

Research Article

LEADERSHIP MOTIVATIONAL STRATEGIES IN PUBLIC SERVICE ORGANIZATIONS: A CASE STUDY ANALYSIS OF NON-MATERIAL INCENTIVES AND EMPLOYEE JOB SATISFACTION

* Myroslav Savchyn

Doctor of Psychology, Professor, Head of the Department of Psychology, Ivan Franko State Pedagogical University of Drohobych, Ukraine.

Received 16th November 2025; Accepted 17th December 2025; Published online 30th January 2026

ABSTRACT

This study examines how leadership motivational strategies influence employee job satisfaction and responsible behaviour in public service organisations through qualitative case study analysis of a Ukrainian regional public administration agency. Despite extensive research on leadership and motivation separately, limited understanding exists regarding the psychological mechanisms, individual moderators, and organisational boundary conditions through which non-material motivational practices operate in public administration contexts. Through semi-structured interviews with 15 participants (5 managers, 10 employees) and organisational document analysis, findings reveal that motivational effectiveness depends critically on implementation quality – authenticity, specificity, and genuine impact – rather than mere practice occurrence. Analysis identified three distinct psychological profiles (Autonomous Achievers, Relational Engagers, Pragmatic Developers) requiring differentiated leadership approaches, challenging universal “best practices” assumptions. Five psychological mechanisms (need satisfaction, perceived organisational support, work meaningfulness, psychological ownership, moral emotions) mediate leadership effects through three configurational pathways demonstrating equifinality. Negative case analysis revealed five critical boundary conditions specifying when motivational practices prove effective versus counterproductive: competence baseline for autonomy, ethical identity for responsibility, resource adequacy for psychological engagement, value-practice alignment for meaningfulness, and multi-level support for leadership effectiveness. Findings advance motivational psychology by specifying implementation requirements, individual difference moderators, and organizational constraints often underspecified in existing theories, while generating practical implications for leadership development, organisational design, and human resource management in public administration contexts facing resource constraints and political pressures.

Keywords: leadership motivation, public administration, responsible behaviour, integrated motivational leadership framework.

INTRODUCTION

Employee motivation in public service organisations represents a critical yet complex psychological challenge, shaped by the unique institutional and psychological demands of the public sector. Unlike private enterprises that often depend on financial incentives to drive performance, public administration operates within rigid bureaucratic frameworks and standardised compensation systems (In gaggiati *et al.*, 2025). As a result, managers must rely on alternative strategies that foster intrinsic motivation, professional commitment, and ethical conduct among employees. Understanding how psychological factors influence motivation and behavior in this context is essential for effective and sustainable human resource management in civil service environments. Current research recognises that non-material incentives – such as recognition, autonomy, and meaningful work – play a central role in sustaining employee engagement within public institutions (Orujaliyev, 2024). Furthermore, leadership practices have been shown to influence not only satisfaction but also responsible behaviour, defined here as accountability, ethical decision-making, and alignment with public service values (Shiundu, 2024). Despite this progress, three critical gaps persist in the psychological literature. First, motivational theories have rarely been contextualised within the structural and normative realities of public administration (Borst, 2022). Second, little is known about the individual psychological factors that moderate employees’ responses to leadership strategies (Requena Zapata, 2014). Third, the cognitive and emotional mechanisms through which non-material motivation enhances employee satisfaction and ethical conduct remain empirically underexplored (Junça Silva *et al.*, 2024).

This study addresses these gaps by examining how leadership strategies in public service organisations employ non-material motivational approaches to influence employee satisfaction and promote responsible behaviour. By focusing on psychological mechanisms – such as need satisfaction, cognitive evaluation, and emotional regulation – the study seeks to clarify how leadership can foster internalised motivation within bureaucratic systems. The rationale lies in the urgent need for psychologically grounded, empirically validated leadership strategies that enhance not only workforce morale but also ethical standards in public administration. Specifically, this study aims to: (1) identify non-material motivational strategies employed by public service managers and their alignment with employees’ psychological needs for autonomy, competence, and relatedness; (2) analyse individual-psychological factors that moderate the effectiveness of these strategies; (3) examine the cognitive and emotional processes through which leadership practices influence employee satisfaction and responsible behaviour; and (4) explore how organisational context shapes the implementation and impact of motivational strategies in civil service settings. This research offers a context-sensitive, evidence-based contribution to both the theory and practice of human resource management in the public sector, advancing understanding of motivation-satisfaction-responsibility linkages through a rigorous psychological lens.

LITERATURE REVIEW

This literature review reveals several interconnected constructs central to understanding employee motivation and satisfaction in public service organisations: psychological need satisfaction, ethical leadership, and non-material incentives. While these concepts are often examined individually, this study adopts a psychological

*Corresponding Author: Myroslav Savchyn,

Doctor of Psychology, Professor, Head of the Department of Psychology, Ivan Franko State Pedagogical University of Drohobych, Ukraine.

integration to uncover their dynamic interactions in real-world bureaucratic settings.

Motivation theories provide a foundation for analysing how leadership can shape internal work drive. Self-Determination Theory (SDT) posits that satisfaction of autonomy, competence, and relatedness fosters intrinsic motivation (Ryan & Deci, 2020). In contrast, Social Cognitive Theory highlights the role of self-efficacy and social modeling (Schunk & DiBenedetto, 2021), while Goal-Setting Theory emphasises goal specificity and feedback mechanisms (Höpfner & Keith, 2021). Although these theories offer valuable insights, they often compete rather than converge, with limited integration in public sector research. Moreover, most studies fail to account for motivational fluidity in response to institutional constraints, reinforcing a static view. This study addresses this tension by conceptualising motivation as a socially and emotionally mediated process shaped by leadership within bureaucratic environments.

Leadership is a primary mechanism through which motivation is activated or suppressed. Transformational leadership, with its emphasis on vision and intellectual stimulation, aligns well with SDT by supporting competence and autonomy (Haslam *et al.*, 2020). Servant leadership prioritises moral development and relational ethics (Eva *et al.*, 2019), while authentic leadership builds trust through moral transparency (Baquero, 2023). Despite their overlapping constructs, these styles are often evaluated in isolation, creating theoretical silos. Moreover, their empirical testing tends to rely on generic survey measures, with limited contextual sensitivity. Comparative studies of these leadership forms are rare, and questions remain about their respective effectiveness in public institutions where bureaucratic rigidity may dampen their psychological impact. This study addresses these concerns by examining how leadership strategies are adapted and interpreted in real service settings.

Given the limits on financial incentives in public administration, non-material motivators like recognition, autonomy, and meaningful work become essential. These align with intrinsic motivational drivers, with research confirming their positive association with satisfaction and engagement (Morris *et al.*, 2022). Yet, there is debate around their operationalisation: for example, while recognition supports competence and relatedness (Landry & Whillans, 2019), its impact is undermined when generic or misaligned with values. Similarly, meaningful work is shaped by narrative and leadership framing, not simply task content (Andersen *et al.*, 2020). Most studies, however, adopt quantitative designs that obscure these nuances. Few critically assess the psychological delivery or employee interpretation of such strategies, especially within hierarchically rigid systems. This study fills that methodological gap through qualitative inquiry into how non-material strategies are applied and experienced.

