company goals*. Common subtheme relationships observed per all cohorts for research question 1.a for Themes 3 and 4 were not found per the greater than 33.3% of the participants must cover the subtheme. The subtheme *creation of clear common goal, vision, and direction* was shared by *create of clear common goal, vision, and direction* by Millennials and Generation X. The subtheme *employees do their best job and going above and beyond* was shared by Generation X and Baby Boomers. Millennials were unique with *strengthen team through team building activities, build employee trust to have their back (Security), and learn employee needs*. Generation X is unique with *motivate to meet deadlines*. Baby Boomers are unique with the emerged subthemes of *culture of helping each other, teamwork, and engage ideas and share information creates meaning of the work*.

Research Question 1.b

Table 24 was created to compare the various subthemes per Themes of 5, 6, 7, and 8. Common subtheme relationships observed per all cohorts for research question 1.b Themes 5 and 6 were not found due to not meeting the criteria of greater than 33.3% of the participants must cover the subtheme. The subtheme of *micromanaging* was shared by Millennials and Baby Boomers. The subtheme *negative verbal reinforcement/creation of bad environment* was shared by Generation X and Baby Boomers. Millennials' subthemes were unique with *lack of communication* and *only trusting their judgment*. Baby Boomers' subthemes were unique with *overly praise individuals for team goals or leaving out people, not creating a team/best solution,*

Laissez-faire management, and unclear message, vision, goals, and expectations. For the subthemes of Themes 7 and 8, commonalities per all cohorts were not found due to not meeting the criteria of greater than 33.3% of the participants must cover the subtheme. The emerged subtheme of *creating an environment of only meeting expectations or lower* was shared by Millennials and Baby Boomers. Millennials were unique with *remove meaning in work and buy-in* and *creates scenarios of watching their backs (lowering security)*. Generation X cohort members were unique with *turnover, wedge built leading to resentment and demotivation, and removes attention form the task at hand (distraction)*.

Summary Research Questions 1, 1.a. and 1.b

From the subthemes in Themes 2 and 4, Millennials were found specifically to need the leader to engage the cohort in listening and feedback to generate awards, recognition, and praise, use financial gain, and communicate that the leader has their back to result in building employee trust to have their back (job security) and learn their employee needs. From subthemes 6 and 8, Millennials do not prefer a lack of communication, the leader only trusting their judgment that will result in removing the meaning of the work, buy-in, and creating scenarios of having to watch their backs (lowering security). The subthemes in Themes 2 and 4, Generation X cohort members were found specifically to need trust from the leader to allow them to use their job expertise through support and help to allow for the employee to do their best job with a leader role model of same standards and motivate them to meet deadlines. From the subthemes 6 and 8, Generation cohort members do not like negative verbal reinforcement that creates a bad environment that will lead them to leave the job (turnover), a wedge is built leading to resentment and demotivation, and removed attention form the task at hand. From the subthemes in Themes 2 and 4, Baby Boomers were found specifically to need the leader to use financial

gain, showing interest and care of the employee, with reward and praise linked to the meaning of helping to accomplish company goals. These motivational factors for Baby Boomers lead to employees doing their best jobs with a culture of teamwork, engagement, and sharing of information creates meaning of the work. From Themes 6 and 8, Baby Boomers do not like a negative verbal reinforcement with overly praising individuals for team goals, leaving people out of the praise, not creating a team, best solution, the leader performing Laissez- faire management, and having unclear goals and expectations. These types of motivational factors lead to creating an environment of only meeting expectations.

Figure 46

How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce

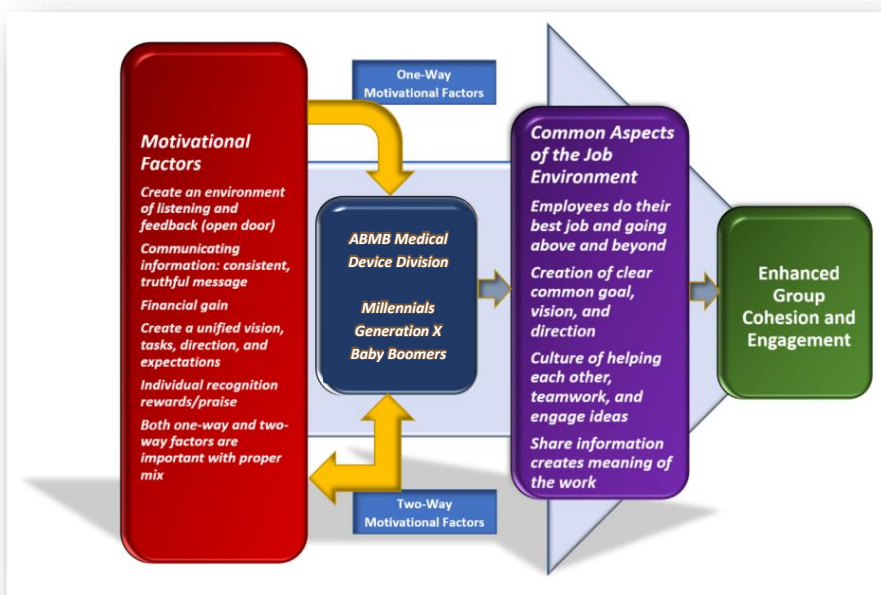


Figure 47

How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce

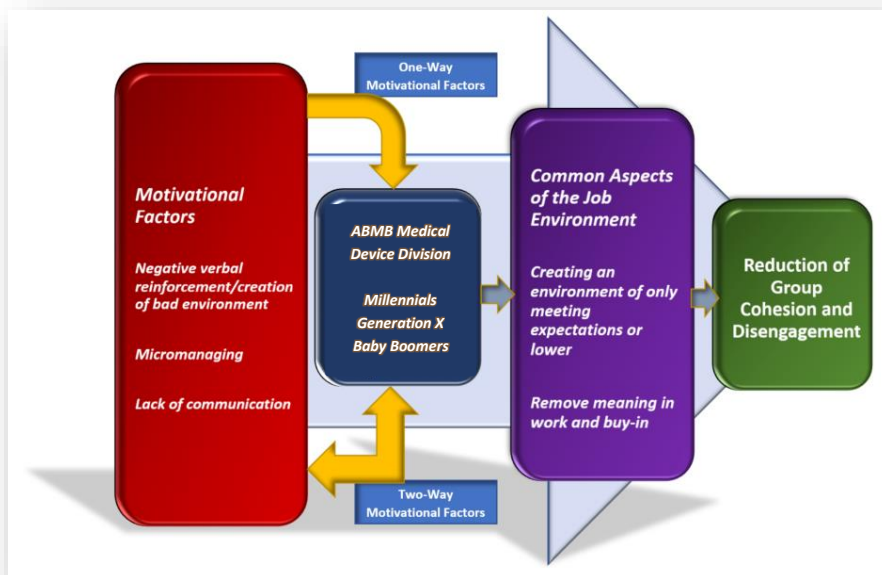


Figure 48

How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce per Millennials

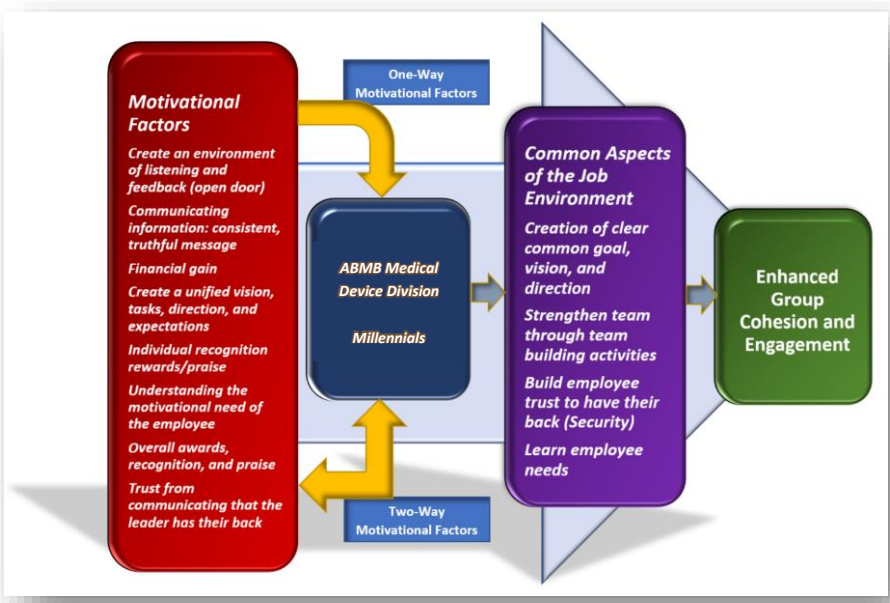


Figure 49

How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce per Millennials

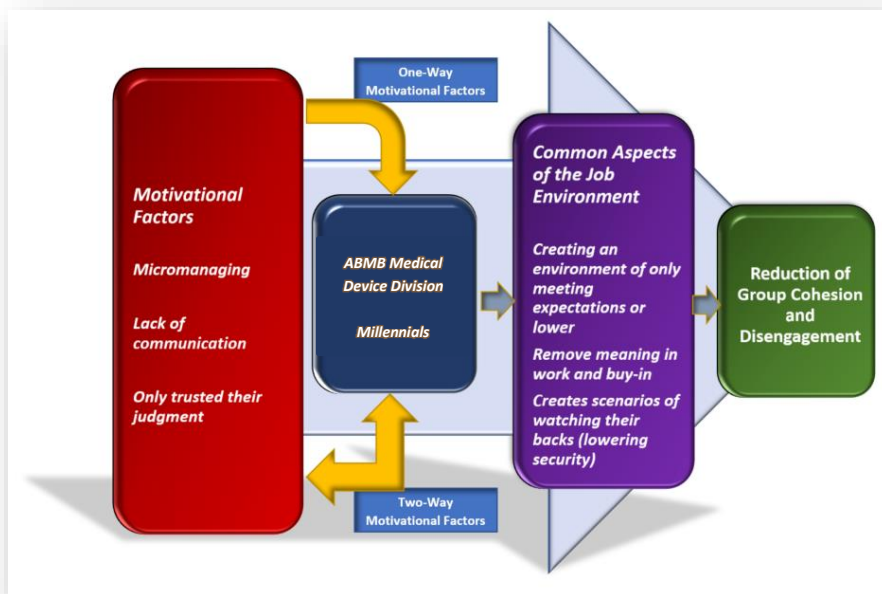


Figure 50

How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce per Generation X

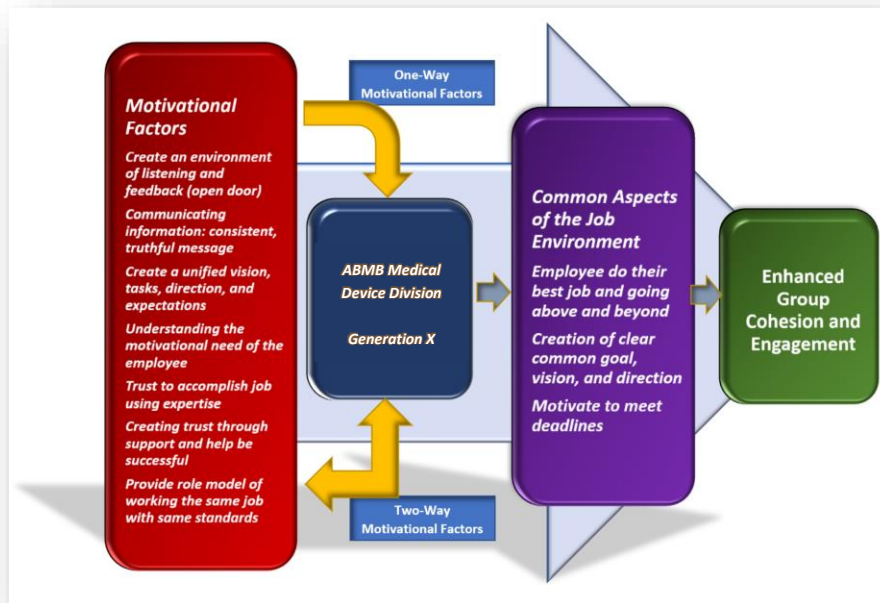


Figure 51

How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce per Generation X

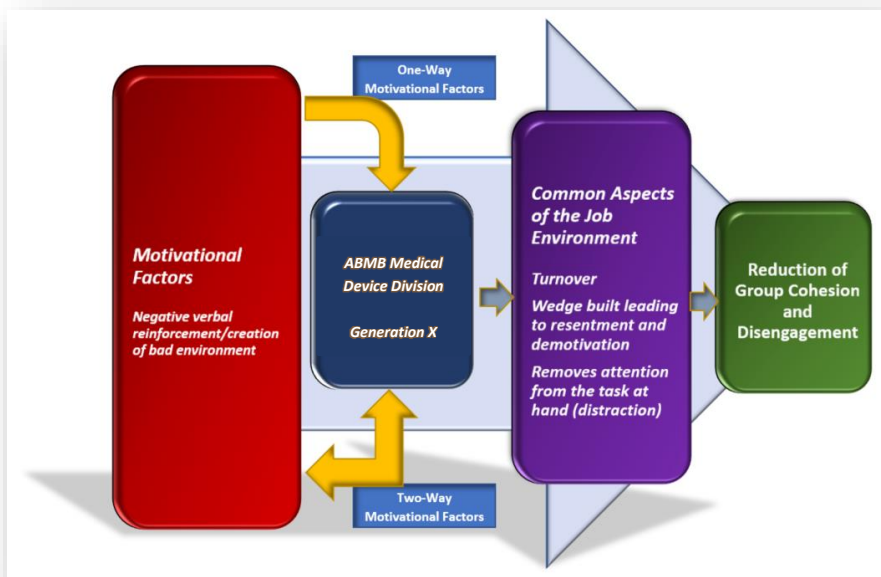


Figure 52

How Leaders Use a Combination of Motivational Factors to Enhance Group Cohesion and Engagement in the Multi-Generational Workforce per Baby Boomers

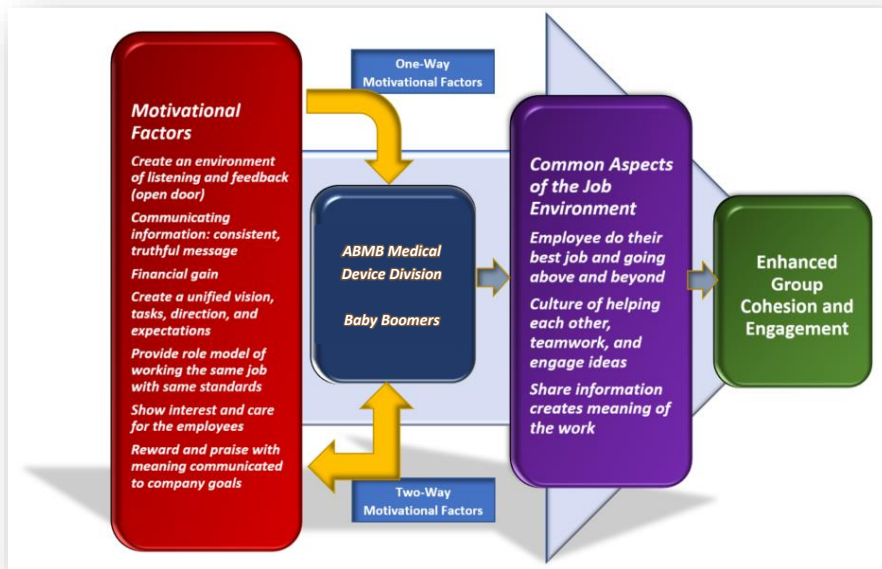


Figure 53

How Leaders Use a Combination of Motivational Factors to Reduce Group Cohesion and Engagement in the Multi-Generational Workforce per Baby Boomers

