EXPLORING THE ROLE OF UK PUBLIC SECTOR MANAGERS IN REWARDING THEIR EMPLOYEES: A SELF-DETERMINATION THEORY PERSPECTIVE

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Abstract

Not only are line managers (LMs) in the UK public sector becoming increasingly responsible for making decisions linked to employees' pay, for example by conducting performance appraisals, it is the LM that is the key deliverer of intangible rewards to the employee. However despite a significant body of research in the field of reward management more widely the role of the LM has been neglected. The current research aims to address this gap in the literature by utilising self-determination theory (SDT) as a theoretical framework for developing an in-depth understanding of the role of LMs in rewarding employees.

A constructivist approach involving 30 in-depth interviews with LMs at varying levels of seniority in five UK public sector organisations was employed with interpretative phenomenological analysis applied to interpret the interview data. The themes identified from the analysis provide an insight into the complex role of the LM in the UK public sector in rewarding employees through a period of austerity.

The findings, framed in line with the theoretical propositions of SDT, offer a novel approach to understanding how LMs seek to satisfy the basic needs of their employees through the rewards they utilise and further, how the satisfaction of LMs' basic needs may influence their reward choices. The identification of both supportive and thwarting organisational mechanisms allow a consideration of the ways in which organisations can adapt to supporting LMs in this complex role of rewarding employees.

These findings address the gap in the current reward management literature, which focuses predominantly on financial rewards, by considering reward in its broadest sense to include both financial and non-financial rewards. Further, to address the lack of theoretical integration in the field, framing the findings within the theoretical propositions of SDT has resulted in the development of a conceptual framework. This framework highlights the subtleties and intricacies of the LMs role in rewarding employees by understanding the basic need satisfaction of both employees and LMs.

Although the wider application of these research findings requires caution, the organisations involved in this study have a number of features that suggest the experiences of managers are likely to share commonalties with LMs in other organisations.

Table of Contents

List of Tables

List of Figures

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Declaration

I declare that the work contained in this thesis has not been submitted for any other award and that it is all my own work. I also confirm that this work fully acknowledges opinions, ideas and contributions from the work of others.

Any ethical clearance for the research presented in this thesis has been approved. Approval has been sought and granted by the Faculty Ethics Committee on 9th May 2016.

I declare that the Word Count of this Thesis is 74672

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Chapter 1

Introduction

1.1. Introduction

The aim of this doctoral research is to address a number of gaps in the reward management literature by exploring the role of UK public sector line managers in rewarding their employees through a period of austerity. Although the literature to date has highlighted the fundamental role of the line manager in reward management they have rarely been the focus of the research and with no theoretical framing we lack any in-depth understanding of their role. By utilising self-determination theory (SDT) as a theoretical framework the current research considers not only the rewards that UK public sector line managers utilise, but also the challenges that they face in their role as rewarding managers. The research adopts an interview-based methodology with 30 line managers from five UK public sector organisations. The findings from the interviews are then framed within the context of basic need satisfaction as posited by SDT.

1.2. Background to the research

Reward management is a key element in strategic HR and can act as a mechanism to motivate staff to work, elicit discretionary performance and encourage employee commitment (Hutchinson and Purcell 2007). Armstrong et al (2010:221) argue that whilst reward strategy design is easy, the delivery of the strategy is difficult and therefore organisations must plan with the implementation in mind, claiming that "*line managers can make or break a reward initiative".* Furthermore line managers within the UK public sector are operating within a challenging environment when it comes to rewarding their employees.

The UK public sector is subject to an ever increasing level of central government control. This is reflected in the current remuneration arrangements and continued levels of pay restraint which have resulted in UK public sector organisations only being funded for pay awards of up to one per cent until 2019-2020 (Office of Manpower Economics 2016). As a result of these restrictions on public sector pay, inflation has outpaced public sector pay growth since 2011 which has meant that *"public sector workers have grown poorer in real terms"* (ONS 2017a), as shown in Figure 1.

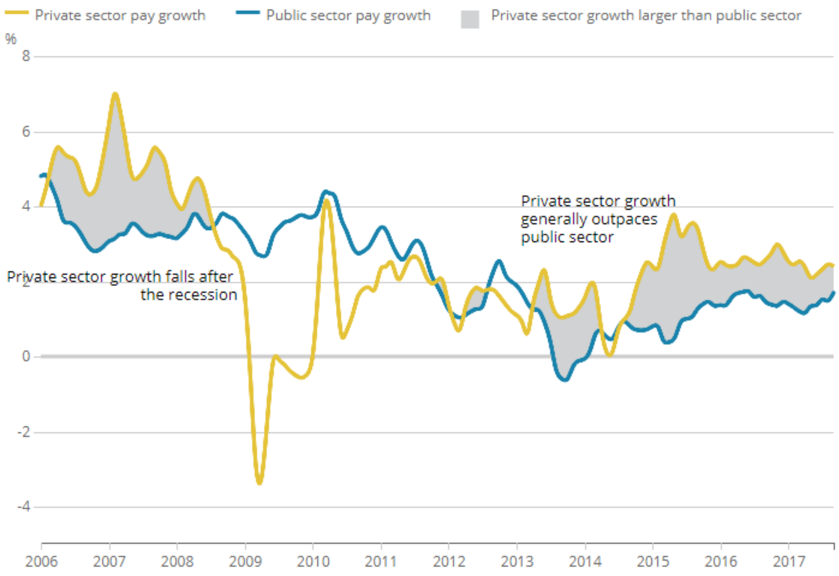

Figure 1: Public and private sector pay growth, 2006-2017. Source: ONS (2017a)

However aside from salary, UK public sector organisations also offer a range of benefits for their employees, examples of which are shown in Table 1.

Table 1: Examples of rewards available in UK public sector organisations

UK public sector organisation	Rewards available*
Central government: Department for Work and Pensions	- A competitive salary - End of year performance award - Occupational pension scheme - Learning and development opportunities - Up to 30 days annual leave (plus 9 days public and privilege leave) - Paid time off for public service duties - Maternity, paternity, adoption and parental leave up to 26 weeks full pay followed by 13 weeks statutory pay and a further 13 weeks unpaid - Employee discount scheme - Childcare vouchers - Access to an employee assistance programme - Sick leave on full pay, followed by half pay
Local Government: Barnsley Metropolitan Borough Council	- Competitive pay rates - Occupational pension scheme - Personal, professional and career development opportunities - Between 20-30 days annual leave (plus additional discretionary days, public holidays and other special leave provisions) with the option to purchase additional annual leave - Flexible working - Employee discount scheme - Childcare vouchers - Well@Work services including occupational health - Four days employer supported volunteering
National Health Service	- National pay system – Agenda for Change - Occupational pension scheme - Competitive flexible benefits package (details not specified) - Training and development - 27 days annual leave rising to 33 days after 10 years' service (plus eight general and public holidays) - Occupational health scheme

Table 1 (continued): Examples of rewards available in UK public sector organisations

UK public sector organisation	Rewards available*
Police authority: Metropolitan Police	- Competitive salary with London allowance - Occupational pension scheme - Training and development opportunities with funding towards a professional qualification - Employee discount scheme - Contributory private healthcare scheme - 22 days annual leave rising to 30 days depending on length of service (plus public holidays and an average of two rest days per week) - Employee assistance programme - Maternity, paternity, adoption and special leave - Career breaks of up to five years - Free London Underground travel - Access to subsidised leisure and sporting activities

**Derived from publically available information sourced from- Barnsley Metropolitan Borough Council (2017); GOV.UK (2018); Mayor's Office for Policing and Crime (2015); and NHS (2018a).*

Yet despite the range of benefits available, the most recent UK Civil Service People Survey in 2017 revealed that only 30 per cent of employees are satisfied with their pay and benefits (Cabinet Office 2017), a satisfaction rate that has continued to fall from 37 per cent in 2009. Similarly the NHS Staff Survey 2017 reported only a 31 per cent satisfaction rate with pay levels, a decrease from 37 per cent in 2016 (NHS 2018b).

However when considering their immediate line managers, 70 per cent of employees in the UK civil service are satisfied with their line manager (Cabinet Office 2017) and 72 per cent of NHS employees reported that their line manager values their work (NHS 2018b).

The fundamental importance of the line manager in rewarding employees however has been neglected in the literature to date. Empirical research has focused predominantly on line managers' effectiveness in implementing performance-related-pay policies; this restricts our understanding of their role in reward more broadly. Further there is a lack of theoretical integration in the field of reward management with the literature dominated by survey-based, practitioner approaches. The current research aims to address these gaps in the literature by exploring the role of the line manager through the lens of SDT, the justification for which is detailed in the Literature Review chapter.

SDT addresses the links between employee motivation and the 'dual concerns' of employee performance and employee well-being in organisations (Deci et al 2017). One of the main ways in which this is achieved is through the development of an understanding of the contextual factors in organisations, which mediate employee motivation by the satisfaction of individuals' three basic psychological needs (Deci et al 2017). In the words of Deci et al:

> *"Because SDT details the multiple factors, including managerial styles and pay contingencies, that support employees' autonomy and competence at work, it provides a framework for allowing them to be more engaged as they and their organizations develop and thrive"* (Deci et al 2017:20).

Thus the use of SDT as a theoretical lens through which to view the research findings allows for not only a contribution to theory, but also a contribution to organisational practice.

The current research has been shaped by the researcher's past experience of working in the UK public sector. The researcher's reflective statement (see Appendix 1) details how this past experience has impacted on access to the organisations and the participants; the nature of the researcher-researched relationship; and the ways in which the findings have been shaped.

1.3. Research objectives

To develop an in-depth understanding of the role of UK public sector line managers in rewarding their employees the following research objectives are addressed in the current research:

1. To explore the ways in which public sector managers reward their employees.

2. To explore the reasons why public sector managers reward their employees in these ways.

3. To explore the ways in which public sector managers perceive their organisation as supportive in their role of rewarding employees.

4. To explore the types of constraints public sector managers perceive when rewarding their employees.

1.4. Research methodology

In an attempt to address these objectives the current research adopts a constructivist epistemological perspective in which it is argued that truth and meaning do not exist in some external world but instead are "*created by the subject's interactions with the world"* (Gray 2017:22). The focus of the research is on what line managers, individually and collectively, think and feel (Easterby-Smith et al 2015) with the researcher relying on the individuals' view of the situation (Creswell 2013). The research is approached from an interpretivist perspective, a perspective closely linked to the constructivist epistemology (Gray 2017), with the primary aim being to understand the way we make sense of the world around us (Saunders et al, 2016).

The primary method of data collection utilised in this research are in-depth, semi-structured interviews, the most commonly employed qualitative method (Crouch and McKenzie 2006; Yeo et al 2014). In alignment with the research objectives, interviews were deemed the most suitable method of data collection as their depth of focus on the individual allows a detailed investigation of the individual's perspective (Lewis and McNaughton Nicholls 2014). Through the use of interviews the researcher is able to reach areas that would otherwise be inaccessible, such as people's subjective experiences and attitudes (Peräkylä and Ruusuvuori 2011; Patton 2015). Interviewing managers provided them with an opportunity to describe their experiences and perceptions of rewarding employees in their own words.

A purposive sampling approach was taken in this research to identify line managers who have the lived experience of rewarding employees, a group which have been neglected in the reward management research to date. This resulted in thirty in-depth semi-structured interviews with line managers in five UK public sector organisations, specifically central government departments, conducted between June 2016 and February 2017. Interview data was analysed using interpretative phenomenological analysis with the themes being mapped to the key theoretical tenets of SDT, specifically basic need satisfaction.

1.5. Outline of the thesis

This thesis is divided into five chapters. This chapter has introduced the purpose of the current research, including the motivation and vision behind the research objectives, as well as outlining the methodological approach taken. The following chapters are structured as follows:

Chapter 2 introduces the key literature in the field of reward management with a specific focus on the UK public sector before moving on to highlight the criticality of the line manager. Gaps in the literature and thus in our understanding of their role are then highlighted to provide support for further theoretical integration. Self-determination theory is then introduced as the theoretical framework through which the current research findings will be analysed. The chapter concludes with a statement of the refined research objectives based on the literature and empirical research reviewed throughout the chapter.

Chapter 3 provides a detailed description of the methodological choices made throughout the research, including the philosophical assumptions which have underpinned these choices. Interviews are introduced as the main method of data collection with both a description of their design along with a practical discussion of how they were conducted. The approach to negotiating access and ensuring ethical rigour is then discussed before moving on to outline the sampling approach. Interpretative phenomenological analysis is then introduced as the approach to the analysis of the interview data, with a step-by-step discussion of how this was completed. In an attempt to maintain a transparent approach to the data analysis and the subsequent theorisation of the findings, all the quotations from the interviews that have led to the theme development are included in the appendices.

Chapter 4 presents the findings from the analysis of the interview data, presented in four parts with each part discussing the findings relevant to one of the research objectives. Findings are discussed in relation to the previous literature, presented in chapter 2, and linked to the theoretical tenets of basic need satisfaction as posited by self-determination theory. In an attempt to ensure that the voice of the participants in the research remains at the fore throughout, this chapter relies extensively on direct quotations from the managers interviewed.

Chapter 5 summarises the key findings in relation to each of the four research objectives and introduces the final conceptual framework derived from these findings. The contribution the research findings make to both theory and practice is explicitly stated before consideration is paid to the limitations of the research. The chapter concludes with suggestions for further research.

Chapter 2

Literature Review

2. Chapter introduction

This chapter begins with an overview of the reward management literature (section 2.1) highlighting the importance of employee reward before considering different categories of reward and their purpose in an organisational reward strategy (section 2.1.1). The focus of the chapter then narrows to consider reward management specifically in the UK public sector (section 2.2.2), the context in which the current research is conducted, including a brief overview of the historical context and the current landscape for reward management in this sector (section 2.2.1). As will be discussed in Section 2.2.2 of the chapter, research into reward management in the UK public sector has focused on financial reward, specifically performance-related-pay; this neglects the importance of non-financial reward (section 2.2.3), in which the role of line managers is argued to be integral.

Attention is then paid to understanding what is meant by the term 'line manager' and the role that line managers play in human resource management is explored (section 2.3.1) before narrowing the focus once again to their role in reward management (sections 2.3.2 and 2.3.3). The literature considered draws attention to the critical role of line managers in rewarding employees, however gaps in our understanding of this role become clear (section 2.3.4). Specifically, it is argued that much of the empirical literature focusing on the role of line managers in reward management considers financial reward only, particularly performance-related-pay, whereas the positioning of the literature in this chapter suggests they may have much more influence over non-financial rewards. Further the existing empirical literature is approached largely from a positivist perspective relying on large scale quantitative approaches which focus on the effectiveness of the implementation of formal reward strategies and with little, or no, theoretical framing.

In order to address these gaps in our understanding self-determination theory is introduced (section 2.4) as a theoretical perspective from which to explore the role of line managers in reward management, based on both its relevance to the field of reward management and the opportunity it provides to address the research questions outlined in the Introduction chapter. An overview of self-determination theory is provided (section 2.4.1), with a specific focus on basic needs (section 2.4.2) and the 'mini-theories' of cognitive evaluation theory (section 2.4.3) and organismic integration theory (section 2.4.4) given their relevance to the current research. Finally the focus of the chapter narrows once more to consider the empirical literature considering the role of line managers from the perspective of self-determination theory (sections 2.4.5 and 2.4.6).

2.1. Reward Management

Lewis (2006) argues that the human resource management (HRM) movement has prompted many organisations to recognise that reward has the potential to do much more than simply compensate employees for the time that they sell to their employer and Armstrong et al (2010:35) agree, referring to reward as *"a fundamental expression of the employment relationship".* As a strategic element of HRM, effective reward management can act as a mechanism to attract high quality employees, improve employee motivation, elicit discretionary performance, and encourage employee commitment and retention (Gupta and Shaw 2014; Hutchinson and Purcell 2007; West et al 2005).

Despite its importance to both individual employees and to organisations, research in the field of reward management *'is sporadic and sparse"* (Gupta and Shaw 2014:1), and is amongst the most under-researched areas in HRM (Conroy et al 2015; Landry et al 2017). As well as there being a need for further *'theoretical integration and empirical testing'* (Conroy et al 2015:207), the focus of the reward literature has *'largely been on a narrow definition of reward'* (Chapman and Kelliher 2011:121) with some areas of the field, for example executive pay and performance-related-pay, receiving much more attention than other areas, for example benefits and intrinsic rewards (Conroy et al 2015).

2.2.1. Categories of reward

Within the reward management literature there exists a plurality of terms relating to the categorisation of different types of rewards. Reflecting a widely understood distinction, Perkins and White (2014:4) argue that employee rewards be differentiated between extrinsic rewards, characterised as a *"tangible or 'transactional' reward for undertaking work in employment",* and intrinsic rewards characterised as a reward *"derived from work and employment"* which are also referred to in the literature as 'relational rewards' (e.g. Milkovich et al 2014; Renaud et al 2017). Perkins and White (2014) further categorise these two types of reward as laid out in Table 2.

Table 2: Differentiation between extrinsic and intrinsic reward – adapted from Perkins and White (2014:4)

Extrinsic Reward		
Type	**Examples**	**Purpose**
Cash	Salary, incentive pay	Directly recognising the value of organisational roles and the contribution individual employees make to achieving them.
Non-cash benefits and perks	Company cars, paid holiday, healthcare	Managerial efforts to keep rewards competitive and to recruit and retain high performing individuals.
Deferred remuneration	Predefined occupational pension benefits, share-based rewards	
Wellbeing	Discounted gym memberships, flexible working	Reflects the employer's interest in employee wellbeing.
Intrinsic Reward		
Type	**Examples**	**Purpose**
Environmental rewards	Physical surroundings in which the work is performed along with the values displayed by leaders and supervisors	Secure employees' discretionary effort – links to the 'Total Reward' approach.
Development oriented rewards	Learning and development opportunities, acknowledgement of outstanding work, building feelings of accomplishment	

Extrinsic rewards result in some sort of financial benefit to the employee, whether this is cash in the form of a salary or a monetary saving through a discount scheme, and are thus often referred to as financial rewards in the literature (e.g. Antoni et al 2017). Intrinsic rewards on the other hand have no obvious financial benefit to the employee, although they may pose a cost to the employer, and are therefore often referred to as non-financial rewards. Although there are some borderline exceptions to this, for example one could argue that flexible working does not provide an immediate financial benefit to the employee, this distinction is the most common in the reward management literature.

Including both financial and non-financial elements in a reward strategy not only plays an important role in attracting and retaining employees, it also recognises that individuals require more for their efforts than simply monetary reward (Lewis 2006). This combination of both financial and non-financial elements of reward is referred to as 'total reward' (Armstrong 2015; Torrington et al 2017), or 'total compensation' in the US literature (Milkovich et al 2014). Total reward combines the traditional pay and benefits elements with non-financial rewards that employees can gain from employment, such as skills, experience, opportunity and recognition (Lewis 2006). According to Purcell and Hutchinson (2007):

> *"the idea of 'total reward' significantly opens up the meaning and management of reward by incorporating both extrinsic and intrinsic rewards."* (Purcell and Hutchinson 2007:5).

Recent research conducted by the CIPD (2015) looking at the role of neuroscience in reward points to a significant role for non-financial, intrinsic rewards, for example recognition and praise, as a way of overcoming the difficulties faced by the implementation of financial rewards. Yet Silverman (2004) argues that despite a growing body of research demonstrating that employees are motivated by more than just money, many organisations continue to rely on financial rewards alone.

2.2.2. Reward management in the public sector

As of September 2017 17.1 per cent of UK workers were employed in the public sector, a total of 5.492 million, with central government employment representing 3.050 million of this total (ONS 2017b). Every individual in the UK will rely on the public sector at some point in their lives, and in the words of Bach and Kessler:

> *"Public service workers are dealing with the most vulnerable members of the community: the young, the elderly, the sick, the disabled, the displaced and the marginal"* (Bach and Kessler 2012:2).

Given this fundamental role that UK public sector employees have, getting people management 'right' matters in profound ways (Bach and Kessler 2012). Yet Hay Group (2012:2) have argued that for public sector employees in the UK the employment offer is "*being changed before their eyes"* with frozen pay, reduced standards of living, changes to retirement ages, and lower pension contributions. It is not surprising then that according to People Management (2016) the UK public sector is facing a recruitment and retention crisis "*that will affect everyone from senior leaders to switchboard operators".* However the impact is also life-changing for individual employees themselves with a recent survey of more than 6500 public sector employees by the trade union Unison finding that not only have 77 per cent cut back on food shopping on 2016, 11 per cent skipped meals to make sure they could feed their children (People Management 2017b). In order to understand how the UK public sector has reached this 'crisis point' one must first consider briefly the historical context, specifically the role of New Public Management.

2.2.2.1. New Public Management in the UK public sector

Fenwick and McMillan (2005:51) argue that government reform strategies in the 1980s and 1990s *"impacted on every corner of public service work"* in the UK. For example successive Conservative governments from the 1980s introduced wide-ranging reform resulting in the privatisation of public sector services, re-structuring, and an increasing number of services being outsourced to the private sector (Bach and Kessler 2012; Miller 2012; Prowle 2000). This reform incorporated the main components of New Public Management (NPM) (Pyper 2013) which Bach and Kessler (2012:25) explain as having a "*neo-liberal ideological dimension with a belief in the superiority of market principles".*

The NPM reforms introduced by the Conservative governments were accompanied by a "*more assertive tier of senior managers"* (Bach and Kessler 2012:26) resulting in *"more freedom to manage by discretionary power"* (Hood 1999:96). Structural changes, including the breaking up of unified public services into smaller business units (Hood 1999), aligned with the devolution of HRM practices to the line provided local managers with enhanced discretion around rewards and working practices (Harris et al 2002; Hood 1999; McTavish 2015). However, paradoxically, this was accompanied by "*increased central government scrutiny of performance"* (Bach 2016:13). Although it has been argued that 'hard' evidence on the impact and effectiveness of NPM is relatively sparse (e.g. McTavish 2015) it is worth reviewing the influence of NPM on reward practices in the UK public sector.

The most prominent of these influences was perhaps the attempt to decentralise collective bargaining during the 1980s and the 1990s (Harris et al 2002). Arguably this reflected a move towards greater use of private sector practices in the public sector (Hood 1999) and thus this period saw the Conservative government aim to link public sector pay more closely to local labour markets, however outside of the civil service these attempts "*largely failed"* (Bach and Kessler 2012:48). Yet the promotion of individual performance-related pay (PRP) is an element of NPM reform (Pollitt and Bouckaert 2011) which has remained prominent throughout the UK public sector with Bach and Kessler arguing that:

> *"Performance management has been the dominant feature of centralised control. Targets elaborated at organisational, divisional and individual levels have proliferated and become the dominant component of staff management"* (Bach 2016:13).

Bach and Kessler (2012) argue that when 'New Labour' came into office after an electoral landslide in 1997 they followed a sustained period of attempts by the Conservative government to embed new public management (NPM) reforms. In 1997 public sector reform was framed as the 'modernisation' of public services (Pyper

2013), founded upon unprecedented levels of investment and an accompanying increase in the public sector workforce (Bach and Kessler 2012).

In contrast to the narrow focus of PRP by the Conservative governments, the Labour governments from 1997-2010 attempted to introduce a wider system of rewards including the promotion of benefits and pensions, and career promotion opportunities (Bach and Kessler 2012). However despite New Labour's emphasis on managerial autonomy, the relationship between the agenda pursued by New Labour and NPM has been subjected to some debate (Hodder 2015). For example Massey (2018:4) argues that New Labour in fact accepted the *"liberal-structured financial policies"* of their predecessors which resulted in an expansion of the NPM philosophy. More specifically Bach and Kessler (2012) argue New Labour reinforced elements of NPM by establishing a series of individual and organisational targets which were strictly monitored and "*accompanied by central intervention to remedy poor performance"* (Bach and Kessler 2012:48).

The importance of highly motivated front-line employees was emphasised in achieving New Labour's aim of being a world-class public service, however what has been described as 'halting progress':

> "*slowed down after 2008 when the global economic crisis precipitated a sharp deterioration in public finances and ushered in a period of retrenchment"* (Bach and Kessler 2012:5).

The impact of the 2008 financial crisis was felt globally, with Pollitt and Bouckaert (2011:89) reporting that it *"ushered in hard times"* for public sector employees in many countries including frozen or reduced pay, an erosion of pension rights and further down-sizing. In the United Kingdom, for example, the Conservative-led coalition government, who came to power in 2010, had an agenda that stretched beyond mere deficit reduction with an ambition to use the economic crisis as an opportunity to *"bring about a fundamental shift in the size and scope of the state"* (Bach 2016:14). The result of this ambition has been further restructuring and downsizing of the UK public sector as well as a substantial increase in outsourcing of public services and 'back office' services such as HRM (Bach 2016).

This approach has continued following a Conservative government majority win in the 2015 election (Bach 2016). To put this into monetary terms, between 2009-2010 and 2012-2013 spending on the delivery and administration of public services is reported to have been cut by £41 billion, equating to 10.1 per cent (Institute for Fiscal Studies 2017). Although this has stabilised somewhat, a further £4 billion was cut between 2012-2013 and 2016-2017 (Institute for Fiscal Studies 2017), resulting in financial hardship for many UK public sector employees (see section 2.2.2.).

In a review of central government's progress in reducing employee costs and numbers, the National Audit Office (NAO) reported that more must be done to support departments in meeting the challenges of austerity measures by giving them more expert services and providing more flexibility to manage their pay bill (NAO 2015). Despite this warning currently UK public sector organisations are funded for pay awards of up to one per cent until 2019-2020 with "*only limited scope to change pay relativities"* (Office of Manpower Economics 2016:1). This is the landscape within which reward management in the UK public sector is operating.

2.2.2.2. Financial reward in the public sector: Performance-related-pay

PRP schemes in the UK public sector have arguably come to be seen as "*a cure-all, as effective as cod liver oil once appeared to a previous generation"* (Beadle 1993:33) however evidence demonstrates that experiences with PRP schemes are mixed (Weibel et al 2009), with Prowle (2000) arguing that in the UK public sector:

> "*there is no clear evidence that PRP generates employee performance over and above that which might have been achieved in its absence"* (Prowle 2000:136).

Burgess and Ratto (2003) reviewed the use of PRP schemes in the UK public sector, through an analysis of previous literature, arguing that the findings suggest using financial rewards based on specific performance targets in the public sector may indeed be counterproductive. Burgess and Ratto (2003:290) claim that this stems from the possibility that the use of financial incentives sends the signal that the employment relationship *"is a pure market relationship"*. The problem for UK public sector organisations however is that they often have little or no choice in implementing PRP schemes as they form part of central government policy (Prowle 2000).

Arguably the issues associated with the effective operation of PRP schemes in the public sector can be understood both in terms of the design and management of the scheme itself, and the supposed differences in motivation between public and private sector employees. Considering first of all issues of their design and management, it is often difficult to distinguish between the performance of individuals and the performance of teams in many public sector roles (Office of Manpower Economics 2016). Focusing on team-based schemes, Burgess et al (2017) investigated the impact of a pilot team-based PRP scheme in Jobcentre Plus, a UK government agency, by analysing the organisation's performance data and personnel data. This particular scheme was implemented for a short period between April 2002-March 2003 in 17 out of 90 districts. Burgess et al (2017:136) found that the use of PRP *"had no effect on average",* however it did have a more substantial positive effect in smaller offices. They argue that peer monitoring and clearer channels of communication in the smaller offices overcame the problem of 'free-riders'.

In a review of US survey data, Park et al (2016) aimed to discern the differences between the impact of PRP on private sector employees and public sector employees. They concluded that PRP enhanced employee happiness in the private sector but not the public sector with analysis revealing that this could be the consequence of smaller performance bonuses and weaker expectations of bonuses in the public sector. This is a common finding in the literature examining the impact of PRP in the public sector. In a seminal study in the field of reward management, Marsden and Richardson (1994) carried out case study research looking at the effectiveness of PRP in a UK central government department. This research involved the completion of over 2000 questionnaires by employees in what was then known as Inland Revenue, gauging *"employee and management opinions and attitudes"* (Marsden and Richardson 1994:243) with the recommendation being that for the scheme to have any motivational impact, the amount of money must be increased. More recently, Weibel et al (2009) reviewed literature considering the effects of PRP in the public sector (however the sample is not explicit as papers from all countries) and argue that public sector funding is much more limited than private sector funding thus potentially undermining the successful adoption of PRP.

A further design related issue with PRP schemes in the UK public sector is that they typically operate on an annual basis, and as a result of this *"payment is distant from the performance it is rewarding"* (Silverman 2004:9). As a consequence specific actions by employees that merit a reward may not be taken into account in the annual appraisal process thus removing any motivating effect of the reward (Silverman 2004).

The use of PRP schemes in public sector organisations have also been criticised for the impact that they have on individual employees' motivation. Many researchers argue that public and private sector employees are motivated differently and thus financially driven reward strategies, such as those that include PRP, are not relevant in the public sector and are driven by the imitation of private sector counterparts (Weibel et al 2009). Buelens and Van den Broeck (2007:70) for example, argue that the *"concepts introduced by the New Public Management"* do not appeal to many public sector workers. They conducted a survey based study investigating differences in work motivation between over 3500 private and public sector employees in Belgium and concluded that public sector employees "*do not opt for the rat race"* (Buelens and Van den Broeck 2007:70) preferring to respect their personal lives, quality time and family priorities.

This supposed difference between public and private sector workers' motivation can be conceptualised under the term public service motivation (PSM). According to Perry and Wise PSM:

> *"may be understood as an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations"* (Perry and Wise 1990:368).

Perry and Vandenabeele (2015) argue that PSM is one of the few concepts 'native' to public administration and public management and it has rapidly become *"one of the most important concepts"* in contemporary public administration research (Vandenabeele 2011:87). Although there are varying definitions of PSM, what they have in common is a focus on the motives and actions in the public sector that "*are intended to do good for others and shape the well-being of society"* (Perry and Hondeghem 2008:3). Empirical research in the field of PSM has continued to grow in popularity (Wright and Grant 2010) and is becoming both more international and more multidisciplinary (Brewer and Neumann 2016). In a systematic review of the literature Brewer and Neumann (2016) concluded that researchers in the field have:

> *"confirmed relationships between public service motivation and positive outcomes such as job satisfaction, public sector job choice, individual and organizational performance, organizational and job commitment, and low turnover"* (Brewer and Neumann 2016:421).

According to PSM theory individuals decide to embark on a public service career for reasons other than financial ones with salary not being their priority as it does not "*correspond to their ideals"* (Anderfuhren-Biget et al 2010:220), thus rendering PRP schemes redundant in the public sector. Reilly (2003) argues therefore that the government in the UK should pay less attention to financial remuneration, especially PRP, and more attention "*to the key drivers of motivation among public servants"* (Reilly 2003:251).

A more recent debate considering the use of PRP in the public sector is that surrounding the suggestion that the use of financial rewards in the public sector is that they 'crowd out' intrinsic motivation (Jacobsen and Andersen 2017) making them *"inherently difficult and potentially hazardous to use"* (Jacobsen and Andrersen 2017:254). From this perspective the use of PRP schemes in the public sector, either individual or team based, will be at best ineffective, and at worst counter-productive. In the words of Brewer et al:

> *"Individuals strongly motivated to perform public service are a huge asset, but they may be difficult to manage if they believe the public service mission is being compromised"* (Brewer et al 2000:261).

This debate on the use of financial rewards in general, and not just PRP, and the impact that it has on intrinsic motivation centres on perhaps one of the most controversial set of findings within the umbrella of self-determination theory (SDT) (Deci et al 2017). This will be revisited and discussed in more detail later in this chapter alongside implications for PSM.

2.2.2.3. A wider view of reward management in the public sector

Given the context of austerity within which the UK public sector is operating, and the perceived difficulties associated with PRP, what does this mean for the state of reward management in the UK? According to People Management:

> *"There is a counter-argument – that successive years of wage restraint have had little negative overall effect and in fact might have forced the public sector to innovate and find other ways to motivate staff"* (People Management 2017a).

Indeed Bevan and Horner (2003) argue that there are an array of 'levers' UK public sector organisations can pull on to improve public sector performance including leadership, line management and flexible working arguing that they "*have as much to do with reform as does pay"* (Bevan and Horner 2003:9). This is a view echoed by

Reilly (2003) who, when discussing employee relations in the UK public sector, argues that the Government should *"ignore fads and fashions from elsewhere"* and deal with the issues that impact public sector employees on a daily basis, such as bureaucratic processes and workload, and:

> "*emphasise those areas where they appear to have a competitive advantage (for example training and development, a commitment to careers or flexible working hours) or that draw a positive response from staff (forms of non-financial recognition)"* (Reilly 2003:251).

The CIPD (2012) argue that when considering mechanisms to enact effective public sector reform in the UK the role of management has often been ignored or overlooked "*on the grounds that it has no useful job to do"* (CIPD 2010:2), however they further report that:

> *"It is the day-to-day behaviours of line managers that will, to a large degree, decide the extent to which employees will go the extra mile in their jobs and remain loyal to their organisation"* (CIPD 2010:6).

One could argue then, that given the unfavourable findings related to PRP in the UK public sector coupled with the austerity measures currently in place, perhaps the focus should be "*to have in place, simply, good managers"* (Trevor and Brown 2012:573).

2.3. The role of the line manager in reward

According to Baeten (2014) line managers:

> *"are an important, though often overlooked, source of insight into the functioning of reward systems"* (Baeten 2014:32).

Armstrong et al (2010) argue that whilst reward strategy design is easy, the delivery of the strategy is difficult and therefore organisations must plan with the implementation in mind, claiming that "*line managers can make or break a reward initiative"* (Armstrong et al 2010: 221). Before moving on to consider the role of the line manager in reward management, it is important to develop an understanding of how the term 'line manger' is conceptualised in the literature. It is important to note at this stage that the debate in the organisational literature on the conceptual variance between the terms 'leader' and 'manager' is beyond the scope of the current study.

Although some authors distinguish very clearly between these two terms, in the words of Torrington et al:

> *"Managers may or may not be leaders, and leaders may or may not be managers"* (Torrington et al 2017:249).

Thus for the purposes of the current research the term manager will be conceptualised as noted in section 2.3.1., with the term leader being used only if this has been explicitly stated as the focal point of the study by the author of previous research.

2.3.1. Understanding who line managers are and their role in human resource management

Both the academic literature and the practitioner literature make a distinction between the terms line manager and first line manager. Line managers (LMs) are those employees in an organisation who are responsible for the direct management of individual employees or teams, often reporting to a higher level of management (CIPD 2017). Renwick (2006:209) argues that LMs can be simply defined as those who engage in *"general management work".* According to the CIPD (2014) it is estimated that the proportion of UK employees responsible for the supervision of people ranges from 30 per cent to 45 per cent. More specifically, first line managers (FLMs) are often referred to as those who represent the first level of management in an organisation to whom non-managerial employees report (CIPD 2017; Hales 2005), however Kilroy and Dundon (2015) highlight the inconsistency in the literature with respect to the job title of the FLM, who can often be referred to as a supervisor, manager, leader, boss, or simply management.

Given the wide variation in job titles in the literature for the purposes of this chapter, the term first line manager (FLM) will be used to denote managers who represent the first level of management in an organisation to whom non-managerial employees report (CIPD 2017; Hales 2005), whereas the term line manager (LM) will be used to denote those who operate at all levels of management in an organisation.

As the devolution of Human Resource Management (HRM) responsibilities is becoming more prevalent LMs are becoming increasingly responsible for the implementation of HRM practices (Brown and Purcell 2007; Bos-Nehles et al 2013).

Hutchinson and Purcell (2003) carried out case study research in 12 public and private sector organisations in the UK utilising structured interviews with employees and managers to explore the role of the FLM in ‘people management’. This research revealed that FLMs in all 12 of the UK public and private sector organisations they explored were carrying out activities that were traditionally the role of the personnel or HR department, for example conducting disciplinary meetings, appraisals and absence meetings. Hutchinson and Purcell (2007) argue that it is not LMs’ responsibility for people management that is new, but the broadening and deepening of their involvement, largely as a result of the widespread decline in collective bargaining and a re-assertion of management prerogative.

In most large organisations HR policies are developed by the HR department, but the implementation of these policies falls to the organisations’ LMs (Hutchinson and Purcell 2003; Purcell et al 2003; Sikora and Ferris 2014), and regardless of how well a HR policy is designed, it will have little impact if LMs can not, or choose not to, implement them (Sikora and Ferris 2014). Therefore although HR practices are important, it is the role of the LM through their important relationships with employees that plays the critical role in effective people management (Hutchinson and Purcell 2007).

Evidence demonstrating the critical role played by LMs in organisations can also be drawn from the literature exploring an employee’s quality of working life. Siger et al (2001:241) argue that although there is no formal definition of Quality of Working Life (QoWL) there is agreement amongst scholars that in general it is a construct *“that deals with the well-being of employees”.* Rather than simply meaning job satisfaction, which is one component of QoWL only, QoWL refers to someone’s work experience in the broadest sense and can be influenced by both their experience of work and other factors that affect that experience (Easton and Van Laar 2013).

QoWL has been researched extensively, including in the context of need satisfaction (e.g. Siger et al 2001 through the use of Maslow’s (1943) Hierarchy of Needs), with a number of scales developed to explore the quality of working life for employees in organisations. Although this body of literature is not within the scope of the current research to explore in detail, it is interesting to note the prominence of the LM as a measure of QoWL. For example the Work-Related Quality of Life (WRQoL), a 23 item questionnaire, is based on the analysis of large scale surveys of 953 employees in the UK public sector, specifically the NHS (Easton and Van Laar 2012; Van Laar et al 2007). Several of the items on the WRQoL scale can arguably be influenced by the employees' LM, shown in Table 3.

Table 3: WRQoL factors which relate to the role of the line manager. Source: Easton and Van Laar (2012:34)

WRQoL scale factor	Item wording
Job Career Satisfaction	*I have a clear set of goals to enable me to do my job*
	When I have done a good job it is acknowledged by my line manager
	I am encouraged to develop new skills
	I am satisfied with the training I receive in order to perform my present job
Control at Work	*I feel able to voice opinions and influence changes in my area of work*
	I am involved in decisions that affect me in my own area of work
Working Conditions	*My employer provides me with what I need to do my job effectively*
Home-Work Interface	*My line manager actively promotes flexible working hours patterns*
Stress at Work	*I often feel excessive levels of stress at work*

Indeed Drucker (1999) believes that the quality of management within an organisation is the only effective advantage one can have over its competitors and with the implementation of a HR policy being much more difficult to imitate than the policy itself (Purcell et al 2003), the way in which it is implemented by LMs can act as a source of competitive advantage (Becker and Huselid 2006). Kilroy and Dundon (2015) however argue that despite the role of the LM being regarded by many as critical, it is still a neglected aspect in human resource management theory.

Townsend (2013:433) likewise argues that the role of LMs in HRM is rarely the primary focus of analysis; rather it is an "*identified factor that becomes relevant in the study of other elements"* which has led to an "*almost embarrassing lack of research*" (Hutchinson and Purcell 2007:5) on the role of LMs in people management. Furthermore in a review of UK public sector reform the CIPD (2010) argued that much of the debate has been focused on efficiency savings and improving local accountability, with management often being *"comprehensively ignored"* (CIPD 2010:2).

2.3.2. The role played by line managers in financial rewards

The CIPD (2017) argue that with collective bargaining giving way to individual PRP awards in many organisations the role of LMs has become increasingly influential in decisions linked to an employees pay. Yet previous research has demonstrated that managers in fact rarely have much control over the financial rewards available in the organisation. For example Harris (2001) explored LMs' perceptions of the effectiveness and fairness of individual PRP schemes through a survey of 60 LMs in public and private sector organisations in the UK, followed by in-depth interviews with

36 of these managers four years later. LMs were typically in what Harris classed as 'middle management roles' in both public and private sectors in the United Kingdom. Harris (2001) found that LMs identified organisational constraints as a major cause of subsequent unfairness in the implementation of PRP due to the overwhelming influence on the outcomes of the process and their ability to make fair and effective pay decisions, results which are in line with those of Marsden and Richardson (1994) (see section 2.2.2.2.).

Similarly, in research involving a case study approach in five UK private and public sector organisations Brown and Purcell (2007) found that LMs were commonly given little decision making discretion, for example in a government department where salaries were set centrally, PRP was operated by fixed distribution and a predetermined level of increase was set for each rating:

> *"Whatever the rhetoric of devolvement of pay responsibilities to line managers, the survey found that FLMs were commonly given relatively low levels of decision-making discretion"* (Brown and Purcell 2007:30).

This is a recurring theme in UK public sector research with Hodder (2015) arguing that whilst departments and agencies have the authority to set terms and conditions, they do so within a centrally controlled framework and therefore a form of centralised negotiations on pay and other conditions remains intact. For example HM Treasury has overall responsibility for the government's UK public sector pay policy, defining the overall parameters for pay uplifts each year which civil service departments must operate within (GOV.UK 2017). Similarly under the 'Agenda for Change' introduced in 2004 the National Health Service (NHS) Pay Review Body makes recommendations on pay for all staff employed in the NHS, with the exception of doctors, dentists and 'very senior' managers (NHS 2017).

A number of the constraints faced by LMs could arguably stem from the fact that reward systems are among the most politically and socially sensitive to change, particularly in the public sector as discussed previously in the chapter. However Hutchinson and Purcell (2007) argue that this lack of freedom stems from the HR department in an organisation fearing mistakes and inequitable treatment of staff, and therefore restricting the actual freedom LMs have in the implementation of the reward strategy, particularly when it comes to financial rewards.

Aside from the lack of autonomy LMs may have over the formal elements of the reward system, Brown and Purcell (2007) argue that HR teams in organisations are not devoting enough resources to training and equipping LMs to implement the reward systems they design. In their research Brown and Purcell (2007) found that lack of line management skills and capability was rated as the single most important barrier to the successful operation of reward strategy. Indeed government commissioned research from Makinson (2000:6) exploring the use of performance incentives in four UK civil service departments, argued that there was a concern about the ability of management to *"implement a fair and objective performance system"*. Makinson (2000) found that managers lacked the skills and experience and did not have sufficient authority to make the reward strategy work. Over a decade later when exploring the barriers to reform in the UK public sector the CIPD (2010) state that, aside from pockets of excellence:

> "*too few public sector line managers and supervisors across the public sector as a whole have the necessary management skills"* (CIPD 2010:2).

This is a finding often echoed in the HRM literature more widely (e.g., Guest and Bos-Nehles 2013; Harney and Jordan 2008; Hutchinson and Purcell 2010; Renwick 2006; Townsend et al 2012), as is the concern that LMs do not have the time and resources to implement reward strategy as it competes with the other duties that they are expected to complete as part of their role. For example the biggest issue for the managers in Harris' (2001) research was how time consuming the PRP process was, with a general feeling that overly bureaucratic processes had become objectives in their own right, a finding echoed by Purcell and Hutchinson (2007) and Hutchinson and Purcell (2007).

The perceived 'burden' of people management issues for public sector LMs in the NHS was explored by Hutchinson and Purcell (2010) through a longitudinal case study approach incorporating 117 interviews with ward managers, 51 interviews with senior managers with an analysis of secondary data. Hutchinson and Purcell (2010) found that when under pressure it was the people management role that suffered as clinical work took priority, however they had much greater involvement in non-clinical work than envisaged by senior managers, and much of this was covered on overtime, at home, or did just not get done.

A further barrier to effective reward strategy implementation in organisations stems from the LMs perception of the policies and processes they are being asked to adhere to. McMullen et al (2007) argue that despite the central role of LMs in reward, many do not believe in the reward strategy itself and Davenport and Roberts (2005) argue that managers often find themselves having to support and implement strategies that they resent. This was a key finding in the research conducted by Baeten (2014), who took a European perspective to their research arguing that existing research in the field of reward has been primarily rooted in North America. In a survey of 1037 LMs in 16 organisations (of which the country and industry are not specified) the results indicated that LMs do not consider reward policies and systems to be highly effective, with a large number of them not believing that the reward and benefits policies achieve their strategic goals.

In the words of Armstrong and Brown (2005:43) *"HR proposes but the line disposes"* and one could argue that it is not surprising that LMs do not 'buy-in' to their organisation's reward strategy given their lack of involvement in the design of the strategy. For example, of the 535 organisations surveyed by Brown and Purcell (2007) only four in ten consulted with LMs prior to implementing new or changed reward systems. Harris (2001) reported similar results, with only six out of 36 LMs in the study reporting that they had been involved in reward strategy changes in their organisation. According to Davenport and Roberts (2005), when organisations redesign their reward strategy:

> *"leaving managers out of the reward redesign and communication process dooms the change effort to failure"* (Davenport and Roberts 2005:4).

At the same time Trevor and Brown (2012) found that many organisations fail to recognise the complex interactions that occur further down the management chain that stretch from pay strategies formulated at the level of the organisation to behavioural outcomes exhibited at the level of the individual. Trevor and Brown attempted to redress the lack of research on how contemporary pay systems in non-union environments are managed through a case study into seven multi-national high-performing companies. They noted that at the point of pay implementation a desire for equity and workplace harmony encourages line management to limit the disruptiveness of new pay systems by adapting them to local circumstances. Similarly in Harris' (2001) research LMs recalled how they tried to reduce what they regarded as the most negative aspects of performance related pay in the way that they interpreted and applied the process.

In summary, Armstrong et al (2010) argues that reward strategy implementation by LMs is much more likely to be achieved if – the practice benefits them, they are involved in the development and testing, the practice is not too complicated time-consuming or bureaucratic, their responsibilities are clearly defined and they are provided with support and training.

It can also be argued that LMs have a more critical role to play in rewarding employees when it comes to intrinsic, non-financial rewards. Silverman (2004) claims that for the majority of employees it is the way in which they are dealt with on a daily basis that is the most important factor in reward, arguing that:

> "*treating employees right everyday effectively communicates that they are trusted, respected and that they are important"* (Silverman 2004:14).

Indeed as far back as 1980 Freedman and Montanari argued that although financial rewards were important for organisations, and desirable for researchers given their measurement characteristics, the impact of non-financial rewards should not be overlooked and that "*frequently a manager has control over these rewards"* (Freedman and Montanari 1980:388).

2.3.3. The role played by line managers in non-financial rewards

More recently, Trevor and Brown (2012) have argued that LMs rely on measures other than pay to secure desirable employee behaviour and performance and it is the LM that is the key deliverer of intangible rewards to the employee (McMullen et al 2007). This was demonstrated in the research of Purcell and Hutchinson (2007), the only published study focusing explicitly on the role of UK LMs in rewarding employees to date. Purcell and Hutchinson (2007) conducted case study research into six public and private sector organisations in the UK to ask how, if at all, the design of HR policies in the area of reward and performance management takes account of that fact that they are delivered, in the main, by LMs. This research involved interviews with HR managers and focus groups with LMs, however the specific sample size is not clear. In making a distinction between extrinsic financial rewards and intrinsic non-financial rewards Purcell and Hutchinson (2007) explain how extrinsic rewards are tools given to LMs to use and account for and these tend to be surrounded by rules and systems. Intrinsic rewards however are, in the main:

> *"tools for the line manager to use as they wish and don't necessarily need to be accounted for"* (Purcell and Hutchinson 2007:5)

Examples of intrinsic rewards available to LMs, as identified by Purcell and Hutchinson (2007), included decisions on job allocation, access to training, and recognition. Similarly, Brown and Purcell (2007) found that despite FLMs being universally critical of their organisations' complex pay systems, there were many instances of FLMs successfully using informal and social rewards, for example training and flexible working, arguing that:

> *"It was in those organizations with the least flexible and least FLM-influenced formal pay systems that these more informal rewards appeared to be being applied most comprehensively and successfully"* (Brown and Purcell 2007:31).

Hutchinson and Purcell (2007) believe that despite being understated, unofficial aspects of reward have the potential to be powerful motivators, however they require self-confidence and a degree of risk on the part of the manager. Similarly Brown and Purcell (2007) argue that for LMs to use informal rewards, they need to be self-confident, willing to take risks and have an open and trusting relationship with their staff with Renwick (2006) reporting that although intrinsic rewards are within the remit of the LM to provide, they need to have the skills and capabilities to make the right choices for the employees and for the organisation.

2.3.4. Line managers and reward: Gaps in research and theory

The literature discussed thus far has drawn attention to the role that LMs play in rewarding employees, however there are a number of gaps remaining in our understanding of this fundamental role. Firstly, much of the empirical literature focuses on the role of LMs in implementing financial rewards, particularly in PRP, despite arguments suggesting that LMs have much more influence over non-financial rewards. Secondly, the role of the LM in rewarding their employees has rarely been the focus of the research and has instead been advocated as an important finding in their discussion. The result of this is that the role of LMs is presented through the lens of other parties, namely HR professionals, and thus the voice of the LM themselves is not at the fore.

Finally, as is the case with the majority of research in the field of reward, the research that does take into account the perspectives of the LM does so from a largely positivist approach relying on surveys rather than, for example, in-depth interviews. Although helpful in bringing the attention of the LM to the fore, these studies tend to focus on the effectiveness of the implementation of formal reward strategies. Indeed Thompson (2009) argues that the bulk of evidence on reward systems in the UK is provided by consultants and practitioners, and whilst this is valuable in providing snapshots on current practice:

> *"by their very nature they are unable to address in depth some of the issues raised by developments in reward practice"* (Thompson 2009:143).

Thus the small body of research has been undertaken largely by the same people and has pointed to similar issues, however the result is mere identification with no theoretical framing. This leaves one with the understanding that although research has consistently demonstrated that the LM plays an important role in reward management, the subtleties and intricacies of this role are not fully understood. Further, as discussed previously in the chapter, as the UK public sector battles austerity measures and centrally imposed reward strategies the challenges faced by LMs in this environment in rewarding their employees are arguably unique and further consideration of this is warranted. Exploring the role of the LM in reward from a theoretical perspective will result in the development of an explanatory framework to account for and improve LMs reward practice.

The lack of theorisation in this area however poses a challenge in determining an appropriate theoretical perspective from which to fully consider the role of LMs in reward. In determining an appropriate theory, consideration must be paid to the relevance of the theory to both the field and the research questions; the extent to which it is established within the wider context; and the constructivist epistemological orientation from which the current research is approached (to be discussed in the Research Methodology chapter).

2.4. Exploring the role of line managers in reward through the lens of self-determination theory

Considering the relevance of theory to the field, there are in fact a number of academic disciplines that reward management may be theorised through, for example economics (Perkins and White 2014), however the field of psychology has arguably had the most considerable impact. This impact stems from the integral nature of motivation in contributing to an understanding of both employee performance and employee reward. Indeed motivation is one of the oldest concepts in psychology and we rely on established theories to guide us in our understanding of how this manifests itself in the workplace (Ambrose and Kulik 1999). Thus considering a theory of human motivation seems like an apt starting point to address the current research objectives.

It is argued that self-determination theory (SDT) is an appropriate theoretical lens through which to explore the role of LMs in reward due to its focus on basic need satisfaction and the contextual factors in an organisation that may support or hinder this need satisfaction. The following sections start by providing an overview of SDT before moving on to explore the relevant 'mini-theories' of cognitive evaluation theory and organismic integration theory. This will include empirical research utilising SDT in an organisational context to demonstrate the utility of this theory to the wider context of the research and the specific objectives of the current research.

2.4.1. Self-determination theory: An overview

Over the past 30 years Deci, a social psychologist, and Ryan, a clinical psychologist, have led the development of SDT, a theory of human motivation and development that identifies the core principles underlying sustainable motivation (Stone et al 2009). SDT is now *"a longstanding, empirically based approach to development and motivation"* (Ryan and Deci 2006:1558) with Anderson et al (2000) claiming that SDT *"stands on its own and speaks for itself as a contribution to knowledge"* (Anderson et al 2000:274).

The origins of SDT go back to initial work in the 1970s with what began as an experimental study of the effects of environmental factors on intrinsic motivation moving "*toward a broad motivational theory of personality"* (Deci and Ryan 1985:9). Despite going through several developmental stages the dynamic relationship between the person and the social environment in the context of psychological need satisfaction has been a major focus throughout the theory's evolution (Mueller and Lovell 2015).

SDT is grounded in the organismic perspective in that it makes an assumption that humans are inherently motivated to develop their interests and skills, connect with other people, and to achieve their full potential (Deci and Ryan 1985; Deci et al 2017; Sheldon et al 2003), however this perspective also asserts that this growth impulse can be easily derailed if the environment or the individuals inner processes do not support it. SDT therefore investigates people's growth tendencies and innate psychological needs that are the basis for their self-motivation, as well as the conditions that foster these positive processes (Moran et al 2014; Ryan and Deci 2000).

Despite motivation often being treated as a singular concept, SDT suggests that people are motivated to act by different types of factors, and this will impact on their experiences and consequences (Ryan and Deci 2003). Providing a more differentiated approach to motivation than previous theories of motivation, SDT considers the perceived forces that move a person to act, and has therefore been able to identify several distinct types of motivation (Ryan and Deci 2003). By examining the conditions in which these types of motivation are developed and sustained versus undermined, SDT can be used to *"shed important light on various applied problems"* (Ryan and Deci 2002:28). Thus the value of SDT lies in not only developing understanding of individuals' innate tendencies, but also that it allows further examination of the environments which can support or thwart these tendencies. In the current research it is argued that SDT will therefore provide an opportunity to not only explore the role of LMs in rewarding employees, but it will also develop our understanding of the organisational context as supportive, or thwarting, in this integral management role.

2.4.2. The foundation of self-determination theory - basic needs

In early motivational studies need satisfaction was assumed but not measured, in that positive work outcomes resulting from enriched jobs were assumed to be a function of higher order need satisfaction (e.g., Maslow 1943). However SDT proposes an alternative view in which needs are defined in terms of nutriments that are essential for survival, growth and integrity of the individual, thus needs are innate rather than learned. In the words of Van den Broeck et al:

> *"Psychological need satisfaction is regarded as the essential nutriment for individuals' optimal functioning and well-being, as water, minerals, and sunshine are essential for plants to bloom"* (Van den Broeck et al 2010:982).

SDT posits that there are three such universal psychological needs - *autonomy*, *competence* and *relatedness*.

The need for *autonomy* refers to individuals acting from their own interests and values (Deci et al 2001; Ryan and Deci 2002); the experience of acting with volition, willingness and choice (Olafsen et al 2015; Stone et al 2009); and thus feeling like the initiator of one's own actions (Baard et al 2004).

The need for *competence* refers to succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al 2004; Deci et al 2001; Ryan and Deci 2002); the experience of being effective in interacting with the environment (Olafsen et al 2015); and the belief that one has the ability to influence important outcomes (Stone et al 2009).

The need for *relatedness* refers to connecting with and being accepted by others (Ryan and Deci 2002); establishing a sense of mutual respect and reliance (Baard et al 2004); the experience of having satisfying and supportive social relationships (Stone et al 2009); and feelings of being cared for and respecting others (Olafsen et al 2015).

Deci and Ryan (2000) argue that the dramatic shift towards cognitive theories of motivation in the 1960s has resulted in most motivation theorists ignoring the role of needs and instead focusing on the processes of goal selection. In contrast, SDT maintains that a full understanding of both goal-directed behaviour and psychological development cannot be achieved without addressing needs. The identification of these three needs was as a result of empirical research, in which an interpretation and integration of search results in the areas of intrinsic motivation and internalization, was not able to be provided without introducing the concept of needs (Deci and Ryan 2000).

As these three needs are considered universal, SDT research focuses on the consequences of the extent to which individuals are able to satisfy the needs within different social environments (Gagné and Deci 2005). Thus needs:

> *"provide the basis for categorizing aspects of the environment as supportive versus antagonistic to integrated and vital human functioning"* (Ryan and Deci 2002:6).

Van den Broeck et al (2010) point to four main differences between SDT and other well-known need perspectives (e.g. Maslow 1943 and McClelland 1965). Firstly, Maslow (1943) considers needs to be hierarchically ordered, however with SDT all three needs are considered equally important for optimal wellbeing. Secondly, McClelland (1965) asserts that needs are acquired through learning or socialization, but with SDT needs are innate, fundamental propensities thus although different people may express and satisfy their need satisfaction in different ways, everybody is likely to benefit from having the basic psychological needs satisfied (Van den Broeck et al 2010). Thirdly, McClelland (1965) focuses on differences in need strength or the importance individuals attach to needs (Bauer and McAdams 2000). SDT does not focus on individual differences in need strength, but on the degree to which people are able to satisfy their needs as a predictor of optimal functioning. The final difference between SDT's approach to motivation and that of other motivation theorists is that whereas Maslow and McClelland adopt a deficit approach towards needs, according to SDT:

> *"individuals do not need to experience a deficit for the needs to fuel behaviour. Rather, individuals are attracted to situations in which need satisfaction may occur"* (Van den Broeck et al 2010:983).

Thus if needs are satisfied individuals are likely to actively repeat engagement in these activities.

Ryan and Deci (2002:9) argue that SDT research has been able to examine which factors in social environments "*across diverse, settings, domains, and cultures"* facilitate self-motivation, and which factors thwart self-motivation, by considering the extent to which these basic needs are satisfied. This relationship between need satisfaction and motivation is a central tenet of SDT (Vandercammen et al 2013). More specifically, according to SDT the degree of autonomous or controlled motivation depends on the fulfilment or thwarting of the three basic psychological needs (Dysvik et al 2013; Greguras and Diefendorff 2009; Vandercammen et al 2013) and this has been demonstrated in a variety of contexts including sport, education and work, with Van den Broeck et al (2010:981) arguing that the empirical literature demonstrating the beneficial effects of need satisfaction "*is growing exponentially*".

In summary SDT posits that one can:

> *"expect to observe optimal development and well-being under facilitating conditions that support need satisfaction, and to observe degradation or ill-being under conditions that thwart basic need satisfaction"* (Deci and Ryan 2000:229).

Ryan and Deci (2002) explain that SDT has evolved over the past thirty years in the form of mini-theories (cognitive evaluation theory, organismic integration theory, causality orientations theory, and basic needs theory), all of which share the concept of basic needs, that when taken together, cover all types of behaviours in all domains.

Causality orientations theory, which focuses on individual differences in people's tendencies to orient towards the social environment, and basic needs theory which considers the relation of need satisfaction to health and well-being, are not addressed in this literature review as they are not directly relevant to the wider topic of research. Causality orientations theory looks more closely at the role of experiences and the research relies on scales to measure an individual's orientation. Although the role of need satisfaction is central to SDT, basic needs theory was developed explicitly to examine the role of need satisfaction on psychological health and well-being. The remaining two 'mini-theories', cognitive evaluation theory and organismic integration theory, are discussed in turn below to allow for an in-depth understanding of SDT and its practical and theoretical relevance to the current research.

2.4.3. Cognitive Evaluation Theory

SDT views intrinsic motivation as an evolved propensity and thus does not focus on what causes it, but instead explores the conditions that *"elicit and sustain, versus subdue and diminish"* intrinsic motivation (Ryan and Deci 2003:51). Cognitive evaluation theory was formulated to explain the variability in intrinsic motivation and describe the effects of social contexts on people's intrinsic motivation. Ryan and Deci (2003) refer to intrinsic motivation as:

> *"the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn"* (Ryan and Deci 2003:51).

In other words, intrinsically motivated behaviours are those in which people engage with for 'their own sake'.

According to cognitive evaluation theory (CET), intrinsic motivation represents a prototype of self-determined behaviour, because when intrinsically motivated, individuals are engaging in activities freely for the purposes of interest and enjoyment only (Ryan and Deci 2002). The CET framework suggests that social environments can facilitate or undermine intrinsic motivation by supporting versus thwarting and individual’s three basic psychological needs (Ryan and Deci 2003).

More specifically, CET suggests that there are two primary cognitive processes through which contextual factors affect intrinsic motivation – perceived locus of causality which relates to the need for autonomy, and perceived competence which relates to the need for competence (Ryan and Deci 2002). If an event shifts an individual’s perceptions towards a more external locus, intrinsic motivation will be undermined, for example tangible rewards have been found to decrease intrinsic motivation (Ryan and Deci 2002). Linking to the current research, the impact of financial rewards on employees’ intrinsic motivation is indeed one of the most widely researched areas in organisational SDT research, and perhaps the most controversial (Deci et al 2017), as referenced previously in the chapter.

In early laboratory studies, involving tasks completed by psychology students, Deci (1971) found that tangible rewards undermined intrinsic motivation for the activity whereas positive feedback, or verbal rewards, enhanced intrinsic motivation. However if these rewards were not contingent on doing the task they were not undermining of intrinsic motivation (Deci 1972). These findings were interpreted in terms of whether the rewards were perceived by individuals as informational or controlling (Deci et al 2017). If the reward was perceived as informational they conveyed feelings of competence thus satisfying the individuals’ basic need for competence, whereas if they interpreted the reward as controlling they would undermine the individuals’ basic need for autonomy (Deci et al 2017).

Countless studies have since been conducted to investigate whether these findings from a laboratory in the 1970s would hold true in an organisational setting, many of which have found this to be the case as concluded in regular meta-analysis papers published throughout the past 20 years (e.g., Deci et al 1999; Hidi 2016). However Cerasoli et al (2014) argue that the negative effects of financial rewards on intrinsic motivation are ‘mythical’. Instead, it is argued that these negative effects can be interpreted as showing the impact of treating employees “*arbitrarily and unjustly, a point long emphasized by justice and compensation researchers”* (Shaw and Gupta

2015:281). Shaw and Gupta conclude that when considering financial rewards, including PRP, that:

> *"it is time to put the issue of whether they work to rest; it is time to attend to issues of how and why they work"* (Shaw and Gupta 2015:289).

However the debate in the literature considering the use of financial rewards continues with recent studies showing that the use of incentives has a positive impact on employee motivation, and thus job performance, is in fact *"debatable"* (Groen et al 2017:62). For example Olafsen et al (2015) surveyed 166 employees in a Norwegian banking corporation and found a positive link between the amount of pay and distributive justice, but not between either pay and need satisfaction or distributive justice and need satisfaction. They concluded that:

> *"the factors most directly related to peoples' actual pay outcome (i.e. amount and perceived distributive justices) were not themselves related to need satisfaction or intrinsic motivation. Only the procedures relating to determining the compensation (i.e. procedural justice) were of significant importance for predicting need satisfaction and intrinsic motivation"* (Olafsen et al 2015:453).

Based on these findings, Olafsen et al (2015) argue that organisations should expend more effort on creating a need satisfying work environment rather than on the reward strategy.

Considering next perceived competence, if an event increases an individual's perceived competence their intrinsic motivation will be supported, for example receiving positive feedback in the workplace (Ryan and Deci 2002). CET has also been elaborated to suggest that although events such as rewards and positive feedback have a particular functional significance, the interpersonal climate in which they are administered has a significant influence, linking to the satisfaction of the third basic need, relatedness. Although Ryan and Deci (2002) argue that relatedness plays a more 'distal' role, individuals:

> *"tend to internalize and accept as their own the values and practices of those to whom they feel, or want to feel, connected, and from contexts in which they experience a sense of belonging"* (Niemiec and Ryan 2009:139).

The importance of internalisation becomes clear when considering Organismic Integration Theory in section 2.4.4.

In summary, social environments can facilitate or impede intrinsic motivation by supporting or thwarting people's innate psychological needs for autonomy, competence and relatedness. However intrinsic motivation is only evident in activities that hold intrinsic interest for the individual:

> *"much of what people do is not, strictly speaking, intrinsically motivated, especially after early childhood when the freedom to be intrinsically motivated is increasingly curtailed"* (Ryan and Deci 2003:53).

Thus SDT then proposes the self-regulation of extrinsic motivation (Ryan and Deci 2003:53). Extrinsic motivation can be referred to as "*the performance of an activity in order to attain some separable outcome"* (Ryan and Deci 2003:54) and according to SDT, extrinsic motivation can vary greatly in its relative autonomy, which will now be explored.

2.4.4. Organismic Integration Theory

Organismic integration theory was developed to explain how individuals acquire the motivation to carry out non-intrinsically motivated activities and how this affects their on-going persistence, behavioural quality, and well-being (Ryan and Deci 2002). Organismic integration theory (OIT) is based on an assumption that individuals have a natural inclination to internalise and integrate their experiences (Ryan and Deci 2002). Internalisation is viewed as a continuum rather than a dichotomy, in that the more fully a regulation is internalised the more it will become part of the 'self', and thus, forms the basis for more self-determined behaviour (Ryan and Deci 2002).

Intrinsic motivation is based on the individual freely choosing to act in adherence with internal standards that are integrated into the self. Although external influences can be internalised, behaviour regulated by these standards does not reflect 'the real self' (Anderson et al 2000). Before OIT, motivation was primarily viewed in terms of the intrinsic-extrinsic dichotomy, however OIT posits that there are varying levels of extrinsic motivation depending on the extent to which external influences are internalised by the individual. Furthermore, as one of the most widely researched areas of SDT, OIT details the contextual factors that either promote or hinder the internalisation and integration of the regulation of extrinsically motivated behaviours (Ryan and Deci 2002).

Deci and Ryan (2000) refer to internalisation as the means through which individuals assimilate and restructure formerly external regulations into the self so that they can be self-determined while enacting them. If this process functions optimally people will identify with regulations, fully assimilate them into their sense of self and accept them as their own, however if the process is hindered, regulations will either remain external or will only be partially internalised (Deci and Ryan 2000). These partial internalisations, referred to external regulation, interjected regulation and identified regulation, all represent less than fully self-determining behaviour.

This continuum of self-determination is represented in Figure 2. Intrinsic motivation and amotivation are the two extremes on the continuum with four types of extrinsic motivation in the middle (Meyer and Maltin 2010), which vary in the extent to which they are autonomous or controlled (Ryan and Deci 2002).

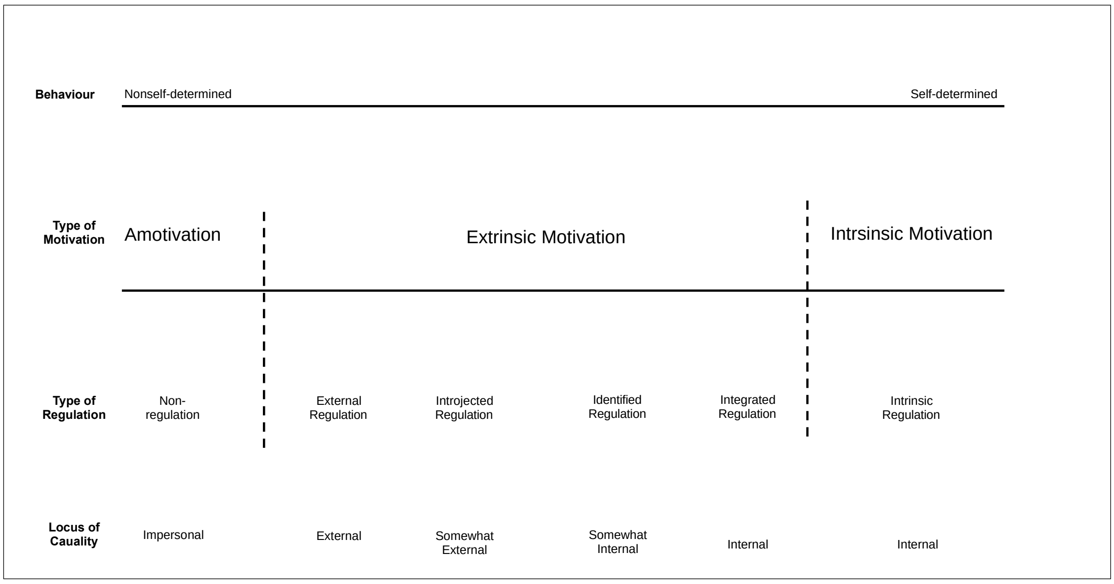

Figure 2: The Self-Determination Continuum. Adapted from Deci and Ryan (2000:237).

Starting at the left hand extreme of the continuum is amotivation, which stands in contrast to both autonomous motivation and controlled motivation because it lacks intention and motivation (Gagné and Deci 2005) and therefore represents a complete lack of self-determination. According to SDT people are likely to be amotivated when they lack either a sense of efficacy or control (Deci and Ryan 2000).

SDT proposes that the degree to which an external regulation has been internalised can be placed on a controlled-to-autonomous continuum, the more fully it has been internalised the more autonomous the resulting extrinsically motivated behaviour will be (Gagné and Deci 2005).

Firstly, external regulation is viewed as the classic case of extrinsic motivation (Ryan and Deci 2000; Gagné and Deci 2005) in which peoples' behaviour is controlled by specific external contingencies. Externally regulated behaviours are performed to satisfy an external demand or reward contingency and as such individuals perceive externally regulated behaviour as controlling or alienating (Ryan and Deci 2000).

With external regulation the control stems from consequences administered by others, however with the second form of integration, introjected regulation, the contingent consequences are administered by the individuals to themselves, for example feelings of guilt or shame (Deci and Ryan 2000; Gagné and Deci 2005). This represents partial internalisation whereby regulations are in the person but have not been assimilated to the self and are therefore not self-determined. The example given by Gagné and Deci (2005:334) is *'I work because it makes me feel like a worthy person'.* They are more likely than external regulations to be maintained over time but are relatively unstable.

Identified regulation occurs when the individual has recognised and fully accepted the underlying value and therefore more fully accepted it as their own. Here the internalisation is fuller than with introjection and the behaviour becomes more a part of their identity. Although the behaviour is more autonomous, it is still instrumental rather than being solely a source of enjoyment (Deci and Ryan 2000):

> "*Regulations based on identifications, because the self has endorsed them, are expected to be better maintained and to be associated with higher commitment and performance"* (Deci and Ryan 2000:236).

For example, nurses who strongly value their patient's comfort and health and understanding the importance of completing unpleasant tasks will feel relatively autonomous while performing such tasks (Gagné and Deci 2005).

Integrated regulation is the most complete form of internalisation of extrinsic motivation and involves identifying with the importance of behaviours but also integrating these with other aspects of the self (Deci and Ryan 2000). Thus, integrated regulations are fully assimilated to the self, evaluated and brought into congruence with one's other values and needs and the "*result is self-determined* *extrinsic motivation"* (Deci and Ryan 2000:236). Integrated regulation however does not become intrinsic motivation because:

> *"the motivation is characterised not by the person being interested in the activity but rather by the activity being instrumentally important to the person's goals"* (Gagné and Deci 2005:335).

At the right hand extreme of the continuum is intrinsic motivation, which Deci and Ryan (2000) refer to as:

> *"the prototype of self-determined activity and as such represents a standard against which the qualities of an extrinsically motivated behaviour can be compared to determine its degree of self-determination"* (Deci and Ryan 2000:236).

It is important to note that OIT is not a stage theory and, if the conditions are adequate, at any time individuals can fully integrate a new regulation or a partially internalised regulation (Gagné and Deci 2005).

From a wider SDT perspective, the concern is not just with the nature and consequences of the different degrees of autonomous motivation, but also with how autonomy develops, and how it can be diminished or facilitated by social conditions. Intrinsic motivation and internalisation require satisfaction of the three universal needs, competence, autonomy and relatedness, to function optimally. Fernet (2013) argues therefore that SDT makes an important distinction concerning the nature of motivation in that:

> *"people may invest themselves in an activity not only to varied degrees (a quantifiable aspect), they also do so for various reasons (a qualitative aspect)"* (Fernet 2013:72).

Specifically, Ryan and Deci (2003) argue that because extrinsically motivated behaviours are not inherently interesting, the primary reason for which people engage in them, is that they are valued by other people to whom the individual feels attached, thus internalisation is more likely when the social context supports feelings of relatedness. Individuals are also more likely to engage in behaviours when they feel effective in being able to complete the activities, thus environments that support competence will also help to facilitate internalisation (Ryan and Deci 2003). Finally, autonomy is considered a critical element for the integration of external regulations (Latham 2012; Ryan and Deci 2003).

Deci and Ryan (2000) report that research using regulatory styles has been conducted in several domains including education, sport, politics and healthcare, the results of which consistently show that the more internalised the regulation, the greater behavioural persistence, effective performance and better mental well-being. Similarly, in a review of what they deem *"literally hundreds of studies within the tradition of SDT"* which have examined the importance of relative autonomy Ryan and Deci (2006:1563) highlight the following key themes:

- *Performance and creativity* - when autonomous motivation is undermined this impacts negatively on performance, particularly when it requires flexible, creative or complex capacities.
- *Quality of relationships* – support for autonomy facilitates attachment, intimacy, and the outcomes associated with them.
- *Well-being* – controlling contexts have negative effects on wellness, whereas those that are autonomy supportive enhance it.

Conversely, by failing to provide supports for competence, relatedness, and autonomy, organisations contribute to the alienation and ill-being of individuals (Ryan and Deci 2003:59). Considering specifically basic need frustration in organisations, Olafsen et al (2017:275) conducted a longitudinal survey study examining *"the dark side of work",* which involved surveying 267 employees in the Norwegian health care services industry at four different points across a 15-month time period. Olafsen et al concluded:

> *"frustration of the basic psychological needs for autonomy, competence, and relatedness is associated with higher levels of work-related stress and somatic symptom burden, which in turn is associated with higher levels of emotional exhaustion, turnover intention, and absenteeism over time"* (Olafsen et al 2017:283).

In summary CET and OIT, as included in the overarching theory of SDT, provide a useful theoretical lens through which to explore the role of LMs in rewarding their employees. The use of this theoretical lens provides the opportunity to not only consider the role that LMs play in satisfying their employees basic needs through the reward mechanisms they utilise, but also the ways in which the organisational context may support or thwart LMs own basic need satisfaction in their role as 'rewarding managers'. Existing SDT empirical literature in the field of organisation research will now be briefly considered to further examine the utility of SDT to the current research.