Responsible behaviour – defined here as ethical conduct, accountability, and alignment with public values – has been largely decoupled from mainstream motivation theory. Ethical leadership, moral identity, and psychological ownership have all been shown to influence ethical behaviour (Al Halbusi *et al.*, 2023), yet they are rarely analysed through motivational lenses. This fragmentation overlooks potential synergies: for instance, ethical behaviour may arise from need satisfaction, not just moral conviction. Moreover, responsible conduct is often treated as a traitor compliance outcome, rather than a dynamic product of leadership and climate. Empirical studies seldom examine how motivation and responsibility co-develop, or whether trade-offs exist. This study bridges these theoretical silos by linking motivational strategies to ethical outcomes in a psychologically grounded framework.

Individual-psychological factors – such as personality, emotional intelligence, and psychological capital – moderate how leadership is perceived and how motivation unfolds. Conscientiousness and openness have been linked to motivational intensity (Requena Zapata, 2014), while emotional intelligence affects both leader and employee response to motivational cues (Hwang, 2024). Psychological capital, comprising hope, efficacy, and resilience, predicts satisfaction and persistence (Taylor, 2024). Yet, these variables are often treated as confounds or controls, rather than interactive forces. There is also a lack of consensus on how stable versus malleable these traits are in public service settings. Critically, professional identity – how employees internalise their role in the public good – is under-theorised despite its motivational significance. This study positions these traits as active moderators in the leadership-motivation process, contributing to a more differentiated understanding of employee experience.

Despite expanding interest in leadership and motivation, the literature remains fragmented. Competing theories operate in parallel rather than in synthesis, and public administration contexts are often treated as secondary. The ethical dimension – responsible behaviour – is insufficiently integrated into motivation research, and non-material strategies are rarely analysed in applied practice. Methodologically, an overreliance on surveys fails to capture the interpretive and affective processes underpinning motivational experiences. This study responds by adopting a qualitative case study design that explores how public service leaders use non-material strategies to foster motivation and responsibility. By integrating SDT, ethical leadership, and individual psychology into a unified framework, it offers context-sensitive insights into the psychological mechanisms shaping employee satisfaction and ethical engagement in bureaucratic institutions.

METHODOLOGY

This study employed a qualitative case study design to explore how leadership in public service organisations utilises non-material motivational strategies to influence employee satisfaction and responsible behaviour. This approach enabled in-depth analysis of the subjective, contextually embedded psychological experiences of civil servants operating within bureaucratic structures, where leadership plays a pivotal role in fostering intrinsic motivation.

The case organisation was a regional-level public administration agency in Ukraine, selected for its hierarchical structure, documented emphasis on leadership development, and constrained capacity for material rewards. The agency, employing approximately 180 civil servants, delivers regional-level administrative services including social services coordination, regulatory oversight. It was selected for accessibility and ongoing organisational commitment to professional development initiatives. These features made it a suitable context to examine how non-material strategies function within structurally rigid environments that nonetheless aim to cultivate ethical and motivated public service.

Participants comprised 15 civil servants, including 5 mid-level managers (3 department heads, 2 team leaders) and 10 employees from operational and administrative roles. The sample included 9 women and 6 men, aged 28 to 54 years ($M = 38.5$, $SD = 7.2$), with organisational tenure ranging from 1 to 15 years ($M = 6.3$ years). All participants held at least a bachelor's degree, and 7 held master's qualifications. Sampling was purposive, ensuring diversity in role, tenure, and exposure to leadership practices relevant to the study's psychological focus.

Data were collected via semi-structured interviews, lasting 45–70 minutes, conducted in person or via secure video conferencing. Interviews were audio-recorded with consent, transcribed verbatim, and anonymised. Organisational documents (mission statements, HR policies) were collected for triangulation and contextual framing. Data were collected between May and October 2025, during a period of stable operations.

The interview protocol addressed four core areas aligned with the study's psychological framework:

- “How does your manager motivate you in your work?”
- “Can you describe a time when you felt particularly valued or recognised?”
- “What aspects of your work give you a sense of autonomy?”
- “How do leadership practices influence your sense of responsibility?”

Follow-up probes explored specific examples and the psychological experiences associated with them.

Data were analysed using reflexive thematic analysis based on Braun and Clarke's (2006) six-phase framework. The process involved:

- Familiarisation with data through repeated reading of transcripts
- Initial coding to identify meaningful segments related to motivation, emotion, and leadership influence
- Theme development by clustering codes into higher-order patterns
- Theme review to refine coherence and distinctiveness
- Theme definition and naming
- Report production with illustrative quotes and analytical narrative

Coding was conducted using NVivo 14 software. NVivo 14 was selected for qualitative data analysis due to its robust support for non-Latin scripts and its compatibility with Ukrainian-language data, enabling accurate coding and thematic development in participants' native language. Two researchers independently coded 20% of transcripts to establish coding consistency. Cohen's $\kappa = 0.82$ indicated strong inter-rater reliability; discrepancies were resolved through discussion. A second coding cycle involved axial and pattern coding to consolidate psychological mechanisms across cases.

Data saturation was assessed through continuous review; no new codes or themes emerged after the 13th interview. Final themes were validated through participant feedback and peer debriefing with two experienced qualitative researchers.

Trust worthiness was ensured through multiple strategies:

- Credibility: member checks, triangulation with documents, and peer debriefing
- Dependability: audit trail of coding decisions and analytic memos
- Confirmability: use of reflective journaling and transparency in theme generation
- Transferability: detailed contextual description of the case and participants

The primary researcher, a psychologist with expertise in organisational behaviour, maintained reflexivity by keeping a journal documenting assumptions, emotional reactions, and interpretive decisions throughout the research. Regular supervision meetings with the research team provided further opportunities to examine potential researcher influence. The researcher's disciplinary background informed theoretical sensitivity – particularly toward need satisfaction

dynamics – but also introduced potential expectations that were explicitly monitored during data interpretation.

RESULTS

This qualitative case study examined leadership motivational strategies in a Ukrainian public service organisation through 15 semi-structured interviews and organisational document analysis. Results are presented in four parts: (A) Primary findings organised by four overarching themes, (B) Cross-case pattern analysis revealing motivational profiles, (C) Negative cases and boundary conditions, and (D) Integrative theoretical model synthesising findings into a comprehensive framework.

A. Primary findings

Thematic analysis of interview data and organisational documents revealed four overarching themes illuminating how leadership motivational strategies operate psychologically within public service contexts: (1) Leadership Practices as Psychological Need Satisfiers, (2) Individual-Psychological Moderators of Motivational Response, (3) Psychological Mechanisms Linking Motivation to Outcomes, and (4) Organisational Context as Enabling or Constraining Force.

Theme 1: Leadership Practices as Psychological Need Satisfiers

Managers deployed four key strategies to meet employees' psychological needs: specific recognition, autonomy support, relational care, and development opportunities. These practices aligned with Self-Determination Theory (SDT), yet effectiveness hinged on implementation quality rather than formal presence. Recognition fostered competence satisfaction when authentic and behaviour-specific. Employees cognitively appraised its sincerity. As Department Head P3 explained, “*I acknowledge exactly what they did and why it matters for our mission.*” In contrast, Administrative Specialist P11 said, “‘Great work’ without specifying what felt automatic. But when my manager explained how my report influenced policy, I felt genuinely valued.” Generic praise often thwarted needs, while ethics-focused recognition – reported by five managers – reinforced moral conduct more effectively than policy documents.