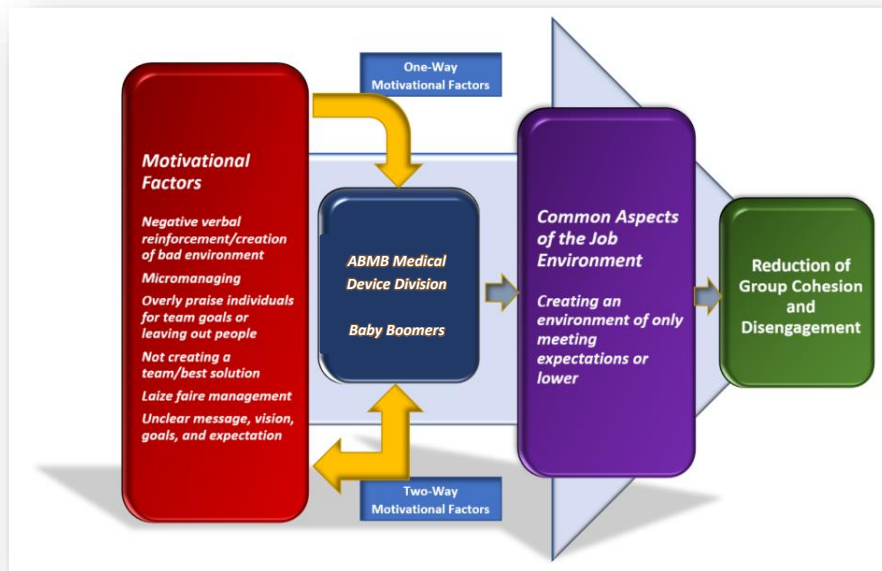


Table 23

Comparison and Contrast of Themes 1, 2, 3, and 4

Subthemes	Theme 1 and 2				Theme 3 and 4			
	Overall	Millen.	Gen X	Baby Boomers	Overall	Millen.	Gen X	Baby Boomers
<i>create an environment of listening and feedback (open door)</i>	O	M	X	BB				
<i>communicating information: consistent, truthful message</i>	O	M	X	BB				
<i>create a unified vision, tasks,</i>	O	M	X	BB				

direction, and expectations

<i>individual recognition</i>				
<i>rewards/praise</i>	O	M		
<i>both one-way and two-way factors are important with proper mix</i>	O			
<i>understanding the motivational need of the employee</i>		M	X	
<i>overall awards, recognition, and praise</i>		M		
<i>trust from communicating that the leader has their back</i>		M		
<i>trust to accomplish job using expertise</i>			X	
<i>creating trust through support and help be successful</i>			X	
<i>provide role model of working the same job with same standards</i>			X	BB
<i>show interest and care for the employees</i>				BB
<i>reward and praise with meaning communicated to company goals</i>				BB
<i>employees do their best job by going above and beyond</i>				
<i>creation of clear common goal, vision, and direction</i>	O		X	BB
	O	M	X	

<i>culture of helping each other, teamwork, and engage ideas share information creates meaning of the work</i>	O			BB
<i>strengthen team through team building activities build employee trust to have their back (Security) learn employee needs motivate to meet deadlines</i>	O			BB
			M	
			M	
			M	
				X

Table 24

Comparison and Contrast of Themes 5, 6, 7, and 8

Subthemes	Theme 5 and 6				Theme 7 and 8			
	Overall	Millen.	Gen X	Baby Boomers	Overall	Millen.	Gen X	Baby Boomers
<i>negative verbal reinforcement/ creation of bad environment</i>	O		X	BB				
<i>micromanaging lack of communication</i>	O	M		BB				
<i>only trusted their judgment</i>	O	M						
<i>overly praise individuals for team goals or leaving out people</i>				BB				
<i>not creating a team/best solution</i>				BB				
<i>Laissez- faire management</i>				BB				
<i>unclear message, vision, goals, and expectation</i>				BB				

<i>creating an environment of only meeting expectations or lower</i>	O	M	BB
<i>remove meaning in work and buy-in creates scenarios of watching their backs (lowering security)</i>	O	M	
<i>turnover wedge built leading to resentment and demotivation</i>		M	X
<i>removes attention from the task at hand (distraction)</i>			X

Research Question 2

The questions address how motivational factors influence enhanced engagement and collaboration to lead in the long-term success in the medical device industry as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Figure 54 is a visual representation of Theme 9 of the communicating the purpose of the medical device to give meaning to tasks enhances the long term success of a medical device company (blue box), Theme 11 of certain combinations of motivational factors support innovation and lowering the resistance to change implementation (purple box for reduction of resistance to change implementation and red for support innovation), and Theme 13 of certain combinations of motivational factors support the creation of loyalty and the emotional bond to the company (green box) applied to the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to result in enhanced group cohesion and engagement to support the long-term success in the medical device industry. Figure 55 is the same visual representation for

Millennials, Figure 56 for Generation X, and Figure 57 for Baby Boomers specifically. Figure 56 for Generation X does not have a blue box due to no subthemes meeting the greater than 33.3% participants must include the code and Figure 57 for Baby Boomers do not have the purple or red boxes due to the same reasoning.

Table 25 was built to show the combinations of the subthemes per cohort and overall. For Theme 10, Millennials showed the unique subtheme of *improved communication channels*, and Baby Boomers showed the unique subthemes of *communication of clear vision, goals, and direction* and *creation of a positive environment with empowerment*. For Theme 12, Millennials and Generation X shared the subtheme *involve the affected employees in the decisions* to reduce resistance to change implementation. Millennials showed the unique subthemes of *leaders listen to employees to generate ideas* to support innovation. Generation X showed the unique subthemes of *encourage brainstorming and accept others ideas* and *reward, encourage, recognize, and support for innovation* to support innovation. For Theme 14, Millennials and Generation X share the subtheme *showing loyalty back to the employee: job security/hiring*. Generation X and Baby Boomers shared *treat others as you want to be treated/care for the employee*. Millennials showed the unique subthemes of *create meaningful work and link to overall company success* and *development planning and allowing training/guiding*. Generation X was unique to the subtheme *appreciation given from the leader, encouragement, and recognizing*.

Summary Research Question 2

From the subthemes in Themes 10, 12, and 14, Millennials were found specifically to need the (a) improved communication channels to support long-term success, (b) with leaders that listen to employees with new ideas to support innovation, and (c) showing loyalty back to

the employee with job security and development planning to increase job loyalty to enhance group cohesion and engagement to support the long-term success of the medical device industry. Generation X cohort members were found specifically to need leaders to encourage brainstorming and accept others' ideas and reward, encourage, and recognize to support innovation, and the leader to give appreciation, encouragement, and recognition for job loyalty. Baby Boomers were found specifically to want the leader to communicate clear vision, goals, and direction with a positive environment of empowerment for supporting long-term success, and treat others with care for increasing job loyalty.