2.4.5. The role of line managers in satisfying employees' basic needs

SDT proposes that psychological need satisfaction will enhance employees' intrinsic motivation resulting in better work outcomes, including performance and job satisfaction, and psychological well-being. This has been supported by a long list of research studies (Deci et al 2017; Gagné and Deci 2005; Mueller and Lovell 2015; Ryan and Deci 2000; Stone et al 2009; Tremblay et al 2009). According to Gould-Williams:

> *"SDT is of particular relevance in the context of public sector organisations as it not only emphasises autonomous forms of motivation rather than extrinsic motivators such as financial incentives, but also considers the context in which this takes place"* (Gould-Williams 2016:766).

Baard (2004) argues that SDT offers a distinct approach to understanding the role of LMs at all levels in an organisation can play in promoting *"self-motivating experiences in employees"* (Baard 2004:273). Further Baard suggests that on a daily basis LMs in all organisations face the choice of:

> *"whether to empower or to control, to offer helpful feedback or blame, to promote cooperation or competition"* (Baard 2004:273).

There have been a number of studies that have investigated the impact LMs can have on the satisfaction of employees' basic needs. The findings from these studies conclude that employees' basic needs, as posited by SDT, are more likely to be satisfied when LMs display authentic leadership (Leroy et al 2015); when LMs utilise 'soft' rather than 'hard' enforcement actions (Mikkelsen et al 2017); and when verbal rather than material rewards are offered to employees (Andersen et al 2017). In a review of the SDT empirical research carried out in organisations to date, Deci et al (2017) conclude that:

> *"At the level of immediate supervisors, the evidence is abundant that when the supervisors are more autonomy supportive there are a range of positive consequences for the employees"* (Deci et al 2017:38).

Fernet (2013) however argues that although this body of research suggests that management styles can have a powerful influence on motivation "*the precise mechanisms by which managers achieve this remain unclear"* (Fernet 2013:73).

Baard (2004) however suggests a number of mechanisms by which LMs can support their employees' needs for autonomy, competence and relatedness, summarised in Table 4.

Table 4: Practices managers can utilise to satisfy their employees' needs for autonomy, competence and relatedness. Adapted from Baard (2004: 263, 265 and 267)

Managerial behaviours that support autonomy	Managerial behaviours that support competence	Managerial behaviours that support relatedness
Optimise employees' control/influence – for example over their work gets done or how their goals are set	**Train and support employees** so that their chances of success are maximised	**Hold regular meetings** – to ensure accessibility to all employees
Ease internal and external pressures – rather than just passing on messages from senior management	**Remove barriers to efficient performance** – including physical and procedural	**Set reward structures that support cooperation** and do not encourage competition between individuals or teams
Reduce or remove excessive rules – making sure that out-dated organisational policies do not impede performance	**Agree on achievable goals** that are discussed together and agreed upon rather than imposed on the employee	**Avoid triangulation** by not speaking about a third party when they are not present
Allow self-selection for tasks where possible	**Help employees determine reasonable ambitions** to improve their chances of career success	**Share information wherever feasible** and trust your employees to keep certain matters confidential
Permit failure when feasible	**Provide optimal challenges** by delegating interesting tasks where possible and tasks that develop new skills	**Conduct team-building exercises** where appropriate – which do not need to be dramatic to be effective
Listen to employees' perspectives – even if at first they are viewed as inaccurate	**Provide regular feedback** so timely corrections can be made	
Provide feedback in a non-controlling manner	**Keep critical comments in perspective** – without offering too much critical feedback at once	
Use an assertive communication style rather than controlling and/or aggressive language	**Encourage self-discovery of errors** – allowing the employee to address them on their own whenever possible.	
Avoid manipulative incentive systems – use rewards as affirmation of work well done rather than a means to get more done		

Although a predominantly conceptual perspective and thus one that could be regarded as speculative, Baard (2004) has drawn on the theoretical tenets of SDT and the mechanisms may provide a useful point of reference for exploring the results of the current research in the Findings and Discussion chapter. Further, it will be interesting to explore whether the mechanisms suggested by Baard (2004) as supportive of employees' basic need satisfaction are indeed referenced by LMs in the current research as 'rewards'.

Focusing specifically on empirical SDT research in the public sector, Otis and Pelletier (2005) examined 'daily hassles', physical symptoms and future work intentions amongst 122 police officers in Canada through a survey based approach. Findings included the observation that although the police officers' perceptions of their LM as providing competence support did not significantly determine their intrinsic motivation, it did relate to a lower perception of further hassles. However Otis and Pelletier (2005) did find that police officers' perception of their LM being autonomy supportive was positively associated to their intrinsic motivation which in turn *"was associated with future intentions to stay in the police force"* (Otis and Pelletier 2005).

In a larger study, Kuvaas (2008) tested the relationship between intrinsic motivation and work performance in a range of public sector organisations in Norway. Kuvaas (2008) also adopted a survey based approach, but with 779 participants who were employed in a variety of public sector roles in education, healthcare and social welfare. One of the key findings from this research was that LM support for competence, development and autonomy positively influenced an employees' intrinsic motivation (Kuvaas 2008). In concluding Kuvaas argues that the results add to a growing body of evidence that, from a motivational point of view, NPM:

> *"with its strong emphasis on management by objectives, detailed goal-setting schemes and performance management, can impede productivity to the extent that it may represent a threat to autonomy-supportive work environments"* (Kuvaas 2008:49).

Focusing on not only the role of LMs, but also that of colleagues, Moreau and Mageau (2012) examined the impact of LMs' and colleagues' autonomy support on a sample of 597 healthcare workers in Canada. Moreau and Mageau found that, even after controlling for employees' socio-demographic variables and stressful life events, the more autonomy supportive their LMs and colleagues were perceived to be the more they experience *"satisfaction at work and well-being, and the less they report intention to leave"* (Moreau and Mageau 2012: 279).

Indeed Andrews (2016) argues that PSM and SDT are 'complementary', with each contributing to our understanding of employee motivation in the public sector, a view echoed by many researchers in the field of PSM (e.g. Pederson 2015; Perry and Vandenabeele 2015; Vandenabeele et al 2014) with an argument that there is long-term value in:

> *"building a middle-range theory of public service motivation in conjunction with research on self-determination theory"* (Perry and Vandenabeele 2015: 697).

Andrews thus proposes a framework in which PSM demonstrates the relevance of public values for motivation, with SDT explaining how context can affect this motivation. Further, in a theoretical paper exploring the utility of SDT for understanding PSM, Gould-Williams (2016) argues that LMs adopting high-involvement HRM approaches, characterised by aspects such as team-working, feedback, and involvement in decision making, should facilitate the satisfaction of employees' basic needs and thus their autonomous motivation. As a result public sector organisations will experience "*sustained service delivery"* (Gould-Williams 2016:771) and employees will experience enhanced psychological well-being. However:

> *"the notion of public sector managers "letting go" of decision-making powers will be challenging as public organisations are characterised by bureaucracy, red tape and centralized decision-making processes"* (Gould-Williams 2016:773).

Gould-Williams (2016) argues therefore that the satisfaction of employees' needs is only likely to be achieved to a limited extent in most public sector organisations. As the literature focusing on the links between PSM and SDT is in its infancy and is based predominantly on conceptual papers it will be interesting to note if PSM is an area that becomes apparent in the current research when exploring the role of managers in rewarding their employees.

As noted previously, not only does SDT provide a framework for understanding the role of LMs in satisfying employees' needs through the rewards that they utilise, it also lends itself to an exploration of how LMs needs are satisfied (or indeed thwarted) as part of this fundamental role. Although existing empirical literature focusing on the satisfaction of LMs basic needs is limited, this will be now be considered, to further demonstrate the utility of SDT as a theoretical lens from which to view current research.

2.4.6. Satisfaction of line managers' basic psychological needs

Kuvaas et al (2014) focused specifically on the role of the LM in HRM and the impact of LM motivation on their employees. Kuvaas et al (2014) examined the extent to which enabling HRM practices (defined as the extent to which LMs perceived their organisation's HRM practices assisted them in their role as a LM and discretion to take local and individual needs into account when implementing the HRM practices) impacts upon LMs' intrinsic motivation and their role in HRM implementation. In linking their research to SDT, Kuvaas et al (2014) developed a number of arguments based on how enabling HR practices can influence basic need satisfaction. Firstly, they argued that LMs who perceived HRM practices as allowing for discretion in implementation would be more autonomously motivated. Secondly that this provision of autonomy and discretion may be interpreted by the LM as:

> "*a sign from the organization of competence about both HR and people issues. On the other hand, detailed instructions and high levels of formality with respect to HR implementation could be perceived as lack of necessary competence to effectively take individual and local conditions into account"* (Kuvaas et al 2014:850).

Finally, they argued that providing LMs with autonomy and discretion for taking local and individual practices into account would signal trust in their competence and thus "*increase the satisfaction of LMs' need for relatedness"* (Kuvaas et al 2014:850).

Kuvaas et al (2014) tested these arguments through a survey of 89 managers and 631 of their employees in four Norwegian organisations. LMs reported on perceived enabling HRM, perceived partnership with HRM and perceived quality of HRM training. Employees reported on perceived supervisor support, intrinsic motivation, affective commitment and turnover intention. The results from Kuvaas et al's (2014) survey revealed that LMs perceptions of enabling HRM were significantly related to employees' perceived supervisor support. Furthermore perceived supervisor support was positively related to employees' intrinsic motivation and affective commitment. They concluded that:

> *"the positive relationship between LMs perceptions of enabling HR and their perceptions of receiving high-quality HR training indicates that better HR training can increase LMs' perceptions of enabling HR"* (Kuvaas et al 2014:860).

Considering only one of the three basic needs, Mueller and Lovell (2015) examined need satisfaction in LMs with a specific focus on relatedness need satisfaction in senior executives. They conducted semi-structured interviews with 32 senior executives in a variety of industries in Australia, America, Germany and England and from this derived four key 'theoretical constituents' of relatedness from their analysis. These were then shared these with the interviewees when all the interviews were complete so they could be ranked by importance.

The four constituents that senior executives reported as contributing to feelings of relatedness, in order of importance, were as follows:

- '*common concern*' - defined as pursuing common goals and caring for each other;
- '*time spent together*' - defined as the time spent knowing each other or interacting together;
- '*joint activity'* - defined as group and one-to-one interactions; and
- '*continuity*' - defined as a regular nature of interaction.

Furthermore, Mueller and Lovell (2015) found that the quality of senior executives' relationships was said to play a mediating role with respect to the impact of the four constituents on their feelings of relatedness need satisfaction. It will be interesting to explore in the current research if any of the four theoretical constituents identified by Mueller and Lovell (2015) as contributing to feelings of relatedness are discussed by LMs in relation to their role in rewarding their employees, and further it the organisational context supports managers satisfaction of relatedness through these mechanisms.

Looking specifically at the public sector in a study involving qualitative interviews with nine Norwegian nursing leaders, Nilsen et al (2016) utilised SDT as an analytical tool to explore how nursing leaders perceive the interaction with, and the support from, their superiors and leaders. They found that the relationship between the nursing leaders and their LMs was *"characterised by controlling structures and lack of autonomy support"* (Nilsen et al 2016:160) and that although nursing leaders:

> *"act with power and strength in their position as superiors for their own staff, they lack support and feel left alone by their leader"* (Nilsen et al 2016:153).

Instead, nursing leaders relied on their relationships with their peers and subordinates to support their needs for competence and relatedness, and to some extent autonomy. Nilsen et al (2016) concluded by arguing that there was a missing link between the nursing leader, as a LM, and the *"leader of the leader",* which results in the thwarting of the basic need for autonomy thus potentially impacting on the intrinsic motivation and well-being of the nursing leaders.

There are arguably a number of similarities between the nursing leaders in Nilsen et al 's (2016) study and the managers in the current research, including working in a large and complex public sector organisation. It will therefore be interesting to explore whether managers in the current research also report the role of their own LM as supportive, or indeed, thwarting in the satisfaction of their basic needs.

2.5. Chapter summary

This chapter has reviewed the literature in the field of reward management, with a specific focus on reward management in the UK public sector, and highlighted the critical importance of the LM in the implementation of reward strategy. Although the role of the LM in financial reward, particularly PRP, has been the focus of empirical literature, this has until now relied on a positivist approach with little or no theoretical framing. Further, the role of the LM in non-financial reward has been neglected despite a number of conceptual papers and practitioner sources pointing to the fundamental influence LMs can have in the implementation of non-financial, intangible rewards.

In light of the lack of theorisation in this field SDT has been introduced as a theoretical framework through which to explore the role of LMs in rewarding employees in the UK public sector. SDT's focus on the satisfaction of the three basic needs for autonomy, competence and relatedness, as means of securing employee motivation; performance and well-being makes this a useful theoretical lens to utilise. Further SDT maintains that the satisfaction of these basic needs can either be supported or thwarted dependent on contextual factors in the organisation, thus allowing an exploration of factors in the UK public sector that may impact on the satisfaction of LMs basic needs in their role in rewarding their employees.

The use of SDT as a theoretical framework has allowed the objectives for the current research to be refined further to include reference to the integral nature of need satisfaction, as highlighted in Table 5.

Table 5: Initial and refined research objectives

Initial, broad research objective		Refined research objective to account for application of SDT as the theoretical framework
1	To explore the ways in which public sector managers reward their employees	To explore the ways in which public sector managers reward their employees and consider how these may satisfy their employees' basic needs for autonomy, competence and relatedness.
2	To explore the reasons why public sector managers reward their employees in these ways	To explore the influences on the ways in which public sector managers reward their employees by considering the satisfaction of their own basic needs for autonomy, competence and relatedness.

Table 5 (continued): Initial and refined research objectives

	Initial, broad research objective	Refined research objective to account for application of SDT as the theoretical framework
3	To explore the ways in which public sector managers perceive their organisation as supportive in their role of rewarding employees	To explore the organisational mechanisms public sector managers perceive as supportive in their role of rewarding employees.
4	To explore the types of constraints public sector managers perceive when rewarding their employees	To explore the organisational mechanisms public sector managers perceive as thwarting in their role of rewarding their employees.

The steps taken to address these research objectives will now be discussed in detail in the Research Methodology chapter.

Chapter 3

Research Methodology

3.1. Chapter introduction

The purpose of this chapter is to outline the qualitative approach taken to the current research. The chapter starts with a statement of the research objectives as they guide the choices made throughout the research methodology chapter. The research objectives have been identified based on the literature reviewed in the previous chapter and positioned in relation to self-determination theory (SDT), the lens through which the role of the manager in rewarding employees is being explored. Discussion of the philosophical assumptions underpinning the choice of research methods is followed by a detailed explanation of the specific methods employed in the research. The chapter will conclude with the approach taken to the analysis of the data collected.

The research objectives, theoretical lens and literature reviewed in the previous chapter are the main points of reference for the choices made in the research design, however this chapter aims to surface other factors which have also influenced the approach. These include the researcher's past experience as outlined in Appendix 1, the requirement to ensure trustworthiness, rigour and quality in the research, and ethical considerations. Explicit reference to these will be made throughout the chapter.

3.2. Research objectives

Morse et al (2002) contend that methodological congruence, that is alignment between the research objectives and the methods employed to address them, is a key verification strategy in qualitative research. This chapter will outline the methodological approach taken to develop an in-depth understanding of the role of the manager in rewarding employees, as perceived by managers themselves, understood through the lens of SDT. Specifically this research seeks to achieve the following four objectives:

1. To explore the ways in which public sector managers reward their employees and consider how these may satisfy their employees' basic needs for autonomy, competence and relatedness;
2. To explore the influences on the ways in which public sector managers reward their employees by considering the satisfaction of their own basic needs for autonomy, competence and relatedness;

3. To explore the organisational mechanisms public sector managers perceive as supportive in their role of rewarding employees; and
4. To explore the organisational mechanisms public sector managers perceive as thwarting in their role of rewarding their employees.

In addressing each of these four objectives, an explanatory framework for the role of LMs in rewarding their employees, with a specific focus on basic need satisfaction will be developed. This framework is presented conceptually in Figure 3 and will be referred to throughout the Findings and Discussion chapter.

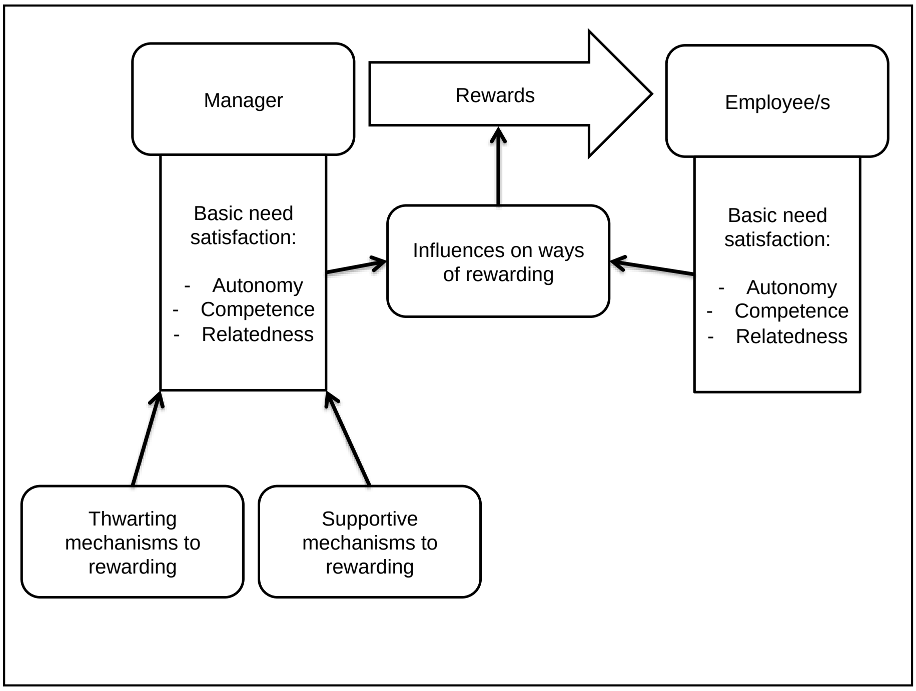

Figure 3: Conceptual framework

3.3. Philosophical Assumptions

Kuhn (1962) argued that all scientific research is conducted within a background of theory which comprises a set of beliefs about scientific knowledge, and it is this set of beliefs which Kuhn termed a paradigm. In the words of Crotty (1998) a paradigm can be viewed as:

> *"an overarching conceptual construct, a particular way in which scientists make sense of the world or some segment of the world"* (Crotty 1998:34).

Within the field of social sciences there are a plurality of assumptions that inform academic research (Mantzoukas 2007) which Decupyer et al (2010:126) refer to as the *"coloured glasses of prejudice"*. Decupyer et al (2010) argue that these assumptions must be surfaced as they provide criteria for determining the appropriateness of the research methods to the objectives of the research (Rocco 2003). As explained by Saunders et al (2016)

> *"a well thought-out and consistent set of assumptions will constitute a credible research philosophy, which will underpin your methodological choice, research strategy and data collection techniques and analysis procedures"* (Saunders et al 2016:124).

To surface the philosophical assumptions underpinning the current research this chapter is structured around what Crotty (1998) refers to as the four basic elements of every research process that inform one another – epistemology, or the *"the theory of knowledge"* (Crotty 1998:3), theoretical perspective or the *"philosophical stance informing the methodology"* (Crotty 1998:3) which provides grounding for the decisions made throughout the research process, methodology which is the process behind the choice of methods, and finally the methods which are the techniques or procedures used to gather and analyse the data. This is demonstrated in Figure 4 along with the approach adopted in the current study.

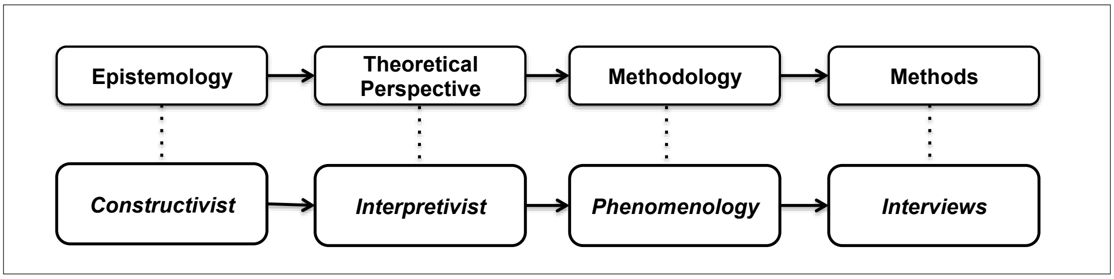

Figure 4: Basic elements of the research process and approach adopted in the current research – adapted from Crotty (1998) and Gray (2017)

3.3.1. Epistemology

The current research employs a qualitative methodology, but to view it only in this sense would be an over-simplification. Denzin and Lincoln (2011:6) argue that qualitative research *"has no theory or paradigm that is distinctly its own"*, rather the term covers an array of interpretative techniques (Van Maanen 1979). Instead Willis (2007) suggests that the major distinction between paradigms is not whether qualitative or quantitative methods are used but in the foundational assumptions of the researcher. As Rocco (2003) proposes, qualitative research is not a type of study and it does not have a unified theoretical orientation but rather covers a variety of methods with a range of epistemologies (Coyle 2015). Crotty (1998) also suggests that the positioning of quantitative research and qualitative research in the literature as polar opposites is unjustified and instead the key distinction should stem from the level of epistemology or the theoretical perspective.

Easterby-Smith et al (2015) refer to epistemology as a general set of assumptions about ways of inquiring into the nature of the world. This research adopts a constructivist epistemological perspective in which it is argued that truth and meaning do not exist in some external world but instead are "*created by the subject's interactions with the world*" (Gray 2017:22) and as a result meaning is not waiting to be discovered but is created by individuals in different ways hence "*multiple, contradictory but equally valid accounts of the world can exist*" (Gray 2017: 22). The focus of the research is therefore on what people, individually and collectively, are thinking and feeling (Easterby-Smith et al 2015) with the researcher relying on the individuals' view of the situation (Creswell 2013).

3.3.2. Theoretical Perspective

The theoretical perspective of the researcher is the philosophical stance that informs the methodology, elaboration of which grounds its logic and criteria (Crotty 1998). As Crotty (1998) explains, different ways of viewing the world will result in different ways of researching the world. This research is approached from an interpretivist perspective, a perspective closely linked to the constructivist epistemology (Gray 2017), with the primary aim being to understand the way we make sense of the world around us (Saunders et al 2016).

Interpretivists are critical of positivist attempts to discover universal laws that apply to everyone (Saunders et al 2016) because the social world is not governed by regularities that hold law-like properties (Ormston et al 2014). Unlike physical phenomena, humans create meanings and understanding how these meanings are developed, expressed and communicated is integral to the interpretivist approach (Hatch and Yanow 2005). As a result of this, the researcher attempts to explore and understand the social world, in this instance the world of UK public sector managers, from the perspective of the participants.

3.3.3. Methodology

Crotty (1998) refers to ‘methodology’ as the research design that shapes our choice and use of particular methods by linking them to the research questions. Goulding (2005) reports that phenomenology can be viewed as both philosophy and methodology, referred to by Paley (2017) as ‘phenomenology-as-philosophy’ and ‘phenomenology-as-qualitative research’. This research employs a phenomenological methodology and will adopt Willis’ (2007:107) understanding of this being *“the study of people’s perception of the world”*. Although there is a great diversity of thought within the phenomenological movement (Cope 2005), the various phenomenological approaches share a focus on exploring how individuals make sense of the world around them. Thus Creswell et al (2007) suggest that phenomenology is best suited to the type of enquiry in which the researcher seeks to explore lived experience.

For the phenomenological researcher no assumptions are made about what is real and what is not real, rather the focus is on how individuals experience the phenomenon of interest (Cope 2005) as all experience is interpreted. The implication of this focus on the lived experience is that the individual’s interpretation of the experience is an essential part of the experience itself, thus firmly locating phenomenology within the interpretivist tradition (Cope 2005; Gray 2017; Willis 2007). Table 6 summarises the key aspects of the interpretivist theoretical perspective and the phenomenological methodological approach and their links to the current research.

Table 6: Key aspects of the interpretive theoretical perspective and phenomenological methodology and their links to the current research

Linking the theoretical perspective and methodology to the current research		
Interpretivist theoretical perspective	**Phenomenological methodology**	**Links to the current research**
When proposing a theory, the researcher does so to offer a perspective that helps to understand the phenomenon studied, not to offer ‘law like generalisation’. (Willis 2007)	Phenomenological inquiry works in the context of discovery rather than in the context of justification. (Cope 2005)	This research seeks to understand the role of the manager in rewarding employees through the lens of SDT to shed light on the phenomenon, however it is not argued that this is the only perspective from which this phenomenon can be understood.
Foundational beliefs rather than a commitment to pre-specified methods guide the researcher. (Willis 2007)	There is no independent, objective reality waiting to be discovered through rational, empirical methods. (Cope 2005; Creswell et al 2007)	The current research design has been informed by the research aims. These led to the choice of interviews as the primary method of data collection as they were deemed the most suitable to understand the perspective of the manager.

Table 6 (continued): Key aspects of the interpretive theoretical perspective and phenomenological methodology and their links to the current research

Linking the theoretical perspective and methodology to the current research		
Interpretivist theoretical perspective	**Phenomenological methodology**	**Links to the current research**
The researcher maintains a focus throughout the research on the meaning(s) that the phenomenon holds for the individuals. (Denzin 2002)	Focus on exploring how human beings make sense of experience by capturing and describing how people experience the phenomenon. (Cope 2005; Creswell et al 2007; Patton 2015; Willis 2007)	The choice of interviews as the main data collection method and a transparent approach to data reduction, display and analysis through the use of IPA in this research ensures that the managers' understanding of their role in rewarding employees remains at the fore.
The researcher deals with bias directly, surfacing their motivation behind the research and their past experience from the outset, as well as paying attention to how this informs their interpretation of the information throughout the research process. (Denzin 2002; Willis 2007)	Phenomenological researchers believe that they cannot be detached from their own presuppositions and should not pretend otherwise. (Groenewald 2004)	The researcher's philosophical assumptions, past experience and motivation for undertaking this research have been made explicit in this research. The researcher is explicit about their role in the design of the interview questions, the role they play in the interview and the impact of their presuppositions on the data reduction, display and analysis.
The researcher recognises their role as a key instrument in the design and use of the methods. (Denzin 2002; Willis 2007)		
The researcher views the research process as a nonlinear, iterative process in which data collection and data analysis occur throughout the study. (Willis 2007)		Data collection and data analysis are undertaken concurrently throughout this research to ensure the research is open to the perspectives of the managers and is flexible to new directions.

3.3.4. Methods

As discussed previously, this research is qualitative in nature and because qualitative research is conducted to gain a complex, detailed understanding of a phenomenon Cope (2005:169) refers to phenomenology as *"inherently qualitative in nature"*. Qualitative research is best suited to studying phenomena that are not well understood and are deeply rooted within the individual's personal knowledge (Ritchie and Ormston 2014). This reflects the objective of the current research that is to develop an in-depth understanding of the role of managers in rewarding employees, an area previously neglected in the reward management literature.

3.4. Methods: Interviews

Although there is no single accepted way of conducting qualitative research (Denzin and Lincoln 2011; Ormston et al 2014) it is imperative to describe the specific methods used to allow others to judge the utility of the research (Huberman and Miles 2002) and to assess authenticity and credibility (Mantzoukas 2007; Patton 1999;

Saunders and Townsend 2016; Shenton 2004). People will have different criteria for judging the quality of research depending upon where they stand on the 'epistemological continuum' (Easterby Smith et al 2015; Creswell and Miller 2000).

Many qualitative researchers contend that because the nature and purpose of qualitative research is different from that of quantitative research, it is erroneous to apply the same criteria of merit (Krefting 1991). Maxwell (1992:281) recommends that qualitative researchers avoid applying or adopting typologies developed for quantitative researchers arguing that they cannot be applied directly to qualitative research *"without distorting what qualitative researchers actually do".* Similarly Morse et al (2002) argue that introducing parallel terminology and criteria to assess the validity and reliability of qualitative research should be avoided as it risks marginalising qualitative research from mainstream science and "*scientific legitimacy"* (Morse et al 2002:16).

Thompson et al (1989) contend that the use of non-positivist methodology does not preclude researchers from addressing some of positivism's epistemological concerns. Easterby Smith et al (2015) helpfully posit the following suggestions to approach these concerns from an interpretivist perspective, each of which will be addressed throughout this chapter:

- **Validity**: Gaining access to the experiences of those in the research;
- **Reliability:** the transparency of the data collection and interpretation; and
- **Generalisability**: the relevance of the concepts and constructs derived from the research to other settings.

Colaizzi argues that when employing a phenomenological methodology there is not one specific method, rather:

> *"Each particular psychological phenomenon, in conjunction with the particular aims and objectives of a particular researcher, evokes a particular descriptive method"* (Colaizzi 1978:53).

The primary method of data collection utilised in this research was in-depth, semi-structured interviews. When an interview is conducted well it *"takes us inside another person's life and worldview"* (Patton 2015:426) offering the opportunity to ask individuals questions about their experiences, feelings, beliefs and convictions about the phenomenon (Groenewald 2004). In alignment with the research objectives, interviews were deemed the most suitable method of data collection as their depth of focus on the individual allows a detailed investigation of the individual's perspective (Lewis and McNaughton Nicholls 2014).

Alternative methods were considered for this research however as explained by Lewis and McNaughton Nicholls (2014), understanding people's motivations or exploring impacts and outcomes generally requires one-to-one interaction. Patton (2015) summarises this by arguing that

> *"we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviours that took place at some previous point in time…we cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things"* (Patton 2015:426).

Through the use of interviews the researcher is able to reach areas that would otherwise be inaccessible, such as people's subjective experiences and attitudes (Peräkylä and Ruusuvuori 2011; Patton 2015). In the current research interviews will provide the opportunity for managers to describe their experiences and perceptions of rewarding employees in their own words.

3.4.1. Preparation for data collection

Reflexivity can be explained as an on-going self-awareness throughout the research in order to produce more accurate analysis of the data (Pillow 2003) and includes theoretical commitments, personal understandings and personal experiences (Coyle 2015). Berger (2015) explains the process of reflexivity as:

> *"turning of the researcher lens back onto oneself to recognize and take responsibility for one's own situatedeness within the research and the effect that it may have on the setting and people being studied, questions being asked, data being collected and its interpretation"* (Berger 2015:220).

Thus the aim of reflexivity is not to control researcher values through the method employed or by bracketing assumptions, but to consciously acknowledge those values (Ortlipp 2008). Creswell and Poth (2018:18) argue that this reflexivity begins with researchers considering *"what they bring to the enquiry"* and positioning this clearly within the body of work.

Berger (2015) explains that the personal characteristics of the researcher may impact the research in three ways – access to the organisations and participants; the nature of the researcher-researched relationship; and the way the researcher shapes the findings and conclusions. A statement of personal values, referred to in the Introduction chapter, is included at Appendix 1 in an attempt to heighten awareness of the personal characteristics that may impact on the current research. Keeping a research journal is also a useful reflexivity strategy to examine personal assumptions and goals as the research progresses (Krefting 1991; Ortlipp 2008). A research journal, referred to by Eisenhardt (2002:15), as *"an on-going stream-of-consciousness commentary",* was compiled throughout the data collection and analysis stages in this research. The research journal provided an opportunity not only to reflect on the influence of personal values and beliefs, but also to make a note of any concerns with the data collection process and to allow the articulation of initial impressions.

3.4.1.1. Interview design

Kvale (1983:174) described the purpose of a qualitative interview as gathering descriptions of the *"life-world of the interviewee"* in respect to the phenomenon under investigation. The focus of the interviews with managers in the current research is on their life-world as a manager in rewarding employees, with the central aim of the dialogue between the researcher and manager being to describe and understand their role in-depth and from their perspective. One's epistemological stance and the specific purpose of the research will determine how structured the interview will be (Alvesson and Ashcraft 2012). This research employs a semi-structured approach to the interviews to balance the aim of allowing the managers' experiences and understanding to be illuminated with the need to derive data from the interviews which will address the research questions (Gray 2017; Smith et al 2012). Further, reflections captured in the research journal as data collection progressed resulted in the interview guide being amended to better address the research questions (see Appendix 2).

Although the researcher employed SDT as a lens through which to explore the understanding of a manager's role in rewarding employees, the questions did not make any explicit reference to the key concepts in the theory. Rather the key influence on the development of the interview guide was the research questions outlined at the start of this chapter. This is a similar approach taken by other researchers who have applied SDT qualitatively as noted in Appendix 3. For example when exploring the motivation of mental health peer workers Moran et al (2014) took a wide and open approach to the development of the interview guide *"with no deliberate thought or efforts to ascertain SDT concepts of motivation"* (Moran et al 2014:35). This was also the approach adopted by Reznickova and Zepeda (2016), who investigated the motivations of volunteers in a social innovation, and Janssen et al (2014), who considered the motives of mentors in providing developmental support to their protégés. Kvale (2007:12) refers to this approach as "*qualified naiveté*" in which the researcher is open to new and unexpected phenomena rather than having ready-made categories.

Aside from the initial demographically oriented questions (Guest et al 2006), broad, open questions were deemed the most suitable so as to be receptive to the understandings of the participants (Bell 2014). As can be seen in Appendix 2, the questions were designed to be as short and clear as possible, an approach that Yeo et al (2014) recommends to ensure that the participant has no uncertainty about the information being sought. This also helps to avoid pitfalls such as preambles and abstract, theorised questions which can be confusing for the participants (Yeo et al 2014). These broad, open questions were complemented with probing questions which allowed the researcher to follow up on the initial response from participants to elicit more information, description or explanation (Yeo et al 2014). This opportunity to ask probing questions is aligned closely to the phenomenological approach where the objective of the interview is to explore "*subjective meanings that respondents ascribe to concepts or events"* (Gray 2017:399).

3.4.1.2. Negotiating access

Undertaking research is dependent upon gaining access to the desired organisations (Saunders 2012) and there are a number of factors that will determine how likely organisations are to participate in research. Participation will be more attractive to the organisation if the project has potential relevance and benefit (Easterby Smith et al 2015). When making initial contact with organisations the researcher issued a 'doctoral synopsis' (Appendix 4) and followed up with a telephone conversation with the gatekeeper to discuss the research in detail, offering them the opportunity to discuss any questions or concerns that they might have had.

Buchanan et al (2014) argue that it is helpful to offer the organisation a tangible product as an outcome of their participation in the research, for example a report of the findings in a format that is accessible and useful. As outlined in the synopsis organisations were made aware of the benefits of participation in the research which included an executive summary highlighting the key findings from the research and a tailored report identifying the implications of the findings for their organisation, with the option of presenting this to their executive team. In the follow up conversations with gatekeepers it became apparent that this was something they were very interested in, particularly for Pubsec3 who have currently implemented an updated reward policy and who were keen to explore how this ‘landed’ with their managers.

As participants are first and foremost employees (Saunders 2012) the organisation is more likely to favour participation where the time and resources requested are minimal (Buchanan et al 2014). Conversations with informal contacts known to the researcher in the organisations (referred to by Saunders (2012) as brokers) at the outset of the research emphasised the need to minimise the impact on the business and this was one of the main drivers behind the use of telephone rather than face-to-face interviews. The synopsis sent to organisations outlined the time commitments for managers participating in the research and highlighted the telephone as an option for the interviews along with the option of face-to-face. In the follow up conversation with the gatekeepers all of those who participated in the research expressed that this was a critical deciding factor for them as they appreciated the minimal impact on service delivery and the flexibility that the telephone interview offered.

Organisations may refuse to participate in research if they have concerns about the sensitivity of the research and the confidentiality of the results (Buchanan et al 2014; Saunders 2012). Based on previous experience of working in the public sector the researcher was keenly aware of the politically charged pay and reward agenda and was therefore keen to emphasise that the focus of the research was on managers' experience of rewarding employees rather than on detailed analysis of salaries. Conversations with brokers at the outset confirmed that senior managers might have been reluctant to participate in the research if sensitive information surrounding pay was requested. The synopsis therefore highlighted that the focus of the research was on managers and this was reiterated in gatekeeper conversations.

Although it would have been useful to illuminate the managers' experiences by outlining the organisational context in which they were operating, all of the organisations specified remaining anonymous as a prerequisite for their participation in the research. This compromise does not undermine the research questions and was deemed necessary to proceed with public sector organisations. As summed up by Saunders (2012:38) it is better to compromise *"to a limited extent and be able to collect data that will help address the research aim"* when the alternative is being unable to collect any data at all.

Easterby-Smith et al (2015) report the difficulty of gaining access to organisations out of the blue, advising that it is essential to start with a personal contact, however tenuous. As referred to in the Introduction chapter (see Appendix 1 for reflective statement), the researcher previously worked in the public sector and has a strong network of contacts at varying levels of seniority. Utilising these contacts informally before approaching gatekeepers was invaluable in making further connections and establishing credibility with the organisations, particularly as they are often sceptical about 'outsiders' (Saunders 2012). The synopsis was issued on Northumbria University stationery that included reference to recent accreditations of the Association to Advance Collegiate Schools of Business (AACSB) and the EFMD Programme Accreditation System (EPAS) in Newcastle Business School to emphasise the international reputation of the institution with which the researcher was associated.

Buchannan et al (2014) report that research timescales must take into account the possibility that access to organisations will not be automatic and instant, rather it may take months of on-going communication to achieve. Across a period of 18 months the number of UK public sector organisations approached directly by the researcher totalled 13 with access to five organisations granted. Of the eight organisations for which access was not granted reasons included not having a network of contacts and therefore 'cold calling' which resulted in no response (2); organisations initially agreeing to take part but then communication ceasing despite following up (2); and structural changes in the organisation resulting in movement of gatekeepers to new posts in (4).

3.4.1.3. Ethical considerations

Obtaining physical access to an organisation and then expecting its members to take part on the basis of this is rarely adequate (Saunders 2012). It is critical to consider the role that participants will play in the research and to address any ethical issues that may arise as a result of their participation. As articulated by Steffen:

> *"In the pursuit of knowledge, researchers can lose sight of the values and commitments that are at stake or the moral or ethical boundaries that might inadvertently or, indeed, intentionally be broken"* (Steffen 2016:32).

Webster et al (2014:78) contend that research ethics *"is at essence about how we treat study participants well"* and this was a central focus of the current research. Following submission of the 'Student Ethical Issues Form' (Appendix 5) ethical approval was granted by the Northumbria University Business and Law Ethics Committee in May 2015. However ethical research is not simply achieved by following an ethical code, it also involves thinking through what the research will mean for the participants involved (Webster et al 2014). Webster et al (2014) report that there is now a broad consensus on what ethical research practice involves and recommends adhering to a number of key ethical principles when conducting research. These key ethical principles are outlined in Table 7 along with the steps taken to address them in the current research.

Table 7: Key ethical principles (adapted from Webster et al 2014) and how they are addressed in the current research

Addressing key ethical principles	
Avoiding undue intrusion: – Ensuring the research will be of some value – Avoiding undue burden on participants	The current research aims to fill a gap in the literature by exploring the role of managers in rewarding employees, an area which has been neglected. The use of SDT as a lens through which to view this research provides the opportunity to identify organisational factors which may support or hinder managers in their role in rewarding employees thus having practical implications for organisations. Managers were asked to take part in a telephone interview lasting on average 45-60 minutes at a time that was convenient for them thus minimising the burden. This was confirmed with the organisations' gatekeepers who were issued a copy of the Organisation Informed Consent Form (Appendix 6).
Informed consent which can be achieved through communicating the following to participants: – Research aims – Research funding – The organisation or individual conducting the research – Voluntary participation – What participation will involve – How data will be stored and kept confidential – How anonymity will be remained	All managers completed a Participant Informed Consent Form (Appendix 7) prior to the interview. This form included: - A description of the broad nature of the research - The person conducting the study, contact details and the institution in which they were employed, Northumbria University - Confirmation that participation was entirely voluntary and participants can withdraw at any time - Description of the involvement expected, namely a 45-60 minute telephone or face-to-face interview at a time convenient for the participant - Description of how the data would be collected (audio recording and researcher notes) - Description of how the data would be stored (on Northumbria University server to which only the researcher has access and in a locked cabinet on Northumbria University premises) - Confirmation that no participants will be identified in the final analysis of the data and no individual information will be made available during publication or dissemination
Ensuring voluntary consent and avoiding pressure to participate	As noted on the Participant Consent Form participation in the study was entirely voluntary and there was no pressure, from either the researcher or organisation.

Table 7 (continued): Key ethical principles (adapted from Webster et al 2014) and how they are addressed in the current research

Addressing key ethical principles	
Avoiding adverse consequences	The researcher recognised the possibility of sensitive information being discussed during the interview and pledged to treat this information with respect and maintain anonymity throughout. Participants were also given the opportunity to review their interview transcript to confirm that they agree with the information they provided during the interview.
Confidentiality	Recordings, transcripts and researcher notes were stored securely on a Northumbria University server that only the researcher had access to. Manual documents, for example ethics forms, were filed in a secure cabinet in Northumbria University under lock and key. No participants are identified by name in the final analysis of the data and no individual information will be made available during publication or dissemination of the research. Coding will be used in the analysis of the data and the codes and names will be kept separately and securely (as noted above).
Protecting researchers from adverse consequences	Although the option of face-to-face interviews were offered to participants, all of the interviews were all carried out over the telephone which allowed the researcher to work in a safe and secure environment throughout.

The organisations in this research will be referred to as Pubsec1; Pubsec2; Pubsec3; Pubsec4 and Pubsec5 and as a result of the agreed terms of anonymity, no information can be provided which may result in their individual identification thus breaching the ethical agreement made. A brief overview of the context in which these organisation operate will be discussed in the next section.

3.4.1.4. Context: Organisation Background

Prowle (2000) explains that the UK public sector has *"a greater direct impact on the life of the average citizen"* (Prowle 2000:5) than ever before. There are currently 5.436 million people employed in the UK public sector accounting for 17.1 per cent of total employment in the UK, which has reduced by one million since peak levels of public sector employment in 2009 (ONS 2017b). Prowle (2000:11) explains that most public sector organisations can be classified as belonging to one of the following types:

- Central government departments which undertake the work of central government and support the policies of the secretaries of state;
- Executive agencies which undertake various operational activities on behalf of the relevant central government department;
- Devolved parliaments/assemblies;
- Local government;
- National Health Service;

- Non-departmental public bodies;
- Further or higher education institutions;
- Police and Fire authorities; and
- Probation committees.

The five organisations included in the current research fall into the category of central government departments, employing 2.975 million people in the UK (ONS 2017b). The work of the five organisations is classified as public administration (ONS 2017b) and their work covers the whole of the UK, including the devolved administrations of Scotland, Wales and Northern Ireland. With such a large number of employees the next step involved determining a suitable sampling procedure in order to address the research aims.

3.4.1.5. Sampling and participant selection

The sampling procedures employed in qualitative research have a profound effect on the ultimate quality of the findings (Coyne 1997), and Rocco (2003) argues that a description of the sampling process is necessary to develop confidence that the decisions made by the researcher are informed and justified. Morse et al (2002) contend that an appropriate sample size is a key verification strategy in qualitative research, however there are no strict rules for sample size in qualitative research. The number of participants selected will instead depend on the objectives of the research, what will have credibility and what can be done with the available time and resources (Coyne 1997; Patton 2015).

Qualitative studies often employ non-probabilistic sampling methods, the most commonly used of which is purposive sampling (Guest et al 2006). With purposive sampling participants are selected if they have lived experience of the phenomena being researched (Goulding 2005). Coyne (1997) argues that all sampling in qualitative research is in fact purposive sampling as the sample is always selected according to the needs of the study. Although there are different varieties of purposive sampling, the common element is that respondents are selected according to the researcher's predetermined criteria relevant to the research objectives (Guest et al, 2006) with the power of purposive sampling lying in selecting information-rich cases "*whose study will illuminate the questions under study"* (Patton 2015: 24).

A purposive sampling approach was taken in this research to identify managers who have the lived experience of rewarding employees, a group which have been neglected in the reward management research to date. As noted in the Literature Review chapter, managers are defined in different ways across different organisations (Hales 2005) thus the concept of a manager was not pre-defined for this research in terms of seniority or the number of employees for which they have direct supervision. Instead managers were said to be any individual in the organisation responsible for the direct supervision of one or more employees.

When access to the organisations was granted, gatekeepers were asked to circulate the doctoral synopsis within their organisations to identify managers willing to take part in the research. Hales (2005) reports that a risk with this approach of leveraging the authority structure to gain access to participants is that the participants may view the research as emanating from, and thus serving the purposes of management. However as organisational consent was required to conduct the research and gatekeepers were necessary in identifying research participants there was no viable alternative. In an attempt to protect the anonymity of the participants, and to therefore encourage participation, managers who were interested in taking part in the research were asked to contact the researcher directly rather than through the gatekeeper. Upon contact with the managers the researcher outlined the background to, and aims of, the research before arranging a mutually convenient time for the interview to take place.

This approach resulted in the completion of 31 interviews with managers in five public sector organisations – six managers in Pubsec1; four managers in Pubsec2; five managers in Pubsec3; ten managers in Pubsec4; and six managers in Pubsec5. Of these 30 interviews were used in the final analysis due to a technical error in the recording of an interview with a manager in Pubsec1 in the early stages of data collection. The level of seniority of the managers interviewed ranged from the front line manager level (PB2) up to deputy director senior management level (PB7) as shown in Table 8. Further demographic information is included in Appendix 8 and will be referred to in the Analysis chapter where appropriate.

Table 8: Breakdown of managers interviewed by organisation and grade

Grade	Organisation					
	PubSec1	PubSec2	PubSec3	PubSec4	PubSec5	Total
PB2 *(First line manager level)*				7	3	**10**
PB3	1	1		1		**3**
PB4	3		1	2	1	**7**
PB5	1	2	1		1	**5**
PB6			1			**1**
PB7		1	2		1	**4**
PB8						**0**
PB9 *(highest management level in the organisation)*						**0**
Total	**5**	**4**	**5**	**10**	**6**	**30**

In terms of deciding on the number of managers to interview in each organisation, Guest et al (2006) explain that there are no practical guidelines for estimating sample sizes for purposively sampled qualitative interviews, rather with purposive sampling the sample size is directed by the research question and analytical requirements (Pope et al 2000). Although sample sizes in qualitative research may appear small in comparison with quantitative research, this is a result of the purpose of the studies (Patton 2015). In quantitative research a larger sample size is needed for representativeness because the purpose is to generalise from the sample used to the population of which it is a part (Patton 2015).

Qualitative studies however are not designed to be representative in terms of statistical generalizability (Pope et al 2000), rather qualitative researchers study many fewer people but delve more deeply into those individuals' life worlds. As Hycner (1985) highlights, although the results from a qualitative study with a small number of participants may not be generalizable, they can be "*phenomenologically informative about human beings in general"* (Hycner 1985:295).

Literature on qualitative interviewing often refers to the concept of theoretical saturation as a marker for the researcher in knowing when they have gained a sufficient sample. However the concept is often poorly operationalized with no description of how saturation might be determined by the researcher (Francis et al 2010; Guest et al 2006). Marshall et al (2013:11) also refer to theoretical saturation as an *'elusive concept'* for which few concrete guidelines exist. In an attempt to address this Guest et al (2006) conducted sixty in-depth semi-structured interviews and used thematic analysis to explore how many interviews were required before thematic exhaustion was reached. They operationalized the concept as

> *"the point in data collection and analysis when new information produces little or no change to the codebook"* (Guest et al 2006:65).

Guest et al (2006) found that the full range of thematic discovery occurred after twelve interviews were completed with 92 per cent of codes and code definitions being created at this point. It is however important to note that Guest et al's research was based on the experience of sex workers in Nigeria and Ghana and thus caution is required in determining the applicability of their findings to the field of employee reward in the United Kingdom.

More recently Saunders and Townsend (2016) have argued that there is a paucity of discussion on how many participants are deemed sufficient in qualitative interviewing and advice regarding the number of participants required is therefore often opinion. In an attempt to address this Saunders and Townsend (2016) analysed 798 articles published between 2003 and 2013 in ten top and second tier academic journals from which they identified 248 studies using at least one type of qualitative interview. 76.6 per cent of the studies that stated the number of participants justified the sufficiency of the sample size in relation to the research purpose. The overall norm was of between 15-60 participants for qualitative interviews in organisation and workplace studies. However Saunders and Townsend advise that while this norm of 15-60 participants is likely to be considered sufficient, the actual number depends upon the purpose of the research and the researchers' epistemological position. For example, Smith et al (2012) report that studies, such as the current research, employing interpretative phenomenological analysis (IPA) are often conducted on relatively small samples sizes and as a result:

> *"Immediate claims are therefore bounded by the group studied but an extension can be considered through theoretical generalizability, where the reader of the report is able to assess the evidence in relation to their existing professional and experiential knowledge"* (Smith et al 2012:4).

Aside from reviewing the methodology literature, referring to the precedents set by credible studies with a similar research purpose can also offer justification for the number of participants selected (Marshall et al 2013; Saunders and Townsend 2016). The problem with this approach however is that, as outlined in the Literature Review, there is very limited literature focusing on line managers and reward. Furthermore, the research that does exist within the wider field of reward management is dominated by quantitative, survey-based approaches. In the absence of comparable studies the sample size of researchers employing qualitative interviews (Appendix 3) to explore

SDT was reviewed. This revealed a sample size of between 9-20 participants in the field of organisation research (Janssen et al 2014; Nilsen et al 2016; Reznickova and Zepeda 2016); 9-22 participants in the field of education (Griffin 2009; Moos and Honkomp 2011; Taylor et al 2009); 20-31 participants in the field of health research (Lloyd and Little 2010; Moran et al 2014); and 10-21 participants in the field of sport research (Iachini et al 2010; Mallett and Hanrahan 2004; McLean and Mallett 2012; Ntoumanis et al 2004; Raabe and Readdy 2016).

In summary, the sample size in this research of 30 managers falls within the norm of 15-60 in qualitative interviewing discovered by Saunders and Townsend (2016) and aligns to previous qualitative studies employing SDT as a theoretical framework, in which samples ranged from 9-31 participants. However most importantly the sample size was deemed appropriate for the current research as the intention is not to generalise the managers' experiences to the wider population, but to consider them in the light of the theoretical propositions outlined in SDT (Lloyd and Little 2010), with a smaller sample permitting individual managers to have a *"locatable voice"* within the research (Robinson 2014: 29).

3.4.2. Data collection

3.4.2.1. Telephone interviews

Initially this research intended to utilise face-to-face interviews as the main method of data collection however, as referenced previously, conversations with brokers in the organisations flagged this as a potential risk due to the impact on service delivery. As a result of these initial conversations telephone interviews were offered as an alternative and all organisations requested this mode for the interviews. Telephone interviews were also a deciding factor for the majority of participants in expressing a willingness to take part in the research as evidenced in the feedback received following the interviews (Appendix 11). This is a theme in the literature with researchers noting that some participants were more likely to take part in the study when they were told that the interviews could be conducted over the telephone (Holt 2010; Sturges and Hanrahan 2004).

The use of the telephone to conduct interviews also offers the opportunity to access geographically dispersed participants (Block and Erskine 2012; Lord et al 2016; Novick 2008) as reported by Trier-Bieniek (2012) and Stephens (2007). Aligned to this is the resultant cost savings due to decreased travel, an important consideration for researchers when planning their methodological strategy (Block and Erskine 2012; Sturges and Hanrahan 2004). In the current research the use of telephone interviews enabled managers from across the UK to participate and the spread of managers across the UK, as can be seen in Table 9, could not have been achieved with face to face interviews due to time and financial constraints.

Table 9: Location of managers interviewed

Location*	Number of Managers
Scotland	2
North East	8
North West	2
Yorkshire and The Humber	6
London	5
Wales	3
National Role	4
Total	**30**

*Regions taken from ONS (2016)

The convenience of this method was commented on by a number of managers, many citing the financial constraints and time out of the office had the interview been face-to-face. For example a manager in Pubsec1 stated that it "*It would have been too expensive to meet f2f*" and a manager in Pubsec3 explained that they were happy with a telephone interview as it saved *"time and money on travel".*

However, despite the large body of literature focusing on the use of the interview as a method in qualitative research, telephone interviews have been neglected (Lord et al 2016; Novick 2008; Sturges and Hanrahan 2004; Ward et al 2015). There remains a tacit assumption in the research methodology literature that face-to-face is the best for qualitative interviews (Ward et al 2015) and when telephone interviews are referred to they tend to be depicted as a less attractive alternative (Block and Erskine 2012; Novick 2008) or confined to survey based, quantitative studies (Ward et al 2015). However Block and Erskine (2012) suggest that researchers may not disclose the frequency of data collection over the telephone as they assume that the medium used is not a significant element of the data collection strategy.

A summary of qualitative studies exploring the telephone interview as a data collection method have been summarised in Appendix 9 and will be referred to in order to demonstrate the benefits and limitations of the approach. In the current research participants were asked to complete a short evaluation form (Appendix 10) following the telephone interview to enable the researcher to evaluate the impact of this method. A total of 22 managers completed the interview evaluation form and the results have been collated in Appendix 11.

Block and Erskine (2012) argue that interviewing as a method of data collection has transformed in recent years in response to the proliferation of technology. One of the ways this has manifested is through the use of telephones as a medium. Although concerns about the more unnatural nature of telephone interviews are commonly raised, there is also recognition that people are used to communicating by telephone (Irvine et al 2012). In fact it is not uncommon for many people to have limited face-to-face interaction with the surge in technology such as email, social media and the telephone (Trier-Bieniek 2012). Sturges and Hanrahan (2004) therefore argue that telephone interviews are an appropriate means of data collection when the participant group owns telephones and uses them for both instrumental and longer expressive phone calls. This was demonstrated by Ward et al (2015) who found that participants reported being comfortable using the telephone for the interview because they were habitual users of telephones and comfortable in their own environment, what Ward et al referred to as being ‘phone savvy’.

As managers in the public sector it could be argued that the participants in this research are habitual users of telephones for communication, for both one-to-one discussions and group meetings. This is demonstrated in the feedback from the managers, see Appendix 11, with managers’ commenting that:

> *“In my organisation most of our meetings have to be done by telephone”*
> (Manager, Pubsec5).
>
> *“100 per cent comfortable with this as it’s how I conduct a lot of my own meetings”*
> (Manager, Pubsec1).

According to Irvine et al (2012:89), the fundamental difference between a telephone interview and a face-to-face interview is the *“absence of a visual encounter”,* and a concern about telephone interviews is that there is a lack of interaction preventing the building of rapport and a loss of natural conversation (Trier-Bieniek, 2012). Novick (2008) however contends that the interviewer can employ a number of strategies to put participants at ease, for example chatting informally at the start of the interview, and carefully choosing words and intonation to respond empathetically. Lord et al (2016) adopted a similar approach by adding two opening questions to their interview schedule to create a rapport with the participants in their research.

In the current research the interview guide (Appendix 2) was purposefully designed to allow the opportunity for introductions which included the researcher's previous experience in the public sector to foster rapport from the outset. Ward et al (2015) reported that not seeing the interviewer had no negative impact on the building of rapport with participants and this was the case in this research with managers commenting that the the interview *"was easy and comfortable from the outset"* (Manager, Pubsec4) and that the experience *"felt more like a conversation than an informal interview"* (Manager, Pubsec5). Of the 22 managers who completed the interview evaluation only one manager felt that they may have disclosed more if the interview had been face-to-face as they may have built rapport quicker, but added that they were *"indifferent"* to the method used.

There is also evidence to suggest that participants may feel more relaxed when they are not in the interviewer's presence (Lord et al 2016). Ward et al (2015) found that being in a familiar environment meant that participants felt comfortable in their interaction and as they could not see the interviewer's face they assumed that they were not being judged. Participants also reported feeling more relaxed and able to be open and honest in their disclosures (Ward et al 2015). This is echoed in the current research, for example when asked if they thought they would have disclosed more or less had the interview been face-to-face, a manager in Pubsec3 commented:

> *"I may have said less if I saw what I thought was some negative body language etc"*
> (Manager, Pubsec3).

Further, from a practical perspective, telephone interviews allow the researcher to take notes unobtrusively with Sturges and Hanrahan (2004) finding that is was easier to take notes when conducting the interviews over the telephone in comparison to face-to-face. This allows the interviewer to stay focused on the interview and then come back to a point of interest at a suitable time. This was particularly important in the current research as a flexible interview guide made it integral to pick up on points of interest and follow them up at a later stage so as to avoid interrupting the manager's flow of speech.

Novick (2008) reports that although there are claims in the literature that telephone interviews must be kept short, there is little evidence provided to support this claim. Irvine et al (2012) found that although the telephone interviews tended to be shorter, a greater quantity of data did not necessarily imply greater quality of data. In fact, Sturges and Hanrahan (2004) compared the use of telephone and face-to-face interviews in their research and found that the nature and depth of responses did not differ substantially by type of interview, nor did the method of interviewing influence the responses from participants. The duration of the interviews in the current research along with the number of words in each interview transcript is included in Appendix 12.

In summary, telephone interviews, although under-researched, appear to be growing in popularity in the file of organisational research. A light touch literature search using the search terms *'telephone'; 'interviews'; 'HRM'* and/or *'business'* published from 2016 onwards reveals thousands of results. Examples of business research utilising telephone interviews as either the sole method of data collection or in conjunctions with other methods include exploring employers demands of business graduates (McMurray et al 2016); investigating the relationship between preference for self-employment and start up intentions (Kolvereid 2016); identifying HRM practices which support ambidexterity (Swart et al 2016); and contextualising performance appraisals in Chinese Universities (Wang et al 2017).

3.4.2.2. Recording and transcription

Although notes were taken throughout the interviews, Arthur et al (2014) recommend audio recording interviews, not only because they allow the researcher to devote their full attention to listening and responsive questioning but because recording:

> *"provides an accurate, verbatim account of what was said, capturing the language used, including hesitations and pauses…in far more detail than would ever be possible with note-taking"* (Arthur et al 2014:172).

All of the interviews were recorded using an Olympus WS-852 4GB Dictaphone. To enable the telephone conversation to be recorded an Olympus TP-8Telephone Recording Dictaphone Microphone was used. This was plugged into the Dictaphone and the earpiece picked up the words spoken by both the interviewer and the participant. The quality of the interview recordings was excellent and the specific setting on the Dictaphone for recording telephone conversations resulted in background noise being eliminated from the recordings. As noted in 4.1.5 above an interview with a manager in Pubsec1 did not record due to a technical fault. Although unfortunate this occurred in the early stages of the data collection and as a result the issue was rectified and no further problems with recording were encountered.

Each interview was transcribed as soon as possible after the interview had taken place and the full transcription was e-mailed confidentially to the participant for them to confirm that it was an accurate account. Asking informants to read the transcripts, particularly when a recorder has been used, allows them to consider if their words match what they intended (Shenton, 2004). Buchannan et al (2014) also argue that sending a transcript of the interview to participants is good practice, not only for confirming the accuracy but also to maintain a relationship with the respondents. Buchannan et al (2014) also explain that should the participant request changes to the transcript, rather than viewing this as a form of censorship, it should be treated as further research data. At this stage participants were invited to add any further information that they felt on reflection they did not discuss in the interview, and of the 30 managers only one requested an amendment to their transcript. This was a minor amendment in that they wanted one word in a transcript of 4867 words to be removed as on reflection they regretted the language they had used.

Morse et al (2002) posit that ‘good’ qualitative research adopts an iterative, rather than a linear, approach to ensure congruence between question design, sampling strategy, data collection and analysis. It is therefore pertinent to note that although the following section of this chapter outlines the process of data analysis, an iterative approach was taken to the data collection and data analysis and as such these two processes overlapped. Eisenhardt (2002) argues that this overlapping of the data collection with the data analysis allows the researcher to take advantage of flexible data collection by making adjustments to the cases or tools, allowing the researcher to probe emergent themes.

3.5. Approach to Data Analysis: Interpretative Phenomenological Analysis

Following transcription and participant confirmation the interview data was analysed using interpretative phenomenological analysis (IPA). Rapley (2016) refers to IPA as a ‘relative newcomer’ in qualitative research. Originating in psychology IPA is being increasingly utilised in related disciplines in human and social sciences (Smith et al 2012) with the aim being to explore, in detail, the individual’s view of the phenomenon under investigation (Smith et al 1999). As an approach IPA is phenomenological due to its concern with the individual’s perception of the phenomenon, rather than an attempt to produce an objective statement of truth, yet it is also interpretative in nature as access to this depends on the researcher’s own conceptions in how they make sense of that personal world through interpretation (Smith et al 1999; Smith et al 2012; Smith and Osborn 2015). In summary:

> *"IPA, while recognising that a person's thoughts are not transparently available from, for example, interview transcripts, engages in the analytic process in order, hopefully, to be able to say something about that thinking"* (Smith et al 1999:219).

Due to the interpretative nature of IPA there is no one prescribed way of conducting IPA and as the researcher proceeds with the analysis they are likely to adapt the method to suit their own way of working (Brocki and Wearden 2006; Fischer and Wertz 2002; Smith et al 1999; Smith et al 2012). The specific approach taken in the current research was informed by the methodology literature (e.g. Cope 2005; Groenewald 2004; Hycner 1985; Smith et al 1999; Smith et al 2012; Storey 2015) but also driven by the current research objectives.

It is worth noting at this point that the use of CAQDAS (Computer Assisted Qualitative Data Analysis Software), for example NVIVO, was considered at the initial stages of the research. Davidson and di Gregorio (2013) explain that CAQDAS was first developed in the 1980s in an attempt to *"bring the power of computing to the often labor-intensive work of qualitative research"* (Davidson and di Gregorio:481). Although such programmes were limited in scope to begin with they have rapidly developed to become comprehensive data analysis packages (Davidson and di Gregorio 2013) and are increasingly *"accessible, user-friendly and comprehensive in their functionality"* (Spencer et al 2014:287). The purpose of CAQDAS is not *"as a replacement for the intellectual role that is required of the researcher"* (Spencer et al 2014), but as a supportive tool. A summary of the potential benefits and the potential drawbacks of using CAQDAS is included at Table 10.

Table 10: Summary of the possible benefits and drawbacks of using CAQDAS to facilitate qualitative data analysis

Benefits of using CAQDAS	Drawbacks of using CAQDAS
- A convenient, organised filing system which allows for all data to be stored in one place making it quicker and easier to access (Creswell 2013; Davidson and di Gregorio 2013; Spencer et al 2014)	- Costly if the researcher does not have access through an institution to which they are affiliated (Creswell 2013)
- Specific material within the data can be located very quickly through search facilities (Creswell 2013; Spencer et al 2014) which can facilitate more complex forms of analysis (Hammersley and Atkinson 2007)	- Time is required to learn the skills to effectively utilise the programme (Creswell 2013; Davis and Meyer 2009)
- A suite of digital tools are available for the researcher to analyse the data (Davidson and di Gregorio; Spencer et al 2014)	- Instructions for using programmes vary depending on the type of qualitative data being collected (Creswell 2013)

Table 10 (continued): Summary of the possible benefits and drawbacks of using CAQDAS to facilitate qualitative data analysis

Benefits of using CAQDAS	Drawbacks of using CAQDAS
- Speed with which large amounts of data can be handled (Spencer et al 2014)	- The programme may not have all the features required (Creswell 2013)
- Encourages the researcher to look closely at the data and think about the meaning of each sentence line by line (Creswell 2013)	- Risk of exploration and interpretation of date without the context of the interview (Davis and Meyer 2009; Hammersley and Atkinson 2007; Spencer et al 2014)
- Concept-mapping features enables the researcher to visualise relationships within the data (Creswell 2013)	- It may cause an uncomfortable distance between the researcher and their data (Creswell 2013)
- Facilitation of team research (Spencer et al 2014)	- Potential to transform qualitative research into a rigid, automated analysis of text (Bringer et al 2004)

Although it is argued that CAQDAS packages are flexible enough to be used by researchers from *"diverse disciplinary and methodological perspectives"* (Davidson and di Gregorio 2013:482) the current research adopted a traditional manual approach. This approach was followed as the researcher wanted to maintain an 'attachment' to the interview data and ensure the words of the participants were contextualised throughout the analysis. Bringer et al (2004) claim that CAQDAS:

> *"offer the 'revolutionary' prospect of demonstrating methodological congruence because of a level of transparency that is rarely, if ever, seen in manual methods"* (Bringer et al 2004:251).

In an attempt to offer full transparency of manual data analysis the following sections of this chapter will cover the step-by-step approach taken to analysis throughout the current research. A summary of the approach taken to the analysis of the interview transcripts in the current research and how this was informed by the methodology literature is included at Appendix 13.

3.5.1. Transcription and immersion in the data

As previously discussed each individual interview was transcribed verbatim before being sent to the manager for agreement, an approach advocated by Colaizzi's (1973) approach to phenomenological enquiry. After the participant confirmed that the transcript was an accurate reflection of the interview, presuppositions were bracketed and noted and the transcript was read whilst listening to the recording thus immersing the researcher into the data. The duration of the interviews ranged from 28 minutes 17 seconds through to 46 minutes with an average time of 37 minutes. This resulted in a total of 111,472 words of transcripts to be taken forward to the following stages of analysis, a full breakdown of which can be seen in Appendix 12.

3.5.2. Noting of initial impressions

The transcript was read several times whilst notes, both descriptive and linguistic, were made in the right hand margin on anything that appeared significant or of interest. Two examples are provided in Figure 5 and Figure 6, based on extracts from Leanne in Pubsec1, to illustrate the approach taken.

Leanne was explaining that she views feedback as an integral component of reward to which I asked why she thought this was the case:

> At the end of the day people need to have feedback to know that they are doing a worthy job I think, I think it's important, we all like to know that we are doing a) a good job and b) it's being recognised I think. It's not the be all and end all of our role but it's certainly nice to get that positive feedback and so because I line manage line managers I think it's a lead by example thing isn't it? If I'm giving that to my line managers then you know I would like to think that, and they do do it because I get their R&R nominations, but they do the same for theirs.

Feedback crucial to know a good job is being done and that it is being recognised

Awareness of role as a manager of managers and role modelling the behaviours she expects them to demonstrate

Use of questioning to validate opinion – 'isn't it?'

Figure 5: Illustration of noting of initial impressions based on extract 1 from Leanne's interview transcript (Pubsec1)

At this stage the researcher maintained an open mind focusing on initial impressions of the manager's experience of rewarding employees.

Leanne was discussing some of the challenges she faces as a manager in rewarding people:

I suppose a budget is a budget, and sometimes you would like to reward more than what you can. But then I think it's important to say you know this is, this is a token of my appreciation of what you've done, and the £50 voucher or the £100 on your pay probably isn't the be all and end all but I just want you to know the reason why I am doing it.

Budget can be restrictive

Would like to reward more than what is available

The explanation behind why they are being given a financial reward is important – token of appreciation

Figure 6: Illustration of noting of initial impressions based on extract 2 from Leanne's interview transcript (Pubsec1)

3.5.3. Development of emergent themes

Using the notes made in the proceeding stage of analysis along with the manager's words, themes were created and noted in the left hand margin of the transcript. Following the advice of Miles and Huberman (1994:55), *"if you don't know what matters more, everything matters"*, at this stage no themes were discarded and the researcher remained open to new and emerging ideas. Two examples are provided in Figure 7 and Figure 8, based on the same extracts presented in the proceeding stage, to illustrate the approach taken.

Leanne was explaining that she views feedback as an integral component of reward to which I asked why she thought this was the case:

> At the end of the day people need to have feedback to know that they are doing a worthy job I think, I think it's important, we all like to know that we are doing a) a good job and b) it's being recognised I think. It's not the be all and end all of our role but it's certainly nice to get that positive feedback and so because I line manage line managers I think it's a lead by example thing isn't it? If I'm giving that to my line managers then you know I would like to think that, and they do do it because I get their R&R nominations, but they do the same for theirs.

Feedback

Recognition

Leading by Example

Figure 7: Illustration of developing emerging themes based on extract 1 from Leanne's interview transcript (Pubsec1)

Leanne was discussing some of the challenges she faces as a manager in rewarding people:

I suppose a budget is a budget, and sometimes you would like to reward more than what you can. But then I think it's important to say you know this is, this is a token of my appreciation of what you've done, and the £50 voucher or the £100 on your pay probably isn't the be all and end all but I just want you to know the reason why I am doing it.

Budgetary constraints

Token of appreciation

Importance of explaining reason for reward

Figure 8: Illustration of developing emerging themes based on extract 2 from Leanne's interview transcript (Pubsec1).

Each of the themes noted were then transferred to a table with supporting quotations from the manager to ensure that their voice remained at the forefront for the next stage of analysis, a working example of which is included for Leanne in Pubsec1 in Appendix 14. In the words of Doherty and Saunders (2013:9) this stage involved

> *"becoming the spokespeople for others, reconstructing their stories and in doing so imposing theoretical categories aimed at providing our particular audience with an intuitively convincing account".*

The number of emergent themes for each individual manager varied between 13 themes to 30 themes with an average across all 30 managers of 21 themes, a full breakdown of which can be seen in Appendix 12.

3.5.4. Exploration of the themes

Each of the emerging themes was considered in relation to the research aims noted at the outset of this chapter. This approach is considered by Reid et al (2005) to represent the balance between the 'emic' and 'etic' position in IPA with the researcher starting by prioritising the participant's world-view and then attempting to make sense of this and illuminate it in light of the research objectives. Although the researcher was open to disregarding any unrelated themes there were no themes identified at this stage as being irrelevant. This reviewing of the themes in relation to research aims led to re-organisation of the emergent themes under the headings of *"role as a manager in rewarding employees"; "factors influencing why they reward employees"; "support in rewarding their employees"; "challenges faced in rewarding their employees"* and *"miscellaneous"*. It was recognised at this point that this would require further refinement but this presented a useful and methodical way of beginning the cross-case comparison in the next stage of analysis. A working example of this exploration of the themes for Leanne in Pubsec1 can be seen in Appendix 14.

3.5.5. Remainder of cases explored and analysed

This process was followed for each of the managers with ideas from the previous analyses being bracketed as far as possible to ensure the researcher remained open to new and emerging themes. However the researcher noted that all of the emerging themes could be organised into the categorisation described above and thus this was utilised for the remainder of the transcripts. A table illustrating the superordinate and constituent themes developed from each individual transcript can be seen in Appendix 15. Creswell and Miller (2000) believe that validity in qualitative research is linked to how accurately the findings represent the participants' experiences of the phenomenon and a key commitment of IPA is ensuring that the analysis is centred around substantial verbatim excerpts from the participants (Reid et al 2005) and thus the superordinate themes were then compiled along with constituent themes and direct quotations from the interview transcript.

For each individual manager the number of words from the transcript along with the percentage of the total transcript used to illustrate the themes developed is included in Appendix 12. The percentage of total words in the transcript reflected in quotations across each of the 30 managers ranged from 22 per cent to 68 per cent with an average of 48 per cent across all managers. At this stage individual transcripts from managers with less than the average of 48 per cent, as listed in Table 11, were revisited to ensure that any words and quotations related to the research aims were not missed in the initial analysis. The research journal compiled throughout the data collection period was also consulted to determine if there were any methodological issues that may have influenced the interview and the resulting choice of quotations from the transcript.

Table 11: Review of transcripts with less than 48 per cent representation of individual manager's words in the quotations used to illustrate superordinate and constituent themes

Organisation	Manager	Percentage of transcript used to illustrate themes	Researcher notes on transcript after reviewing alongside research journal used during data collection
Pubsec1	Anthony	43%	– Pubsec1 was the initial organisation and questions were being refined. – In the initial organisation transcription included utterances, for example 'emmm', which added to the total word count. These were not included in future transcriptions as they were not deemed relevant to the analysis. – Laura used a number of examples that made the organisation identifiable and as a result direct quotations were limited. Summaries were still included in the theme development but as they were not direct quotations this lowered the overall percentage. – A lot of repetition was included in the transcripts of George and Leanne and this was reflected in the researcher's reflections. This resulted in both question refinement and development of interview technique for the other organisations.
Pubsec1	George	30%	
Pubsec1	Laura	22%	
Pubsec1	Leanne	30%	
Pubsec2	Hannah	46%	– No issues identified.
Pubsec2	Sarah	45%	– No issues identified.
Pubsec3	Janet	46%	– No issues identified.
Pubsec4	Beatrice	26%	– As noted in the research journal Beatrice spent a large part of the interview explaining the role that her team carried out in the organisation. This was interpreted to be both from a position of pride, but also from a perceived lack of recognition. Both of these important reflections were included in the summaries alongside the theme development but direct quotations were not always relevant or necessary.
Pubsec4	Jennifer	47%	– No issues identified.
Pubsec4	Sandra	44%	– No issues identified.
Pubsec5	Gurpreet	36%	– Gurpreet shared a number of personal examples to illustrate the points that she was making and although these were incredibly helpful for the researcher in understanding context and the resulting theme development direct quotations would have compromised anonymity.
Pubsec5	Helen	44%	– No issues identified.
Pubsec5	Kate	47%	– No issues identified.

This review did not result in any amendments to the themes developed in steps 5.4 – 5.5 nor did the quotations used to support the themes change. Although this was a time-consuming process it was necessary to ensure that each manager's voice was represented before progressing to the next stage of analysis, exploring connections between the managers.

3.5.6. Connections made between individuals

After each interview was analysed with a list of superordinate themes created for each they were then fully explored to further refine the themes and identify any connections and relationships. This deeper exploration resulted in the development of a master table including superordinate themes, constituent themes and quotations from each manager. The themes were then arranged under four main categories linked to the research aims – *"In what ways do managers believe that they reward their employees?", "What are the reasons why managers believe they reward their employees in these ways?", "What do managers report as supportive in the ways in which they reward their employees?",* and *"What challenges do managers believe they face when rewarding their employees?".* The total number of superordinate themes and constituent themes developed is included in Table 12.