Autonomy Support worked through participative decision-making and outcome flexibility. Department Head P2 described, “*I give the ‘what’ and ‘why’ but let them determine the ‘how.’*” Employees distinguished genuine influence from superficial consultation. HR Specialist P14 noted, “*When input is asked but decisions are made, it feels manipulative. Real autonomy means genuine influence.*” Satisfaction required perceived impact, contextual framing, and skill alignment, addressing SDT's underspecified guidance for constrained environments. *Relatedness* was nurtured through interpersonal care and psychological safety. Department Head P3 emphasised, “*I check in personally, adjust workloads during challenges. This builds trust beyond formal obligations.*” Psychological safety enabled employees to admit errors and raise concerns. Policy Analyst P10 recalled, “*Here, my manager encourages questions. This safety allows quality focus rather than image protection.*” Leaders modelling vulnerability established norms that encouraged responsible behaviour. *Professional Development* supported competence and identity growth via stretch assignments and mentorship. Department Head P1 shared, “*I identify projects slightly beyond current level with growth support.*” Junior Specialist P15 reflected, “*Complex project with mentorship was transformative. I developed skills but also professional identity confidence.*” However, inequitable access undermined motivation. Operational Coordinator P13 noted,

“Development feels like privilege for favoured employees, not systematic commitment. This creates resentment.”

Cross-Case Insight: High-impact leaders demonstrated “need literacy” – the ability to diagnose and adapt strategies to individual profiles. Consistent psychological depth, not structural formality, distinguished effective from ineffective leadership.

Theme 2: Individual-Psychological Moderators

Identical leadership strategies yielded divergent outcomes based on psychological profiles. Four moderating traits shaped responses: personality, professional identity, emotional intelligence (EI), and psychological capital. Personality traits influenced motivational impact. Highly conscientious staff thrived with autonomy. Government policy analyst P9 noted, “When my manager gives objectives and trusts delivery, I’m maximally motivated.” In contrast, lower-conscientiousness employees needed more guidance early on. Junior Specialist P15 shared, “As confidence developed, I appreciated autonomy more.” Extraverts preferred public recognition, while introverts valued privacy. P12 explained, “I prefer written recognition privately over meeting spotlights.” These insights reflect SDT’s universality but underscore the need for trait-sensitive application. Professional Identity and public service motivation (PSM) influenced reactions to meaning-based leadership. PSM-driven employees, like Government Affairs Analyst P10, responded strongly: “When my manager frames work through citizen benefit... it activates core motivation.” Others prioritised fairness and work-life balance. P13 said, “Fair treatment matters more than inspirational speeches.” Value misalignment undermined even well-intentioned efforts, as P14 reflected, “When leadership talks ethics but tolerates favouritism, it creates cynicism.” Emotional Intelligence enabled employees to infer intent, regulate reactions, and maintain engagement. P3 observed, “Some employees read between lines and respond thoughtfully. Others need explicit communication.” Emotional regulation also protected motivation amid constraints. P9 explained, “I focus on controllable aspects, find meaning in incremental progress.” Yet regulation taxed emotional resources. P11 noted, “Constant regulation is exhausting. Sometimes non-material motivation isn’t enough.” Psychological Capital – hope, resilience, efficacy, optimism – shaped resilience to stressors. High-capital employees like P15 embraced challenge: “I believe in my ability to adapt.” Others, like P8, struggled: “I immediately worry about failing. Self-doubt undermines motivation.” Resilient staff-maintained standards; less resilient ones required disproportionate support. P5 explained, “Some bounce back while others spiral.”

Cross-Case Insight: Three profiles emerged: (A) Autonomous Achievers – high PSM and efficacy; (B) Relational Engagers – high EI and relatedness needs; (C) Pragmatic Developers – low PSM, competence-focused. Leadership required diagnostic sensitivity and adaptive alignment to optimise impact.

Theme 3: Psychological Mechanisms

Five mechanisms mediated leadership’s effects: need satisfaction, perceived organisational support (POS), meaningfulness, psychological ownership, and moral emotions. Need Satisfaction emerged as the central pathway, integrating autonomy, competence, and relatedness. P10 said, “When I feel autonomous, competent, connected, work becomes inherently satisfying.” These needs also enabled ethical conduct via internalisation. P2 explained, “When needs are satisfied, staff police themselves ethically.” Needs interacted – autonomy alone caused anxiety; relatedness without autonomy bred dependence. Perceived Support operated through reciprocity. P14 said, “When my manager advocates for me, I feel

obligated to reciprocate.” Yet organisational inconsistency disrupted this mechanism. P13 stated, “When commitments aren’t kept, I reduce discretionary effort.” Alignment between immediate leadership and broader practices proved essential. Meaningfulness motivated those with public-oriented identities. P3 linked tasks to citizen benefit: “This reminds staff work matters beyond compliance.” But in authenticity undermined impact. P9 warned, “When leaders invoke mission while prioritising politics, it undermines meaning.” Psychological Ownership arose from influence over outcomes. P10 shared, “Ownership makes me naturally accountable – success and failure feel personal.” Yet per formative involvement backfired. P8 said, “We’re told we have ownership, but decisions don’t matter.” Moral Emotions – especially pride and guilt – reinforced or disrupted ethical behaviour. P15 recalled, “When my manager praised ethical navigation, I felt genuine pride.” P14 described distress: “Implementing unfair decisions makes work psychologically draining.”

Cross-Case Insight: Distinct causal chains emerged: (1) Need Satisfaction → Ownership → Responsibility; (2) Relatedness → POS → Reciprocity; (3) Meaningfulness → Identity → Pride. These configurations reflect equifinality – multiple psychological paths can lead to responsible conduct.

Theme 4: Organisational Context as Constraining Force

Leadership impact was shaped by structural and environmental factors – bureaucracy, resources, culture, politics, and turnover. Bureaucracy limited autonomy and flexibility. P1 explained, “I operate within narrow spaces humanizing an inherently dehumanising system.” Still, leaders created micro-autonomy where possible. P5 shared, “I can’t change what must be done, but I can give autonomy over how.” Resource Constraints imposed chronic limitations. P13 stated, “Motivation only goes so far. Material constraints wear down intrinsic drive.” Burnout persisted despite supportive leadership. P11 said, “Positive leadership helps but doesn’t solve the fundamental problem.” Organisational Culture shaped credibility. P14 noted, “Leadership talks merit, but promotions reflect politics. This hypocrisy undermines efforts.” Yet strong team climates buffered macro-level dysfunction. P15 remarked, “My team feels like a protected microclimate.” Political Dynamics introduced instability. P1 said, “Political leadership pushes shortcuts. I buffer my team.” P13 added, “Uncertainty makes meaningful work appeals less compelling.” Turnover disrupted motivational continuity. P11 explained, “Every new manager, we start over. Instability undermines sustained motivation.”