Figure 54

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry

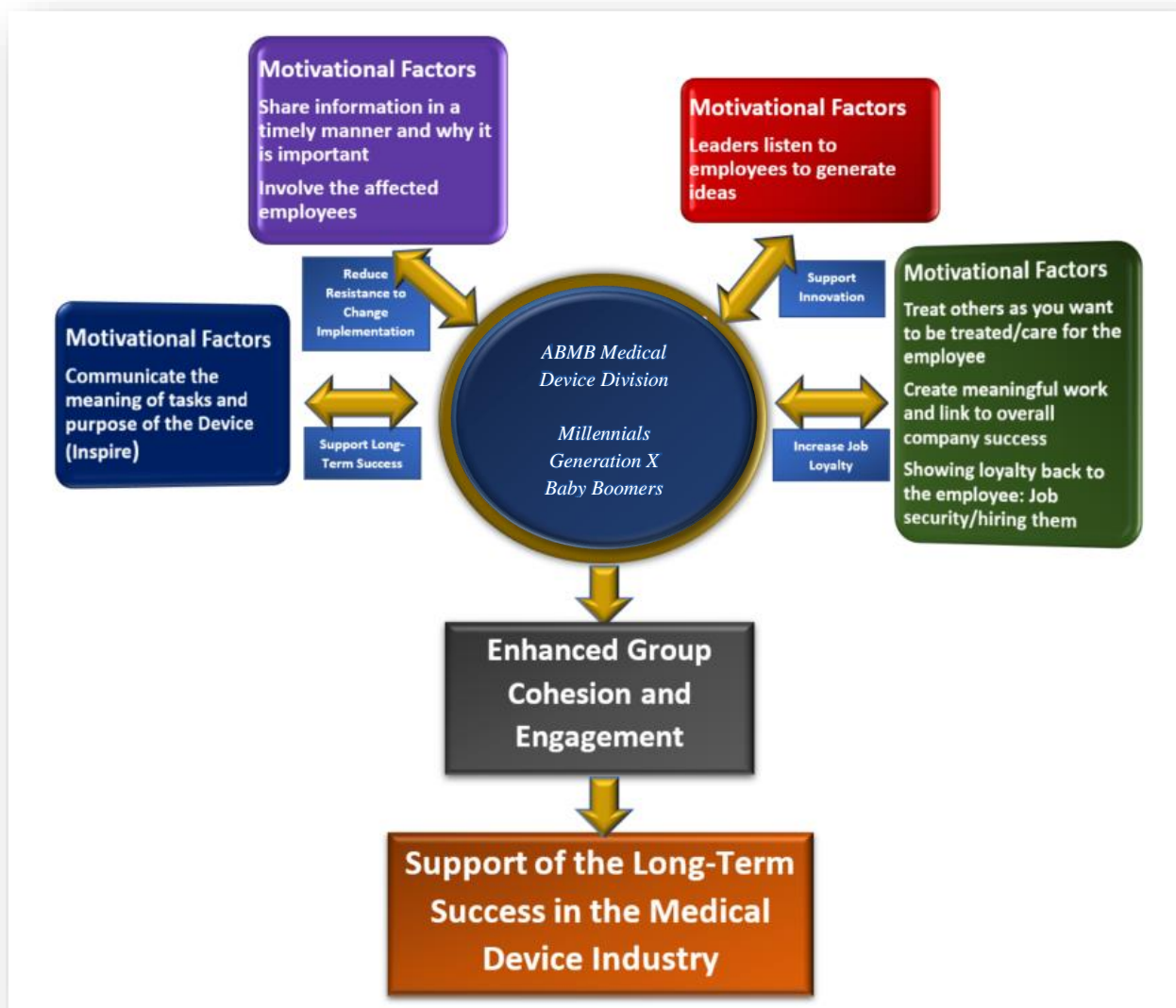


Figure 55

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Millennials

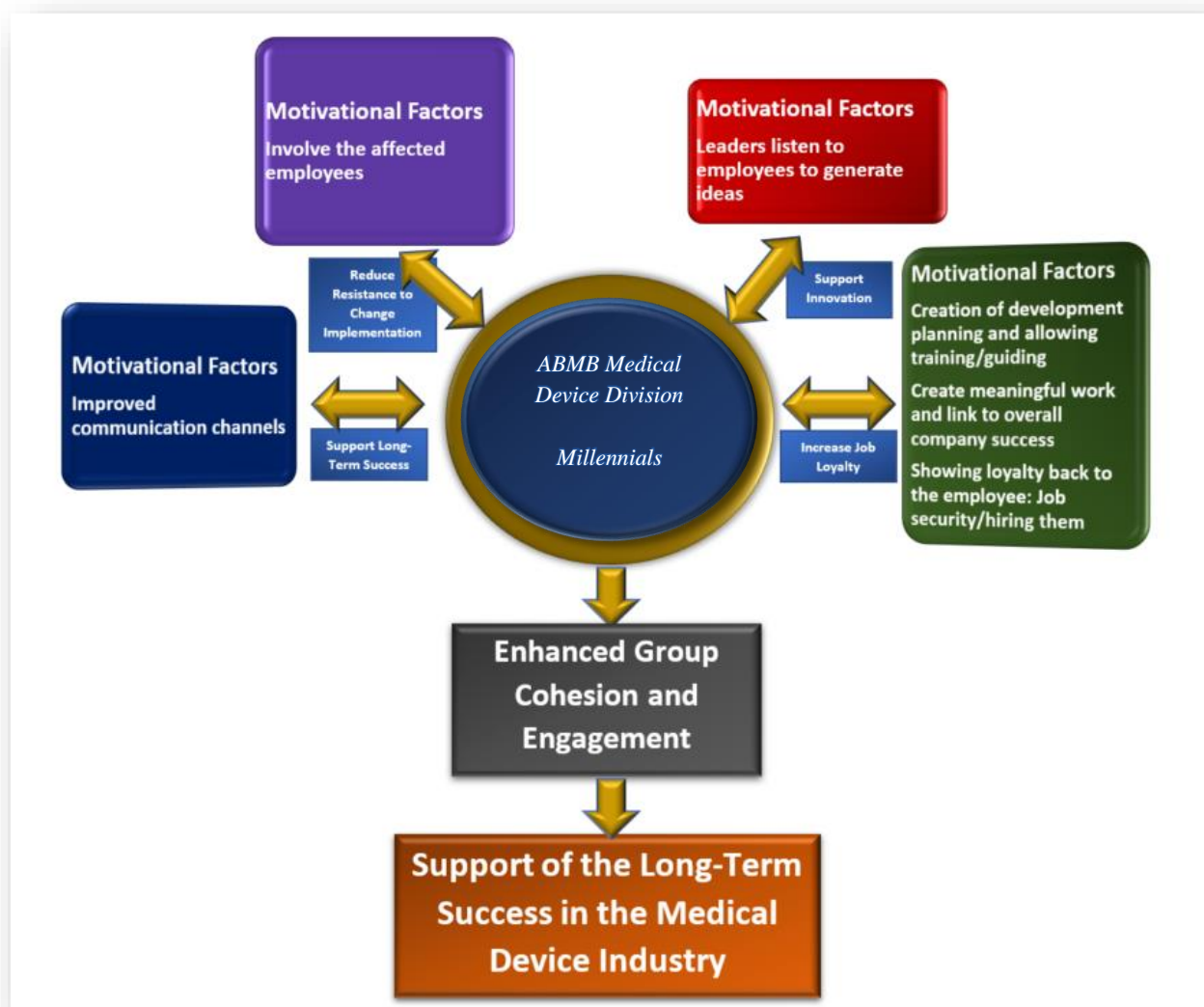


Figure 56

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Generation

X

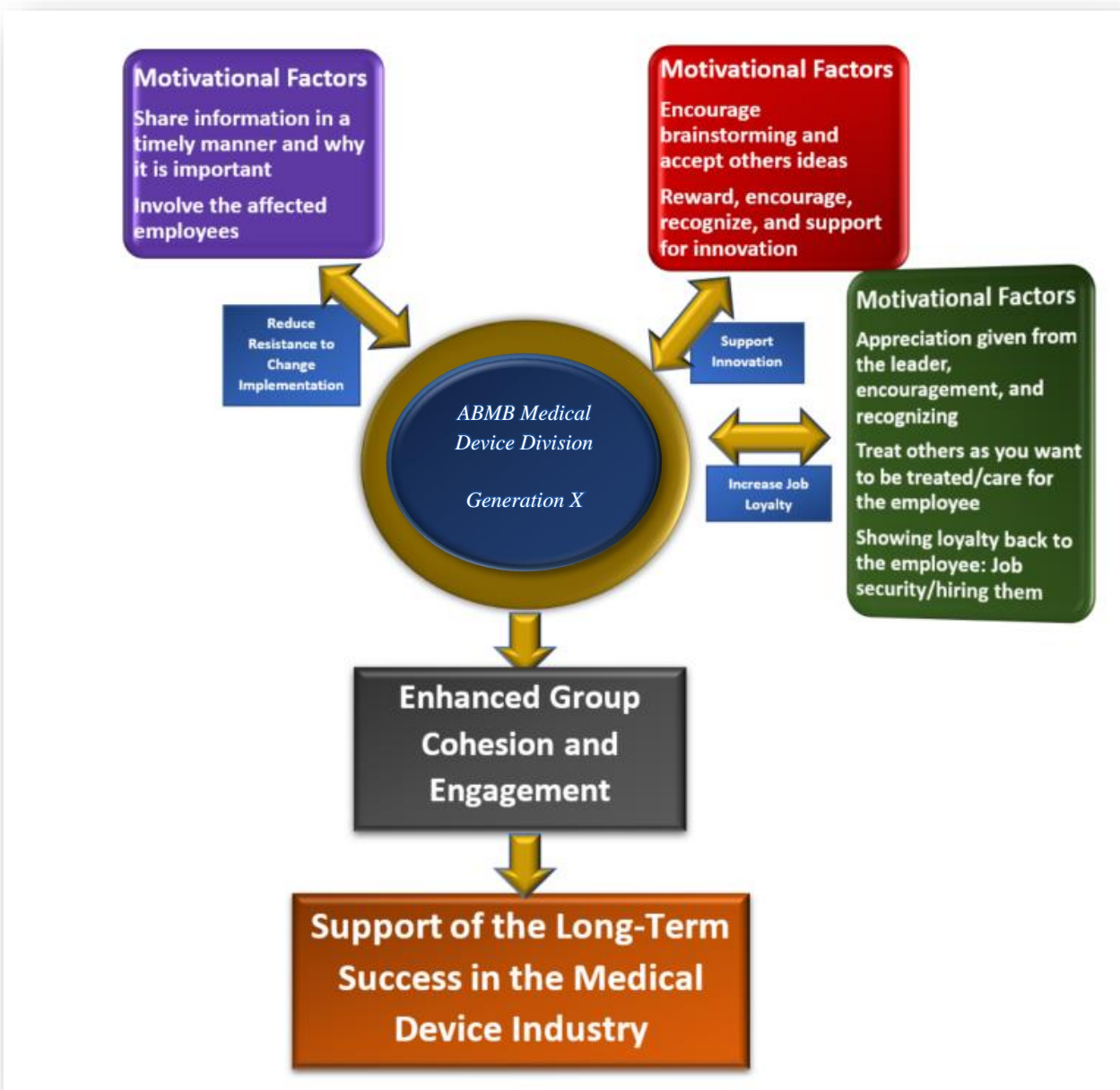


Figure 57

Motivational Factors in the Multi-Generational Workforce Used to Enhance Group Cohesion and Engagement to Achieve Long-Term Success in the Medical Device Industry per Baby Boomers

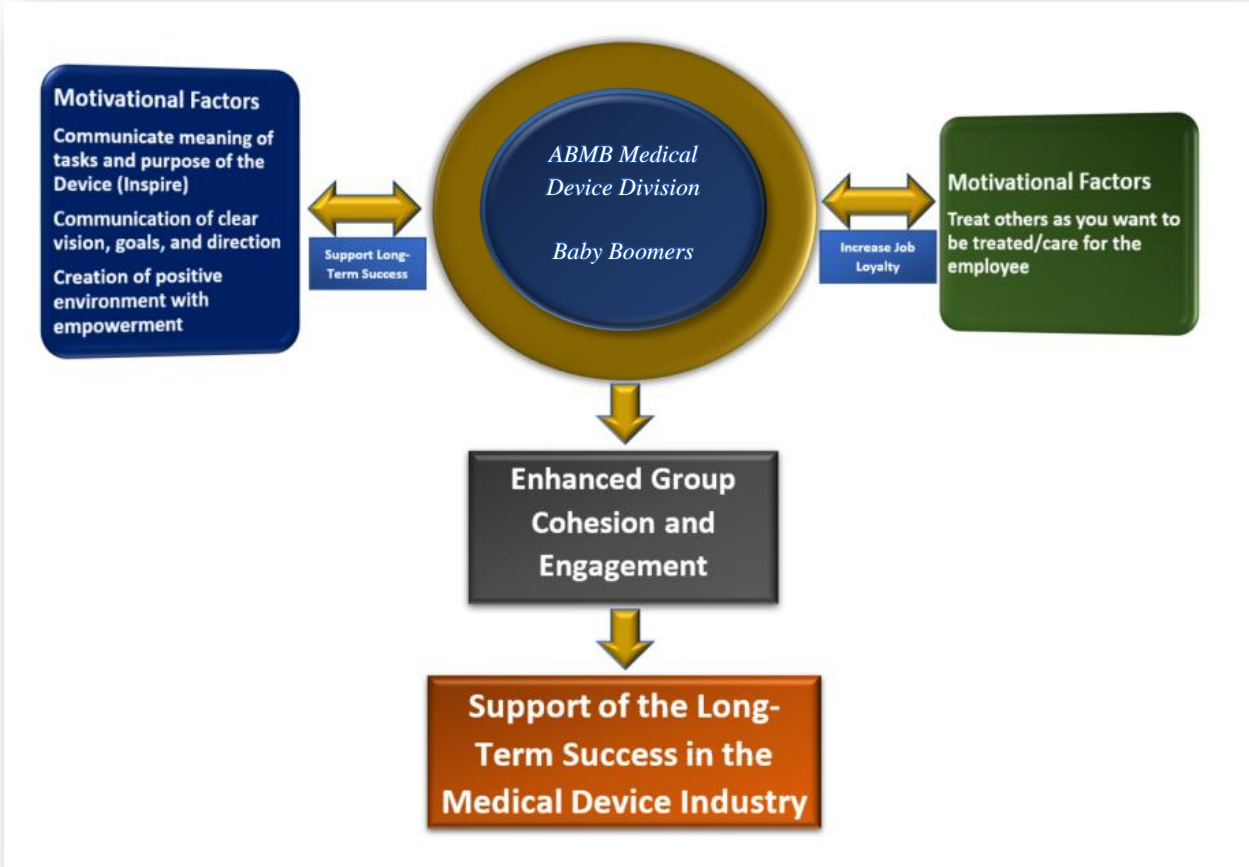


Table 25*Comparison and Contrast of Themes 9, 10, 11, 12, 13, and 14*

Subthemes	Theme 9 and 10				Theme 11 and 12				Theme 13 and 14			
	O.	Mill.	Gen		O.	Mill.	Gen		O.	Mill.	Gen	
			X	BB			X	BB			X	BB
<i>communicate meaning of tasks and purpose of device</i>												
<i>(Inspire) improved communication channels</i>	O			BB								
<i>communication of clear vision, goals, and direction</i>		M										
<i>creation of positive environment with empowerment</i>				BB								
<i>share information in a timely manner and why it is important (reduce resistance to change)</i>					O		X					

<i>involve the affected employees in decisions (reduce resistance to change)</i>	O	M	X		
<i>leaders listen to employees to generate ideas (support innovation)</i>	O	M			
<i>encourage brainstorming and accept others ideas (support innovation)</i>				X	
<i>reward, encourage, recognize, and support for innovation (support innovation)</i>				X	
<i>treat others as you want to be treated/care for the employee</i>				O	X BB
<i>create meaningful work and link to overall company success</i>				O	M

<i>showing loyalty back to the employee: job security/hiring them</i>	O	M	X
<i>creation of development planning and allowing training/ guiding appreciation given from the leader, encourage- ment, and recognizing</i>		M	X

Summary of the Findings

Overall, many motivational factors contribute to the long-term success of the medical device industry from the study. However, a very important specific tool that can be used by leaders is to build the meaning of the work to connect to the purpose of the medical device to inspire and enhance group cohesion and engagement through that message. Millennials were found specifically to need the leader to engage the cohort in listening and feedback to generate awards, recognition, and praise, use financial gain, and communicate that the leader has their back to result in building employee trust to have their back (job security) and learn their employee needs (Themes 2 and 4). Millennials do not prefer a lack of communication, the leader only trusting their judgment that will result in removing the meaning of the work, buy-in, and creating scenarios of having to watch their backs (lowering security; Themes 6 and 8). Millennials were found specifically to need the (a) improved communication channels to support long-term success, (b) with leaders that listen to employees with new ideas to support innovation, and (c) showing loyalty back to the employee with job security and development planning to

increase job loyalty to enhance group cohesion and engagement to support the long-term success of the medical device industry (Themes 10, 12, and 14). Therefore, Millennials show the (a) need for listening and feedback motivational factors to generate the leader-employee trust of job security, (b) the leader has their back through improved communication channels, and (c) listen to their ideas to enhance group cohesion and engagement and create development plans to support the long-term success of the medical device industry. The importance of job security and the leader has their back is a strong finding in this study specific to Millennials not necessarily heavily supported by the literature review.

Generation X cohort members were found specifically to need trust from the leader to allow them to use their job expertise through support and help to allow for the employee to do their best job with a leader role model of same standards and motivate them to meet deadlines (Themes 2 and 4). Generation cohort members do not like negative verbal reinforcement that creates a bad environment that will lead them to leave the job (turnover), a wedge is built leading to resentment and demotivation, and removed attention from the task at hand (Themes 6 and 8). Generation X cohort members were found specifically to need leaders to encourage brainstorming and accept others' ideas and reward, encourage, and recognize to support innovation, and the leader to give appreciation, encouragement, and recognition for job loyalty (Themes 10, 12, and 14). Therefore, overall the Generation X cohort members were found specifically to need a leader (a) to trust and support their expertise can complete a project, (b) encourage brainstorming with rewards for innovation, and (c) show appreciation and recognition for job loyalty or they will leave (turnover). The turnover aspect is a newly emerged topic, not in the literature review specific to Generation X.

Baby Boomers were found specifically to need the leader to use financial gain, showing interest and care of the employee, with reward and praise linked to the meaning of helping to accomplish company goals (Themes 2 and 4). These motivational factors for Baby Boomers lead to employees doing their best jobs with a culture of teamwork, engagement, and sharing of information creates meaning of the work. Baby Boomers do not like a negative verbal reinforcement with overly praising individuals for team goals, leaving people out of the praise, not creating a team, best solution, the leader performing Laissez- faire management, and having unclear goals and expectations (Themes 6 and 8). These types of motivational factors lead to creating an environment of only meeting expectations. Baby Boomers were found specifically to want the leader to communicate clear vision, goals, and direction with a positive environment of empowerment for supporting long-term success, and treat others with care for increasing job loyalty (Themes 10, 12, and 14). Therefore, Baby Boomers want a clear direction and vision with expectations of delivery of the project with the leader caring for the employee versus a negative approach with fair praise and financial reward. One finding that is strong in the study is the lack of a need for the leader to individualize the motivational needs to that cohort's individuals and the strong need for communication of a direction and expectation from the leader.

Applications to Professional Practice

Wright and McMahan (2011) found that a positive relationship between the company's human capital and the company's performance exists. In contemporary business, if 60% or more of the employees are engaged for five years, then return to shareholders is increased by more than 20% (Baumruk, 2006). Clardy (2007) stated that human resource development through leadership must be examined to understand organizational capability that can support a sustained

competitive advantage. This study looks to fill in the gaps of the knowledge related to use by leaders of the motivational factors that can lead to cohesion and engagement of the diverse workforce to lead to the positive outcomes that can result in economic success to support the long-term success of the organization. Additionally, the applicability of the findings to the field of leadership in business relates to creating a more efficient multi-generational workforce that can take advantage of the diversity as a competitive advantage through enhancing cohesion and engagement through use of motivational factors to sustain long-term success.

From the study, many conceptual frameworks were developed in Figures 46 to 57 to allow the ABMB medical device department to quick reference for strengthening group cohesion and engagement overall and per generational cohort groups. Overall from the study, the meaning of work should be supported with employee communication and understanding of the purpose of the medical device in saving someone's life to support group cohesion and engagement. This factor is a strong motivational element that must be used effectively by leaders in the medical device industry (Theme 9). From the study, Millennials show the motivational factors needed of (a) listening and feedback motivational factors to generate the leader-employee trust of job security, (b) the leader has their back through improved communication channels, and (c) listen to their ideas to enhance group cohesion and engagement and create development plans to support the long-term success of the medical device industry. The importance of job security and the leader has their back is a strong finding in this study specific to Millennials. The Generation X cohort members were found specifically to need a leader (a) to trust and support their expertise can complete a project, (b) to encourage brainstorming with rewards for innovation, and (c) to show appreciation and recognition for job loyalty or they will leave (turnover). The turnover aspect is a newly emerged topic specific to Generation X. Baby Boomers want a clear direction

and vision with expectations of delivery of the project with the leader caring for the employee versus a negative approach with fair praise and financial reward. One finding that is strong in the study is the lack of a need for the leader to individualize the motivational needs to that cohort's individuals and the strong need for communication of a direction and expectation from the leader. Using the strong findings of the study overall and per generational cohort can allow a leader to have more tools to motivate their groups to enhance cohesion and engagement to support the long-term success of ABMB in the medical device division.

From a Biblical standpoint, the study attempts to serve the employee through the improvement of leadership knowledge to support the holistic divine economy. In the development of the model and methodologies for motivational factors, the study does not create tactics that manipulate people. This study framework provides methodologies that center on leading through nurturing and serving the human soul of the multi-generational groups. By understanding which motivational factors work the best per generational cohort, leaders can help nurture the employees to provide growth and meaning. The mandate for leadership is to use this developed knowledge from the dissertation study to serve the diverse employee groups to provide growth of the individual with meaningful work in a social environment as redemption (Hardy, 1990; Van Duzer, 2010).