Table 12: The number of superordinate and constituent themes developed following stage 5.6 of analysis

Category	Number of superordinate themes	Number of constituent themes
In what ways do managers believe that they reward their employees?	10	23
What are the reasons why managers believe they reward their employees in these ways?	3	7
What do managers report as supportive in the ways in which they reward their employees?	4	7
What challenges do managers believe they face when rewarding their employees?	8	8
Total	**25**	**45**

The thematic maps included in Appendix 16 show the superordinate and constituent themes developed for each category with the number in brackets indicating the number of managers represented in both the superordinate themes and the constituent themes. Smith (2011:24) stresses the importance of the final superordinate themes across all participants being "*proportionality sampled"* in that they should not be drawn just from a small number of the participants. Those themes which were represented by only a small number of managers were also included, as argued by Patton (1999:1191) one's understanding of patterns and themes in qualitative data is increased further by considering *"instances and cases that do not fit within the pattern".* These unique and contradictory themes were retained for discussion in the Findings and Discussion chapter.

When this stage of analysis was complete the themes were then explored further to understand how they had developed over the course of the data collection. The interviews were completed first with Pubsec1, then Pubsec2, and so on until Pubsec5 and the number of new superordinate themes emerging from the later stages of the interviews was minimal. As can be seen at Appendix 17, 17 of the 25 superordinate themes emerged from Pubsec1 with only three further superordinate themes emerging from Pubsec2, one from Pubsec3, three from Pubsec4 with no new superordinate themes emerging from Pubsec5. There were also a small number of constituent themes which emerged from the latter stages of data collection with five constituent themes emerging from Pubsec2 and three from Pubsec3. The lack of emerging theme development across the organisations, possibly demonstrating the concept of theoretical saturation as discussed previously (Guest et al 2006).

3.5.7. Applying theory: Considering through the lens of SDT

Paley (2017) argues that the interpretation of data is only possible with the help of a background theory and Brocki and Wearden (2006) believe that the inductive nature of IPA allows analysis to be discussed in light of varied existing theories, or to put it simply:

> *"Do any broader constructs put these facts together the way I am putting them together?"* (Miles and Huberman 1994:261).

In contrast to the stages outlined above, in which the focus was on expressing managers' experiences of rewarding employees in their own words, the final stage in the analysis of the data involved seeking to *"build theory by overlaying a particular theoretical lens* (SDT) *to the data"* (Vough et al 2015:421).

This approach is similar to that adopted by qualitative researchers employing SDT. For example when exploring the motivations behind physiotherapists' use of research in clinical practice Dannapfel et al (2014) used content analysis to identify categories in the data which were then compared and contrasted to SDT. Similarly Moran et al

(2014) took what they referred to as an abductive approach to the analysis of the interview data. They used open coding and then compared the codes and merged into categories, next they employed an SDT perspective by organising the categories under SDT concepts – the three basic psychological needs, intrinsic motivation and external motivation. An abductive approach was also employed by Taylor et al (2009) who used content analysis, and although they set out to interpret data through the lens of SDT they remained 'critically reflexive' and open to themes unrelated to SDT or which challenged SDT. This is aligned to the approach taken by Ntoumanis et al (2004) who explored amotivation in compulsory Physical Education in UK schools and Millward and Senker (2012) employed IPA and then mapped the master narratives to the key theoretical tenets of SDT when exploring how young male offenders made sense of their offending behaviour.

In the current approach, exploring the themes in relation to SDT resulted in the four main categories from the previous stages of analysis being re-categorised, as shown in Table 13, to reflect both the words of the managers and the theoretical tenets of SDT whilst staying true to the aims of the research.

Table 13: Re-categorisation of themes following mapping to Self-Determination Theory

Category from previous stages of analysis	Category following mapping to Self-Determination Theory
In what ways do managers believe that they reward their employees?	Exploring the role of the manager in rewarding their employees: Satisfaction of basic needs.
What are the reasons why managers believe they reward their employees in these ways?	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs.
What do managers report as supportive in the ways in which they reward their employees	Supportive mechanisms for managers in rewarding their employees.
What challenges do managers believe they face when rewarding their employees?	Thwarting mechanisms for managers in rewarding their employees.

The themes identified in the previous stages of analysis were then explored in detail and mapped to the satisfaction of the three basic needs as posited by SDT - autonomy, competence and relatedness – with themes that did not map across being identified as extrinsic. The outputs from this final stage of analysis will be explored in full in the Findings and Discussion chapter.

3.6. Chapter summary

In summary, the qualitative approach taken to the current research was underpinned by the researcher's constructivist, interpretivist perspective in which the exploration of a public sector managers' role, as perceived by the managers themselves, remained at the fore throughout each stage of the data collection and analysis. In-depth, semi-structured interviews with 30 managers across five public sector organisations resulted in a total of 111,472 words of transcripts. These transcripts were then analysed using a version of IPA adapted to suit the research aims before being mapped to the theoretical tenets of SDT, focusing specifically on the three basic needs of autonomy; competence; and relatedness. The outputs of this analysis will now be presented and discussed in the Findings and Discussion chapter.

Chapter 4

Findings and Discussion

4.1. Chapter introduction

The purpose of this chapter is to present the main findings from the analysis of the interviews with the managers in Pubsec1, Pubsec2, Pubsec3, Pubsec4 and Pubsec5. In order to address the research objectives these findings will be presented in four Parts as noted below:

Part A: The role of the manager in rewarding employees will be explored through the lens of self-determination theory (SDT) allowing an understanding of in what ways the role of the manager may satisfy the basic needs of their employees – research objective one.

Part B: The influences on the ways in which managers reward their employees will be explored allowing a unique consideration of how the satisfaction of their *own* basic needs may be met as part of this role - research objective two.

Part C: The mechanisms reported by managers as being supportive in their role of rewarding employees will be considered through the lens of SDT to explore how the organisation may satisfy the managers' basic needs as part of this role - research objective three.

Part D: The mechanisms reported by managers as thwarting their role of rewarding employees will be considered through the lens of SDT to explore how the organisation may undermine the satisfaction of managers' basic needs as part of this role - research objective four.

Each of these four Parts will contribute to the development of the conceptual framework introduced in the Research Methodology chapter, as shown in Figure 3. For the purposes of transparency and cohesion, the Part introduction will highlight the areas of the conceptual framework to which the discussion of findings relates, with the Part summary including an overview of the key findings in relation to the highlighted areas of the conceptual framework.

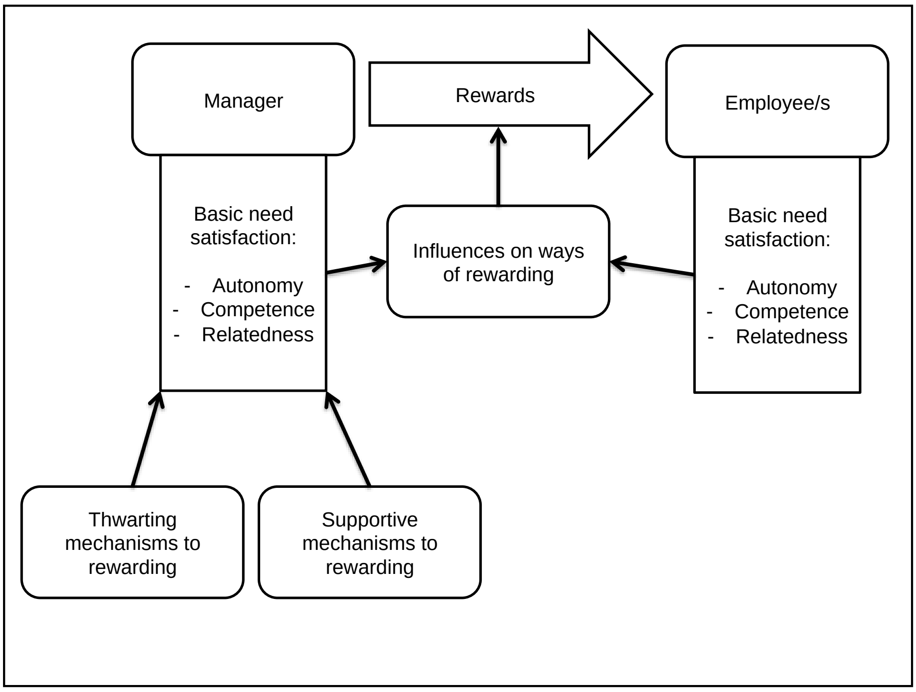

Figure 3: Conceptual framework

In each of these four areas any instances of commonality and divergence within and across organisations, and across the levels of manager seniority, will be explored. In order to protect the anonymity of the individual managers interviewed each manager was allocated a pseudonym. Table 14 outlines the pseudonym allocated to each manager, along with their level of seniority as discussed in the Research Methodology chapter.

Table 14: Breakdown of managers interviewed by organisation and grade

Organisation	PB2	PB3	PB4	PB5	PB6	PB7	Total
Pubsec1	0	Laura	Anthony Debra Leanne	George	0	0	**5**
Pubsec2	0	Sarah	0	Hannah Jackie	0	Sarah	**4**
Pubcec3	0	0	Janet	Paul	Clare	Kirk Susan	**5**
Pubsec4	Beatrice Georgina Jennifer Lisa Pauline Ruth Sandra	Roxanne	Olive Tim	0	0	0	**10**
Pubsec5	Geoffrey Gurpreet Helen	0	Matt	Kate	0	Carly	**6**
Total	10	3	7	5	1	4	**30**

To illuminate the themes identified in the analysis of the interview transcripts, and to ensure the voice of the manager remains at the fore, this chapter will incorporate the words of the managers in the form of power quotations (Pratt 2009). As discussed in the Methodology, chapter maintaining a transparent approach to the analysis of the interview data is paramount and thus Appendices 18-21 present the following for each of the four Parts:

- **Basic need according to SDT**: The basic need, according to SDT, that the superordinate and constituent theme was mapped to as part of the final stage of the analysis.
- **Theme code**: The code attributed to the superordinate and constituent theme identified in the analysis of the interview transcripts.
- **Theme identified in the interview data and linked to the SDT need**: The superordinate theme (in bold) and the constituent theme name identified in the analysis of the interview transcripts.
- **Representation across managers**: The number of managers in each of the organisations for which the superordinate or constituent theme was identified in the interview transcript.
- **Managers' words**: Direct quotations from the interview transcripts identified as representing the superordinate or constituent theme.
- **Page number reference:** Each appendix includes a summary table referencing the page numbers for each of the themes.

Power quotations from the appendices will be theorised in the chapter and linked to the key concepts and previous literature discussed in the Literature Review chapter, specifically utilising SDT as a means of interpretation to develop a deeper understanding of the role of the manager in the public sector in rewarding their employees.

With reference to the quotations used in this chapter a consistent approach to the terminology used by managers to refer to the respective levels in their organisation was adopted, as per Figure 9.

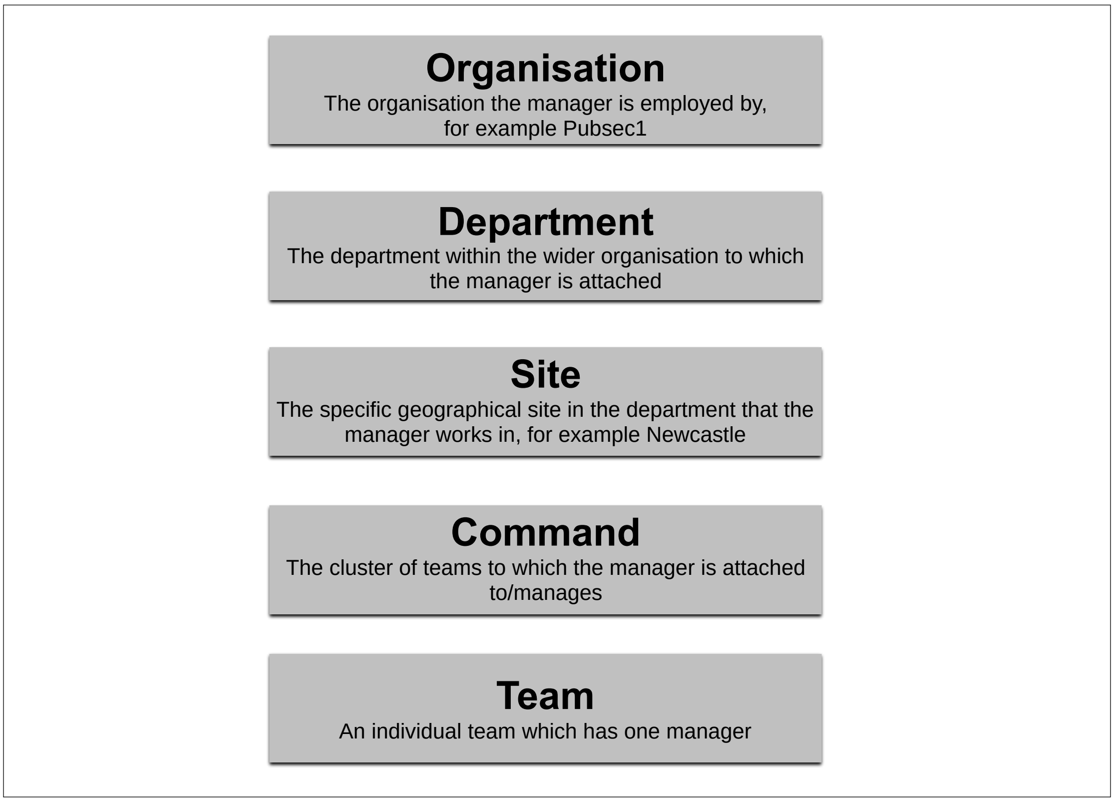

Figure 9: Levels in Pubsec1, Pubsec2, Pubsec3, Pubsec4 and Pubsec5

This approach was deemed necessary not only to protect the anonymity of both the organisation and the individual manager but also to allow for exploration between managers in different organisations where appropriate.

4.2. Part A – Research objective one: Exploring the role of the manager in rewarding their employees: Satisfaction of basic needs.

The first aim of this research was to explore the role that managers in UK public sector organisations play in rewarding their employees, as perceived by the managers themselves. The core questions in the interview that allowed an exploration of the manager's perceptions of their role in rewarding employees include those listed below (refer to Appendix 2 for the full interview guide), which were supplemented by probing questions to develop an in-depth understanding.

- *"Can you tell me what the term reward means to you as a manager?"*
- *"As a manager what do you view as your role in rewarding employees?"*
- *"Can you tell me about a time when you rewarded one or more of your employees?"*
- *"Based on your experience as a manager, what rewards do you think your employees value the most?"*

The analysis of the findings revealed a number of superordinate and constituent themes that highlighted the role played by managers' in rewarding their employees (refer to Appendix 15) which were then mapped to the three basic needs of autonomy; competence; and relatedness, as posited by SDT. This mapping exercise resulted in the development of an understanding of how managers' may satisfy the three basic needs of their employees through the rewards that they utilise, as well as highlighting rewards identified as extrinsic, each which will now be discussed in turn. Figure 10a highlights the area of the conceptual framework to which the following discussion pertains.

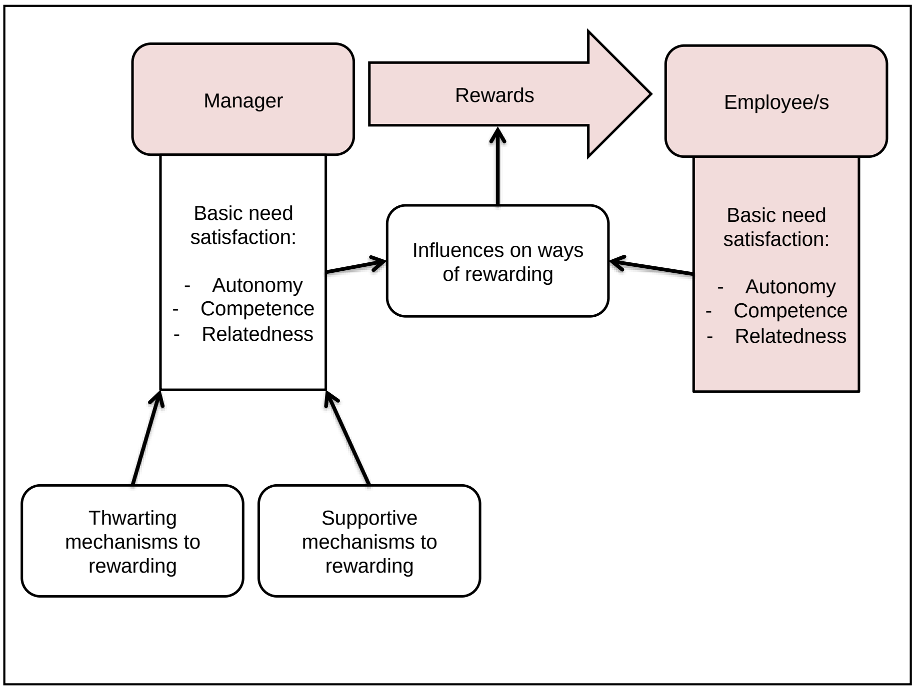

Figure 10a: Conceptual framework – the role of rewarding managers in satisfying employees' basic needs through rewards

4.2.1. The role of the manager in satisfying employees' basic need for autonomy

According to SDT, the need for autonomy refers to individuals acting from their own interests and values (Deci et al 2001; Ryan and Deci 2002); the experience of acting with volition, willingness and choice (Olafsen et al 2015; Stone et al 2009); and thus feeling like the initiator of one's own actions (Baard et al 2004). Based on this conceptualisation, analysis of the interview transcripts revealed three ways managers may satisfy their employees' need for autonomy through the ways in which they reward them, presented in Table 15.

Table 15: Themes from the analysis of the interviews mapped to the basic need for autonomy

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Number of managers represented	Appendix 18: page number for managers' quotations
Autonomy	EA1	**Development** – Involvement in decision making	3	263
	EA2	**Manager of managers** – Giving autonomy	4	263-264
	EA3	**Involvement in reward policy implementation**	1	264

Although represented across all five organisations, of the three basic needs posited by SDT the ways in which managers may satisfy their employees' need for autonomy through their role in rewarding them was the least represented amongst the three basic needs. Managers utilising rewards that may satisfy their employees' need for autonomy were represented only by those managers at PB3 and above. This is perhaps unsurprising given that PB2s, identified as FLMs in the Literature Review chapter, operate at the lowest level of management seniority in the organisation and thus may not have the autonomy themselves to then provide this to the teams that they manage. The lack of autonomy of managers themselves will be explored in-depth in Part D of this chapter.

4.2.1.1. Involvement in decision-making

The first constituent theme identified in the data linked to the role of managers in satisfying their employees' basic need for autonomy was *involvement in decision-making (EA1),* under the superordinate theme of *feedback.* When asked explicitly what role they played as a manager in rewarding their employees, three managers discussed ways in which they involve their employees in decision-making, a practice that Andrews (2016) argues satisfies an employee's need for autonomy. Rebecca, a PB7 in Pubsec2, talked about consulting employees about new working practices that the site or department may be considering implementing arguing that:

> *"We now consult people quite extensively and for me that is reward…seeing your ideas coming in and being adopted is a considerable reward"* (Rebecca Pubsec2).

As a PB7 Rebecca is responsible for the direct line management of 48 employees with wider management responsibility for 400 employees in total and thus arguably has the autonomy herself to be able to provide these opportunities for those employees she manages. Similarly Kate, a PB5 in Pubsec5, discussed *"going out to the people"* when considering new ways of working referring to this as a *"bottom up, reverse pyramid"* approach. However Kate explained that this has not always been the case as in the past managers *"at the top"* often felt that it was their responsibility to make things work. As an employee in Pubsec5 for 41 years Kate remembers this burden of responsibility explaining:

> "*I have been around a long time and that was a sign of the times, as a manager you weren't expected to ask for help, you were expected to come up with all the answers yourself"* (Kate Pubsec5).

Thus not only does the involvement of employees in decision making arguably increase their basic need for autonomy, it can also relieve the pressure on managers themselves.

Tim, in Pubsec4, also referred to involvement in decision-making as a reward for employees, however this was from a different perspective to that of Rebecca and Kate. Tim, a PB4 responsible for the direct management of eight employees and 300 in total, explained that he often runs what he refers to as *“staff forums”* where employees have the opportunity to raise issues with their senior managers and discuss innovative ways of working, a managerial practice that Deci et al (2017:26) refer to as *“autonomy or need supportive”*. Tim explained the role that he played in listening to what the 300 employees within his management command had to say arguing that:

> *“people can sometimes complain about very insignificant things, but sometimes they might seem insignificant but they are significant to the individual and what really upsets them is that they have probably raised it before and it has been ignored”* (Tim Pubsec4).

This links to Baard’s (2004:262) argument that the need for autonomy is about managers ensuring that their employees have *“influence in the workplace”* by listening to their perspective, even if at first they are viewed as inaccurate.

4.2.1.2. Giving autonomy

16 of the managers involved in the current research were not only LMs but they were also responsible for the management of larger teams of employees, with those that they directly line managed line-managing employees. Throughout the interviews these 16 managers often made a distinction between their roles in rewarding those they directly line managed and their role in rewarding those employees in their wider command, a superordinate theme later identified as *manager of managers* in the data analysis and presentation. The second constituent theme identified in the data linked to the role of managers in satisfying their employees’ basic need for autonomy *giving autonomy (EA2),* under this superordinate theme *manager of managers.*

Both Debra, a PB4 and George, a PB5, in Pubsec1 discussed the importance of devolving their small reward and recognition (R&R) budget to the LMs within their command “*because they’re nearer”* (George Pubsec1). As managers of managers they were keen to ensure that the LMs within their command had the financial means available to reward their own employees. When asked how this R&R budget devolution worked in practice George explained:

> *"I split the budget between the offices depending on how many staff there are so that they can proportionally award and in all honesty I would always encourage my managers to spend that budget where it's warranted, it's there for a reason, it's there to be spent"* (George Pubsec1).

Allowing their LMs autonomy to reward their own employees was not just restricted to financial autonomy. All five organisations had a R&R scheme in place that ranged from providing a small cash award to a small voucher award in recognition of work well done. As will be discussed in Part C, the R&R scheme typically involves a somewhat protracted bureaucratic process with the LM nominating an employee for this award and the nomination then being 'signed off' by various layers of management before being sent to the employee. Baard (2004:264) argues that although there are many such mechanisms within organisations that may thwart an individuals' need for autonomy, LMs can *"ameliorate even a relatively controlling atmosphere".* In this case in order to allow LMs to have more autonomy, Clare in Pubsec3, a PB6 responsible for a relatively small team of 16 of which she directly manages four employees, opts to allow the LMs within her command to 'bypass' a level of this bureaucracy:

> *"I said you know* [to the managers that Clare manages] *if you have people you want to nominate go straight to the head of division, it doesn't have to go through me"* (Clare Pubsec3).

Thus, although Clare is unable to control the wider controls involved in the R&R process as this is set centrally in the Department, she is in a position to remove one barrier for her LMs.

Tim in Pubsec4 viewed autonomy for his LMs more wider than that associated with the R&R scheme. Tim was very clear when discussing the role of his LMs in rewarding their employees that he wanted them to be more consistent about "*getting up off their backsides and saying thank-you"* and taking more of an interest in the work that their teams are doing. When asked how Tim achieves this he explained:

> *"Some leaders micro-manage a lot and like a lot of control which takes a degree of autonomy away from some lower level managers, and what I've said since I've been here is that I want all managers and all leaders to take responsibility and if they feel strongly about something or they see something which is really good, just get on with it and recognise it"* (Tim Pubsec4).

Tim discussed the impact of giving his LMs more autonomy:

> *"you give a bit more autonomy to individual managers then their confidence starts to grow because people are not going to run away and start making decisions and chucking money everywhere, but they start to believe that they can actually do something and have an influence"* (Tim Pubsec4).

Gould-Williams (2016) argues that when LMs take a similar approach to Tim of 'empowering employees' to carry out their work and offering opportunities for self-direction (Andrews 2016), the employees' *"sense of autonomy should be heightened"* (Gould-Williams:2016) which in turn leads to autonomous motivation and *"enhanced service delivery"* in the public sector (Andrews 2016:247).

4.2.1.3. Involvement in reward policy implementation

The third and final theme identified in the data linked to the role of managers in satisfying their employees' basic need for autonomy was *involvement in reward policy implementation (EA3).* Although identified as a superordinate theme, only one manager discussed involving their employees in reward policy implementation. Roxanne, a PB3 in Pubsec4, directly line managers six employees and has a wider command totalling 90. When assigned the Department (R&R) budget for her command she decided to ask her employees what they would like to do with it rather than imposing a decision as the manager:

> *"We are really trying to give people the chance of a view and opportunity to feed into whereas usually we tell everybody and dictate whereas now I think we are getting better at listening to what the staff want"* (Roxanne Pubsec4).

When asked what the staff decided to do:

> "*Each area has kind of done the same thing – you let the staff vote for people, you come up with some titles for example positive team player, best focused driver, team leader, and then they vote for that person. We have four categories and each person will win £50 in cash and the runner up will win a £25 voucher"* (Roxanne Pubsec4).

It is not surprising that involvement in reward policy implementation was only referred to by one of the managers in this research given the discussion in the Literature Review chapter on the limited discretion the managers themselves have in public sector organisations (e.g., GOV.UK 2017; NHS 2017). What is surprising however is that Roxanne, being the only manager to refer to this approach, is at PB3 level and therefore only one level above FLMs and is therefore likely to have even less discretion than those at, say PB6 and PB7 level. Roxanne however gives an example of how managers find ways of 'being creative with reward', a theme which will be discussed later in this Part.

4.2.2. The role of the manager in satisfying employees' basic need for competence

According to SDT the need for *competence* refers to succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al, 2004; Deci et al 2001; Ryan and Deci 2002); the experience of being effective in interacting with the environment (Olafsen et al 2015); and the belief that one has the ability to influence important outcomes (Stone et al 2009). Based on this conceptualisation, analysis of the interview transcripts revealed 12 ways in which the way managers reward their employees may satisfy the employees' need for competence, presented in Table 16.

Table 16: Themes from the analysis of the interviews mapped to the basic need for competence

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Number of managers represented	Appendix 18: page number for managers' quotations
Competence	EC1	**Feedback** – Providing feedback	12	265-266
	EC2	**Feedback –** The good and the bad	10	266-268
	EC3	**Development –** Creating informal opportunities	13	268-272
	EC4	**Development –** Utilising formal organisational policies	7	272-273
	EC5	**Recognition –** Going above and beyond	6	273-274
	EC6	**Recognition** – Successful outcomes	3	274
	EC7	**Recognition** – Dealing with pressure and challenges	6	274-275
	EC8	**Recognition –** Wider than direct reports	5	275-276
	EC9	**Recognition** – Senior recognition	12	276-279
	EC10	**Recognition** – Thank you	20	279-283
	EC11	**Recognition** – Specific thank you	9	284-285
	EC12	**Recognition** – Genuine thank you	4	285-286

4.2.2.1. Feedback

The first superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for competence was *feedback.* When responding to the question of what they viewed as their role in rewarding their employees 12 out of the 30 managers referred explicitly to the provision of feedback identified as constituent theme *providing feedback (EC1).* This sentiment is summed up in the following response from Leanne, a PB4 in Pubsec1, who viewed reward as:

> *"any sort of feedback, monetary or verbal to say you've done a cracking job there…People need to have feedback to know they are doing a worthy job…We all like to know that we are doing a, a good job, and b, it's being recognised"* (Leanne Pubsec1).

Similarly, Susan, a PB7 in Pubsec3, explained that although she often thinks of reward in financial terms when considering in more detail she responded:

> *"The first thing that I tend to think of is financial reward but I actually think that feedback goes much wider than that, so the kind of thank yous and kudos and reputation that all help people feel valued"* (Susan Pubsec3).

The 12 managers, who represented nearly all levels of seniority, excluding PB6, and who were from all five of the organisations discussed the importance of providing regular feedback to their employees on their performance. For example Anthony, a PB4 in Pubsec1, for example described it at his *'responsibility'* to let his staff know how they are performing on a *"day to day week to week sometimes hour to hour"* basis. When the managers were asked why they viewed feedback as an important reward for their employees the understanding that employees need to see that they have made an impact was a consistent message. Sandra, a PB2 in Pubsec4, explained:

> *"I think it is important for people to know that what they are doing is right, because if you don't receive any feedback at all you could assume that no news is good news but why should you?"* (Sandra Pubsec4).

This was similar to the understanding of Rebecca who despite being a PB7 argued:

> *"It must be so often that unless you sit next to the person, which is rare these days, that you never have any idea if what you have done is good enough, and if you don't get any acknowledgement at all they don't know if it was good enough, great or if you have even bothered to open it"* (Rebecca Pubsec2).

Geoffrey, a recently promoted PB2 manager in Pubsec5, discussed the importance of viewing feedback as a two-way process in that he regularly invites his employees to provide him feedback. Geoffrey explains:

"It's not just me feeding back to them, I ask my team members to let me know if there is anything that I am doing well or if there is something that I am not doing well because I want to improve myself and I want to make their experience better…having that open communication is a lot better for the team because it makes them trust me a bit more and that it won't have a negative impact and I will take it as constructive feedback, it's what I expect them to do so I should be expected to do the same thing" (Geoffrey Pubsec5).

However when discussing the importance of providing feedback to their employees this was not limited to positive performance only, with ten managers also highlighting the criticality of constructive feedback. Identified as the constituent theme of *the good and the bad* (EC2), Carly, a PB7 in Pubsec5, explained:

"If I was just to tell everyone everything that they are doing well that doesn't help them because they need feedback to grow and develop and I need the same, I welcome positive and constructive feedback, if you don't tell someone where they can improve they won't know how to" (Carly Pubsec5).

Carly explained that this approach is not without its difficulties, referring to negative feedback as at times *'devastating'* for the employee but that she views it as an important part of her role in being able to *"identify how I can help someone move further on in their career".* Although Sandra, a PB2 in Pubsec4, is five levels lower in terms of seniority to Carly she shares a very similar view and adopts Baard's (2004) suggestion of 'keeping critical comments in perspective':

"A lot of mine [view of reward] *is based in feedback, I check the quality of the feedback sheets before they go over and making sure that you give the positive feedback as well as the constructive feedback. Day to day I would see that as my role…it's really important to give feedback on the good things as well as the bad things so you're setting the right tone, you're setting the right direction and people are then obviously aware of what they are doing right"* (Sandra Pubsec2).

Olive, a PB4 in Pubsec4, discussed the impact of neglecting to address poor performance:

"Difficult conversations have to be part of that and that then builds up a culture of everybody being dissatisfied because they see people getting away with things they shouldn't, so you have to have that balance" (Olive Pubsec4).

Providing meaningful feedback is consistently highlighted in the SDT literature as a mechanism for satisfying an individual's need for competence (Deci et al 2017) with

Baard (2004) referring to the provision of regular feedback as a key managerial behaviour that supports employees' need for competence.

4.2.2.2. Development

The second superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for competence was *development,* which was further broken down into the constituent themes of *creating informal opportunities (EC3)* and *utilising formal organisational policies (EC4).* 13 of the managers interviewed discussed creating informal development opportunities for their employees as a means of *"thinking smartly about what people would see as a reward*" (Rebecca Pubsec2), with representation from all five organisations and across all levels of seniority. The examples of informal development opportunities discussed by managers included recommending new experiences; opportunities to do something different; shadowing during management meetings; acting as a deputy manager; and challenging projects.

The idea that employees value the opportunity to take part in activities *"which gives them a bit more of something other than their day job"* (Roxanne Pubsec4) was common. For example Jackie, a PB5 in Pubsec2, explained that a lot of the work that her team do could at times be monotonous and repetitive, thus the opportunity to get involved in something outside of this is welcomed:

> *"I think people value opportunities to do something different, particularly if you sit there all day every day and the opportunity to go and do something different and be recognised, I think people find that quite valuable"* (Jackie Pubsec2).

Similarly Pauline, a PB2 in Pubsec4, explained:

> *"I think it refreshes people, especially in the public sector where you have a lot of staff who have been here for a long time and might have been in the same job role for a while"* (Pauline Pubsec4).

Linked to this was the view that these development opportunities should be available to all employees, regardless of their seniority. Clare, a PB6 in Pubsec2, discussed her frustration at employees in lower grades being given all of the administrative tasks, or *"lots of bits and bobs that no-one else wants to do"*, as it can be *"quite demoralising".* Instead Clare argued that part of her role in ensuring people feel rewarded is:

> *"finding them something they can really get their teeth stuck into so they really feel like they are contributing to the more high end strategic things that we do as team"* (Clare Pubsec3).

Indeed Baard (2004) highlighted the provision of optimal challenges by *"delegating interesting tasks"* as a key managerial behaviour that supports satisfaction of an employee's basic need for competence. As well as opportunities to do something different, managers also discussed the use of challenges or stretching targets as a form of informal development. For example, Olive in Pubsec4 explained that in each of her weekly management meetings she asks the four LMs she manages to set *"mini challenges"* for their teams that are *"achievable even if they are stretching".*

When managers discussed the use of informal development opportunities as a mechanism for rewarding their employees they also discussed the impact that they thought these opportunities had on individuals. Carly, a PB7 in Pubsec5, shared a story about an employee who she does not directly manage but who is part of her project team. Identifying what Carly referred to as potential in this employee but also recognising the constraints her 'day job' had on being able to fully utilise her skills, Carly started to give the employee additional pieces of work to do and explained the difference she observed:

> "*I've just seen her blossom in front of my eyes and she's so excited about what she is doing and she's interested and now volunteering ideas and things we could be doing differently and it is just such a joy to see her"* (Carly Pubsec5).

Olive proposed that *"reward is about recognising what people bring"* and that the impact of this is much stronger than a financial reward. This was echoed by Geoffrey in Pubsec5 who, in his experience, believes that many employees prefer informal development opportunities as it has a longer-term benefit for them:

> *"Some people find that better than the £20 voucher, they get more out of it because it is improving their career. The whole £20 thing only lasts so long but a development opportunity can last the rest of your career"* (Geoffrey Pubsec5).

This is in line with Baard's (2004) view of the basic need for competence who argues that in the workplace:

> *"this does not necessarily entail having exciting new things to do each day…it expresses itself in desire to have some growth experience over a reasonable period of time"* (Baard 2004: 264).

Alongside the informal development opportunities seven of the managers interviewed, also from all five organisations and across all levels of seniority, discussed *utilising formal organisational policies (EC4)* related to development as a mechanism for rewarding their employees. According to Gould-Williams (2016), learning and development programs:

> *"provide employees with the skills and knowledge required to handle the challenging demands of their job, thus satisfying the need for competence"* (Gould-Williams 2016:771).

Unlike the discussion from managers on the informal development opportunities however, managers referred to this more in passing when listing different types of rewards. Managers shared examples including local talent management schemes; mentoring schemes; and e-learning, however they also discussed the opportunity for promotion. For example Susan in Pubsec3 shared the following:

> *"I have often thought that one of the key ways in which the public sector rewards people is through promoting them, they do go up in pay terms and they do go up in status terms, and I think that is particularly true at some of the lower grades…It's not the only mechanism but for some people that is quite a key way of being rewarded, or having their performance recognised"* (Susan Pubsec3).

Clare in Pubsec3 explained that although the training itself may not be viewed as a reward for employees, the time out to talk to them and recognise their effort is the reward:

> *"Some of the training you can offer people, maybe that's not a reward, but we are very good on L&D and I think when someone has done something quite well and you say 'would you like to go and find out more about that' it's not a reward really but I think they might see it as recognition, that you're suggesting they go on a course"* (Clare Pubsec3).

When considering the applicability of SDT to the public sector Gould-Williams (2016) agrees with the sentiment from Clare on employees viewing development opportunities as a form of recognition for their capability for work and argues that in turn:

> *"it may also reinforce their feelings of competence and relatedness to organisational members"* (Gould-Williams 2016:771).

Thus *development* is an example of a reward which managers utilise that has the power to satisfy more than one of the employees' basic needs. This is also the case for *recognition* which will be explored first in relation to the satisfaction of employees' basic need for competence, before then being discussed in light of employees' basic need for relatedness later in the Part.

4.2.2.3. Recognition

The third and final superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for competence was *recognition.* This was unsurprisingly the most dominant theme when understanding the satisfaction of employees' need for competence (this was also identified as a superordinate theme for understanding ways in which managers satisfy their employees' basic need for relatedness which will be discussed in section 4.2.3). The constituent themes for *recognition* can be further classified into two categories. Firstly there are those constituent themes which identify what types of employee behaviours they believe it is important to recognise – *going above and beyond (EC5); dealing with pressures and challenges (EC7)* and *wider than direct reports (EC8).* Secondly, there are the ways in which managers recognise these behaviours - *senior recognition (EC9); thank you (EC10); specific thank you (EC11);* and *genuine thank you (EC12).*

4.2.2.3.1. The behaviours managers think it is important to recognise

Six managers in Pubsec1, Pubsec3 and Pubsec4 across PB2 – PB5 discussed their role in recognising employees who have gone above and beyond. Managers explained this as *"going that extra mile"* (George Pubsec1), doing something *"outside of their normal day job*" (Ruth Pubsec4), and the completion of work that *"went well beyond all expectations"* (Leanne Pubsec1). Managers provided a number of specific examples of what this might include, for example dealing with difficult conversations; coming up with an innovative idea; and volunteering, however there were also examples of when managers recognised the particular sacrifices that their employees were making at work. Roxanne, a PB3 in Pubsec4 responsible for the direct line management of six employees and 90 employees in total, explained that there are a small number of employees who work tirelessly to support their colleagues:

> *"90 people do a day job, it's that small handful that actually put everybody before them or their work is falling off the desk but they will help their colleagues because it doesn't matter as long as that person is feeling alright"* (Roxanne Pubsec4).

Roxanne discussed how important it was to her as a manager to recognise her employees, either those she directly line managers or those in her wider command, to ensure that they knew it had been *"seen"* and that it was *"valued".*

Debra, a PB4 in Pubsec1, also discussed the individual sacrifices employees make and shared a specific example of one of her employees who she rewarded after training new members of staff. This employee, Debra explained, was very quiet and reserved and due to personal circumstances had never travelled outside of London, but she took on the role of travelling to another site in a new location and was rewarded with a £50 voucher. This reward however was not for the training itself, but in the words of Debra, was recognising:

> *"the fact that she had taken herself out of her comfort zone, taken herself away from her family and put herself in a very nerve wracking situation for her, so that's what I acknowledged"* (Debra Pubsec1).

When asked what the impact of this recognition was on the employee Debra responded:

> *"she actually said the fact that I've acknowledged that meant more to her because she didn't think that I'd have recognised that, she didn't think that it had been brought to my attention, she thought I was just recognising that she had done the training…You kind of weren't rewarding her for the work, you were rewarding her for going and doing something and taking herself out of her comfort zone to go and support the business"* (Debra Pubsec1).

Linked to the idea of going above and beyond six managers, from across all five organisations, spoke about recognising employees for dealing with pressure and challenges. This included completing work at short notice; working to challenging deadlines; or working in difficult circumstances. When managers were asked why they thought it was so important that they recognised employees when they dealt with particular challenges Kate, a PB5 in Pubsec5 responsible for the direct line management of seven employees and 300 in total, summed up their sentiment beautifully in the following statement:

> *"If you do a job and you do it to the best of your ability and you have faced some challenges and it has not always been easy, but then nobody recognises that you have put yourself out a little bit more or changed your day off if you work part time, nobody takes any notice of what you have done then really you then feel undervalued and think that you wouldn't put yourself out again because nobody was interested and I didn't even get a thank you. I think people need to feel valued and when you recognise them in that way then they are part of the organisation and they want to be part of a great organisation"* (Kate Pubsec5).

In contrast to *going above and beyond (EC5)* and *dealing with pressure and challenges (EC7)* only a small number of managers, three from across Pubsec1 and Pubsec2, touched on recognising when employees have achieved *successful outcomes (EC6)*, for example *"good performance"* (Anthony Pubsec1).

A number of managers, fives across Pubsec1, Pubsec2 and Pubsec3, also explained that they viewed their role in rewarding employees as recognising those that were outside of their own commands (*wider than direct reports EC8*). Debra discussed this in detail arguing:

> *"I think too often people think reward is to look at the people that are working with you or to you rather than those working above you, we forget those people that may have done something or supported you or helped you out in a way, so the me that acknowledgement that somebody has done something then it should be said thank you"* (Debra Pubsec1).

As a result of this view Debra encourages everyone within her 200 employee command to "*think wider*" and recognise the work that employees in functions such as the human resources and finance functions do that supports their operational agenda.

4.2.2.3.2. Ways in which managers recognise these behaviours

Managers across all five organisations and nearly all levels of seniority, excluding PB3, spoke about facilitating recognition from more senior members of staff for their employees. This *senior recognition (EC9)* could take the form of copying their own manager into an e-mail to an employee when thanking them for a piece of work that they have completed; finding opportunities for their employees to spend time with senior managers; encouraging employees to contact senior managers directly; and 'speaking up' for their employees during performance moderation meetings. The 12 managers who discussed the idea of senior recognition were quite adamant in the value that it held for their employees, for example Leanne in Pubsec1 referred to it as the most valuable reward she can give her employees. When managers were questioned on why they thought this was the case the dominant response to this was that senior recognition helps the employees' 'get their name known' for career opportunities.

This was seen as particularly important across the five organisations given their size and complexity, with Jackie in Pubsec2 commenting that people can "*feel like a rather unimportant cog in a very large wheel".* Susan explained the importance in the following statement:

> *"Central government is really like a big village, everybody knows everybody else, there are only 2-3 degrees of separation between everybody so people's reputations really matter and that influences their future promotion prospects and what other postings they might get in the department so I think that sort of reputational, saying thank-you, they are really important"* (Susan Pubsec3).

As well as appreciating the impact that senior recognition can have on their employees, managers also spoke about not wanting to be seen as 'taking the credit' for the work of their team. For example Carly in Pubsec5, who at PB7 is in a very senior position herself explained:

> *"I do it because I really don't want people to think that I am taking all the credit because as a senior leader myself the buck stops with me but also I am the one who presents the work outwardly so I always want to make sure that my team are credited with it"* (Carly Pubsec5).

Clare, a PB6 in Pubsec3, shared a similar sentiment:

> "*it shows them that I am not trying to take the credit for their good work, you know that I am there to take the flack for your team and you might go and let them know if they messed up but you make sure they get the credit for what they do"* (Clare Pubsec3).

However when managers were discussing their role in rewarding their employees the most common response was from managers across all levels of seniority was saying *thank you (EC10),* mentioned by 20 out of 30 managers from across all five organisations. A selection of responses from the managers is included in Table 17 to demonstrate the prevalence of this theme. Silverman (2004) reports that:

> *"At the most fundamental level, non-financial recognition can be as simple as personal acknowledgement by managers to employees that they have performed well. Perhaps the most obvious benefit of this approach is that a simple, informal thank you doesn't cost anything"* (Silverman 2004:5).

For some managers saying thank you was their immediate response when asked what they saw as their role in rewarding employees, whereas others arrived at this after considering the other mechanisms that they use to reward.

Table 17: Quotations from managers across all organisations demonstrating the prevalence of constituent theme EC10 – saying thank you

Organisation	Managers' views of their role in rewarding their employees: Saying thank you
Pubsec1	*"So for me reward is thanking people for work well done"* (Anthony PB4). *"It is actually a simple thank-you, not necessarily monetary value, it can be an e-mail, it can be a verbal thank you very much for doing your job"* (Debra PB4). *"In all honesty Lesley-Ann, sometimes you know, what I find is a basic thank you, you know, thanks for doing a good job"* (George PB5).
Pubsec2	*"I think the term reward means so much more than monetary to me because quite often a simple thank you will suffice"* (Jackie PB5). *"it is not necessarily financial remuneration sometimes it might just be a thank-you or having a chat with people, or actually just acknowledging that they are more expert or they have done a great job"* (Rebecca PB7). *"With regards to rewarding people I always try to thank people at the end of the day, it's always important to thank people"* (Sarah PB3).
Pubsec3	*"in the public sector, or my impression in the public sector, is that reward can come from a kind of a strong praise or thank you drink or a nice cup of coffee for saying thanks for working late, that sort of thing"* (Janet PB4). "*I think sometimes the best type of reward you can get is just a thank you for doing a good job, or that it has been recognised"* (Paul PB5). *"As I managed more people and got more experience in managing people, that I have given a greater weight to the importance of praise and saying thank-you"* (Susan PB7).
Pubsec4	*"It's just a thank you, a job well done"* (Beatrice PB2). "*they like the personal thanks and the acknowledgement"* (Georgina PB2). *"Really, it is just letting them know we appreciate what they are doing, so making sure I am just going and saying thank you to them"* (Jennifer PB2). *"It could be as simple a thank you in person as in going to speak to someone"* (Olive PB4). "*Obviously it's nice to even say thank-you isn't it? Or even an e-mail from somebody to say 'you've done a good job'"* (Ruth PB2). *"To be honest the first thing that comes into my mind is verbal reward, so thank-you, appreciation etc"* (Sandra PB2)
Pubsec5	*"Saying thank you at the end of the day and I think that in itself is a bit of a reward"* (Geoffrey PB2). "*Just a thank you as well to be honest Lesley-Ann, saying thank you goes a long way"* (Helen PB2). "*"To me it's about making sure people are recognised for doing a great job, that can range from a thank you and a well done, whether that is in a meeting or at the end of the day"* (Matt PB4).

Indeed managers argued that the value that this one simple phrase had to their employees could not be underestimated and that it is *"not a hard thing to just say* *thank you for what they have done"* (George Pubsec1). Anthony in Pubsec1 spoke about the impact he found saying thank you has on his employees:

> *"If someone's done a good bit of work and I've been able to go and say thank you very much for that and maybe given them a card or write them a note or something like that, that's probably the time that I see that individual you know, the body language changes, you can see them get that flush of excitement and pride in the work that they do"* (Anthony Pubsec1).

As noted in Anthony's statement above there are a number of ways managers say thank you to their employees including face-to-face; sending an e-mail; or writing a note. Jackie in Pubsec2 believes that a written thank you can have the most impact as she has had feedback that "*people have valued the cards and notes"* that she has sent.

However managers noted that for the power of the simple thank you to be realised it had to be a *specific thank you (EC11)*, a theme noted in responses from managers at all levels of seniority and in nearly all organisations excluding Pubsec1. This specificity may come from *"describing the impact"* of the employees actions (Jackie Pubsec2); avoiding *"sweeping statements"* (Rebecca Pubsec2); thanking the employee for *"making a difference"* (Olive Pubsec4); or reminding employees that they are contributing to the organisation's *"overall objectives"* (Matt Pubsec5). Olive encapsulates this in the following statement:

> *"it's not just 'thank you for doing X work', the thank you has to be very specific because people value them if you recognise what they have done…so it is not just recognising that they have completed something but what they have really done to make a difference, and I feel that people need it to be specific to their contribution…the impact, the behaviours that they have used as well as the technical knowledge or the continuous improvement that they have brought to the task, not just the outcome of it"* (Olive Pubsec4).

When explaining the importance of saying thank you some of the managers argued that "*in the public sector it is very rare for financial reward to come into it much"* (Rebecca Pubsec2) so they had to rely on this type of intangible, non-financial recognition. For example when discussing the limited financial rewards available in Pubsec3, Janet a PB4 explained:

"*we have special performance bonuses if you do something really good where you get £200 or if your in the top 25% at the end of the year you get a 10% bonus, but those can only happen twice throughout the year and you need to be able to tell people that they are doing good throughout. So in the public sector, or my impression in the public sector, is that reward can come from a kind of a strong praise or thank you drink or a nice cup of coffee for saying thanks for working late, that sort of thing"* (Janet Pubsec3).

Paul, also in Pubsec3 but working at PB4 level, argued that financial rewards are *"not huge in terms of the amount you get*" but everyone can say thank you and recognise the work that their employees do and it is a mechanism of reward that is available all the time:

"The local rewards and the bonuses are a nice to have but you don't get them everyday so it's making sure that the immediate team are aware that I am aware that they have done a great job. I often go along to their meetings and thank them so I would say that that would probably be the most valuable" (Matt Pubsec5).

However four managers across Pubsec2, Pubsec3 and Pubsec4 highlighted that it wasn't just about saying thank you, it was about meaning it - *genuine thank you (EC12).* Rebecca in Pubsec2 discussed the dangers of saying thank you just *"to make an impact"* or to *"put on a show"* rather than genuinely meaning it arguing that *"nobody we work with is foolish"* and it therefore has a *"perverse impact".*

SDT refers to the importance of being genuine and specific in the delivery of reward to individuals when considering basic need satisfaction with Deci and Ryan arguing:

"Rewards, like feedback, when used to convey to people a sense of appreciation for work well done, will tend to be experienced informationally and will maintain or enhance intrinsic motivation, but when they are used to motivate people, they will surely be experienced controllingly and will undermine intrinsic motivation" (Deci and Ryan 1985:300).

The statements from the managers in the current research shared above, particularly when they discuss the importance of being specific and genuine, would suggest that in line with the premise of SDT they do offer these non-financial, intangible rewards as a means to convey appreciation for work well done. This is also apparent from the discussion on what managers believe it is important to reward, for example Debra rewarding an employee who went out of her comfort zone. The influences on the rewards which managers utilise in relation to their own basic need satisfaction will be discussed in Part B.

4.2.3. The role of the manager in satisfying employees' basic need for relatedness

The need for *relatedness* refers to connecting with and being accepted by others (Ryan and Deci 2002); establishing a sense of mutual respect and reliance (Baard et al 2004); the experience of having satisfying and supportive social relationships (Stone et al 2009); and feelings of being cared for and respecting others (Olafsen et al 2015). Based on this conceptualisation, analysis of the interview transcripts revealed 11 ways managers may satisfy their employees' need for relatedness through what they identified as rewards, presented in Table 18.

Table 18: Themes from the analysis of the interviews mapped to the basic need for relatedness

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Number of managers represented	Appendix 18: page number for managers' quotations
Relatedness	ER1	**Recognition** – Thank you	10	286-288
	ER2	**Recognition** – Genuine thank you	5	288-289
	ER3	**Recognition** – Timely thank you	4	289-290
	ER4	**Recognition** – Public recognition	11	290-293
	ER5	**Investing time –** Taking time out	9	293-295
	ER6	**Investing time –** Getting to know people on a personal level	11	295-299
	ER7	**Development -** Support	3	299
	ER8	**Manager of managers –** Leading by example	7	299-300
	ER9	**Manager of managers –** Regular communication and support	8	301-302
	ER10	**Manager of managers –** Being the senior manager	2	302-303
	ER11	**Celebrating success as a team**	9	303-305

4.2.3.1. Recognition

The first superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for relatedness was *recognition* which is discussed in relation to the following constituent themes – *thank you (ER1), genuine thank you (ER2), timely thank you (ER3),* and *public recognition (ER4).* As noted in the previous discussion managers thanking their employees was linked to the satisfaction of employees' basic need for competence. However the words of the managers also highlight how saying thank you may also satisfy employees' basic need for relatedness, for example Debra in Pubsec1 referred to reward as being:

> *"about noticing people, because the more we can value people and help them feel important and help them feel tall the better"* (Debra Pubsec1).

Similarly Jackie, who is now a PB5 in a corporate role in Pubsec2, spoke about her previous operational role:

> *"In my ops post I had 450 staff and people feeling like you had noticed them and they were important, and that their work was important, I think that is really powerful"* (Jackie Pubsec2).

This 'power' of thank you was touched on by a number of managers who spoke about the importance of connecting with their employees and ensuring that, on a daily basis, they felt valued and appreciated. Hannah, a PB5 in Pubsec2, in face argued that this value cannot come from money but instead:

> *"it's that understanding, and appreciation, because if you don't thank people then how are people ever going to get that self-esteem and that value because it's not about the money, people wouldn't be here if it was about the money"* (Hannah Pubsec2).

Roxanne, a PB3 in Pubsec4, reflected on her own experiences of being thanked and having a relationship with her previous managers to demonstrate this:

> *"If you do not feel recognised or rewarded, you just think 'what's the point?' It's human nature sometimes, even though you try not to, you do think 'you know what I could live here and it doesn't matter what I do it's not good enough, but if someone can actually just say thank you or give you a cuddle to me that is worth everything. That is my style, no fancy words, it is just real"* (Roxanne Pubsec4).

The idea that managers draw on their own experiences and their own preferences when rewarding their employees, something that until now has not been considered in the literature, will be discussed in depth in Part B of this chapter.

As was the case when considering the role of thank you in satisfying employees' basic need for competence, managers also stressed that to have the effect it needed to be a *genuine thank you (ER2).* Rebecca discussed this at some length, with the following extract demonstrating the frustration she feels at other managers not recognizing the importance of this:

> *"What I do find really interesting is that we do have people who will go out and buy a tub of sweets and bring them in but they are the sort of people who will walk past people, they won't even say good morning, they don't talk to them, they just walk in and throw sweets on the side and they might as well have saved the money because people will eat them but they know that it has been bought for effect rather than because anybody has really thought about what they would like. They prefer sometimes just a bit of somebody's time or somebody to even know what their name is, some people don't even know their own teams names. I don't think that can be explained my bad memory, I just think it is rude"* (Rebecca Pubsec2).

This also highlights the argument made by SDT that rewards used to motivate people, as Rebecca suggests the sweets are, will be experienced as controlling and thus undermine intrinsic motivation (Deci and Ryan 1985).

In addition to the perception that a thank you needed to be genuine, managers also touched on the need for a *timely thank you (ER3).* When asked why this was so important Debra explained that if you do not thank an employee at the time when they have done something, but instead wait until a period of time later, *"it's almost like an afterthought"* adding:

> *"I think for me as a manager that's not treating my staff with the respect that they deserve because it is just like I say, to me it's an afterthought…I think if you do it at the time it gives the person the buzz"* (Debra Pubsec1).

This timeliness also extended to tangible rewards that managers gave to staff as a token of their appreciation. Jackie in Pubsec2 shared an example of a time when she rewarded one of her employees with a R&R voucher for a piece of outstanding work, however this voucher took over 6 weeks to reach the employee. When asked what the impact of this delay was Jackie responded:

> *"it was so far distant from the task that was done it feels like a grubby gesture"* (Jackie Pubsec2).

Jackie was not the only manager to discuss the lengthy and bureaucratic processes involved in financial rewards, particularly those associated with organisation's R&R schemes, a challenge that will be discussed in more detail in Part D of this chapter.

In addition to managers themselves taking the time to thank their employees the facilitation of *public recognition (ER4)* was highlighted by 11 managers from across Pubsec1, Pubsec2, Pubsec4 and Pubsec5 as a means of rewarding their employees.

Examples of how managers facilitate public recognition for their team or their command are outlined in Table 19.

Table 19: Examples of public recognition shared by managers

Form of public recognition	Examples shared by managers
Newsletter	*"One of my sites has a newsletter…we call it the weekly herald…if I think the site's done something particularly well or even sometimes an individual, I will put something in that newspaper as well so that the whole site gets to see it"* (Debra Pubsec1). *"We also have an electronic newsletter in the command that we would maybe put forward as well to publicise it to recognise people and give them a wee bit of a pat on the back"* (Georgina Pubsec4).
Notice board	*"I know it sounds daft but we have this board where you know, it's in the form of an office angel and you write on and you could say you know Julie really helped me today with a difficult customer"* (George Pubsec1). *"Sometimes we put certificates on the wall to say 'thank you everybody', and it is nice to feel appreciated"* (Ruth Pubsec4).
Employee of the week/month	*"if anyone came up with a really good suggestion or anybody came up with a solution to a problem we sort of said 'aww right star of the week goes to you'. Sometimes it is that fun element, it doesn't need to be something official and formal"* (Sarah Pubsec2). *"Within our own command we have colleague of the month and that is something that I promote amongst my own staff so they can vote for their own colleagues. We also have an actual celebration event monthly or quarterly where we present the colleague of the month so the individual gets a certificate and they also get a voucher"* (Georgina Pubsec4). *"We've had team leader of the month and advisor of the month where we do our own certificates and make a bit of a celebration of it around the board and around the hubs"* (Kate Pubsec5).
Annual celebration events	*"Annually we have a pride of site event…during that event we will recognise people who have awards for different things, who have nominations and just have a great big celebratory event about how we have done in our performance and with our quality and things we have done with training and L&D"* (Olive Pubsec4).

In addition to the specific examples outlined in Table 16 managers also spoke more generally about encouraging their employees to nominate colleagues for the organisation's R&R scheme. For example Laura in Pubsec1 argued:

> *"I always think it's awfully important for them to recommend their colleagues as well…you know really recognise someone, either who has done some work for them or you know, some have struggled to achieve performance in month and somebody's done outstanding achievements, I think it's always nice to come from another member of staff apart from the manager, so I always try to encourage that as well"* (Laura Pubsec1).

When managers were asked why they viewed the facilitation of public recognition, including the encouragement of peer-to-peer recognition, as an important component of rewarding employees the idea that employees feel valued and appreciated was at the forefront of their responses. Georgina in Pubsec4 referred to it as a *"morale* *booster"* and Roxanne argued that when it comes from their colleagues *"it means the world to them"* that someone other than their manager has taken time out to recognise them. Carly, in Pubsec5, sums this up in the following statement:

> *"it's a natural thing to get feedback from your manager and is part of the line manager and individual relationship to give and receive feedback but it's not a normal part of our working routine to acknowledge one another and I think creating a mechanism it is important and it does encourage it, I think it is because it is not something that we tend to do on a normal day to day basis so it has impact"* (Carly Pubsec5).

The use of public recognition links to Baard's (2004) suggestion that setting reward structures which promote cooperation, rather than competition, will help to support the satisfaction of employees' basic need for relatedness.

4.2.3.2. Investing time

The second superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for relatedness was *investing time,* which is discussed in relation to the following constituent themes – *taking time out (ER5)* and *getting to know people on a personal level (ER6).*

Nine managers across Pubsec1, Pubsec4 and Pubsec5 explicitly discussed the importance of *taking time out (ER5)* for their employees on a regular basis. This ranged from having regular one-to-one meetings with their employees (e.g., Laura, Leanne, Georgina, Matt); having an 'open door' approach and making themselves 'available' (e.g., Laura, Roxanne, Tim, Geoffrey, Helen); taking the time to nominate them for a financial reward and the thought that goes into the formal submission (e.g., Leanne); and simply stopping by an employee's desk to say thank you or to say good morning (e.g., Georgina, Geoffrey).

Geoffrey in Pubsec5, who has only been in his management role for two months, spoke about how when he first started in his role he did not understand the impact that the simple act of taking the time to say good morning to his team can have:

> *"I spend a lot of time with my team on a day to day basis, I say good morning and things like that and ask how people are doing, I didn't at first but I had staff come to me and ask why I don't say good morning to my team but I was used to coming in and sitting down, doing work and going home and I didn't*

> *realise the positive impact that me just saying good morning to my team can have"* (Geoffrey Pubsec5).

Geoffrey's reflection on taking time out on a regular basis for his employees echoes Baard's (2004) view that:

> *"daily interactive opportunities afford the insightful manager a chance to satisfy the relatedness needs of subordinates"* (Baard 2004:267).

Managers also spoke about the importance of investing the time in *getting to know people on a personal level (ER6)*. As part of their role as managers in rewarding their employees they discussed how important it was that they took the time to understand what it was their employees, as individuals, found rewarding, recognising that this would not be the same for everyone across their team or command. George referred to this as flexible approach to reward:

> *"The challenge is more individual if that makes sense, I think you need to know your staff and what's going to make that individual tick…you've got to be flexible in your approach"* (George Pubsec1).

Similarly Carly discussed the importance of not relying on her own reward preferences and taking the time to find out what it is that her employees find the most rewarding:

> *"I know what gets me going and those are the things that I will tend to do the most, however it doesn't work for everybody and you do need to understand what motivates individuals…Some people really love the simply thanks, they really love the public acknowledgement and the rewards so therefore those are the things I will use for those people, but for others it might be about giving them opportunities or giving them development, so whatever it is that the person needs I will try and facilitate for them"* (Carly Pubsec5).

Rebecca also spoke about understanding the aspirations of her employees and adjusting her approach to reward, and development, in line with this understanding:

> *"I encourage people to say whether they are ambitious or not because a lot of people just want to come to work and do a job pretty much 9-5 and go home with their money at the end of the week and that is fine and I think there is a different way of recognising and rewarding people like that"* (Rebecca Pubsec2).

Yet there was also a general appreciation for getting to know their employees on a personal level because this helped to develop a relationship. Clare discussed this in relation to her new role as senior manager, at PB6:

> *"I've only been here for two months so to try and get to grips with everything and know who they all are individually and treat them fairly I think that is the only way you can do it. They have to get to know you a bit too and know your mannerisms and your management style, you can only get to that understanding of each other if you have some sort of regular contact"* (Clare Pubsec3).

Lisa argues that this is not an approach suited only for new managers, or managers with a new team, but that it is *"just a good managerial thing to have"* and that employees should not be treated as *"a robot to produce X amount of stats"*. When asked how Lisa achieves this she responded:

> *"I think even just to touch base and let them know you are interested. Sometimes it is just a wee catch up to see how they are doing, especially if you have a lot of staff who are on the phones all the time and you don't get the chance to talk that much to them with the wee personal things like 'how is your budgie', 'how is your granny', from an engagement point of view it is important"* (Lisa Pubsec4).

The third superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for relatedness was *development* which is here discussed in relation to the constituent theme of *support (ER7).* Laura and Debra for example spoke about *"making sure staff have the support"* (Laura Pubsec1) and recognising when something may have happened in the employees personal life that may be impacting them:

> *"If something's happened within their sort of personal life, it's giving that special leave, that's not necessarily a reward or a thank-you it's just an acknowledgement that you're supporting them… "If somebody has came in and they were feeling a bit down and not having the greatest day, suddenly you've lifted them up and it sort of takes some of the worry away that they might have come in with"* (Debra Pubsec1).

This was only referred to explicitly by three managers, at PB2, PB3 and PB4, however is arguably implicitly referred to in the previous discussion on *investing time* and *getting to know people on a personal level (ER6).*

4.2.3.3. Manager of managers

The fourth superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for relatedness was *manager of managers* which is discussed in relation to the following constituent themes – *leading by example (ER8), regular communication and support (ER9),* and *being the senior manager (ER10).* As noted previously in the chapter, this superordinate theme, and the associated constituent themes, relate only to those managers at PB3 and above who are responsible for the direct line management of employees who in turn manage other employees.

Considering first *leading by example (ER8)* George, when discussing how he takes the time to ensure he thanks people for their work, simply stated:

> *"If you display those behaviours yourself I think you know it can rub off on people"* (George Pubsec1).

Similarly when Anthony, who directly manages nine employees who are themselves managers, spoke about the positive reaction he received from an employee after recognising the work that they had done he finished with:

> *"I need to make sure that I tell that story to my managers so that they've appreciated the value of doing it as well, so that they then do it with their people as well"* (Anthony Pubsec1).

There were also references to building a 'reward culture' within their team. For example Hannah spoke about how she *"wanted to try and create the culture that I would like to see"* with Anthony explaining that he feels a responsibility to *"build a culture where rewarding people is second nature"* within which *"it becomes a habit"* for those he manages to reward their teams. Given this desire to lead by example and create a rewarding culture it is not surprising that managers from across all five organisations discussed their role in providing their managers with *regular communication and support (ER9)* in their pursuit to reward their teams.

As discussed previously in this Part, managers attempt to provide the managers within their team autonomy to reward, for example by devolving the R&R budget. This theme however links directly to their managers, as employees, satisfaction of the basic need for relatedness, as it is more about making time to ask the managers that they line manage about their role as a rewarding manager. This includes having regular meetings with their managers, as Rebecca explains:

> *"We have a focus on it every month and it is not just about money, though that tends to be what a lot of the conversation is, it is about how they reward people in terms of spending time with them, making opportunities available to them, offering a bit of shadowing"* (Rebecca Pubsec2).

Matt, in Pubsec5, also discussed regular meetings with his managers and focused on the formal assessment of their role as a manager:

> *"The 1-2-1 also gives me the opportunity to talk to the manager about how their team is performing and we would have a conversation about whether they should recognise anybody…There is a document that we use, a standard 1-2-1 template, and there is a part in there which asks the question and asks them to document what recognition they have done in the last month so that is a prompt to ask what they have done in terms of recognising their people"* (Matt Pubsec5).

Assessing managers formally as part of the one-to-one meetings is discussed further in Part B when influences on the ways in which managers reward their employees is explored.

Two managers, Anthony in Pubsec1 and Matt in Pubsec5, spoke about the impact of *being a senior manager (ER10)* in relation to reward. Anthony discussed that in his role as senior manager he countersigns the end of year reports for those in his wider 130 employee command. Organisational policy dictates that Anthony must read and sign each of these reports but he explained that he also writes a paragraph for each member of staff thanking them for the work that they have done. Linking back to the previous discussion on being specific Anthony states that he makes the statement he writes personal to each individual and has – *"quite positive feedback about that".* Anthony then went on to give a specific example of an individual for which he had commented on their improved performance and spoke about how the individual *"came over in tears of gratitude to say thank you and how much it meant to her"*. When asked what the impact of this response has been on him personally he responded:

> *"My initial gut reaction was to be a little embarrassed because you know I'm just, you know I might be* [Anthony] *in charge of 130 people, but I'm also* [Anthony] *who at the age of 7 wet himself kind of thing, so you know sometimes I think who am I to be this person"* (Anthony Pubsec1).

Anthony shared this story as means of demonstrating that he has come to understand the impact that he can have on people in his position, both positive and negative, adding:

> *"Everyone has a boss and everyone's boss tends to have boss so sometimes it's nice to get a thanks from further up the chain, so I need to make sure I do that every opportunity I get"* (Anthony Pubsec1).

This is also an area that will be explored in more detail when considering the influences on managers when rewarding their employees in Part B.

4.2.3.4. Celebrating success as a team

The fifth and final superordinate theme identified in the data linked to the role of managers in satisfying their employees' basic need for relatedness was *celebrating success as a team (ER11).* Nine managers from across Pubsec1, Pubsec2, Pubsec4 and Pubsec5 and across nearly all levels of seniority excluding PB6, made reference to how they used team events and celebrations as means of rewarding their employees. Linking to the previous discussion on the importance of knowing what makes individuals in their teams 'tick' when it comes to reward, the ways in which managers celebrate success as a team was wide and varied both within and across organisations, as illustrated in Figure 11.

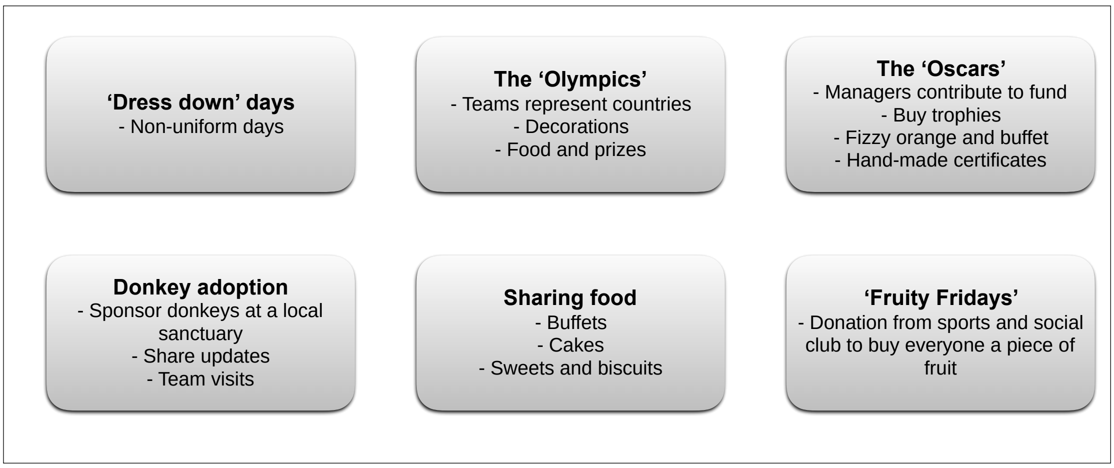

Figure 11: Examples of how managers celebrate success with their employees

Gould-Williams (2016:771) argues that effective team-working, as demonstrated in the examples above, satisfies an employee's need for relatedness as *"they listen to and cooperate with other team members".* When discussing the impact of these sorts of events, managers used descriptions such as *"it raised staff morale"* (Laura Pubsec1); *"people like that bonding"* (Debra Pubsec1); *"we'll all pull together and support each other"* (Olive Pubsec4); and *"things like that make people happy"* (Ruth Pubsec4). Indeed the sentiment that seemed to be shared by these managers is summed up in this description from Jackie:

> *"a sense of we together are achieving rather than I as an individual am achieving is more powerful somehow"* (Jackie Pubsec2).

Yet it was not just the opportunity to celebrate their successes at that point in time but also the lasting impact that some of these activities had. For example Debra went into a lot of detail when talking about the adoption of several donkeys she arranged for her command, and when asked to explain why this was something they valued so much she responded:

> *"So in our site they can now talk about the seven donkeys that they've got, so they might not have anything else in common with anybody, with other people, but they've got the donkeys in common now, it's a topic of conversation and I think people like it because it stops them feeling uncomfortable…I think that it makes it easier if they need some support in the office, rather than thinking I haven't spoken with anyone in this office very much but I need some help with a particular piece of work how do I get help, they don't have to because they've sort of broken the ice"* (Debra Pubsec1).

Yet despite what the managers see as the powerful impact of these sort of events and activities, they are not without their challenges, including the cost to individual managers and organisational constraints. These and other challenges are explored in Part D of this chapter.

4.2.4. The role of the manager in providing extrinsic rewards

There were a number of rewards utilised by managers that do not, at first reading, appear to link to the satisfaction of any of the three basic needs as posited by SDT. These extrinsic rewards are predominantly financial, tangible rewards that contrast to the discussion in the previous Parts concerning non-financial, intrinsic rewards. This Part also includes reference to wider reward mechanisms utilised by managers in rewarding their employees. These rewards, or reward mechanisms, that do not appear to map explicitly to the satisfaction of employees' basic needs are shown in Table 20.

Table 20: Themes from the analysis of the interviews which did not map to any of the basic needs and thus identified as extrinsic

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Number of managers represented	Appendix 18: page number for managers' quotations
Extrinsic	EE1	**Utilising formal organisational reward policies** – Nominating for financial rewards	14	306-308
	EE2	**Utilising formal organisational reward policies** – Belief that the financial reward gives weight	10	308-310
	EE3	**Utilising formal organisational reward policies** – Communicating rewards available in the organisation	2	310
	EE4	**Rewarding out of own pocket**	13	311-313
	EE5	**Being creative with reward**	5	313

The first superordinate theme identified in the data relating to extrinsic rewards is managers *utilising formal organisational reward policies* to reward their employees. This includes the constituent themes of *nominating for financial rewards (EE1)*; *belief that the financial reward gives weight (EE2)*; and *communicating rewards available within the organisation (EE3).* All of the fourteen managers across PB2, PB3, PB4 and PB5 who spoke about nominating their employees for financial rewards referred only to the organisation's R&R scheme.

Silverman (2004) reports that there are a variety of ways in which employee recognition schemes work in practice, ranging from those that are *"informal and impromptu to more formal structured schemes"* with the basic aim being to *"acknowledge the efforts of employees"* (Silverman 2004:4). Although there are a number of minor process variations across the five organisations in the current research, all of the R&R schemes, identified as formal based on Silverman's (2004) definition, share the same overarching principle in that if an employee does an outstanding piece of work their manager can nominate them for a financial reward. This reward ranges from a £20 shopping voucher through to lump sum cash rewards of up to £1000 depending on the scope and impact of the employee's actions. This is summed up in the following description from Hannah:

> *"When I think of reward at the minute I would think of the reward and recognition system that we have, where if somebody has done something they can be nominated for a physical reward, that would be a monetary reward, you know a voucher or even if they have done an excellent piece of work that has had a significant impact there might be a more substantial financial reward that's not a voucher, it's actually a physically a monetary reward, and that was my immediate default position at the minute"* (Hannah Pubsec2).

When reviewing the comments from managers in relation to the use of the R&R scheme it is clear that these types of rewards are used only in specific circumstances, unlike the use of non-financial rewards discussed previously. For example Laura refers to utilising the scheme if her employees have *"done a really good piece of work"* or if they have *"exceeded performance expectations".* Similarly Hannah discusses using the scheme if her employees have done an *"excellent piece of work that has had a significant impact"* with Jennifer discussing use of the scheme only if her employees had done something which was *"really out of the ordinary"*.

Silverman (2004) reports that voucher schemes in particular are liked because they *"give employees a certain element of choice",* referring to them as a:

> *"double award, that is, one reward when they receive the voucher, and another when they spend it"* (Silverman 2004:5).

It was interesting to note that when discussing the use of financial rewards, predominantly those associated with the R&R scheme, managers highlighted that it was not the financial reward itself that was valued by the employees, but the *belief that the financial reward gives weight (EE2)* to their thank you. A selection of quotations from managers discussing this is included in Figure 12 to demonstrate the strikingly similar understanding managers had across the different organisations.