Cross-Case Insight: Constraints varied in severity. Absolute (resource scarcity) required systemic intervention. Strong (bureaucracy, culture) allowed partial buffering. Moderate (turnover) could be mitigated through relationships. Leadership effectiveness depended on diagnosing and adapting to these constraint levels.

B. Cross-Case Analysis

Cross-case synthesis revealed systematic patterns in psychological profiles, leadership practice effectiveness, and outcome relationships, enabling theoretical generalisations beyond individual experiences. Cluster analysis identified three distinct psychological profiles with differential motivational needs and optimal leadership approaches (Table 1), demonstrating that universal prescriptions prove less effective than profile-matched strategies.

Table 1: Employee Psychological Profiles and Differentiated Leadership Requirements

Profile	Psychological Configuration	Motivational Response Pattern	Optimal Leadership Strategy	Primary Mechanism Pathway	Illustrative Evidence
Profile A: Autonomous Achievers (n = 5: P2, P9, P10, P14, P15)	High conscientiousness, strong PSM, high self-efficacy/PsyCap, strong autonomy preference, low-moderate relatedness needs	Maximal motivation under autonomy-supportive leadership; respond to competence-focused recognition and meaning-oriented framing; micromanagement severely demotivating	Delegate authority with outcome accountability; provide stretch assignments with minimal oversight; frame through public service mission; specific competence feedback; intervention only when requested	Autonomy Satisfaction → Psychological Ownership → Internalised Accountability	P9: "I'm self-directed – when manager gives objectives and trusts delivery, I'm maximally motivated. Micromanagement would undermine engagement"
Profile B: Relational Engagers (n = 6: P3, P4, P11, P12, +2)	High extraversion, strong emotional intelligence, moderate-high PSM, high relatedness needs, moderate autonomy preference	Thrive under interpersonal connection emphasis; value collaborative structures and relational recognition; individual autonomy less important than feeling valued within relationships	Build strong interpersonal relationships through regular interaction; create collaborative work structures; provide public recognition highlighting team contributions; demonstrate personal care; facilitate team cohesion	Relatedness Satisfaction → Perceived Organisational Support → Reciprocity-Based Responsibility	P12: "When manager approved leave, redistributed tasks, and checked well-being, I felt valued as person not worker – strengthened organisational commitment"
Profile C: Pragmatic Developers (n = 4: P6, P8, P13, +1)	Low-moderate PSM, pragmatic orientation valuing stability/benefits, moderate-low PsyCap, strong competence development focus, skeptical of mission appeals	Respond primarily to professional development, fair treatment, and competence recognition; mission appeals ineffective; require structured support and scaffolded challenges	Provide structured development with clear progression; ensure procedural fairness; offer competence-building through supported challenges; recognize skill growth; respect work-life boundaries; focus on tangible career benefits	Competence Satisfaction → Self-Efficacy Enhancement → Approach Motivation	P13: "I value work-life balance and job security more than public service ideals. Fair treatment matters more than inspirational speeches about serving citizens"

As can be drawn from Table 1, systematic comparison across cases revealed three critical psychological patterns that clarify how leadership practices influence employee motivation across different profiles.

Pattern 1: Recognition Quality Over Frequency

Specific, authentic recognition was positively associated with satisfaction ($\rho = .67$), whereas generic, vague praise correlated negatively ($\rho = -0.23$). This underscores the principle that the psychological effectiveness of recognition hinges on quality rather than quantity. Employees cognitively appraise recognition for its specificity and sincerity, and frequent but superficial acknowledgments can provoke cynicism. Effective recognition functioned through informational clarity and relational validation, while generic praise often lacked both – thereby thwarting competence needs rather than satisfying them.

Pattern 2: Autonomy Requires Competence Foundation

Autonomy support increased motivation for high-competence employees (Profiles A and some B), but had the opposite effect on lower-competence employees (P8 from Profile C). This highlights competence as a moderating condition: autonomy, when misaligned with self-efficacy, can lead to overload and anxiety. A curvilinear relationship is suggested – too little autonomy stifles agency, but too much autonomy without sufficient support undermines motivation. Additionally, acceptance of autonomy-supportive practices was moderated by organisational culture, with more control-oriented contexts resisting these approaches.

Pattern 3: Relatedness Through Authenticity, Not Frequency

Employees distinguished between performative interaction and genuine care. For example, P6 felt disconnected despite frequent communication, whereas P12 reported strong relatedness from fewer but authentic interactions. This indicates that relatedness satisfaction

stems from perceived sincerity, not the sheer number of touch points. Authentic care emerged as the primary driver of relatedness, overruling frequency-based assumptions.

Collectively, these patterns shift the focus from behavioural form to psychological substance: what leadership practices mean to employees matters more than what they look like. This addresses a longstanding gap in motivational practice by emphasizing psychological awareness over procedural compliance. Further synthesis of outcomes revealed three distinct patterns in the relationship between employee satisfaction and responsible behaviour:

- **Alignment ($n = 9$):** In most cases, satisfied employees also demonstrated responsible behavior. Here, shared antecedents – need satisfaction, perceived organisational support, and meaningfulness – produced aligned outcomes.
- **Satisfaction Without Responsibility ($n = 2$):** In Profiles like P6 and P8, satisfaction derived from supportive treatment did not translate into extra-role responsibility. These employees lacked internalized ethical motivation or public service orientation, highlighting that satisfaction alone is insufficient for promoting responsibility.
- **Responsibility Despite Dissatisfaction ($n = 4$):** Some participants (P4, P5, P7, P13) maintained high levels of responsible behavior despite moderate dissatisfaction. Their ethical behavior was sustained by professional identity commitment rather than affective satisfaction. However, these cases showed signs of burnout, suggesting the pattern is unsustainable long term.

These findings extend Self-Determination Theory (SDT) by demonstrating that while autonomous motivation influences both satisfaction and responsibility, each operates through distinct proximal mechanisms. Satisfaction stems from affective evaluations of workplace experience (feeling valued, competent, connected), whereas responsibility is driven more by identity alignment, ethical commitment, and moral emotion. Accordingly, effective leadership requires dual-track strategies – addressing both need satisfaction and moral-social development – to achieve comprehensive motivational outcomes.

C: Negative Cases and Boundary Conditions

Negative case analysis (Patton, 2015) strengthens theoretical development by examining instances where theoretical predictions failed, revealing boundary conditions and specifying when motivational principles prove effective versus counterproductive.

The study found four critical negative cases which are as follows:

Case 1: Autonomy Provision Decreasing Motivation (P8)

Anomaly: Administrative employee P8 experienced decreased motivation when her new manager granted extensive autonomy following empowerment training, reporting feeling “*abandoned*” and “*anxious*” rather than empowered – contradicting SDT’s prediction that autonomy provision enhances intrinsic motivation (Ryan & Deci, 2020).