Recommendations for Action

The knowledge from this study must be communicated to the leaders of the ABMB medical device division for the use of motivational factor applications to enhance group cohesion and engagement to support the long-term medical device success. Fourteen themes were found from the presentation of the finding in this study. The researcher recommends using the many conceptual frameworks developed in Figures 46 to 57 to allow the ABMB medical device

department to train leaders to the findings of the study to summarize the themes. Additionally, the recommendation is to use the conceptual frameworks as a quick reference for strengthening group cohesion and engagement overall and per generational cohort groups. Specifically, the training should include the following steps related to the themes:

1. Themes 1 and 3 should be used by the trainer to discuss the knowledge of the best leaders use a combination of certain overall motivational factors to enhance group cohesion and engagement and how the use of the motivational factors lead to certain common aspects of the job environment to enhance group cohesion and engagement. The summary of the motivational factors used by the best leaders and the resulting common aspects of the job environment is summarized in Figure 46, and the Figure should be used as a quick reference and guideline for the training input.
2. Themes 2 and 4 should be used by the trainer to discuss the knowledge of the best leaders use a combination of certain overall motivational factors to enhance group cohesion and engagement and how the use of the motivational factors lead to certain common aspects of the job environment to enhance group cohesion and engagement per Millennials, Generation X, and Baby Boomers. The summary of the motivational factors used by the best leaders and the resulting common aspects of the job environment per Millennials, Generation X, and Baby Boomers are summarized in Figure 48, 50, and 52, and the Figures should be used as a quick reference and guideline for the training input.
3. Themes 5 and 7 should be used by the trainer to discuss the knowledge of the worst leaders use a combination of certain overall motivational factors to reduce group cohesion and engagement and how the use of the motivational factors lead to certain common aspects of the job environment to reduce group cohesion and engagement. The

summary of the motivational factors used by the worst leaders and the resulting common aspects of the job environment is summarized in Figure 47, and the Figure should be used as a quick reference and guideline for the training input.

4. Themes 6 and 8 should be used by the trainer to discuss the knowledge of the worst leaders use a combination of certain overall motivational factors to reduce group cohesion and engagement and how the use of the motivational factors lead to certain common aspects of the job environment to reduce group cohesion and engagement per Millennials, Generation X, and Baby Boomers. The summary of the motivational factors used by the worst leaders and the resulting common aspects of the job environment per Millennials, Generation X, and Baby Boomers are summarized in Figure 49, 51, and 53, and the Figures should be used as a quick reference and guideline for the training input.
5. Themes 9, 11, and 13 should be used by the trainer to discuss the knowledge of the best leaders use a combination of certain overall motivational factors to enhance group cohesion and engagement to (a) support long-term success, (b) reduce resistance to change implementation, (c) support innovation, and (d) increase job loyalty to support the overall long-term success of the medical division. The summary of the motivational factors used by the best leaders for the long-term success support is summarized in Figure 54, and the Figure should be used as a quick reference and guideline for the training input.
6. Themes 10, 12, and 14 should be used by the trainer to discuss the knowledge of the best leaders use a combination of certain overall motivational factors to enhance group cohesion and engagement to (a) support long-term success, (b) reduce resistance to change implementation, (c) support innovation, and (d) increase job loyalty to support the

overall long-term success of the medical division per generational cohort. The summary of the motivational factors used by the best leaders for the long-term success support per generational cohort are summarized in Figures 55, 56, and 57, and the Figures should be used as a quick reference and guideline for the training input.

Recommendations for Further Study

The qualitative case study research method used participant experiences of employees influenced by motivational factors per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials gathered from interviews. The bounding of the case study was in the medical device division of ABMB with the holistic perceptions of cases from each generational group of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters were excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017). Therefore, the researcher proposes a further study to be opened up to the Veteran and Linkster cohorts to create a complete motivational factor study for all five generational cohorts. The bounding of the case study was also based on employees from the ABMB medical device division. For further study, opening the study to other medical device companies or other divisions in the ABMB company would be interesting to compare the results of this study on generational cohort motivational factors for long-term success support to further triangulate this study's findings. Lastly, with use of the training of the findings of this study recommended for action, a study in more than one year to find the improvement or reduction of group cohesion and engagement in the ABMB medical device division would be recommended to understand if the training implementation was

successful by the leaders use of this data or did the leadership not move from the previous status quo.

Reflections

The research study consisted of 18 personal, semi-structured interviews using 16 predetermined questions with ABMB employees who have at-least two years of service at ABMB in a medical device department and born between the years of 1946 and 2000. Due to the dissertation data collection being performed during a social distancing protocol due to a worldwide pandemic of Corona Virus (COVID-19) occurring in 2020, data collection was through interviews performed over WebEx with a camera for face-to-face communication or face to face interviews (World Health Organization, 2020). The use of the WebEx protocol did not cause an issue with being able to gather the necessary information for the study. The use of asking the same type of phenomena in many different ways allowed by triangulation and data saturation for finding the subthemes as the codes were first found open per question, then combined to find a cohesion pattern and subtheme code. Having preconceived biases from performing the literature review could have possible effects on the coding, but asking the questions in multiple ways allowed more validity to remove this bias.

The resulting 14 themes discovered were supported by the literature for the majority of the subthemes. However, the strength of using the communication of the purpose of the device for increasing group cohesion and engagement cannot be stressed enough for leaders to use in the ABMB medical device division. Additionally, the need to support the Millennial cohort with the communication of feedback that the leaders have their back and give them job security is strong for loyalty and enhancing group cohesion and engagement to support long-term success. Generation X cohort members like to be able to use their expertise to solve problems and is

strongly supported by the study. Baby Boomers want a positive job environment with a very clear direction communicated to enhance group cohesion and engagement. The resulting conceptual frameworks were created by the researcher to help understand the findings, but using them as a quick reference for leaders at ABMB is an interesting reflection of the possible use of the study outputs.

Interviewing the 18 participants and coding every word of their responses allowed the researcher to understand their perceptions but also was a learning exercise of growth for the researcher. I was able to learn common leadership dos and don'ts from the interviewing experience and gave the study more meaning from my perspective. As Valk (2010) stated, research in leadership should not be about the manipulation and trickery of people to motivate them to complete tasks and projects but instead focus on the guiding and cultivating aspects. Additionally, leaders must strive to serve the employees through leadership practices that create trust, engagement, and commitment through servant leadership practices that Jesus mandated and demonstrated through his behaviors (Blanchard & Hodges, 2003). I believe that this study allows for the researcher to fulfill the knowledge to enhance group cohesion and engagement to support the holistic divine economy through servant leadership practices by understanding the human soul per generational cohort.

Summary and Study Conclusions

The specific problem to be addressed is the failure of leaders to use the proper motivational factors to create and sustain cohesion and engagement in the new multi-generational workplace within the medical device industry resulting in financial and competitive harm to corporations through the loss of long-term success in the marketplace (Cogin, 2012; Lewis & Wescott, 2017; Stegaroiu & Talal, 2014; Wesolowski, 2014). The purpose of this

qualitative case study was to develop an understanding of the phenomenon of the use of the motivational factors needed to effectively create and sustain cohesion and engagement of the multi-generational workplace for leadership development knowledge per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Since the majority of the workforce currently includes (a) Baby Boomers, (b) Generation X, and (c) Millennials; Veterans and Linksters are excluded from the study for bounding purposes (Berg, 2016; Center for Women and Business at Bentley University, 2017).

Fourteen primary themes emerged from the study with subthemes that provided a more in-depth understanding of the participant's perceptions. Research questions 1, 1.a, and 1.b help to understand the use of motivational factors by leaders, as perceived by the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials, needed to enhance engagement and collaboration of the new generationally diverse workplace bounded in the ABMB medical device company. Additionally, the questions reveal how leaders effectively use one-way or two-way motivational factors and how leaders ineffectively use one-way or two-way motivational factors as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to enhance group cohesion and engagement. Many conceptual frameworks were developed in Figures 46 to 57 to allow the ABMB medical device department to quick reference for strengthening group cohesion and engagement overall and per generational cohort groups. In order to understand the overall research question 1.a, Figure 46 was used to organize Theme 1 subthemes of the best leaders use a combination of motivational factors to enhance group cohesion and engagement (red box) and Theme 3 subthemes (purple box) of the use of Theme 1 motivational factors results in certain common aspects of the job environment to enhance group cohesion and engagement. The Theme 1 motivational factor combinations lead to the Theme 3

common aspects of the job environment to enhance group cohesion and engagement from the overall perceptions of (a) Baby Boomers, (b) Generation X, and (c) Millennials. For question 1.b, Figure 47 was used to organize Theme 5 of the worst leaders use a combination of certain motivational factors that reduce group cohesion and engagement and Theme 7 of the use of Theme 5 motivational factors results in certain common aspects of the job environment to reduce the enhancement of group cohesion and engagement. The Theme 5 motivational factor combinations lead to Theme 7 common aspect of the job environment to reduce group cohesion and engagement. In order to answer the overall question 1 of variation per cohort, Figures 48 (Millennials), 50 (Generation X), and 52 (Baby Boomers) were built to link the Theme 2 of variations exist on how the best leaders use a combination of motivational factors to enhance group cohesion and engagement per generational cohort and Theme 4 of the use of Theme 1 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement. Additionally, Figures 49 (Millennials), 51 (Generation X), and 53 (Baby Boomers) were built to link the Theme 6 of the perceptions per generation cohort exist for the use of a combination of certain motivational factors that reduce group cohesion and engagement by the worst leaders and Theme 8 of the use of Theme 5 motivational factors results in certain common aspects of the job environment per generation cohort to enhance group cohesion and engagement.

Research question 2 addressed how motivational factors influence enhanced engagement and collaboration to lead in the long-term success in the medical device industry as perceived per the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials. Figure 54 is a visual representation of Theme 9 of the communicating the purpose of the medical device to give meaning to tasks enhances the long term success of a medical device company (blue box),

Theme 11 of certain combinations of motivational factors support innovation and lowering the resistance to change implementation (purple box for reduction of resistance to change implementation and red for support innovation), and Theme 13 of certain combinations of motivational factors support the creation of loyalty and the emotional bond to the company (green box) applied to the generational groups of (a) Baby Boomers, (b) Generation X, and (c) Millennials to result in enhanced group cohesion and engagement to support the long-term success in the medical device industry. Figure 55 is the same visual representation for Millennials, Figure 56 for Generation X, and Figure 57 for Baby Boomers specifically. Figure 56 for Generation X does not have a blue box due to no subthemes meeting the greater than 33.3% participants must include the code and Figure 57 for Baby Boomers do not have the purple or red boxes due to the same reasoning.

Overall, many motivational factors contribute to the long-term success of the medical device industry from the study. However, a very important specific tool that can be used by leaders is to build the meaning of the work to connect to the purpose of the medical device to inspire and enhance group cohesion and engagement through that message. Millennials show the (a) need for listening and feedback motivational factors to generate the leader-employee trust of job security, (b) the leader has their back through improved communication channels, and (c) listen to their ideas to enhance group cohesion and engagement and create development plans to support the long-term success of the medical device industry. The importance of job security and the leader has their back is a strong finding in this study specific to Millennials not necessarily heavily supported by the literature review. The Generation X cohort members were found specifically to need a leader (a) to trust and support their expertise can complete a project, (b) encourage brainstorming with rewards for innovation, and (c) show appreciation and recognition

for job loyalty or they will leave (turnover). The turnover aspect is a newly emerged topic, not in the literature review specific to Generation X. Baby Boomers want a clear direction and vision with expectations of delivery of the project with the leader caring for the employee versus a negative approach with fair praise and financial reward. One finding that is strong in the study is the lack of a need for the leader to individualize the motivational needs to that cohort's individuals and the strong need for communication of a direction and expectation from the leader.

The researcher proposes a further study to be opened up to the Veteran and Linkster cohorts to create a complete motivational factor study for all five generational cohorts. Additionally, opening the study to other medical device companies or other divisions in the ABMB company would be interesting to compare the results of this study on generational cohort motivational factors for long-term success support to further triangulate this study's findings. Lastly, with use of the training of the findings of this study recommended for action, a study in more than one year to find the improvement or reduction of group cohesion and engagement in the ABMB medical device division would be recommended to understand if the training implementation was successful by the leaders use of this data or did the leadership not move from the previous status quo.

References

- Ahmad, H., & Ibrahim, B. (2015). Leadership and the characteristic of different generational cohorts towards job satisfaction. *Procedial - Social and Behavioral Sciences*, 204, 14-18. <https://doi.org/10.1016/j.sbspro.2015.08.104>
- Aldiabat, K., & Navenec, C. (2018). Data saturation: The mysterious step in grounded theory methodology. *The Qualitative Report*, 23(1), 245. <https://nsuworks.nova.edu/tqr/vol23/iss1/18>
- Ali, A. (2018). Strategic planning - organizational performance relationship: Perspectives of previous studies and literature review. *International Journal of Healthcare Management*, 11(1), 8-24. <https://doi.org/10.1179/2047971915Y.0000000017>
- Andreeva, T., & Sergeeva, A. (2016). The more the better... or is it? The contradictory effects of HR practices on knowledge-sharing motivation and behaviour. *Human Resource Management Journal*, 26(2), 151-171. <https://doi.org/10.1111/1748-8583.12100>
- Antonakis, J., Ashkanasy, N., & Dasborough, M. (2009). Does leadership need emotional intelligence. *The Leadership Quarterly*, 20(2), 247-261. <https://doi.org/10.1016/j.leaqua.2009.01.006>
- Baumruk, R. (2006). Why managers are crucial to increasing engagement: Identifying steps managers can take to engage their workforce. *Strategic HR Review*, 5(2), 24-27. <https://doi.org/10.1108/14754390680000863>
- Bayraktar, C., Hancerliogullari, G., Cetinguc, B., & Calisir, F. (2017). Competitive strategies, innovation, and firm performance. *Technology Analysis & Strategic Management*, 29(1), 38-52. <https://doi.org/10.1080/09537325.2016.1194973>

- Berg, J. (2016). Changing face of the workplace. *Central Penn Business Journal*, 32(5), 3.
<https://web-b-ebshost-com.ezproxy.liberty.edu/ehost/detail/detail?vid=5&sid=515cdcf1-1afc-40a8-a85e-de4d85f61010%40sessionmgr102&bdata=JnNpdGU9ZWVvc3QtbGl2ZSZzY29wZT1zaXRl#AN=112749953&db=bth>
- Bhuller, R., & Allada, S. (2015). Emerging markets, M and A and breakthrough technology propels growth of global medical devices market. *Australasian Biotechnology*, 25(1), 30-31. <https://web-b-ebshost-com.ezproxy.liberty.edu/ehost/pdfviewer/pdfviewer?vid=1&sid=99baaa44-f236-4cd5-bbe8-03ab67c1e334%40pdc-v-sessmgr05>
- Blanchard, K. (2008). Situational leadership. *Leadership Excellence*, 25(5), 19. <https://search-proquest-com.ezproxy.liberty.edu/docview/204622182?pq-origsite=summon&accountid=12085>
- Blanchard, K., & Hodges, P. (2003). *The servant leader*. Thomas Nelson.
- Bornsen, S., Ostrom-Blonigen, J., & Plowman, K. (2008). Stakeholder theory: Antidote to a drug company's market health?: A case study of Synthroid. *Journal of Communication Management*, 12(1), 5-17. <https://doi.org/10.1108/13632540810854208>
- Brcic, Z., Jurisevic, M., & Katarina, K. (2015). Knowledge sharing between different generations of employees: An example from Slovenia. *Ekonomski Istraživanja*, 28(1), 853-867. <https://doi.org/10.1080/1331677X.2015.1092308>
- Bussin, M., & Rooy, D. (2014). Total rewards strategy for a multi-generational workforce in a financial institution. *South African Journal of Human Resource Management*, 12(1), 1-11. <https://doi.org/10.4102/sajhrm.v12i1.606>
- Center for Women and Business at Bentley University. (2017). *Multi-Generational impacts on the workplace*. Bentley University.