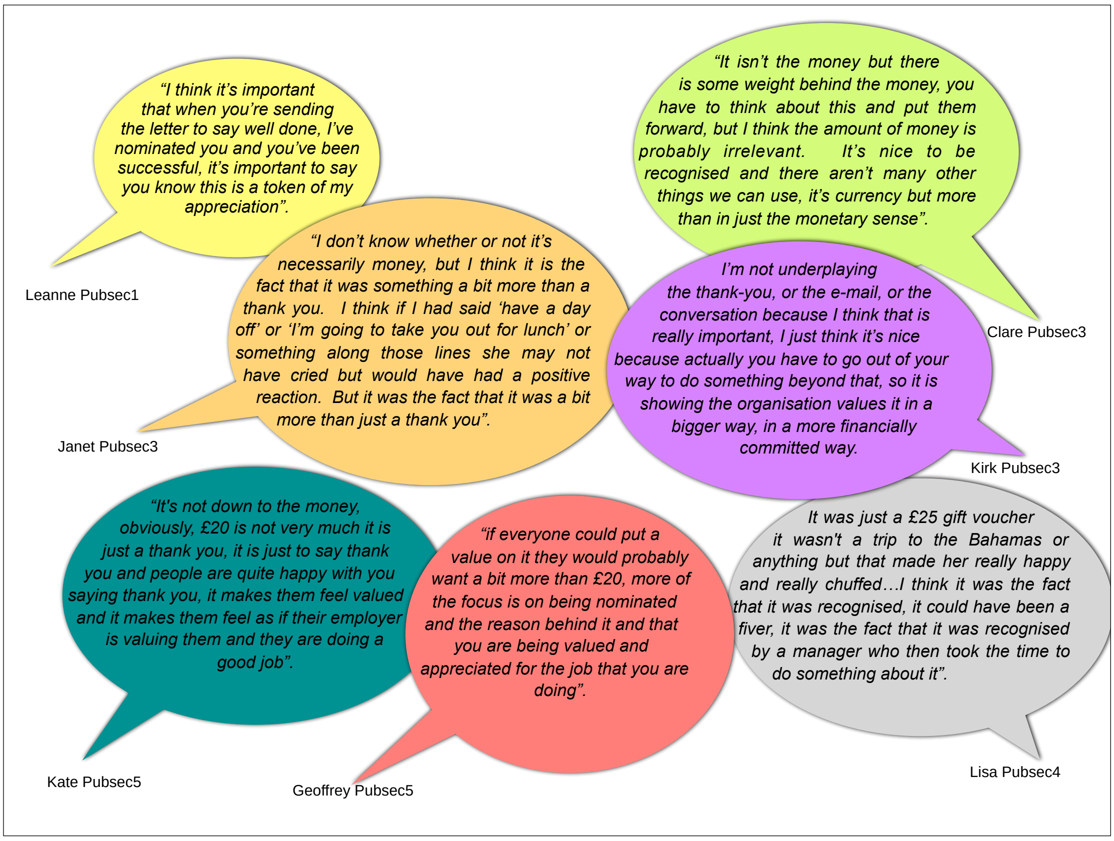

Figure 11: Selection of quotations from managers discussing the use of financial rewards in 'giving weight'

This is a view shared by Lawler (2000) who argues, that although non-financial recognition is critical:

> *"it is also true that small amounts of money can sometimes be important, particularly when the money is given in a way that involves recognition"* (Lawler 2000:71).

In the Literature Review chapter (section 2.4.3) empirical literature on CET, one of the SDT 'mini-theories', revealed a debate in the literature surrounding the impact of extrinsic, financial rewards on the satisfaction of employees' basic needs. However the literature that considered this in the organisation was focused predominantly on the impact of PRP on employees and thus further attention needs to be dedicated to whether the 'controlling' impact of financial rewards holds true for smaller rewards such as the vouchers managers utilise in the R&R scheme.

It is also worth exploring the reasons behind the reward, for example Landry et al (2016) aimed to understand individuals' motives for making money, specifically why certain motives for making money may lead to enhanced well-being and others to increased ill-being using SDT as an exploratory model. Through a survey based approach involving 738 HR professionals in Canada they found that when individuals' pursue money for reasons aligned to the satisfaction of their basic needs this can be beneficial to their psychological well-being, the opposite being true if they pursue money for reasons not aligned to the satisfaction of their basic needs (Landry et al 2016).

The utilisation of these R&R schemes however was also reported as challenging by managers, mainly due to bureaucratic processes that cause lengthy delays and the undermining of their managerial autonomy. These challenges will be explored in detail in Part B of this chapter.

It is interesting to note, given the focus of previous literature in this area as discussed in the Literature Review chapter, that only two of the 30 managers referred to the PRP scheme in their organisation when discussing financial rewards. Reference to the PRP scheme was also made when managers spoke about the idea of financial reward giving weight to the recognition. Anthony in Pubsec1 for example believes that employees *"were more motivated probably by the box marking itself"* rather than the small increase in pay that goes with it. When asked why Anthony thinks this is the case he responded:

> *"It's how people identify themselves…there's a lot of people who say you know say 'I don't care what box marking I am I just want to know that I do a good job' because they hold that as sort of, it's how they identify themselves. So they identify themselves as you know, a mother, a daughter, a good wife, a member of society and a good worker. So the minute that you say to someone actually no there may be some areas that you need to improve then it's, I don't know it would be like you calling be a woman, I know I'm not a woman and I'm a man but you're calling me a woman so that's gunna immediately get a reaction out of me, probably a negative one"* (Anthony Pubsec1).

This was a similar view to Janet in Pubsec3 who referred to the end of year box marking in the PRP process as a 'label':

> *"I would possibly argue that's partly because a financial reward is tied up with the fact that it is a box one and you have got that label, and I don't know whether or not if you considerably diminished the financial reward and said it was only £200 more than the other ones, whether or not you would have the same effect, and I imagine you would have quite a close one"* (Janet Pubsec3).

Two managers also highlighted their role in *communicating the rewards available within the organisation (EE3)* when discussing their role in rewarding employees.

Although brief, this discussion focused on communicating to their employees the wide variety of rewards available to them and making sure they knew how to access them:

> *"Making sure that they're aware of all the benefits, the rewards…there's loads of things staff can tap into so it's making sure they have the awareness of the support available"* (Laura Pubsec1).

Helen, in Pubsec5, also spoke about her personal responsibility as a manager to be aware of the rewards available so that she could utilise them to reward her employees arguing that all managers *"should be aware of what's out there and what is available to reward our people".*

When considering managers *rewarding out of own pocket (EE4)* in the analysis of the interview data this arguably could have been focused on during the discussion of the challenges faced by managers in rewarding their employees in that they do not have the financial rewards available in the organisation and thus rely on using their own money to provide tangible rewards. This included buying sweets or biscuits for the full team as well as buying a bottle of wine or a card for an individual employee. However as can be seen from the words of the managers this is not something that they themselves viewed as a challenge, rather it was something they enjoyed doing for their employees. For example Debra argued:

> *"I would sometimes spend my own money and I don't see that as a bad thing, I see that that's my choice to do it so that I can get somebody something more personal for them"* (Debra Pubsec1).

Similarly Kirk in Pubsec3 argued that there was no obligation for him to take his team for a coffee or to bring in some sweets, but he likes doing it for his team "*because I really value that they work really hard for me"* with Sandra in Pubsec4 concluding that "*it isn't expected, it is something that I choose to do".*

When managers were asked why this is something that they were happy to do despite their being no obligation to do so they spoke about the impact that it has on their employees:

> *"I just think that when you look at people's faces when giving them time or something unexpected, even something like a bacon butty on a Friday morning as my treat, for the sake of £20 or £30 the difference it makes to them and the start to their day that you are in and you notice them and that you pay for it, the impact it makes, it does perk people up"* (Rebecca Pubsec2).

Yet there was still a recognition amongst some of the managers that this was not something that they could do on a frequent basis:

> *"I brought in some chocolates or go to the pub and buy some drinks, all of them are good and laudable but they can mean that a lot of managers pay quite a lot out of their personal pockets. So a box of biscuits might not cost much but if you start getting a round of drinks in for 25 people that really starts to add up. I'm quite happy to do that, but not every week or every month"* (Susan Pubsec3).

A small number of managers, five from across Pubsec1, Pubsec2 and Pubsec4, spoke about *being creative with reward (EE5)* when reflecting on their role in rewarding their employees. Managers spoke about the financial constraints they faced working in a public sector organisation and the need to be creative when rewarding employees as a result. Yet there was almost a sense of managers accepting that they do not have the financial rewards available and that they are content with this:

> *"I mean money is always useful but I think there are more creative ways to do it"* (Jackie Pubsec2).

Anthony discussed this at some length, making comparisons to the private sector where he used to work:

> *"You've got to think of other ways to incentivise work and make people feel engaged, and because it's taxpayers money we don't have much, as much discretion to just sort of go that was a really good bit of work I'm going to double your salary for a month, so you've got to find other ways to do it and keep your team on board"* (Anthony Pubsec1).

However he also reflected on whether, as public sector employees, his team would be motivated by financial rewards questioning whether the work was reward enough in itself:

> *Without getting into you know should the department allocate more money to that, should we actually need it in the first place bearing in mind we're public servants? Surely that opportunity to serve the public should be reward enough…If you go back to what* Pubsec1's *purpose is, it's to help people at their lowest point…so I think you would expect that kind of work to attract a certain type of person who, you know just the sheer helping of people is reward enough…I don't think we necessarily need like a, you know we don't need a sales type or marketing type of reward structure because what we should do, if we recruit correctly is that we recruit people who for doing the job*

> *well should be reward enough, now I actually don't think that we do"* (Anthony Pubsec1).

This view shared by Anthony echoes the discussion in the Literature Review chapter on PSM (section 2.2.2.2) when considering the relevance of PRP to the public sector, in that individuals decide to embark on a public service career for reasons other than financial ones with salary not being their priority as it does not "*correspond to their ideals"* (Anderfuhren-Biget et al 2010:220). This would be interesting to explore in more detail in future research and will be revisited in the Conclusion chapter when areas for future research are considered.

4.2.5. Part A Summary

In the Literature Review chapter it was noted that the literature in the field of reward management has maintained a narrow focus on the rewarding of employees in organisations (Chapman and Kelliher 2011), with areas such as PRP receiving much more attention than intrinsic rewards (Conroy et al 2015). The findings from the current research discussed in this Part therefore contribute to the reward management literature by broadening the focus and demonstrating the range of rewards utilised in organisations. Indeed very few of the rewards discussed in detail by the managers fell into Perkins and White's (2015) definition of financial rewards. Although managers did make reference to the financial rewards available in their organisations (see section 4.4.2.1.) they spoke at length about the non-financial, intrinsic rewards that they utilise on a day-to-day basis to recognise the efforts of their employees.

In the Literature Review chapter it was also argued that LMs have much more control over these non-financial rewards, for example Trevor and Brown (2012) referred to LMs as the key deliverer of intrinsic rewards to the employee with Purcell and Hutchison referring to the as:

> *"tools for the line manager to use as they wish and don't necessarily need to be accounted for"* (Purcell and Hutchinson 2007:5)

The findings discussed from this Part not only contribute empirically to this argument, they also provide in-depth, detailed examples of the types of non-financial rewards utilised by managers in the UK public sector in rewarding their employees.

As noted in the Literature Review chapter, Andrews (2016) argued that SDT played a useful role in understanding rewards in public sector organisations, claiming that:

> *"Practices that satisfy the need for autonomy include employees' participation in decision making and offering choice and opportunities for self-direction. Career development programs and positive feedback promote public servants' need to feel competent; acknowledging feelings and fostering cooperation attend to the need for relatedness"* (Andrews 2016:247).

Although this argument was supported by the theoretical tenets of SDT, this was a conceptual piece from Andrews (2016) that did not provide any specific empirical evidence in support of the arguments. The findings discussed in this Part provide the evidence to support the argument that SDT may provide a useful theoretical framework for understanding reward, and employee motivation, in the UK public sector. This is summarised in Figure 9b.

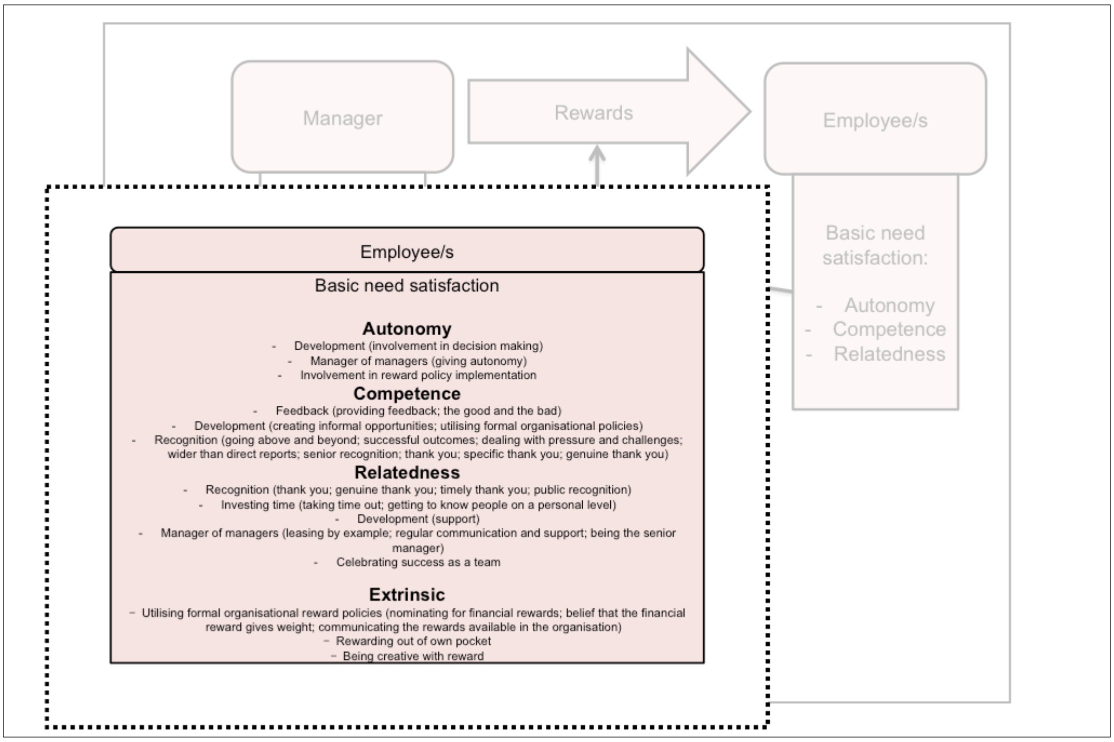

Figure 10b: Conceptual framework – the role of managers in satisfying employees' basic needs through rewards

Yet the current research does not stop with these contributions and next the findings in relation to what influences managers in the UK public sector to reward their employees using these rewards are now discussed. These findings are further framed within SDT to understand how this influence stems from managers' own basic need satisfaction.

4.3. Part B – Research objective two: Influences on the ways in which managers reward their employees: Satisfaction of managers' needs

The second aim of the research was to explore what influences, or motivates, managers to reward their employees and the ways in which they reward their employees, an area neglected in the literature to date. The core questions in the interview that allowed an exploration of the manager's perceptions of their role in rewarding employees include those listed below (refer to Appendix 2 for the full interview guide).

- *"Can you tell me what motivates you as a manager to reward your employees?"*
- *"Can you tell me about a time when you rewarded one or more of your employees?"*
- *"Based on your experience as a manager, what rewards do you think your employees value the most?"*

The analysis of the findings revealed a number of superordinate and constituent themes that highlight the factors that influence managers to reward their employees (refer to Appendix 15) which were then mapped to the three basic needs of autonomy; competence; and relatedness, as posited by SDT. This mapping exercise resulted in the development of an understanding of how managers' choice of rewards, and the way in which they utilise these rewards, may satisfy their own three basic needs, each of which will now be discussed in turn. Figure 13a highlights the area of the conceptual framework to which the following discussion pertains.

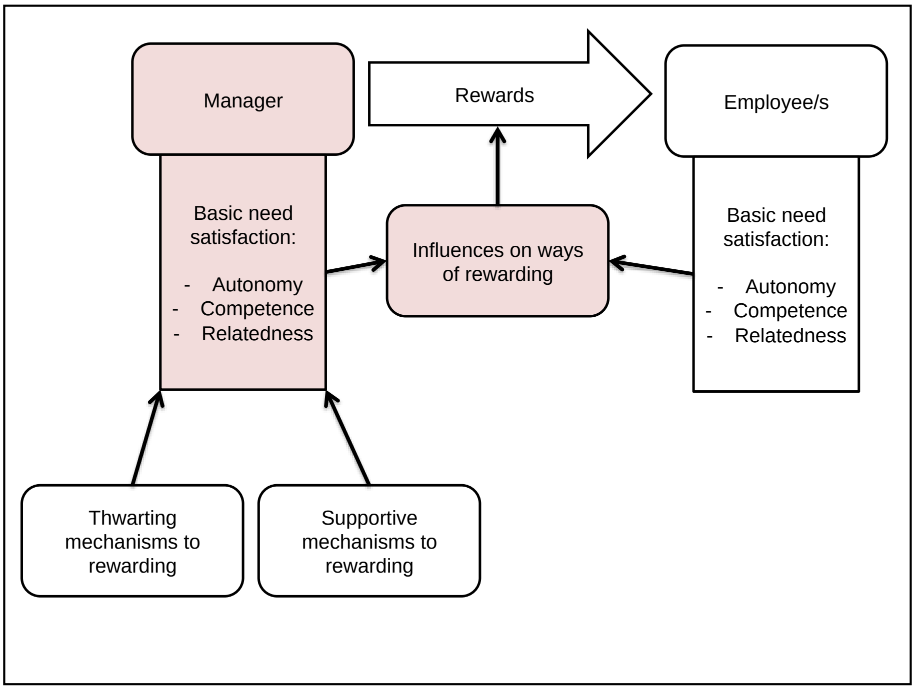

Figure 13a: Conceptual framework –need satisfaction as an influence on managers' role in rewarding employees

4.3.1. Satisfaction of the manager's basic need for autonomy

As referenced in Part A, the basic need for autonomy includes individuals acting from their own interests and values (Deci et al 2001; Ryan and Deci 2002). The constituent theme of a *belief that it is the right thing to do (IA1),* under the superordinate theme of *responsibility,* maps closely to this understanding of autonomy.

Table 21: Themes from the analysis of the interviews mapped to the basic need for autonomy

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 19: page number for managers' quotations
Autonomy	IA1	**Responsibility –** Belief that it is the right thing to do	316

4.3.1.1. A belief that it is the right thing to do

Six managers, from across Pubsec1, Pubsec3, Pubsec4 and Pubsec5 and from PB2 through to PB7, spoke about why they take the time to thank and recognise their employees in terms of their personal beliefs. For example Anthony explained:

> *"from a moral standpoint I think it's absolutely the right thing to do because I believe that hard work should be recognised and it's nice to be nice"* (Anthony Pubsec1).

A view echoed by Matt in the following statement:

> *"It's just the right thing to do, people work hard and they deliver in a number of different areas so for me I don't really need a lot of motivation because people should be rewarded and should be thanked"* (Matt Pubsec5).

This however was the only theme identified in the data that was linked to the satisfaction of managers' basic need for autonomy which will be discussed further in Part D.

4.3.2. Satisfaction of the managers' basic need for competence

As referenced in Part A, according to SDT the need for competence refers to succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al 2004; Deci et al 2001; Ryan and Deci 2002); the experience of being effective in interacting with the environment (Olafsen et al 2015); and the belief that one has the ability to influence important outcomes (Stone et al 2009). Based on this conceptualisation, analysis of the interview transcripts revealed three themes which may explain how the rewards which managers utilise can satisfy their own basic need for competence, presented in Table 22.

Table 22: Themes from the analysis of the interviews mapped to the basic need for competence

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 19: page number for managers' quotations
Competence	IC1	**Positive outcomes –** For themselves	317
	IC2	**Personal preference and past experience –** Past experience of being rewarded and the influence of role models	317-319
	IC3	**Responsibility –** Part of their role as a manager/leader	319

4.3.2.1. Deriving positive outcomes for themselves

The first of these themes is under the superordinate theme of *positive outcomes*, and relates to managers identifying *positive outcomes for themselves (EC1)* that they derive from rewarding their employees. Discussed by only three managers at the more senior levels of PB4, PB5 and PB7, this included receiving positive feedback from their employees as highlighted by Anthony when discussing providing personal feedback on his end of year reports:

> *"If I was doing this and no-one was giving me any positive feedback I would stop. You know it was discretionary effort from me that me do this, the department doesn't command that I do anything other than agree the box marking and scribble my name. It absolutely makes me plan to do it again next year, it absolutely makes me want to look for more opportunities to thank people for the work that they've done"* (Anthony Pubsec1).

Kirk in Pubsec3 however spoke in general terms about how the time he takes to reward and recognise his employees makes him *"feel better"* and that it keeps him *"more engaged"* with his own role. Kate in Pubsec5 also discussed how it made her feel to reward people, and when speaking about the role she plays in developing her employees for promotion opportunities she spoke about the personal 'legacy' she feels she is leaving behind:

> *"I have to be the best in the targets and yes to a degree that is still important and I still get motivated by achieving great results but I am more motivated by developing people because that will last. Everything else, targets change and performance changes, but developing people never changes, that is something that you have achieved that nobody else can say they did. You can retire knowing that you have helped a number of other people with their career and that motivates me"* (Kate Pubsec5).

This is a novel finding that has not been identified in the reward management literature to date and may explain the managers' previous discussion on *creating informal development opportunities (EC3)* and *utilising formal organisational policies (EC4)* in regards to the development of their employees (Part A). Thus this is a further example of how the reward mechanisms utilised by managers can satisfy both the needs of the employee and the manager.

4.3.2.2. Past experience of being rewarded and the influence of role models

Under the superordinate theme of *personal preference and past experience*, managers also spoke about how the ways in which they reward their employees is based upon *their past experience of being rewarded and the influence of role models (IC2)*. This was also a theme that linked to relatedness but here it is discussed in terms of how managers have developed their effectiveness in being able to utilise the most appropriate rewards for their employees. Sandra, for example, spoke about how her approach to rewarding her team has developed over the two and a half years she has been a manager:

"It has developed over time, just trial and error mainly, learning what works and what doesn't. To be honest I think it was probably formative years as a team leader, having some particularly difficult staff, having to deliver difficult messages, performance management processes, and when you are giving sometimes copious amounts of constructive feedback it helps to have that buffer, and also to make sure that people who do not have your undivided attention because they are not going through any particular issues at that time that they continue to feel valued as well. I think that is having learned the value of it and having learned the value, or rather the impact of not doing it as well. I think that is just down to lessons learned" (Sandra Pubsec4).

Similarly Tim, who is a PB4 in Pubsec4, reflected that:

"I wouldn't have said when I was a child I was particularly polite or anything like that, you know cheeky kid, but you change as you get a bit older and you work and recognise that everybody is trying to do something" (Tim Pubsec4).

Clearly then, the experience that managers have had has shaped their approach to the ways in which they reward their employees and this experience has led them to feeling competent and capable in this role.

4.3.2.3. Part of their role as a manager

The third and final theme that helps to develop an understanding of how rewarding employees may satisfy the managers' basic need for competence is under the superordinate theme of *responsibility,* and more specifically refers to what managers view as *part of their role as a manager/leader (IC3).* This was something referenced by three managers in relation to relatedness, Georgina at PB2, and Paul and George who are both at PB5. Paul spoke about how rewarding and recognising his team is about being a *'good line manager"* and George referred to it as his *'personal management style"* arguing that he would rather *"manage by carrot than by stick"*.

Georgina was very clear about how she views rewarding her employees as an integral part of her role as a manager:

"I think there are a lot of communications coming down the line promoting this type of thing and people sometimes just pay lip service to it but I actually think it is really important and people value the thanks and the time that you invest in them and that builds a good team. I want to build a good team and I want people working together and helping each other out and this is the way I have always worked" (Georgina Pubsec4).

In the Literature Review chapter (section 2.4.4) the discussion on OIT, one of SDT's 'mini theories', this theme is arguably an example of 'identified regulation'. Identified regulation occurs when an individual has recognised and fully accepted the underlying value and more fully accepted it as their own. The words used by the managers in discussing how integral they view rewarding their employees as part of their role as a manager thus suggests that although the role demands it and is thus external to them, the behaviours have in fact become part of their identity (Deci and Ryan 2000).

4.3.3. Satisfaction of the managers' basic need for relatedness

As referenced in Part A, the need for *relatedness* refers to connecting with and being accepted by others (Ryan and Deci 2002); establishing a sense of mutual respect and reliance (Baard et al 2004); the experience of having satisfying and supportive social relationships (Stone et al, 2009); and feelings of being cared for and respecting others (Olafsen et al 2015). Based on this conceptualisation, analysis of the interview transcripts revealed four themes which may explain how the rewards which managers utilise can satisfy their own basic need for relatedness, presented in Table 23.

Table 23: Themes from the analysis of the interviews mapped to the basic need for relatedness

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 19: page number for managers' quotations
Relatedness	IR1	**Positive outcomes –** For themselves	320-322
	IR2	**Positive outcomes –** For the employee	322-323
	IR3	**Personal preference and past experience –** Past experience of being rewarded and the influence of role models	324-328
	IR4	**Personal preference and past experience –** What they personally value in reward	329-331

4.3.3.1. Deriving positive outcomes for themselves

The theme of rewarding being influenced by the ability to derive *positive outcomes for themselves (IR1)* has been discussed in light of how this may satisfy a managers need for competence, however it also helps to develop an understanding of the satisfaction of a managers' basic need for relatedness. Referenced by ten managers across all five organisations and at levels of seniority, a selection of quotations to demonstrate how powerful this can be for them are included in Figure 14.

Figure 14: Quotations from managers discussing the positive outcomes derived for themselves through rewarding

Examples such as *"they liked my honesty, truthfulness and the fact they can trust me"* (Clare) and *"wanting them to see that I'm human"* (Debra) echo the understanding of relatedness as connecting with and being accepted by others (Ryan and Deci 2002). Further, examples such as *"I like people to be happy"* (Ruth) and *"I love to see people who have a buzz"* (Carly) are beautiful illustrations of the understanding of relatedness as also including respecting others (Olafsen et al 2015).

4.3.3.2. Deriving positive outcomes for the employee

Yet it is not just positive outcomes for themselves that influence the ways in which managers reward their employees, it is also the *positive outcomes for the employee (IR2),* referenced by six managers across Pubsec3, Pubsec4 and Pubsec5. Similar to the examples provided above Roxanne, a PB3 in Pubsec4, shared a personal reflection on the priority of ensuring that her employees are happy:

> *"I am not good at much but what I am good at is people, I love people, I am a people person and I would do anything for anybody, and for me that is my priority always, if your staff are happy and they feel valued. That is what drives me, passion, and individuality and what does that person bring that is going to make a massive difference so that is where I come from"* (Roxanne Pubsec4).

This is arguably a further example of how basic need satisfaction can lead to identified regulation and thus higher levels of commitment (Deci and Ryan 2000).

4.3.3.3. Past experience of being rewarded and the influence of role models

The third theme that sheds light on how the ways in which managers may satisfy their basic need for relatedness is their *past experience of being rewarded and the influence of role models (IR3).* This is a further theme which overlaps with the satisfaction of more than one basic need, having been discussed previously in relation to the satisfaction of managers' basic need for autonomy. The examples included in Table 24 however, demonstrate that in this instance managers are talking about how they have been impacted by the rewards they have received, or more often not received, as well as the positive impact that rewarding managers have had on them.

Table 24: Quotations from managers discussing the influence that their past experience and role models has had on how they reward their own employees

The impact of past experience	The influence of role models
Anthony explains how his past work experience in a Times Top 100 company has influenced the approach that he takes to rewarding people – *"It was drilled into me from a very early point that reward isn't just you know someone's pay, it's not just saying well done you've met your performance targets here's a chunk of money, it's actually all the little things that you do day to day as well"* (Anthony Pubsec1).	*"What I have tried to do is, in my management style, I've tried to emulate the really good line managers that I've had and their behaviours and sort of incorporate some of the tips that I have picked up from them. Not by them saying 'you ought to do this or that', just by observing and realising how they've made an impact on me and what they've done that have had a positive impact on me"* (Sarah Pubsec2).
"Some of it is through experience where I've done things and it's not been acknowledged, and I suppose you don't do things for an acknowledgement but I've worked for managers who have never said thank you for anything and I think you kind of, it does deflate you a little bit" (Debra Pubsec1).	*"I can't ever remember getting a monetary reward from him, but in terms of promoting the work that I had done to senior managers, he certainly did that"* (Leanne Pubsec1).
"I've worked for people who I thought were good managers who have inspired me to go above and beyond for the organisation and I've worked for managers who haven't, and I think the honest feedback and the reward but also the performance management and whether they have managed performance properly has been one of the things of a good engaging manager" (Kirk Pubsec3).	*"Our most senior manager goes out and talks to people and is interested in meeting everyone, he spends at least two days a week every week on the road despite everything else that he has to do and running the organisation. He does two or three two hour sessions on each day meeting people from the most junior levels right the way to the top of the shop and they get dedicated time with him and I think that is a real reward"* (Rebecca Pubsec2).

Table 24 (continued): Quotations from managers discussing the influence that their past experience and role models has had on how they reward their own employees

The impact of past experience	The influence of role models
"I remember once that I was sent a simply thanks, which is where you just send someone a £20 voucher which everyone can nominate for everyone for as an acknowledgement, and it was very nice but I got more pleasure when that same person just dropped me an e-mail and said that what I had done was really well done. That meant more to me than the letter that came with the voucher" (Carly Pubsec5).	*"There have been people who have had an effect on me and generally speaking those people have been inspirational"* (George Pubsec1).
"From my past experience it's all the praise that I got when I was developing and turning myself around, that recognition completely changed my work life around and when I look back I just think what I used to be like and what I am now and I am a completely different person and I appreciate the time and effort people have put in, they seen something that other people didn't" (Geoffrey Pubsec5).	"*She was amazing at it and a lot of what I have said today is what I have learnt from her…She's got about 500 people and she always does things such as learning people's names and in an organisation that size it makes quite a lot of difference"* (Janet Pubsec3).
"*when I worked there the manager used to come along and say thank you to everyone at least once a week, that's something that motivated me, and they used to bring in treats every Friday and that is something that I liked, I felt valued and I prefer to work in that environment so I guess that me doing the same is just setting a stepping stone"* (Gurpreet Pubsec5).	*"I am a great observer of people and different managers I have worked with I feel like I have picked up different elements as I have gone through my career. I have seen great people managers who are wonderful at being really connected to people, knowing their names and knowing something about them"* (Olive Pubsce4).

4.3.3.4. What managers personally value in reward

Also under the superordinate theme of *personal preference and past experience,* analysis of the data also highlighted that managers are influenced in their approach to rewarding by what *they personally value in reward (IR4).* The words of ten managers from across all levels of seniority in Pubsec1, Pubsec2, Pubsec4 and Pubsec5 suggest that ways in which they are rewarded satisfy their basic need for relatedness, and they thus then seek to emulate this for their own employees.
For example when discussing why she believes it is important to provide regular feedback to her employees, Sarah explains that:

> *"I just try and put myself in that person's position and the fact that I know that to have some recognition for doing something that has saved somebody some time or prevented something getting missed or lost or a deadline not being met, I don't think there is anything worse than working on something, especially if it is something big and not getting any feedback from it I think that's quite soul destroying"* (Sarah Pubsec2).

Janet also touches on this when reflecting on why she thinks that saying thank you is such a powerful reward:

> *"I think I have quite a confident exterior and people don't realise I am quite an anxious person and I guess I realise the impact that those moments can have on me and the impact the negative moments can have on somebody as well*

and just want to be one of the people that has the positive impacts and want to make it so that I'm not the line manager that is making someone's life hard, that I am actually making things better. I'm a human being so as soon as someone tells me I am doing quite well I think this is excellent and I enjoy things that I am good at" (Janet Pubsec3).

Carly in Pubsec5 is very open about the influence that her own reward preferences have on her approach as a rewarding manager:

> *"I tend to do the personal touch because that works for me so that's what I am motivated by. I reward people because I get motivated when I am acknowledged and valued so that is a huge motivator for me, I do like external validation of how I am doing, not everyone needs and certainly as a leader the higher up you go the less you get it and so you have to be validated yourself. I know it is a motivator for me so that's why I try and ensure I acknowledge and recognise people all the time"* (Carly Pubsec5).

Interestingly Carly then goes on to reflect on how discussing this has led her to question whether she considers her own motivations at the expense of her employees.

4.3.4. Extrinsic influences on the managers' role in rewarding

Table 25: Themes from the analysis of the interviews identified as extrinsic rather than linking to the three needs

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 19: page number for managers' quotations
Extrinsic	IE1	**Positive outcomes** – For the organisation	331-335
	IE2	**Responsibility –** Part of their role as a manager/leader	336

When considering what influences managers to reward their employees, and to reward them with particular reward mechanisms, there was one theme identified in the analysis of the interview transcripts that did not explicitly link to the satisfaction of any of the three basic needs – *positive outcomes for the organisation (IE1).* Although mentioned when considering the managers' satisfaction of competence, it is also argued that *part of their role as a manager of leader (IE2)* can be viewed as extrinsic and is also included in this Part for a brief discussion.

4.3.4.1. Deriving positive outcomes for the organisation

Coming back again to the superordinate theme of *positive outcomes*, the constituent theme here is positive outcomes *for the organisation (IE1).* Seventeen out of the 30 managers, from across nearly all levels of seniority excluding PB6, and from all five organisations, spoke about how deriving positive outcomes for the organisation motivates them to reward their employees, and influences the reward mechanisms they utilise. The positive outcomes for the organisation managers believe stem from effectively rewarding their employees include:

- *Increased employee performance* (Anthony; Debra; Laura; Kirk; Olive; Pauline; Carly; Kate; Matt);
- *Improved customer service* (Anthony; Debra; Hannah; Olive; Helen);
- *Employee retention* (Paul; Susan); and
- *Reduced employee absence* (Anthony).
-

Interestingly most of the managers added the positive outcomes for the organisation after they had already spoken about the other influences, discussed previously in this Part. For example when Debra was explaining the positive impact that 'dress down' days have on her teams she the added:

> *"They're still getting the job done to the same standard, sometimes we get more out of them actually on those days…If people were having all the dress downs and things like that and the job wasn't getting done and it was impacting customer service then we'd have to rethink it, but in all my years I've never ever known anything of the sites I've worked where I've done this type of thing, it's never impacted on the customers, actually they dealt with more customers and worked quicker because people are more relaxed"* (Debra Pubsec1).

Similarly, when Anthony was talking about the positive outcomes for both his employees and for himself of taking the time to thank his employees and recognise the work that they do, he then added:

> *"I think again if I was being like massively corporate and Machiavellian I would still do exactly the same things because it drives up your performance, it reduces the days missed that you're going to have, you get more discretionary effort from people which is ultimately going to give a better service to your customers and help you achieve your targets"* (Anthony Pubsec1).

There was however a concern that if they did not take the time to effectively reward their employees they would *"go elsewhere"* (Paul Pubsec3), or they would end up feeling "*fed up and miserable"* (Carly Pubsec5), both of which will have a negative impact on performance. Paul reflected on this explaining:

"I think it's important that you recognise that to keep people motivated and to say 'ok that was hard work but it was noticed that I did that well', if you end up doing something and doing a good job and nobody recognises that you end up demotivated and you think 'no-one recognises that, it won't make any difference whether I go that extra mile or yard on it so I'll just do the bare minimum and get by'" (Paul Pubsec3).

Managers also reflected on the fact that they are a public sector organisation and therefore they need to be mindful of the service that they are providing:

"At the end of the day we are a public company and we deal with people's personal lives so we need to make sure our people feel valued so that they can deliver a great customer service" (Kate Pubsec5).

Baard (2004:263) however recommends that LMs avoid the use of manipulative incentive systems but use rewards as *"affirmation of work well done rather than a means to get more done"* in order to support employees' basic need satisfaction.

Although this theme has been identified as extrinsic as it relates to tangible outcomes for the organisation, there are also arguably links to the satisfaction of managers' basic need for competence. For example according to Deal et al (2013:11) being at a managerial level in an organisation allows for the satisfaction of the basic need for competence because *"you can see the impact you are having"* not just on the organisation but on the people around you which results in *"greater joy and meaning in your work".* Deal et al (2013) argue therefore that this results in managers experiencing intrinsic and identified motivation.

4.3.4.2. Part of their role as a manager

The second theme that may influence managers to reward their employees is that of *responsibility*, more specifically *part of their role as a manager/leader (IE2)*, however this was not the same as the previous discussion under the satisfaction of the basic need for competence. For example Anthony, when speaking about spending time with his employees referred to this as *"an expectation"* and Kirk referred to it as a "*massive part of my job*". Clare also explained:

"As a leader it is a part of what I have to do, it is one of my responsibilities to make sure that I do reward and recognise people" (Clare Pubsec5).

In contrast to the discussion when considering how this may satisfy the managers' need for competence, the theme is important here because of the distinction in language used by the managers in that this was something 'imposed' on them as part of their role, rather than being something they wanted to be 'good at' per se.

4.3.5. Part B Summary

This findings discussed in this Part are the first step in understanding what influences managers in the UK public sector to reward their employees using particular reward mechanisms. This has highlighted the *responsibility* that managers feel that they have in effectively rewarding their employees, not only as *part of their role as a manager*, but also because they have a *belief that it is the right thing to do.* Managers also discussed how they used particular rewards as a means of deriving *positive outcomes,* and although the reward management literature espouses the *positive outcomes for the organisation* in effective reward, managers in this research also reflected on the *positive outcomes for themselves* and the *positive outcomes for the employee*.

It is clear from the narratives included in this Part that the managers have been influenced by their *past experience of being rewarded and the influence of role models*, and a lot of cases this was based on a negative experience that they did not want to repeat for their own employees. In addition managers also reflected on how *what they personally value in reward* influences the ways in which they reward their employees.

As well as developing our understanding of these influences, the application of SDT as a theoretical lens through which to explore the findings has allowed the findings to be viewed in terms of basic need satisfaction. In summary it is thus argued that the rewards that managers utilise to recognise their employees may not only serve to satisfy the employees' basic needs (Part A), but may also satisfy the manager's basic needs. This is summarised in Figure 13b.

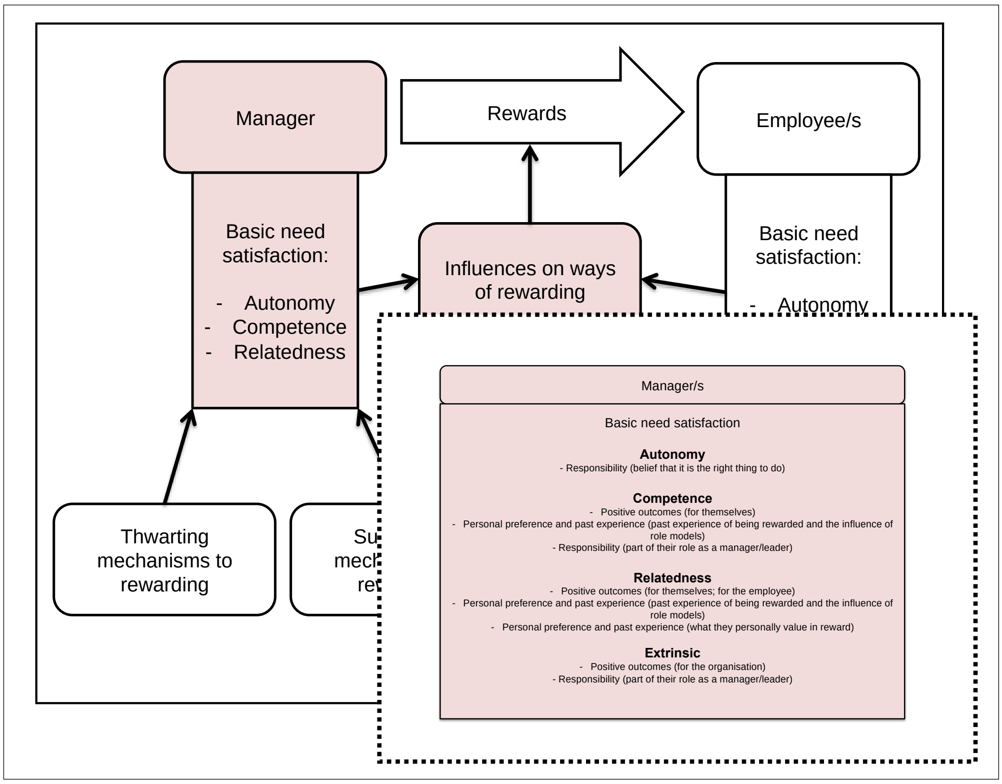

Figure 13b: Conceptual framework –need satisfaction as an influence on managers' role in rewarding employees

The next Part moves to a discussion of the findings related to the ways in which managers are supported in their role in rewarding their employees.

4.4. Part C – Research objective three: Supportive mechanisms for managers in rewarding their employees

The third aim of the research was to explore ways in which managers were supported in their role of rewarding their employees. The core questions in the interview that allowed an exploration of the manager's perceptions of their role in rewarding employees included those listed below (refer to Appendix 2 for the full interview guide), however a number of probing questions throughout the interview also contributed to the development of understanding in this area.

- *"Can you explain how your organisation supports you in your role as a rewarding manager?"*
- *"Can you tell me about a time when you rewarded one or more of your employees?"*

The analysis of the findings revealed a number of superordinate and constituent themes that highlighted supportive mechanisms for managers in rewarding their employees (refer to Appendix 15) which were then mapped to the three basic needs of autonomy; competence; and relatedness, as posited by SDT. This mapping exercise resulted in the development of an understanding of the supportive mechanisms in the organisation that may satisfy managers' three basic needs through their role in rewarding employees, each of which will now be discussed in turn. Figure 15a highlights the area of the conceptual framework to which the following discussion pertains.

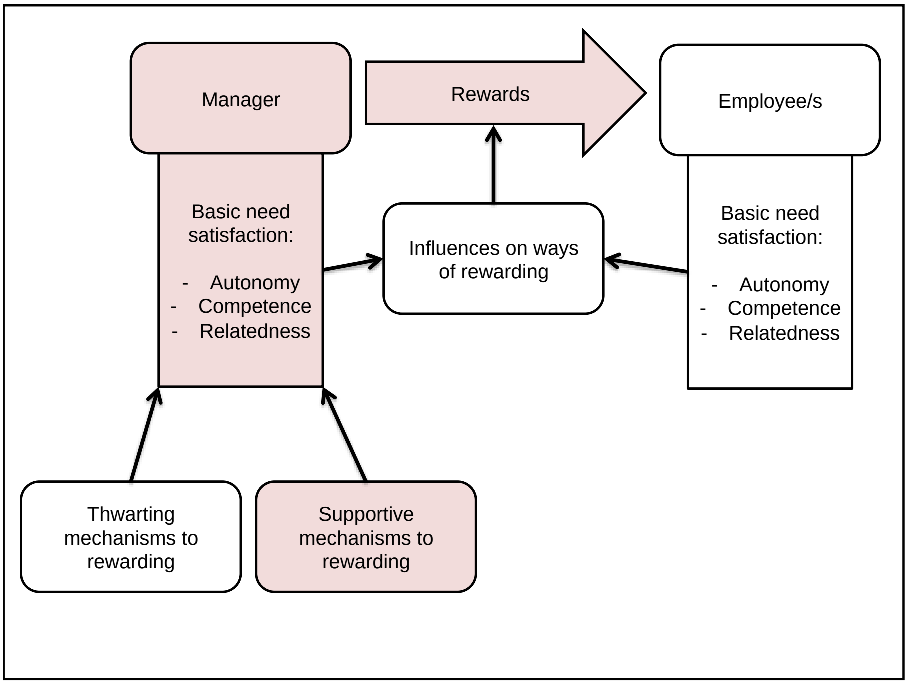

Figure 15a: Conceptual framework –supportive mechanisms for managers in rewarding their employees

4.4.1. Supportive mechanisms for managers in rewarding their employees': Satisfying their basic need for autonomy

The superordinate theme of *autonomy (SA1),* was the only theme identified in the analysis of the data that identifies supporting mechanisms for rewarding managers through satisfying their basic need for autonomy as highlighted in Table 26. This was referenced by seven managers from across all five organisations, however only from PB3 and above.

Table 26: Themes from the analysis of the interviews mapped to the basic need for autonomy

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 20: page number for managers' quotations
Autonomy	SA1	**Autonomy**	338

The managers who did touch on the autonomy they have mainly spoke about the autonomy they have through the delegation of the R&R budget, with Anthony reporting:

> *"I can use at my discretion the reward and recognition budget that I have to maybe give a financial incentive. The fact that they allocate a budget to it is supportive as well, that makes quite a clear statement of intent, you know you've got 130 people* Anthony *so we're going to give you 4 and a half grand to reward their work through the year, I think you'd be a fool not to spend it, so I think by the very nature of them allocating that stuff to me it, yeah that helps and supports me"* (Anthony Pubsec1).

Similarly Olive in Pubsec4 argues:

> *"I think having an R&R budget helps, I know it's not a lot but it does help, money always makes a difference even though it is only small amounts very often"* (Olive Pubsec4).

However Kate, a PB5 in Pubsec5, spoke more widely about the autonomy she has, commenting:

> *"I certainly have a free hand in who I reward it is my autonomy on this site and obviously that is the way I have set it up"* (Kate Pubsec5).

This is not surprising given the level at which Kate operates, which is in stark contrast to those at PB2 level and will be explored in-depth in Part D when exploring the challenges faced by managers.

4.4.2. Supportive mechanisms for managers in rewarding their employees': Satisfying their basic need for competence

As referenced previously, according to SDT the need for competence refers to succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al 2004; Deci et al 2001; Ryan and Deci 2002); the experience of being effective in interacting with the environment (Olafsen et al 2015); and the belief that one has the ability to influence important outcomes (Stone et al 2009). Based on this conceptualisation, analysis of the interview transcripts revealed four themes that identify supporting mechanisms for rewarding managers through satisfying their basic need for competence, presented in Table 27.

Table 27: Themes from the analysis of the interviews mapped to the basic need for competence

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 20: page number for managers' quotations
Competence	SC1	**Organisation's reward infrastructure** - Range	339-343
	SC2	**Organisation's reward infrastructure** – Ease of use	344
	SC3	**Organisation's reward infrastructure** – Guidance	345
	SC4	**Role of line manager** – Approving financial rewards	346

4.4.2.1. The organisation's reward infrastructure

The superordinate theme of the *organisation's reward infrastructure,* incorporating the constituent themes of *range (SC1), ease of use (SC2)* and *guidance (SC3),* was referenced by 21 out of 30 managers across all five organisations and across all levels of seniority. 17 of these managers spoke about the range of rewards available within the organisation that they can utilise, included in Table 25, with Carly claiming:

> *"As an organisation we recognise how important it is and there is a whole infrastructure in there to allow me to access a variety of ways to engage people and to reward them. There is a whole reward structure within the organisation so there are lots of mechanisms available that I can access if I want to reward somebody"* (Carly Pubsec5).

The range of rewards referenced by managers in Table 28 are aligned to the categorisation of extrinsic and intrinsic rewards by Perkins and White (2014).

Table 28: Examples of rewards provided by managers – categorised by extrinsic and intrinsic reward (adapted from Perkins and White 2014)

Extrinsic rewards		
Type	**Examples provided by managers**	**Organisations**
Cash	Salary	Pubsec1
	PRP	Pubsec1 Pubsec3
	R&R scheme – cash reward	Pubsec1 Pubsec2 Pubsec3 Pubsec4 Pubsec5
	Long service cash reward	Pubsec5
Non-cash benefits and perks	Annual leave	Pubsec1
	Discount schemes	Pubsec1
	Childcare vouchers	Pubsec1
	R&R scheme – shopping voucher	Pubsec1 Pubsec2 Pubsec3 Pubsec4 Pubsec5
Deferred remuneration	Pension	Pubsec1
Wellbeing	Flexible working	Pubsec1 Pubsec4
	Legal and financial advice	Pubsec1
	Counselling services	Pubsec1
	Special leave	Pubsec1
	Sick leave	Pubsec4
	Sports clubs	Pubsec1 Pubsec4
	Occupational health	Pubsec1
	Wellbeing initiatives	Pubsec4

Table 28 (continued): Examples of rewards provided by managers – categorised by extrinsic and intrinsic reward (adapted from Perkins and White 2014)

Intrinsic rewards		
Type	**Examples provided by managers**	**Organisations**
Development oriented rewards	TDA (Temporary duties allowance)	Pubsec1
	Development opportunities	Pubsec1 Pubsec2 Pubsec4 Pubsec5
	Talent schemes	Pubsec1 Pubsec2 Pubsec5
	Promotion opportunities	Pubsec1 Pubsec4
	Secondment opportunities	Pubsec1
	Qualifications	Pubsec1 Pubsec2
	Electronic 'Thank you' card	Pubsec2 Pubsec4
	Learning at work days	Pubsec5
	Voluntary work opportunities	Pubsec4

A number of managers also spoke about how they accept that as a public sector organisation there will always be constraints on the type of rewards available:

> *"I'm not sure that there is anymore that they could do, because we are public servants and it can't all be throwing lots of money at people, you can't suddenly give somebody, if they come up with an idea that has saved the department a million pounds you can't get a ten per cent cut because it's taxpayers money so we have got constraints and I think we have to understand and appreciate those constraints and live within them. I think Pubsec1 has given us a very good package with the constraints that we've got to live within really"* (Debra Pubsec1).

Indeed managers frequently spoke about the comparison to the private sector. Laura for example, discusses at some length the benefits of having a special leave policy to support people in circumstances such as suffering a bereavement or having childcare issues and reports:

> *"You know there aren't many organisations, or you know the private industry I don't think would offer that type of thing"* (Laura Pubsec1).

As well as discussing the range of rewards available for them to utilise in the organisation, five managers also commented on the *ease of use (SC2)* of these rewards, in the words of Kirk:

> *"So there are policies and practices in place, they are not always ideal and involve a little bit of bureaucracy at times in terms of paperwork, but actually, especially for the lower value rewards, it is fairly straightforward"* (Kirk Pubsec3).

Aligned to this, seven managers also discussed the *guidance (SC3)* available to support them in rewarding their employees. Matt, for example, in Pubsec5 argues that the organisation has *"clear policies"* for the organisation's rewards*, and that "absolutely we are supported"* when it comes to accessing formal rewards*.* There was also reference to formal training for managers in utilising the formal R&R schemes, as referenced by Pauline in Pubsec4:

> *"There is a lot of coaching at the moment to encourage people to take the time and what the requirements are that they need to cover for the award because the criteria is quite clear, so trying to make it as easy as possible"* (Pauline Pubsec4).

Managers also spoke about formal training linked to providing effective feedback for their employees:

> *"I have been through management training which focuses on that, encouraged me to do it and reminds me about having positive feedback and those sorts of things, and that is certainly something now, in my role, that we have included in our management training"* (Kirk Pubsec3).

However aside from the brief reference to feedback, the focus of the discussion on both policy and training links to the formal rewards utilised by the managers, despite the focus of the ways in which they reward in Part A being dominated by informal rewards. Thus when it comes to the satisfaction of the managers' basic need for competence, the *organisation's reward infrastructure* is limited to the formal rewards only.

4.4.2.2. Role of their line manager in approving financial rewards

Just two managers out of the 30 managers interviewed referred to the *role of their line manager in approving financial rewards (SC4)* when discussing their utilisation of the R&R scheme in their organisation. Leanne, a PB4 in Pubsec1 explained that her line manager takes *"a sensible view"* when reviewing nominations Leanne has put forward and that she cannot recall a time where her manager *"said actually no".* Paul, a PB5 in Pubsec3 also spoke about the supportive role of his own line manager:

> *"But I do feel if you make a case, if there is work where I think they need a financial reward I would expect that my line manager or director to be supportive of that and even if there wasn't money available we would probably find something and take that forward. So I do feel supported by team"* (Paul Pubsec3).

Despite only two managers referring to their line manager in approving financial rewards, the supportive role of their own line manager was a theme that was much more closely aligned to the satisfaction of their basic need for relatedness, to be discussed next.

4.4.3. Supportive mechanisms for managers in rewarding their employees': Satisfying their basic need for relatedness

As referenced previously, the need for *relatedness* refers to connecting with and being accepted by others (Ryan and Deci 2002); establishing a sense of mutual respect and reliance (Baard et al 2004); the experience of having satisfying and supportive social relationships (Stone et al 2009); and feelings of being cared for and respecting others (Olafsen et al 2015). Based on this conceptualisation, analysis of the interview transcripts revealed four themes that identify supporting mechanisms for rewarding managers through satisfying their basic need for relatedness, presented in Table 29.

Table 29: Themes from the analysis of the interviews mapped to the basic need for relatedness

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 20: page number for managers' quotations
Relatedness	SR1	**Organisation's reward infrastructure** – Culture	347-348
	SR2	**Role of line manager** – Time and support	348-351
	SR3	**Role of line manager** – Role model	351-352
	SR4	**Peer relationships**	352

4.4.3.1. The organisation's reward infrastructure

The superordinate theme of the *organisation's reward infrastructure*, previously discussed in relation to competence, was also identified as linking to the satisfaction of managers' basic need for relatedness, though here the constituent theme identified is *culture (SR1)*. Discussed by nine managers across all five organisations and at nearly all levels of seniority excluding PB6, this relates to the 'rewarding culture' in the organisation and the role this plays in supporting managers. Examples of where managers referenced this are included in Figure 16.

Figure 16: Quotations from managers discussing the organisation's 'rewarding culture'

This theme links to the findings of the case study research conducted by Hutchinson and Purcell (2003), discussed in the Literature Review chapter, in which they reviewed HR practices supporting line managers. Formal practices aside, they raised an interesting finding on the role of organisational values claiming that in five out of the twelve organisations they researched, this played a major role part in explaining their success as they give clear pointers to the type of behaviour that was expected of managers towards employees.

There are also some similarities to the research conducted by Mueller and Lovell (2015) into feelings of relatedness in senior executives. In this research Mueller and Lovell (2015) found that the most important constituent reported by senior executives as contributing to feelings of relatedness was a 'common concern'. This common concern can be seen from the words of the managers in Figure 15 which include *"there is a recognition culture"* (Paul); *"endorses and promotes"* (Leanne); *"that is the way we work now"* (Kate); and *"it comes from the top"* (Sarah).

4.4.3.2. Role of line manager

As well as providing support in approving financial rewards, managers also spoke about the role of their line managers in providing *time and support (SR2)* and acting as a *role model (SR3),* both of which have been identified as supportive mechanisms in the satisfaction of managers' need for relatedness. Nine managers, from across Pubsec1, Pubsec3, Pubsec4 and Pubsec5 spoke about the time and support their line manager gave them in rewarding their employees. The CIPD (2017) argue that the relationship between LMs and their own LM, as well as senior management, can make a significant difference in their willingness to display discretionary behaviour in their own management activities. This is in line with findings from Hutchinson and Purcell's (2010) research (discussed in the Literature Review chapter) in the NHS. Ward managers in Hutchinson and Purcell's study reported that active support from senior management, defined as providing recognition, time and role clarity, was of *"fundamental importance"* (Hutchinson and Purcell 2010:371).

Gurpreet, a PB2 in Pubsec5, refers to having daily meetings with her line manager in which they ask *"have you thanked people, have you said good morning".* Laura, a PB3, also spoke about the regular meetings she has with her line manager, adding:

> *"it's really important that I work closely and in my one-to-ones I always discuss my staff with my line manager so it's just ensuring that she's got a view of how I'm working with my team and the difference that we're making to people's lives"* (Laura Pubsec1).

This is also something that is important to those at higher grades, for example Kirk, a PB7, spoke about the role that his line manager plays in supporting him to reward his team:

> *"She and I have regular conversations about the whole team, and not just people in my area, but people who are managed by others in the team as well, and we regularly touch base around how people are doing and the work that people are doing, and make sure that we are trying to be fair"* (Kirk Pubsec3).

Similarly Matt, a PB4 refers to his line manager as *"equally passionate and committed as I am"* going on to say that they have weekly meetings where they don't just talk about performance and targets, but about whether they are recognising and celebrating success*.* Indeed six managers from across Pubsec1, Pubsec2, Pubsec4 and Pubsec5 talked about the impact that having a line manager who was passionate about reward had on them. Debra encapsulates this in the following statement:

> *My current manager is, and I'm not just saying this, my current manager he's absolutely, reward and recognition, rewarding his people is at the top of his agenda, absolutely top of his agenda…He has that ethos, it filters down to me which I already have anyway, it filters down to everybody else"* (Debra Pubsec1).

Clearly the line manager providing both time and support, and acting as a role model for reward, is an important supportive mechanism for the managers in satisfying their need for relatedness. However not all responses were as positive when discussing the impact of their managers, this will be focused on in Part D.

4.4.3.3. Peer relationships

The role of *peer relationships (SR4)* in supporting managers was referenced only by three managers - Ruth at PB2 level and Leanne and Tim at PB4 level. When talking about some of the challenges she faces in rewarding her employees Ruth confided:

> *"I've got another manager that I go to, we help each other, she mainly helps me because she has been doing the role for ages, the odd time she comes to me, and it's just nice…Sometimes it's just nice to know that people are the same as you"* (Ruth Pubsec4).

Ruth valued the knowledge and experience of the other manager and found it helpful not only to discuss specific challenges, but to also learn from her in general about the strategies she uses for rewarding her team. Tim, also in Pubsec4, spoke more generally about a 'network' of managers that they *"share best practice in, or just talk about individual cases"*, a network that would be inaccessible to Ruth given her lower grade. Leanne, a PB4 in Pubsec1, also refers to a community that she relies on for support in rewarding her employees. This community however was described as more of an informal group of peers in which managers learn from one another, in the words of Leanne:

> *"Sometimes it's just a bit of a prompt because I think we've all got a bit of a responsibility to kind of keep ourselves focused when it comes to reward and recognition"* (Leanne Pubsec1).

It seems then that similar to the role that line managers can play, having a network of peers is also a supportive mechanism for managers when it comes to rewarding their employees and for satisfying their need for relatedness. This was also a finding from Mueller and Lovell's (2015) research as well as Nilsen et al's (2016) research with nursing leaders.

4.4.4. Part C summary

In contrast to the existing research, discussed in the Literature Review chapter, which focuses predominantly on the challenges faced by managers in reward the findings discussed in this Part consider the mechanisms in organisations which managers find supportive in their role. Exploring these mechanisms through the lens of SDT, a theory focused on contextual factors supporting or thwarting basic need satisfaction, allows a theoretical understanding of these mechanisms to be developed as highlighted in Figure 15b.

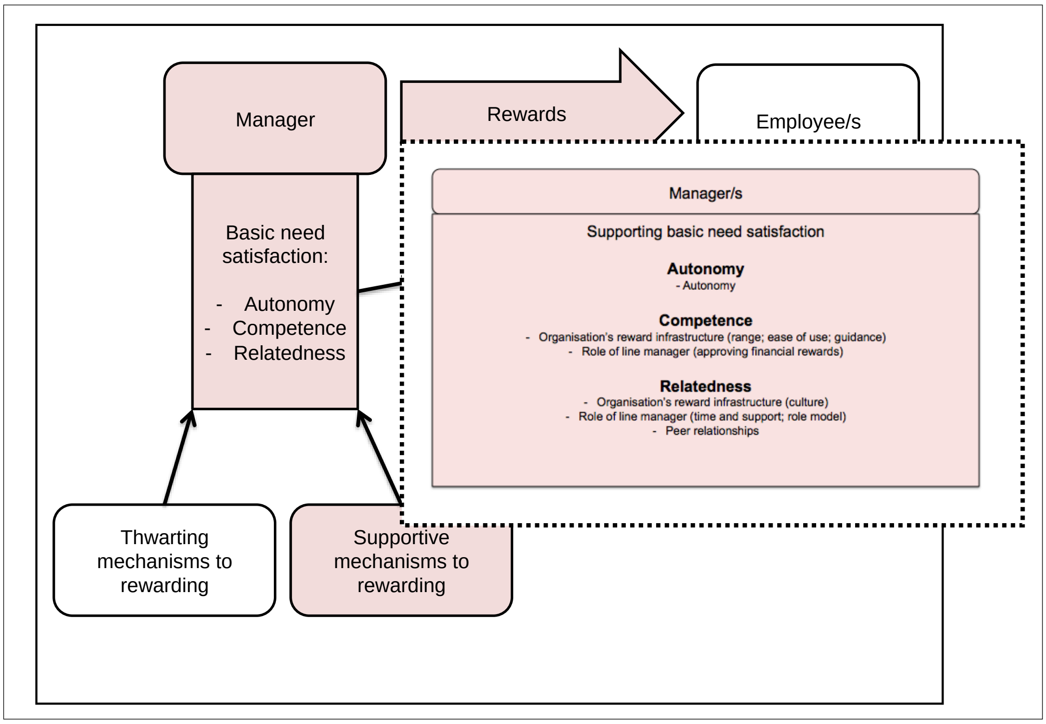

Figure 15b: Conceptual framework –supportive mechanisms for managers in rewarding their employees

The *organisation's reward infrastructure*, specifically the *range* of formal reward available and their *ease of use* along with the supporting *guidance* to utilise them was the most prevalent competence supportive mechanism, however managers also spoke about the *role of their line manager in approving financial rewards*. In terms of relatedness supportive mechanisms, again the *organisation's infrastructure,* specifically the *culture* along with the *time and support* of the managers' own line manager were referenced by managers. Echoing previous literature, which focused only on relatedness when considering the role of managers more widely, *peer relationships* were also discussed by managers and linked to their satisfaction of the basic need for relatedness. Although *autonomy,* specifically for the more senior managers, over the R&R scheme was identified as an autonomy supportive mechanism, the mechanisms thwarting this basic need were much more prevalent and will now be discussed in the final Part of this chapter.

4.5. Part D – Research objective four: Thwarting mechanisms for managers in rewarding their employees

The final aim of the research was to explore ways in which managers were thwarted in their role in rewarding their employees. The core questions in the interview that allowed an exploration of the ways in which manager's need satisfaction may be thwarted through their role in rewarding employees included those listed below (refer to Appendix 2 for the full interview guide). However, as noted in the proceeding Part, a number of probing questions throughout the interview also contributed to the development of understanding in this area.

- *"Can you explain some of the challenges you face as a manager in rewarding your employees?"*
- *"Can you tell me about a time when you rewarded one or more of your employees?"*

The analysis of the findings revealed a number of superordinate and constituent themes that highlighted thwarting mechanisms for managers in rewarding their employees (refer to Appendix 15) which were then mapped to the three basic needs of autonomy; competence; and relatedness, as posited by SDT. This mapping exercise resulted in the development of an understanding of the mechanisms in the organisation that may undermine managers' satisfaction of the three basic needs when rewarding their employees, each of which will now be discussed in turn. Figure 17a highlights the area of the conceptual framework to which the following discussion pertains.

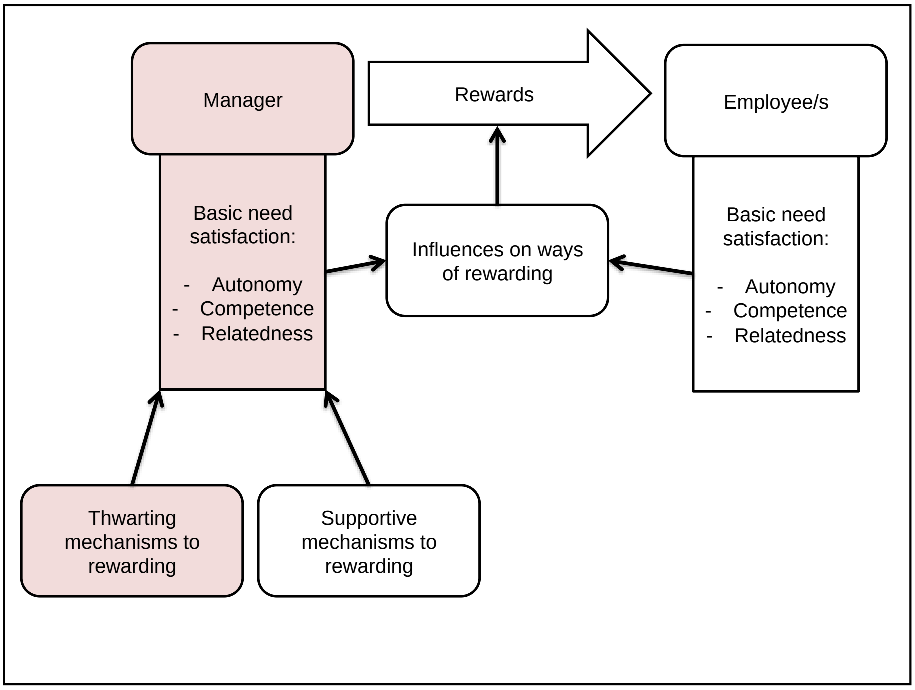

Figure 17a: Conceptual framework –thwarting mechanisms for managers in rewarding their employees

4.5.1. Thwarting mechanisms for managers in rewarding their employees: Undermining managers' basic need for autonomy

Two superordinate themes - *lack of autonomy* and *personal view at odds with reward policy* – were identified in the analysis of the data suggesting ways in which organisational mechanisms may thwart the satisfaction of the managers' basic need for autonomy, highlighted in Table 30. It is interesting to note that there was a lot more discussion from managers around their need for autonomy being thwarted, in comparison to this need being supported as discussed in Part C. This is apparent in the number proof quotations in Appendix 20, with 2202 words from managers discussing the supporting of their need for autonomy in comparison to 6935 words from managers discussing the thwarting of their need for autonomy (Appendix 21). Each of these themes will now be explored in more detail.

Table 30: Themes from the analysis of the interviews mapped to the basic need for autonomy

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 21: page number for managers' quotations
Autonomy	TA1	**Lack of autonomy** – Financial constraints	354-357
	TA2	**Lack of autonomy –** Bureaucracy and limited control over financial rewards	357-363
	TA3	**Lack of autonomy** – Inflexible policies	363-366
	TA4	**Personal view at odds with reward policy**	367-368

4.5.1.1. Lack of autonomy: Financial constraints

The first constituent theme identified under *lack of autonomy* was the *financial constraints (TA1)* faced by managers, a challenge that was highlighted by 13 managers from across Pubsec1, Pubsec2, Pubsec3 and Pubsec4. When talking about the financial constraints they face managers almost seemed resigned to this, for example Leanne comments:

> *"I suppose a budget is a budget and sometimes you would like to reward more than you can"* (Leanne Pubsec1).

Clare, a PB6, spoke about how although employees are dissatisfied with the pay on offer in the organisation, this is not something which she has control over as a manager:

> *"We have just had the annual people survey and we got the results back about a month ago and one of the things people always score low is pay and benefits and that is something we don't have any control over as a manager"* (Pubsec3).

There was also a recognition that as public sector organisations there is always going to be financial constraints:

> *"I think being in the public sector there is a limit to how much financial reward you can give to people"* (Rebecca Pubsec2).

Some managers also discussed the impact of the ongoing government cap, discussed in the Literature Review chapter, on public sector pay, for example:

> *"Well I think that people do like being paid and a lot of people have not really had any proper pay rise since 2010, which is a really long time, so pay is an issue"* (Susan Pubsec3).

> *"The organisation has been hit hard with austerity measures for a good 7 or 8 years now, public savings need to be made and I think the majority of staff accept that"* (George Pubsec1).

Similarly Paul explained that although some employees are dissatisfied with the pay and benefits in comparison to the private sector he believes they recognise that managers do their best within these constraints:

> *"I think there is a wider impact just in terms of wider pay and benefits in general with the pay freeze there has been over the last five years now. When you look externally, especially as we do a lot of work externally where their pay and benefits have increased at a greater rate, I think there is a bit of dissatisfaction there, I do think that people recognise that we, in terms of how we reward people, we do as much as we can within the constraints that we have"* (Paul Pubsec3).

The austerity measures have not just impacted on employees' pay, but also on other aspects such as the paid overtime available, as discussed by Clare:

> *"For office based staff I can't think of the last time anyone even mentioned the word overtime, so people feel like they are being asked to do a lot and it is not reflected in their salary. I have to accept it, that I have no control over it, and my staff have to accept that they have no control over it"* (Clare Pubsec3).

Managers also touched on the austerity measures in relation to the PRP scheme in their organisation. Lisa, a PB2 in Pubsec4, argued that the bonus attached to the PRP scheme rendered it *'useless',* and when asked to explain why she thought this was the case she explained:

> *"There isn't a financial incentive, and then we've got such a wide spectrum of achieved box markings and you would maybe look at yourself and think of all the work you are doing and getting the same as someone who is doing three quarters or half of what you are doing and they still fall into the achieved because they are doing what is expected…It can be quite demotivating for staff because people think that no matter what they do they are going to get an achieved marking"* (Lisa Pubsec4).

This echoes the discussion in the Literature Review chapter (section 2.2.2.2) in which it was argued that one of the main issues the public sector faces in effective PRP is the lack of financial incentive available (e.g., Marsden and Richardson 1994; Weibel et al 2009).

Some managers reflected on the impact that financial constraints had on them personally, for example Rebecca a PB7 with a wider command of 400 employees explained:

> *"I take a lot longer to explain stuff to people or if I need to ask people to work over and above and I can't pay them or they can't even have overtime anymore, it makes me personally do more stuff. I do much more work and work longer hours than I ever used to have to because I don't feel that I have many people that I can ask to do the same sort of thing because it is unreasonable. It takes its toll on me physically but also on my home life, you*

> *don't have on really a lot of the time because you are shattered"* (Rebecca Pubsec2).

Alongside pay managers also spoke about the financial constraints they faced with the organisation's R&R scheme. Jennifer, a PB2 in Pubsec4, explained the difficulties she faces in trying to get what she views as an appropriate financial reward for the team when utilising the R&R scheme:

> *"I'll be honest, we struggle to get anymore than that through when we send it up the line, there have been a lot of times when we have sent off for a £50 voucher and it has been returned saying 'can you reduce that to £25?'. It is never an outright no, but quite often they will reduce it so if we try and push for a £50 voucher it will be reduced down to the £25…I think it is just that we only get a certain amount allocated to each area and it is trying to make sure that we aren't using it all at the start of the year and then having none left"* (Jennifer Pubsec4).

When asked why she thought this was the case Jennifer argued that the FLMs in Pubsec4 are permitted to act autonomously with other reward mechanism but that this autonomy was restricted with financial rewards:

> *"I think it all comes down to money, because when it is money that we are giving out then they want to be in control of the money, but as long as they can see team leader's heads sitting at their desk they are happy for us to control everything else, I think when it comes down to money that is when it changes"* (Jennifer Pubsec4).

This limited control over the financial rewards available in the organisation was identified as a challenge for a number of managers, to the extent this resulted in a constituent theme in itself.

4.5.1.2. Lack of autonomy: Bureaucracy and limited control over financial rewards

Managers from across all levels of seniority and in all five organisations, 18 in total, spoke about the *bureaucracy and limited control over financial rewards (TA2)* predominantly in relation to the R&R scheme. Managers frequently referred to the length of time it took for a financial reward to be approved (up to nine weeks for Jackie in Pubsec2), a process that they must go through as they have no authority to reward these personally, a process referred to as *"incredibly laborious"* (Susan Pubsec3).

The reason that these financial rewards take a considerable amount of time to be approved is the bureaucratic process the manager follows, as outlined in Figure 18. As can be seen in Figure 18 this approval process was not limited to those at the lower grades, with Jackie, a PB6 herself, arguing *"I don't see why for £50 it has to be approved at PB6 level"*. However those at the lower grades in Pubsec4 have to go through a staggering six stages before the employee receives the voucher, with those in Pubsec5 having to have their nominations approved by a committee.

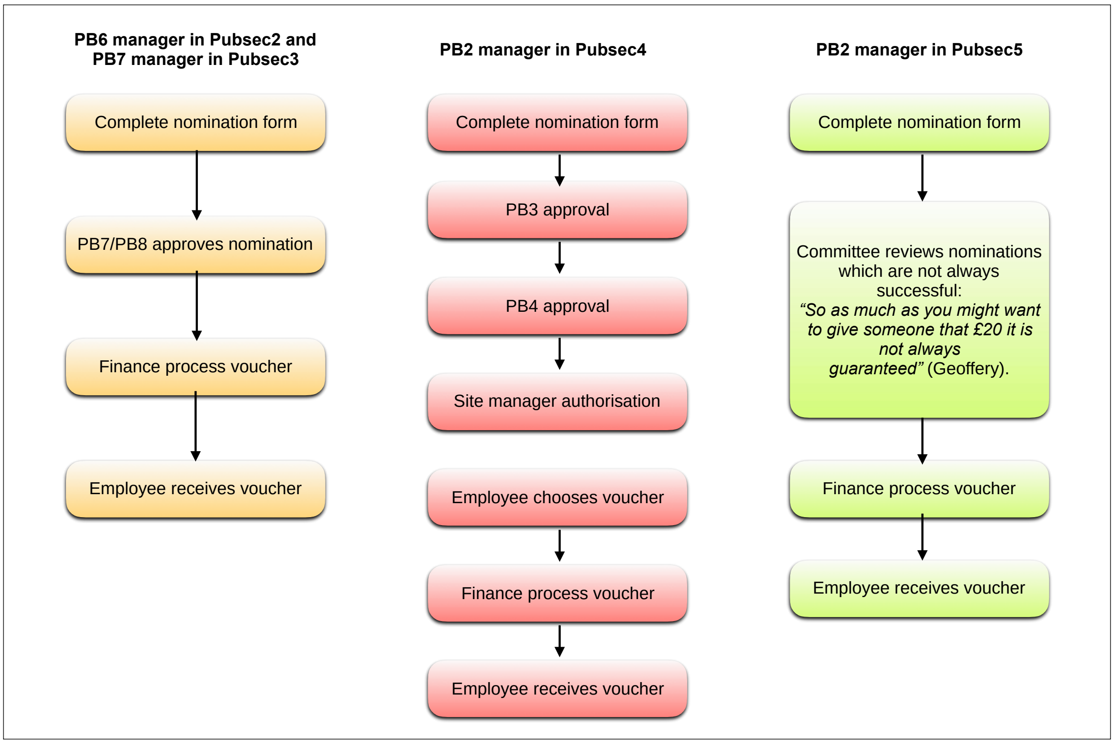

Figure 18: Process managers follow to award an employee with a shopping voucher via the R&R scheme

As a result of this long and drawn out process a number of managers have decided that they have been 'put off' from using the scheme again as *"the process is just too much hassle for the benefits that it gives"* (Susan Pubsec3). Managers instead spoke about finding alternative ways to reward their employees. Jackie for example argues:

> *"I was quite annoyed by the bureaucracy that sat around it and I thought you know what I'll think of other things next time, I'm not going down the money route"* (Jackie Pubsec2).