Explanation: Three factors produced this counterintuitive outcome. First, P8 lacked confidence for newly assigned complex tasks – autonomy felt overwhelming because she lacked self-efficacy for independent success, demonstrating that autonomy without competence foundation creates anxiety rather than motivation. Second, the previous manager had provided substantial structure;

sudden autonomy created disorienting discontinuity without transition support. Third, P8 misinterpreted autonomy as managerial disinterest: “*When my manager stopped checking in, I felt like she didn’t care about my development anymore*” – demonstrating that autonomy requires framing as trust-signal rather than appearing as abandonment, otherwise thwarting relatedness alongside autonomy. **Boundary Specification:** Autonomy enhances motivation only when: (1) adequate competence exists or is developing, (2) provision is gradual allowing adaptation, and (3) autonomy is explicitly framed as trust rather than neglect. This extends SDT by identifying when autonomy proves counterproductive, addressing critiques about insufficient implementation guidance.

Case 2: High Need Satisfaction Without Responsible Behaviour (P6)

Anomaly: Policy analyst P6 reported high satisfaction from supportive manager providing recognition, development, and collegial relationship – strong need satisfaction across all three domains – yet demonstrated minimal responsible behaviour beyond formal requirements, avoiding difficult work and minimising discretionary effort. Colleagues described P6 as “*skating by*” despite satisfaction.

Explanation: Two factors explain this dissociation. First, P6 lacked ethical identity or public service motivation, viewing employment instrumentally as means to income and social connection. Without ethical foundation, need satisfaction produced contentment but not responsibility – demonstrating that need satisfaction enables internalisation but doesn’t guarantee it without pre-existing values. Second, P6 exhibited opportunistic orientation (“*social loafing*”; Karau & Williams, 1993), obtaining satisfaction through low-effort position rather than meaningful contribution – revealing that need satisfaction can occur through gaming situations without genuine contribution.

Boundary Specification: Need satisfaction proves necessary but insufficient for responsible behaviour. Additional requirements include: (1) ethical identity providing behavioural standards, (2) accountability structures preventing opportunistic shirking, and (3) work designed requiring (not merely enabling) responsible conduct. This extends SDT by demonstrating satisfaction does not automatically produce desired behaviours when motivational orientation lacks ethical foundation.

Case 3: Excellent Leadership Unable to Overcome Organizational Toxicity (P11, P13)

Anomaly: Operational staff P11 and P13 worked under exemplary managers providing comprehensive need satisfaction, yet reported declining satisfaction, burnout, and departure intentions due to organisational-level problems: chronic understaffing, senior leadership’s political favouritism contradicting merit principles, and resource starvation preventing quality work. This challenges leader-centric perspectives assuming excellent immediate supervision suffices for motivation.

Explanation: Three systemic factors overwhelmed positive immediate leadership. First, resource scarcity created unsustainable workloads – material constraints proved stronger than psychological supports, demonstrating that exhausted employees cannot experience autonomy or competence meaningfully. Second, value-practice hypocrisy (senior leadership espousing ethics while making political appointments) undermined trust, with P13 explaining: “*My manager is great, but working for an organisation this hypocritical is demoralising. I can’t separate my manager from the organisation she represents.*” Third, resource deprivation signalled organisational devaluation, overwhelming immediate managers’ contrary messages –

demonstrating that POS operates through multiple information sources, with resource allocation “speaking louder” than supervisor statements when contradictory.

Boundary Specification: Leadership effectiveness requires supportive organisational context –

excellent immediate supervision proves necessary but insufficient. When resource constraints, cultural toxicity, or senior leadership dysfunction exist, individual managers provide only partial buffering. This supports multi-level perspectives (Kozlowski & Klein, 2000): motivation results from nested contexts requiring simultaneous intervention at multiple levels. Single-level interventions (*leadership development*) prove insufficient when other levels remain dysfunctional.

Case 4: Meaning-Oriented Leadership Backfiring (P14)

Anomaly: HR specialist P14 reported that senior leader's frequent mission invocations actually decreased motivation. Regular speeches about serving citizens heightened P14's awareness of organisational decisions contradicting espoused values, producing cynicism and frustration – contradicting meaningfulness research suggesting societal impact connections enhance motivation (Rosso *et al.*, 2010).

Explanation: Meaning-oriented leadership backfired through perceived inauthenticity. When leaders emphasise noble purposes while practices contradict them, employees perceive manipulative rhetoric. P14 explained: “Constant talk about ethics while tolerating favouritism feels like propaganda trying to distract from reality. It makes me more cynical than if they said nothing.” The mechanism involved expectancy violations (Burgoon & Hale, 1988): rhetoric creating expectations that reality violates produces stronger negative reactions than rhetoric absence. Silence about ethics leaves ethics ambiguous; rhetoric followed by violations creates explicit hypocrisy intensifying cynicism.

Boundary Specification: Meaningfulness enhances motivation only when authentic – when organisational practices align with espoused values. Misalignment makes meaning-oriented leadership backfire by highlighting contradictions. Leaders should audit value-practice alignment before emphasizing meaning; where gaps exist, addressing gaps proves necessary before meaning rhetoric becomes credible. This establishes value-practice alignment as critical moderator of meaning-oriented leadership effectiveness.

Cross-case analysis reveals five critical boundary conditions specifying when motivational theories and practices prove effective:

BC1: Competence Baseline for Autonomy – autonomy provision enhances motivation only when employees possess sufficient competence (actual or perceived) for autonomous success. Below competence thresholds, autonomy creates anxiety rather than motivation, suggesting curvilinear autonomy-motivation relationship moderated by competence levels.

BC2: Ethical Identity for Responsibility – need satisfaction produces responsible behavior only when employees possess ethical identity or values providing behavioral standards. Without ethical foundations, satisfaction produces contentment without responsibility – establishing that satisfaction and responsibility involve partially distinct psychological antecedents.

BC3: Resource Adequacy for Psychological Engagement – psychological motivational strategies require resource adequacy enabling psychological engagement. Severe resource constraints preventing sustainable work overwhelm psychological interventions –

material conditions establish parameters within which non-material motivation operates.

BC4: Value-Practice Alignment for Meaningfulness – meaning-oriented leadership enhances motivation only when organizational practices align with espoused values. Misalignment makes meaning rhetoric backfire by highlighting hypocrisy – authenticity operates as critical moderator of meaningfulness effects.

BC5: Multi-Level Support for Leadership Effectiveness – individual leader effectiveness requires supportive organisational context. Excellent immediate supervision provides only partial buffering against organisational toxicity – comprehensive motivation requires multi-level intervention addressing supervisor, department, organisational, and environmental levels simultaneously.

D: Integrative Theoretical Model

This section synthesises findings into comprehensive theoretical framework explaining how leadership motivational strategies influence employee satisfaction and responsible behaviour in public service contexts. The model integrates multiple theoretical perspectives while specifying relationships, mechanisms, moderators, and boundary conditions identified through analysis. The Integrated Motivational Leadership Framework (see Figure 1) proposes that leadership practices influence employee outcomes through psychological mechanisms, with effects moderated by individual differences and organisational context. The model operates across three levels – individual, dyadic, and organisational – requiring attention to cross-level interactions.

Based on empirical analysis, the model proposes twelve interrelated propositions specifying relationships between components. Leadership practices satisfying psychological needs (autonomy, competence, relatedness) enhance employee satisfaction and responsible behaviour, with this primary pathway confirmed across the majority of cases (Proposition 1).