- Chang, J., & Teng, C. (2017). Intrinsic or extrinsic motivations for hospitality employees' creativity: The moderating role of organization-level regulatory focus. *International Journal of Hospitality Management*, *60*, 133-141.
<https://doi.org/10.1016/j.ijhm.2016.10.003>
- Chatterji, A., & Fabrizio, K. (2016). Does the market for ideas influence the rate and direction of innovative activity? Evidence from the medical device industry. *Strategic Management Journal*, *37*(3), 447-465. <https://doi.org/10.1002/smj.2340>
- Chatterji, A., Cunningham, C., & Joseph, J. (2019). The limits of relational governance: Sales force strategies in the U.S. medical device industry. *Strategic Management Journal*, *40*, 55-78. <https://doi.org/10.1002/smj.2964>
- Chiniara, M., & Bentein, K. (2018). The servant leadership advantage: When perceiving low differentiation in leader-member relationship quality influences team cohesion, team task performance, and service OCB. *The Leadership Quarterly*, *29*(2), 333-345.
<https://doi.org/10.1016/j.leaqua.2017.05.002>
- Chinyio, E., Suresh, S., & Bappa, J. (2018). The impacts of monetary rewards on public sector employees in construction. *Journal of Engineering, Design, and Technology*, *16*(1), 125-145. <https://doi.org/10.1108/JEDT-12-2016-0098>
- Chiu, C., Balkundi, P., & Weinberg, F. (2017). When managers become leaders: The role of manager network centralities, social power, and followers' perception of leadership. *The Leadership Quarterly*, *28*(2), 334-348. <https://doi.org/10.1016/j.leaqua.2016.05.004>
- Christ, M., Ernett, S., Tayler, W., & Wood, D. (2016). Compensation or feedback: Motivating performance in multidimensional tasks. *Accounting, Organizations and Society*, *50*, 27-40. <https://doi.org/10.1016/j.aos.2016.03.003>

- Clardy, A. (2007). Strategy, core competencies, and human resource development. *Human Resource Development International*, 10(3), 339-349.
<https://doi.org/10.1080/13678860701516628>
- Coetzer, A., Inma, C., & Poisat, P. (2017). The job embeddedness-turnover relationship: Effects of organization size and work group cohesion. *Personnel Review*, 46(6), 1070-1088.
<https://doi.org/10.1108/PR-12-2015-0312>
- Cogin, J. (2012). Are generational differences in work values fact or fiction? Multi-country evidence and implications. *The International Journal of Human Resource Management*, 23(11), 2268-2294. <https://doi.org/10.1080/09585192.2011.610967>
- Colbry, S., Hurwitz, M., & Adair, R. (2014). Collaboration Theory. *Journal of Leadership Education*, 13(4), 63-75. <https://doi.org/10.12806/V13/I4/C8>
- Cote, R. (2019). Motivating multigenerational employees: Is there a difference. *Journal of Leadership, Accountability, and Ethics*, 16(2), 15-29.
<https://doi.org/10.33423/jlae.v16i2.2018>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods*. Sage.
- Creswell, J. W. (2016). *30 essential skills for the qualitative researcher*. Sage.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*. Sage.
- Crowley-Henry, M. (2009). *Ethnography: Visions & Versions*. Oak Tree Press.
- Cunningham, L., Young, C., & Lee, M. (2000). Methodological triangulation in measuring public transportation service quality. *Transportation Journal*, 40(1), 35-37.
<http://www.jstor.org/page/journal/transportationj/about.html>
- Daft, R. L. (2016). *Organization theory & design* (12th ed.). Cengage Learning.

- Daft, R. L., & Lengel, R. (1986). Organizational information requirements: Media richness and structural design. *Management Science*, 32(5), 554-571.
<https://doi.org/10.1287/mnsc.32.5.554>
- Davey, S. (2011). Innovation in the medical device sector: An open business model approach for high-tech small firms. *Technology Analysis & Strategic Management*, 23(8), 807-824.
<https://doi.org/10.1080/09537325.2011.604152>
- de Waal, A. (2018). Success factors of high performance organization transformations. *Measuring Business Excellence*, 22(4), 375-390. <https://doi.org/10.1108/MBE-08-2018-0055>
- Dionida, S. (2016). *Special Agent Manager Perceptions of Millennial Generation Characteristics and Employee Engagement Strategies* (Doctoral dissertation, Creighton University). The Humanities and Social Sciences Collection. <https://search-proquest-com.ezproxy.liberty.edu/docview/1868416571?pq-origsite=summon>
- Ditzfeld, C. P., Cavazos, J. T., & Monroe, K. B. (2016). Curmudgeon personality: Seeing the positives and just not liking them. *Personality and Individual Differences*, 92, 92-96.
<https://doi.org/10.1016/j.paid.2015.12.033>
- Dwyer, R. J., & Azevedo, A. (2016). Preparing leaders for the multi-generation workforce. *Journal of Enterprising Communities: People and Places in the Global Economy*, 10(3), 281-305. <https://doi.org/10.1108/JEC-08-2013-0025>
- Egan, J. (2017). Face-to-face communications is powerful, postdigital communications tool. *Natural Gas & Electricity*, 34(2), 14-21. <https://doi.org/10.1002/gas.22004>

- Flammer, C., & Bansal, P. (2017). Does a long-term orientation create value? Evidence from a regression discontinuity. *Strategic Management Journal*, 38(9), 1827-1847.
<https://doi.org/10.1002/smj.2629>
- Frost, S. (2018). How diversity (that is included) can fuel innovation and engagement - and how sameness can be lethal. *Strategic HR Review*, 17(3), 199-125.
<https://doi.org/10.1108/SHR-03-2018-0020>
- Gamble, J., Peteraf, M., & Thompson, A. (2019). *Essentials of strategic management* (6th ed.). McGraw-Hill Higher Education.
- Gardner, D., & Pierce, J. (2015). Organization-based self-esteem in work teams. *Group Processes & Intergroup Relations*, 19(3), 398-408.
<https://doi.org/10.1177/1368430215590491>
- Gaspar, P., Catlano, L., & Gaspar, T. (2016). Establishing a collaboration contract to facilitate team performance. *Journal of Doctoral Nursing Practice*, 9(1), 13-40.
<https://doi.org/10.1891/2380-9418.9.1.13>
- Geue, P. (2018). Positive practices in the workplace: Impact on team climate, work engagement, and task performance. *Journal of Applied Behavioral Science*, 54(3), 272-301.
<https://doi.org/10.1177/0021886318773459>
- Ghadimi, P., & Heavey, C. (2014). Sustainable supplier selection in medical device industry: Toward sustainable manufacturing. *Procedia CIRP*, 15, 165-170.
<https://doi.org/10.1016/j.procir.2014.06.096>
- Gilley, A., Gilley, J., & McMillan, H. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance Improvement Quarterly*, 21(4), 75-94. <https://doi.org/10.1002/piq.20039>

- Gjedrem, W. (2018). Relative performance feedback: Effective or dismaying. *Journal of Behavioral and Experimental Economics*, 74, 1-16.
<https://doi.org/10.1016/j.socec.2018.02.008>
- Goertz, G., & Mahoney, J. (2012). *A tale of two cultures: Qualitative and quantitative research in the social sciences*. Princeton University Press.
- Goleman, D., Boyatzis, R., & Mckee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review*, 79(11), 42-53. https://doi.org/10.1007/978-1-137-24203-7_6
- Guchait, P. (2013). The mediating effect of team engagement between team cognitions and team outcomes in service-management teams. *Journal of Hospitality & Tourism Research*, 40(2), 139-161. <https://doi.org/10.1177/1096348013495698>
- Hardy, L. (1990). *The fabric of this world: Inquires into calling, career choice, and the design of human work*. William B. Eerdmans.
- Heizman, K. (2019). The effect of workplace characteristics on Millennial worker organizational commitment (Doctoral dissertation, Walden University). *The Humanities and Social Sciences Collection*. <https://scholarworks.waldenu.edu/dissertations/6215>
- Higginbottom, K. (2016, March 17). *The challenges of managing a multi-generational workforce*. <https://www.forbes.com/sites/karenhigginbottom/2016/03/17/the-challenges-of-managing-a-multi-generational-workforce/#2568c3257d6a>
- Hitman, S., & Valintine, F. (2018). Successful leadership: Stepping up to the future of work. *Human Resources Magazine*, 23(3), 16-17. https://hrnz.org.nz/news/single?tx_news_pi1%5Baction%5D=detail&tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Bnews%5D=98&cHash=64218786abcab5df95f98b621c426f17

- Hoole, C., & Bonnema, J. (2015). Work engagement and meaningful work across generational cohorts. *SA Journal of Human Resource Management*, *13*(1), 1-11.
<https://doi.org/10.4102/sajhrm.v13i1.681>
- Huang, H., & Yang, X. (2014). Metaphor interpretation and motivation in relevance theory. *Journal of Pragmatics*, *60*, 266-273. <https://doi.org/10.1016/j.pragma.2013.08.015>
- Hui, C., & Molden, D. (2014). Maintaining commitment in the presence of alternative opportunities: The role of motivations for prevention or promotion. *Social Cognition*, *32*(6), 571-584. <https://doi.org/10.1521/soco.2014.32.6.571>
- Iorgulescu, M. (2016). Generation Z and its perception of work. *Cross-Cultural Management Journal*, *15*(1), 47-54. http://citec.repec.org/rss/cmjjournly_2016_i_9_p_47-54.xml
- Jaramillo, S. (2017, December). *Four steps to motivating a multigenerational workforce*. Forbes.
<https://www.forbes.com/sites/forbeshumanresourcescouncil/2017/12/18/four-steps-to-motivating-a-multigenerational-workforce/#243da3816022>
- Jiang, X., & Yang, H. (2016). Impacts of the optimism and job characteristics on job burnout among the Millennial generation: Evidence from a survey. *Revista de Cercetare Si Interventie Sociala*, *53*, 185-212.
<https://pdfs.semanticscholar.org/fe41/c848ff23b0babfffa35d53622387db9c1aec.pdf>
- Johnson, M., & Johnson, L. (2010). *Generations, Inc.: From boomers to linksters - Managing the friction between generations at work*. Amacom.
- Kang, M., & Sung, M. (2017). How symmetrical employee communication leads to employee engagement and positive employee communication behaviors. *Journal of Communication Management*, *21*(1), 82-102. <https://doi.org/10.1108/JCOM-04-2016-0026>

- Karanika-Murray, M., Duncan, N., Pontes, H., & Griffiths, M. (2015). Organizational identification, work engagement, and job satisfaction. *Journal of Managerial Psychology*, *30*(8), 1019-1033. <https://doi.org/10.1108/JMP-11-2013-0359>
- King, C., Murillo, E., & Lee, H. (2017). The effects of generational work values on employee brand attitude and behavior: A multi-group analysis. *International Journal of Hospitality Management*, *66*, 92-105. <https://doi.org/10.1016/j.ijhm.2017.07.006>
- Knight, R. (2014, September 25). Managing people from 5 generations. *Harvard Business Review*, *25*(9), 1-7. <https://hbr.org/2014/09/managing-people-from-5-generations>
- Kouzes, J., & Posner, B. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th ed.). Jossey-Bass.
- Krishanan, S. (2016). Promoting interdisciplinary project-based learning to build the skill sets for research and development of medical devices in academia. *35th Annual International Conference of the IEEE EMBS*, 3142-3145. <https://doi.org/10.1109/EMBC.2013.6610207>
- Krogerus, M., & Tschappeler, R. (2018). *The decision book: 50 models for strategic thinking*. W. Norton & Company, Inc.
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes. *Journal of Economic Psychology*, *61*, 244-258. <https://doi.org/10.1016/j.joep.2017.05.004>
- LaMothe, R. (2010). Types of faith and emotional intelligence. *Pastoral Psychology*, *59*(3), 331-344. <https://doi.org/10.1007/s11089-009-0229-3>
- Lara, F., & Salas-Vallina, A. (2017). Managerial competencies, innovation, and engagement in SMEs: The mediating role of organizational learning. *Journal of Business Research*, *79*, 152-160. <https://doi.org/10.1016/j.jbusres.2017.06.002>

- Laurell, H. (2018). An international new venture's commercialization of a medical technology innovation. *International Marketing Review*, 35(1), 136-163.
<https://doi.org/10.1108/IMR-04-2015-0112>
- Lazaroiu, G. (2015). Employee motivation and job performance. *Linguistic and Philosophical Investigation*, (14), 97-102.
<https://search.proquest.com/openview/bcba8096ef9014f4f38213a6480fed49/1?pq-origsite=gscholar&cbl=136108>
- Leavy, P. (2017). *Research design: quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. Guilford.
- Lee, W., Pyo, J., Jang, S., Choi, J., & Ock, M. (2019). Experiences and responses of second victims of patient safety incidents in Korea: A qualitative study. *BMC Health Services Research*, 19(1), 1-12. <https://doi.org/10.1186/s12913-019-3936-1>
- Lemons, M., & Jones, C. (2001). Procedural justice in promotion decisions: Using perceptions of fairness to build employee commitment. *Journal of Managerial Psychology*, 16(4), 268-281. <https://doi.org/10.1108/02683940110391517>
- Lewis, L., & Wescott, H. D. (2017). Multi-generational workforce: Four generations united in lean. *Journal of Business Studies Quarterly*, 8(3), 1-14.
https://www.researchgate.net/publication/316160639_Multi-Generational_Workforce_Four_Generations_United_In_Lean
- Linneberg, M., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative Research Journal*, 19(3), 259-270. <https://doi.org/10.1108/QRJ-12-2018-0012>

- Locke, E., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science*, 5(4), 277-290. <https://doi.org/10.1037/mot0000116>
- López, C. G.-G., Alonso, F. M., Morales, M. M., & León, J. A. M. (2015). Authentic leadership, group cohesion and group identification in security and emergency teams. *Psicothema*, 27(1), 59–64. <https://doi.org/10.7334/psicothema2014.161>
- Love, L. (2018). Group cohesion: The effect of diversity. *Global Journal of Management and Marketing*, 2(1), 77-86. https://www.igbr.org/wp-content/uploads/articles/GJMM_Vol_2_No_1_2018-pgs-77-86.pdf
- Lucia, F. (2018). Manager versus leader: Why are both roles valuable. *Ovidius University Annals: Economic Sciences Series*, 18(2), 428-431. <https://doaj.org/article/68a4f70c8e924f99b37c1b6d52a03d71>
- Manen, M. (2014). *Phenomenology of practice*. Routledge. <https://doi.org/10.4324/9781315422657>
- Mathew, M., & Gupta, K. (2015). Transformational leadership: Emotional intelligence. *SCMS Journal of Indian Management*, 12(2), 75-89. <https://search.proquest.com/openview/2ec4e0510c6e55b65d9f071d0f1473af/1?pq-origsite=gscholar&cbl=546310>
- Mayfield, J., Mayfield, M., & Sharbrough, W. (2015). Strategic vision and values in top leaders' communications: Motivating language at a higher level. *International Journal of Business Communication*, 52(1), 97-121. <https://doi.org/10.1177/2329488414560282>