Similarly Carly stated:

> *"it is just so difficult and lengthy to go through the nomination process that it puts people off, it puts me off, I have to admit I don't always do it because I will find another way of acknowledging that person"* (Carly Pubsec5).

Tim reflected on why he even bothers to go through the process when he:

> "*could walk over now and say thank-you to somebody and walk back downstairs, it's done and they've probably appreciated it"* (Tim Pubsec4).

Gould-Williams' (2016:773) argument that need satisfaction was only likely to be achieved to a limited extent in the public sector due to the organisations being characterised by *"bureaucracy, red tape and centralized decision-making processes"* (Gould-Williams 2016:773), therefore has credence based on these findings.

Given the discussion in Part A around the importance of a *timely thank you (ER3)* this somewhat convoluted process could also be said to undermine the employees' basic need for relatedness. This was highlighted in a specific example that Jennifer shared about an instance when she wanted to financially reward a member of her team for dealing with an incredibly difficult conversation. Jennifer was speaking about the several weeks it took for the employee to receive the reward she had been nominated for and argued:

> *"So from taking that call from the suicidal customer it could be four weeks later until the envelope lands on their desk…I think it probably does just in that it kind of loses a little bit as there is such a gap in between…I think that if we had have been able to give her something the following day it might have had more impact than having to wait a month, because after a month the situation is gone then, it is done. I think she still appreciated it but we missed our opportunity there"* (Jennifer Pubsec4).

Issues with the R&R scheme were not limited to the lengthy approvals, but also included the initial nomination forms managers have to complete to send the nomination that involve *"loads of documents to complete and criteria to fulfil"* (Carly Pubsec5). Beatrice, a PB2, outlines this in the following statement:

> *"You have to go through this whole rigmarole, what they have done and why they have done it and what category it went under and I think this is what puts people off because to actually nominate someone you have to give this whole spiel, fit it into categories like you are doing a report and what category you are rewarding and so many words, it just puts people off"* (Beatrice Pubsec4).

Olive refers to this process as being *"quite subjective"*, arguing that different managers have different expectations and the variation in operational work makes it difficult to have set criteria. The result of this is that the nomination may be rejected, or sent back to the manager for amendments, at any point in the approval process. This will be discussed further when considering the impact that this may have on undermining managers' basic need for competence.

4.5.1.3. Lack of autonomy: Inflexible policies

Ten managers, from across Pubsec1, Pubsec2, Pubsec3 and Pubsec4 spoke about the *inflexible policies (TA3)* their organisation has in place when it comes to rewarding their employees, with Paul stating:

> *"I think then we are constrained by what Pubsec3's general polices are and what Governments policies are to rewarding as well"* (Paul Pubsec3).

Managers provided inflexibility in the use of the R&R scheme, the PRP scheme, and with wider benefits including flexible working. The examples shared by managers are included in Table 31, with representation from across nearly all levels of seniority excluding PB3. This lack of flexibility links to the discussion in the Literature Review chapter (section 2.3.2) on the lack of decision-making discretion managers have when it comes to reward strategy implementation (e.g., Brown and Purcell 2007; Hodder 2015; Hutchinson and Purcell 2007).

Table 31: Examples of inflexible reward policies in the words of the managers

Reward mechanism	Examples of managers quotations highlighting the lack of flexibility with the reward mechanism
R&R scheme	*"When it's a team effort you can't give a voucher because it has to go to an individual because of procurement and all that. Sometimes I would like to give my management team a £50 voucher to say well done and put on a buffet or something with it, but you can't do that…You end up then thinking right OK, you either don't do anything and you just thank all of them, or you have to pin point the person that did over and above everyone else and sometimes that is impossible because it really is a team effort"* (Leanne Pubsec1).
	"I wanted to give them an award for £150 each, and I was told 'oh no it has to be vouchers' and I thought why does it have to be vouchers, 'well that's just the way we do it around here, the max you can give them is £50', and I thought 'what?'" (Jackie Pubsec2).
PRP scheme	*"We have just gotten over the mid-year process for the performance review and it is not a very pleasant experience…it is a difficult system to work with and it doesn't encourage people to be at their best all the time…because a lot of the time, we're looking for the things they haven't done so that we can put them in a bracket because we have to have 10% in the must improve, and so it's quite soul destroying really that irrelevant to the fact that you might have done X amount of really fantastic stuff you've failed on this bit, whereas someone who has only just motored through the year not doing anything special but just delivering to what they needed to deliver and not stepping outside their comfort zone or taking a risk, and they'll just happily get into the middle group. So you know I find that bit difficult, as an individual, as a human being to work in that way"* (Hannah Pubsec2).

Table 31 (continued): Examples of inflexible reward policies in the words of the managers

Reward mechanism	Examples of managers quotations highlighting the lack of flexibility with the reward mechanism
PRP scheme	*"That barrier as a manager, you have no flexibility and we have a very rigid appraisal structure which means if you are in the top 25% you get a bigger pay rise, it's quite a blunt instrument and you have to have 10% in the box 3. It doesn't matter if you have done a really good job, if you are not as good as the other people in your grade you get pushed into that box marking and I think people feel dis-incentivised to work hard because they will just end up with the other 75% of people and that can be a little bit of a disincentive"* (Clare Pubsec3).
	"In the last few years we've had our must improve markings and we get told there is no curve of people and we don't have to have a specific amount however some senior management tend to send it down that we need 7 must improves, so you feel like you are getting pushed to put people into must improve" (Lisa Pubsec4).
	"I do think it's not right where they say, I think it's 25% should be exceeded and then 10% should be must improve because sometimes you might just have loads of people who are slap bang in the middle, and you might have nobody who has exceeded or must improve, but at the end of the day when that happens I think people need to be honest" (Ruth Pubsec4).
Benefits	*"We have got very stringent rules that have come in terms of flexi time and what hours are people are allowed to work so there is a lot less flexibility than we used to have in terms of allowing people even to go home early occasionally. We just can't do any of that anymore. The lack of flexi credits, for example we used to let people have a credit for Christmas lunch, but we're not allowed to do any of that anymore, and it does really restrict how you reward people and it also costs a lot more"* (Rebecca Pubsec2).
	"There are limited things that we can do, we could do more before like reward them with a flexi half hour if they had done well, you can't do that now" (Beatrice Pubsec4).
	"Quite often when you are trying to get people back from maternity leave especially and they are looking for reduced hours or reduced days and you are told to ask them to work five days but maybe shorter days and things like that...We are not as family friendly at times as we like to advertise" (Lisa Pubsec4).
	"*It's where the opportunities are though, we are quite a small building"* (Sandra Pubsec4).

In the examples noted in Table 28 managers have reflected on the impact of the perceived inflexibility on their employees, for example receiving a lesser amount in the PRP scheme or not being able to reward the whole team through the R&R scheme. However managers also touched on the impact this inflexibility had on them personally, with Rebecca reflecting on the lack of 'flexi credits' and stating:

> *"I have been in leadership roles for quite a long time and the impact of not having much money available and not being able to give flexi credits is the financial cost to our pockets when we still want to do stuff. It's not significant in comparison to the salaries we earn in comparison to the salaries people below us earn, but actually it costs a lot to decently reward people. Even just buying a bottle of wine for a whole team at Christmas, I'm not saying you should do that but there is so little reward now left in this organisation"* (Rebecca Pubsec2).

Linking then to the discussion in Part A on managers *rewarding out of their own pocket*, it seems managers at times struggle to feel that they are appropriately rewarding and recognising their employees.

4.5.1.4. Personal view at odds with reward policy

Although identified as a common challenges in the previous literature (e.g., Baeten 2014; McMullen et al 2007), only four managers discussed their *personal view at odds with reward policy (TA4).* One of these managers was a PB2 and the other three managers were all at PB7, the most senior level interviewed in the research. Rebecca, in Pubsec2, touched on this when discussing the erosion of pay and benefits over recent years stating that it is *"at odds with what I think we should be allowed to do*". When asked how this makes her feel she added:

> *"It makes me feel that we are asking more from people and not giving them anything much back. It is just almost like a disconnect, this is what you have to do as a leader but personally you try and do other stuff to make up for it"* (Rebecca Pubsec2).

The other three managers focused on the PRP schemes in their organisation and were very open in their personal feelings about the scheme. Ruth, a PB2 in Pubsec4, discussed her vehement dislike of the wording used in the scheme:

> *"There is also the end of year performance box marking, I think it's hard the way they are worded, so it's exceeded, achieved and must improve, and I know personally, I've never ever had a must improve, but even the word I think is not right…I feel that it's demoralising, I feel that if I ever got a must improve I would just want to look for another job because I would just feel as if you thought I wasn't good enough. I know everyone is different, and obviously I know I have had people on my team where I've got to tell them they are a must improve and it's not very nice, I had one girl crying, it's not very nice at all"* (Ruth Pubsec4).

Carly, however, spoke more about the behaviours that she believed the PRP scheme in Pubsec5 resulted in:

> *"I think sometimes our performance management system in the past has also pitted people against one another…individuals were moderated against one another so they do feel that they are up against one another and if they want a higher marking they have to do better than their peers and so to acknowledge that publicly it takes away that competitive element, we are taking it away because it is negative. Competition obviously can be good but if it's about pitting individuals against individuals and getting them to push one another out of the way that doesn't work"* (Carly Pubsec5).

Similarly Susan, when asked how the PRP operated, argued:

> *"it's absolutely loathed…I have occasionally been relieved when people have made mistakes because that means I don't have to worry at the end of the*

year who is going to be in box 3, which is almost perverse…I think it pits managers against managers too because you don't really know in-depth what is going on in your neighbouring team, you just have a hunch. So if you manage a branch of Tesco's shelf stacking in one is like shelf stacking in another, but work it's quite subjective it's really hard to measure, so it brings out people's prejudices about, or superficial 'I saw your member of staff once this year in a meeting and he was a bit rubbish' whereas really you're just judging someone on 20 minutes performance, it doesn't encourage a helpful, collegiate atmosphere" (Susan Pubsec3).

As noted previously in the chapter, Baard (2004) argued that to support employees' basic need for relatedness, reward structures should support cooperation rather than competition. Thus taking into account the words of Carly and Susan, not only is the managers need for autonomy undermined by having to implement a PRP scheme they fundamentally disagree with, arguably the scheme itself undermines their employees' need for relatedness.

4.5.2. Thwarting mechanisms for managers in rewarding their employees: Undermining managers' basic need for competence

Five superordinate themes were identified in the analysis of the data suggesting ways in which organisational mechanisms may thwart the satisfaction of the managers' basic need for competence, highlighted in Table 32.

Table 32: Themes from the analysis of the interviews mapped to the basic need for competence

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 21: page number for managers' quotations
Competence	TC1	**Lack of autonomy –** Bureaucracy and limited control over financial rewards	369-371
	TC2	**Rewarding not recognised or valued**	371-372
	TC3	**Capability**	373-374
	TC4	**Overlooked for financial rewards themselves**	375
	TC5	**Time constraints/conflicting priorities**	375-376

4.5.2.1. Lack of autonomy

Bureaucracy and limited control over financial rewards (TC1) is discussed here in relation to undermining managers' need for competence, rather than autonomy, as previously explored. In this instance eight managers, only at PB2 and PB3 level, discussed how the bureaucratic processes and the lack of transparency regarding expectations for the R&R scheme poses a challenge for them in rewarding their employees. Beatrice, for example, argued that she can only nominate employees for a reward under the organisation's R&R scheme if they have done *"something really special".* When asked what her understanding of what something 'really special' was she responded:

> "*I'm never quite sure to be honest, for me my team meet their requirements every single week regardless of who is on the team so for me that is pretty special. They don't fail me or the customers, which is more important, and they go to the far end for the customers and they are so nice to the customers on the phone, they have such a laugh with them"* (Beatrice Pubsec4).

A number of managers spoke about their frustration at not knowing what information was required for a nomination under the R&R scheme. Sandra explained that the nomination form was *"competency based"* and that managers did not like this as it *"adds an extra level of difficulty"*. When Sandra was asked what the result of this was she replied:

> *"I would say that the barrier though for the people with anything like that is that sometimes it will come back to say well I didn't quite understand what you meant when you wrote that, but I think that is down to a personal skill in being able to justify, that's the difficulty. Nobody likes doing it"* (Sandra Pubsec4).

Similarly Gurpreet, also a PB2 but in Pubsec5, argued:

> *"I think the challenge is mainly when you put something forward and it comes back to say that they don't think it is good enough to reward for, and sometimes I think that sets you back because you think what if I put another nomination in and they don't actually get it? It is time consuming at times, so I think that kind of does set you back a bit…Sometimes I do get upset about it but I think it is normal, you do get down about but I think it is just a process that you have got to follow*" (Gurpreet Pubsec5).

Georgina also explained that having nominations rejected was frustrating for her as a manager, adding:

> *"I have had them rejected and I do think that is quite disheartening because I think it is a shame because I really would have liked that person to get a bigger award…I feel the person has been let down, they don't obviously know that you have nominated them but I feel they have been let down because I know the work that they have done, for me sometimes I think to myself 'what are they looking for?'"* (Georgina Pubsec4).

Arguably this links to the argument in the Literature Review chapter from Brown and Purcell (2007) that HR teams in organisations are not devoting enough resources to training and equipping LMs to implement the reward systems that they design. However rather than a lack of formal training the words from managers here seem to suggest that there is a lack of understanding ‘across the board’ on what is expected in the elusive nomination forms.

4.5.2.2. Rewarding not recognised or valued

The second superordinate theme relating to how organisational mechanisms may undermine managers’ satisfaction of their basic need for competence was that managers believed *rewarding was not recognised or valued (TC2)*. This was mentioned by five managers from PB2 through to PB7 and across all organisations excluding Pubsec5. In an article espousing the importance of procedural justice in organisational reward strategies, Risher (2014) argues:

> *“the most effective managers should be rewarded; the least effective moved to nonsupervisory roles. That sends a powerful message”* (Risher 2014:137).

Yet that does not appear to be the case in the five organisations in the current research based on the experiences shared by the managers. Anthony, for example, spoke about his frustration at the inconsistency of rewarding across Pubsec1 in that some managers were much more proactive and enthusiastic about rewarding their employees. When asked to explain this in more detail Anthony referred to the R&R budget that has been devolved to PB4 managers to use to reward their employees explaining:

> *“No-one comes back, as far as I’m aware, to the sites or the bits of the organisation that don’t spend that money. No-one comes back and suggests that maybe they’ve not done as a good a job at rewarding people…I’m not aware of anyone being told, you know in the same way that if the performance was poor, come on you need to pull your socks up or whatever…there’s a carrot but there’s maybe not a stick which I think is an issue. You know it sounds daft to have a stick to make people reward other people but actually you know anyone who knows anything about employee engagement knows that it’s the day to day it’s making sure that you do these things consistently… For me it should be a performance metric, it should be a performance target”* (Anthony Pubsec1).

Rebecca, a PB7, spoke about what she views as a lack of recognition for the managers that reward their teams on a consistent and regular basis, as outlined in Part A, arguing:

> *“Currently the rewards are limited for people that do that as bread and butter and don't tell everyone that they have done it”* (Rebecca Pubsec2).

Rebecca then went on the explain in more detail what she meant by this adding:

> *"Some people just quietly do it because actually that is part of what we are here to do and those that blow their trumpet are often rewarded but they are sometimes those who do it just for the sake of doing it rather than because it is genuine. The people that do it throughout the year without any difficulty, so it might be baking cakes for the team or just taking them out for a walk, it really does go unnoticed"* (Rebecca Pubsec2).

Similarly, Georgina, a PB2 in Pubsec4, when discussing the effort she puts in regularly rewarding her employees argued, *"sometimes I think a lot of it goes unrecognised"*. Lisa, a PB2 in the same organisation stated:

> *"I don't actually think that they would reward me for rewarding, it is not anything that I have ever came across being discussed at a performance review, I have never been told that it was good that I have gave out four rewards this month or if I haven't give any out"* (Lisa Pubsec4).

When Janet, a PB4 in Pubsec3, also discussed the lack of recognition for rewarding her employees and when she reflected on why she thought this was the case she replied:

> *"We very much have an organisation that it is quite clear what you are being judged on and as an organisational culture you are judged on what you can deliver and it's what you personally deliver rather than what you've managed to achieve through your direct reports and I think that in itself leads to less effort being put into your direct report's outputs but also people kind of, I think, people recognise that isn't where they need to put the energy and the effort to get the box markings"* (Janet Pubsec3).

Reflecting on the words from the managers shared here it becomes apparent that in Part B, when exploring what influences managers to reward their employees, not one manager discussed being 'rewarded for rewarding', thus this is a gap in organisational practice.

4.5.2.3. Overlooked for financial rewards themselves

Linked to the perception from managers that their role on rewarding employees was not recognised, or valued, was the belief that they were *overlooked for financial rewards themselves (TC4).* This was a theme that was only referenced by two managers, both PB2s in Pubsec4, however the statements they made are powerful and worthy of further exploration. Jennifer for example, who has worked for Pubsec4 for 14 years, ten of which have been as a manager, argued:

> *"In all the time I have been a team leader, in ten years I have had one £25 voucher. I've been a box mark 1 for the past five years so I've obviously done over and above what is expected of me to be able to get the box 1 but I'm never rewarded for that"* (Jennifer Pubsec4).

Jennifer then goes on to say that she is *"not here for the vouchers"* and that she would still do her job as a manager to the best of her ability, however:

> *"every time I do a nomination I do kind of think well I took a part in it as well and you don't even get a thank you….although it is nice for them to get that thank you, the thank you from further up the line was for the staff it wasn't for me or for my PB3 who went to the meetings and was passing the messages on about what we needed to look at. So I think there is definitely a gap there"* (Jennifer Pubsec4).

Similarly Pauline argued that as a PB2 you often feel 'overlooked':

> *"Obviously it is the PB1s who are the ones doing the day job and my perception is that 90 per cent of R&R would go on those front line staff doing the job, and sometimes I think well I have done a good job there and you may feel a bit overlooked as a PB2 because your job is to manage that team so I completely get it"* (Pauline Pubsec4).

Given the links between *rewarding not being recognised or valued* and some managers feeling that they are *overlooked for financial rewards themselves* it would be interesting to explore this in more detail in future research, particularly in relation to basic need satisfaction. This will be discussed further in the Conclusion chapter when considering areas for future research.

4.5.2.4. Capability

The fourth superordinate theme relates to the *capability (TC3)* of managers to effectively reward their employees, a challenge identified in the existing literature. According to Risher (2014) for example:

> *"In far too many organizations the selection of managers is based on their technical, professional expertise and not on the personal characteristics associated with being a good manager of people"* (Risher 2014:137).

Six managers, from across Pubsec2, Pubsec3 and Pubsec4 referenced capability issues, although interestingly this was more in ‘general’ terms rather than in reference to their own personal capability. For example Jackie spoke about the lack of training on the non-financial, intrinsic rewards:

> *“I don’t think there is enough thought or training goes into it and I don’t think there’s enough time spent on it. Sometimes people throw money at people without saying thank-you or that’s a job really well done or they don’t spend the time on the little instant rewards and recognition”* (Jackie Pubsec2).

However Janet argues that training in being *“told to say thank you, to be polite human beings”* would not in fact be effective. When asked if she could explain why she thought this was the case Janet explained:

> *“It’s a bit like you have a band aid for fixing how people are not very good at excel and you are trying to use the same band aid to fix how people aren’t very good at management, so I don’t think that is enough to support a manager who in the past can’t read people, or struggles to understand what motivates people. Just telling them to say thank you isn’t going to have the desired effect whereas telling them how to do a sum in excel will have the desired effect”* (Janet Pubsec3).

Other managers focused on feedback, identified in Part A as a key reward mechanism used by managers to satisfy employees need for competence, when discussing capability issues. Susan spoke about the challenges she believes some managers have in giving feedback:

> *“As a manager you can feel like you are giving a lot of feedback but it doesn’t always get heard or recognised, or that you are doing it quite as much as you think you are…All of us in all walks of life are guilty of having good intentions but not always quite managing to deliver them, it’s like people overestimate the amount of exercise they do, I’m sure managers overestimate the amount of feedback they give, they mean to do it but they don’t always remember to…Some people are just easier to manage than others, that’s life”* (Susan Pubsec3).

Sandra also spoke about the difficulties in giving feedback, however interestingly Sandra focused on positive feedback:

> *“Some people feeling uncomfortable about giving positive feedback, I know that is definitely a barrier I came across when trying to impose the new standards for this team, to give that constructive feedback as well as the positive feedback, and I think that there is a certain discomfort in giving positive feedback if that makes any sense, which seems really strange but I don't think that people feel entirely comfortable with it…I don't think it is*

> *something that you can teach, you can talk about it and instil the idea but somebody needs to physically practice it to see that it works"* (Sandra Pubsec4).

Sandra then has a similar view to Janet in that this is not something that can be 'taught' and rather it is something that comes with experience. Tim, who has worked in Pubsec4 for 32 years, shared his view on why he believes managers are lacking in key skills such as rewarding employees:

> *"Some of the skills that people like me should have, but haven't got them, is because we have big finance communities and HR communities now who specialise in those areas which has eroded some of the skills of some of the leaders"* (Tim Pubsec4).

It would be interesting therefore to also explore this to a greater extent in future research as although it has been identified as a challenge in previous literature, this has focused more on the formal, extrinsic rewards such as PRP.

4.5.2.5. Time constraints and conflicting priorities

Although positioned as a significant challenge for managers in the existing literature, as discussed in the Literature Review chapter, only five managers in the current research referred to *time constraints/conflicting priorities (TC5)* as a potential barrier in rewarding their employees. This was not a challenge restricted to certain levels of seniority and was discussed by managers at PB2, PB3, PB5 and PB7 across three of the organisations – Pubsec2, Pubsec4 and Pubsec5.

When Hannah, a PB5 in Pubsec2 spoke about sending her team an individual e-mail to say thank you for their work on a successful project she admitted to coming at the weekend to complete this as she *"just couldn't fit it in in the normal everyday activities".* Sarah, also in Pubsec2, shared a similar experience:

> *"Somebody sorted something out for me and I was so busy tying up loose ends up before Christmas I just didn't get time to get back to them and say thank you, and then after Christmas I was trying to sort my inbox out, and I thought I have to get back to them, and I did but it was late and I felt quite guilty about that…so I think sometimes time constraints can be barriers and pressures and other priorities get in the way"* (Sarah Pubsec2).

Speaking more generally about conflicting priorities Gurpreet in Pubsec5 believes that employees should *"get recognised more than they actually do"* but that she sometimes *"falls back on it"* due to the amount of work she has to do. This is a view echoed by Rebecca in Pubsec2 who explained that she believes this can negatively impact her employees:

> *"It is so busy and the pressure is on it is quite easy to forget pockets of people that without whom we could not deliver but they are really easy to overlook because they just keep pedalling"* (Rebecca Pubsec2).

These findings resonate with those from Hutchinson and Purcell's (2010) research in the NHS in which they found that when LMs were under pressure it was the 'people management' role that suffered as the clinical work took priority. However given the credence that the managers in this research placed on rewarding their employees, as discussed in Part A, clearly there will be a considerable impact of neglecting this role.

4.5.3. Thwarting mechanisms for managers in rewarding their employees: Undermining managers' basic need for relatedness

Two superordinate themes were identified in the analysis of the data suggesting ways in which organisational mechanisms may thwart the satisfaction of the managers' basic need for relatedness, highlighted in Table 33.

Table 33: Themes from the analysis of the interviews mapped to the basic need for relatedness

Basic need according to SDT	Theme Code	Theme identified in the interview data linked to SDT need	Appendix 21: page number for managers' quotations
Relatedness	TR1	**Organisation's culture**	377
	TR2	**Lack of line management support**	378-380

4.5.3.1. Organisation's culture

The first superordinate theme related to ways in which the *organisation's culture (TR1)* may undermine the satisfaction of managers' basic need for relatedness. This was referenced by four managers across Pubsec1, Pubsec2 and Pubsec5, though it manifested itself in different forms. When discussing the annual staff engagement survey Anthony focused on specific question on the survey that refers to receiving regular praise from their line manager. Anthony stated that although a poor score may be picked up on the site:

> *"I might argue that once a year is, you know you could have a site run itself into the ground with no-one getting praised for any good work for an entire year, pick it up in the survey and then spend 6 months trying to put it right and you wouldn't know if you'd put it right until the following year so I think it comes down to local managers speaking to staff and making sure they feel like they're getting thanked and praised"* (Anthony Pubsec1).

Jackie also touched on the cyclical nature of the formal policies, for example when speaking about the R&R budget available she refers to a *"bit of a panic"* when managers reach the end of the financial year and realise that they have not spent it all. Jackie argues that the response to this is *"let's go and remind people that they really must do their reward"* when she believes the best approach would be to embed reward into the organisational culture stating:

> "*If it is part of the culture people will do it, if it is not part of the culture people will do it very little"* (Jackie Pubsec2).

Rebecca however focuses on the impact that leadership can have on the rewarding culture within the organisation and shares a specific example to highlight this:

> "*We have a new program director that has came in from another organisation and she is very command and control, she doesn't remember people's names, she will write and say 'I need this now' with no context or 'get me a sandwich' to anybody, I have said to her that we don't operate that way in this organisation, we don't speak to people to like this"* (Rebecca Pubsec2).

Rebecca then went on to say that is one of the reasons why she believes her approach to reward, particularly the steps she takes in giving her managers autonomy and providing development opportunities, is so appreciated as "*it has been very command and control in the past"*. Matt, in Pubsec5, also referred to the historical context of reward:

> *"Sometimes it's a historical thing where I've certainly noticed in this office compared to the previous one, where people are not as forthcoming about recognising when they have done a great job…here I think historically it maybe hasn't been promoted as much as it should have been…probably more focused on task driven management style rather than saying to people you are a leader we want you to lead your people and part of leading your people is making sure people are recognised"* (Matt Pubsec5).

This discussion contrasts to the findings in Part C when culture was also identified as a supporting mechanism for managers in rewarding their employees. This is one area therefore in which one mechanism, in this instance culture, can be both supportive or thwarting of managers' basic needs depending on their position in the organisation.

4.5.3.2. Lack of line management support

The second and final superordinate theme linked to the undermining of the satisfaction of managers' basic need for relatedness is a *lack of line management support (TR2).* This theme was highlighted by six managers, across Pubsec1, Pubsec2, Pubsec3 and Pubsec4, by managers at the lower levels of seniority of PB2-PB4. Speaking in general terms rather than on her own personal experience Sarah was very vocal about how she views the prevalence of rewarding in the organisation, arguing that *"it depends on who your line manager is"* as to how consistently and effectively employees are recognised for their work.

Other managers however were very vocal about their own personal experience of both their line manager and senior management. Beatrice, in Pubsec4, argued that one of the main challenges she faces in rewarding her employees is the lack of recognition they get from her line manager, and those at PB4 and above. Linked with the discussion in Part A in which the importance of senior recognition for satisfying employees' basic need for competence, Beatrice believes that one of the most valuable rewards for her employees is:

> *"Recognition from higher management that they exist, that they come down and have a chat occasionally, it would be nice to be put in for some type of reward and recognition from them not from me because I just consider myself part of the team anyway, I just do a little bit of a different job"* (Beatrice Pubsec4).

However in reality her team:

> *"very rarely see them for a start, they rarely have time to come and talk to you and see if there are any problems or to say well done"* (Beatrice Pubsec4).

Georgina, also in Pubsec4, spoke about the impact of not having a supportive line manager for her individually:

> *"I think the 1-2-1 with your manager is your time and gives them an opportunity to discuss your performance, give you feedback and recognise when you have done something well, but those don't always take place and I think that is*

missing for us…it is coming down from above and as a team leader I'm expected to do these things, but I am still an individual and an employee who has to be recognised and developed and sometimes I don't think there is the same importance placed on it. Sometimes you only have 2-3 meetings and you supposed to have between 9-12, but it's about trying to make that time. I just mark up my own 1-2-1 every month and if I don't get an actual sit down with my line manager at least I know I have them and at the end of the year as I want to have my evidence in place" (Georgina Pubsec4).

Jennifer reported a similar experience to Georgina with her line manager:

"To be fair she is a busy person I accept that but I am not always convinced that they really know all the extra stuff that we are doing and the impact that has further down the line…I don't think she knows what we are doing, in all probability I could disappear off for an hour and go to Asda and come back and she wouldn't know I had left" (Jennifer Pubsec4).

These findings also link back to those from Hutchinson and Purcell's (2010) study considering the role of ward managers in the NHS in which they concluded that:

"Fundamentally, these line managers felt unsupported, isolated and were overlooked as a vital group" (Hutchinson and Purcell 2010:371).

This is one of a handful of all the themes discussed in this chapter that has discriminated across levels of seniority suggesting that a lack of line management support is a unique challenge for those at lower grades. Whether this is a result of the line managers that they have, the added support that they may need at that level, or their individual perceptions however is not clear and thus future research in this area would be useful in exploring this in more depth.

4.5.5. Part D summary

The final Part in this chapter has highlighted the challenges faced by managers in the public sector in rewarding their employees, across all levels of seniority. In contrast to previous literature these findings have drawn attention to not only challenges managers face with the PRP scheme, but also the other formal R&R schemes in place as well as the relationships that they have with their own line managers and their senior managers. Further, exploring these challenges through the lens of SDT has allowed an understanding of how these 'thwarting mechanisms' may undermine the managers' satisfaction of their basic needs, as shown in Figure 17b.

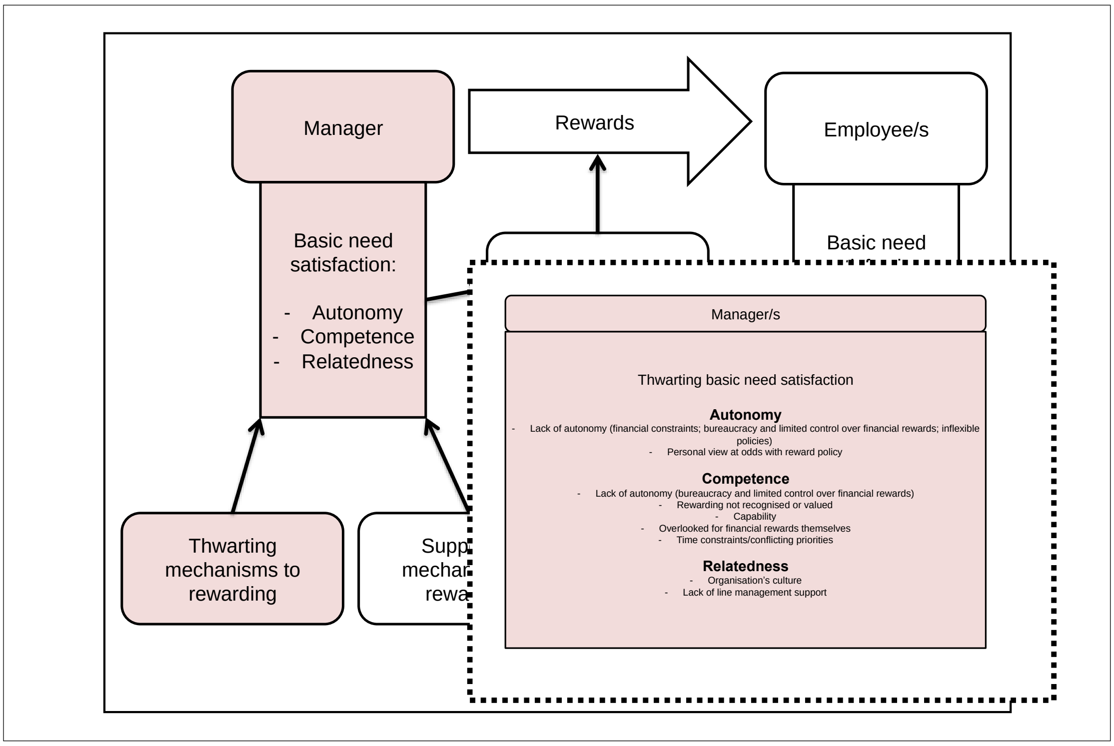

Figure 17b: Conceptual framework –thwarting mechanisms for managers in rewarding their employees

Managers report a significant *lack of autonomy* when rewarding their employees, specifically *financial constraints, bureaucracy and limited control over financial rewards* and *inflexible policies,* all of which, along with their *personal view being at odds with the reward policy,* arguably undermining their basic need for autonomy. This bureaucracy may also a play a role in undermining their basic need for relatedness but this was also compounded further by *rewarding not being recognised or valued* and feeling that they are *overlooked for financial rewards themselves.* As noted in the existing literature *capability* and *time constraints/conflicting priorities* may also undermine the managers' basic need for competence. Finally, although it can be supportive as highlighted in Part C, the *organisation's culture* along with a *lack of line management support* further undermine the managers' basic need for relatedness. Given the novelty of a number of these findings a number of areas for future research have been identified which will be discussed further in the Conclusion chapter.

4.6. Chapter summary

This chapter has presented the main findings from the interviews with 30 LMs from across five UK public sector organisations. The findings presented link to the main objectives of the research which were to develop an in-depth understanding of the role of LM in rewarding their employees; consider what may influence LMs to utilise particular reward mechanisms; and to explore the ways in which organisations may support or hinder LMs in this role. The findings have been analysed and presented through the lens of SDT resulting in an understanding of how both employees' and LMs' basic need satisfaction can be met, or indeed thwarted, through reward.

The findings discussed have provided credence to the basic conceptual framework, Figure 2, to allowing the role of the LM in rewarding employees to be considered from a theoretical perspective for the first time. The final conceptual framework, which may act as both a reference point to consider future research directions and an explanatory framework for organisations will now be presented in the next chapter.

Chapter 5

Conclusion

5.1. Chapter introduction

Following on from the in-depth discussion of the findings in the previous chapter, the aim of this chapter is to summarise the key findings from the interviews with the line managers (LMs) and discuss the implications of these findings and the questions they pose for future directions in this field. This will be achieved by firstly revisiting the objectives of the research and summarising the key findings relevant to each objective, framed by basic need satisfaction as posited by self-determination theory (SDT) to allow for theoretical framing. The final conceptual framework will then be introduced to demonstrate how basic need satisfaction provides the opportunity for a deeper understanding of the role LMs play in rewarding their employees and the supportive and thwarting organisational mechanisms which may impact on them. The limitations of the current research will then be considered before moving on to the implications of the research findings in terms of contribution to theory and practical applications. The chapter will conclude with suggestions for future research to extend and develop these novel findings.

5.2. Summary of findings

In the Findings and Discussion chapter parts A, B, C and D each contributed to the development of the conceptual framework, Figure 3 below. The key findings will now be summarised in relation to the current research objectives, with the main conclusions highlighted which have resulted in the final conceptual framework to be presented later in the chapter.

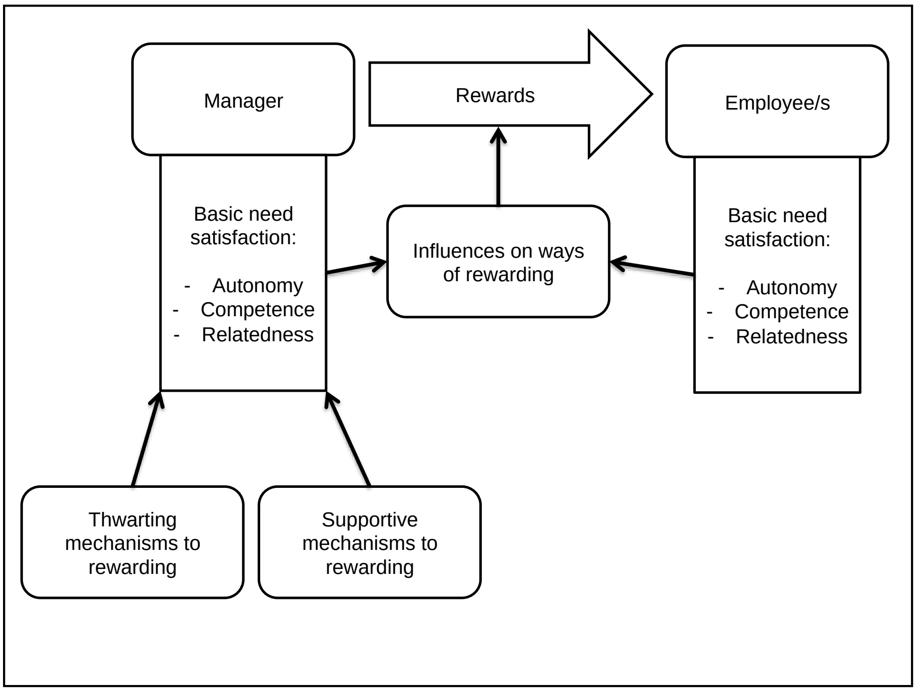

Figure 3: Conceptual framework

5.2.1. Research objective one: To explore the ways in which public sector managers reward their employees and consider how these may satisfy their employees' basic needs for autonomy, competence and relatedness

The first aim of the current research was to explore the role that LMs, at varying levels of seniority, in the UK public sector play in rewarding their employees. This was explored through the lens of SDT with a specific focus on how the reward mechanisms LMs utilise may support, or indeed thwart, basic need satisfaction. This is the first attempt to theoretically frame the reward mechanisms utilised by LMs, as reported by LMs themselves, in terms of basic need satisfaction and thus contributes to the call for further *"theoretical integration"* in the field of reward management (Conroy et al 2015:121).

Of the three basic needs posited by SDT – autonomy, competence, and relatedness – LMs in the current research spoke less about rewards that may satisfy their employees' need for autonomy than they did about rewards that may satisfy their employees' need for competence or relatedness. It was argued in the Findings and Discussion chapter that this is perhaps unsurprising given the lack of autonomy that LMs themselves face, as noted when discussing the thwarting mechanisms for LMs own basic need satisfaction in part D. Nevertheless the rewards discussed by a number of LMs that may satisfy their employees' need for autonomy linked to the fundamental arguments of SDT in that LMs sought, where possible, to involve their employees in decision-making and to listen to their views (Baard et al 2004; Olafsen et al 2015).

LMs who managed employees who were themselves responsible for the management of employees, a theme referred to in the Findings and Discussion chapter as *manager of managers*, also revealed the ways in which LMs attempted to provide these LMs with autonomy in their role. Examples of this included devolving the reward and recognition (R&R) budget to these LMs *“because they’re nearer”* (George Pubsec1), and permitting LMs to ‘bypass’ a level of bureaucracy in the R&R scheme approval process.

When discussing the ways in which LMs rewarded their employees LMs provided 12 examples of how these rewards may satisfy their employees’ basic need for competence in terms of feedback, development, and recognition. As SDT posits that the need for competence refers to succeeding at challenging tasks and being effective in interacting with the environment (Baard et al 2004; Deci et al 2001; Ryan and Deci 2002; Stone et al 2009), the reward mechanism of development utilised by LMs is arguably a means of satisfying this basic need for employees (Gould-Williams 2016). LMs spoke about utilising formal organisational development policies, including local talent management schemes and mentoring schemes, however they spoke more about their role in providing their employees with informal development opportunities. These informal opportunities stemmed from LMs *“thinking smartly about what people would see as a reward”* (Rebecca Pubsec2) and included opportunities to do something *“other than their day job”* (Roxanne Pubsec4).

SDT has also long argued that feedback is one of the key mechanisms required to satisfy an individual’s basic need for competence (e.g. Deci et al 2017) and this was supported by the LMs in the current research. LMs argued that they viewed providing feedback to their employees as a reward because they needed to see *“what they are doing is right”* (Rebecca Pubsec2), but also to ensure that employees were aware of what they needed to do to improve as *“if you don’t tell someone where they can improve they won’t know how to”* (Carly Pubsec5).

The most prevalent theme, however, relating to LMs utilising reward mechanisms that may satisfy their employees’ basic need for competence was that of recognition, referred to by more than two thirds of LMs in the current research. LMs spoke about recognising not only when their employees go *"that extra mile"* (George Pubsec1) or deal with challenging circumstances, but also for the day-to-day job that they do. This recognition of the impact that their employees have on the organisation is a splendid example of satisfying their basic need for competence by ensuring they are aware of their effectiveness and their success in achieving optimally challenging goals (Baard et al 2004; Deci et al 2001; Ryan and Deci 2002).

The ways in which LMs recognise their employees included facilitating recognition for their employees from more senior managers, something which they referred to as particularly pertinent in the public sector dues to its size and complexity, as at times people can *"feel like a rather unimportant cog in a very large wheel"* (Jackie Pubsec2). Yet the most common response from LMs in how they recognise their employees was simply saying thank you, mentioned by 20 out of 30 managers across all five organisations and at all levels of seniority. Whether that thank you is face-to-face, via an e-mail or through a handwritten note, LMs argued the importance of the thank you being genuine and specific to the individual employee so that they see that the impact of their work has been valued. LMs argued that if the thank you was generic or disingenuous it could in fact have a *"perverse impact"*, a sentiment highlighted in the initial development of SDT by Deci and Ryan (1985).

In terms of satisfying their employee's basic need for relatedness, LMs spoke about 11 different reward mechanisms that may encourage employees to connect with and be accepted by others, develop feelings of being cared for and respecting others, and have supportive social relationships (Baard et al 2004; Olafsen et al 2015; Ryan and Deci 2002; Stone et al 2009). Recognition was one example which as well as satisfying an employee's basic need for competence, as previously discussed, could also act as a mechanism for satisfying their need for relatedness. For example LMs discussed the 'power' of thank you as a means of connecting with their employees and ensuring that they felt valued. Public recognition, for example newsletters, employee of the week or month initiatives and annual celebration events, was discussed as a means of promoting cooperation between employees rather than competition, which Baard (2004) argues is key in supporting the satisfaction of employees' basic need for relatedness.

LMs also highlighted taking time out for their employees and getting to know them on a personal level as a reward mechanism, thus satisfying the employee's basic need for relatedness through having a supportive relationship with their LM and feeling connected with them. Clare in Pubsec3, for example, argued that you can only understand one another *"if you have some sort of regular contact",* with other LMs stressing the importance of letting *"them know that you are interested"* (Lisa Pubsec4). Those LMs who were responsible for the management of other LMs also spoke about leading by example and providing regular communication and support thus ensuring their LMs basic need for relatedness was also satisfied. Examples of this included 'telling their successful reward stories' to their LMs, building a 'reward culture' within their teams, and having regular meetings with their LMs.

Perhaps one of the most novel reward mechanisms identified which may satisfy their employees' basic need for relatedness, as this has not been explicitly discussed in the existing literature, is that of 'celebrating success as a team'. LMs enthusiastically shared examples of 'dress down' days, buffets and even the adoption of donkeys as a means of rewarding their employees and creating a supportive, respectful environment. LMs reflected on the powerful impact of these events with statements that linked directly to SDT's understanding of relatedness, such as *"we together are achieving"* (Jackie Pubsec2); *"we all pull together and support each other"* (Olive Pubsec4); and *"they've got the donkeys in common now"* (Debra Pubsec1).

LMs also spoke about providing their employees with extrinsic rewards which according to SDT do not support basic need satisfaction, but indeed carry the risk of thwarting basic need satisfaction (e.g. Deci and Ryan 2000; Deci et al 2017; Hidi 2016). In contrast to previous literature in the field of reward however, which has been dominated by performance-related-pay (PRP), only two LMs in this research referred to the PRP scheme. Instead the extrinsic rewards discussed mainly consisted of nominating their employees for the organisation's reward and recognition (R&R) scheme as well as communicating the range of extrinsic, financial rewards available in the organisation. LMs referred to utilising the R&R scheme, which ranged from a £20 shopping voucher through to lump sum cash rewards of up to £1000, when their employees had done something which was *"really out of the ordinary"* (Laura Pubsec1) rather than on a regular day-to-day basis.

Interestingly LMs argued that it was not the financial reward itself that was valued by the employees, rather that the financial reward was symbolic of how much their work had been valued. In the words of one LM – *"there is some weight behind the money"* (Clare Pubsec3) – with LMs reporting that they were mindful of ensuring that the reason for the financial reward was clearly articulated to their employees to maximise the impact. Thus it could be argued that in circumstances where LMs utilise extrinsic reward mechanisms for their employees, but in a way which aims to recognise the valuable impact that they have had, the employees' basic needs are in fact being supported, particularly their basic need for competence. This is an argument which will be explored when considering areas for further research later in this chapter.

5.2.2. Research objective two: To explore the influences on the ways in which public sector managers reward their employees by considering the satisfaction of their own basic needs for autonomy, competence and relatedness

The second aim of the current research was to explore what influences LMs' to utilise particular reward mechanisms over others, an area that has not been explored in the literature to date. Exploring these influences through the lens of SDT has allowed the preferences of LMs in utilising reward mechanisms to be considered in terms of basic need satisfaction. It is argued that the utilisation of certain rewards may satisfy not only the employees' basic needs, but also the LMs basic need for autonomy, competence or relatedness.

With regards to satisfying their basic need for autonomy LMs spoke about how they perceived rewarding their employees in a particular way because they believed that it was the right thing to do. Examples of this included LMs viewing reward and recognition as the right thing to do *"from a moral standpoint"* (Anthony Pubsec1) because *"people work hard and they deliver"* (Matt Pubsec5) thus linking to SDT's explanation of autonomy as the individuals acting from their own interests and values (Deci et al 2001; Ryan and Deci 2002).

Linked to this was the understanding that LMs had of rewarding being part of their role as a LM. The words used by the LMs when discussing this also suggests that this links to the satisfaction of their basic need for competence in that they viewed reward as an integral part of their management role and thus wanted to be effective in this. LMs at the more senior levels of PB4, PB5 and PB7 discussed examples of how the reward mechanisms they utilise provide them with positive outcomes including receiving positive feedback and making them feel more engaged with their role. This explanation links to the satisfaction of the basic need for competence yet it is interesting that this was confined to more senior managers and is arguably worthy of further research. LMs also spoke about how their past experience of being rewarded and the influence of role models has shaped their approach to rewarding their employees with *"lessons learned"* (Sandra Pubsec4) allowing them to feel competent in their role.

Of the three basic needs however, it was the satisfaction of the basic need for relatedness that was most apparent in the analysis of the words from LMs when they discussed the reward mechanisms that they utilise. LMs spoke not only about the positive outcomes for the employees, but once again about the positive outcomes for themselves. In this instance it was in relation to LMs connecting with and being accepted by their employees (Ryan and Deci 2002) and also respecting their employees (Olafsen et al 2015) thus linking to the satisfaction of their basic need for relatedness. LMs explained how the positive impact of the reward mechanisms they utilise (as discussed previously) on their employees makes them feel, with examples such as *"it's that bit of a warm feeling"* (Sarah Pubsec2); *"it makes you feel happy doesn't it?"* (Ruth Pubsec4)*;* and *"it's seeing people's pleasure"* (Jackie Pubsec2).

Another theme which may overlap with the satisfaction of more than one basic need was that of the past experience of being rewarded and the influence of role models, which was previously linked to the satisfaction of LMs' basic need for autonomy. In relation to relatedness however, LMs talked more about the personal impact of the rewards they have received, or indeed those they did not receive, as well as the positive impact that other LMs have had on them. This included sentiments such as trying *"to emulate the really good line managers"* (Sarah Pubsec2) and *"a lot of what I have said today is what I have learnt from her"* (Janet Pubsec3). Similarly LMs spoke about what they personally value in a reward suggesting that the way in which they are rewarded satisfies their basic need for relatedness and they thus seek to emulate this for their own employees. Examples of this included the LM trying to put themselves *"in that person's position"* when providing valuable feedback (Sarah Pubsec2); *"I guess I realise the impact those moments can have"* when discussing the 'power' of a thank you (Janet Pubsec3); and *"I know it's a motivator for me"* (Carly Pubsec5) when discussing getting to know what 'makes people tick'.

When considering what influences LMs to utilise particular reward mechanisms there were also two themes which did not link directly to the satisfaction of any of the LMs basic needs and were thus identified as extrinsic influences. The first of these was again positive outcomes, but this time positive outcomes for the organisation. Examples of positive outcomes for the organisation that LMs reported as stemming from effectively rewarding their employees included increased employee performance; improved customer service; employee retention; and reduced employee absence. The second theme was again the understanding of LMs that rewarding employees was part of their role as a manager or leader, however in this instance it was referred to as *"an expectation"* (Kirk Pubsec3) thus arguably undermining the LMs need for autonomy. However as both of these themes were discussed in line with other influences on LMs' reward mechanism preference it is difficult to ascertain if they are enough to thwart their basic need satisfaction and therefore further research in this area would be advantageous.

5.2.3. Research objective three: To explore the organisational mechanisms public sector managers perceive as supportive in their role of rewarding employees

In the Literature Review chapter a number of ways in which organisations may support their LMs to be effective in the implementation of reward strategy were discussed (Armstrong et al 2010), however there was a lack of empirical research to support these arguments. The third aim of this research was therefore to address this gap by exploring ways in which public sector organisations may support LMs in rewarding their employees by supporting their basic need satisfaction as posited by SDT.

LMs in the current research only referred briefly to ways in which their organisation may support their basic need for autonomy, and this was only referenced by seven out of the 30 managers. Examples of the organisation supporting the LMs' need for autonomy included delegation of the R&R budget, however this was only applicable to those LMs operating at PB4 an above. Similarly a wider view of autonomy, for example having *"a free hand"* (Kate Pubsec5) in who they reward, was also limited to those LMs at higher levels of seniority. This suggests that LMs at lower levels of seniority, FLM level, do not experience a sense of autonomy in rewarding their employees and this is in fact a key theme when discussing the challenges faced by LMs in rewarding their employees in the next section.

There were a number of supportive mechanisms reported by LMs in the current research that could be said to satisfy their basic need for competence, most of which centred on the organisation's reward infrastructure. For example more than two thirds of LMs reported that there were a range of rewards available to them as LMs in the organisation, categorised as both extrinsic and intrinsic (Perkins and White 2014) with a number of LMs recognising the constraints on the type of rewards available and as a public sector organisation *"it can't all be throwing lots of money at people"* (Debra Pubsec1). LMs also referenced the ease of use of these rewards and the guidance available to them in utilising these reward mechanisms.

The organisation's reward infrastructure was also identified as a possible means of satisfying the LMs' basic need for relatedness, specifically the rewarding culture in the organisation. Although only referenced by nine out of 30 LMs in the current research it was across all the five organisations and from PB2 through to PB7 LMs. The idea that there was a 'common concern' (Mueller and Lovell 2015) focused on how to effectively reward employees arguably contributes to feelings of relatedness, highlighted in statements such as *"it is all about recognising our people and developing our people"* (Kate Pubsec5); and *"there is definitely a move towards recognising people more now"* (Sarah Pubsec2). LMs also spoke about how their own LM provides them with the time and support they need to be able to effectively reward their employees. This time and support from their own LM included regular meetings and informal conversations with many LMs arguing that their LMs are as *"equally passionate and committed"* (Matt Pubsec5) about rewarding their employees. Similarly a small number of LMs, three out of 30, emphasised the importance of peer relationships in supporting them in their role in rewarding employees, a finding which resonates with previous literature concerning need satisfaction in a LMs general management role (e.g. Mueller and Lovell 2015; Nilsen et al 2016).

5.2.4. Research objective four: To explore the organisational mechanisms public sector managers perceive as thwarting in their role of rewarding their employees

In the Literature Review chapter a number of challenges faced by LMs in rewarding their employees were discussed, including a lack of control (e.g. Harris 2001); little decision making discretion (e.g. Brown and Purcell 2007); a lack of skills and experience (e.g. Makinson 2000); and a lack of involvement in reward strategy design (e.g. Brown and Purcell 2007). However the focus of this literature was predominantly focused on the role played by LMs in financial rewards, particularly PRP. The fourth and final objective of this research therefore was to address this gap by exploring the challenges that LMs in UK public sector organisations face in rewarding their employees by taking a wider view of reward, as determined by the LMs themselves.

To develop a theoretical understanding of these challenges they were explored through the lens of SDT, focusing on how the challenges faced may thwart LMs basic need satisfaction.

Linking to previous literature (e.g. Baeten 2014) there were examples of LMs' personal views being at odds with the organisational reward policy, and in this instance this linked predominantly to the PRP scheme in place. Although only referenced by three LMs, having to implement a PRP scheme which they do not personally believe in arguably thwarts their basic need for autonomy as it is far from acting from their own interests and values (Deci et al 2001; Ryan and Deci 2002). LMs spoke about, for example, the terminology used in the box-marking as *"demoralising"* (Carly Pubsec5); ratings by LMs being *"superficial"* (Susan Pubsec3); and the competitive nature of the scheme which *"doesn't encourage a helpful, collegiate atmosphere"* (Susan Pubsec3).

LMs also referred to the on-going public sector pay gap, discussed in the Literature Review chapter, but this was almost from a position of acceptance. For example LMs commented that in relation to the austerity measures the UK public sector is facing *"the majority of staff accept that"* (George Pubsec1) and that as LMs *"we do as much as we can within the constraints that we have"* (Paul Pubsec3). That is not to say that LMs did not face challenges as a result of this lack of financial autonomy, and many reflected on the impact that these constraints had on them personally, including taking on more work themselves to avoid having to ask their employees when they felt they could not fully compensate them.

The lack of autonomy experienced by LMs however was discussed primarily in relation to the utilisation of financial reward mechanisms, but in contrast to previous literature this focused on the use of the R&R scheme rather than on PRP. The lack of autonomy faced by LMs when utilising the organisation's R&R scheme was referenced by more than half of the LMs across all levels of seniority and in all five organisations. LMs spoke about their frustration with the lengthy process involved in having a financial R&R award being approved, which in some cases took up to nine weeks, and the associated bureaucracy. For example in Pubsec4 PB2 LMs had six stages to follow when awarding an employee a voucher, and even a PB6 in Pubsec2 and a PB7 in Pubsec3 have four stages to follow.

Arguably not only do these lengthy and bureaucratic processes undermine the LMs basic need for autonomy, they also result in thwarting employees' basic need satisfaction given the loss of immediate recognition for their work, highlighted previously as being fundamental. LMs also spoke about the inflexibility of their organisation's formal reward policies, including the R&R scheme; PRP; flexible working; maternity leave and career opportunities, resonating with the previous literature which emphasised the lack of decision making discretion faced by LMs.

The bureaucracy surrounding the organisations' R&R schemes may also act as a thwarting mechanism for LMs' basic need for competence in that many LMs spoke about their lack of understanding on what was expected for a successful nomination. LMs gave examples of their nominations for employees being 'knocked back' at one or more of the various approval levels which resulted in them feeling disheartened and frustrated with an overwhelming sense of *"what are they looking for?"* (Georgina Pubsec4).

A further thwarting mechanism in relation to LMs' basic need for competence was that of them feeling that their rewarding behaviours are not recognised or valued in the organisation, a finding not previously discussed in the literature. LMs reflected that although they put a lot of effort into rewarding and recognising their employees a lot of this *"goes unrecognised"* (Georgina Pubsec4) because *"actually that is part of what we are here to do"* (Rebecca Pubsce2). One LM indeed argued that rewarding employees is so integral that it should be *"a performance metric"* (Anthony Pubsec1). Linked to this, and another finding not yet explored in the literature, is that of LMs feeling that they are overlooked for financial rewards themselves. Although only directly referenced by two LMs in the current research the sentiment was strong as highlighted in phrases such as *"you don't even get a thank you"* (Jennifer Pubsec4) and feeling *"a bit overlooked"* (Pauline Pubsec4), and thus will be considered as a possible area worthy of further research later in the chapter.

As noted in the Literature Review chapter, LMs also briefly referred to a lack of capability in rewarding employees, thus a thwarting mechanism for their basic need for competence. Interestingly however, in comparison to previous research, LMs spoke more about the lack of training available on the non-financial rewards such as feedback. There were also a small number of LMs who discussed the challenge of time constraints and conflicting priorities, the result being that is *"quite easy to forget* *pockets of people"* (Rebecca Pubsec2) which LMs *"felt quite guilty about"* (Sarah Pubsec2).

Although identified as a supportive mechanism, a lack of support from their own LM can also be viewed as a thwarting mechanism when it comes to the satisfaction of LMs' basic need for relatedness. LMs from the lower levels of seniority of PB2-PB4 spoke about both their own LM and senior management not paying very much attention to the work of them and their team, with one LM arguing that something that would benefit her and her team the most in terms of reward would be *"recognition from higher management that they exist"* (Beatrice Pubsec4). There was also reference made to the hypocrisy of being asked as a LM to effectively reward your team and take the time out to speak to them when their own LM does not mirror this approach, leading some LMs to argue that this support *"is missing for us"* (Georgina Pubsec4).

5.2.5. Bringing it all together

In summary the findings from the current research have contributed to the development of an in-depth understanding of the role that LMs in the UK public sector play in rewarding their employees. The findings have resulted in a final conceptual framework – Figure 19 – which frames this understanding in terms of basic need satisfaction, a fundamental tent of SDT. Figure 19 summarises these results as follows:

1) There are a number of ways in which LMs, at varying levels of seniority, may contribute to the satisfaction of their employees' basic needs for autonomy, competence, and relatedness through the reward mechanisms that they utilise. Viewing the role of the LM through the lens of SDT has allowed the fundamental nature of non-financial rewards to take a more prominent position and encourages organisations to consider more than just the effectiveness of their formal policies, for example PRP. Yet LMs also use rewards which may not satisfy any of their employees' basic needs and the impact of this is worthy of exploration.

2) There are a number of factors which influence the reward mechanisms public sector LMs choose to utilise and these may be understood in terms of how they may satisfy their own basic needs for autonomy, competence, and relatedness. There are however also extrinsic influences on the reward mechanisms LMs choose to utilise which do not appear to link directly to basic need satisfaction.

3) There are a number of ways in which public sector organisations can support their LMs in their role of rewarding employees which can be linked to the satisfaction of LMs basic needs for autonomy, competence and relatedness.

4) There are a number of challenges that public sector LMs face in rewarding their employees which can be linked to the thwarting of the satisfaction of their basic need for autonomy, competence and relatedness.

The implications of these findings will now be discussed in terms of the theoretical contribution to the field of reward management and the practical implications for organisations.

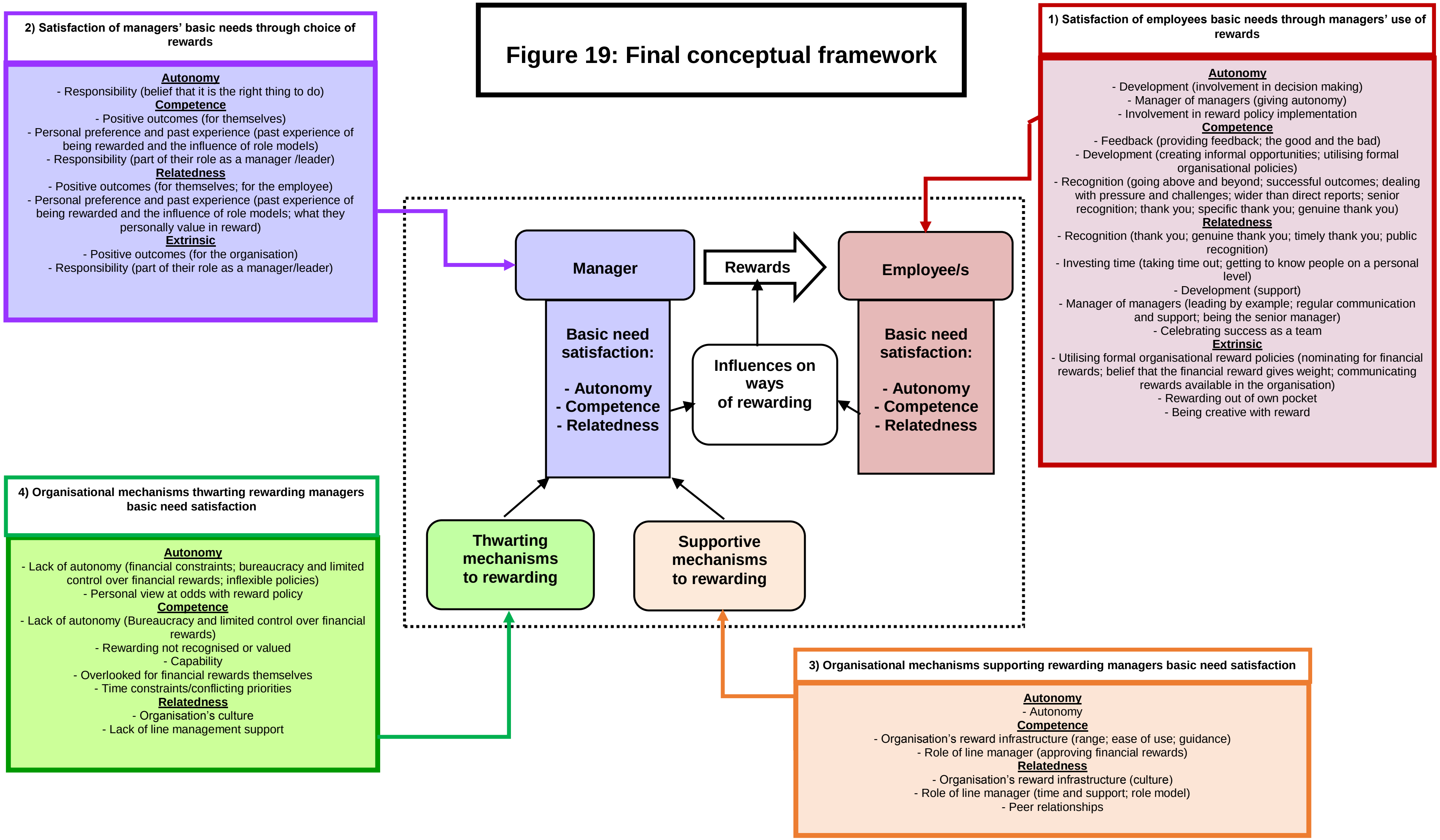
Figure 19: Final conceptual framework
2) Satisfaction of managers' basic needs through choice of rewards
Autonomy
- Responsibility (belief that it is the right thing to do)
Competence
- Positive outcomes (for themselves)
- Personal preference and past experience (past experience of being rewarded and the influence of role models)
- Responsibility (part of their role as a manager /leader)
Relatedness
- Positive outcomes (for themselves; for the employee)
- Personal preference and past experience (past experience of being rewarded and the influence of role models; what they personally value in reward)
Extrinsic
- Positive outcomes (for the organisation)
- Responsibility (part of their role as a manager/leader)
1) Satisfaction of employees basic needs through managers' use of rewards
Autonomy
- Development (involvement in decision making)
- Manager of managers (giving autonomy)
- Involvement in reward policy implementation
Competence
- Feedback (providing feedback; the good and the bad)
- Development (creating informal opportunities; utilising formal organisational policies)
- Recognition (going above and beyond; successful outcomes; dealing with pressure and challenges; wider than direct reports; senior recognition; thank you; specific thank you; genuine thank you)
Relatedness
- Recognition (thank you; genuine thank you; timely thank you; public recognition)
- Investing time (taking time out; getting to know people on a personal level)
- Development (support)
- Manager of managers (leading by example; regular communication and support; being the senior manager)
- Celebrating success as a team
Extrinsic
- Utilising formal organisational reward policies (nominating for financial rewards; belief that the financial reward gives weight; communicating rewards available in the organisation)
- Rewarding out of own pocket
- Being creative with reward
Manager
Rewards
Employee/s
Basic need satisfaction:
- Autonomy
- Competence
- Relatedness
Influences on ways of rewarding
Basic need satisfaction:
- Autonomy
- Competence
- Relatedness
Thwarting mechanisms to rewarding
Supportive mechanisms to rewarding
4) Organisational mechanisms thwarting rewarding managers basic need satisfaction
Autonomy
- Lack of autonomy (financial constraints; bureaucracy and limited control over financial rewards; inflexible policies)
- Personal view at odds with reward policy
Competence
- Lack of autonomy (Bureaucracy and limited control over financial rewards)
- Rewarding not recognised or valued
- Capability
- Overlooked for financial rewards themselves
- Time constraints/conflicting priorities
Relatedness
- Organisation's culture
- Lack of line management support
3) Organisational mechanisms supporting rewarding managers basic need satisfaction
Autonomy
- Autonomy
Competence
- Organisation's reward infrastructure (range; ease of use; guidance)
- Role of line manager (approving financial rewards)
Relatedness
- Organisation's reward infrastructure (culture)
- Role of line manager (time and support; role model)
- Peer relationships

5.3. Implications of the findings

5.3.1. Contribution to theory

Although previous literature in the field of reward management has drawn attention to the role that LMs may play in rewarding employees a number of gaps remained in our understanding (refer to section 2.3.4. of the Literature Review chapter) which the current research has sought to address. Firstly much of the empirical literature that has considered the role LMs in reward has focused predominantly on the role of LMs in implementing financial rewards, particularly the role that they play in PRP. The current research has addressed this gap by focusing on reward in its broadest sense which has resulted in rich findings related to both financial and non-financial rewards and the role that LMs play in implementing these.

Secondly, in previous empirical research the role of LMs in rewarding their employees has rarely been the main focus of the research but has instead been reported as worthy of further research in the discussion of research findings. The result of this is that the role of LMs in rewarding their employees was presented, in the main, through the lens of other parties and the voice of the LM was not at the fore. This research has addressed this gap by maintaining a focus on LMs throughout the research process, as noted in Figure 20.

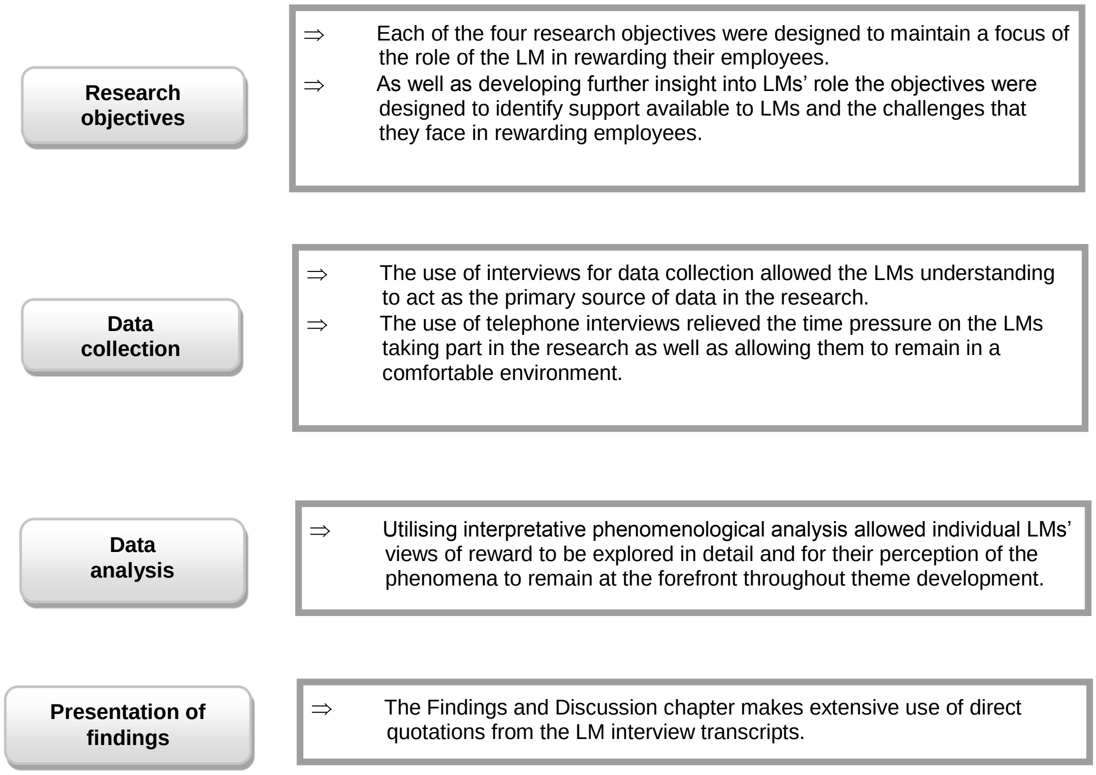

Figure 20: Outline of how the voice of the line manager remained a key driver at each stage of the research process

Finally, the majority of research in the field of reward management has been provided by consultants and practitioners (Thompson 2009) which has relied on positivist, quantitative approaches. Although this has been helpful in bringing the role of the LM to the fore, there has been little to no attempt at theoretical integration which limits our understanding of this integral role. The current research has addressed this gap by exploring the role played by public sector LMs through the use of in-depth qualitative interviews with the findings considered from the perspective of SDT. Considering the findings from the perspective of SDT has resulted in the development of a conceptual framework, Figure 19, which highlights the subtleties and intricacies of the LMs role in rewarding employees by understanding the basic need satisfaction of both employees and LMs. The contribution that the current research has made to theory in the field of reward management is summarised in Table 34.

Table 34: Summary of how current research findings contribute to theory and knowledge in the field of reward management

Key findings from the current research	Contribution to theory and knowledge
Rewards utilised by public sector LMs that may satisfy employees' basic need for autonomy, competence, and relatedness.	Previous literature has considered particular rewards in isolation, for example PRP or feedback in relation to basic need satisfaction, but this research has taken a holistic view of reward and provided a range of rewards that LMs in the public sector can utilise to satisfy all three of their employees' basic needs. This is the first piece of research to apply SDT to the field of reward management in which the focus has been on a broad sense of reward rather than just PRP. This is the first piece of research to apply SDT qualitatively to the field of reward management.
Factors influencing public sector LMs choice of reward mechanisms in relation to the satisfaction of LMs' basic need for autonomy, competence, and relatedness.	This is the first piece of research to explore what may influence LMs in the public sector to utilise particular reward mechanisms, that is what motivates them to reward in specific ways. Thus this is also the first piece of research to consider these influences from a theoretical perspective, namely basic need satisfaction as posited by SDT.
Organisational mechanisms which may support public sector LMs in their role of rewarding employees through the satisfaction of their basic need for autonomy, competence, and relatedness.	Although previous literature has speculatively suggested ways in which LMs could be more effective in rewarding their employees, however there has been limited empirical research to support this. This research provides specific examples of ways in which the organisation can support LMs in their role in rewarding employees with theoretical framing through the use of basic need satisfaction as posited by SDT.
Organisational mechanisms which may hinder public sector LMs in their role of rewarding employees through thwarting the satisfaction of their basic need for autonym, competence, and relatedness.	Previous literature has also pointed to some of the challenges faced by LMs in rewarding their employees but this has been predominantly focused on financial rewards with scant attention to the challenges faced more widely in their role. This research develops our understanding of this by considering ways in which the organisation undermines LMs basic need satisfaction in their role in rewarding employees.

The current research also makes a methodological contribution to both the field of reward management, and business and management research more widely. Firstly, as noted by Raabe and Readdy (2016), although many studies have explored the theoretical tenets of SDT, few have examined its constructs through qualitative methods thus indicating a gap in the literature. The current research contributes towards filling this gap by demonstrating the utility of SDT to qualitative methods. Secondly the current research demonstrates the usefulness of telephone interviews to the field of business and management research, particularly when interviewing participants who have busy schedules and who are thus seeking more flexible approaches.

5.3.2. Practical applications

The main aim of the current research was to contribute to knowledge through the development of a theoretical understanding of the role of LMs in rewarding employees. However given the applied nature of reward management a number of practical applications for organisations can also be provided, with the conceptual framework (Figure 19) acting as a useful point of reference for organisations.

Firstly Figure 19 may act as an explanatory framework for organisations to consider the ways in which LMs in their organisation can utilise particular reward mechanisms to support the basic need satisfaction of employees. This is important for organisations to consider given that SDT argues that basic need satisfaction can lead to more autonomous motivation and thus increased performance and creativity (Ryan and Deci 2006). Conversely, organisations which fail to support employees' basic need satisfaction risk contributing to employees experiencing higher levels of workplace stress which has been associated with higher turnover intentions and higher absenteeism (Olafsen et al 2017). Table 35 includes examples of recommended reward mechanisms for LMs to utilise which may satisfy employees' basic needs for autonomy, competence, and relatedness based on the findings of the current research.