These practices influence outcomes primarily through psychological need satisfaction rather than direct effects, with mediation confirmed for 12 of 15 cases (Proposition 2). Five psychological mechanisms – need satisfaction, perceived organisational support, meaningfulness, psychological ownership, and moral emotions – operate simultaneously and interdependently, with different mechanisms dominating for different individuals based on psychological profiles (Proposition 3). Individual characteristics systematically moderate leadership effectiveness, with the same practices producing different responses depending on personality, identity, emotional intelligence, and psychological capital, as demonstrated by the three-profile typology (Proposition 4). The model demonstrates equifinality, wherein multiple pathways produce responsible behaviour through different mechanisms for different individuals, with three distinct mechanism clusters identified (Proposition 5). Critical boundary conditions specify when relationships hold versus fail: autonomy enhances motivation only when adequate competence exists, below which it creates anxiety (Proposition 6); need satisfaction produces responsibility only when employees possess ethical identity, as satisfaction without responsibility can occur absent ethical foundations (Proposition 7); non-material strategies require resource adequacy, as severe constraints overwhelm psychological interventions (Proposition 8); meaning-oriented leadership requires organizational authenticity, as value-practice misalignment causes rhetoric to backfire (Proposition 9); and individual

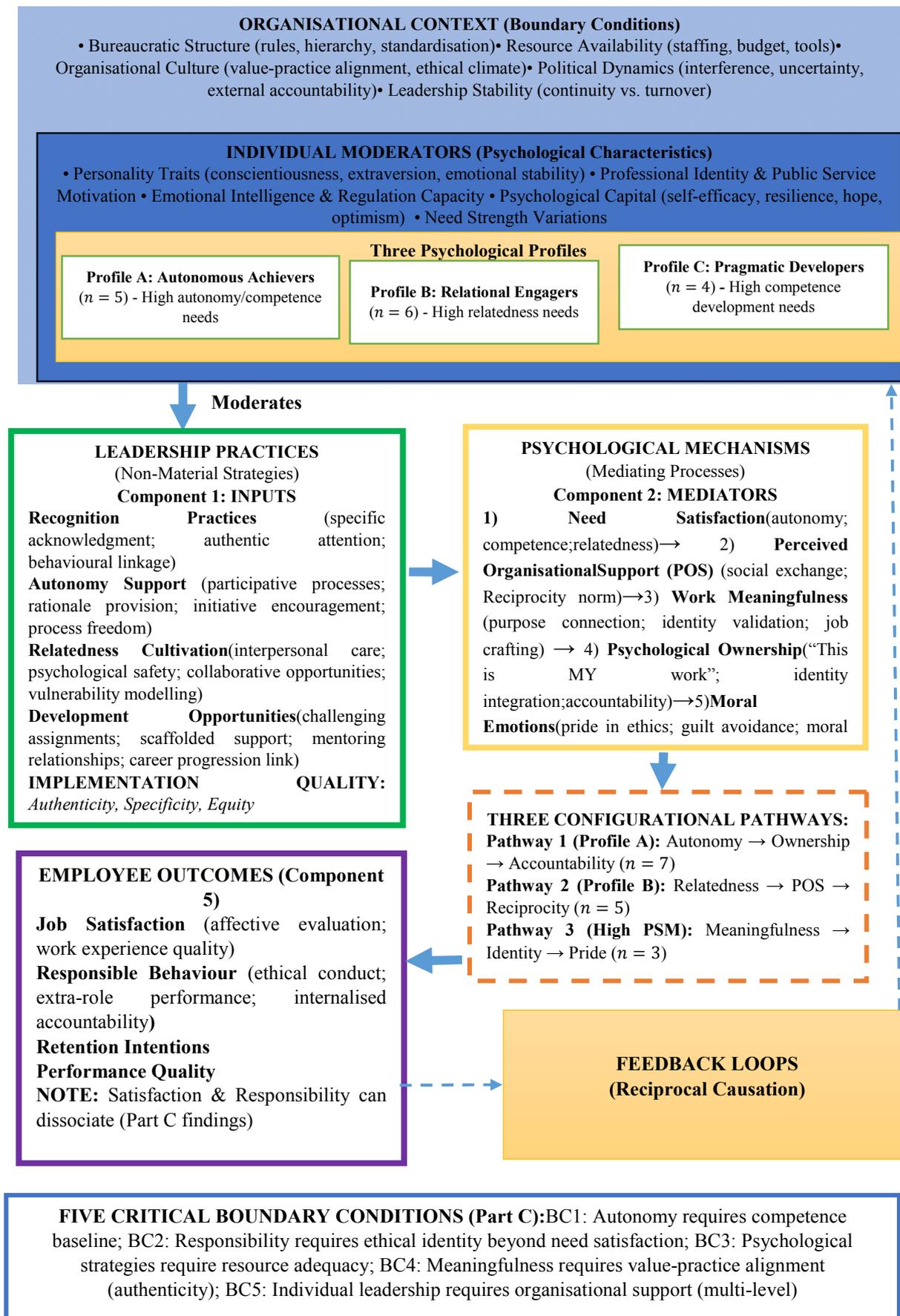


Figure 1: Integrated Motivational Leadership Framework in Public Service Contexts

leadership effectiveness depends on supportive organisational context, with dyadic excellence providing only partial buffering against organizational toxicity (Proposition 10). Relationships prove reciprocal rather than unidirectional, with satisfaction creating positive feedback loops and dissatisfaction producing negative spirals (Proposition 11). Finally, motivational relationships evolve temporally, with effectiveness building cumulatively through relationship development but vulnerable to disruption through turnover or value violations (Proposition 12). These twelve propositions collectively specify a comprehensive, contingent framework explaining how, when, for whom, and under what conditions leadership motivational strategies influence public service employee outcomes.

DISCUSSION

This study examined how leadership motivational strategies influence employee satisfaction and responsible behaviour in public service organisations, addressing critical gaps in understanding the psychological mechanisms, individual moderators, organizational boundary conditions, and configurational pathways through which non-material motivation operates. Through qualitative case study analysis of a Ukrainian regional public administration agency involving 15 participants, findings revealed four overarching themes: (1) leadership practice effectiveness depends on implementation quality (authenticity, specificity) rather than mere occurrence; (2) identical practices produce heterogeneous responses based on individual psychological profiles requiring differentiated approaches; (3) five psychological mechanisms mediate effects through three distinct configurational pathways demonstrating equifinality; and (4) organisational context establishes hierarchical boundary conditions that can overwhelm even excellent leadership. These findings advance motivational psychology by specifying when, how, for whom, and under what conditions leadership practices prove effective versus counterproductive in public administration contexts.

Implementation Quality and Authenticity

The finding that leadership practice effectiveness depends on psychological substance (authenticity, specificity, genuine impact) rather than behavioural form extends Self-Determination Theory by specifying implementation requirements often absent in theoretical formulations (Ryan & Deci, 2020). Recognition satisfied competence needs only when specific and authentic, passing cognitive appraisal thresholds; generic recognition risked need thwarting by communicating inattention. This establishes a continuum from need thwarting (inauthentic practices) through irrelevance (practice absence) to satisfaction (authentic practices), refining SDT's binary framework. Similarly, autonomy provision required tangible outcome influence; pseudo participation felt manipulative, demonstrating that perceived psychological reality determines need satisfaction more than formal structures. These findings address implementation gaps wherein organizations adopt motivational practices structurally while failing psychologically (McAnally & Hagger, 2024).