- McAloon, C., Macken-Walsh, A., Moran, L., Whyte, P., & More, S. (2017). Joyne's disease in the eyes of Irish cattle farmers: A qualitative narrative research approach to understanding implications for disease management. *Preventive Veterinary Medicine, 141*(1), 7-13. <https://doi.org/10.1016/j.prevetmed.2017.04.001>
- McChesney, K., & Aldridge, J. (2019). Weaving an interpretivist stance throughout mixed methods research. *International Journal of Research & Method in Education, 42*(3), 225-238. <https://doi.org/10.1080/1743727X.2019.1590811>
- Mello, J. A. (2015). *Strategic human resource management* (4th ed.). South-Western.
- Men, L. (2014). Strategic internal communication transformational leadership, communication channels, and employee satisfaction. *Management Communication Quarterly, 28*(2), 264-284. <https://doi.org/10.1177/0893318914524536>
- Mihalcea. (2017). Knowledge transfer in organization of the future. *International Multidisciplinary Scientific GoeConference: SGEM, 17*, 537-544. <https://doi.org/10.5593/sgem2017/53>
- Mikitka, M. (2009, August). Managing the multi-generational workforce: Warehousing professionals should consider the many benefits of mentoring. *Material Handling Management, 11*. <https://www.mhlnews.com/archive/article/22036642/managing-the-multigenerational-workforce>
- Mobley, W., Griffeth, R., Hand, H., & Meglino, B. (1979). Review and conceptual analysis of the turnover process. *Psychological Bulletin, 86*(3), 493-522. <https://doi.org/10.1037/0033-2909.86.3.493>

- Moultrie, J., Sutcliffe, L., & Maier, A. (2015). Exploratory study of the state of environmentally conscious design in the medical device industry. *Journal of Cleaner Production*, *108*, 363-376. <https://doi.org/10.1016/j.jclepro.2015.06.014>
- Nerstad, C., Dysvik, A., Kuvaas, B., & Buch, R. (2018). Negative and positive synergies: On employee development practices, motivational climate, and employee outcomes. *Human Resource Management*, *57*(5), 1285-1302. <https://doi.org/10.1002/hrm.21904>
- Nichols, A., & Cottrell, C. (2015). What do people desire in their leaders? The role of leadership level on trait desirability. *The Leadership Quarterly*, *25*(4), 711-729. <https://doi.org/10.1016/j.leaqua.2014.04.001>
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Sage.
- O'Conner, A., & Raile, A. (2015). Millennials' "get a 'real job'": Exploring generational shifts in the colloquialism's characteristics and meanings. *Management Communication Quarterly*, *29*(2), 276-290. <https://doi.org/10.1177/0893318915580153>
- O'Conner, M., Netting, F., & Thomas, M. (2008). Grounded theory: Managing the challenge for those facing institutional review board oversight. *Qualitative Inquiry*, *14*(1), 28-45. <https://doi.org/10.1177/1077800407308907>
- Panda, A., Karve, S., & Mohapatra, D. (2014). Aligning learning & development strategy with business: Strategy to operations. *South Asian Journal of Human Resource Management*, *1*(2), 267-281. <https://doi.org/10.1177/2322093714549110>
- Parker, C. (2015). Christian worldview. *Nurture: The Voice of the National Union of Associations for Christian Parent-controlled Schools*, *49*(4), 12-13. <https://search.informit.com.au/documentSummary;dn=758571022842650;res=IELHSS;type=pdf>

- Patel, M., & Desai, D. (2018). Critical review and analysis of measuring the success of six sigma implementation. *International Journal of Quality & Reliability Management*, 35(8), 1519-1545. <https://doi.org/10.1108/IJQRM-04-2017-0081>
- Peltokorpi, V., & Yamao, S. (2017). Corporate language proficiency in reverse knowledge transfer: A moderated mediation model of shared vision and communication frequency. *Journal of World Business*, 52(3), 404-416. <https://doi.org/10.1016/j.jwb.2017.01.004>
- Peres, P., & Mesquita, A. (2018, November). Characteristics and Learning Needs of Generation Z. In *European Conference on e-Learning* (pp. 464-473). Academic Conferences International Limited.
- Pinho, M., Baidya, T., & Dalbem, M. (2018). Do the reward and the promotion policies influence the worker's motivation. *Revista Electronica de Ciencia Administrativa*, 17(3), 395-409. <https://doi.org/10.21529/RECADM.2018016>
- Pitt-Catsoupes, M., & Matz-Costa, C. (2008). The multi-generational workforce: Workplace flexibility and engagement. *Community, Work, & Family*, 11(2), 215-229. <https://doi.org/10.1080/13668800802021906>
- Plenert, G. (2012). *Strategic continuous process improvement: Which quality tools to use, and when to use them*. McGraw-Hill.
- Poksinska, B. (2018). From successful to sustainable lean production - the case of a lean prize award winner. *Total Quality Management & Business Excellence*, 29(9-10), 996-1011. <https://doi.org/10.1080/14783363.2018.1486539>
- Pouthier, V. (2017). Gripping and joking as identification rituals and tools for engagement in cross-boundary team meetings. *Organization Studies*, 38(6), 753-774. <https://doi.org/10.1177/0170840616685358>

- Rabey, G. (2001). The five steps to accomplishment. *Industrial and Commercial Training*, 33(6), 198-202. <https://doi.org/10.1108/00197850110404992>
- Ray, P., Amaral, J., & Hinoul, P. (2017). Innovation best practices in the medical device industry. *Techniques in Vascular and Interventional Radiology*, 20(2), 90-93. <https://doi.org/10.1053/j.tvir.2017.04.004>
- Rodriguez-Sanchez, A., Devloo, T., Rico, R., Salanova, M., & Anseel, F. (2017). What makes creative teams tick? Cohesion, engagement, and performance across creativity tasks: A three-wave study. *Group & Organization Management*, 42(4), 521-547. <https://doi.org/10.1177/1059601116636476>
- Rossem, A. (2019). Generations as social categories: An exploratory cognitive study of generational identity and generational stereotypes in a multigenerational workforce. *Journal of Organizational Behavior*, 40(4), 434-455. <https://doi.org/10.1002/job.2341>
- Rumelt, R. (2011). *Good strategy/bad strategy: The difference and why it matters*. Crown Business.
- Rupietta, K., & Beckmann, M. (2018). Working from home what is the effect on employees' effort. *Schmalenbach Business Review*, 70(1), 25-55. <https://doi.org/10.1007/s41464-017-0043-x>
- Ryan, R., & Deci, E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. <https://doi.org/10.1006/ceps.1999.1020>
- Saks, A., & Gruman, J. (2014). What do we really know about employee engagement? *Human Resource Development Quarterly*, 25(2), 155-182. <https://doi.org/10.1002/hrdq.21187>

- Sarmed, M., Ajmal, M., Shamim, M., Saleh, M., & Malik, A. (2016). Motivation and compensation as predictors of employees' retention: Evidence from public sector oil and gas selling organizations. *Journal of Behavioral Sciences, 26*(2).
<https://prdb.pk/article/motivation-and-compensation-as-predictors-of-employees-re-6739>
- Schmutz, B., & Santerre, R. (2013). Examining the link between cash flow, market value, and research and development investment spending in the medical device industry. *Health Economics, 22*(2), 157-167. <https://doi.org/10.1002/hec.1825>
- Schreurs, B., Emmerik, I., & Van den Broeck, A. (2014). Work values and work engagement within teams: The mediating role of need satisfaction. *Group Dynamics: Theory, Research, and Practice, 18*(4), 267-281. <https://doi.org/10.1037/gdn0000009>
- Seemiller, C., & Grace, M. (2017). Generation Z: Educating and engaging the next generation of students. *About Campus, 22*(3), 21-26. <https://doi.org/10.1002/abc.21293>
- Selin, M., Tayfur, O., Pinar, B., & Burcu, K. (2016). Job insecurity and turnover intentions: Gender differences and the mediating role of work engagement. *Sex Roles, 75*(11-12), 583-598. <https://doi.org/10.1007/s11199-016-0595-0>
- Sell, L., & Cleal, B. (2011). Job satisfaction, work environment, and rewards: Motivational theory revisited. *Labour: Review of Labour Economics and Industrial Relations, 25*(1), 1-23. <https://doi.org/10.1111/j.1467-9914.2010.00496.x>
- Sharma, A., & Bhatnagar, J. (2017). Emergence of team engagement under time pressure: Role of team leader and team climate. *Team Performance Management, 23*(3), 171-185.
<https://doi.org/10.1108/TPM-06-2016-0031>

- Sharma, A., Blank, A., Patel, P., & Stein, K. (2013). Health care policy and regulatory implications on medical device innovations: A cardiac rhythm medical device industry perspective. *Journal of Interventional Cardiac Electrophysiology*, *36*(2), 107-117. <https://doi.org/10.1007/s10840-013-9781-y>
- Spector, B. (2013). *Implementing organizational change: Theory into practice* (3rd ed.). Prentice Hall.
- Stam, D., Knippenberg, D., & Wisse, B. (2016). Motivation in words: Promotion and prevention-oriented leader communication in times of crisis. *Journal of Management*, *44*(7), 2859-2887. <https://doi.org/10.1177/0149206316654543>
- Starbird, D., & Cavanagh, R. (2011). *Building engaged team performance: Align your processes and people to achieve game-changing business results*. McGraw-Hill.
- Steel, R., & Lounsbury, J. (2009). Turnover process models: Review and synthesis of a conceptual literature. *Human Resource Management Review*, *19*(4), 271-282. <https://doi.org/10.1016/j.hrmr.2009.04.002>
- Stegaroiu, I., & Talal, M. (2014). The importance of developing internal communication strategy. *Valahian Journal of Economic Studies*, *5*(1), 63-70. <https://www.valahia.ro/ro/>
- Stein, K. (2017). The long and winding road after FDA approval. *Circulation*, 1877-1878. <https://doi.org/10.1161/CIRCULATIONAHA.117.024633>
- Strese, S., Meuer, M., Flatten, T., & Brettel, M. (2016). Examining cross-functional cooperation as a driver of organizational ambidexterity. *Industrial Marketing Management*, *57*, 40-52. <https://doi.org/10.1016/j.indmarman.2016.05.008>

- Stromgren, M., Eriksson, A., Bergman, D., & Dellve, L. (2016). Social capital among healthcare professionals: A prospective study of its importance for job satisfaction, work engagement, and engagement in clinical improvements. *International Journal of Nursing Studies*, *53*, 116-125. <https://doi.org/10.1016/j.ijnurstu.2015.07.012>
- Sudiardhita, K., Mukhtar, S., Hartono, B., Sariwulan, T., & Nikensari, S. (2018). The effect of compensation, motivation of employee and work satisfaction to employee performance PT. bank XYZ (Persero) TBK. *Academy of Strategic Management Journal*, *17*(4), 1-14. <https://www.abacademies.org/articles/the-effect-of-compensation-motivation-of-employee-and-work-satisfaction-to-employee-performance-pt-bank-xyz-persero-tbk-7432.html>
- Sutawa, G., Bendesa, I., & Madiun, I. (2014). Human resources empowerment, working motivation, and organization change in improving hotel business performance in Bali. *E-Journal of Tourism*, *1*(2), 69-82. <https://doi.org/10.24922/eot.v1i2.19417>
- Swift, V., & Peterson, J. (2018). Improving the effectiveness of performance feedback by considering personality traits and task demands. *PLoS ONE*, *13*(5), 1-18. <https://doi.org/10.1371/journal.pone.0197810>
- Turner, P., & Kalman, D. (2015). Make your people before making your products. *Human Resource Management International Digest*, *23*(1), 28-31. <https://doi.org/10.1108/HRMID-12-2014-0162>
- Uddin, M., Mahmood, M., & Fan, L. (2019). Why individual employee engagement matters for team performance. *Team Performance Management: An International Journal*, *25*(1), 47-68. <https://doi.org/10.1108/TPM-12-2017-0078>

- Urbancova, H., Vnouchkova, L., & Laboutkova, S. (2016). Knowledge transfer in a knowledge-based economy. *E+M Ekonomie a Management*, *19*(2), 73-86.
<https://doi.org/10.15240/tul/001/2016-2-005>
- Urien, B., Osca, A., & Garcia-Salmones, L. (2017). Role ambiguity, group cohesion, and job satisfaction: A demands-resources model (JD-R) study from Mexico and Spain. *Revista Latinoamericana de Psicologia*, *49*(2), 137-145. <https://doi.org/10.1016/j.rlp.2015.09.014>
- Valk, J. (2010). Leadership for transformation: The impact of a Christian worldview. *Journal of Leadership Studies*, *4*, 83-86. <https://doi.org/10.1002/jls.20183>
- Van Duzer, J. (2010). *Why business matters to God: (And what still needs to be fixed)*. IVP Academic.
- Vidal-Salazar, M., Cordon-Pozo, E., & Ferron-Vilchez, V. (2012). Human resource management and development proactive environmental strategies: The influence of environmental training and organizational learning. *Human Resource Management*, *51*(6), 905-934.
<https://doi.org/10.1002/hrm.21507>
- Vidal-Salazar, M., Ferron-Vilchez, V., & Cordon-Pozo, E. (2012). Coaching: An effective practice for business competitiveness. *Competitiveness Review*, *22*(5), 423-433.
<https://doi.org/10.1108/10595421211266302>
- Waller, D. S., & Polonsky, M. J. (1998). Multiple senders and receivers: A business communication model. *Corporate Communications*, *3*, 83-91.
<https://doi.org/10.1108/eb046556>

- Wan, Q., Li, Z., Zhou, W., & Shang, S. (2018). Effects of work environment and job characteristics on the turnover intention of experienced nurses: The mediating role of work engagement. *JAN Leading Global Nursing Research*, 74(6), 1332-1341.
<https://doi.org/10.1111/jan.13528>
- Wang, Z., Zhang, J., Thomas, C., Yu, J., & Spitzmueller, C. (2017). Explaining benefits of employee proactive personality: The role of engagement, team proactivity composition, and perceived organization support. *Journal of Vocational Behavior*, 101, 90-103.
<https://doi.org/10.1016/j.jvb.2017.04.002>
- Warnell, J. (2015). *Engaging Millennials for ethical leadership: What works for young professionals and their managers*. Business Expert Press.
- Weeks, K., Weeks, M., & Long, N. (2017). Generational perceptions at work: In-group favoritism and out-group stereotypes. *Equality, Diversity, and Inclusion: An International Journal*, 36(1), 33-53. <https://doi.org/10.1108/EDI-07-2016-0062>
- Wesolowski, P. (2014). Melding a multi-generational workforce. *Human Resource Management International Digest*, 22(2), 33-35. <https://doi.org/10.1108/HRMID-04-2014-0041>
- Wiedmer, T. (2015). Generations do differ: Best practices in leading traditionalists, boomers, and generations X, Y, and Z. *Delta Kappa Gamma Bulletin*, 82(1), 51-58.
<http://connection.ebscohost.com/c/articles/110364697/generations-do-differ-best-practices-leading-traditionalists-boomers-generations-x-y-z>
- Wiesche, M., Jurisch, M., Yetton, P., & Krmar, H. (2017). Grounded theory methodology in informational systems research. *MIS Quarterly*, 41(3), 685-701.
https://misq.org/skin/frontend/default/misq/pdf/appendices/2017/V41I3Appendices/1238_2_MA_Wiesche.pdf