Table 35: Recommendations of reward mechanisms which can be utilised by line managers to support employees basic need satisfaction – derived from current research findings

Basic need according to SDT	**Recommended reward mechanisms for line managers to utilise which may satisfy this basic need for their employees**
	Involvement in decision-making Create opportunities for employees to be involved in making decisions that relate to their work or to their working environment. Examples include: - *"Have your Say" when implementing a new working practice;* - *Regular "Employee forums" with management so opinions can be shared in a safe environment*
Autonomy	**Involvement in reward policy implementation** Consider ways in which employees can be involved in making decisions relating to how reward policy is implemented. Examples include: - *Discussing how the reward and recognition budget can be best utilised, setting the parameters based on organisational constraints and asking employees how the reward policy could be better implemented within these parameters*
	Providing employees who are line managers with autonomy to reward Look for opportunities to provide those employees with line management responsibilities more freedom and control in their role in rewarding their team. Examples include: - *Devolve part of the reward and recognition budget to front-line-managers so they have the autonomy to reward and recognise their own team* - *Continually seek front-line-managers' opinions on what they think is the best way to reward and recognise their team and support them to achieve this*

Table 35 (continued): Recommendations of reward mechanisms which can be utilised by line managers to support employees basic need satisfaction – derived from current research findings

Basic need according to SDT	Recommended reward mechanisms for line managers to utilise which may satisfy this basic need for their employees
Competence	**Feedback** Provide feedback to employees on their performance: - *Regular feedback – particularly after a large piece of work has been completed, or a novel piece of work (for the employee) has been completed* - *Constructive feedback that includes examples of what the employee has done well and what the employee may need to develop further*
	Development Provide employees with opportunities to develop their skills and knowledge. Examples include: - *Utilise formal organisational development opportunities such as local talent management schemes* - *Look for informal opportunities such as deputising; shadowing; and novel projects* - *Provide career development support such as reviewing application forms and helping employees with interview preparation*
	Recognition Provide employees with recognition for the work that they do. Examples include: - *Recognise when employees have gone above and beyond or dealt with a particularly challenging situation* - *Facilitate senior recognition for employees, such as copying senior management into thank-you e-mails to the employee* - *Never underestimate the power of a genuine, specific thank-you*
Relatedness	**Public recognition** Consider ways in which employees can be publicly recognised for the work that they have done, in a co-operative manner. Examples include: - *Newsletters for the team, command or site* - *Employee of the month*
	Investing time Take time out for your employees. Examples include: - *Regular communication with employees that is not just confined to formal performance meetings* - *Get to know employees career aspirations and the challenges they may be facing*
	Celebrating success as a team Look for ways to celebrate success as a team. Examples may include: - *Dress down days and buffets* - *Social activities*

One of the key benefits of the recommendations outlined in Table 35, particularly for public sector organisations, is that they do not have to involve a large financial investment, nor do they necessarily involve placing an unmanageable burden on individual LMs.

Secondly Figure 19 may act as an explanatory framework for organisations to consider the ways in which they can support their LMs in rewarding their employees. This includes mechanisms which can support LMs' own basic need satisfaction, but also the avoidance of mechanisms which may thwart LMs' basic need satisfaction. Table 36 includes recommendations of steps organisations can take to support LMs' basic needs for autonomy, competence, and relatedness based on the findings of the current research.

Table 36: Recommendations of steps organisations can take to support line managers in their role in rewarding employees by supporting line managers' basic need satisfaction – derived from current research findings

Basic need according to SDT	Steps organisations can take to support line managers in rewarding their employees
Autonomy	**Reduce the bureaucracy surrounding reward and recognition (R&R) schemes** Streamline the approval process for the R&R scheme. Examples include: - *Reduce the number of approval levels in the R&R scheme, particularly for the smaller financial rewards such as the shopping vouchers* - *Consider devolving a portion of the R&R budget directly to line managers to utilise without the need for approval*
	Involve line managers in the design of reward policy Where possible line managers should be consulted on the design of reward policy before it reaches the stage of implementation. Examples include: - *Set up working groups of line managers in advance of reward policy changes to seek their insight* - *Consider what elements of reward policy are 'set' centrally and those elements that have flexibility* - *Involve line managers in the evaluation of reward policy*
Competence	**Reduce the complexity of the reward and recognition (R&R) schemes** Consider ways in which the nomination forms for the R&R scheme can be streamlined. Examples include: - *Set up a working group of line managers to consider how the nomination form can be improved to reduce complexity* - *Ask line managers what areas of the nomination form they may have difficulty with and draft appropriate guidance* - *Provide opportunities for face-to-face development for line managers on completing a successful nomination form*
	Build line managers' capability in reward Evaluate the areas in which line managers may have a skills gap in effectively rewarding their employees and develop interventions to address this. Examples may include: - *Speak to line managers one-to-one to understand what areas of reward they may be struggling with* - *Speak to line managers' teams to develop an understanding of where employees perceive their manager to be struggling with rewarding them* - *Utilise a working group of line managers to develop interventions to address these gaps*
	Recognise line managers for effectively rewarding their employees Reward is a fundamental aspect of the employment relationship and line managers should be recognised for the effort they expend in this. Examples include: - *Manager of the month* - *Reviewing R&R budgets to ensure they are spent throughout the year and not 'rushed' at the end*
	Reward and recognise line managers Line managers are employees too and should be rewarded in the same way as their teams. Examples include: - *Establish a 'line manager' R&R fund to ensure that there is a budget available for this group and that it is being utilised*

Table 36 (continued): Recommendations of steps organisations can take to support line managers in their role in rewarding employees by supporting line managers' basic need satisfaction – derived from current research findings

Basic need according to SDT	Steps organisations can take to support line managers in rewarding their employees
Relatedness	**Provide opportunities for line managers to network with their peers** Create an environment in which line managers can network with their peers for both support and to share best practice: - *Bi-annual line manager events where success is celebrated and line managers have the opportunity to meet their peers* - *Pilot the use of self-managed learning groups for line managers* *Ask line managers what medium would be helpful for them to communicate regularly with their peers, for example social media*
	Support line managers in their role in reward Ensure that line managers have management support in place. Examples include: - *Regular communication and meetings with their line manager* - *Maintain a focus on reward in performance discussions to identify areas of best practice and areas where further support may be required*

The recommendations outlined in Table 36 are based on the reports from LMs in the current research on what influences them to utilise particular reward mechanisms; what LMs in the current research reported as supportive in their role in rewarding their employees; and what LMs in the current research reported as challenges to their role in rewarding their employees. As a result of this the recommendations are particularly pertinent for the organisations included in the current research, however they are also flexible enough to be adapted for organisations which operate a different organisational reward policy.

The results of the current research, including the recommendations outlined in Table 35 and Table 36, will be shared with the organisations who participated in the research. The aim of this will be to discuss the recommendations within the organisational context and discern what steps can be taken to implement the recommendations moving forward. A full evaluation of implemented recommendations will then be completed to further develop the conceptual framework (Figure 19).

5.4. Research limitations

Lewis et al (2014) argue that in order for the reader of research to understand fully the boundaries of the research findings in terms of wider inferences that can be drawn, it is fundamental to clearly articulate the limitations of their research. The two main limitations of this study can be understood in terms of the parameters of the research and the methods employed in the research, each of which now will be discussed.

Considering the parameters of the research the first limitation of this research is the focus on LMs as the sole participants, which as already discussed in the previous section, is also a key strength of the research. This research has deliberately focused on understanding the experiences of LMs in their role in rewarding their employees and their voices have remained at the fore throughout both the data analysis and the presentation of the findings. This poses a limitation in that the conceptual framework, Figure 19, makes an assumption that the rewards LMs report utilising may satisfy employees' basic needs for autonomy, competence, and relatedness. Although this assumption is based on the theoretical tenets of SDT which are grounded with an extant body of empirical research, to determine whether this is the case it is the employees themselves that need to be consulted. This will therefore be proposed as an area for further research in the next section of this chapter.

When considering the parameters of the research as well as the methods employed, the second limitation of this research is that it has been primarily concerned with LMs working in the UK public sector, specifically central government, and thus the research findings may be bound to the central government departments who participated in the research. The case study organisations in this research – Pubsec1, Pubsec2, Pubsec3, Pubsec4, and Pubsec5 - do however have a number of features that suggest the experiences of LMs are likely to share similarities with LMs operating in other organisations (Corley and Gioia 2004). Although this research employed a qualitative approach to data collection through the use of in-depth semi-structured interviews, in the words of Easterby-Smith et al:

> *"While qualitative researchers often cannot know whether their theories can be transferred to settings beyond the one they have studied, they can identify factors that are likely to determine the transferability of certain theories, thereby giving readers room for informed speculation about the settings in which their theories can be applied"* (Easterby-Smith et al 2015:217).

Given that SDT forms the foundations of the conceptual framework developed in the current research, and that SDT argues that all human beings have the same basic needs – autonomy, competence, and relatedness – arguably the transferability of these findings is extensive. However it is also helpful to consider the factors of the case study organisations in the current research that may further refine the transferability of the findings, as listed in Table 37.

Table 37: Factors of the case study organisations included in the research

Factor	Case study organisations
Country	United Kingdom – including England, Wales and Scotland
Sector	Public sector – specifically central government departments
Size	Large
Pay arrangements	Pay centrally set by the UK Treasury and subject to UK government mandate

One of the areas for further research will thus be to determine the applicability of the conceptual framework, and indeed to develop and refine this framework further, in organisations that vary in accordance with the factors listed in Table 37. This will be discussed further in the next section of this chapter.

In summary, although this research has its limitations, the findings serve as an initial empirical step towards understanding the role of LMs in rewarding their employees through the lens of SDT.

5.5. Future directions

To build on the findings from the current research a number of future directions are proposed in relation to three key areas – context; the employee perspective; and rewarding LMs. Each of these will now be briefly discussed.

5.5.1. Context

The focus of the current research was deliberately on LMs in the UK public sector and, as noted above, there are a number of factors which suggest the findings may be transferable to other organisational settings. As a next step it would be beneficial to consider the applicability of the conceptual framework, Figure 19, to other organisational settings both within and outside of the UK public sector.

5.5.1.1. The wider UK public sector

When considering the UK public sector it would be interesting to conduct the same research within departments outside of central government, for example the NHS or policing, to determine if these different contexts impact on the way in which LMs reward their employees.

5.5.1.2. Moving beyond the UK public sector

Moving outside of the UK public sector it would also be interesting to explore the transferability of the conceptual framework to other sectors. For example exploring the opportunity for basic need satisfaction in private sector organisations in which financial incentives are more prominent.

5.5.2. The employee perspective

As noted in section 5.4. it would be beneficial for further research to consider the employee perspective in the role of their LM in utilising particular reward mechanisms. Seeking the perspective of employees would provide an opportunity to develop part 1 of the conceptual framework further and develop our understanding of how particular rewards that LMs utilise may satisfy employees' basic need for autonomy, competence, and relatedness. Further it would be helpful to consider the impact on employees of this need satisfaction, or indeed the impact of rewards which may not satisfy their basic need satisfaction. In an attempt to further demonstrate the applicability of SDT to qualitative research, and to further contribute towards providing more in-depth research in the field of reward management, it is suggested that this initial research takes the form of semi-structured interviews with employees.

5.5.2.1. The employee perspective: Does a financial reward give the thank you 'weight'?

Cognitive evaluation theory, one of the 'mini-theories' of SDT discussed in the Literature Review chapter, suggests that there are two primary cognitive processes through which contextual factors affect intrinsic motivation – perceived locus of causality which relates to the need for autonomy, and perceived competence which relates to the need for competence (Ryan and Deci 2002). According to CET if an event shifts an individual's perceptions towards a more external locus, intrinsic motivation will be undermined, for example tangible rewards have been found to decrease intrinsic motivation (Ryan and Deci 2002).

However one of the key findings from the current research, that has not been empirically explored in the literature to date, is that of LMs utilising financial rewards for their employees as they believe this gives their thank you ‘weight’. Therefore when considering the employee perspective it would be interesting to explore whether the use of financial rewards, for example the R&R scheme vouchers or cash awards, do indeed undermine employees’ basic need satisfaction when used to convey thanks and appreciation for their work and input. This would develop the literature on SDT further, which to date has viewed financial rewards predominantly as PRP related incentives.

5.5.2.2. The employee perspective: Public service motivation

In the Literature Review chapter recent conceptual arguments for linking public service motivation (PSM) to SDT were outlined (e.g. Andrews 2016; Gould-Williams 2016; Pederson 2015; Perry and Vandenabeele 2015). In basic terms, according to PSM theory individuals decide to embark on a public service career for reasons other than financial ones with salary not being their priority as it does not “*correspond to their ideals”* (Anderfuhren-Biget et al 2010:220). It has thus been argued that the UK public sector should pay less attention to financial remuneration, such as PRP, and focus on other areas of motivation for public sector workers (Jacobsen and Andersen 2017; Reilly 2003). In the current research a small number of LMs did indeed question the relevance of financial rewards to the UK public sector, with Anthony reflecting that the *“opportunity to serve the public should be reward enough”* (Anthony Pubsec1). However this was not a prominent theme in the findings and when considering need satisfaction from an employee perspective it would be helpful to explore this in more detail to contribute to this growing area of literature within SDT and PSM.

5.5.3. Exploring supportive mechanisms for line managers

The current research findings highlighted a number of ways in which LMs’ basic need for autonomy, competence, and relatedness may be supported through their role in rewarding their employees. This is a novel area which has not yet been fully explored in the literature and thus lends itself to a number of possible areas for further research.

5.5.3.1. Incentivising reward and recognition

A number of LMs in the current research reflected on their role in rewarding their employees not being recognised on their organisation. This was identified as thwarting mechanism as the findings suggested that this lack of reward for their fundamental role may undermine the satisfaction of their basic need for both competence and relatedness. However LMs also reflected on how this could be rewarded, with suggestions ranging from 'checking' if R&R budgets have been spent at the end of the financial year, to their managers simply acknowledging the time they spend rewarding their employees. It would be interesting to explore this in more depth focusing both on mechanisms which organisations could employ to satisfy LMs basic needs by rewarding them for this role, but also to explore the impact if this need is not satisfied.

5.5.3.2. Rewarding line managers

Two LMs spoke with emotion about how they feel that they are often overlooked for the rewards that they utilise for their employees, whether this be a nomination for a financial reward under the organisation's R&R scheme, or just a simple thank-you from senior management. A number of LMs also discussed the lack of support they feel they receive from their own LM. These reflections were apparent only in the lower levels of seniority, PB2-PB4, and is thus worthy of further research. It may be for example that LMs at these levels require higher levels of support than those at higher levels, or that there is a gap in support for LMs at these levels. Further research focused on LMs at these levels, as well as exploring how their LMs believe they reward them, would be an interesting avenue to explore in further detail.

5.6. Chapter summary

This chapter has summarised the key findings from the current research which have addressed a number of gaps in the reward management literature. In contrast to previous research the current research a taken a holistic view of reward and focused specifically on the role of the LM in the UK public sector. The application of SDT to the rich, qualitative data gained through interviews with the LMs has provided the opportunity to consider how the rewards LMs utilise may satisfy their employees' three basic needs. Further this research is the first attempt to consider, from a theoretical perspective, what may influence LMs in the UK public sector to utilise particular reward mechanisms to satisfy their own basic needs.

Viewing the challenges that the LMs face in rewarding their employees, and the sources of support they have in this role, has resulted in the development of a conceptual framework. This framework not only theoretically frames the results, but also allows organisations to consider how they can support their LMs effectively and remove barriers to rewarding. The conceptual framework thus provides an initial step in exploring the role of LMs in rewarding their employees and a number of areas for further research have been suggested to continue to develop understanding in this field.

In summary, when summarising a number of studies looking at LM involvement in HRM, Renwick (2006) claimed that the literature painted a picture of managers who were:

> *"characterised by their reluctance and unwillingness to do specific HR-related tasks"* Renwick (2006:216).

The findings of the current research however paint a very different picture. LMs in the current research talked with passion and pride about their role in rewarding their employees. When mapped against the theoretical tenets of SDT their role in satisfying their employees' basic needs for autonomy, competence, and relatedness appears paramount and they should be congratulated, and indeed recognised, for the integral role that they play in the UK public sector.

Appendices

Appendix 1: Researcher’s Reflective Statement

Creswell and Poth (2018:18) argue that the conceptualisation of the research process begins with researchers considering *“what they bring to the enquiry”* and positioning this clearly within the body of work. This reflective statement serves to make this clear in the current research, as both a mechanism for researcher reflection and a reference point for the reader. As Berger (2015) explains that the personal characteristics of the researcher may impact the research in three ways – access to the organisations and participants; the nature of the researcher-researched relationship; and the way the researcher shapes the findings and conclusions – this statement will include a reflection on these three areas.

Professional background

After taking some time out after graduating with an undergraduate degree in Psychology from Northumbria University to return back to Northern Ireland where I grew up, I began my professional career as PB1 in the UK civil service. This was an administrative role processing injury at work claims as part of an occupational pension scheme based in Newcastle-Upon Tyne. This role included deputising as a PB2 where I experienced first-hand some of the challenges faced by front line managers, whilst also appreciating the impact of the role of the front line manager has on their employees.

After one year in this role I applied for and was successful in gaining a place on the civil service HR Fast Stream, a graduate scheme aimed at high performing graduates with the ability to progress to senior levels in the civil service. This scheme lasted three years in which I undertook a number of roles operating at the PB3, PB4 and PB5 levels and spent time in Sheffield and London before returning back to Newcastle-Upon Tyne. I held roles including a HR Complex Caseworker; HR Service Delivery Model Implementation Lead; and HR Business Partner in two different central government departments. The various roles that I held gave me a unique insight into the challenges faced by managers at varying levels with recruitment, engagement, development, performance and reward.

Following a successful permanent promotion to PB5 at the end of the graduate scheme I moved to London to work in a cross civil service HR team in Whitehall with responsibility for developing and implementing a civil service wide talent management scheme to develop senior leaders in central government. After a year in this role I returned once again to Newcastle-Upon Tyne to take on a new role as Senior HR Business Partner with responsibility for employee engagement and reward in an operational environment. This role offered the opportunity to experience HR policy development at the highest level, including the challenges of meeting Ministerial expectations and working across several government departments, each with their own identity.

Shortly after starting my new role as a Senior HR Business Partner I started to reflect on my career aspirations and re-evaluated my long held desire to progress into the senior civil service. A combination of both organisational factors such as bureaucracy and migration of senior roles to London along with personal circumstances such as a desire to pursue a more fulfilling career I made the decision to move into academia. This resulted in my current role as a Graduate Tutor at Northumbria University.

Reflection on impact on access to organisations

The network of contacts I established throughout my experience noted above proved invaluable when negotiating access to the organisations to complete this research. I had good working relationships at senior levels in the organisation and across the UK that lent credibility to my initial discussions around my research proposal, which was then further enhanced by the reputation of Northumbria University. Yet my previous experience had an impact much earlier on in the research process as it also influenced my decision to focus on the public sector as the context for exploring the role of managers in rewarding employees. Based on my previous experience I felt drawn to understanding the unique challenges faced by managers working in organisations constrained by austerity measures and ever-increasing public scrutiny over the allocation of their financial resources.

Reflection on impact on the nature of the researcher-researched relationship

As discussed in the Research Methodology chapter I divulged my previous experience in the public sector, and specifically in government departments, with the managers at the outset of the research allowing managers to feel at ease when discussing their experiences. This was apparent in some of the interview transcripts in which managers used phrases such as *"you know what it's like"* or *"you know what I mean don't you?"*. Although this was an excellent aide to building rapport I always asked managers to confirm their own understanding during the interviews, rather than relying on my previous experience, to ensure that it was the views of these managers that came through in the resultant interview transcripts.

Reflection on impact on the way the findings and conclusions are shaped

The use of Interpretative Phenomenological Analysis (IPA) recognises the role of researcher interpretation in the analysis of the interview data and the richness that this interpretation can add to the reporting of the results. However it was critical that the experiences of the managers in rewarding their employees remained at the fore throughout the analysis and presentation of the findings, thus a transparent approach was presented in the Research Methodology chapter to allow the reader to see how the findings and conclusions were shaped.

Appendix 2: Interview guide and rationale

Interview guide	
Statement/question	**Rationale**
Introduction: • ***Researcher's background and current position*** • ***Recap on the aims of the research*** • ***Interview process and follow-up***	Rapport building – particularly important for telephone interviews (Novick 2008) Ethical practice (Steffen 2016) – ensuring that participants are fully aware of the process, what will be involved, their right to withdraw, and the opportunity for them to review the transcript.
Background questions: • ***What is your current role?*** • ***How long have you worked for *organisation name*?*** • ***How long have you been in your current role?*** • ***How many employees do you currently manage?*** • ***Are any of those you directly manage line managers?***	As the role of the manager was not pre-defined these questions allowed the researcher to determine differences in seniority and span of control. Further Rocco (2003) argues that demographic information on the participants increase the reader's ability to understand the relationship between the participants, the data and the usefulness of the findings to other situations and contexts.
Can you tell me what the term reward means to you as a manager?	Aim of the research is to understand reward from a managers' perspective. Bell (2014) argues that open-ended qualitative research does not require a pre-definition of terms prior to the study thus making it more receptive to the understandings of the participants. This introductory question allows the researcher to explore key aspects as the interview progresses.
As a manager what do you view as your role in rewarding your employees?	To the researcher's knowledge this question has not been asked of managers before and is critical to achieving the research aims.

	Link to Research Objectives: *To explore the ways in which public sector managers reward their employees and consider how these may satisfy their employees' basic needs for autonomy, competence and relatedness;* and *To explore the influences on the ways in which public sector managers reward their employees by considering the satisfaction of their own basic needs for autonomy, competence and relatedness.*
Can you tell me what motivates you as a manager to reward your employees?	After an exploration of their understanding of their role this questions aims to determine the underlying motivations for this. Although SDT posits that motivation would stem from the need for autonomy, relatedness and competence this was not explicitly referred to so as to allow for the managers experience to be illuminated.
Can you explain how your organisation supports you in your role as a rewarding manager?	Link to Research Objective: *To explore the organisational mechanisms public sector managers perceive as supportive in their role of rewarding employees.*
Can you explain some of the challenges you face as a manager in rewarding your employees?	Link to Research Objective: To explore the organisational mechanisms public sector managers perceive as thwarting in their role of rewarding their employees.
Can you tell me about a time when you rewarded one or more of your employees?	This question was added to the interview guide after reflecting on the experience of the first two interviews as it was felt that they lacked the depth that was originally anticipated. The introduction of this question resulted in rich accounts in the remainder of the interviews. Links to all four Research Objectives
Based on your experience as a manager, what rewards do you think your employees value the most?	This question was added to the interview guide as the research progressed as managers in the early interviews often reflected on how their employees viewed rewards that the researcher wanted to explore further.

	Links to Research Objective: *To explore the ways in which public sector managers reward their employees and consider how these may satisfy their employees' basic needs for autonomy, competence and relatedness.* *"The most effective questions are those to which the interviewee can relate directly and which are clearly pertinent to their own views or circumstances"* (Yeo et al 2014:191).
Is there anything further that you would like to discuss?	Opportunity for managers to add anything further that they did not raise based on the questions above, or to add anything that has come to them as a result of reflecting on the interview. Steffen (2016) also refers to the opportunity to ask questions or reflect as a key ethical consideration.
Conclude the interview: • ***Thank-you*** • ***Follow-up***	In recognition of the time managers have taken out of their busy schedules to participate in the research and the contribution that they have made. Reminder that they will have the opportunity to review the final transcript should they reflect further and wish to add information or remove anything they shared.

Appendix 3: Studies exploring Self-Determination Theory (SDT) using qualitative methods

Presented in reverse chronological order

Name/Date	Field	Country	Research Purpose	Data Collection (If specified in paper - no. of participants; main method; type of interview; development of questions; duration)	Data Analysis (Approach to data analysis as specified in the paper and the steps followed)	Other useful information
Nilsen et al **2016**	Organisations (Healthcare)	Norway	Explored how nursing leaders perceive the interaction with and support from their superiors and peers through the lens of SDT	**INTERVIEWS** - 9 participants - Purposeful and theoretical sampling - Semi-structured interviews face to face lasting 'for about an hour' - Interview guide developed using key concepts from the theory and focused on four main topics associated with leadership	**CONSTANT COMPARATIVE METHOD** -Interviews transcribed verbatim -Important points noted in the first reading of the interviews and translated into codes, then each interview was read with particular attention to these codes whilst identifying overriding topics -Data matrix compiled including participants' quotes	
Raabe and Readdy **2016**	Sport	USA	Explored motivation to participate in collegiate cheerleading	**INTERVIEWS** -12 participants (3 interviews each) -Semi-structured -Interview questions were informed by SDT and designed to explore their psychological need satisfaction -Position on SDT motivation continuum explored by asking what motivated them in general -Secondary questions gave an inductive element to the research -20-60 minutes	Not specified -Transcribed recordings verbatim -Similar representative information organised into relevant lower order themes -Collapsed into higher order themes -Iterative process: *"Interconnected the research design with the theoretical framework of SDT"* p. 82	Emphasised that many studies have explored the theoretical tenets of SDT but few have examined constructs through qualitative methods highlighting a gap in the literature
Reznickova and Zepeda **2016**	Organisations (Social Innovations)	USA	Explored the motivations of volunteers in a social innovation	**INTERVIEWS** -19 participants -Semi-structured -Conducted face-to-face, via telephone and via Skype	**INDUCTIVE THEMATIC ANALYSIS** -This approach to analysis was chosen because the questions were general rather than theory driven -Inductive approach initially but the conceptual map from this initial analysis revealed the	

Name/Date	Field	Country	Research Purpose	Data Collection (If specified in paper - no. of participants; main method; type of interview; development of questions; duration)	Data Analysis (Approach to data analysis as specified in the paper and the steps followed)	Other useful information
				-Interview guide contained 10 questions, formulated based on the literature	applicability of SDT so the names of the themes were altered	
Mueller and Lovell **2015**	Organisations	Australia, England, Germany, USA	Explored the theoretical constituents of need satisfaction in senior executives	**INTERVIEWS** - 22 participants - Semi-structured - Conducted face-to-face - Interview guide developed through literature and amended as the interviews progressed - 21-67 minutes	**GROUNDED THEORY APPROACH** - Identified four key themes from their analysis which linked to the theoretical tenets of SDT and shared with participants to rank in order of importance	
Dannapfel et al **2014**	Health	Sweden	Explored the motivations behind physiotherapists' use of research in clinical practice	**FOCUS GROUPS** -11 focus groups -45 participants from 5 councils -Open-ended questions -90-110 minutes	**CONTENT ANALYSIS** -Read all transcripts -Coded transcripts -Identified key statements in relation to research question -Codes aggregated -Re-examination, clusters merged into categories and given overall description -Categories compared and contrasted to SDT and then mapped onto SDT continuum	Presentation of results in table with: -Type of motivation according to SDT -Explanation of type of motivation in relation to the research question -Categories identified -Quotations
Janseen et al **2014**	Organisations (Mentoring)	Netherlands	Explored the motives mentors have for providing developmental support to their protégés	**INTERVIEWS** -20 participants -Semi-structured -Questions related to motives in general, not explicitly SDT -45-120 minutes	**CONTENT ANALYSIS** -Interviews transcribed verbatim -Software used for coding -Transcripts segmented into meaningful units of analysis -Themes proposed by one author and modified until agreement with others	

Name/Date	Field	Country	Research Purpose	Data Collection (If specified in paper - no. of participants; main method; type of interview; development of questions; duration)	Data Analysis (Approach to data analysis as specified in the paper and the steps followed)	Other useful information
Moran et al **2014**	Health	USA	Explored the motivation of mental health peer workers	**INTERVIEWS** -31 participants with multiple health agencies -Semi-structured -Open-ended questions -60-90 minutes *"Interviewer approached the question of work motivation using a wide and open perspective with no deliberate thought or efforts to ascertain SDT concepts of motivation"* p.35	**ABDUCTIVE APPROACH** Inductive: -Using grounded theory to identify motivational themes -Open-coding, comparison of codes then merging into categories Deductive: -Employing SDT perspective by organising categories under SDT concepts i.e. three basic needs, intrinsic motivation and external motivation	Categories presented in findings: -Internal Motivations with three basic needs as sub-categories -External Motivations
Millward and Senker **2012**	Criminology	UK	Explored how young male offenders made sense of their offending behaviour	**INTERVIEWS** -3 participants (youth offenders) -In-depth interviews -60-120 minutes	**INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS** -Verbatim transcription of recordings to re-engage with the data -Read and re-read for an 'overall sense' -Identified initial emergent themes -Story developed for each transcript with master themes -Tabulated with sub-themes and illustrated with quotes -Cross comparison of cases to develop an overall master narrative	

Name/Date	Field	Country	Research Purpose	Data Collection (If specified in paper - no. of participants; main method; type of interview; development of questions; duration)	Data Analysis (Approach to data analysis as specified in the paper and the steps followed)	Other useful information
McLean and Mallett **2012**	Sport	Australia	Explored the motivation of Australian sports coaches and discuss the findings in the light of SDT	**INTERVIEWS** -13 participants -Purposive sampling -Semi-structured -50-90 minutes *"Questions were intended to elicit specific responses to their coaching which could be mapped onto the SDT continuum"* p.25	**CONTENT ANALYSIS** -Scripts e-mailed to participants for checking -Examined line-by-line to identify meaning units (text segments which represented an idea) -Grouped together according to common themes to create categories -First, second and third general order themes -Triangulation between research team Four distinct themes emerged	*"An examination of coaches motivation is critical as it not only influences their satisfaction and well-being but also impacts how they behave"* p.24
Moos and Honkomp **2011**	Education	USA	Examined how adventure learning affects motivation and learning outcomes with middle school students using SDT	**MIXED METHODS** -Questionnaire to 182 students -Interviews with 20 students to complement -Semi-structured -7 Interview questions guided by the questionnaire constructs -Average 20 minutes	Interviews – **CONCEPT INDICATOR MODEL** *"The words, thoughts and phrases that the participants provided during the interview acted as 'indicators' to provide the groundwork for conceptual emergence"* p.239 - Resulted in two themes emerging from the data which could be explained by the theoretical tenets of SDT.	
Iachini et al **2010**	Sport	USA	Explored whether sports coaches' implicit theories of motivation mirrored SDT thus leading to satisfaction of the three basic needs	**INTERVIEWS** - 11 participants -Semi-structured interviews with questions relating generally to motivation and then questions which linked directly to strategies they use to address three basic needs -40-60 minutes	**CONTENT ANALYSIS** -Transcribed verbatim -Identified themes -Identified quotes to support the themes -	
Lloyd and Little **2010**	Health	Australia	SDT used as a framework to understand how women's	**INTERVIEWS** -20 participants -Purposive sampling	**SYSTEMATIC CODING**	Stated that they utilised a qualitative,

Name/Date	Field	Country	Research Purpose	Data Collection (If specified in paper - no. of participants; main method; type of interview; development of questions; duration)	Data Analysis (Approach to data analysis as specified in the paper and the steps followed)	Other useful information
			psychological well-being is influenced by participation in leisure time activity	-Semi-structured -Questions guided by the literature -Average 60 minutes *"The intention was not to generalize the women's stories to the wider population but rather to consider them in the light of the theoretical propositions outlined in SDT"* p.373	-Coded systematically in a process that moved from general codes to more selective codes that related to the research question -Theoretical considerations in SDT were not identified specifically at this stage *"to allow the woman's' words to speak for themselves"* p.373 -Discussion amongst the research team to reach consensus -6 themes identified broadly reflected the key elements of SDT	interpretative paradigm
Allen and Shaw **2009**	Sport	New Zealand	Explored sport event volunteers' motivation and experiences of the motivational climate through the lens of SDT	**FOCUS GROUPS** -Focus groups included 3-6 participants with 16 participants in total -Semi-structured approach -Introductory questions followed by specific questions derived from theoretical definitions of SDT -45-90 minutes	Not specified -Deductive process using SDT as the framework -Manual coding -Peer review	
Taylor et al **2009**	Education	UK	Explored how the PE teaching context influences teachers' motivational strategies towards students	**INTERVIEWS** -22 participants -Semi-structured -Interview questions were aligned to SDT and to previous literature -Average 60 minutes	**CATEGORICAL CONTENT ANALYSIS** -Interviews transcribed verbatim -Coded using categorical content analysis with analytical memos to help make connections -'Critical friends' verified the codes -Set out to interpret data through the lens of SDT but remained critically reflexive and open to themes unrelated to SDT or which challenged SDT – referred to this as an abductive approach	Worked from an interpretative paradigm arguing that despite their theory based perspective, one of the strengths of qualitative research is its ability to facilitate the identification of unexpected themes

Name/Date	Field	Country	Research Purpose	Data Collection (If specified in paper - no. of participants; main method; type of interview; development of questions; duration)	Data Analysis (Approach to data analysis as specified in the paper and the steps followed)	Other useful information
Griffin **2006**	Education	USA	Explored the motivations of Black high achievers at University	**INTERVIEWS** -9 participants in 1 University -Interview protocol was formulated based on a review of the literature of challenges and experiences of Black high achievers -45-60 minutes	Not specified *"Interview transcripts and research literature on motivation…were reviewed to identify recurring themes from which coding schemes were developed"* p.390 - After analysis of the transcripts the themes were then mapped to SDT.	
Mallett and Hanrahan **2004**	Sport	Australia	Examined the motivational processes of elite athletes within the framework of SDT, HMM (Hierarchical Model of Motivation) and AGT (Achievement Goal Theory)	**INTERVIEWS** -10 participants (Olympic and World Championship competitors) -Semi-structured -Icebreaker questions followed by questions reflecting the basic tenets of SDT, HMM and AGT -45-60 minutes	**HIERARCHICAL CONTENT ANALYSIS** -Interviews transcribed verbatim -Identified raw-data themes reflecting a particular concept that emerged -Discussion amongst research team to reach a triangular consensus -Inductive analysis to identify more general themes – second and third order -3 major themes identified as third order and distinct	Presentation of data in findings: -Raw data themes -First order themes -Second order themes -General dimensions
Ntoumanis et al **2004**	Sport/ Education	UK	Explored amotivation (theoretical construct of SDT) in compulsory school PE by examining major causes, ways in which it is displayed and how it is tackled	**MIXED METHODS** -Questionnaire issued to 4 schools to identify amotivated pupils (390) -21 selected for interview -Semi-structured -15-25 minutes *"The interview guide was developed based on explicit theoretical perspectives while still allowing for new concepts to surface by including exploratory questions"* p.201	Not specified -Interviews transcribed verbatim -Read and re-read to become familiar with the data -Summary outline -Raw data themes (quotes or paraphrased quotes that capture a distinct concept) -Compared with other researcher to establish common themes -When new themes emerged outside of the theoretical framework (SDT), new label -General themes, higher order themes and dimensions in order of increasing generality	

Appendix 4: Doctoral Synopsis issued to organisations

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Exploring the role of the manager in rewarding employees

What are the main drivers behind this research?

Previous research has indicated the importance of the manager in effective reward management in organisations, with Armstrong et al (2010, p.221) arguing that *"line managers can make or break a reward initiative"*. The literature has also touched on some of the barriers managers face, including organisational constraints and lack of skills. Yet despite the increasing volume of evidence demonstrating the vital role of managers in implementing reward strategies, they often remain the 'Achilles heel' in their successful implementation. The aim of this doctoral research is to explore managers' perceptions of their role in rewarding employees, understand the challenges that they face and consider interventions to overcome these challenges.

What will participation in this research involve?

The researcher (Lesley-Ann Gunton) will liaise with you to arrange one-to-one interviews with 2-8 managers lasting approximately 45-60 minutes each. The interviews can be conducted via telephone to minimise business impact.

This research aims to explore managers at varying levels in the organisation and as such the term "manager" has not been pre-defined. For example, this may refer to roles such as supervisors, team managers, and operational managers.

What are the timescales for this research?

The indicative timescales for the research are outlined below; however there is scope for flexibility to accommodate your organisation's needs.

Sep-Oct 2016: Agreement to participate in research

Oct– Dec 2016: One-to-one interviews

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What will the benefits be for my organisation from participation in the research?

Following the analysis of the results you will have access to the following:

- An Executive Summary of the research and the key implications of the findings.
- A tailored report for your organisation with the option of a presentation to your Executive Team. This will include recommendations for the development of line managers in your organisation with the option for follow up consultation.

How will the information my organisation provides me kept secure?

This research will be conducted in line with the strict ethical regulations set out by Northumbria University. Specifically:

- Your organisation has the option of remaining anonymous in the publication of the results, for example *Organisation X*.
- No individual managers will be identified in the analysis of the results, instead they will pseudonym, for example *Manager 1*
- All of the information collected in this research will be stored securely on the personal Northumbria University account of the researcher to which they are the only individual with access. Any files which contain identifying information will be password protected.

In advance of formal agreement to participate in the research you will be provided with an organisational consent form detailing the agreed privacy arrangements.

Where will the results of this research be published?

It is anticipated that the results of this research will be published in the following:

- A Doctoral Thesis
- Academic journals
- Academic conference proceedings

How can I find out further information?

If you are interested in participating in this research please contact Lesley-Ann Gunton at lesley-ann.gunton@northumbria.ac.uk to arrange a convenient time to discuss further.

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Appendix 5: Student Research Ethical Issues Form

Faculty of Business and Law

Student Research Ethical Issues Form

Student Name:	Lesley-Ann Gunton
Programme of Study	Business and Management PGR
Title of Research Project:	Exploring the role of the line manager in pay and reward strategy implementation
Start Date of Research Project:	2 March 2015
Supervisor	Dr Ian Fitzgerald

	Comments
Brief description of the proposed research methods including (if relevant) how human participants will be selected and involved.	The research will involve interviews with line managers in the organisation(s). The interviews will be semi-structured and will be centred on the participant's understanding of their role in pay and reward strategy implementation in their organisation. This research is employing an inductive approach and as such standard questions, for example asking the participant what their understanding of reward is, will be the basis of the interview but the follow up questions will not be pre-determined. Participants for the interviews will be selected following discussions with key informants in the organisation(s). All participation in the research will be voluntary. The interviews will be completed via telephone or face-to-face (on the organisation's premises) dependent on the preferences of the organisation to minimise business impact. Secondary documents pertinent to the investigation of the organisation(s) reward strategy will also be analysed. These documents will be a combination of those publicly available and those provided by the organisation(s) to the researcher.

How will informed consent of research participants be acquired? (If appropriate attach draft informed consent form)	All participants will be issued an informed consent form (draft attached) to sign informing them of the purpose, methods and possible uses of the data from the research. This will include information on how the data they provide will be stored and destroyed on the completion of the research as well as their guaranteed anonymity.
Will the research involve an organization(s)? (If appropriate attach draft organisational consent form)	The research will involve a range of public and possibly private sector organisations which will be formally agreed as the research progresses. A draft organisation consent form is attached.
How will research data be collected, securely stored and anonymity protected (where this is required)	Data will be collected using both sound recording equipment and notes made by the researcher in a research journal. Data collected by sound recording equipment will be transcribed by the researcher. Transcripts and researcher notes will be encrypted and stored securely and on a Northumbria University computer drive to which only the researcher will have access to. Any manual notes will be filed in a secure cabinet in Northumbria University under lock and key. No participants will be identified by name in the final analysis of the data and no individual information will be made available during publication or dissemination of the research. Coding will be used in the analysis of the data and the codes and names will be kept separately and securely (as noted above).
How will data be destroyed after the end of the project? (Where data is not to be destroyed please give reasons)	On completion of the Business and Management PGR any information pertaining to individuals in the study will be destroyed, advice from the University IT Team will be sought to ensure this is completed appropriately. Collated findings will be stored securely to inform future research publications within a time limit agreed with the organisation.
Any other ethical issues anticipated?	There is a possibility that sensitive information will be disclosed during the interviews. The researcher will treat this information with respect and maintain anonymity throughout. Participants will also be given the opportunity to review their interview transcript no later than 4 weeks after the interview to confirm that they agree with the data provided.

Student Signature (indicating that the research will be conducted in conformity with the above and agreeing that any significant change in the research project will be notified and a further “Project Amendment’ Form submitted).

Date: 21.04.16 **Student Signature:** LA Gunton

Supervisor:

I confirm that I have read this form and I believe the proposed research will not breach University policies.

Date: 21/04/16 **Signature:**

Please Note:

The appropriate completion of this form is a critical component of the University Policy on Ethical Issues in Research and Consultancy. If further advice is required, please contact the Faculty Research Ethics Committee through bl.ethics.administrator@northumbria.ac.uk in the first instance.

Appendix 6: Sample Organisation Informed Consent Form

RESEARCH **ORGANISATION** INFORMED CONSENT FORM

Faculty of Business and Law
University of Northumbria

Completion of this form is required whenever research is being undertaken by Business and Law staff or students within any organisation. This applies to research that is carried out on the premises, or is about an organisation, or members of that organisation or its customers, as specifically targeted as subjects of research.

The researcher must supply an explanation to inform the organisation of the purpose of the study, who is carrying out the study, and who will eventually have access to the results. In particular issues of anonymity and avenues of dissemination and publications of the findings should be brought to the organisations' attention.

Researcher's Name: Lesley-Ann Gunton

Student ID No. (if applicable): 04020724

Researcher's Statement:

Exploring the role of the manager in rewarding employees

This research is being completed by Lesley-Ann Gunton, a doctoral research student from Northumbria University. On completion of the research the findings will be presented in a thesis and summarised to use for publication in academic journals and to present at academic conferences as appropriate.

Following the analysis of the results the organisation will have access to an executive summary of the results and the key implications of the findings. The researcher will also work directly with the organisation to produce a tailored report for your organisation with the option of a presentation to your Executive Team. This will include recommendations for the development of managers in your organisation with the option for a follow up consultation.

The aim of this research is to explore managers' perceptions of their role in rewarding employees, understand the challenges they face and consider interventions to overcome these challenges.

This will be considered from a management perspective through one-to-one interviews with managers (as agreed with the organisation). The interviews will last for approximately 45-60 minutes and will be conducted at a time and location (either face-to-face or via telephone) deemed appropriate by the organisation to minimise any impact on service delivery.

Data will be collected using both sound recording equipment and notes made by the researcher in a research journal. Data collected by sound recording equipment will be transcribed by the researcher.

Transcripts and researcher notes will be encrypted and stored securely and on a Northumbria University computer drive to which only the researcher will have access to. Any manual notes will be filed in a secure cabinet in Northumbria University under lock and key. No participants will be identified by name in the final analysis of the data and no individual information will be made available during publication or dissemination of the research. Coding will be used in the analysis of the data and the codes and names will be kept separately and securely (as noted above). Secondary documents pertinent to the investigation of the organisation(s) reward strategy will also be analysed. This may include information which is already available to the general public and information which the organisation can choose to disclose to the researcher. Any anonymity terms will be discussed with the organisation(s) prior to the commencement of the research, options are included at the end of this form.

Any organisation manager or representative who is empowered to give consent may do so here:

Name: ____

Position/Title: ____

Organisation Name: ____

Location: ____

If the organisation is the Faculty of Business and Law please completed the following:

Start/End Date of Research / Consultancy project:	Start: End:
Programme Year Sample to be used: seminar group, entire year etc.	
Has Programme Director/Leader, Module Tutor being consulted, informed.	

Anonymity must be offered to the organisation if it does not wish to be identified in the research report. Confidentiality is more complex and cannot extend to the markers of student work or the reviewers of staff work, but can apply to the published outcomes. If confidentiality is required, what form applies?

[ ] No confidentiality required
[ ] Masking of organisation name in research report
[ ] No publication of the research results without specific organisational consent
[ ] Other by agreement as specified by addendum

Signature: _________________________________ Date: ______________

This form can be signed via email if the accompanying email is attached with the signer's personal email address included. The form cannot be completed by phone, rather should be handled via post.

Appendix 7: Sample Participant Informed Consent Form

Faculty of Business and Law
Informed Consent Form for research participants

Title of Study:	Exploring the role of the manager in rewarding employees
Person(s) conducting the research:	Lesley-Ann Gunton
Programme of study:	Business and Management PGR
Address of the researcher for correspondence:	Lesley-Ann Gunton Newcastle Business School City Campus East, Northumbria University, Newcastle upon Tyne, NE1 8ST
Telephone:	0191 2274432
E-mail:	lesley-ann.gunton@northumbria.ac.uk
Description of the broad nature of the research:	The aim of this research is to explore managers' perceptions of their role rewarding employees, understand the challenges that they face, and consider interventions to overcome these challenges.
Description of the involvement expected of participants including the broad nature of questions to be answered or events to be observed or activities to be undertaken, and the expected time commitment:	**Managers** will be asked to take part in a one-to-one semi-structured interview with the researcher lasting approximately 45-60 minutes. The purpose of the interview is to discuss in detail their understanding of the role they play in rewarding employees within the organisation. The interview will take place either over the telephone or face-to-face as agreed in advance with the line manager and their organisation to minimise business impact.
Description of how the data you provide will be securely stored and/or destroyed upon completion of the project.	Data will be collected using both sound recording equipment and notes made by the researcher in the form of a research journal. Data collected by sound recording equipment will be transcribed by the researcher. Transcripts and researcher notes will be encrypted and stored securely and on a Northumbria University computer drive to which only the researcher will have access

	to. Any manual notes will be filed in a secure cabinet in Northumbria University under lock and key. No participants will be identified by name in the final analysis of the data and no individual information will be made available during publication or dissemination of the research. Coding will be used in the analysis of the data and the codes and names will be kept separately and securely (as noted above).

Information obtained in this study, including this consent form, will be kept strictly confidential (i.e. will not be passed to others) and anonymous (i.e. individuals and organisations will not be identified *unless this is expressly excluded in the details given above*).

Data obtained through this research may be reproduced and published in a variety of forms and for a variety of audiences related to the broad nature of the research detailed above. It will not be used for purposes other than those outlined above without your permission.

Participation is entirely voluntary and participants may withdraw at any time.

By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study on the basis of the above information.

Participant's signature: **Date:**

Student's signature: **Date:**

Please keep one copy of this form for your own records

Appendix 8: Demographic information for the managers interviewed

Organisation	Manager Pseudonym	Primary Function	Gender	Grade	Number of employees managed directly/indirectly	Location	Time in the organisation	Time in current role
Pubsec1	Anthony	Operations	M	PB4	9 direct/130 in total	North East	7 years	9 months
Pubsec1	Debra	Operations	F	PB4	3 direct/200 in total	National	20 years	2 years
Pubsec1	George	Operations	M	PB5	2 direct/350 in total	Yorkshire & Humber	32 years	8 years
Pubsec1	Laura	Operations	F	PB3	13 direct	Yorkshire & Humber	25 years	2 years
Pubsec1	Leanne	Operations	F	PB4	9 direct/30 in total	North East	18 years	3 years
Pubsec2	Hannah	Corporate	F	PB5	9 direct/40 in total	North West	40 years	2 months
Pubsec2	Jackie	Corporate	F	PB5	5 direct/6 in total	North West	25 years	1 ½ years
Pubsec2	Sarah	Corporate	F	PB3	On secondment currently	Yorkshire & Humber	25 years	3 months
Pubsec2	Rebecca	Corporate	F	PB7	48 directly/400 total	National	31 years	1 year
Pubsec3	Clare	Corporate	F	PB6	4 direct/16 in total	London	6 years	2 months
Pubsec3	Janet	Corporate	F	PB4	1 direct	London	4 years	1 year
Pubsec3	Kirk	Corporate	M	PB7	4 reports/8 in total	London	1 year	1 year
Pubsec3	Paul	Corporate	M	PB5	3 direct/4 in total	London	8 years	3 years
Pubsec3	Susan	Corporate	F	PB7	8 direct/25 in total	London	21 years	4 years
Pubsec4	Beatrice	Operations	F	PB2	5 direct	North East	52 years	4 years
Pubsec4	Georgina	Operations	F	PB2	12 direct	Scotland	30 years	15 years
Pubsec4	Jennifer	Operations	F	PB2	15 direct	North East	14 years	10 years
Pubsec4	Lisa	Operations	F	PB2	13 direct	Scotland	30 years	20 years
Pubsec4	Olive	Operations	F	PB4	4 direct/220 in total	Wales	35 years	8 years
Pubsec4	Pauline	Operations	F	PB2	5 direct	Wales	12 years	9 years
Pubsec4	Roxanne	Operations	F	PB3	6 direct/90 in total	North East	20 years	6 months
Pubsec4	Ruth	Operations	F	PB2	14 direct	North East	13 years	2 ½ years
Pubsec4	Sandra	Operations	F	PB2	12 direct	Wales	15 years	6 months
Pubsec4	Tim	Operations	M	PB4	8 direct/300 in total	National	32 years	1 year
Pubsec5	Carly	Corporate	F	PB7	On project role	National	5 years	3 months
Pubsec5	Geoffrey	Operations	M	PB2	9 direct	Yorkshire & Humber	9 years	6 months
Pubsec5	Gurpreet	Operations	F	PB2	9 direct	Yorkshire & Humber	2 years	14 months
Pubsec5	Helen	Corporate	F	PB2	1 direct	Yorkshire and Humber	34 years	4 years
Pubsec5	Kate	Operations	F	PB5	7 direct/300 in total	North East	41 years	8 years
Pubsec5	Matt	Operations	M	PB4	4 direct/20 in total	North East	13 years	1 year

Appendix 9: Summary of key findings from studies exploring the use of the telephone interview

Author	Research Methodology	Findings (in relation to the use of telephone interviews)
Lord et al (2016)	– Research exploring members of the public's reflections about their lifestyle – 85 semi-structured telephone interviews in the UK – Four researchers involved in the interviews – Sought to understand the challenges presented by telephone interviews	Two focus groups were held at the end of the research, one to focus on issues with the recruitment of participants, and the second to reflect on the researchers' experience of the telephone interviews with findings including: - 'Contingency buffer' of being able to re-schedule the telephone call was invaluable - Sense that participants were more willing to disclose information as a result of the anonymity – *"People are quite revealing on the phone. There's an anonymity in disclosure through the phone. I was quite struck by some of the detail people did go into".*
Ward et al (2015)	– Explored participant's views of telephone interviewing as a method during a study exploring sleep apnoea involving 17 in-depth semi-structured interviews in New Zealand – At the end of the interview participants were asked to comment on their experience of being interviewed over the telephone with questions such as *"what was it like not seeing the interviewers face?"* and *"do you believe you disclosed more or less?"*	Participants reported a positive experience of telephone interviewing with only one respondent expressing a preference for face to face interviewing. Ward et al identified four themes in the responses from participants: 1. Being 'phone savvy' – habitual users of telephones and comfortable in their own environment 2. Concentrating on voice instead of face – not being physically present was described as useful with quotes from the participants such as *"it actually makes you think more carefully about the answers than if you were face to face"* and *"sometimes judgements come across on the face and no one likes to be judged"* (Ward et el 2015:2779). 3. Easy rapport – not seeing the interviewer had no negative impact on rapport 4. Not being judged or feeling inhibited – reported feeling more relaxed and able to be open and honest in their disclosures
Irvine et al (2012)	– Used conversation analysis to explore the interactional differences between telephone and face to face interviews based on a study examining mental health and employment – Five face to face interviews and six telephone interviews in the UK	– Completion or formulation of interviewee talk by the researcher was more common in face to face interviews – Interviewee requests for clarification were slightly more common in telephone interviews – Vocalised acknowledgements given by the researcher were less frequent in telephone interviews – Interviewee checks on the adequacy of their responses were more common in telephone interviews – Telephone interviews tended to be shorter, however Irvine et al (2012) note that quantity does not necessarily imply quality
Holt (2010)	– Explored participant's views of telephone interviewing as a method during a study exploring how identity-making processes are involved in parent's accounts of their child's criminal offences – 20 interviews over a four month period in the UK	– The lack of ethnographic information derived from the participant's settings, for example their home, enabled the analysis to stay at the level of the text – The need for full articulation (due to a lack of non-verbal communication) resulted in much richer text – The participant's had a greater degree of control, for example the interviewer could call back at a more convenient time if required, and allowed the participant to *"control their own social space"* (Holt 2010:117).
Stephens (2007)	– Reported on experience of using semi-structured face to face and telephone interviews with elites and ultra elites	Concluded that the use of the telephone interviews are a valid and useful methodological tool, particularly for geographically dispersed samples. Noted the following issues that researchers should be aware of: – Interruption – due to a lack of visual cues out of turn utterances became an interruption – Articulation – sometimes clarification of technical meanings was forfeited so as to avoid undermining the fluidity of the speech – but acknowledges this is more relevant to research with complex terms – Holding the telephone – Recording interviews

Author	Research Methodology	Findings (in relation to the use of telephone interviews)
		– Controlling the interviewee's environment
Sturges and Hanrahan (2004)	– Compared of the quality of data gathered from telephone interviews and face to face interviews in a study seeking to understand how prison officers and visitors view their roles in prisons in the USA – In total 21 semi-structured interviews were carried out face to face and 22 semi-structured interviews were carried out by telephone	– Comparison of the responses from participants showed that the mode of interview did not influence the responses and the nature and depth of responses did not differ substantially – As well as the use of telephone interviews allowing access to more participants, they also found technical benefits including making it easier to take notes and avoiding environments with a number of potential distractions – Verbal cues such as hesitations or sighs indicated when follow up questions or probing was required – Taking notes during the telephone interview allowed the interviewer to stay focused on the interview and return to a point of interest at a suitable time

Appendix 10: Telephone interview evaluation form

Feedback on your experiences of a telephone interview

Following your recent telephone interview exploring your role as a manager in rewarding employees I am keen to get your thoughts on the interview process. Please note that your responses to this short survey will remain anonymous and will not be linked to the responses you provided in your interview.

1. What were your initial thoughts on being asked to complete a telephone interview rather than a face-to-face interview?

2. Did the fact that this was a telephone interview have an impact on your decision to take part in this research?

3. Did not being able to see the interviewer's face impact on the responses you gave during the interview?

4. Do you think you would have disclosed more or less during the interview if the interviewer was physically present?

5. Is there anything further you would like to add on your experience of the interview?

Appendix 11: Interview Feedback

Organisation	Q1: What were your initial thoughts on being asked to complete a telephone interview rather than a face-to-face interview?	Q2: Did the fact that this was a telephone interview have an impact on your decision to take part in this research?	Q3: Did not being able to see the interviewer's face impact on the responses you gave during the interview?	Q4: Do you think you would have disclosed more or less during the interview if the interviewer was physically present?	Q5: Is there anything further you would like to add on your experience of the interview?
Pubsec1	*It wasn't a problem, used to telekits/meetings/mock interviews with staff/customers over the telephone.*	*No*	*No*	*No, I would have treated the same which ever way the interview was conducted.*	*It would have been nice to see a face to the name, more personal and been able to observe body language/behaviours which could have impacted further on the interview.*
Pubsec1	*None really – made sense to do the interview over the phone.*	*No*	*I don't think so*	*Hard to know as I would have been reacting to the interviewers body language. I would have still been open and truthful, but I might have cut answers short or expanded on them depending on the body language.*	*A very enjoyable experience and actually helped me cement some thoughts/beliefs of mine.*
Pubsec1	*100% comfortable with this as its how I conduct a lot of my own meetings. It makes no sense travelling longer to get to a meeting than the length of the meeting itself.*	*Not at all I would have taken part whether face to face or telephone*	*Not at all the interviewer was extremely friendly which immediately put you at ease.*	*My responses would have been the same*	*I thought the interview was conducted extremely well, professional, yet very interactive and flowed like a conversation rather than a set of questions. I was made to feel at ease from the start.*
Pubsec1	*Originally I thought it would have been better to meet face-to-face in order to meet the person asking the questions i.e. have an opportunity to ask questions and develop rapport. That said, the telephone interview was fine.*	*No*	*No - I quickly felt at ease and able to talk openly*	*No*	*It was a relaxed interview where I was given the opportunity to fully explain my answers*
Pubsec1	*No issue at all, I work mostly by telephone contact so it was not an issue for me. It would*	*No*	*No but it is much easier for all interactions when you can see the person you are talking to*	*No difference*	*No*

Organisation	Q1: What were your initial thoughts on being asked to complete a telephone interview rather than a face-to-face interview?	Q2: Did the fact that this was a telephone interview have an impact on your decision to take part in this research?	Q3: Did not being able to see the interviewer's face impact on the responses you gave during the interview?	Q4: Do you think you would have disclosed more or less during the interview if the interviewer was physically present?	Q5: Is there anything further you would like to add on your experience of the interview?
	have been too expensive to meet f2f				
Pubsec2	*No problem – In this day & age it makes perfect sense – saves on time and money.*	*No – I was interested in participating anyway*	*No – I am used to having discussions with colleagues I have never met via the phone.*	*Personally I don't feel it would have made any difference.*	*I really enjoyed the experience. Lesley-Ann was very easy to talk to. The fact she had experience of working in* Pubsec2 *made it very easy to make reference to our culture and performance system – this helped the conversation flow well.* *I am interested in this type of work and looking forward to seeing the end results.*
Pubsec2	*No concerns*	*No*	*No*	*No*	*No*
Pubsec2	*Indifferent*	*No*	*No*	*Possibly more, but only because I think its quicker to build a relationship and rapport face to face.*	*No*
Pubsec3	*That it might be more difficult and more stilted and the conversation might quickly dry up.*	*No*	*No I don't think so but obviously you cant see any reaction so don't know if you are saying things expected or not.*	*I think the same although I may have said less if I saw what I thought was some negative body language etc.*	*No all very professional and felt relaxed to talk openly.*
Pubsec3	*Happy with it – I've conducted face-to-face interviews in my role in the past so this wasn't a shock to me.*	*Possibly made me more willing to take part – it might've just sat in my inbox had I had to write and I'd prefer not to have to travel.*	*It might've made me more honest – not seeing somebodies face feels like you're protecting the anonymity of my answers.*	*Less – see above.*	*No*
Pubsec3	*Happy to complete a phone interview. It was convenient and helped I was working at home so felt relaxed and able to talk freely as if we were face to face.*	*No*	*No*	*No, and being able to talk at a time that was convenient without distraction was helpful.*	*I felt the interviewer picked up on parts of my answers and probed well to get more detail well. Overall very professional and friendly. A good balance.*

Organisation	Q1: What were your initial thoughts on being asked to complete a telephone interview rather than a face-to-face interview?	Q2: Did the fact that this was a telephone interview have an impact on your decision to take part in this research?	Q3: Did not being able to see the interviewer's face impact on the responses you gave during the interview?	Q4: Do you think you would have disclosed more or less during the interview if the interviewer was physically present?	Q5: Is there anything further you would like to add on your experience of the interview?
Pubsec4	*As soon as you hear interview I think you get nervous, but I am always willing to help if I can. I wasn't really bothered if it was face to face or over the phone.*	*No, I would have taken part either way, Lesley-Ann was very nice to talk to and if I can help in any way I can.*	*No, I would have said the same if I was face to face.*	*I think I would of said the same, but we will never know as it was over the phone, in six month time you should have the same interview but face to face and see if the same reposes are given.*	*Thank Lesley-Ann for being so nice.*
Pubsec4	*I was happy with the arrangement to save time and money on travel.*	*Yes, it made me more likely to take part.*	*Not at all*	*The questions were not invasive so I didn't feel uncomfortable sharing the details regardless of the situation.*	*Lesley-Ann was very clear, very direct and a pleasure to speak to.*
Pubsec4	*Great – I won't need to take time out for travel*	*Yes in a positive way as I didn't need to take additional time out to travel so I could participate without impacting my day job*	*No, I thought it was easy and comfortable from the start*	*Possibly less if it was in a group environment as I would have been conscious of others. But not in a 121 environment as it is a favourite topic so I probably over shared and would have done the same by telephone or face to face*	*An opportunity to share something I am passionate about*
Pubsec4	*I had no real concerns at all.*	*No – it was a subject I was interested in and that is why I volunteered.*	*I don't think this had any impact – but face to face interaction can sometimes work better.*	*I don't think it would have made any difference.*	*No*
Pubsec4	*My initial thought was this would be good, taking into account business need. I would still be present on the wing as a TL.*	*No*	*No*	*No*	*Thank you so much for making the conversation more informal than formal, felt comfortable talking to you.*
Pubsec4	*Happy to get involved.*	*No issues with the telephony approach.*	*I don't think so.*	*No, I don't believe I would have.*	*No thank you*
Pubsec4	*I had no problem with this method of capturing*	*No*	*No*	*No*	*Felt comfortable talking to the interviewer.*

Organisation	Q1: What were your initial thoughts on being asked to complete a telephone interview rather than a face-to-face interview?	Q2: Did the fact that this was a telephone interview have an impact on your decision to take part in this research?	Q3: Did not being able to see the interviewer's face impact on the responses you gave during the interview?	Q4: Do you think you would have disclosed more or less during the interview if the interviewer was physically present?	Q5: Is there anything further you would like to add on your experience of the interview?
	information as a great deal of our business meetings are carried out using tele-kits. This is also a cost effective way of gathering information from lots of different areas.				
Pubsec5	*It was fine telephone interviews work well I have done a few.*	*No I wasn't bothered either way fact to face or telephony it doesn't make a difference to me.*	*No not at all.*	*No*	*The interviewer was very good and made you feel comfortable and explained everything that would happen.*
Pubsec5	*Happy to do that. In my organisation most of our meetings have to be done by telephone.*	*No*	*No – as I said I am used to running meetings by phone*	*Difficult to say. I felt very comfortable discussing this with Lesley-Ann. I think F2F discussions are often better and you are able to draw more out of someone when you can see them but I don't think at any time I felt restricted or unable to answer any of Lesley-Anns questions*	*No thanks – I really enjoyed the experience*
Pubsec5	*Not a problem.*	*No*	*No. felt very at ease as had email communication with Lesley-Ann prior to the interview around time slots so already felt at ease. A lot of our business is conducted over the phone in* Pubsec5 *anyway.*	*The same*	*Felt very at ease with Lesley-Ann. Felt more like a conversation than a Formal interview. It was great to be given the opportunity to take part. I hope it has helped.*
Pubsec5	*Fine we often used tele conferences for a variety of meetings, discussions and performance exceptions so made no difference*	*No not at all*	*No not at all*	*Difficult to say I think it would be around the same however when F2F sometimes body language leads to more conversation*	*The interview was relaxed and informal, thanks*

Appendix 12: Analysis Breakdown by Individual Manager

Organisation	Manager Pseudonym	Interview duration – minutes: seconds	Transcript length – words	Number of emergent themes (5.3)	Number of disregarded themes (5.4)	Words included as quotations to develop themes – number (5.4)	Words included as quotations to develop themes – percentage (5.4)	Number of super-ordinate themes (5.6)
Pubsec1	Anthony	45:14	5836	28	0	2516	43%	11
Pubsec1	Debra	43:58	6969	20	0	3469	50%	13
Pubsec1	George	28:17	3549	24	0	1054	30%	9
Pubsec1	Laura	44:59	5388	26	0	1168	22%	9
Pubsec1	Leanne	32:32	3997	28	0	1211	30%	15
Pubsec2	Hannah	41:33	3578	20	0	1627	46%	12
Pubsec2	Jackie	41:03	4153	19	0	2266	55%	11
Pubsec2	Sarah	34:01	3244	18	0	1473	45%	7
Pubsec2	Rebecca	46:00	3605	30	0	2451	68%	14
Pubsec3	Clare	45:19	3479	27	0	1771	51%	12
Pubsec3	Janet	37:05	3254	16	0	1506	46%	9
Pubsec3	Kirk	34:37	3518	24	0	1688	48%	12
Pubsec3	Paul	39:21	4077	21	0	2350	58%	10
Pubsec3	Susan	44:52	4798	23	0	2499	52%	13
Pubsec4	Beatrice	33:26	3096	13	0	807	26%	5
Pubsec4	Georgina	34:59	3513	18	0	2046	58%	9
Pubsec4	Jennifer	36:41	4867	19	0	2298	47%	8
Pubsec4	Lisa	30:06	2603	17	0	1358	52%	7
Pubsec4	Olive	41:30	4505	26	0	2532	56%	13
Pubsec4	Pauline	34:36	2541	17	0	1378	54%	9
Pubsec4	Roxanne	42:05	4241	21	0	2389	56%	13
Pubsec4	Ruth	34:40	2828	18	0	1440	51%	8
Pubsec4	Sandra	29:19	2963	17	0	1301	44%	9
Pubsec4	Tim	35:43	3242	18	0	1680	52%	10
Pubsec5	Carly	44:38	3634	22	0	2258	62%	12
Pubsec5	Geoffrey	28:21	2259	18	0	1235	55%	10
Pubsec5	Gurpreet	32:23	2920	18	0	1055	36%	10
Pubsec5	Helen	40:44	2747	17	0	1207	44%	9
Pubsec5	Kate	36:09	3066	19	0	1455	47%	10
Pubsec5	Matt	28:17	3002	23	0	1483	49%	10

Appendix 13: Interpretative Phenomenological Analysis and Phenomenological Analysis

Comparison of approaches that informed the analysis technique adopted in the current research

Approach employed in current research – Interpretative Phenomenological Analysis	**Smith et al (2012)** **Interpretative Phenomenological Analysis** Core text	**Storey (2015)** **Doing Interpretative Phenomenological Analysis** Core text	**Hycner (1985)** **Approach to Phenomenological Analysis** Citation count (Dec '16) - 1316	**Groenewald (2004)** **Phenomenological Explication** Citation count (Dec '16) – 1387	**Cope (2005)** **Levels of Phenomenological Analysis** Citation count (Dec '16) – 270 but example in action
1. Transcription and immersion in data a) Interview transcribed verbatim b) Transcript sent to participant for agreement c) Presuppositions 'bracketed' and noted d) Read transcript whilst listening to the recording of the interview	**1. Reading and re-reading** – Immerse oneself in the original data – Listen to the recording at least once whilst reading the transcript – This process ensures that the participant is the focus of the analysis	**1. Initial readings of the transcript** – Iterative process of reading and re-reading the transcripts to get an 'overall feel' – Reflexivity important here – reflecting upon and acknowledging our interpretative framework Make wide-ranging notes on anything that appeared significant and/or of interest in the right hand column	**1. Transcription** **2. Bracketing and Phenomenological Reduction** – Impossible to remain totally pre-suppositionless, but these should be noted **3. Listen to the interview** – For a 'sense of the whole' – provides the context – Note perceptions in journal to avoid interfering with bracketing **4. Delineating units of general meaning** – Getting at the essence of the meaning expressed in a word, phrase, sentence or paragraph	**1. Bracketing and Phenomenological Reduction** – A deliberate and purposeful opening to the phenomenon in its own right with its own meaning – Bracket out own presuppositions and not allowing your interpretations or theoretical concepts to enter the unique world of the participants – Listen repeatedly for a holistic sense – 'gestalt'	**1. Full transcription and initial analysis** – 'Getting to know' each participant – Read each transcript several times, make notes in the margins to highlight anything potentially significant – Bracketing – not to see it as a theory we might or might not have, but a phenomenon in its own right

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2. Noting of initial impressions a) Re-read transcript several times whilst making notes in the right hand margin on anything that appeared significant or of interest b) Open-mind, not selective at this stage, focused on initial impressions of the participant's experience c) Descriptive comments and linguistic comments	**2. Initial noting** – Keep an open mind and note anything of interest. This can be: Descriptive comments (key words, phrases) Linguistic comments (pronouns, repetition, tone etc.) Conceptual comments (shift in focus to the participants overarching understanding) Deconstruction Overview	**2. Identifying and labelling themes** – Use notes made to produce themes in the left hand margin – A common dilemma here is how to avoid having theoretical concepts over-write participant's phenomenology's Common approach is to invoke theory when discussing the findings but analysis as much as possible on the participant's subjectivities have been engaged with – *"As IPA has refined its commitments over the years, this has become the usual and an acceptable approach to incorporating theoretical insights into IPA research"* p.73.	**5. Delineating units of meaning relevant to the research question** – Addresses the research questions to the units of general meaning to see if relevant **6. Train independent judges to verify units of meaning** **7. Eliminate redundancies** Cannot rely on solely on literal content, must also look at frequency and how it was mentioned	**2. Delineating units of meaning** – Isolate statements that are seen to illuminate the phenomenon – extract from each interview and eliminate clearly redundant units – Literal content, frequency, how it was stated	**2. Case study narrative for each participant** – Readable, descriptive picture of a person – Presented thematically or chronologically – Written at the level of lived experience without reference to extant literature and using as much as possible the literal words of the participant i.e. a 'coherent and manageable synopsis' which will enable more structured analysis – Member checking with participants

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3. Development of emergent themes a) Using the notes made in stage 2 and the participant's words created themes and noted in the left hand margin	**3. Develop emergent themes** – Reduce volume of data (i.e. the transcript and notes) whilst maintaining complexity, in terms of mapping the interrelationships, connections and patterns between exploratory notes – Usually expressed as phrases which have enough particularity to be grounded and enough abstraction to be conceptual Participants' words and the analysts' interpretation	**3. Linking themes and identifying thematic clusters** – Identify connections between the preliminary themes – may result in the amalgamation of some themes into superordinate themes	**8. Clustering units of relevant meaning** – Renew efforts to bracket and stay as close to the phenomenon as possible – Determine if any of the units cluster together – common essence **9. Determining themes from clusters of meanings** – Integrate clusters to determine if one or more central themes express the essence	**3. Clustering of units of meaning into themes** – Maintain bracketing and rigorously examine the list of units of meaning to elicit the essence of meaning – Clusters of themes typically formed by grouping units of meaning – go back to the interview (gestalt) and back to the list to derive appropriate meaning – Interrogate meaning of clusters to determine themes	**3. Cross-case comparison** – Seek out what is common and what is unique – Identification of general and unique phenomenological themes for all interviews – In methodological terms – 'content analysis'

Approach employed in current research – Interpretative Phenomenological Analysis	**Smith et al (2012)** **Interpretative Phenomenological Analysis** Core text	**Storey (2015)** **Doing Interpretative Phenomenological Analysis** Core text	**Hycner (1985)** **Approach to Phenomenological Analysis** Citation count (Dec '16) - 1316	**Groenewald (2004)** **Phenomenological Explication** Citation count (Dec '16) – 1387	**Cope (2005)** **Levels of Phenomenological Analysis** Citation count (Dec '16) – 270 but example in action
4. Exploration of themes a) Considered the themes in relation to the research question and unrelated themes were disregarded b) Explored the themes for connections and relationships which led to the development of superordinate themes c) Created a list of superordinate themes along with constituent themes and quotations d) Reflected upon decisions and noted	**4. Connections across emergent themes** – Some themes may be disregarded – go back to the research question – Abstraction – putting like with like i.e. super-ordinate themes – Subsumption – theme acquires super-ordinate status as it brings together related themes – Polarization – oppositional relationships – Contextualisation More than one of these techniques can be used and it is helpful to keep a diary to explain your thinking	**4. Move on to the next case and then conduct cross case comparisons** Repeat steps 1-3 for all cases and then compare to produce a final level list of superordinate themes	**10. Summary for each individual interview** – Incorporating the themes that have been elicited **11. Validity check with participant** **12. Modify**	**4. Summarise each interview** – A summary that incorporates all the themes elicited from the data to give a holistic context – This is a representation of the participant's 'inner world' – Send for validity check to participants	**4. Clustering together evidence** – Inductive approach – ensure phenomenological depth – emergent theoretical propositions written up from the data without the use of any relevant literature – Next comes what Eisenhardt (1989, p.544) refers to as ' enfolding literature' which is the comparison of emergent concepts, theory or hypotheses with extant literature

Approach employed in current research – Interpretative Phenomenological Analysis	**Smith et al (2012)** **Interpretative Phenomenological Analysis** Core text	**Storey (2015)** **Doing Interpretative Phenomenological Analysis** Core text	**Hycner (1985)** **Approach to Phenomenological Analysis** Citation count (Dec '16) - 1316	**Groenewald (2004)** **Phenomenological Explication** Citation count (Dec '16) – 1387	**Cope (2005)** **Levels of Phenomenological Analysis** Citation count (Dec '16) – 270 but example in action
5. Remainder of cases explored and analysed a) Steps 1-4 repeated for each participant b) Ideas from previous analyses bracketed as far as possible	**5. Moving to the next case** – Repeat steps 1-3 for all of the interviews – Attempt to bracket any ideas from the previous analyses	**5. Producing a summary table of superordinate themes** – Organise superordinate themes into a table together with their constituent themes and illustrative quotations This may be written up by listing the superordinate theme, constituent themes and then a discussion	**13. Identify general and unique themes for all** – Be careful not to arbitrarily cluster themes when there are in fact differences **14. Contextualisation of themes** – Place themes back into the overall context from which they emerged **15. Composite summary**	**5. General and unique themes for all the interviews and composite summary** – Look for themes common to most or all of the transcripts as well as any individual variations (unique are important counterpoints) – Produce a composite summary which reflects the context from which the themes emerged – theorising	

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6. Made connections between participants a) Superordinate and constituent themes for all participants were explored to identify connections and relationships b) 'Master' table including superordinate themes, constituent themes and quotations c) Unique and contradictory themes were also highlighted for discussion in findings	**6. Looking for patterns across cases** – May lead to a reconfiguring/relabeling Dual quality of IPA is the unique idiosyncrasies and a shared higher order				

Appendix 14: Working example of approach taken to data analysis for Leanne in Pubsec1

Stage 1 – Transcription and immersion in the data: Immediately following the telephone interview with Leanne the recording was played back allowing the interview to be transcribed verbatim before being e-mailed confidentially to Leanne for confirmation that it was an accurate account. When this confirmation was received the interview was listened to several times whilst reading the transcript thus immersing the researcher into the data.