The emphasis on authenticity as critical moderator across all practices aligns with authentic leadership theory (Baquero, 2023) while extending it beyond leader characteristics to organisational-level authenticity. Organisational value-practice hypocrisy undermined even excellent immediate leadership, demonstrating that authenticity operates multi-level. This supports identity leadership perspectives (Haslam *et al.*, 2020) but extends by showing that organizational practices must align with rhetoric or cynicism results. For public administration, where espoused values frequently contradict political realities, this authenticity requirement poses

particular challenges requiring explicit value-practice alignment before implementing values-based strategies.

Individual Differences and Differentiated Approaches

The three distinct psychological profiles – Autonomous Achievers, Relational Engagers, and Pragmatic Developers – with systematically different motivational needs challenge universal “best practices” assumptions. This supports configurational perspectives (Wu *et al.*, 2010) demonstrating that effectiveness requires matching strategies to individual characteristics rather than applying standardized approaches. The person-situation interactionism wherein personality, professional identity, emotional intelligence, and psychological capital moderated practice effectiveness aligns with contemporary motivation research (Requena Zapata, 2014) while providing practical typology enabling profile diagnosis. The finding that public service motivation (PSM) powerfully moderated meaning-oriented leadership effectiveness extends PSM research (Andersen *et al.*, 2020) by specifying when PSM matters versus when alternative pathways prove necessary. For Pragmatic Developers with low PSM, professional development and fair treatment proved more motivating than mission appeals, demonstrating that public organisations require diverse motivational portfolios. Emotional intelligence moderated both leadership effectiveness (through interpretive accuracy) and motivation sustainability (through emotion regulation), extending EI research (Hwang, 2024) into motivational domain and suggesting that both leader and follower EI jointly determine outcomes.

Mechanisms, Pathways, and Equifinality

The five psychological mechanisms – need satisfaction, perceived organisational support, work meaningfulness, psychological ownership, and moral emotions – operating in three distinct configurations demonstrates equifinality wherein multiple pathways produce similar outcomes. For Autonomous Achievers, the autonomy → ownership → accountability pathway dominated; for Relational Engagers, relatedness → POS → reciprocity; for high-PSM employees, meaningfulness → identity → pride. This extends SDT by showing that while needs are universal, dominant pathways vary systematically by profile, challenging single-mechanism models. The finding that perceived organisational support operated through both proximal (supervisor) and distal (organisational) signals, with employees privileging organisational-level actions when contradictory, extends POS theory by specifying hierarchical information processing. This supports multi-level perspectives (Kozlowski & Klein, 2000) with implications for intervention design: addressing only leadership development or only organizational policy proves insufficient – comprehensive approaches require simultaneous multi-level intervention. The dissociation of satisfaction and responsible behaviour – with some employees satisfied but minimally responsible and others responsible despite dissatisfaction – challenges assumptions that these outcomes share identical antecedents. Satisfaction without responsibility occurred when ethical identity was absent; responsibility despite dissatisfaction occurred when professional identity sustained standards despite conditions. This extends SDT by demonstrating that autonomous motivation predicts both outcomes but through different mechanisms: satisfaction through affective evaluation, responsibility through ethical identity and moral emotions. Comprehensive approaches must therefore explicitly address both satisfaction and responsibility separately.

Boundary Conditions and Constraints

The five critical boundary conditions – competence baseline for autonomy, ethical identity for responsibility, resource adequacy for psychological engagement, value-practice alignment for

meaningfulness, and multi-level support for leadership effectiveness – address critiques that motivational theories propose universal relationships without contingency specification (Johns, 2006). These specify when theoretical predictions apply versus fail, enabling accurate application. The autonomy-competence boundary, demonstrated through the case wherein autonomy provision decreased motivation for an employee lacking confidence, establishes curvilinear autonomy-motivation relationship moderated by competence. This extends SDT's autonomy-competence interdependence by specifying implementation sequence: competence development must precede autonomy expansion, with graduated provision allowing self-efficacy building. The resource adequacy boundary, wherein chronic understaffing overwhelmed psychological interventions, establishes material prerequisites for psychological strategies. This supports two-factor theory (Herzberg, 1966) and job demands-resources model (Borst, 2022) showing that severe resource scarcity creates dissatisfaction that non-material motivation cannot compensate. The hierarchical constraint analysis distinguishing absolute constraints (non-compensable), strong constraints (partially compensable), and moderate constraints (substantially compensable) provides practical guidance: absolute constraints require systemic organisational change before leadership development proves effective. The value-practice alignment boundary for meaningfulness, wherein mission rhetoric backfired when practices contradicted values, establishes authenticity as critical moderator. This extends meaningfulness research (Morris *et al.*, 2022) by showing meaning-oriented leadership carries risks: when authenticity lacks, meaning emphasis intensifies cynicism through expectancy violations. Organisations should audit alignment before implementing meaning-based motivation.

Practical Implications

This study offers six actionable recommendations for public administration:

1. Promote Adaptive Leadership: Train leaders to assess psychological profiles and tailor strategies accordingly. Emphasise psychological literacy over one-size-fits-all scripts.
2. Coordinate Multi-Level Change: Address leadership, culture, resources, and structures together. Effective motivation requires systemic support beyond individual managers.
3. Align Values Before Messaging: Audit organisational practices for alignment with stated values. Implement mission-driven leadership only after credibility is established to avoid cynicism.
4. Match Autonomy to Competence: Provide autonomy progressively based on employee capability. Use scaffolding and clear criteria to ensure autonomy is empowering, not overwhelming.
5. Foster Ethical Identity: Support responsible behaviour through intentional ethical development – training, modelling, recognition, and safe spaces for ethical voice.
6. Ensure Leadership Stability: Reduce disruptive turnover by extending tenures, supporting transitions, and incentivising long-term development. Stability enables relational motivation to grow.

Limitations

This study has five main limitations. First, its cross-sectional design limits causal inference. Second, single-case methodology restricts generalisability beyond the specific organisational and national context. Third, the absence of quantitative validation prevents statistical testing of effect sizes and variable interactions. Fourth, the focus on Ukrainian public administration may limit international

applicability. Fifth, the study did not systematically analyse how psychological mechanisms interact or evolve over time.

CONCLUSION AND FUTURE WORK

This study demonstrates that leadership motivational strategies in public service organisations operate through complex, multi-level, contingent relationships requiring diagnostic assessment, adaptive implementation, and systemic support. Four key insights emerge. First, effectiveness depends on psychological substance – authenticity, specificity, genuine impact – rather than behavioural form, explaining why structurally adopted practices often fail. Second, meaningful individual differences require differentiated approaches, with three configurations responding optimally to different strategies through different pathways. Third, five mechanisms mediate effects in configurational patterns demonstrating equifinality, requiring diagnosis of which mechanisms resonate with particular individuals. Fourth, organisational context establishes hierarchical boundaries that can overwhelm individual leadership, with severe constraints proving non-compensable by dyadic excellence alone, necessitating multi-level interventions addressing leadership, culture, resources, and structure simultaneously.