- Woods, K. (2016). Organizational ambidexterity and the multi-generational workforce. *Journal of Organizational Culture*, 20(1), 95-111. <https://www.questia.com/library/journal/1G1-458804648/organizational-ambidexterity-and-the-multi-generational>
- Woolf, N., & Silver, C. (2017). *Qualitative analysis using MAXQDA*. Routledge.
<https://doi.org/10.4324/9781315268569>
- World Health Organization. (2020, March 23). *Coronavirus disease (COVID-19) Pandemic*.
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>
- Wright, P., & McMahan, G. (2011). Exploring human capital: Putting human back into strategic human resource management. *Human Resource Management Journal*, 21(2), 93-104.
<https://doi.org/10.1111/j.1748-8583.2010.00165.x>
- Wu, B. (2013). Opportunity costs, industry dynamics, and corporate diversification: Evidence from the cardiovascular medical device industry 1976-2004. *Strategic Management Journal*, 34(11), 1265-1287. <https://doi.org/10.1002/smj.2069>
- Wu, J., & Shanley, M. (2009). Knowledge stock, exploration, and innovation: Research on the United States electromedical device industry. *Journal of Business Research*, 62(4), 474-483. <https://doi.org/10.1016/j.jbusres.2007.12.004>
- Wu, K., Liao, C., Tseng, M., & Chiu, K. (2015). Multi-attribute approach to sustainable supply chain management under uncertainty. *Industrial Management & Data Systems*, 166(4), 777-800. <https://doi.org/10.1108/IMDS-08-2015-0327>
- Yalabik, Z., Yesim, R., Rayton, B., & Rapit, A. (2017). Facets of job satisfaction and work engagement. *Evidence-Based HRM*, 5(3), 248-265. <https://doi.org/10.1108/EBHRM-08-2015-0036>

- Yang, X., Gao, S., He, Z., & Zhang, M. (2018). Application of design for six sigma tools in telecom service improvement. *Production Planning & Control*, 29(12), 959-971.
<https://doi.org/10.1080/09537287.2018.1486469>
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage.
- Zhang, Y. (2015). Functional diversity and group creativity: The role of group longevity. *The Journal of Applied Behavior Science*, 52(1), 97-123.
<https://doi.org/10.1177/0021886315591364>
- Zhao, L., Detlor, B., & Connelly, C. (2016). Sharing knowledge in social Q&A sites: The unintended consequences of extrinsic motivation. *Journal of Management Information Systems*, 33(1), 70-100. <https://doi.org/10.1080/07421222.2016.1172459>
- Zhuang, Z.-Y., & Shu-Chin, C. (2017). Deciding product mix based on time-driven activity-based costing by mixed integer programming. *Journal of Intelligent Manufacturing*, 28(4), 959-974. <https://doi.org/10.1007/10845-014-1032-2>

**Appendix A: Informed Consent for Permission to Use the Facility and Interview
Participants**

For a copy of the permission to use the facility and interview participants informed consent, please contact R. Jason Hemphill at (864) 420-6942.

**Appendix B: Signed Informed Consent for Permission to Use the Facility and Interview
Participants**

For a copy of the signed permission to use the facility and interview participants informed consent, please contact R. Jason Hemphill at (864) 420-6942.

Appendix C: Letter of Invitation

Dear Prospective Participant,

As a doctoral candidate at Liberty University pursuing a Doctor of Business Administration degree, I am conducting a research study as part of my doctoral study project, which is entitled *Enhancement of Cohesion and Engagement through Motivational Factors in the Multi-Generational Workforce*. The purpose of my research is to understand motivational tools and factors used by leaders to enhance group cohesion and engagement in the diverse generational workforce and how the enhancement of group cohesion and engagement support long-term success at ABMB. I am writing to invite eligible participants to join my study.

Participants must currently have at least two years of service at ABMB in a medical device department and must have been born between the years of 1946 and 2000. Participants, if willing, will be asked to participate in a 60- to 90-minute, audio-recorded interview discussing motivational tools and factors used by leaders to enhance group cohesion and engagement from your experience and how the enhancement of group cohesion and engagement support long-term success at ABMB. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

In order to participate, please contact me at 864-420-6942 or jason.hemphill@ABMB.com to schedule an interview. The interviews will be conducted onsite during off-duty hours, which includes before or after official work hours as well as during lunch and official breaks. Interviews may be conducted through WebEx or in the same room depending on social distancing protocol needs due to the COVID-19 pandemic.

Upon your acceptance and agreement to participate in this study, an informed consent form and further details of the study will be emailed to you. The consent form will need to be signed and returned at the time of or prior to the interview.

Sincerely,

R. Jason Hemphill
DBA Student, Liberty University

Appendix D: Consent Form

Title of the Project: *Enhancement of Cohesion and Engagement through Motivational Factors in the Multi-Generational Workforce*

Principal Investigator: R. Jason Hemphill, DBA Student, Liberty University

Invitation to be Part of a Research Study

You are invited to take part in a research study. In order to participate, you must have at least two years of service at ABMB in a medical device department and must have been born between the years of 1946 and 2000. Taking part in the research project is voluntary.

Please take the time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the Study about and why is it being done?

The purpose of this study is to examine the use of motivational tools and factors by leaders to enhance group cohesion and engagement from the perceptions of various generational cohorts. Additionally, the purpose of this study is to investigate how the enhancement of group cohesion and engagement support long-term success at ABMB.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:

- Participate in a 60- to 90-minute, audio-recorded interview in the same room or through WebEx with the camera on if a social distancing protocol is needed due to the COVID-19 pandemic.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include understanding the employees' perceptions regarding motivational factors that can lead to cohesion and engagement of the diverse workforce among various generational cohorts. The understanding and use of the employees' perceptions can lead to positive outcomes that can result in economic success to support the long-term success of the organization and provide leadership motivational tools and factors to use per generation group cohort.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher and the researcher's dissertation chair will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If

data collected from you are shared, any information that could identify you, if applicable, will be removed before the data are shared.

- Participant responses will be kept confidential through the use of codes. Interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Interviews will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher and the researcher's dissertation chair will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision on whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address or phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is R. Jason Hemphill. You may ask any questions you have now. Or if you have questions later, **you are encouraged** to contact him via rhemphill@liberty.edu, or if you prefer, contact him at (864) 420-6942. You may also contact the researcher's faculty sponsor, Dr. Connell, at maconnell@liberty.edu or 1-843-870-4909.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the researcher using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record me as part of my participation in this study.

_____ Printed Subject Name

_____ Subject Signature & Date

Appendix E: Interview Questions

1. Describe the motivational tools used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
2. How was the leader(s) successful in motivating employees to enhance group cohesion and engagement?
3. Describe the motivational tools used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement?
4. How was the leader(s) unsuccessful in motivating employees-to-employees to enhance group cohesion and engagement?
5. Describe your current or past manager's leadership success rate in enhancing group cohesion and engagement to complete tasks through motivational methods?
6. What would make your current or past manager more successful in enhancing group cohesion and engagement through different use of motivational tools?
7. List and describe the most effective motivational factors used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
8. How was the leader(s) successful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
9. Which motivational factors do you prefer to enhance group cohesion and engagement to complete tasks?
10. List and describe the motivational factors that were most often used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement to complete tasks?

11. Why was the leader(s) unsuccessful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
12. Which motivational factors hinder the enhancement of group cohesion and engagement?
13. What motivational factors from leader(s) help to enhance cohesion and engagement to support long-term success in the medical device industry?
14. What motivational factors from leader(s) stifle cohesion and engagement for the support of long-term success in the medical device industry?
15. What motivational factors from leader(s) help enhance cohesion and engagement to support innovation and reduction of resistance to change implementation?
16. What motivational factors from leader(s) enhance cohesion and engagement to increase job loyalty and the emotional bond between employee and the organization?

Appendix F: Interview Guide

Introductory Statement

After the interviewer has gone through the Consent Form (see Appendix D), the interviewer will start recording and will read: *The purpose of this study is to discuss your perceptions discussing motivational tools and factors used by leaders to enhance group cohesion and engagement from your experience and how the enhancement of group cohesion and engagement support long-term success at ABMB. This study uncovers the motivational factors that can lead to cohesion and engagement of the diverse workforce among various generational cohorts to lead to the positive outcomes that can result in economic success to support the long-term success of the organization. Can I get the year you were born?*

Main Interview

The interviewer will ask the following questions:

1. Describe the motivational tools used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
2. How was the leader(s) successful in motivating employees to enhance group cohesion and engagement?
3. Describe the motivational tools used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement?
4. How was the leader(s) unsuccessful in motivating employees-to employees to enhance group cohesion and engagement?
5. Describe your current or past manager's leadership success rate in enhancing group cohesion and engagement to complete tasks through motivational methods?

6. What would make your current or past manager more successful in enhancing group cohesion and engagement through different use of motivational tools?

The interviewer will read the one-way motivational factors definition: *One-way motivational factors are what leaders give to the employee or employee groups as incentives to influence positive workplace behaviors, such as (a) perceived policy improvements, (b) personal financial gain, and (c) positional improvements in the company structure.* Additionally, the interviewer will read the two-way motivational factors definition: *Two-way motivational factors are based on communication exchanges between the leadership and the employees to influence positive workplace behaviors.* The interviewer will ask the following questions:

7. List and describe the most effective motivational factors used by the best leader(s) you have worked with or for that enhanced group cohesion and engagement?
8. How was the leader(s) successful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
9. Which motivational factors do you prefer to enhance group cohesion and engagement to complete tasks?
10. List and describe the motivational factors that were most often used by the worst leader(s) you have worked with or for that did not enhance group cohesion and engagement to complete tasks?
11. Why was the leader(s) unsuccessful in enhancing group cohesion and engagement to complete tasks using these motivational factors?
12. Which motivational factors hinder the enhancement of group cohesion and engagement?
13. What motivational factors from leader(s) help to enhance cohesion and engagement to support long-term success in the medical device industry?

14. What motivational factors from leader(s) stifle cohesion and engagement for the support of long-term success in the medical device industry?
15. What motivational factors from leader(s) help enhance cohesion and engagement to support innovation and reduction of resistance to change implementation?
16. What motivational factors from leader(s) enhance cohesion and engagement to increase job loyalty and the emotional bond between employee and the organization?

Closing Statement

The interviewer will read: *Thank you for participating in the study. The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records. Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by storing in a locked file cabinet or password locked computer. The data will be kept for a period of three years and then destroyed and erased, as required by the university. The results and dissertation will be available for reading after the researcher's graduation date.* The interviewer will stop recording and indicate this to the interviewee.

Examples of Clarifying and Probing Questions

1. How does that motivational factor help you to become motivated to achieve cohesion and engagement?
2. Why do you feel that way?
3. How do you feel others in the group were (un)motivated by the leader's use of motivational factors to achieve cohesion and engagement?

Appendix G: List of Primary Codes

Color	Parent code	Code
●	Stifling Motivational Factors for Long Term Success	no trust or respect of the leader
●	Stifling Motivational Factors for Long Term Success	removing a project from a team with no reason communicated
●	Stifling Motivational Factors for Long Term Success	loss of talent through bad matching of reward systems
●	Stifling Motivational Factors for Long Term Success	unequal reward system
●	Stifling Motivational Factors for Long Term Success	leaders not following the same guidelines or rules
●	Stifling Motivational Factors for Long Term Success	lack of work-life balance
●	Stifling Motivational Factors for Long Term Success	failure to communicate meaning of tasks
●	Stifling Motivational Factors for Long Term Success	creating an environment of only meeting expectations or lower
●	Stifling Motivational Factors for Long Term Success	lack of trust (job security)
●	Stifling Motivational Factors for Long Term Success	unable to keep expertise in medical devices
●	Stifling Motivational Factors for Long Term Success	not providing career development/skills development
●	Stifling Motivational Factors for Long Term Success	no long term strategy (not laid out well)
●	Stifling Motivational Factors for Long Term Success	unclear communication of vision, goal, and meaning
●	Stifling Motivational Factors for Long Term Success	stifle relationships and communication channels
●	Stifling Motivational Factors for Long Term Success	lack of training, exposure, and removal of roadblocks
●	Stifling Motivational Factors for Long Term Success	failure is not an option
●	Stifling Motivational Factors for Long Term Success	reward the wrong output and loss of focus of important needs
●	Stifling Motivational Factors for Long Term Success	setting unreal timelines
●	Stifling Motivational Factors for Long Term Success	different Factions in the group or across groups
●	Stifling Motivational Factors for Long Term Success	upper management support and trust
●	Stifling Motivational Factors for Long Term Success	lack of Financial Resources and layoffs

- Stifling Motivational Factors for Long Term Success micromanaging
- Stifling Motivational Factors for Long Term Success lack of feedback
- Stifling Motivational Factors for Long Term Success lack of consistency
- Stifling Motivational Factors for Long Term Success stress created from individual competition over team advancement
- Motivational Factors Supporting Job Loyalty providing new technologies to perform job
- Motivational Factors Supporting Job Loyalty showing loyalty back to the employee: salary
- Motivational Factors Supporting Job Loyalty build a family culture
- Motivational Factors Supporting Job Loyalty treat others as you want to be treated/care for the employee
- Motivational Factors Supporting Job Loyalty treat others equally
- Motivational Factors Supporting Job Loyalty create meaningful work and link to overall company success
- Motivational Factors Supporting Job Loyalty involvement in decisions
- Motivational Factors Supporting Job Loyalty showing loyalty back to the employee: job security/hiring them
- Motivational Factors Supporting Job Loyalty showing trust and empowerment to support job capability
- Motivational Factors Supporting Job Loyalty show purpose of the device (communicate overall meaning)
- Motivational Factors Supporting Job Loyalty providing work-life balance
- Motivational Factors Supporting Job Loyalty shared values with employees
- Motivational Factors Supporting Job Loyalty creating a trust that the leader has their back through mistake
- Motivational Factors Supporting Job Loyalty being available to the employee and giving feedback
- Motivational Factors Supporting Job Loyalty honest communication of vision of company and performance
- Motivational Factors Supporting Job Loyalty showing consistency within the company
- Motivational Factors Supporting Job Loyalty creation of development planning and allowing training/guiding
- Motivational Factors Supporting Job Loyalty appreciation given from leader, encouragement, and recognizing
- Motivational Factors Supporting Job Loyalty positive work environment