Stage 2 – Noting of initial impressions: The transcript was then read several times whilst notes were made in the right hand margin of any initial impressions that came to mind. Examples of initial impressions from Leanne's transcript include *"feedback crucial to know a good job is being done"; "organisation endorses and promotes valuing staff";* and *"tough challenges faced, wants to give then feedback".*

Stage 3 – Development of emergent themes: Using these notes along with the words of Leanne themes were created and noted in the left hand margin. Examples of themes noted at this stage include *"feedback"; "recognition"; "budget restrictions";* and *"taking the time".* Each of the themes noted on the transcript were considered in relation to the supporting quotes from Leanne to ensure her voice remained at the forefront. These are noted in the table below:

Role as a manager in rewarding their employees	**Factors that encourage managers to reward employees**	**Ways in which the organisation supports managers in rewarding employees**	**Challenges faced by managers in rewarding employees**	**Rewards employees value**	**Employee expectations/responses to rewards**	**Rewards managers value**
Feedback is reward *"It could be feedback for a job well done, for me it's any sort of feedback, monetary or verbal to say you've done a cracking job there".*	**Recognising challenge** *"You know that they are facing a tough challenge and yet they're still prepared to go above and beyond and do all the stuff that they do and you know it hasn't been easy, that in me*	**Local budget for R&R** *"Obviously we've got the budget, the monetary side of it…we couldn't do it without that budget, we've got the autonomy to spend it how we feel fit".*	**Panel make R&R decisions** *"Obviously we go through the nomination process and it goes in front of a panel and all of that but the bottom line is we are given some money that we*	**Senior recognition** *"I think it's important that they know that I've fed it up the line".* *"I think they most value the ones where I'm feeding up the chain".*	**It's just my job** When asked how an employee responded to being nominated for an organisation achievement award *"It's quite humbling actually, you know they're chuffed to bits that you've done that, but I think the first thought is but that's just my job".*	**Time with their manager** *"Just having the tie to sit down, to me I see that as a reward in itself, I know I certainly appreciate it when my line manager spends the time to*

	motivates me to give them feedback".		*can give back to employees".* **Manager approval but supportive** *"Monetary submissions go through my manager to approve, anything £100 or more, you send the submission and she takes a sensible view of it, I don't think I've ever had one that has come back and she's said actually no".*	*"I don't care what people say, they still like the fact that senior managers are made aware of how they've personally represented the department, I still think that goes a long way, and it might not have any monetary value attached to it whatsoever but if that is acknowledged further up the chain that is what people like".*	*"I know for a fact that they appreciate it, but do they expect it? I don't think they do".*	*say can we just have a catch up, can we just take stock of where we are and to me that is her investing her time in me".*
Importance of feedback *"People need to have feedback to know they are doing a worthy job".* *"We all like to know that we are doing a, a good job, and b, it's being recognised".*	**Recognising pride and passion** *"They've not just done what you've asked them to do but they've done it with a bit of pride and a bit of passion".*	**Organisation culture and vision** The organisation *"as a whole endorses and promotes valuing your customers and your staff so it's very much part of their vision and that feeds down to us".*	**Restrictive budget** *"I suppose a budget is a budget and sometimes you would like to reward more than you can".* *"You can't always pay the amount you want to pay".* *"It would be nice to be able to do a little bit more".*	**Taking the time out/Interest** When asked what rewards their employees value the most *"I would like to think that it's one where either myself or their line manager has had to take time to put a submission into somebody".* *"Appreciation for whoever it is that I'm thanking is taking time out of my busy day to put pen to paper and draft a submission and think about the words that I'm using".* *"You do have to put some thought into the submission that you're putting forward, and for me that's what the staff appreciate".*		

				"If you can take the time and have the conversations, even just the one to ones when I think about it, the message there is that I value what you do and I'm interested in how you've done it".		
Recognition of working under pressure *"I know you've been under pressure so thank you very much for taking that on".*	**Recognising outcomes** *"They've driven that outcome".*	**Peer relationships** When discussing having supportive relationships with other managers - *"Sometimes it's just a bit of a prompt because I think we've all got a bit of a responsibility to kind of keep ourselves focused when it comes to reward and recognition".*	**Policy restrictions** *"When it's a team effort you can't give a voucher because it has to go to an individual because of procurement and all that. Sometimes I would like to give my management team a £50 voucher to say well done and put on a buffet or something with it, but you can't do that".* Not being able to reward a team means choosing certain individuals: *"You end up then thinking right OK, you either don't do anything and you just thank all of them, or you have to pin point the person that did over and above everyone else and sometimes that is impossible because it really is a team effort".*			
Leading by example	**Personal feeling**					

"Because I line manage line managers I think it's a lead by example as well isn't it? If I'm giving that to my line managers then you know I would like to think that, and they do it".	*"Without a doubt it's lovely to be able to give positive feedback".*					
Nominating for organisation awards *"To nominate them anyway I think sometimes that's reward in itself because it tells them that I've seen and I've appreciated what they have done".*	**Expectation it will motivate them to achieve more** *"Hopefully it* (feedback) *then motivates them to go on and do other things".*					
Even when providing money it's not the amount it is the reason *"I think it's important that when you're sending the letter to say well done, I've nominated you and you've been successful, it's important to say you know this is a token of my appreciation and the £50 or £100 probably isn't the be all and end all but I just want you to know the reason why I'm doing it".*	**Senior recognition** *"I get something out of that because I think it's not only me that's recognising the hard work that you've done but it's been passed up the line and someone else has seen actually you're right that is a fab example".*					
Recognition across teams *"We're quite good at telling each other when we're working across teams what a good job people have done".*	**Recognising that they change lives** *"You've addressed many barriers and you haven't let that stop you, you've worked with that customer, and you've changed their life".*					

It's about more than salary *"The pay freeze doesn't make it any more important or any less important, at the end of the day what you're saying is you've gone above and beyond so in some respects I don't think it matters what's happening with your salary because it's about doing something more than that".*	**Role models** *"More than one person through the years that you look at and you aspire to be…I always think what would they do in this situation?"* Discussing the impact of a previous manager on how they manage now *"I can't ever remember getting a monetary reward from him, but in terms of promoting the work that I had done to senior managers, he certainly did that".*					
Above and beyond When asked to provide an example of rewarding someone Leanne discussed a trainer who took on the role of training new staff - *"The work that she done went beyond all expectations and she just coped on her own".*						

Stage 4 – Exploration of the themes: After reviewing the themes and supporting quotes in the table above the data was considered in relation to the research objectives which led a natural re-organisation under the headings of *"role as a manager in rewarding employees"; "factors influencing why they reward employees"; "support in rewarding their employees"; "challenges faced in rewarding their employees"* and *"miscellaneous"*, as can be seen in the tables below. It was recognised at this point that these categories, and their associated superordinate themes and sub-themes would require further refinement but this presented a useful and methodical way of beginning the cross-case comparison.

Role as a manager in rewarding employees		
Feedback	**Feedback is Reward**	*"It could be feedback for a job well done, for me it's any sort of feedback, monetary or verbal to say you've done a cracking job there".*
	Importance of Feedback	*"People need to have feedback to know they are doing a worthy job".* *"We all like to know that we are doing a, a good job, and b, it's being recognised".*
Recognition	**Under pressure/challenges**	*"I know you've been under pressure so thank you very much for taking that on".* *"You know that they are facing a tough challenge and yet they're still prepared to go above and beyond and do all the stuff that they do and you know it hasn't been easy, that in me motivates me to give them feedback".*
	Above and beyond	When asked to provide an example of rewarding someone Leanne discussed a trainer who took on the role of training new staff - *"The work that she done went beyond all expectations and she just coped on her own".*
	Pride and passion	*"They've not just done what you've asked them to do but they've done it with a bit of pride and a bit of passion".*
	Successful outcomes	*"They've driven that outcome".*
	Changing lives	*"You've addressed many barriers and you haven't let that stop you, you've worked with that customer, and you've changed their life".*
	Nominations for organisational rewards	*"To nominate them anyway I think sometimes that's reward in itself because it tells them that I've seen and I've appreciated what they have done".*
Leading by example		*"Because I line manage line managers I think it's a lead by example as well isn't it? If I'm giving that to my line managers then you know I would like to think that, and they do it".*
Taking the time/showing an interest		*"Just having the tie to sit down, to me I see that as a reward in itself".* When asked what rewards their employees value the most *"I would like to think that it's one where either myself or their line manager has had to take time to put a submission into somebody".*

Role as a manager in rewarding employees		
		"Appreciation for whoever it is that I'm thanking is taking time out of my busy day to put pen to paper and draft a submission and think about the words that I'm using". *"You do have to put some thought into the submission that you're putting forward, and for me that's what the staff appreciate".* *"If you can take the time and have the conversations, even just the one to ones when I think about it, the message there is that I value what you do and I'm interested in how you've done it".*
More than just money	**About the reasons why**	*"The £50 or £100 probably isn't the be all and end all but I just want you to know the reason why I'm doing it".* *"The pay freeze doesn't make it any more important or any less important, at the end of the day what you're saying is you've gone above and beyond so in some respects I don't think it matters what's happening with your salary because it's about doing something more than that".*
	Money is a token	*"I think it's important that when you're sending the letter to say well done, I've nominated you and you've been successful, it's important to say you know this is a token of my appreciation*
Recognition across teams		*"We're quite good at telling each other when we're working across teams what a good job people have done".*
Facilitating senior recognition		*"I think it's important that they know that I've fed it up the line".* *"I think they most value the ones where I'm feeding up the chain".* *"I don't care what people say, they still like the fact that senior managers are made aware of how they've personally represented the department, I still think that goes a long way, and it might not have any monetary value attached to it whatsoever but if that is acknowledged further up the chain that is what people like".*

Factors influencing why they reward their employees

Personal feeling	*"Without a doubt it's lovely to be able to give positive feedback".*
To motivate employees	*"Hopefully it* (feedback) *then motivates them to go on and do other things".*
Senior recognition	*"I get something out of that because I think it's not only me that's recognising the hard work that you've done but it's been passed up the line and someone else has seen actually you're right that is a fab example".*
Influence of role models	*"More than one person through the years that you look at and you aspire to be…I always think what would they do in this situation?"* Discussing the impact of a previous manager on how they manage now *"I can't ever remember getting a monetary reward from him, but in terms of promoting the work that I had done to senior managers, he certainly did that".*

Support in rewarding their employees		
Local budget		*"Obviously we've got the budget, the monetary side of it…we couldn't do it without that budget, we've got the autonomy to spend it how we feel fit".*
Organisation's vision		The organisation *"as a whole endorses and promotes valuing your customers and your staff so it's very much part of their vision and that feeds down to us".*
Relationships	**Peers**	When discussing having supportive relationships with other managers - *"Sometimes it's just a bit of a prompt because I think we've all got a bit of a responsibility to kind of keep ourselves focused when it comes to reward and recognition".*
	Manager	*"Just having the tie to sit down, to me I see that as a reward in itself, I know I certainly appreciate it when my line manager spends the time to say can we just have a catch up, can we just take stock of where we are and to me that is her investing her time in me".* *"Monetary submissions go through my manager to approve, anything £100 or more, you send the submission and she takes a sensible view of it, I don't think I've ever had one that has come back and she's said actually no".*

Challenges faced in rewarding their employees	
Approval levels	*"Obviously we go through the nomination process and it goes in front of a panel and all of that but the bottom line is we are given some money that we can give back to employees".* *"Monetary submissions go through my manager to approve, anything £100 or more".*
Budget restrictions	*"I suppose a budget is a budget and sometimes you would like to reward more than you can".* *"You can't always pay the amount you want to pay".* *"It would be nice to be able to do a little bit more".*
Policy restrictions	*"When it's a team effort you can't give a voucher because it has to go to an individual because of procurement and all that. Sometimes I would like to give my management team a £50 voucher to say well done and put on a buffet or something with it, but you can't do that".* Not being able to reward a team means choosing certain individuals: *"You end up then thinking right OK, you either don't do anything and you just thank all of them, or you have to pin point the person that did over and above everyone else and sometimes that is impossible because it really is a team effort".*

Miscellaneous	
It's just my job/not expected	When asked how an employee responded to being nominated for an organisation achievement award *"It's quite humbling actually, you know they're chuffed to bits that you've done that, but I think the first thought is but that's just my job".* *"I know for a fact that they appreciate it, but do they expect it? I don't think they do".*

Appendix 15: Superordinate and constituent themes for each individual manager following stages 1-4 of analysis

	Pubsec1	Pubsec2	Pubsec3	Pubsec4	Pubsec5
Role as a manager in rewarding their employees	Leanne **1. Feedback** - Feedback is reward - Importance of feedback **2. Recognition** - Pressure/Challenges - Above and beyond - Pride and passion - Successful outcomes - Changing lives - Nominations for organisational rewards **3. Leading by example** **4. Taking the time/showing interest** **5. More than just money** - About the reasons why - Money is a token **6. Recognition across teams** **7. Facilitating senior recognition**	Hannah **1. Facilitating senior recognition** **2. Utilising R&R scheme** **3. Recognition** - Thank you - Genuine thank-you - Specific thank-you **4. Creating a culture** **5. Building relationships** **6. Development** **7. Taking the time** **8. Rewarding outside own team**	Susan **1. Feedback** **2. Recognising impact as senior manager** **3. Rewarding out of own pocket** **4. Utilising financial rewards for above and beyond** **5. Development** **6. Recognition** - Being noticed - Specificity - Thank you	Roxanne **1. Utilising financial rewards** **2. Development** **3. Involvement in reward** **4. Facilitating peer recognition** **5. Team rewards** **6. Interesting work** **7. Taking the time out/showing an interest** **8. Fairness and consistency** **9.Recognition** - Praise/thank you - Value/impact	Matt **1. Job satisfaction** **2. Personal development** **3. Interesting work** **4. Utilising formal schemes** **5. Range of options available** **6. Taking the time** **7. Recognition** - Thank you - Regular thank you - Specific **8. Manager of managers** - Encouraging rewarding - Being the senior manager
	George **1. Variety of options available** **2. Role as a manager of managers** - Devolving the R&R budget - Leading by example **3. Development opportunities** - Formal - informal **4. Knowing your team** **5. Recognition** - Saying thank-you - Extra mile - Financial recognition **6. Facilitating public recognition** **7. Taking the time** **8. Showing an interest**	Jackie **1. Facilitating senior recognition** **2. Recognition** - Thank you - Specific thank you - Genuine thank you - Timely - Noticing people **3. Being creative** **4. Team rewards** **5. Development**	Paul **1. Facilitating senior recognition** **2. Taking the time** **3. Recognition** - Work well done/pressures - Thank you - Feedback	Ruth **1. Feedback** **2. Informal team rewards** **3. Recognition** - Job well done - Thank you - Public recognition	Helen **1. Being aware of the rewards available** **2. Communicating the wider context** **3. Taking the time** **4. Feedback** **5. Challenging work** **6. Recognition** - Thank you - Specific thank you
	Debra **1. Utilising financial rewards** **2. Using own money to reward**	Sarah **1. Rewarding wider than own team**	Janet **1. Feedback**	Sandra **1. Feedback** **2. Rewarding out of own pocket**	Kate **1. Utilising formal schemes**

	3. Public recognition **4. Support** **5. Team rewards** **6. Acknowledgement** - Going over and above - Different ways of thanking people - Challenges - Point in time - They deserve it **7. Managing managers** - Encouraging reward and recognition outside the team - Monitoring budget Regular conversations **8. Feedback on the good and bad** **9. Knowing your team**	**2. Little/unofficial things** **3. Recognition** - Work done/feeling valued - Thank you - Specific thank you - Genuine thank you	- Feedback at different career stages - Balanced feedback **2. Recognition** - Thank you - Specific thank you	**3. Personal development** **4. Facilitating senior recognition** **5. Recognition** - Thank you - Recognising challenges	**2. Facilitating public recognition** **3. Involvement** **4. Personal development** **5. Feedback** **6. Recognition** - Thank you - Recognising challenges **7. Manager of managers** - Encouraging rewarding
	Laura **1. Nominating for R&R** **2. Support** **3. Development** **4. Creating team events** **5. Taking the time** - Accessibility - Regular meetings **6. Encouraging peer recognition** **7. Feedback** - Poor performance - Honesty - Thank you **8. Communication** - Disseminating key messages - Awareness of organisational rewards **9. Knowing your team** **10. Monitoring staff engagement** **11. Representing employees**	Rebecca **1. Role model** **2. Spending time/showing an interest** **3. Rewarding out of own pocket** **4. Recognition** - Not just financial - Genuine thank you - Specific thank you - Recognising pressures **5. Finding new ways to reward** **6. Development** **7. Knowing your team** **8. Involvement** **9. Feedback** **10. Manager of managers** - Supporting - Role model	Clare **1. Team rewards** **2. Development** **3. Interesting and valuable work** **4. Facilitating senior recognition** **5. Time/interest/personal** **6. Knowing your team** **7. Recognition** - Genuine - Valued **8. Manager of managers** - Time - Giving autonomy - Reciprocal learning	Georgina **1. Facilitating peer recognition** **2. Facilitating senior recognition** **3. Utilising formal reward schemes** **4. Informal team rewards** **5. Public recognition** **6. Taking the time** **7. Recognition** - Thank you - Acknowledge/appreciate - Genuine	Carly **1. Facilitating senior recognition** **2. Feedback** **3. Knowing your team** **4. Challenging work** **5. Facilitating peer recognition** **6. Rewarding out of own pocket** **7. Team events** **8. Recognition** - Feeling valued - Regular
	Anthony **1. Working within the boundaries** - Looking for alternatives to cash **2. Recognition** - Good performance/thank-you - It's the little things		Kirk **1. Rewarding outside of own team** **2. Rewarding out of own pocket** **3. Knowing your team** **4. Recognition of pressures**	Olive **1. Variety of options available** **2. Personal development** **3. Recognition** - Saying thank you - Timely thank you - Specific thank you	Gurpreet **1. Taking the time/showing an interest** **2. Rewarding out of own pocket** **3. Utilising formal reward schemes**

	3. Manager of managers - Role model - Monitoring the budget -Being the ‘senior manager’ **4. Feedback** - Good and bad - Consistency **5. Facilitating senior recognition**		**5. Manager of managers** - Encourage reward and recognition of team - Time - Reciprocal learning	**4. Utilising formal reward schemes** **5. Knowing your team** **6. Facilitating senior recognition** **7. Facilitating peer recognition** **8. Team events** **9. Feedback** **10. Rewarding out of own pocket** **11. Manager of managers** - Encouraging rewarding - Creating a reward culture - Setting challenging targets	**4. Feedback** **5. Recognition** - Thank you
				Pauline **1. Development** **2. Facilitating senior recognition** **3. Team rewards** **4. Utilising financial rewards** **5. Challenging work** **6. Recognition of over and above**	**Geoffrey** **1. Taking the time/showing an interest** **2. Reciprocal feedback** **3. Personal development** **4. Recognition** - Thank you - Regular
				Lisa **1. Feedback** **2. Taking the time/showing an interest** **3. Utilising formal schemes** - Reward and recognition scheme - Team of the month scheme	
				Tim **1. Facilitating peer recognition** **2. Taking time/showing an interest** **3. Recognition** - Regular - Thank you **4. Manager of managers** - Autonomy - Encouraging rewarding	
				Jennifer **1. Utilising financial rewards** **2. Informal team rewards** **3. Support** **4. Recognition** - Thank you	

				- Genuine **Beatrice** **1. Utilising formal reward schemes available** **2. Recognition** - Thank you	
	Pubsec1	**Pubsec2**	**Pubsec3**	**Pubsec4**	**Pubsec5**
Factors influencing why they reward their employees	**Leanne** **1. Personal feeling** **2. Motivate employees** **3. Senior recognition** **4. Influence of role models**	**Hannah** **1. Responsibility** **2. Reputation/image** **3. Performance** **4. Past experience**	**Susan** **1. Moral values** **2. Performance** **3. Past experience**	**Roxanne** **1. Seeing the impact** **2. Personal style** **3. Wanting people to achieve potential**	**Matt** **1. Right thing to do** **2. Performance** **3. Personal feeling**
	George **1. Personal style** **2. Influence of role models**	**Jackie** **1. Positive feedback/personal feeling** **2. Performance** **3. Role models**	**Paul** **1. Past experience** **2. Retention** **3. Performance** **4. Right thing to do** **5. Responsibility** **6. Role models**	**Ruth** **1.Personal feeling**	**Helen** **1. Personally value** **2. Performance** **3. Role models** **4. Past experience**
	Debra **1. Past Experience** **2. Positive feedback/personal feeling** **3. Performance** **4. Reputation/image**	**Sarah** **1. What they personally value** **2. Role models** **3. Past experience** **4. Personal feeling**	**Janet** **1. Personally value** **2. Role models** **3. Past experience** **4. Seeing the impact**	**Sandra** **1. Past experience** - "Doing it" **2. Engagement**	**Kate** **1. Performance** **2. Personally value** **3. Legacy**
	Laura **1. Personal style** **2. Performance**	**Rebecca** **1. Role models** **2. Personal values** **3. Positive feedback**	**Clare** **1. Responsibility** **2. Positive feedback** **3. Personal feeling** **4. Building a culture** **5. Role models** **6. Past experience**	**Georgina** **1. Building a team ethos**	**Carly** **1. Personally value** **2. Engagement** **3. It's my job** **4. Impact/personal feeling** **5. Role models**
	Anthony **1. What they personally value** **2. Previous experience** **3. Responsibility/Expectation** **4. Right thing to do** **5. Performance** **6. Positive feedback**		**Kirk** **1. Performance** **2. Seeing the impact** **3. Personal feeling** **4. Responsibility** **5. Role models** **6. Past experience**	**Olive** **1. Personal feeling** **2. Performance** **3. Past experience** - Role models	**Gurpreet** **1. Personally value** **2. Role models**
				Pauline **1. Performance** **2. Building a team ethos** **Lisa**	**Geoffrey** **1. Engagement** **2. Past experience** **3. Role models**

				1. It's my job Tim **1. Personal style** **2. Engagement** **3. Right thing to do** Jennifer **1. Performance** Beatrice **1. Genuinely grateful**	**4. Personally value** **5. Impact**
	Pubsec1	**Pubsec2**	**Pubsec3**	**Pubsec4**	**Pubsec5**
Support in rewarding their employees	**Leanne** **1. Local budget** **2. Organisation's vision** **3. Relationships** - Peers - Manager	**Hannah** **1. Organisation's policy** - Range of development opportunities	**Susan** **1. Manager** - Devolved bonus budget - Guidance at an early stage **2. Organisational initiatives/culture** **3. Organisation wide policies**	**Roxanne** **1. Organisation policies** - Range of benefits **2. R&R budget**	**Matt** **1. Reward infrastructure** - R&R schemes - Guidance - R&R schemes easy to use **2. Supported within means available** **3. Manager encourages rewarding**
	George **1. Organisation reward policy** - Range - New pay offer - Comparison to private sector **2. Pride in working for the organisation** **3. Organisation leadership**	**Jackie** **1. Manager**	**Paul** **1. Organisation's policies** - Financial reward policies - Non-financial initiatives **2. Manager** **3. Organisational culture**	**Ruth** **1. Manager** - Support and feedback - Recognition **2. Senior management recognition** **3. Peer relationships**	**Helen** **1. Reward infrastructure** - Formal R&R scheme - Learning and Development **2. Management skills recognised**
	Debra **1. Organisation's policy** - Range of rewards - Working within the constraints on offer **2. Own manager** - Role model - Support	**Sarah** **1. Organisation's policy** - Financial rewards - Guidance **2. Organisation culture**	**Janet** **NOT IDENTIFIED**	**Sandra** **1. Reward infrastructure** - Command level R&R scheme - Site level R&R scheme	**Kate** **1. Reward infrastructure** - Learning and development - Culture **2. Autonomy**
	Laura **1. Organisation reward policy** - Range - New pay offer - Comparison to private sector **2. Manager**	**Rebecca** **1. Day to day autonomy**	**Clare** **1. Organisational wide rewards** - Financial rewards available - Range of rewards	**Georgina** **1. Reward structure in place** **2. Culture** **3. Manager's reward scheme easy to use**	**Carly** **1. Reward infrastructure** - Formal policies - Guidance - Encouraged to reward
	Anthony **1. R&R budget**		**Kirk** **1. Organisation's policies**	**Olive** **1. Reward infrastructure**	**Gurpreet** **1. Reward infrastructure**

	2. Organisation's policy		- Financial rewards - Straightforward policies **2. Manager** - Management agenda - Time and support **3. Training** **4. Culture**	- Budget **2. Recognised for rewarding**	- Formal policies - R&R scheme easy to use **2. Supportive manager** - Rewarded by manager - Rewarding encouraged
				Pauline **1. Manager** - Support - Time and recognition **2. Guidance** **3. Culture/initiatives**	**Geoffrey** **1. Reward infrastructure** - Formal policies - Opportunities **2. Senior recognition**
				Lisa **1. Reward infrastructure** - Reward and recognition panel	
				Tim **1. Reward infrastructure** - Organisational policies **2. Peer support** **3. Past experience**	
				Jennifer **NOT IDENTIFIED**	
				Beatrice **NOT IDENTIFIED**	
	Pubsec1	**Pubsec2**	**Pubsec3**	**Pubsec4**	**Pubsec5**
Challenges faced in rewarding their employees	**Leanne** **1. Approval levels** **2. Budget restrictions** **3. Policy restrictions**	**Hannah** **1. Appraisal system** **2. Time pressures** **3. Resentment**	**Susan** **1. Consistency** **2. Organisation's policies** - Unfair PM system - Financial constraints - Time consuming **3. Individual differences**	**Roxanne** **1. Individual differences/resentment** **2. Time/business constraints** **3. Value of rewards not recognised** **4. Performance takes precedence over training**	**Matt** **1. No reward culture**
	George **NOT IDENTIFIED**	**Jackie** **1. Culture** **2. Bureaucracy** **3. Financial constraints** **4. Lack of training**	**Paul** **1. Organisation's policies** - Restrictive - Financial constraints **2. Individual resentment**	**Ruth** **1. Lack of autonomy over financial rewards** **2. Including everyone** **3. PM system** -Uncomfortable with message it sends Forced distribution	**Helen** **1. Distinguishing the over and above**
	Debra **1. Challenges of managing remotely**	**Sarah** **1. Depends on manager** **2. Time constraints**	**Janet** **1. Financial constraints** **2. Senior pressure**	**Sandra** **1. Difficulties providing feedback**	**Kate** **1. Keeping managers on board**

	2. Individuals - Not appreciating rewards on offer - Perceptions of value **3. Managers with different styles**	**3. Bureaucracy**	**3. Ineffective training** **4. Rewarding not valued** **5. Lack of management support**	**2. Site scheme difficult** **3. Financial constraints** **4. Limited development opportunities**	
	Laura **1. Manager approval**	**Rebecca** **1. Eroding benefits** - Less flexibility - Personal financial impact - Personal workload impact/stress - Unattractive employer - Uncomfortable with policy **2. Financial constraints** **3. Individual resentment** **4. Recognising everyone** **5. No recognition**	**Clare** **1. Organisation's policies** - Financial constraints - Not communicated - No control over the PM system	**Georgina** **1. Lack of recognition from senior management** **2. Lack of support form manager** **3. Lack of recognition for rewarding** **4. Strict criteria/lack of transparency for centre reward scheme**	**Carly** **1. Formal policies** - R&R policy bureaucratic - PRP scheme instils wrong behaviours
	Anthony **1. Employee's perceptions** **2. No accountability** **3. Staff survey timing**		**Kirk** **1. PM system**	**Olive** **1. Reward and recognition scheme can be subjective** **2. Ineffective senior management communication**	**Gurpreet** **1. Organisational policies** - No control over R&R scheme decision - Having to 'fight' for box marking **2. Time constraints**
				Pauline **1. Lack of autonomy** **2. Financial constraints** **3. Overlooked for financial rewards**	**Geoffrey** **1. Development opportunities not readily available** **2. No control over formal rewards**
				Lisa **1. Rewarding the day job difficult** **2. Rewarding not recognised** **3. Team rewards not viable** **4. Formal policies** - Lack of autonomy - PRP: Financial constraints - PRP: Demotivating PRP: Forced distribution/lack of autonomy	
				Tim **1. Managers lacking confidence** **2. Erosion of leadership capability** **3. Formal reward scheme bureaucratic**	
				Jennifer	

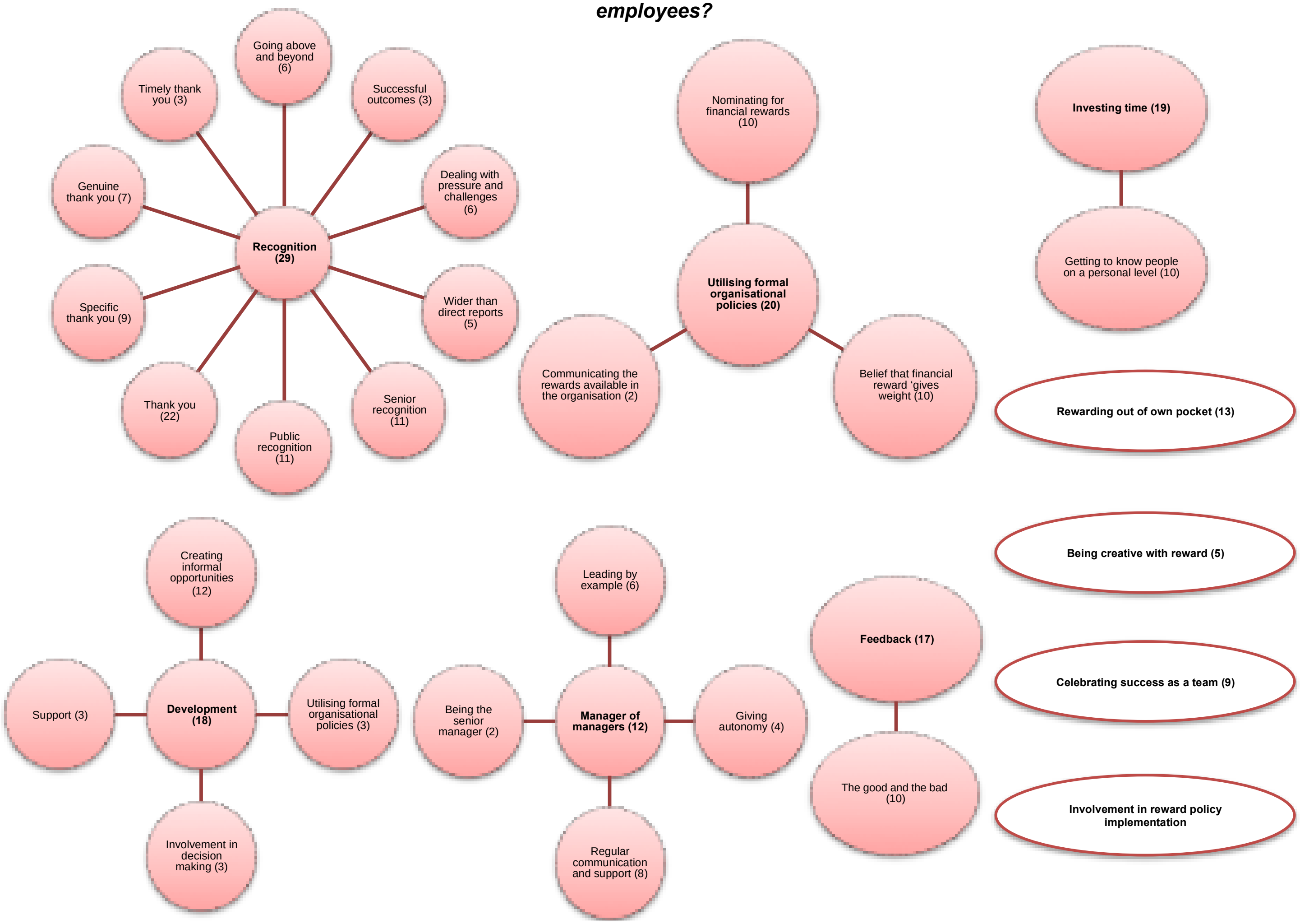
				1. Issues with R&R scheme - Time delays - Bureaucracy - Financial constraints - Lack of transparency - Outcomes not communicated **2. Lack of reward for managers** - Lack of financial rewards - Lack of recognition - Rewarding not recognised	
				Beatrice **1. Financial constraints** **2. Lack of manager recognition** **3. Lack of senior management recognition** **4. Policy constraints** - Erosion of benefits - Lack of transparency with formal reward schemes - Bureaucratic formal reward schemes - PM system **5. Work not valued**	
	Pubsec1	**Pubsec2**	**Pubsec3**	**Pubsec4**	**Pubsec5**
Miscellaneous	**Leanne** **1. Response to rewards - "It's just my job"**	**Hannah** **NOT IDENTIFIED**	**Susan** **NOT IDENTIFIED**	**Roxanne** **NOT IDENTIFIED**	**Matt** **NOT IDENTIFIED**
	George **1. Acceptance of austerity measures**	**Jackie** **NOT IDENTIFIED**	**Paul** **NOT IDENTIFIED**	**Ruth** **1. Response to rewards - "It's just my job"**	**Helen** **NOT IDENTIFIED**
	Debra **NOT IDENTIFIED**	**Sarah** **NOT IDENTIFIED**	**Janet** **1. It is the label that people value, not the money**	**Sandra** **NOT IDENTIFIED**	**Kate** **1. Not the amount of money, the gesture**
	Laura **NOT IDENTIFIED**	**Rebecca** **NOT IDENTIFIED**	**Clare** **1. The money gives the thank you weight**	**Georgina** **NOT IDENTIFIED**	**Carly** **NOT IDENTIFIED**
	Anthony **1. Motivated by mark more than money** **2. Rewarding for work done rather than about to be done** **3. PSM**		**Kirk** **1. Tangible reward give thank you weight**	**Olive** **NOT IDENTIFIED**	**Gurpreet** **NOT IDENTIFIED**
				Pauline	**Geoffrey**

				1. Financial rewards give the thank you weight	1. Reason behind it not the money
				Lisa 1. Sentiment not the value	
				Tim NOT IDENTIFIED	
				Jennifer 1. Financial rewards carry more weight 2. Response to rewards - "It's just my job"	
				Beatrice NOT IDENTIFIED	

Appendix 16: Thematic maps representing the superordinate themes and constituent themes following stage 5.6 of the analysis

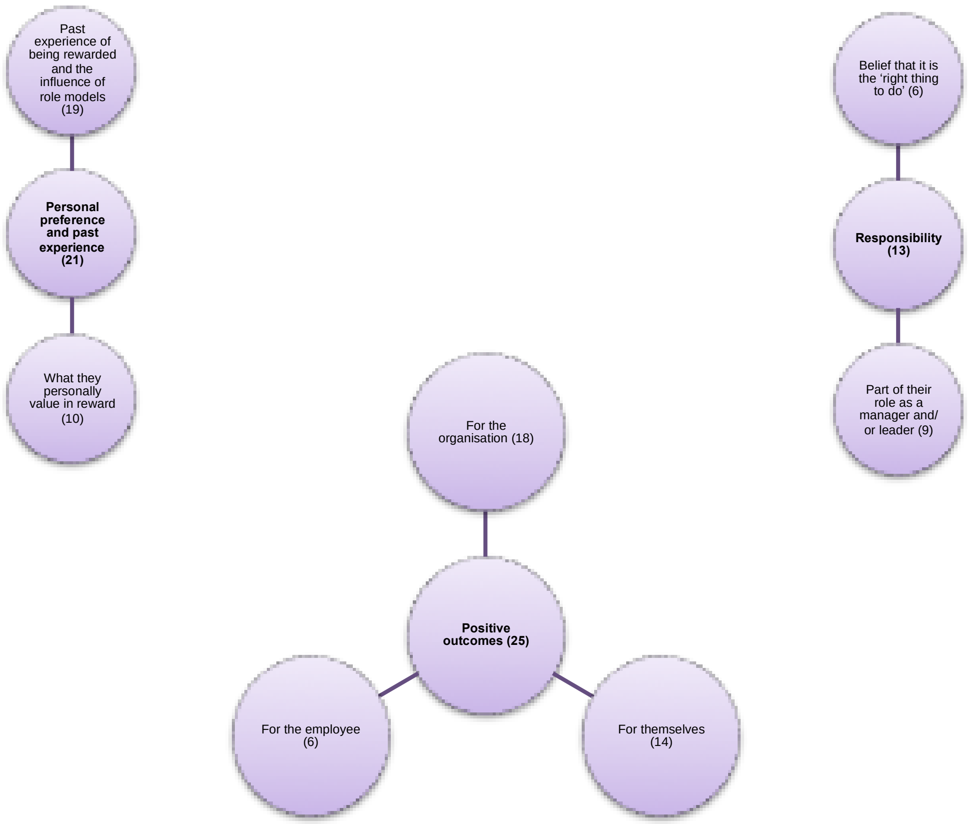
KEY:
Superordinate themes
Constituent themes
(number of managers)

In what ways do managers believe that they reward their employees?



<u>KEY:</u>
Superordinate themes
Constituent themes
(number of managers)

What are the reasons why managers believe they reward their employees in these ways?

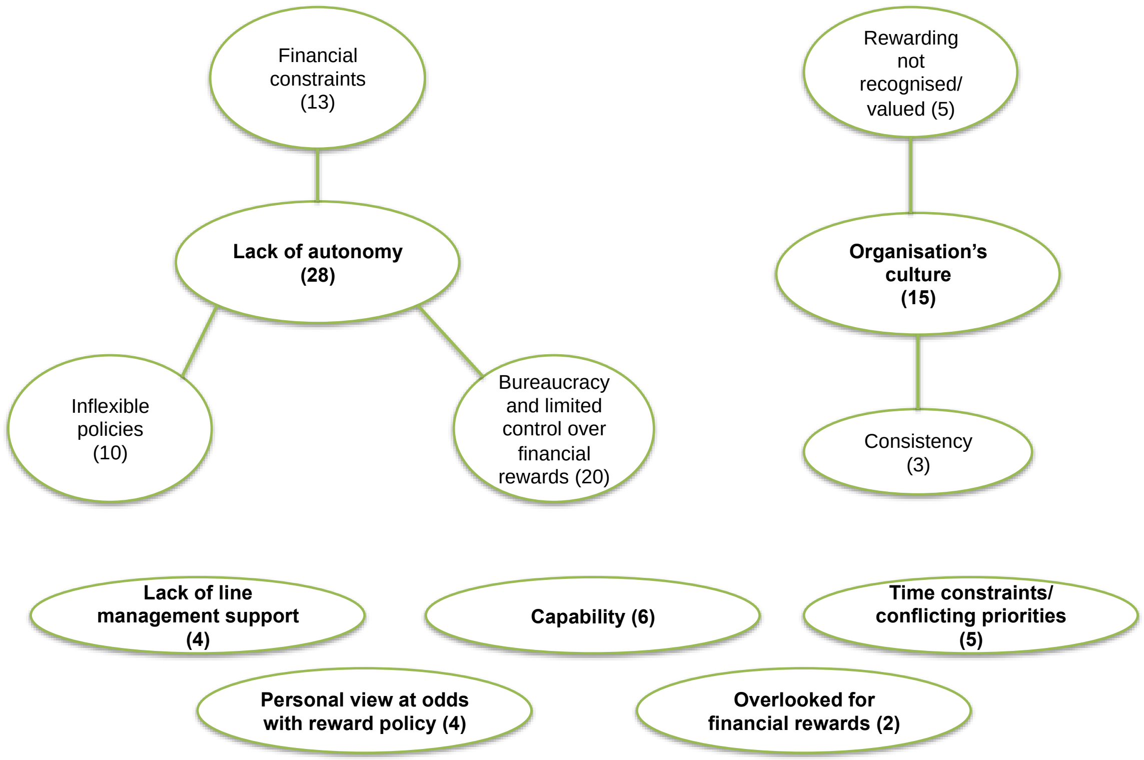


KEY:
Superordinate themes
Constituent themes
(number of managers)

What do managers report as supportive in the ways in which they reward their employees?

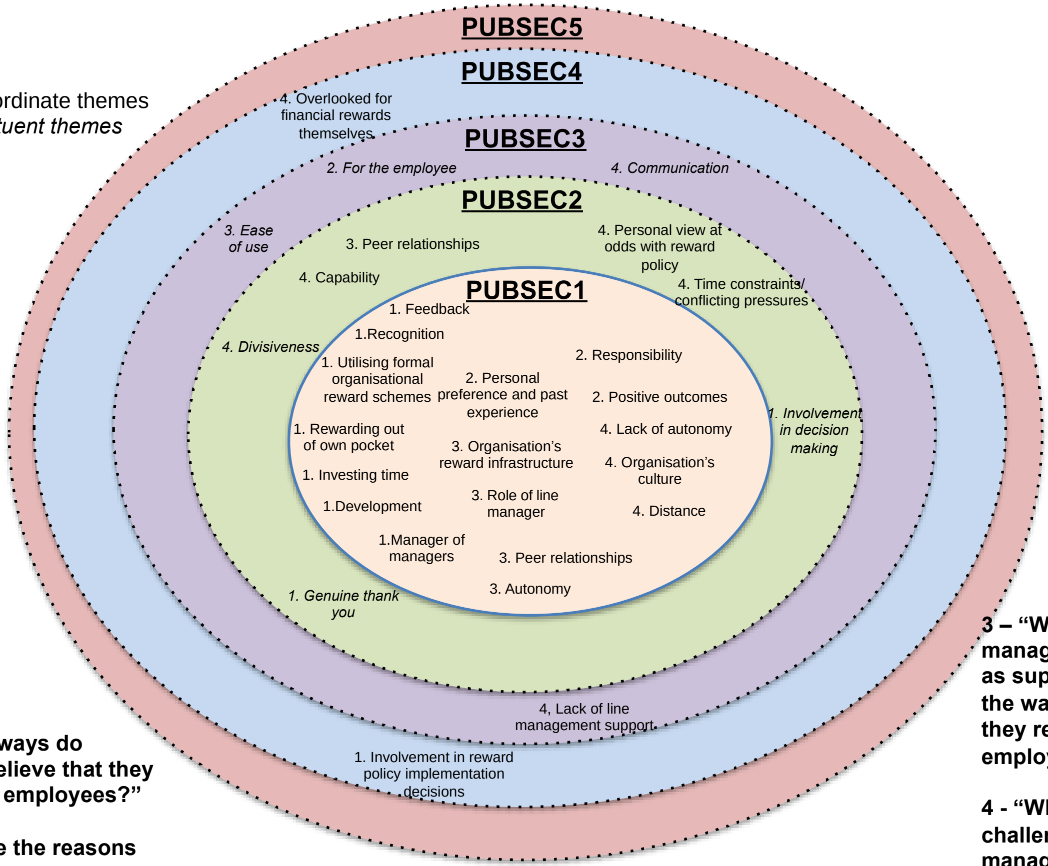
KEY:
Superordinate themes
Constituent themes
(number of managers)

What challenges do managers believe they face when rewarding their employees?



Appendix 17: Emergence of superordinate and constituent themes across the five organisations

Key:
Superordinate themes
Constituent themes



1 - "In what ways do managers believe that they reward their employees?"

2 - "What are the reasons why managers believe they reward their employees in these ways?"

3 – "What do managers report as supportive in the ways in which they reward their employees?"

4 - "What challenges do managers believe they face when rewarding their employees?".

Appendix 18 Exploring the role of the manager in rewarding employees: Satisfaction of basic needs. Mapping themes to SDT

Exploring the role of the manager in rewarding employees: Satisfaction of basic needs			
Theme Code	**Basic need according to SDT**	**Theme identified in the interview data linked to the SDT need**	**Page number reference for managers' quotations**
EA1	Autonomy	**Development** – Involvement in decision making	263
EA2	Autonomy	**Manager of managers** – Giving autonomy	263-264
EA3	Autonomy	**Involvement in reward policy implementation**	264
EC1	Competence	**Feedback** – Providing feedback	265-266
EC2	Competence	**Feedback –** The good and the bad	266-268
EC3	Competence	**Development –** Creating informal opportunities	268-272
EC4	Competence	**Development –** Utilising formal organisational policies	272-273
EC5	Competence	**Recognition –** Going above and beyond	273-274
EC6	Competence	**Recognition** – Successful outcomes	274
EC7	Competence	**Recognition** – Dealing with pressure and challenges	274-275
EC8	Competence	**Recognition –** Wider than direct reports	275-276
EC9	Competence	**Recognition** – Senior recognition	276-279
EC10	Competence	**Recognition** – Thank you	279-283
EC11	Competence	**Recognition** – Specific thank you	284-285
EC12	Competence	**Recognition** – Genuine thank you	285-286
ER1	Relatedness	**Recognition** – Thank you	286-288
ER2	Relatedness	**Recognition** – Genuine thank you	288-289
ER3	Relatedness	**Recognition** – Timely thank you	289-290
ER4	Relatedness	**Recognition** – Public recognition	290-293
ER5	Relatedness	**Investing time –** Taking time out	293-295
ER6	Relatedness	**Investing time –** Getting to know people on a personal level	295-299
ER7	Relatedness	**Development -** Support	299
ER8	Relatedness	**Manager of managers –** Leading by example	299-300
ER9	Relatedness	**Manager of managers –** Regular communication and support	301-302
ER10	Relatedness	**Manager of managers –** Being the senior manager	302-303
ER11	Relatedness	**Celebrating success as a team**	303-305
EE1	Extrinsic	**Utilising formal organisational reward policies** – Nominating for financial rewards	306-308
EE2	Extrinsic	**Utilising formal organisational reward policies** – Belief that the financial reward gives weight	308-310
EE3	Extrinsic	**Utilising formal organisational reward policies** – Communicating rewards available in the organisation	310
EE4	Extrinsic	**Rewarding out of own pocket**	311-313
EE5	Extrinsic	**Being creative with reward**	313

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Exploring the role of the manager in rewarding employees: Satisfaction of basic needs Managers' words
Autonomy • Individuals acting from their own interests and values (Deci et al, 2001; Ryan and Deci, 2002). • The experience of acting with volition, willingness and choice (Olafsen et al, 2015; Stone et al, 2009). • Feeling like the initiator of one's own actions (Baard et al, 2004).	**EA1:** Development – Involvement in decision making Pubsec1: 0 Pubsec2: 1 Pubsec3: 0 Pubsec4: 1 Pubsec5: 1 **Total: 3**	Rebecca(2): **EA1:1** *"We now consult people quite extensively and for me that is reward…seeing your ideas coming in and being adopted is a considerable reward".* Tim(4): **EA1:2** *"I have done quite a few staff forums and people can sometimes complain about very insignificant things, but sometimes they might seem insignificant but they are significant to the individual and what really upsets them is that they have probably raised it before and it has been ignored so it is just giving people the opportunity to have their say. More times than enough you can turn that around into something positive".* Kate(5): **EA1:3** *"If we are going to do something we go out to the people and ask them how we are going to make it work so it is bottom up, a reverse pyramid, they tell you how they think it will work and then you work together to make it work. In the past we didn't do it which I think was a sign of the times, you had a manager at the top who felt that it was their responsibility to make things work and obviously I have been around a long time and that was a sign of the times, as a manager you weren't expected to ask for help, you were expected to come up with all the answers yourself".*
	EA2: Manager of managers – Giving autonomy Pubsec1: 2 Pubsec2: 0 Pubsec3: 1 Pubsec4: 1 Pubsec5: 0 **Total: 4**	Debra(1): **EA2:1** *"Sort of every month I'm saying to them, they have their own sort of reward and recognition amount of money, pot of money that they can spend".* George(1): **EA2:2** *When discussing the R&R scheme - "I've decided in my cluster to devolve the budget down, you know to the people below me because they're nearer".* George(1): **EA2:3** *"I split the budget between the offices depending on how many staff there are so that they can proportionally award and in all honesty I would always encourage my managers to spend that budget where it's warranted, it's there for a reason, it's there to be spent".*

		Clare(3): **EA2:4** *"I said you know* [to the managers that Clare manages] *if you have people you want to nominate go straight to the head of division, it doesn't have to go through me".* Tim(4): **EA2:5** *"Some leaders micro-manage a lot and like a lot of control which takes a degree of autonomy away from some lower level managers, and what I've said since I've been here is that I want all managers and all leaders to take responsibility and if they feel strongly about something or they see something which is really good, just get on with it and recognise it. It's not a chucking money all over the place sort of thing, I'm not talking about that, it's just good behaviour leads to better behaviour".* Tim(4): **EA2:6** *"If you're not a micro-manager and you give a bit more autonomy to individual managers then their confidence starts to grow because people are not going to run away and start making decisions and chucking money everywhere, but they start to believe that they can actually do something and have an influence".* Tim(4): **EA2:7** *"It's probably just getting managers to be more consistent and be more brave about getting up off their backsides and saying thank-you etc, and getting managers or leaders to take more of an interest in what people are doing, to support customers more, like listening into calls with customers, looking at how they are managing their written stuff, how they are building networks within the team as well as outside of that. So it's about leaders and managers being up to something everyday, taking an interest and doing something a lot more around engagement, which is a popular word here, but all it means for me is being part of the team".*
	EA3: Involvement in reward policy implementation Pubsec1: 0 Pubsec2: 0 Pubsec3: 0 Pubsec4: 1 Pubsec5: 0 **Total: 1**	Roxanne(4): **EA3:1** *"We thought we would put it out for the staff – we have some money left in the pot what would you like to do?".* When asked what the staff decided to do – "*Each area has kind of done the same thing – you let the staff vote for people, you come up with some titles for example positive team player, best focused driver, team leader, and then they vote for that person. We have four categories and each person will win £50 in cash and the runner up will win a £25 voucher".* Roxanne(4): **EA3:2***" We are really trying to give people the chance of a view and opportunity to feed into whereas usually we tell everybody and dictate whereas now I think we are getting better at listening to what the staff want".*

Competence • Succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al, 2004; Deci et al, 2001, Ryan and Deci, 2002). • The experience of being effective in interacting with the environment (Olafsen et al, 2015). • The belief that one has the ability to influence important outcomes (Stone et al, 2009).	**EC1:** Feedback – Providing feedback Pubsec1: 2 Pubsec2: 1 Pubsec3: 3 Pubsec4: 3 Pubsec5: 3 **Total: 12**	Anthony(1): **EC1:1** *"On a day to day week to week sometimes hour to hour I have a responsibility to give them regular feedback on what their performance is and how they're doing".* Leanne(1): **EC1:2** *"It could be feedback for a job well done, for me it* [reward]*'s any sort of feedback, monetary or verbal to say you've done a cracking job there…People need to have feedback to know they are doing a worthy job…We all like to know that we are doing a, a good job, and b, it's being recognised".* Rebecca(2): **EC1:3** *"It must be so often that unless you sit next to the person, which is rare these days, that you never have any idea if what you have done is good enough, and if you don't get any acknowledgement at all they don't know if it was good enough, great or if you have even bothered to open it".* Janet(3): **EC1:4** When asked why Janet viewed feedback as an integral reward - *"I think it kind of it depends on the stage of the job. In the early stages of the job, so you don't feel like you're getting lost or you don't know what you're doing for example, repetition that it is going well and I am valuing you and I am saying thank you to help you build your confidence in a world that you are new to, and I think we change around quite a lot so that is important. And then later it keeps you feeling like you're building and you're contributing and feeling like that there is value in your work".* Paul(3): **EC1:5** *"So I think it's important to people that I recognise when the team do a good job or if I get feedback about the work they do that that feedback is passed on to them".* Susan(3): **EC1:6** *"The first thing that I tend to think of is financial reward but I actually think that feedback goes much wider than that, so the kind of thank yous and kudos and reputation, that all help people feel valued".* Lisa(4): **EC1:7** *"During your normal 1-2-1s you are saying to people how well they are doing as part of the team or what support they have given, you are probably just doing it and then it will be incorporated into their normal 1-2-1 and into their annual reports***".** Roxanne(4):

		EC1:8 *"Always I'm honest with people, praising them, praise works amazingly for me and I just think that's massive, making it real to them, showing them the impact of what they have done, having their colleagues praise them and that's better than anything, it is better than winning the lottery sometimes I think".* Sandra(4): **EC1:9** *"I think it is important for people to know that what they are doing is right, because if you don't receive any feedback at all you could assume that no news is good news but why should you?".* Geoffrey(5): **EC1:10** *"It's not just me feeding back to them, I ask my team members to let me know if there is anything that I am doing well or if there is something that I am not doing well because I want to improve myself and I want to make their experience better…having that open communication is a lot better for the team because it makes them trust me a bit more and that it won't have a negative impact and I will take it as constructive feedback, it's what I expect them to do so I should be expected to do the same thing".* Gurpreet(5): **EC1:11** *"Making sure that any feedback I need to give and that I am here for them as well".* Helen(5): **EC1:12** *"Just knowing that you are doing a good job, it doesn't have to be money, it can just be a quick chat or just knowing that you have impacted on other people as to what they may be doing".*
	EC2: Feedback – The good and the bad Pubsec1: 3 Pubsec2: 0 Pubsec3: 1 Pubsec4: 4 Pubsec5: 2 **Total: 10**	Anthony(1): **EC2:1** *"I will recognise excellent performance and I will address poor performance so they need to know that".* Debra(1): **EC2:2** *"Yes sometimes I have to tell them things they don't want to hear, but all too often we tell people things they don't want to hear but we never tell them the things that they've done well. So I think it's about my passion is getting the balance right of those two. So you're not always an ogre, you're not always the hard-faced manager that's cracking the whip, they actually then when you do have to crack the whip they respect actually that you're saying it for a reason and not just because that's what you do all the time".* Laura(1): **EC2:3** *"If there are any discrepancies, or you know if there's something we've missed as a team or as individual it's having that open and honest approach where if somebody hasn't behaved, you know, appropriately, it's to spot any weaknesses".* Laura(1): **EC2:4** When discussing Laura's role in PRP she mentions about being honest with the member of staff – *"I think as a good line manager if you're giving a clear indication sort of half year and then towards the end of the year nobody's under false sort of ideas that*

		you know, that they're way above their station or way below so I think it's really important that we do give this honest and open approach…I know exactly where each member of staff is and it's like 50 per cent behaviours, 50 per cent performance, so at the end of the year nobody is in shock and thinking oh hang on a minute". Janet(3): **EC2:5** *"It needs to be balanced with developmental stuff, if you just reward it stops feeling sincere and it loses its value, you are being honest with your employees at all times".* Olive(4): **EC2:6** *"Difficult conversations have to be part of that and that then builds up a culture of everybody being dissatisfied because they see people getting away with things they shouldn't, so you have to have that balance".* Roxanne(4): **EC2:7** *"I get into quite a debate when people say you can't be friends with somebody if you are managing them, actually you can if you are honest and upfront from the start because I can be friends with everybody but I can take that person into a room and have the same conversation that says actually you're not doing what I have asked, so for me I think it is honesty, it is trust, it is recognition, it is praise".* Ruth(4): **EC2:8** *"Obviously it works the other way as well, they get can feedback on things they have done wrong as well".* Sandra(4): **EC2:9** *"A lot of mine* [view of reward] *is based in feedback, I check the quality of the feedback sheets before they go over and making sure that you give the positive feedback as well as the constructive feedback. Day to day I would see that as my role…it's really important to give feedback on the good things as well as the bad things so you're setting the right tone, you're setting the right direction and people are then obviously aware of what they are doing right".* Carly(5): **EC2:10** *"I have also given her feedback on how well she is doing, or steer her if things aren't going so well…We just had a conversation last week about her performance and that sort of reward was around the verbal encouragement and feedback rather than an actual award".* Carly(5): **EC2:11** *"It's about getting the job done, so if they're not delivering what I need them to deliver it's important they know why, but also because for me I see that as a key part of my job that anyone who works for me if they want to be promoted it is my job to help them get that so I see it as an important part of my role to identify how I can help someone move further on in their career."*

		Carly(5): **EC2:12** *"If I was just to tell everyone everything that they are doing well that doesn't help them because they need feedback to grow and develop and I need the same, I welcome positive and constructive feedback, if you don't tell someone where they can improve they won't know how to".* Carly(5): **EC2:13** *"If they are expecting something great and what you are going to give them isn't great that can be devastating however I think it is as important to be assertive to give the negative as well as the positive".* Kate(5): **EC2:14** *"I think people step back from honest conversations because they don't like challenging conversations, but I think it is how you deliver it. There is almost a learning curve for the manager because I would always be honest with people but I would deliver it in such a way that they didn't feel undermined, or of they did feel undermined by what I was saying I would ask what it is about what I have said that has made them feel like that".* Kate(5): **EC2:15** *"Being honest helps people, you can't afford not to be honest with people especially if you need them to change their behaviours".*
	EC3: Development – Creating informal opportunities Pubsec1: 1 Pubsec2: 3 Pubsec3: 1 Pubsec4: 3 Pubsec5: 5 **Total: 13**	George(1): **EC3:1** *"It is about developing people and trying to get them the best that they can be, and you know ultimately a bit of interest, a bit of support, a bit of rapport with your staff, you know helps with trying to do exactly that for them".* Hannah(2): **EC3:2** *"Even the experience of recommending something to someone to physically experience, I'm a big one on recommending other experiences".* Jackie(2): **EC3:3** *"That is something I will do for people who do a good job for me, I will look for opportunities for them, so I supposed it is linked with reward. People who are thriving and doing well and are happy where they are then that is great, but if not what can I help create for them".* Jackie(2): **EC3:4** *"I think people value opportunities to do something different, particularly if you sit there all day every day and the opportunity to go and do something different and be recognised, I think people find that quite valuable".*

		Rebecca(2): **EC3:5** *"It is amazing, you go out and ask people if they would like to attend a meeting with you and they ask why, I tell them they are the subject expert so why not? People see that as a real privilege, it's about thinking smartly about what people would see as a reward".* Clare(3): **EC3:6** When asked how Clare mitigates against the lack of flexibility with the PM system and financial constraints - *"Then it is just trying to think about what makes you get up and come and do your job and most people in our survey said they understood their job, they were interested in what they were doing. So if people have skills in a particular thing or in a particular area you can try and develop them in that and they will enjoy their job even more. I don't like to see the same people given those administration jobs just because they are the lowest grade…it can be quite demoralising so it's making sure that it doesn't happen, where they just pick up lots of bits and bobs that no-one else wants to do and then finding them something they can really get their teeth stuck into so they really feel like they are contributing to the more high end strategic things that we do as team…I think people really just like being given opportunities to be able to show what they are good at".* Olive(4): **EC3:7** *"The other thing we do within our weekly management meetings is about setting mini challenges so that we can have something to thank someone for to try and embed that all the time, that there is something going on that we can recognise and reward people for. Setting those mini challenges or those expectations that are achievable even if they are stretching, for example they might not be something that can be achieved week on week but actually if we can achieve it this week that is something we can be proud of and then next week we can try and achieve something else so we keep that at the forefront of everyone's mind of what we can celebrate and if there isn't anything what can we set that we can celebrate next week. We set that for each of the work areas".* Olive(4): **EC3:8** Olive discussed the importance of investing in her team's personal development – "*it's taking personal time to encourage that person, to give them the tools and the skills to go out there and sell a product and deliver it as a national thing because they are not comfortable outside of their own environment, it has taken some input to do that but it has made such a difference. It has made a huge difference and that person is now looking at their career, just absolutely blown away now all of a sudden, so that has made a real difference but has been more of a succession planning activity and thinking 'you really have skills'".* Olive(4): **EC3:9** *"We had a group of new apprentices, they are only here for a year they are not permanent,* *and we have been doing lots of work with them but one of the things I instigated was let's look at what skills they bring with them, now they felt that they didn't have any skills that's why they were coming here, but they did have skills and actually getting them into workshops and drilling down into what you do at home, whether it is digital skills, craft skills, it has been amazing what we have actually*

		identified with them. Reward is about recognising what people bring, so the fact that they have been able to come in and do great posters and graphics and support other people with digital skills, they have been just a brilliant thing to have in the centre". Pauline(4): **EC3:10** *"I like to cross-skill the team so if you have priority on one area of work the person doesn't feel overwhelmed and there is cover so that I can swing resources and play to each other's strengths, some people prefer telephony work and others don't".* Pauline(4): **EC3:11** When asked why she likes to spend time developing a deputy for the team - *"It is personal development, so getting to do job shadowing, attending meetings and feeding back".* Pauline(4): **EC3:12** *"I think it refreshes people, especially in the public sector where you have a lot of staff who have been here for a long time and might have been in the same job role for a while…it is about agreeing as a team what our priorities are, looking at what our figures are and what we want to achieve, it refreshes them and it focuses them. I think a lot of shorter term targets take the pressure off the bigger targets".* Roxanne(4): **EC3:13** *"It's also giving them the chance to shine, so sometimes it's allowing them to spread their wings, because again we might look and think actually they are doing wonderful things but they would be much better now trying to share that somewhere else so it's giving them the opportunity of a job change which sometimes comes under that same title".* Roxanne(4): **EC3:14** *"I think we are getting much better at learning about our people so we can see what skills they do bring and then utilising them skills in the right place which we have never been good at".* Roxanne(4): **EC3:15** *"We have an induction week where we have the new people in a room and we're going through all the things that link to the business, but instead of it being the facilitators that we would have used, we have given advisors and PB2s that opportunity to do something different and it's pushing them outside of their comfort zone, it's developing them, we've put them in the classes to give more opportunity there so it's looking at different people".* Roxanne(4): **EC3:16** *"What we have done in numerous team meetings recently is said 'look we know what you have to work here, but what do you have a skill of that we don't know of?' So it can range from someone being a fabulous cook to someone being amazing at drafting or creating posters, or making videos or taking photographs, because all of that links into communication, engagement, staff wellbeing, so we've looked at that".*

		Roxanne(4): **EC3:17** *"We have set different groups up within our command, so you have the reward and recognition, the wellbeing at work, engagement, all of these different groups and you've made people responsible which gives them a bit more of something other than their day job. I think they like that and they like the fact that they are important and somebody needs them to do something. It brings out the right behaviours, so for me that style is working at the minute from feedback from staff".* Carly(5): **EC3:18** *"I have recently been giving her additional pieces of work to do, mini projects and I've just seen her blossom in front of my eyes and she's so excited about what she is doing and she's interested and now volunteering ideas and things we could be doing differently and it is just such a joy to see her. That's because I have given her these pieces of work that will stretch and challenge her".* Geoffrey(5): **EC3:19** When discussing providing development opportunities for staff Geoffrey explains that – "*Some people find that better than the £20 voucher, they get more out of it because it is improving their career. The whole £20 thing only lasts so long but a development opportunity can last the rest of your career".* Helen(5): **EC3:20** *"I think we should always be looking for something that might instigate a different type of reward for an individual, so my team members role is quite set in what he needs to do but he needs to do that to get to the end role for everyone else, but giving him the background in different things because then he can pick up a piece of work and act out of the box and pick up on something and move it forward".* Helen(5): **EC3:20** *"I don't always see it as a monetary award, from roles that you have held and going forward I think for me it's the fact that people acknowledge that you have done a good role and they give you more meaty work to get involved with…The biggest thing is the rewarding work, so the types of work that you can be involved in".* Kate(5): **EC3:21** *"When I first came people were not always in the role that would give them the opportunities to shine and develop more and I feel like I have done that for some of my managers and they are now moving on and getting promotion, that motivates me that fact that I have actually been able to help them and help them move on with their career".* Matt(5): **EC3:22** *"We also rotate their duties as well, what we have done here is establish that we won't have them on the phones day in and day out, instead we have a flexible program where they do processing work and some telephony work. Through forums and me going out and talking to teams that is clearly something that they like to do, they keep up their skills".*

		Matt(5): **EC3:23** *"Another part of reward that probably hasn't been talked about that much, but if somebody has done a great bit of work they are likely to get more opportunities and those opportunities become more self development".*
	EC4: Development – Utilising formal organisational policies Pubsec1: 2 Pubsec2: 1 Pubsec3: 2 Pubsec4: 1 Pubsec5: 1 **Total: 7**	George(1): **EC4:1** *"We have a local talent scheme that we try and develop…You know talent programmes where we sort of support staff in terms of opportunities and projects things like that…There's a lot of people who value, really value the opportunity to take on something and run it".* Laura(1): **EC4:2** *"Making sure staff have got their buddies, that they've got their mentors in place...It's just making sure that I'm getting the right training for staff".* Hannah(2): **EC4:3** *"I think even learning and development is a reward, I think to actually sit down with somebody and go through something with them and help them to, whether through coaching and mentoring, or whether it's a recommendation to physically participate in something, whether it's a little bit of e-learning".* Clare(3): **EC4:4** *"Some of the training you can offer people, maybe that's not a reward, but we are very good on L&D and I think when someone has done something quite well and you say 'would you like to go and find out more about that' it's not a reward really but I think they might see it as recognition, that you're suggesting they go on a course".* Susan(3): **EC4:5** *"I have often thought that one of the key ways in which the public sector rewards people is through promoting them, they do go up in pay terms and they do go up in status terms, and I think that is particularly true at some of the lower grades…It's not the only mechanism but for some people that is quite a key way of being rewarded, or having their performance recognised".* Sandra(4): **EC4:6** *"I don't necessarily know whether L&D is something people would see as reward and recognition, but definitely opportunity for development would be considered as a reward".* Matt(5):

		EC4:7 *"For me you can talk about statistics and all of these different performance measures etc but actually reward is seeing somebody come out of their shell a little bit and become involved and learn new skills and then become a manager or go into another area, that's a fantastic reward for all of us here as a management team and something I have been keen to try and promote as much as we can".*
	EC5: Recognition – Going above and beyond Pubsec1: 3 Pubsec2: 0 Pubsec3: 1 Pubsec4: 2 Pubsec5: 0 **Total: 6**	Debra(1): **EC5:1** *"To me it's somebody who has done something that they deserve credit for, probably over and above doing their normal day job, and that could be a wide variety of things"* – examples Debra provides include dealing with a difficult conversation with a colleague, doing an outstanding piece of work, and coming up with an innovative idea. Debra(1): **EC5:2** Debra discussed an example of a time when she had rewarded someone and explained how this individual was very quiet and reserved and had never travelled outside of London but she took on the role of training new staff in another location and was rewarded with a £50 voucher – "*The fact that not recognised for the fact that she had done the training but recognising the fact that she had taken herself out of her comfort zone, taken herself away from he family and put herself in a very nerve wracking situation for her, so that's what I acknowledged…So she actually said the fact that I've acknowledged that meant more to her because she didn't think that I'd have recognised that, she didn't think that it had been brought to my attention, she thought I was just recognising that she had done the training…You kind of weren't rewarding her for the work, you were rewarding her for going and doing something and taking herself out of her comfort zone to go and support the business".* George(1): **EC5:3** *"When I see somebody going that extra mile I want to recognise it".* Leanne(1): **EC5:4** When asked to provide an example of rewarding someone Leanne discussed a trainer who took on the role of training new staff - *"The work that she done went beyond all expectations and she just coped on her own…they've not just done what you've asked them to do but they've done it with a bit of pride and a bit of passion".* Paul(3): **EC5:5** *"Part of being a good line manager is recognising when people go above and beyond what they to do, and even when they're just doing the job they should be doing as well, just recognising that".* Paul(3): **EC5:6** *"You don't want to take credit for work other people have done. When things go well you need to make sure that those who have done the work get recognised for that and when things go wrong you need to be there to support them as well".*

		Roxanne(4): **EC5:7** *"The problem is these people think it is just their day job and it's not because 90 people do a day job, it's that small handful that actually put everybody before them or their work is falling off the desk but they will help their colleagues because it doesn't matter as long as that person is feeling alright".* Ruth(4): **EC5:8** *"Rewarding them if they have done a job well, if they have done something outside of their normal job and done it well, or if they have volunteered for something".*
	EC6: Recognition – Successful outcomes Pubsec1: 2 Pubsec2: 1 Pubsec3: 0 Pubsec4: 0 Pubsec5: 0 **Total: 3**	Anthony(1): **EC6:1** *"If it's good performance I have a responsibility to encourage that behaviour by rewarding it, so for me that rewarding might just be a thank-you, it might be an e-mail, it might be an e-mail where I copy in my boss".* Leanne(1): **EC6:2** *"They've driven that outcome…You've addressed many barriers and you haven't let that stop you, you've worked with that customer, and you've changed their life".* Sarah(2): **EC6:3** *"I think it quantifies value, it provides evidence that you're providing value and that in turn provides job satisfaction to me. For me it says that you're valued or the work that you're doing is valued. Or if you've gone that extra mile or met a really tight deadline that that has been valued and recognised".*
	EC7: Recognition – Dealing with pressure and challenges Pubsec1: 1 Pubsec2: 2 Pubsec3: 1 Pubsec4: 1 Pubsec5: 1 **Total: 6**	Leanne(1): **EC7:1** *"You know that they are facing a tough challenge and yet they're still prepared to go above and beyond and do all the stuff that they do and you know it hasn't been easy, that in me motivates me to give them feedback…I know you've been under pressure so thank you very much for taking that on".* Rebecca(2): **EC7:2** *"Quite often we ask for stuff at really short notice and it takes people a lot of time to put it together or to get it to the standard that they are prepared to share it and they do stuff really fast at times and at the expense of what they had planned to do that day, just dropping an e-mail or ringing them and saying 'thanks very much, cracking job done' makes a difference".* Sarah(2):

		EC7:3 *"I also think it's important to recognise and have communication about the constraints they might be under, the deadlines they might be working to and recognise when they are achieving beyond expectations. I think it's about having a good rapport and providing recognition, whether that be written recognition, verbal recognition or a monetary recognition".* Kirk(3): **EC7:4** *"We have quite a stretching agenda and I think that there are always going to be ups and downs across the year and it helps to make sure people see that you recognise when we are delivering good things throughout a year or a stretching period".* Sandra(4): **EC7:5** *"I would think that it is also people appreciate something that is a little bit more personal, even sometimes the 'that was a big deal to us and you knew, you recognised that it was a big deal to us, you recognised that it has been a particularly difficult time, you recognised that we did something particularly well' so I think that really it's that level of understanding and empathy really isn't it?".* Kate(5): **EC7:6** *"I think people just like to feel valued, they are doing a job and they come in everyday, sometimes under difficult circumstances, it's busy and people like to feel recognised".* Kate(5): **EC7:7** *"If you do a job and you do it to the best of your ability and you have faced some challenges and it has not always been easy, but then nobody recognises that you have put yourself out a little bit more or changed your day off if you work part time, nobody takes any notice of what you have done then really you then feel undervalued and think that you wouldn't put yourself out again because nobody was interested and I didn't even get a thank you. I think people need to feel valued and when you recognise them in that way then they are part of the organisation and they want to be part of a great organisation".*
	EC8: Recognition – Wider than direct reports Pubsec1: 2 Pubsec2: 2 Pubsec3: 1 Pubsec4: 0 Pubsec5: 0 **Total: 5**	Debra(1): **EC8:1** *"I think too often people think reward is to look at the people that are working with you or to you rather than those working above you, we forget those people that may have done something or supported you or helped you out in a way, so the me that acknowledgement that somebody has done something then it should be said thank you. Regardless of how small…I encourage them to think wider, around sort of they have business partners, HR, finance, risk and various other people and I try and encourage them to look at those people as well"* Leanne(1): **EC8:2** *"We're quite good at telling each other when we're working across teams what a good job people have done".* Hannah(2):

		EC8:3 *"I don't nominate just my own, I nominate everyone and copy their line manager in. I also sent an e-mail direct to their line manager to recommend them without them knowing because it needs to be approved out of their budget, I have no control over their budget and I certainly don't want to be using our budget to reward somebody else because that would cause mayhem in the office I work in. 9 times out of 10, well probably 100% they've come back and said thank you for that I really appreciate I'll see if there is any money in the budget and then they come back and say we've accepted it".* Sarah(2): **EC8:4** *"It has come from line management and I've also provided that recognition but I've also done it for people that I don't line manage but have done things for me or helped me out…I think sometimes it's about not just recognising people in your team it's about recognising people outside of your team that are helping you and supporting you".* Kirk(3): **EC8:5** *"My specific role is to not just recognise when my team do well but to recognise when people across the function or in the business do well and to make sure that they are recognised for it, whether that's me sending an e-mail or having a conversation with someone else's manager, or with them to say "I think you've done this really good piece of work" and ensure their manager is aware of it, because we all work across boundaries so it's to make sure that visibility is there, and to encourage that cross boundary working because I think it's really important that we don't work in silos".*
	EC9: Recognition – Senior recognition Pubsec1: 2 Pubsec2: 2 Pubsec3: 3 Pubsec4: 4 Pubsec5: 1 **Total: 12**	Anthony (1): **EC9:1** When discussing why Anthony copies in his own manager when e-mailing someone to recognise the work that they have done *– "I guess if you were being particularly Machiavellian about it all it is kind of a reward to their career you know because I'm flagging up to people who may potentially choose to promote that this person is a good person".* Leanne(1): **EC9:2** *"I think it's important that they know that I've fed it up the line".* Leanne(1): **EC9:3** *"I think they most value the ones* [rewards] *where I'm feeding up the chain".* Leanne(1): **EC9:4** *"I don't care what people say, they still like the fact that senior managers are made aware of how they've personally represented the department, I still think that goes a long way, and it might not have any monetary value attached to it whatsoever but if that is acknowledged further up the chain that is what people like".* Hannah(2):

		EC9:5 *"I would copy the office manager into the e-mail that I send as well so that they know that this person has done this, and I definitely do that if I think that that person that has done that is maybe somebody that doesn't normally get any publicity or recognition so that it's clear that this person's done this additional thing".* Jackie(2): **EC9:6** *"I would find some opportunities for them to be noticed by more senior people, so for example to attend a conference or to shadow someone, and I've always enjoyed finding creative ways of doing this because it actually means so much more and I've had real thanks for it. I've arranged for them to join a call with a director, I've arranged for them to attend a cause for applause event".* Jackie(2): **EC9:7** *"One of my team members is very motivated by public recognition, that is what floats his boat, so anything I can do to get him to the attention of more senior people, even things like if it a note written to the senior manager, send it directly from your inbox and just copy me in so they can see that you have done the work, and he would see that as a form of reward in that is it recognition and I'm not trying to take any of it for myself".* Jackie(2): **EC9:8** *"I think people like to be noticed and they like, particularly if they are part of a large organisation, it is very easy to feel like a rather unimportant cog in a very large wheel…Particularly as I manage people who are part of a flexible pool and they are interested in ending up in a good project and having their name known will help with this".* Clare(3): **EC9:9** *"I'm the person who is going to let my seniors know what good work they've been doing. My role is to make sure that, if they have done something well, that I have written it up well so when they do go into that moderation for those rewards they are recognised at the highest level in the department because those are the people who decide who gets the bonuses".* Clare(3): **EC9:10** When asked why making sure her team were recognised by senior management was important to her Clare replied – *"Firstly they are the people who in the future, if my staff are hoping to get promoted or move into another area, if you are known within that network of senior managers and your name is known for positive reasons that all helps… I also think it is a good way of when my senior might mention to one of my staff 'they said you are doing a really good job' it shows them that I am not trying to take the credit for their good work, you know that I am there to take the flack for your team and you might go and let them know if they messed up but you make sure they get the credit for what they do".* Paul(3):