For public administration theory, findings advance motivational psychology by specifying relationships, mechanisms, moderators, and boundaries, moving from universal propositions toward contingent specifications acknowledging complexity. For practice, findings emphasise developing diagnostic and adaptive capacities, implementing multi-level interventions, ensuring authenticity before values-based motivation, graduating autonomy based on competence, cultivating ethical identity alongside need satisfaction, and stabilising leadership relationships. These challenge simplistic approaches assuming universal “best practices” or that individual excellence suffices regardless of systemic conditions. For public service organizations facing resource constraints, political pressures, and bureaucratic rigidities while seeking to enhance motivation and responsible behaviour, this framework offers evidence-based guidance through diagnostic tools, implementation specifications, and boundary condition awareness enabling context-appropriate strategy selection and systemic improvement.

Future research should pursue five key directions. First, longitudinal studies could clarify causal sequences and feedback loops between leadership practices and outcomes. Second, large-scale quantitative and multi-organisation studies are needed to test generalisability across contexts. Third, experimental interventions – such as trials comparing differentiated versus standardized leadership training – would assess practical impact. Fourth, cross-cultural research could identify whether motivational profiles and mechanisms are culturally specific or universal. Fifth, studies should explore how psychological mechanisms interact – whether they operate independently, sequentially, or synergistically over time.

REFERENCES

- Alhaidan, H. (2024). Ethical leadership in action: Understanding the mechanism of organizational justice and leaders' moral identity. *Human Systems Management*, 44(3), 477-489. <https://doi.org/10.1177/01672533241295609>
- Al Halbusi, H., Ruiz-Palomino, P., & Williams, K. A. (2023). Ethical leadership, subordinates' moral identity and self-control: Two- and three-way interaction effect on subordinates' ethical behavior. *Journal of Business Research*, 165, Article 114044. <https://doi.org/10.1016/j.jbusres.2023.114044>

- Andersen, L. B., Jensen, U. T., & Kjeldsen, A. M. (2020). Public Service Motivation and Its Implications for Public Service. In H. Sullivan, H. Dickinson, & H. Henderson (eds), *The Palgrave Handbook of the Public Servant* (pp. 1–18). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-03008-7_81-1
- Baquero, A. (2023). Authentic Leadership, Employee Work Engagement, Trust in the Leader, and Workplace Well-Being: A Moderated Mediation Model. *Psychology Research and Behaviour Management*, 16, 1403-1424. <https://doi.org/10.2147/PRBM.S407672>
- Borst, R. T. (2022). Chapter 24: Stressed versus motivated public employees: a systematic review of the motivation and stress literatures through a contextualized job demands-resources model. In E. C. Stazyk & R. S. Davis (eds), *Research Handbook on Motivation in Public Administration* (pp. 354–376). Edward Elgar Publishing. <https://doi.org/10.4337/9781789906806.00032>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Eva, N., Robin, M., Sendjaya, S., van Dierendonck D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), 111-132. <https://doi.org/10.1016/j.leaqua.2018.07.004>
- Ingaggiati, M., Guerci, M., Barbato, G., & Ruffini, R. (2025). The bureaucracy versus post-bureaucracy paradox in public administration: A historical perspective on the selection and training of public managers. *Public Administration*, 0, 1–22. <https://doi.org/10.1111/padm.13074>
- Haslam, S.A., Reicher, S.D., & Platow, M.J. (2020). *The New Psychology of Leadership: Identity, Influence and Power* (2nd ed.). Routledge. <https://doi.org/10.4324/9781351108232>
- Herzberg, F. (1966). *Work and the nature of man*. World Publishing Company.
- Höpfner, J., & Keith, N. (2021). Goal Missed, Self Hit: Goal-Setting, Goal-Failure, and Their Affective, Motivational, and Behavioral Consequences. *Frontiers in Psychology*, 12, Article 704790. <https://doi.org/10.3389/FPSYG.2021.704790>
- Hwang, J. (2024). The role of emotional intelligence in leadership effectiveness and employee satisfaction. *International Journal of Scholarly Research and Reviews*, 05(02), 125-136. <https://doi.org/10.56781/ijssr.2024.5.2.0053>
- Junça Silva, A., Burgette, A. R., & Fontes da Costa, J. (2024). Toward a Sustainable World: Affective Factors Explain How Emotional Salary Influences Different Performance Indicators. *Sustainability*, 16(5), 2198. <https://doi.org/10.3390/su16052198>
- Karau, S. J., & Williams, K. D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, 65(4), 681–706. <https://doi.org/10.1037/0022-3514.65.4.681>
- Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 3-90). Jossey-Bass.
- Landry, A. T., & Whillans, A. (2019). The Power of Workplace Rewards: Using Self-Determination Theory to Understand Why Reward Satisfaction Matters for Workers Around the World. *Compensation & Benefits Review*, 50(3), 123-148. <https://doi.org/10.1177/0886368719840515>
- McAnally, K., & Hagger, M. S. (2024). Self-Determination Theory and Workplace Outcomes: A Conceptual Review and Future Research Directions. *Behavioral Science* (Basel), 14(6), Article 428. <https://doi.org/10.3390/bs14060428>
- Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta, M., & Westwater, M. L. (2022). On what motivates us: a detailed review of intrinsic v. extrinsic motivation. *Psychological Medicine*, 52(10), 1801-1816. <https://doi.org/10.1017/S0033291722001611>
- Orujaliyev, R. (2024). The Effect of Non-Financial Incentives on Employee Engagement and Employee Retention. *European Journal of Humanities and Social Science*, 2, 3-10. <https://doi.org/10.29013/EJHSS-24-2-3-10>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Requena Zapata, C. L. (2014). The Person–Situation Debate Revisited: Effect of Situation Strength and Trait Activation on the Validity of the Big Five Personality Traits in Predicting Job Performance. *Academy of Management Journal*. <https://doi.org/10.5465/AMJ.2010.0837>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Shiundu, T. W. (2024). Ethical Leadership and Its Implication on Decision-Making in Organizations: A Literature Review. *Journal of Human Resource & Leadership*, 8(1), 59–67. <https://doi.org/10.53819/81018102t30131>
- Schunk, D. H., & DiBenedetto, M. K. (2021). Chapter Four - Self-efficacy and human motivation. In A. J. Elliot (Ed.), *Advances in Motivation Science*, Elsevier, 8, 153-179. <https://doi.org/10.1016/bs.adms.2020.10.001>
- Taylor, J. W. (2024). Psychological capital: Impact of hope, efficacy, resilience, and optimism on employee retention. The University of Phoenix Career Institute®. <https://www.phoenix.edu/content/dam/edu/research/doc/white-papers/organizational-wellness/2024/082024-psychological-capital-impact-j-taylor.pdf>
- Wu, J. B., Tsui, A. S., & Kinicki, A. J. (2010). Consequences of differentiated leadership in groups. *Academy of Management Journal*, 53(1), 90-106. <https://doi.org/10.5465/amj.2010.48037079>