- Motivational Factors for Innovation and Lower Resistance to Change failure is an option to solve the problem
- Motivational Factors for Innovation and Lower Resistance to Change teach and train employees
- Motivational Factors for Innovation and Lower Resistance to Change reward with financial gain
- Motivational Factors for Innovation and Lower Resistance to Change leaders listen to employees to generate ideas
- Motivational Factors for Innovation and Lower Resistance to Change supply new skills and new technology tools
- Motivational Factors for Innovation and Lower Resistance to Change involve the affected employees in decisions
- Motivational Factors for Innovation and Lower Resistance to Change share Information in a timely manner and why it is important
- Motivational Factors for Innovation and Lower Resistance to Change reward, encourage, recognize, and support for innovation
- Motivational Factors for Innovation and Lower Resistance to Change communication of needs for innovation
- Motivational Factors for Innovation and Lower Resistance to Change create empathy and excitement
- Motivational Factors for Innovation and Lower Resistance to Change create trust
- Motivational Factors for Innovation and Lower Resistance to Change use diversity in age as a benefit
- Motivational Factors for Innovation and Lower Resistance to Change provide support through the change for individuals and teams
- Motivational Factors for Innovation and Lower Resistance to Change encourage brainstorming and accept others ideas
- Motivational Factors for Innovation and Lower Resistance to Change lead by example

- Motivational Factors for Innovation and Lower Resistance to Change use key influencers to facilitate the change
- Motivational Factors for Innovation and Lower Resistance to Change support out of box thinking
- Motivational Factors for Innovation and Lower Resistance to Change explain changes and reasons
- Motivational Factors by Worst Leaders loss of meaning connection to reward
- Motivational Factors by Worst Leaders not creating a team/best solution
- Motivational Factors by Worst Leaders no teamwork
- Motivational Factors by Worst Leaders lack of communication
- Motivational Factors by Worst Leaders no trust factor in skills or abilities of employees
- Motivational Factors by Worst Leaders got to walk that talk
- Motivational Factors by Worst Leaders not a team player if you didn't support the solution
- Motivational Factors by Worst Leaders no inspiration
- Motivational Factors by Worst Leaders lack of appreciation shown
- Motivational Factors by Worst Leaders only allow one method to accomplish a multiple method job
- Motivational Factors by Worst Leaders not taking time to learn employee needs and feelings
- Motivational Factors by Worst Leaders no feedback
- Motivational Factors by Worst Leaders loss of trust from unfulfilled promises
- Motivational Factors by Worst Leaders only trusted their judgment
- Motivational Factors by Worst Leaders assign of tasks with no explanation or meaning
- Motivational Factors by Worst Leaders not equal opportunities for reward structures and rules
- Motivational Factors by Worst Leaders lack of recognition/reward
- Motivational Factors by Worst Leaders disengaged of group work but demanding deadlines be accomplished

- Motivational Factors by Worst Leaders Laissez- faire management
- Motivational Factors by Worst Leaders not giving the employee the tools to success
- Motivational Factors by Worst Leaders failure to let someone go or correct situation
- Motivational Factors by Worst Leaders promoting or hiring the wrong people
- Motivational Factors by Worst Leaders taking credit for accomplishments
- Motivational Factors by Worst Leaders loss of team unity due to size of group
- Motivational Factors by Worst Leaders blaming you for other's mistakes
- Motivational Factors by Worst Leaders unequal Reward Systems
- Motivational Factors by Worst Leaders unclear message, vision, goals, and expectation
- Motivational Factors by Worst Leaders not a good listener
- Motivational Factors by Worst Leaders not making yourself available to the employee
- Motivational Factors by Worst Leaders overly praise individuals for team goals or leaving out people
- Motivational Factors by Worst Leaders untrue communication
- Motivational Factors by Worst Leaders cutting costs by lowering funding or layoffs
- Motivational Factors by Worst Leaders negative reinforcement in front of others
- Motivational Factors by Worst Leaders negative verbal reinforcement/creation of bad environment
- Motivational Factors by Worst Leaders inconsistent message, task, vision, direction, and/or feedback
- Motivational Factors by Worst Leaders work behind others backs
- Motivational Factors by Worst Leaders failing to have leadership united front
- Motivational Factors by Worst Leaders working in functional silos
- Motivational Factors by Worst Leaders create friction between groups and within team
- Motivational Factors by Worst Leaders lack of empowerment
- Motivational Factors by Worst Leaders micromanaging

- Motivational Factors by Worst Leaders lack of delegation
- Motivational Factors by Worst Leaders cut Incentives
- Motivational Factors by Worst Leaders minimizing the importance or difficulty of tasks
- Motivational Factors by Worst Leaders incorrect Award Systems
- Motivational Factors by Best Leaders corrections of issues in private
- Motivational Factors by Best Leaders reward and praise with meaning communicated to company goals
- Motivational Factors by Best Leaders answer questions or find answers for you
- Motivational Factors by Best Leaders doing what you say you are going to do
- Motivational Factors by Best Leaders positive approach with patience and respect
- Motivational Factors by Best Leaders inspire others and encourage
- Motivational Factors by Best Leaders benefits
- Motivational Factors by Best Leaders creating Trust through support and help be successful
- Motivational Factors by Best Leaders supply resources
- Motivational Factors by Best Leaders schedule flexibility
- Motivational Factors by Best Leaders offer skills and knowledge to the employees
- Motivational Factors by Best Leaders assign to teams with strong individual motivation and team mind
- Motivational Factors by Best Leaders individual recognition rewards/praise
- Motivational Factors by Best Leaders no micromanaging
- Motivational Factors by Best Leaders ask for thoughts and use their ideas/feedback for solutions
- Motivational Factors by Best Leaders company profit sharing
- Motivational Factors by Best Leaders treat employees as equals and equally
- Motivational Factors by Best Leaders servant leader
- Motivational Factors by Best Leaders communicate empowerment to employees with accountability

- Motivational Factors by Best Leaders support team building to interact and have fun
- Motivational Factors by Best Leaders engaged leader
- Motivational Factors by Best Leaders financial gain
- Motivational Factors by Best Leaders both one-way and two-way factors are important with proper mix
- Motivational Factors by Best Leaders overall awards and recognition and praise
- Motivational Factors by Best Leaders advancement and promotions opportunities
- Motivational Factors by Best Leaders understand the motivational needs of the employee
- Motivational Factors by Best Leaders should not cut incentives
- Motivational Factors by Best Leaders create equal opportunity of reward system and promotions
- Motivational Factors by Best Leaders understand groups strengths and weaknesses
- Motivational Factors by Best Leaders treat others as you want to be treated
- Motivational Factors by Best Leaders communicating information: consistent, truthful message
- Motivational Factors by Best Leaders team recognition rewards
- Motivational Factors by Best Leaders mentor the employees
- Motivational Factors by Best Leaders provide growth opportunities and more responsibilities
- Motivational Factors by Best Leaders provide an expectation of the team
- Motivational Factors by Best Leaders provide role model of working the same job with same standards
- Motivational Factors by Best Leaders trust to accomplish job using expertise
- Motivational Factors by Best Leaders allow knowledge sharing to other employees of expertise
- Motivational Factors by Best Leaders use group influencers positively
- Motivational Factors by Best Leaders show interest and care for the employees
- Motivational Factors by Best Leaders get people on the right seat of the bus
- Motivational Factors by Best Leaders trust from communicating that the leader has their back

- Motivational Factors by Best Leaders trust that they will accomplish their task or goal
- Motivational Factors by Best Leaders communication of failure is an option
- Motivational Factors by Best Leaders providing meaning of work
- Motivational Factors by Best Leaders create a team solution mentality to company goals
- Motivational Factors by Best Leaders create an environment of listening and feedback (open door)
- Motivational Factors by Best Leaders create a unified vision, tasks, direction, and expectations
- Motivational Factors by Best Leaders remove bad fit in the group or reassign
- How Leaders were Unsuccessful using Motivational Tools create lower respect and trust of the leader
- How Leaders were Unsuccessful using Motivational Tools short term motivation through micromanaging
- How Leaders were Unsuccessful using Motivational Tools feeling of job experience doesn't matter through exclusion
- How Leaders were Unsuccessful using Motivational Tools lack of recognition/reward to be a leader or take a new task
- How Leaders were Unsuccessful using Motivational Tools hurt culture by cutting incentives
- How Leaders were Unsuccessful using Motivational Tools micromanaging hurt culture of cohesion and engagement
- How Leaders were Unsuccessful using Motivational Tools missing deadlines and wrong outcome achieved
- How Leaders were Unsuccessful using Motivational Tools micromanagement leading to missing deadlines
- How Leaders were Unsuccessful using Motivational Tools breeding of bad leadership management from previous manager
- How Leaders were Unsuccessful using Motivational Tools wedge built leading to resentment and demotivation
- How Leaders were Unsuccessful using Motivational Tools create a team questioning their own judgments and abilities
- How Leaders were Unsuccessful using Motivational Tools lowers proactivity through micromanaging
- How Leaders were Unsuccessful using Motivational Tools loss of self-value to the company
- How Leaders were Unsuccessful using Motivational Tools creation of negative environment through negative reinforcement
- How Leaders were Unsuccessful using Motivational Tools micromanage leading for only short-term success
- How Leaders were Unsuccessful using Motivational Tools creation of rumors through lack of communication

- How Leaders were Unsuccessful using Motivational Tools turnover
- How Leaders were Unsuccessful using Motivational Tools inconsistent message
- How Leaders were Unsuccessful using Motivational Tools creating an environment of only meeting expectations or lower
- How Leaders were Unsuccessful using Motivational Tools removes attention from the task at hand (distraction)
- How Leaders were Unsuccessful using Motivational Tools dissipating of frustrations on to the team
- How Leaders were Unsuccessful using Motivational Tools creates scenarios of watching their backs (lowering security)
- How Leaders were Unsuccessful using Motivational Tools creates team friction (working against each other)
- How Leaders were Unsuccessful using Motivational Tools stifled creativity not asking for others ideas and micromanaging
- How Leaders were Unsuccessful using Motivational Tools loss of quality due to meaningless tasks creation
- How Leaders were Unsuccessful using Motivational Tools remove meaning in work and buy-in
- How Leaders were Unsuccessful using Motivational Tools creating silo teams working against each other
- How Leaders were Unsuccessful using Motivational Tools unequal reward systems or financial gain demotivate
- How Leaders were Unsuccessful using Motivational Tools support of incorrect reward systems or promotions
- How Leaders were Successful Using Motivational Factors created a great reputation of the team
- How Leaders were Successful Using Motivational Factors positive outlook to help distress situations
- How Leaders were Successful Using Motivational Factors inspire employees
- How Leaders were Successful Using Motivational Factors employees do their best job by going above and beyond
- How Leaders were Successful Using Motivational Factors create team unity with different personalities
- How Leaders were Successful Using Motivational Factors motivate to meet deadlines
- How Leaders were Successful Using Motivational Factors get the wrong people in the right seat or off the bus
- How Leaders were Successful Using Motivational Factors correct issues the correct way
- How Leaders were Successful Using Motivational Factors move to a positive outcome if an opportunity is present
- How Leaders were Successful Using Motivational Factors manage change

- How Leaders were Successful Using Motivational Factors two-way supporting long term motivation over one-way
- How Leaders were Successful Using Motivational Factors build employee trust
- How Leaders were Successful Using Motivational Factors culture of helping each other, teamwork, and engage ideas
- How Leaders were Successful Using Motivational Factors culture of family
- How Leaders were Successful Using Motivational Factors role model/performing the same job tasks/part of the team
- How Leaders were Successful Using Motivational Factors time for discussions
- How Leaders were Successful Using Motivational Factors learn employee needs
- How Leaders were Successful Using Motivational Factors strength team through team building activities
- How Leaders were Successful Using Motivational Factors availability to the employee
- How Leaders were Successful Using Motivational Factors promote group cohesion by rewards
- How Leaders were Successful Using Motivational Factors provide meaning through communication of the reward or recognition
- How Leaders were Successful Using Motivational Factors keep talent
- How Leaders were Successful Using Motivational Factors sharing information creates meaning of work
- How Leaders were Successful Using Motivational Factors create vulnerability of knowing the leadership
- How Leaders were Successful Using Motivational Factors culture of empowerment
- How Leaders were Successful Using Motivational Factors allow for employee growth through opportunities
- How Leaders were Successful Using Motivational Factors create open team dialogue
- How Leaders were Successful Using Motivational Factors decrease rumors
- How Leaders were Successful Using Motivational Factors employees have the skills to do the job
- How Leaders were Successful Using Motivational Factors helping us obtain the goals
- How Leaders were Successful Using Motivational Factors build employee trust to have their back (security)
- How Leaders were Successful Using Motivational Factors allows for attention to the task at hand
- How Leaders were Successful Using Motivational Factors including ideas of group (create a team-best solution)

- How Leaders were Successful Using Motivational Factors leadership training use
- How Leaders were Successful Using Motivational Factors creation of clear common goal, vision, and direction
- How Leaders were Successful Using Motivational Factors creating a learning approach with failure as an option
- How Leaders were Successful Using Motivational Factors support Equal Reward System
- Correct Motivational Factors for Long Term Success talent retention
- Correct Motivational Factors for Long Term Success keep key talent engaged
- Correct Motivational Factors for Long Term Success proper compensation
- Correct Motivational Factors for Long Term Success long-term vision award system
- Correct Motivational Factors for Long Term Success avoiding improper cutting of incentives and distractions
- Correct Motivational Factors for Long Term Success failure is an option for overall success
- Correct Motivational Factors for Long Term Success financial support of projects
- Correct Motivational Factors for Long Term Success fast management decisions
- Correct Motivational Factors for Long Term Success improved communication channels
- Correct Motivational Factors for Long Term Success provide a work-life balance and destressing
- Correct Motivational Factors for Long Term Success understand individual needs
- Correct Motivational Factors for Long Term Success active leader listening and feedback
- Correct Motivational Factors for Long Term Success communication of clear vision, goals, and direction
- Correct Motivational Factors for Long Term Success celebrate success
- Correct Motivational Factors for Long Term Success encourage creativity
- Correct Motivational Factors for Long Term Success mentor employees for growth
- Correct Motivational Factors for Long Term Success create cohesion in the group and strength team with proper people
- Correct Motivational Factors for Long Term Success cares about people
- Correct Motivational Factors for Long Term Success maintain a focus to improve the product and solve problems

- Correct Motivational Factors for Long Term Success communicate meaning of tasks and purpose of device (Inspire)
 - Correct Motivational Factors for Long Term Success creation of positive environment with empowerment
 - Correct Motivational Factors for Long Term Success create trust
 - Correct Motivational Factors for Long Term Success allow for growth in the company/skill training/career development
 - Correct Motivational Factors for Long Term Success show appreciation and support
 - Correct Motivational Factors for Long Term Success leader keeps word
 - Correct Motivational Factors for Long Term Success allow for group decision making with inclusion
 - Correct Motivational Factors for Long Term Success consistency of company and leader throughout a long project
-