		EC9:11 When asked why facilitating senior recognition for his team was important Paul explained – *"I think it is important to know so that they are aware of the work that is going on. There are two things, part of it is around the end of year when we do our appraisal and it all goes into moderation and stuff that that is not the only time they are heard about, that they also heard about throughout the year. I think it's also important that senior managers are aware of the work the team are doing so that when they are speaking to them they can reference it".* Paul(3): **EC9:12** *"I think it's partly through the change in how we are assessed within the Department come the end of year in terms of the appraisal where there is a feeling of much more you have to have the evidence base, so I think based on that it's important that senior people are aware of what people are doing so that, in some ways it's a bit of a game in terms of that, but it's important that the only time they are heard of is not just at the end of the year time, that it is recognised throughout the year as well".* Paul(3): **EC9:13** "*When that recognition comes from senior people they think 'oh that's nice they've recognised it' and I think also it shows that I don't take all the credit for the work that my team does as well…if it is a good bit of work, I make people aware of who has done it and they then get thanked for that".* Susan(3): **EC9:14** *"Central government is really like a big village, everybody knows everybody else, there are only 2-3 degrees of separation between everybody so people's reputations really matter and that influences their future promotion prospects and what other postings they might get in the department so I think that sort of reputational, saying thank-you, they are really important".* Georgina(4): **EC9:15** *"Occasionally I will let my PB3 know if someone has done something particularly well and they will approach them, that personal touch and people appreciate it and not everyone does it, just 5 minutes of showing appreciation. It is trying to make people feel valued".* Olive(4): **EC9:16** *"I also consider reward to be when we nominate our people for recognition with regards to awards or just nominating them to our senior leaders as people who have made a difference in the business, not just if we win but also when we nominate".* Olive(4): **EC9:17** When talking about a conference set up locally to recognise the efforts of her staff - *"They loved the opportunity to talk to people who didn't know them but knew about the work that they had done, it has made a huge impact, they loved it".* Pauline(4):

		EC9:18 *"I also put examples of what my staff have achieved forward to the leadership meeting every week, where those above and beyond or great achievements get discussed, and then one of the senior managers will then write to the staff member directly with a written thank you with a personal recognition of what I have told them and the impact of what they have achieved which goes down quite well".* Pauline(4): **EC9:19** *"I think that they see me as their line manager day in and day out and we have regular 1-2-1s and that performance discussion is always on-going, but to see your manager's manager or someone even higher up recognising it probably does mean more to them and they get to the see the bigger picture of what they have achieved with that bit of feedback".* Sandra(4): **EC9:20** *"The other thing that people tend to like as well is, and this generally comes off the leadership team, but if someone has done something particularly noteworthy but maybe not quite enough to have a monetary recognition or maybe they have already been recognised with money, they will get a written thank you, like a thanks to you and there will be a little narrative from the manager to say 'you've been brought to my attention because you have done this, this and this and it is a particularly commendable achievement because of X, thank you'. It tends to be from command manager upwards".* Sandra(4): **EC9:21***"I think that when someone has done something well it's nice to know that those in charge are aware of it. I think it is purely down to people knowing that you have done a good job isn't it? The more influential people".* Carly(5): **EC9:22** *"I ensure that other senior leaders are aware of what they are doing, so if I have presented a piece of work that one of my team has helped me with I make sure that they are acknowledged".* Carly(5): **EC9:23** *"This organisation in particular is extremely hierarchical and extremely gradist and so they really place a lot of value on senior leaders being aware of what they are doing and know that they are doing a good job. I think for me I do it because I really don't want people to think that I am taking all the credit because as a senior leader myself the buck stops with me but also I am the one who presents the work outwardly so I always want to make sure that my team are credited with it".*
	EC10: Recognition – Thank you Pubsec1: 4 Pubsec2: 3	Anthony (1): **EC10:1** *"So for me reward is thanking people for work well done, whether that's a thank you by e-mail, grabbing someone face to face and having a chat with them, you know writing a thank you card…buying a box of sweets for the team or something like that for some good work well done".*

	Pubsec3: 4 Pubsec4: 7 Pubsec5: 2 **Total: 20**	Anthony (1): **EC10:2** *"Everything from actually formally saying because of this bit of performance here is some money, right the way down to actually just catching someone in the corridor and you know, saying thank you for that bit of work".* Anthony (1): **EC10:3** *"If someone's done a good bit of work and I've been able to go and say thank you very much for that and maybe given them a card or write them a note or something like that, that's probably the time that I see that individual you know, the body language changes, you can see them get that flush of excitement and pride in the work that they do".* Anthony (1): **EC10:4** *"We have a reward system and money that I think you can spend on things, but actually the thing that I think has the biggest impact, the biggest positive impact is actually going and saying to people face to face you know, that thing that you did for me, by doing that this other really good thing happened and I just wanted to say thank you for that".* Debra(1): **EC10:5** *"It is actually a simple thank-you, not necessarily monetary value, it can be an e-mail, it can be a verbal thank you very much for doing your job, I know you've had a hard day".* Debra(1): **EC10:6** *"If it's brought to my attention or I'm aware of somebody that has done something that's not, that doesn't either warrant the money but warrants a thank you, I will specifically write a thank you to them and put it on a specific thank you card and send it across in an e-mail".* George(1): **EC10:7** *"In all honesty Lesley-Ann, sometimes you know, what I find is a basic thank you, you know, thanks for doing a good job".* George(1): **EC10:8** *"It's not a hard thing to just say thank you for what they have done".* George(1): **EC10:9** *"In all honesty the most valuable reward is being recognised and thanked for what they do, and that above all".* Laura(1): **EC10:10** *"There's also things as well like the e-thank you cards I use those…it pops up and says in recognition of X".* Jackie(2):

		EC10:11 *"I think the term reward means so much more than monetary to me because quite often a simple thank you will suffice".* Jackie(2): **EC10:12** "*I've certainly had feedback that people have valued the cards and notes that I send".* Rebecca(2): **EC10:13** *"It is about in some way rewarding people, it is not necessarily financial remuneration sometimes it might just be a thank-you or having a chat with people, or actually just acknowledging that they are more expert or they have done a great job".* Rebecca(2): **EC10:14** *"It is always a tricky one because everyone always thinks that it has to be financial reward, but certainly being in the public sector it is very rare for financial reward to come into it much".* Sarah(2): **EC10:15** *"With regards to rewarding people I always try to thank people at the end of the day, it's always important to thank people".* Clare(3): **EC10:16** *"Reminding people that they are important to the overall delivery is important to do."* Janet(3): **EC10:17** When discussing the limited financial rewards Janet then states "*we have special performance bonuses if you do something really good where you get £200 or if your in the top 25% at the end of the year you get a 10% bonus, but those can only happen twice throughout the year and you need to be able to tell people that they are doing good throughout. So in the public sector, or my impression in the public sector, is that reward can come from a kind of a strong praise or thank you drink or a nice cup of coffee for saying thanks for working late, that sort of thing".* Paul(3): **EC10:18** *"I always think that financial rewards are not huge in terms of the amount you can get and I think sometimes the best type of reward you can get is just a thank you for doing a good job, or that it has been recognised".* Paul(3): **EC10:19** *"Obviously financial rewards are very nice, being rewarded with money is quite nice. But I do think just he saying thanks and the recognition that they get from that".* Susan(3):

		EC10:20 *"As I managed more people and got more experience in managing people, that I have given a greater weight to the importance of praise and saying thank-you and realised how much reassurance some people need".* Beatrice(4): **EC10:21** *"There is not a lot on a day to day basis other than a thank you, job well done basically".* Beatrice(4): **EC10:22** *"It's just a thank you, a job well done. Our customers are very grateful for what we do and they get plenty of praise from customers writing in saying thank you and it all makes the job worthwhile".* Georgina(4): **EC10:23** *"I think acknowledging that staff have done really well and recognising that for example at 1-2-1s, documenting it and raising awareness among other staff and thanking people for things that they have done…they like the personal thanks and the acknowledgement".* Jennifer(4): **EC10:24** *"Really, it is just letting them know we appreciate what they are doing, so making sure I am just going and saying thank you to them. Last week for example they cleared a lot of work so last night I went out with a thank you e-mail to them, so making sure we do appreciate what they are doing although sometimes you don't get time to speak to them about it all the time".* Jennifer(4): **EC10:25** *"If they have done particularly well on the list then yes I will send a thank you out at the end of the week".* Olive(4): **EC10:26** *"It could be as simple a thank you in person as in going to speak to someone, we also do things like an e-mail thank you where you have a written record of the thank you that goes out anyone who has done something particularly fantastic that week, or innovative or even just supportive in that week. We try to look at that every week within an operational environment as to who has made a difference and we do written thank yous and I consider those to be a reward".* Ruth(4): **EC10:27** "*Obviously it's nice to even say thank-you isn't it? Or even an e-mail from somebody to say 'you've done a good job'".* Sandra(4): **EC10:28** *"To be honest the first thing that comes into my mind is verbal reward, so thank-you, appreciation etc".* Sandra(4):

		EC10:29 When asked why saying thank you was so important Sandra explained – *"Because I think it is under appreciated and under valued and I think that people value it a lot more than maybe we give them credit for. Sometimes a written thank you as well, it isn't always appropriate to give a cash award but it is nice to acknowledge that someone has done something worth commending".* Tim(4): **EC10:30** *"I am observing something in the natural course of the day and the recognition might be well done or just saying thank you and recognising that they have been through a difficult call, so the recognition that they have done a good job but not actually rewarding them, there are lots of different sides to it".* Tim(4): **EC10:31** *"Some people say well that's part of their job and I've heard that term used loads of times 'it's part of their job so just get on with it' but it isn't part of the job because there aren't 2 customers who are alike, there isn't a typical customer or scenario, you've got to react and just use your brain and apply a bit of common sense and see when people are providing a really good service".* Geoffrey(5): **EC10:32** *"Saying thank you at the end of the day and I think that in itself is a bit of a reward, people recognising that you are doing a good job because a lot of people just come in and think it's my job and nothing else but that still needs a bit of recognition".* Geoffrey(5): **EC10:33** *"If someone has done really well one day then I will send them an e-mail and say thank you and let them know how they are doing".* Helen(5): **EC10:34** *"For me it's just that pat on the back for doing a job well done, for doing a good job…Just a thank you as well to be honest Lesley-Ann, saying thank you goes a long way".* Matt(5): **EC10:35** *"To me it's about making sure people are recognised for doing a great job, that can range from a thank you and a well done, whether that is in a meeting or at the end of the day".* Matt(5): **EC10:36** *"I think probably the day to day, weekly thank you and recognising that the job has been well done. The local rewards and the bonuses are a nice to have but you don't get them everyday so it's making sure that the immediate team are aware that I am aware that they have done a great job. I often go along to their meetings and thank them so I would say that that would probably be the most valuable".*

	EC11: Recognition – Specific thank you Pubsec1: 0 Pubsec2: 3 Pubsec3: 3 Pubsec4: 1 Pubsec5: 2 **Total: 9**	Jackie(2): **EC11:1** *"So sending a thank you card for a piece of work and describing the impact".* Jackie(2): **EC11:2** *"Just giving money to people is something that people know we can do, if you give it too much it becomes a bit expected. I will always complement an award with a note, many managers don't, because I want people to understand the impact that their work has had, so it's not just thank you very much, and I always look to reward at every opportunity".* When discussing the impact of taking the time to write a personalised note - *"I think people really value that because it is something that they can keep because it links the monetary reward to what they have achieved".* Rebecca(2): **EC11:3** *"So for me it is that instant thing and I do prefer to talk to people and pick up the phone and say thank you and that I note their effort, people appreciate that far more than people waiting for a summary from a senior leader at the end of the month. Individual thanks is what people note, not sweeping statements".* Sarah(2): **EC11:4** *"If the team does something well then yes thank the whole team which I have done in the past, but it's also about taking the time out to thank individuals".* Clare(3): **EC11:5** *"Doing that little and often doesn't cost anything apart from the time spent thinking about it, even telling someone that the papers they produced were really good at the end of the meeting when everyone is packing away, you know they had to put them into proper documentation and print them all out for you".* Janet(3): **EC11:6** When discussing the importance of being specific in recognition Janet recalls a previous manager who she admired - "*She always starts groups talks by saying thank you, she is very careful with her praise so it wasn't just a 'thank you for everything' all of the time situation, it was always very targeted and appropriate and in the same vein you would get very targeted developmental feedback. So it was always very clear, you felt very valued and you felt it was always very true and honest which made it feel like you were having a really big impact, it wasn't just to anyone and everyone".* Susan(3): **EC11:7** *"Some managers are a bit too subtle in what they say, so they think they have said 'that was fantastic that was amazing' but they've actually said something like 'that was quite a good job' and it didn't come across as praise".* Olive(4):

		EC11:8 *"It has to be specific which I think has become very clear about the thank you messages that we do, so it's not just 'thank you for doing X work', the thank you has to be very specific because people value them if you recognise what they have done…so it is not just recognising that they have completed something but what they have really done to make a difference, and I feel that people need it to be specific to their contribution…the impact, the behaviours that they have used as well as the technical knowledge or the continuous improvement that they have brought to the task, not just the outcome of it".* Helen(5): **EC11:9** *"If it's just on the bottom of an e-mail, thanks for all your hard work, and it's gone out to 150 people you think that's great and I know you can't always have the personal touch with things like that because we such a massive organisation and there are a lot of people involved in certain pieces of work so I just think now and again a one on one thank you, it just makes a huge difference".* Matt(5): **EC11:10** *"I think it's just reminding people that they have done a fantastic job, we have an annual staff survey and in that it talks about pride and personal attachment to the organisation and I have to say the results here have been mixed shall we say, so I think for me it is just making sure that people are aware of what they are contributing and it is to our overall objectives".*
	EC12: Recognition – Genuine thank you Pubsec1: 0 Pubsec2: 1 Pubsec3: 1 Pubsec4: 2 Pubsec5: 0 **Total: 4**	Rebecca(2): **EC12:1** *"People realise that you mean it and nobody that we work with is foolish, it makes a different impact. It is almost like the opposite affect happens when people do something wrong or do it in a way that it is clear that they are doing it to make an impact. I don't think that anyone likes to feel conned or that people are doing things just for show, which unfortunately happens quite often. It has a perverse impact".* Clare(3): **EC12:2** *"Recognising the work that people have done and really meaning it when you do so – doing it more often and naturally".* Clare(3): **EC12:3** *"If it is made forced, when people say 'oh I must make sure I reward someone every two months' it becomes just a tick box exercise…I don't know how it would be incorporated into something formal without making it a bit stilted".* Georgina(4): **EC12:4** *"We expect people to pick it up and go and be positive and we don't always give them enough information or training so when we do get people who get on it is just nice to say thanks and make them feel that you genuinely do mean it, you're not just doing it to tick a box, you really mean it".* Jennifer(4):

		EC12:5 *"A lot of the time it is a genuine thank you, sometimes it comes across a little bit clichéd when you are sending things out but it is genuine, you have done exactly what I asked you to do last week and it has made my life easier so I think you get something back from that".*
Relatedness • Connecting with and being accepted by others (Ryan and Deci, 2002). • Establishing a sense of mutual respect and reliance (Baard et al, 2004). • The experience of having satisfying and supportive social relationships (Stone et al, 2009). • Feelings of being cared for and respecting others (Olafsen et al, 2015).	**ER1:** Recognition – Thank you Pubsec1: 1 Pubsec2: 2 Pubsec3: 1 Pubsec4: 3 Pubsec5: 3 **Total: 10**	Debra(1): **ER1:1** *"People say yeah you get paid for it and it's your job, yes we do get paid to come into work, but sometimes it's still nice to get a thank you. We say thank you to our friends outside of work for things that they've done to support us, we don't say you're my friend so I expect you to do that for me, so why should we expect the same in the workplace?".* Debra(1): **ER1:2** *"I want to acknowledge what my people have done, to me, I'm, the people that are doing the job on the ground level are the ones that are holding up the business, it's not me as a manager it's the people actually doing the job and delivering that customer service and dealing with our customers day in day out and I think they need recognised for doing that. I come in and line manage the people, and yeah it's not always easy and it can be hard, but without the people the job doesn't get done".* Debra(1): **ER1:3** *"It's about noticing people, because the more we can value people and help them feel important and help them feel tall the better".* Jackie(2): **ER1:4** *"In my ops post I had 450 staff and people feeling like you had noticed them and they were important, and that their work was important, I think that is really powerful".* Hannah(2): **ER1:5** *"I thank my staff, we have this e-thank you so I've got thousands of examples of every time somebody has done something and I think they need that, but I mean I always thank, a verbal thank-you, a little e-mail saying thanks that's great I really appreciate that, you know so I do believe in rewarding people in the verbal sense anyway and I think that that means a lot more to people than getting a voucher, it's nice to get a voucher but actually you know, in a lot of instances they just were happy to have the thank you".* Hannah(2): **ER1:6** *"If something happens or I see something interesting I'll bang it out to all these people who I think might be interested in it because I'm always thinking of them, so again it's that understanding, and appreciation, because if you don't thank people then how*

		are people ever going to get that self-esteem and that value because it's not about the money, people wouldn't be here if it was about the money". Susan(3): **ER1:7** When discussing the performance bonus system Susan explains that after initial scepticism it has gone down well, when asked why she thought this was the case -*"I think the thing that matters most to people is recognition…Some people really value the money, but I think they just like that they have been noticed, so a big part of reward is saying 'thank-you' or acknowledging the work or highlighting it to somebody else, that is a big factor for quite a lot of people."* Georgina(4): **ER1:8** *"I think by rewarding and recognising they start to realise that they are doing something well and they understand that they are appreciated as well so for me it is about recognising when they have done well and either acknowledging it or emphasising it and celebrating it as well".* Olive(4): **ER1:9** When asked what rewards she finds most powerful Olive replied – *"I think all of them have their place but some are more powerful than others. The ones that I have the most feedback on are the personal feedback ones that are in writing, they make a difference, the people that I write to they find a way to tell me how much they valued that written acknowledgement of what they have done and how they have done it, so I think that is particularly powerful".* Roxanne(4): **ER1:10** *"So for me the monetary would be the last thing that I think of, it's more about praise, even when they leave after a shift on the phones, 'thanks for that' and people have come back and said 'what do you mean' and they say that nobody has ever said that, so it's that".* Roxanne(4): **ER1:11** *"For me the first thing is acknowledgement, the money doesn't come into it straight away, it's the fact that you praise somebody in the moment for what they do, which is what I love to do because people are amazing… They go above and beyond, so for me it is recognising straight away that somebody has done something".* Roxanne(4): **ER1:12** *"I'm good at getting people to do things. I question 'why is that' and I think that is because I do make them feel valued, and if you feel valued, you will do anything. If you do not feel recognised or rewarded, you just think 'what's the point?' It's human nature sometimes, even though you try not to, you do think 'you know what I could live here and it doesn't matter what I do it's not good enough, but if someone can actually just say thank you or give you a cuddle to me that is worth everything. That is my style, no fancy words, it is just real".* Roxanne(4):

		ER1:13 *"It's all the simple things, not the big things, the human things like just valuing them for being people".* Roxanne(4): **ER1:14** *"I'm dead old fashioned, I have to thank people, if somebody has come in from a sickness or later in the day, it's a massive thing we're trying to do and a lot of staff just won't bother, some staff will really put themselves out, so again it's making a point of saying 'well done, I know it's meant a lot for you to do that'".* Carly(5): **ER1:15** *"I try to always ensure that I regularly acknowledge the work that people are doing and show my appreciation, that might just be verbally or dropping them an e-mail…I try and do that all the time, every day…it's about ensuring people get the acknowledgement and the credit for the work that they do, the reward doesn't have to be financial for me it's also about if people feel that they get satisfaction, the development that they need, do they love the job that they do and do they feel valued in the job that they do. To me reward is about ensuring people get that sense of being valued, whether that be through money or a certificate or a reward, or it might just be an acknowledgement that they have done a good job".* Gurpreet(5): **ER1:16** *"The basic would just be thanking them for the bits that they are doing…just something as simple as a thank-you can go a long way, it just makes your day go better as well…Even saying thank you to them or good morning or something like that, they just value it".* Kate(5): **ER1:17** *"They actually value a simple thank you more than anything. They want their manager or whoever it is to say 'thanks very much that was a great job' and I think people just feel appreciated by doing that".*
	Recognition – Genuine thank you Pubsec1: 0 Pubsec2: 4 Pubsec3: 0 Pubsec4: 1 Pubsec5: 0 **Total: 5**	Hannah(2): **ER2:1** *"Although it's said quite frequently I don't think it's actually delivered in a way that makes people really feel valued. Because it's easy to say thank you, and a lot of people do say thank you and I'm one that says thank you thank you thank you, and it's just the way we were brought up. Lots of people will just go thanks, or not say anything, you know and I really don't get that at all".* Jackie(2): **ER2:2** *"I think it's because it has got the personal touch and it has got some thought. It's the easiest thing in the world to bung something on RM and I mean I do it regularly, but if I award people I always write them a note and tell them why I have awarded them because anything personal that you can add rather than just throwing money at people which people know you can do."* Rebecca(2):

		ER2:3 *"I can see an attitudinal difference, there is a notable difference, people know when people are genuinely interested in them and genuinely keen to thank them or reward them. I think the evidence is there that people will do more and go the extra mile, or actually just look happy".* Rebecca(2): **ER2:4** *"What I do find really interesting is that we do have people who will go out and buy a tub of sweets and bring them in but they are the sort of people who will walk past people, they won't even say good morning, they don't talk to them, they just walk in and throw sweets on the side and they might as well have saved the money because people will eat them but they know that it has been bought for effect rather than because anybody has really thought about what they would like. They prefer sometimes just a bit of somebody's time or somebody to even know what their name is, some people don't even know their own teams names. I don't think that can be explained my bad memory, I just think it is rude".* Sarah(2): **ER2:5** *"It is a genuine thank you or a heartfelt thank you or an e-mail that's heartfelt, or I've bought the team tins of biscuits if we have had a really tough time of it in the past just to say 'thank you I know it's been difficult and I really appreciate what you have been doing'. I think it's about being genuine and therefore sometimes I think you can dilute it by saying thank you thank you thank you all the time, I think it's got to be genuine and appropriate at the time and not diluted".* Sarah(2): **ER2:6** *"I think sometimes it can wash over if it's disingenuous. I think people might think…it doesn't have to be a full blown conversation or in a private room, but just conveying that message genuinely I think".* Georgina(4): **ER2:7** "*I probably do most verbal thanks because if someone has done something then right away I would verbally thank them in a genuine manner, not just in an off manner way, but stop and thank them and appreciate what they have done".* When asked why she thought this was so important – *"Because I think sometimes people just say it and individuals don't feel that they mean it, it's better if you can actually say 'look thanks very much I really appreciate it, thanks for doing it' and you're not just blandly saying it as a throw away comment, you actually take the time to talk to the person, you stop and give them a wee bit of time. I think they realise then that you are being genuine; it's not just a throwaway comment where you are just saying it for the sake of it. People know when you are being genuine or not".*
	ER3: Recognition – Timely thank you Pubsec1: 1 Pubsec2: 1	Debra(1): **ER3:1** *"People want that, that thank you or the recognition, whatever it might be, at the time that they've done something…I just think if you've done something and somebody says thank you two months later it's almost like an afterthought…If I know about it and I don't do anything for two months, I think for me as a manager that's not treating my staff with the respect that they deserve because it is just like I say, to me it's an afterthought…I think if you do it at the time it gives the person the buzz".*

	Pubsec3: 0 Pubsec4: 2 Pubsec5: 0 **Total: 4**	Debra(1): **ER3:2** *"I think an acknowledgement should be at the time that somebody has done something…staff have said if we give them vouchers and there's been a delay, through no fault of our own in getting the vouchers because they don't come straight away or If they've got lost in the post, they've sort of said well it's been a couple of months it's taken the shine off it, it's taken the edge of it, it doesn't mean as much".* Jackie(2): **ER3:3** Jackie discussed requesting an R&R voucher for a member of staff which took over 6 weeks - *"By which time it was so far distant from the task that was done it feels like a grubby gesture".* Jackie(2): **ER3:4** *"I think rewards should be given as close to the event as possible".* When asked why she thought this to be important – *"I think it's because how we are wired as people. I think it is intrinsic, if you leave it too long it is too far away from the event, and if it is a particular thing someone has done rather than just general good work, the closest you can give it to the event as possible. I know adults aren't children but if a child does something good you reward them straight away and I don't think we are wired that differently, you like it as close to the event as possible".* Olive(4): **ER3:5** *"The personal thank yous will just be about recognising something in the moment, so whether that is great customer service or support for a colleague it is about recognising that in the moment and making sure that you acknowledge it and say 'that was really good'".* Tim(4): **ER3:6** *"Because reward and recognition is something like 1% of the budget, I think the tradition has always been a scramble towards the end of the financial year to chuck it out to get rid of the budget, when really it's not about that. It's part of the job, it's part of the process, it's part of the 365 days in every year so that is why it has to be consistent. If somebody does a good piece of work on the 1st April, you might sort of say 'there you go there is a thank you', but if they did a lesser piece of work on the 31st March you might say 'I've got to give these people £250 because I have money left' so it's just natural really".*
	ER4: Recognition – Public recognition Pubsec1: 3 Pubsec2: 1 Pubsec3: 0 Pubsec4: 5	*Debra(1):* **ER4:1** *"One of my sites has a newsletter…we call it the weekly herald…if I think the site's done something particularly well or even sometimes an individual, I will put something in that newspaper as well so that the whole site gets to see it".* *George(1):*

	Pubsec5: 2 **Total: 11**	**ER4:2** *"What I like to encourage is we have like a notice board where you can thank your colleagues and I know it sounds daft but we have this board where you know, it's in the form of an office angel and you write on and you could say you know Julie really helped me today with a difficult customer".* *George(1):* **ER4:3** *"Not for everyone but that public recognition you know something on a board or in a newsletter".* *Laura(1):* **ER4:4** *"I always think it's awfully important for them to recommend their colleagues as well…you know really recognise someone, either who has done some work for them or you know, some have struggled to achieve performance in month and somebody's done outstanding achievements, I think it's always nice to come from another member of staff apart from the manager, so I always try to encourage that as well".* *Sarah(2):* **ER4:5** *"Sometimes it's little non-official things, for example one of the teams I worked in we had star of the week, it was bit of a daft thing, someone came up with a suggestion one day and we said 'aww right that's it you're going to get star of the week now' and we sort of made a bit of fun about it, we took a photo and that, but that sort of continued. So if anyone came up with a really good suggestion or anybody came up with a solution to a problem we sort of said 'aww right star of the week goes to you'. Sometimes it is that fun element, it doesn't need to be something official and formal".* *Georgina(4):* **ER4:6** *"Within our own command we have colleague of the month and that is something that I promote amongst my own staff so they can vote for their own colleagues. We also have an actual celebration event monthly or quarterly where we present the colleague of the month so the individual gets a certificate and they also get a voucher. That has caught on and it is really popular, again it is about people stopping and thinking 'there is someone who is always there for me and someone I can always go to' and it is just a morale booster, it makes people feel quite appreciated that someone has taken the time to actually write in and nominate them and the reasons why they are nominated".* *Georgina(4):* **ER4:7** *"We have a stencil that people can print off and we ask them to nominate someone because they have done something well. It is not about a scoring matrix or having to have something fantastic it might just be that the person has got a really positive attitude and they have influenced the team in a really good way or they are the go to person who isn't looking for the praise…We also publish it in the newsletter too which is a bit of repetition but it is just reinforcing it. It took a while for people to get on board because sometimes people think 'here we go again', but once you start promoting it catches on…It is quite nice, sometimes you don't realise that someone appreciates you for going out of your way and the staff do like it now and they encourage one another to take part".*

		Georgina(4): **ER4:8** *"We also have an electronic newsletter in the command that we would maybe put forward as well to publicise it to recognise people and give them a wee bit of a pat on the back".* *Georgina(4):* **ER4:9** *"Recognition awards used to be quite secretive but it has moved on now because we are promoting it and it is something that team leaders are trying to promote in a positive way, and they are pleased with getting a voucher, most people take it quite well".* *Olive(4):* **ER4:10** *"We have a peer nomination process with a site R&R scheme which is a committee of peer colleagues who receive nominations and make decisions on whether someone should get an award or recognition of some sort, whether it should be a certificate or a voucher etc., which again we track. Quarterly I set the criteria for that and I talk to them directly about the fact that lots of times there is team is involved or a group that is involved in an activity but there is always someone who takes the lead or does that little bit extra and it is about recognising that there is always someone out of a group of 6,8,10 who is doing that little bit more and it is recognising those people who are really making that extra contribution. That has gone down quite well".* *Olive(4):* **ER4:11** *"Annually we have a pride of site event…during that event we will recognise people who have awards for different things, who have nominations and just have a great big celebratory event about how we have done in our performance and with our quality and things we have done with training and L&D".* *Roxanne(4):* **ER4:12** *"It comes from their colleagues so it's also about what they have written, the comments and feedback to allow the staff member to feel good because it has come from a group of people and not just their line manager".* *Roxanne(4):* **ER4:13** *"When it comes from somebody else it means the world that someone else has taken the time to write something about that person. I had one of the new girls come to me and she was in tears because somebody had written something wonderful about her and she didn't think she was doing that well but the coach said she was. Whereas I could write it for all my 90 odd staff but is it just going to be the same thing, is it going to mean anything to them, so that's why I think it does matter".* *Ruth(4):* **ER4:14** *"Sometimes we put certificates on the wall to say 'thank you everybody', and it is nice to feel appreciated".* *Tim(4):*

		ER4:15 *"It shouldn't just come from leaders, what I've been trying to get people to understand here is that you can nominate your colleague who sits next to you, you can be any grade, you don't have to be a leader or a manager to make a submission…The nature of the organisation, if you get recognition from above then it might be seen as a bit like you get more appreciation from above than you do from a parallel or a peer. Peer to peers I would prefer we did that a lot more".* *Carly(5):* **ER4:16***"I think individuals acknowledging one another always goes down really well so that they thank one another and thank their peers, they like to hear it from a senior leader but getting the team together to acknowledge one another is really good, that often goes down really well".* *Carly(5):* **ER4:17** *"it's a natural thing to get feedback from your manager and is part of the line manager and individual relationship to give and receive feedback but it's not a normal part of our working routine to acknowledge one another and I think creating a mechanism it is important and it does encourage it, I think it is because it is not something that we tend to do on a normal day to day basis so it has impact".* *Kate(5):* **ER4:18** *"We've had team leader of the month and advisor of the month where we do our own certificates and make a bit of a celebration of it around the board and around the hubs…I have only been here since last July and it is not something they have done before here so it's getting there, I think people were a little bit sceptical at the beginning but the majority of people do enjoy it and they do like to be recognised for a job well done".*
	ER5: Investing time - Taking time out Pubsec1: 3 Pubsec2: 0 Pubsec3: 0 Pubsec4: 3 Pubsec5: 3 **Total: 9**	George(1): **ER5:1** *"In all honesty we all like to be valued and appreciated in what we do, and sometimes in life we're living in such a fast paced, reactive world that for somebody to just take the time, you know give a personal thanks, or a quiet word, I just think sometimes you're as proud as punch to hear that".* Laura (1): **ER5:2** *"As a manager I spend a lot of time with my team…I always have my door open"* Laura (1): **ER5:3** Laura emphasised the importance of delivering one-to-one's on a monthly basis - *"It's time out for me and that member of staff, it's a bit of quality in there and it's just touching base".*

		Leanne(1): **ER5:4** *"Just having the tie to sit down, to me I see that as a reward in itself".* Leanne(1): **ER5:5** When asked what rewards their employees value the most *"I would like to think that it's one where either myself or their line manager has had to take time to put a submission into somebody…appreciation for whoever it is that I'm thanking is taking time out of my busy day to put pen to paper and draft a submission and think about the words that I'm using. You do have to put some thought into the submission that you're putting forward, and for me that's what the staff appreciate".* Leanne(1): **ER5:6***"If you can take the time and have the conversations, even just the one to ones when I think about it, the message there is that I value what you do and I'm interested in how you've done it".* Georgina(4): **ER5:7** *"I do like to take the time, and again if you are thanking someone I try to remember at 1-2-1s where we put time aside every month to look at performance and achievements, I do always try and remember then what they have done because a lot of people don't like to blow their own trumpet so I will encourage them to put that down on their behaviours part when they have done something particularly well so it is in writing".* Georgina(4): **ER5:8** *"They like their 1-2-1s because that is their time to talk about how well they have done, if you take the time out then staff understand that you do care about them and feel appreciated. That time you have to spend with them in a 1-2-1 can prove quite valuable".* Georgina(4): **ER5:9** *"Nowadays in operations everything is hectic and we move at a hundred miles an hour and you are just trying to keep up, and when someone stops to say thank you it makes you realise that someone has recognised that you are doing a good job and I think that is all it is. It is nice to be nice".* Roxanne(4): **ER5:10** *"*The fact that somebody would listen to them, I think it takes a lot for staff to trust their team leaders because obviously we all have lives outside of here and when there are bad things going on they need to be able to come and know what they are going to say to myself or their team leader is confidential and respected". Tim(4): **ER5:11** *"In the past managers would be locked in rooms but I'm out on the floor, lots of managers who are out on the floor seem to be deaf, but I can hear what is going on and I can see what is going on. Even now when I am having a conversation with you I can see*

		what is going on and if there was a conversation with a customer that was difficult then I can react and I can do something, or I can not do something, just little things like that". Geoffrey(5): **ER5:12** *"I spend a lot of time with my team on a day to day basis, I say good morning and things like that and ask how people are doing, I didn't at first but I had staff come to me and ask why I don't say good morning to my team but I was used to coming in and sitting down, doing work and going home and I didn't realise the positive impact that me just saying good morning to my team can have".* Geoffrey(5): **ER5:13** *"Setting time aside for your team but also being continuously available as well…they understand that I do get busy but just setting an additional five minutes aside to have that personal conversation can make the difference to someone".* Geoffrey(5): **ER5:14** *"Just a couple of weeks ago I had a message to deliver and I turned it into a game with lollipops and everyone really enjoyed it and it raised morale and when I turned up the following week without lollipops they were asking for them, that playfulness. If they see you as a person then you get a lot more out of people rather than a person who has to deliver a message if you can see it from their perspective you get a lot more engagement from people, if they can see you are just a normal person like everyone else".* Helen(5): **ER5:15** *"We are in the same office and we have regular chats daily going through the tasks we have to complete…I don't really see the 1-2-1's as a separate entity, we have the conversations going all the time and he can ask me anything, we sit down together and review the pieces of work…We always have that line of communication open as to how we can think things through".* Matt(5): **ER5:16** *"Usually what I will do is meet on a monthly basis and that is to have a 1-2-1 where we talk through performance and continuous improvement and through those discussions what you will find is that things come up out of those that the person has been involved in or directed so that will generally give you an idea if you're not already aware which usually you would be, but the 1-2-1 confirms what the next step will be and then for me it will be going away and reflecting on where that actually sits, whether it is a local or a national thing. In terms of the day to day that is just a natural thing you know, it's just something that I would do normally".*
	ER6: Investing time – Getting to know people on a personal level Pubsec1: 3 Pubsec2: 1	Debra(1): **ER6:1** *"I think it's getting the balance right and knowing when, what you should give and when, and it's not just thinking oh I know that person would be more grateful for a voucher so I'll give them the voucher but the other person I won't, you can't do it that way".* Debra(1): **ER6:2** *"For me, my people they see their reward as either it's the monetary or the vouchers, or that personal thank you card or verbal face to face thank you, that's what they appreciate and that's what means the most to them".*

	Pubsec3: 3 Pubsec4: 3 Pubsec5: 2 **Total: 11**	George(1): **ER6:3** *"The challenge is more individual if that makes sense, I think you need to know your staff and what's going to make that individual tick…you've got to be flexible in your approach".* Laura(1): **ER6:4** *"You sort of get a feeling if something's wrong, you know I always say come and talk to me and I feel as though they tend to do that and you know if something's not right".* Laura(1): **ER6:5** *"I think it helps that I've been in the office a long time as well so you tend to get to know people don't you. You know if behaviours are out of the ordinary then you can sort of identify it, you think oh hang on a minute".* Rebecca(2): **ER6:6** *"I encourage people to say whether they are ambitious or not because a lot of people just want to come to work and do a job pretty much 9-5 and go home with their money at the end of the week and that is fine and I think there is a different way of recognising and rewarding people like that".* Rebecca(2): **ER6:7** When asked what impact the erosion of benefits has had, particularly the lack of flexible working – "*We just can't do any of that anymore so it does tend to be more about thanks for a job well done and spending time with people and making time to get to know them".* Rebecca(2): **ER6:8** When asked what impact the erosion of benefits has had, particularly the lack of flexible working – "*We just can't do any of that anymore so it does tend to be more about thanks for a job well done and spending time with people and making time to get to know them. It doesn't matter what job you are doing, we deserve the time and attention of others and I think people appreciate that because they do have an image of senior people in particular as being quite stuffy or being so clever they won't be able to understand what they are talking about and not really having normal lives. Sharing some snippets about my home life or my past career or challenges I have had, people really do feel quite privileged to know that and they seem to warm to it and it's almost like they feel that they have been allowed into a little group. I still cannot work out why people feel so pleased, even when I pick up the phone to them they don't expect to hear from me and they're used to getting e-mails fired at them or preached to".* Clare(3): **ER6:9** *"The 1-2-1's are a formal requirement but actually I find them useful and my staff find them really useful and that is the only way we build up any sort of relationship, over time getting to know a bit about one another. I've only been here for two months so to try and get to grips with everything and know who they all are individually and treat them fairly I think that is the only way you can do it. They*

		have to get to know you a bit too and know your mannerisms and your management style, you can only get to that understanding of each other if you have some sort of regular contact". Clare(3): **ER6:10** *"I have realised not everyone works the way I do and reacts in the same way, so if someone starts with a general chit chat I'm always wondering what the punch-line is going to be and sometimes there isn't one they just like having a chat so I've learned to do that more with my staff and try and work out what works for them as an individual".* Kirk(3): **ER6:11** *"I think I am more confident now in terms of generally what we can do and what is easy to do, and being able to read people and understand what specifically motivates them or would work for them. Because obviously you've got lots of different options, and for some people handing out a £25 reward in front of everyone at one of our meetings would be mortifying and would negate the value of that reward, and I know much more now my people and I can recognise what sort of things fit them now".* Kirk(3): **ER6:12** *"Just watching, observing people, working with lots of different people and lots of different personalities, and seeing things that landed really well and things that didn't land really well, and just really trying to get to know people in the team better to understand, just picking up little things about their reaction like 'oh goodness I'm glad that's not me', it's trying to pick different bits up to then sort of catalogue so you can think what will work best for each person, not that you always get it right, but you just hope to".* Paul(3): **ER6:13** *"It's hard as well sometimes because as a line manager you have your own job and you're very busy with other work you do and sometimes you need to take a step back and say look you need to spend a bit of time focusing on someone else's performance and spending that time because in the longer term you get the benefits out of it".* Lisa(4): **ER6:14** *"It is important, sometimes you don't have that much to discuss because you feel as if you've just had one but I think even just to touch base and let them know you are interested. Sometimes it is just a wee catch up to see how they are doing, especially if you have a lot of staff who are on the phones all the time and you don't get the chance to talk that much to them with the wee personal things like 'how is your budgie', 'how is your granny', from an engagement point of view it is important. It doesn't always have to be a whole 1-2-1 focused on just performance, obviously you touch on performance and areas of concern but I tend to address them as they come to light, but just the personal touch is good for a manager to let their staff know they are interested in them as a person, you get a better result from people".* Lisa(4):

		ER6:15 *"We are so performance focused at times and you don't want people to think you view them as just a robot to produce x amount of stats per hour, per day, per week, but that you understand sometimes performance dips because their dog is sick or their daughter is about to have a baby and they are focused on something else. It is just a good managerial thing to have, that you are focused with your staff and you know them, a bit about them personally".* Olive(4): **ER6:16** *"It depends on who you are giving it to, and grade I'm sorry to say because if you're an PB1 earning £15,000 a year that £250 or whatever it is has a huge impact on their lives so for them the value of it makes a difference. To a higher grade, if it was a £50 voucher for something that they have done it doesn't really make a difference the financial value it's more about the recognition".* Tim(4): **ER6:17** *"I generally talk to people about their job, I've known people in the past who, leaders or managers, who for every member of staff know their birthdays, their families, I never do anything like that, I talk about the job and occasionally tittle tattle, weather, family, some people have birthday cards on their desk, just little things like that you know".* Carly(5): **ER6:18** *"As a manager it is important to understand what does motivate your people and do the things that inspire and engage them".* Carly(5): **ER6:19** *"I know what gets me going and those are the things that I will tend to do the most, however it doesn't work for everybody and you do need to understand what motivates individuals…Some people really love the simply thanks, they really love the public acknowledgement and the rewards so therefore those are the things I will use for those people, but for others it might be about giving them opportunities or giving them development, so whatever it is that the person needs I will try and facilitate for them".* Carly(5): **ER6:20** *"Sometimes it is a bit of trial and error but it is often about just getting to know them, just talking to them about their work and then asking them about what inspires them and what interests them, very often for a new member of the team I will always talk to them about their career so far and where they aspire to be and what they want to be doing and that gives me a sense of what will motivate and engage them. Knowing a bit about them as a person but also knowing about their career aspirations will help me judge that, as well as just general day to day getting to know people".* Carly(5): **ER6:21** *"I think I have recognised that I have to be careful not to just do the things that motivate me, because what motivates me might not motivate somebody else".* Gurpreet(5):

		ER6:22 *"We have monthly chats and we talk about performance and I say to them that they are doing really well and even telling them where they can make improvements does go a long way as well because then they know that you are actually focusing on them and you haven't left them aside. Most of the time I think when I do have my PMR discussions I do actually sit there and I do get them to talk about themselves and what they do in their daily life because that has a great impact and it shows that you do take notice of what they are doing outside of work as well".*
	ER7: Development – Support Pubsec1: 2 Pubsec2: 0 Pubsec3: 0 Pubsec4: 1 Pubsec5: 0 **Total: 3**	Laura(1): **ER7:1** *"It's making sure the staff have the support".* Laura(1): **ER7:2** *"It's making sure that you know, if I haven't got the answer…I might know a man who has, it's signposting them to the correct organisation".* Debra(1): **ER7:3** *"If something's happened within their sort of personal life, it's giving that special leave, that's not necessarily a reward or a thank-you it's just an acknowledgement that you're supporting them"* Debra(1): **ER7:4** *"If somebody has came in and they were feeling a bit down and not having the greatest day, suddenly you've lifted them up and it sort of takes some of the worry away that they might have come in with".* Jennifer(4): **ER7:5** *"We had been given a particular target to work towards and they were aware of this. I was updating the board all week to let them know where they were with it and we exceeded what we were expected to do…so in that instance we will probably bring something in for them."*
	ER8: Manager of managers – Leading by example Pubsec1: 3 Pubsec2: 2 Pubsec3: 1 Pubsec4: 1 Pubsec5: 0 **Total: 7**	Anthony(1): **ER8:1** When sharing the example of the positive reactions from someone when recognising the work that they had done Anthony then said - *"I need to make sure that I tell that story to my managers so that they've appreciated the value of doing it as well, so that they then do it with their people as well".* Anthony(1): **ER8:2** *"I need to make sure that I build a culture where rewarding people is second nature, it becomes a habit for my managers to reward their teams".* George(1): **ER8:3** *"My role as being a senior manager, you know I want to, I want to set the scene in terms of how we're going to be fair and equal and appropriate to everybody, I want my role to be visible".*

		George(1): **ER8:4** *"As a manager I'm trying to motivate but to lead by example in terms of showing that I am prepared to go onto the coal face, I am prepared to roll my sleeves up, I am prepared to get involved with what they are doing".* George(1): **ER8:5** When asked about motivations to reward people George says *"I think what motivates me is, you know I like to, you know it's contagious isn't it? If display those behaviours yourself I think you know it can rub off on people".* Leanne(1): **ER8:6** *"Because I line manage line managers I think it's a lead by example as well isn't it? If I'm giving that to my line managers then you know I would like to think that, and they do it".* Hannah(2): **ER8:7** *"Sometimes in the environment you have very little control because the person driving that culture is a very strong character and to rear against it doesn't actually lend itself to being beneficial to the individuals, or if you're able to create the culture, and that's what I wanted to do, I wanted to try and create the culture that I would like to see in the organisation that I work in".* Hannah(2): **ER8:8** *"It's not a good thing to stay the same we are, it's not right, it's like as a child you have to grow and learn because otherwise we'd all still be in nappies sitting on the floor banging our dummies".* Rebecca(2): **ER8:9** *"I try and engender that through my team, I am not gradist and never have been and don't expect others to be, I expect to be treated just like I would treat anybody else no matter what job they do or who they are, if they can't be respectable to others then people do not deserve to work for a public sector organisation".* Clare(3): **ER8:10** *"My role is making sure they are doing all the things I think they should be doing but also if they are doing something a bit different I should be picking up on that and doing it myself".* Olive(4): **ER8:11** *"It is about setting the culture about how important that is, so we have grown that approach, that is where we are now, it is always something that I have had in my teams by recognising my people and recognising them for development and succession planning as well, now that has developed across the site".*

	ER9: Manager of managers – Regular communication and support Pubsec1: 2 Pubsec2: 1 Pubsec3: 2 Pubsec4: 1 Pubsec5: 2 **Total: 8**	Anthony(1): **ER9:1** *"I will monitor the reward and recognition spend for each of those teams, so I'll make sure that each manager is using it. I'll make sure that each manager is using it appropriately so you know that a member of staff doesn't unfairly get overlooked when they've done a good bit of work just because they haven't worked for A manager instead of B manager, you know it should be as fair and equal as any of these things can be".* Anthony(1): **ER9:2** *"The Department allocates a certain amount of money for the R&R budget so I always make sure that's spent. I can't spend more but I also don't want to not spend it so to me a good indicator of whether I'm rewarding at the right level from the departmental point of view is have I spent the you know, I think last year it was £4500 pound that I'd been allocated, have me and my team spent it? If we have then brilliant, if it's £3000 there's not a chance that we've only done two thirds good work this year, so it's making sure it gets spent".* Debra(1): **ER9:3** *"I ask them to let me know who they have sent a thank you to, who they've acknowledged. It's something we do regularly and I have conversations with them…I've got to work closely with my managers for them to give me this type of information, emm, because I can't know all of the individuals, there's so many of them, so I'm reliant on the managers to give me it, so that's why I've got to have that close relationship and conversations with them to get this bit of information out of them".* Debra wants to know when people have done well so she can personally reward them too. Rebecca(2): **ER9:4** *"We have a focus on it every month and it is not just about money, though that tends to be what a lot of the conversation is, it is about how they reward people in terms of spending time with them, making opportunities available to them, offering a bit of shadowing".* Clare(3): **ER9:5** *"I have a half hour weekly catch up with them, partly for me to learn the business from them as well as for them to be able to talk to me, but it's also about work".* Clare(3): **ER9:6** *"We have 1-2-1 management meetings every 6 weeks where we talk about their development, see how things are going for them, I ask them about their teams".* Kirk(3): **ER9:7** *"My role is to try and make sure I identify when people are performing well and to either recognise it myself or to encourage others to do so. For example, if one my PB4's staff is doing really good work I make sure she knows about it because she is in the best position to reward them, and it probably means more at times coming from her than it does me".*

		Kirk(3): **ER9:8** *"Sometimes they might say they want to put so and so forward for a voucher, or equally when we are in conversation and they are talking about a good piece of work, I might go well do you want to put them forward for XYZ?".* Kirk(3): **ER9:9** *"I have regular conversations with people in my team who manage about the performance of others, both negative and positive".* Kirk(3): **ER9:10** *"It works both ways, me as a sounding board and sometimes for them, and sometimes to remind them of those things they did".* Olive(4): **ER9:11** *"For our line managers we have a system where the team leaders have to recognise people to their command manager and they then bring it to our weekly meeting so we are seeing that and we keep records to see who is being nominated and why to make sure that everyone is thinking about it all the time".* Kate(5): **ER9:12** *"It happens in a pyramid style because obviously I don't know everyone personally that well as such, so I would expect the team leaders to identify what the people are doing on their team".* Kate(5): **ER9:13** *"They have hub meetings where you can talk about things that you have done well, including telephony and great customer service, and then there is a thank you and sharing practice and they put their successes on the board, so they identify what successes they have had that week and that goes on the board".* Matt(5): **ER9:14** *"The 1-2-1 also gives me the opportunity to talk to the manager about how their team is performing and we would have a conversation about whether they should recognise anybody…There is a document that we use, a standard 1-2-1 template, and there is a part in there which asks the question and asks them to document what recognition they have done in the last month so that is a prompt to ask what they have done in terms of recognising their people".*
	ER10: Manager of managers – Being the senior manager	Anthony(1): **ER10:1***"Everyone has a boss and everyone's boss tends to have boss so sometimes it's nice to get a thanks from further up the chain, so I need to make sure I do that every opportunity I get".*

	Pubsec1: 1 Pubsec2: 0 Pubsec3: 0 Pubsec4: 0 Pubsec5: 1 **Total: 2**	Anthony(1): **ER10:2** Anthony discusses how, when countersigning the end of year reports, he writes a paragraph for each member of staff thanking them for the work that they have done and makes it personal to them – *"generally I've had quite positive feedback about that".* Anthony then went on to give a specific example of an individual for which he had commented on their improved performance and discussed the impact it had on them – *"That person came over in tears of gratitude to say thank you and how much it meant to her and she actually couldn't quite say all of that because she was clearly about to burst into tears"* – when Anthony spoke to their line manager about it they said they weren't used to senior managers noticing them and their effort. I asked him what the impact of their response was on him – *"My initial gut reaction was to be a little embarrassed because you know I'm just, you know I might be* Anthony[sic] *in charge of 130 people, but I'm also* Anthony[sic] *who at the age of 7 wet himself kind of thing, so you know sometimes I think who am I to be this person".* Matt(5): **ER10:3** *"Certainly the feedback that I have had is that people appreciate it, taking the time to come along to have a conversation and thanking the person personally, it's just been very much appreciated".*
	ER11: Celebrating success as a team Pubsec1: 2 Pubsec2: 1 Pubsec3: 0 Pubsec4: 5 Pubsec5: 1 **Total: 9**	Laura(1): **ER11:1** Laura discussed setting up an event for customers and charities that involved the full team – *"Everybody was buzzing after it had finished…I did R&Rs for everybody too because we all pulled together to make it happen…It raised staff morale, they were buzzing and it took them a few days to come back down because you know, it was something out of the ordinary…The £25 voucher was just the icing on the cake."* Debra(1): **ER11:2** *"They will have dress downs, its the favourite thing to have a dress down day because something's gone well or the site has cleared a particularly larger amount of work than normal. So they will do dress downs, they'll do raising money for charity, we've recently adopted seven donkeys in one of the sites…That might not seem like a reward but the people actually get quite a lot out of it, we've got the Olympics, so what one, or all of the sites have done is the team have picked a country so they've got flags up, then every so often it's their turn to bring in a buffet and play games linked to that country, and that, they see that as a reward because it's them being able to sort of have that bit of fun whilst they're at work".* Debra(1): **ER11:3** *"Having that bit of fun because that is a reward for the whole of the office that they can enjoy together…It's acknowledging that you can have fun in the workplace and we spend a lot of time in work, we spend probably more time in work than we do anywhere else, we probably spend more time with these people that we work with that probably most of the time we wouldn't socialise with outside of work, but we spend a lot of time with them, and I think it bonds people together and I think people like that bonding, it gives them the opportunity to get to know their colleagues a little bit better and in a different environment".*

		Debra(1): **ER11:4** *"So in our site they can now talk about the seven donkeys that they've got, so they might not have anything else in common with anybody, with other people, but they've got the donkeys in common now, it's a topic of conversation and I think people like it because it stops them feeling uncomfortable…I think that it makes it easier if they need some support in the office, rather than thinking I haven't spoken with anyone in this office very much but I need some help with a particular piece of work how do I get help, they don't have to because they've sort of broken the ice. I think all these dress downs and days like that, it's an icebreaker…It's unbelievable the sort of buzz that you get…There's a buzz in the office, you can see that there's been a lift in that office on that day."* Jackie(2): **ER11:5** *"If you can award the whole office, like reward a manager £200 and say 'that is to go and buy the team breakfast' then the whole office gets to share in the success and everyone feels good about themselves"* although Jackie went on to say that team rewards like this were not permitted within the policy. Jackie(2): **ER11:6** *"When they won that best engagement score the team leader went out and bought smoked salmon bagels for everybody. It's that sort of thing, a sense of we together are achieving rather than I as an individual am achieving is more powerful somehow".* Jackie(2): **ER11:7** *"What I try and encourage, yes individual achievement is great, but I try and encourage a sense of 'look what we have achieved together' because that is where you get the performance".* Georgina(4): **ER11:8** *"Also the usual things so bringing in sweeties and cakes and maybe celebrating birthdays, and at team meetings the recognition that someone has passed something or got certified in something".* Olive(4): **ER11:9** *"We like celebrating here, usually with cake or food of some sort, so we also have events that we have just to say thank you to everyone for pulling together and we'll set something around that. So at Easter for example we will do something with hot cross buns to say over the Easter period how much we have high annual leave and everyone has to pull together so in recognition that we are going to go through a difficult fortnight let's recognise that and we'll all pull together and support each other".* Pauline(4): **ER11:10** *"There are also the informal cakes and buffets to reward them… It is just to recognise when we have done good work which is part and parcel of office life".* Roxanne(4):

		ER11:11 *"We have a theme, we've put money together from a team leader point of view to say let's get some bits of fizzy orange and pretend it's the Oscar's, we have decorations and have created certificates and little trophies from e-bay so it is our pocket to make it a nice day. We are having a team buffet, and just using that money to say thank-you to people that you do not always recognise".* Roxanne(4): **ER11:12** *"We want it to be a bit of a smiley day so we can just have nice things, a bit of decoration, a bit of nice food and people being thanked for what they do".* Roxanne(4): **ER11:13** *"We've kept it fair because every part of the business is doing it, so we will cover telephony so the business isn't impacted because obviously we are covering that route…Fairness and consistency is also massive for me because I get so annoyed when we aren't because it leads to low morale, so if everybody knows that everybody is getting a fair chance at everything or they are treated fairly with regards to requests that they make, that again leads to satisfaction".* Ruth(4): **ER11:14** *"We also sometimes have a well done, dress down day which makes people happy. We've also had 'Fruity Fridays' where we have a sports and social where they donated money and we've got a piece of fruit for everyone just to reward people, it's silly things like that that make people happy, dress down days, a free apple, it's silly really, a piece of fruit for everybody maybe costs £30 or £40 pound but it does make a difference".* When asked why she thinks people value these informal team rewards Ruth replies – *"they're sort of getting something free, there is the being praised and someone appreciating what you have done".* Ruth(4): **ER11:15** *"It's the morale. It's like when we have a buffet if it's someone's birthday, or sometimes we have a Chinese or different things when people are leaving. People tend to be happy".* Carly(5): **ER11:16** *"For end of year I will do a big event for the team and acknowledge successes and things that have gone well".* Carly(5): **ER11:17** *"Perhaps in the past we have had time to go out for team lunches or an evening out but people's lives are so busy and complex that they just don't have time to do that now and also the work is very target drive, it is very pressurised and so I think to just say we're going to stop now and we're going to acknowledge how well we are doing, because I think we have a tendency to focus on what is not going well and we don't always talk about the things we have done really well. People do value a) being given permission to stop for a little while and b) to think about everything we have achieved as a team and it does motivate people and make them realise that we're doing a good job here which is helpful".*

Extrinsic	**EE1:** Utilising formal organisational reward policies – Nominating for financial rewards *(links to competence)* Pubsec1: 3 Pubsec2: 1 Pubsec3: 0 Pubsec4: 7 Pubsec5: 3 **Total: 14**	Debra(1): **EE1:1** *"I have sort of reward and recognition monetary, so I've got vouchers or a cash award".* Laura (1): **EE1:2** *"I can recommend the staff* (for R&R) *you know if they've done a really good piece of work or you know they've exceeded performance expectations".* Leanne(1): **EE1:3** *"To nominate them anyway I think sometimes that's reward in itself because it tells them that I've seen and I've appreciated what they have done".* Hannah(2): **EE1:4** *"When I think of reward at the minute I would think of the reward and recognition system that we have, where if somebody has done something they can be nominated for a physical reward, that would be a monetary reward, you know a voucher or even if they have done an excellent piece of work that has had a significant impact there might be a more substantial financial reward that's not a voucher, it's actually a physically a monetary reward, and that was my immediate default position at the minute".* Hannah(2): **EE1:5** *"The monetary side of things, I'm not, as an individual, I don't actually believe in the reward and recognition scheme that we have, because our wages are top sliced so everybody's overall wage is impacted and everybody gets less so that we can have this pot of money for a few people when somebody takes the time to actually to make a nomination. When we've got it I believe in using it but it wouldn't be my preferred option".* Hannah(2): **EE1:6** *"Now we've got it that's great and I believe in using it because it's there and so on. I've always made sure I nominate my staff."* Beatrice(4): **EE1:7** *"There are various vouchers and cash awards that you can give out, there are team bonuses, various things you can do nationally like team of the month".* Georgina(4): **EE1:8** *"We also have R&R at the PB3 level where they have a budget and I have used that as well in the past if someone has done something exceptionally well I would use that. There is also the centre budget, again anybody can nominate anyone it doesn't have to be the team leader".* Jennifer(4):

		EE1:9 *"We have the formal schemes as well where you can give out vouchers and there is team of month scheme where you all get £125 on your wages, so there are a few different things that run".* Jennifer(4): **EE1:10** *"Where it is really out of the ordinary then we would be looking to give them some sort of financial reward or a voucher in recognition. Or if we have to work towards something massively as a team all at once then I would probably nominate them for team of the month for that".* Lisa(4): **EE1:11** *"Your manager or any member of staff can put you forward for a reward and recognition payment or voucher because of outstanding customer service or going the extra mile for a customer or individual...We have a stencil that you need to complete and just need to give a brief description of why you think the person deserves a reward".* Lisa(4): **EE1:12** *"I gave one of the people on my team a reward and recognition after their last 1-2-1 because they came with an excellent customer service example which I didn't know about because they had just done it as part of their day to day job".* Lisa(4): **EE1:13** *"Every individual command has an allocated budget for colleague of the month recognition payments, and so the staff within that command nominate who they feel should get it. The manager then looks at them and see who gets the most nominations and they normally get the payment".* Olive(4): **EE1:14** *"We also do monetary rewards in the form of vouchers and cash payments as we have a small R&R budget so we tend to use those for different things".* Pauline(4): **EE1:15** *"The physical R&R, so asking my manager to make that award with a financial voucher or cash award".* Pauline(4): **EE1:16** *"I think people think that their line manager knows what they have done so if they feel it is worthy of a nomination they will do it".* Pauline(4): **EE1:17** When asked what encourages Pauline to seek a voucher or cash reward for one of her team – "*If it was a difficult period or I had high sick leave and somebody stepped up and took on additional responsibilities or achieved above and beyond, something bigger than the usual then generally I am quite confident as to judging whether that would meet the requirements".*

		Roxanne(4): **EE1:18** *"We do the usual things like the R&R where you would nominate somebody for a monetary acknowledgement, or a voucher reward".* Gurpreet(5): **EE1:19** *"We also have something called simply thanks where they get a £20 voucher, it's just based around putting in a paragraph of why you have recognised what they have done and then it gets to a panel and they decide if it is worth giving the £20 to them".* Kate(5): **EE1:20** *"We do have a good R&R scheme going so depending on what people do we have simply thanks, so if somebody runs the team board for example or helps their team leader or you know does something just a little bit outside what they would normally do, we would do a simply thanks. If someone goes way over and above like delivering a presentation or changes a process that is going to have a big impact for the better we would have a small bonus system where somebody could get a monetary value so we have that kind of reward and recognition".* Matt(5): **EE1:21** *"Reward also can be local reward schemes which we have, things like a simply thank where you get a £20 voucher and we also have a reward bonus scheme which is organisation wide and that's when somebody has done something exceptional and they can receive up to £1000".*
	EE2: Utilising formal organisational reward policies – Belief that the financial reward gives weight Pubsec1: 2 Pubsec2: 0 Pubsec3: 3 Pubsec4: 3 Pubsec5: 2 **Total: 10**	Anthony(1): **EE2:1** *"I think people actually were more motivated probably by the box marking itself, so the assigning of a rating…the people I've spoken to generally, that being much more important to them than any pay that goes with it".* When asked Anthony thought this was the case – *"It's how people identify themselves…there's a lot of people who say you know say I don't care what box marking I am I just want to know that I do a good job because they hold that as sort of, it's how they identify themselves. So they identify themselves as you know, a mother, a daughter, a good wife, a member of society and a good worker. So the minute that you say to someone actually no there may be some areas that you need to improve then it's, I don't know it would be like you calling be a woman, I know I'm not a woman and I'm a man but you're calling me a woman so that's gunna immediately get a reaction out of me, probably a negative one".* Leanne(1): **EE2:2** *"The £50 or £100 probably isn't the be all and end all but I just want you to know the reason why I'm doing it".* Leanne(1): **EE2:3** *"The pay freeze doesn't make it any more important or any less important, at the end of the day what you're saying is you've gone above and beyond so in some respects I don't think it matters what's happening with your salary because it's about doing something more than that".*

		Leanne(1): **EE2:4** *"I think it's important that when you're sending the letter to say well done, I've nominated you and you've been successful, it's important to say you know this is a token of my appreciation".* Clare(3): **EE2:5** *"It isn't the money but there is some weight behind the money, you have to think about this and put them forward, but I think the amount of money is probably irrelevant. It's nice to be recognised and there aren't many other things we can use, it's currency but more than in just the monetary sense".* Janet(3): **EE2:6** *"I would possibly argue that's partly because a financial reward is tied up with the fact that it is a box one and you have got that label, and I don't know whether or not if you considerably diminished the financial reward and said it was only £200 more than the other ones, whether or not you would have the same effect, and I imagine you would have quite a close one".* Janet(3): **EE2:7** *"I don't know whether or not it's necessarily money, but I think it is the fact that it was something a bit more than a thank you. I think if I had said 'have a day off' or 'I'm going to take you out for lunch' or something along those lines she may not have cried but would have had a positive reaction. But it was the fact that it was a bit more than just a thank you".* Kirk(3): **EE2:8** *"It means something more than just a thank you, in terms of whether it's a physical reward so a bonus or something, or whether it is something like a certificate or a box of chocolates or a bunch of flowers, anything like that which is basically a thank you for delivering something, supporting team mates, anything like that…I'm not underplaying the thank-you, or the e-mail, or the conversation because I think that is really important, I just think it's nice because actually you have to go out of your way to do something beyond that, so it is showing the organisation values it in a bigger way, in a more financially committed way. Or even if it is just me buying something, it is me saying 'this really is brilliant and keep doing that'".* Kirk(3): **EE2:9** *"It could be the strength of the recognition, it could be anything, it wouldn't necessarily have to be cash but I think if it was a couple of days leave that would work for somebody, it could be that strength of something really important that means something to that individual so days off are really valuable to us all, we treasure them, as are financial rewards of a certain amount".* Jennifer(4): **EE2:10** *"I think the ones that hit home are going to be the ones where they are either getting a voucher or something monetary really…I think just because they can use it outside of here…it has an impact I think".*

		Lisa(4): **EE2:11** Lisa was discussing rewarding one of her staff with a voucher, using the reward and recognition scheme, for great customer service and described how elated the member of staff was…*"It was just a £25 gift voucher it wasn't a trip to the Bahamas or anything but that made her really happy and really chuffed…I think it was the fact that it was recognised, it could have been a fiver, it was the fact that it was recognised by a manager who then took the time to do something about it".* Pauline(4): **EE2:12** *"If you were putting all the things we do in a ranked hierarchy or order people would value the cash, they would see that as though they had been rewarded at the top level for what they had done and value that more than the verbal thank you".* Geoffrey(5): **EE2:13** *"I think it is more the reason behind it than the voucher, a £20 voucher you can spend within five minutes and if everyone could put a value on it they would probably want a bit more than £20, more of the focus is on being nominated and the reason behind it and that you are being valued and appreciated for the job that you are doing".* Kate(5): **EE2:14** *"It's not down to the money, obviously, £20 is not very much it is just a thank you, it is just to say thank you and people are quite happy with you saying thank you, it makes them feel valued and it makes them feel as if their employer is valuing them and they are doing a good job".*
	EE3: Utilising formal organisational reward policies – Communicating rewards available in the organisation Pubsec1: 1 Pubsec2: 0 Pubsec3: 0 Pubsec4: 0 Pubsec5: 1 **Total: 2**	Laura (1): **EE3:1** *"Making sure that they're aware of all the benefits, the rewards…there's loads of things staff can tap into so it's making sure they have the awareness of the support available".* Helen(5): **EE3:2** *"I think sometimes we forget just as an organisation the vast array of reward we actually do give out and are involved in and if you aren't involved in it you aren't aware of it, but as a manager everybody should be aware of what's out there and what is available to reward our people".*

	EE4: Rewarding out of own pocket *(links to competence and relatedness)* Pubsec1: 1 Pubsec2: 2 Pubsec3: 3 Pubsec4: 5 Pubsec5: 2 **Total: 13**	Debra(1): **EE4:1** *"If a team has done something and they've had a particularly tough day I've bought sweets, just something so simple I've got them tins of sweets and given them the tins of sweets".* Debra(1): **EE4:2** *"To be honest, and probably shouldn't do it, sometimes if I think that I want to, I will go buy somebody something, it's not a regular thing, but I think if somebody's done something particularly well and, and it won't be, it might just be a bottle of wine or something like that, so I would sometimes spend my own money and I don't see that as a bad thing, I see that that's my choice to do it so that I can get somebody something more personal for them".* Debra(1): **EE4:3** *"I think sometimes people appreciate that you put your hand in your pocket and bought them a tin of sweets out of your own money because actually you do care, you've not just thrown the department's money at us, you've actually gone out and thought about it. So I think it's making them feel that as a manager you do genuinely care and are prepared to do that".* Jackie(2): **EE4:4** *"If you can award the whole office, like reward a manager £200 and say 'that is to go and buy the team breakfast' then the whole office gets to share in the success and everyone feels good about themselves"* although Jackie went on to say that team rewards like this were not permitted within the policy. Jackie(2): **EE4:5** *"When they won that best engagement score the team leader went out and bought smoked salmon bagels for everybody. It's that sort of thing, a sense of we together are achieving rather than I as an individual am achieving is more powerful somehow".* Rebecca(2): **EE4:6** *"I just think that when you look at people's faces when giving them time or something unexpected, even something like a bacon butty on a Friday morning as my treat, for the sake of £20 or £30 the difference it makes to them and the start to their day that you are in and you notice them and that you pay for it, the impact it makes, it does perk people up".* Clare(3): **EE4:7** *"But I think sometimes just bringing in a box of donuts, all people at all levels in the team can do that but it's a nice little thing to keep doing…It's (donuts) a quick and easy way of doing something when you have a large team, it's not a formal reward but it's something people enjoy".*

		Kirk(3): **EE4:8** *"Whether it is just going out for lunch or coffee, or if it's going out for team drinks, both myself and my manager will often pay for the drinks or snacks, because it is something we want to do. There is no obligation to do it, I like doing it for my team because I really value that they work really hard for me".* Susan(3): **EE4:9** *"The other bit of saying thank-you which I think happens in the department is the more informal, I brought in some chocolates or go to the pub and buy some drinks, all of them are good and laudable but they can mean that a lot of managers pay quite a lot out of their personal pockets. So a box of biscuits might not cost much but if you start getting a round of drinks in for 25 people that really starts to add up. I'm quite happy to do that, but not every week or every month".* Georgina(4): **EE4:10** *"Also the usual things so bringing in sweeties and cakes and maybe celebrating birthdays, and at team meetings the recognition that someone has passed something or got certified in something".* Jennifer(4): **EE4:11** *"If we have done really well I will bring some donuts in or just chocolate or biscuits something like that".* Olive(4): **EE4:12** *"We have celebration events in the year around performance where we all come together and put on pancake day or whatever, we put on rewards like that as a management team which we fund ourselves".* Roxanne(4): **EE4:13** *"We have a theme, we've put money together from a team leader point of view to say let's get some bits of fizzy orange and pretend it's the Oscar's, we have decorations and have created certificates and little trophies from e-bay so it is our pocket to make it a nice day. We are having a team buffet, and just using that money to say thank-you to people that you do not always recognise".* Sandra(4): **EE4:14** Sandra mentioned that she regularly brings in cakes and biscuits for her team to say thank you, when asked if this is something she pays for she replies – "*It isn't expected, it is something that I choose to do".* Carly(5): **EE4:15** *"I think finding ways to reward the team in other ways, so as an organisation we're not allowed to pay to take people out but we will organise them ourselves and put money towards a buffet or whatever it might be so I've done that before".*

		Gurpreet(5): **EE4:16** *"Every Friday we have treat days and I bring in food for them, it's just showing that I do recognise that they do hard work, they are here long hours and everything is actually appreciated".* Gurpreet(5): **EE4:16** *"I think it is just showing that someone does appreciate the work that they do and obviously we do value that they come into work. If someone brought in treats for me on a Friday it's just 'wow, someone has actually appreciated what I am doing' and it just makes your work life more valuable".*
	EE5: Being creative with reward Pubsec1: 2 Pubsec2: 2 Pubsec3: 0 Pubsec4: 1 Pubsec5: 0 **Total: 5**	Anthony (1): **EE5:1** *"I have a responsibility to make sure that they feel suitably rewarded for the work that they do within the parameters of what* Pubsec1[sic] *can offer".* Anthony (1): **EE5:2** Anthony explains that even with an exceeded box marking at the end of the year the financial rewards are not comparable to the outside industry and therefore *"You've got to think of other ways to incentivise work and make people feel engaged, and because it's taxpayers money we don't have much, as much discretion to just sort of go that was a really good bit of work I'm going to double your salary for a month, so you've got to find other ways to do it and keep your team on board".* *"Reward isn't just you know someone's pay, it's not just saying well done you've met your performance targets here's a chunk of money, it's actually all the little things that you do day to day as well".* Anthony (1): **EE5:3** *"Without getting into you know should the department allocate more money to that, should we actually need it in the first place bearing in mind we're public servants? Surely that opportunity to serve the public should be reward enough…If you go back to what* Pubsec1's[sic] *purpose is, it's to help people at their lowest point…so I think you would expect that kind of work to attract a certain type of person who, you know just the sheer helping of people is reward enough…I don't think we necessarily need like a, you know we don't need a sales type or marketing type of reward structure because what we should do, if we recruit correctly is that we recruit people who for doing the job well should be reward enough, now I actually don't think that we do".* Anthony (1): **EE5:4** *"As an organisation we should assume that people, yes you need to reward them in small ways through the year, but I don't think we should, you know set aside five million pound so everyone instead of getting a £50 voucher get a £100 voucher, I think the work should be reward enough, financial I mean, like in terms of monetary rewards".* George(1): **EE5:5** *"There's a variety of things that are open to me in terms of reward or indeed recognition".*

		Jackie(2): **EE5:6** *"Yes I do give monetary rewards but I would rather do something like a whole staff breakfast, and think of things that are so much more creative…I mean money is always useful but I think there are more creative ways to do it".* Rebecca(2): **EE5:7** *"What it did do however was make me do something about it, so although we can't change the rules on the flexi bands what we can do is allocate work that can be done in those hours which means people can at least come in that half hour earlier and be credited for that time, whereas before they were coming in, sitting here, and then not starting work until 8am, so they have a bit of flexibility back".* Olive(4): **EE5:8** *"I have layers of the types of rewards that I use".*

Appendix 19 Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Mapping themes to SDT

Influences on the ways in which managers reward their employees: Satisfaction of managers' needs			
Theme Code	**Basic need according to SDT**	**Theme identified in the interview data linked to the SDT need**	**Page number reference for managers' quotations**
IA1	Autonomy	**Responsibility –** Belief that it is the right thing to do	316
IC1	Competence	**Positive outcomes –** For themselves	317
IC2	Competence	**Personal preference and past experience –** Past experience of being rewarded and the influence of role models	317-319
IC3	Competence	**Responsibility –** Part of their role as a manager/leader	319
IR1	Relatedness	**Positive outcomes –** For themselves	320-322
IR2	Relatedness	**Positive outcomes –** For the employee	322-323
IR3	Relatedness	**Personal preference and past experience –** Past experience of being rewarded and the influence of role models	324-328
IR4	Relatedness	**Personal preference and past experience –** What they personally value in reward	329-331
IE1	Extrinsic	**Positive outcomes** – For the organisation	331-335
IE2	Extrinsic	**Responsibility –** Part of their role as a manager/leader	336

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
Autonomy • Individuals acting from their own interests and values (Deci et al, 2001; Ryan and Deci, 2002). • The experience of acting with volition, willingness and choice (Olafsen et al, 2015; Stone et al, 2009). • Feeling like the initiator of one's own actions (Baard et al, 2004).	**IA1:** Responsibility – Belief that it is the right thing to do Pubsec1: 1 Pubsec2: 0 Pubsec3: 2 Pubsec4: 2 Pubsec5: 1 **Total: 6**	Anthony(1): **IA1:1** *"This is all going to get incredibly hippy, I do genuinely believe that you should treat people how they want to be treated, so from a moral standpoint I think it's absolutely the right thing to do because I believe that hard work should be recognised and it's nice to be nice".* Anthony(1): **IA1:2** *"My main drive is to treat people with respect, because it's the right thing to do, and reward is part of that you know, part of respecting people is rewarding people".* Paul(3): **IA1:3** "*There is also, by rewarding people and recognising performance, it is the wellbeing of that individual, making them feel recognised and part of the team which is important".* Paul(3): **IA1:4** *"It's also a bit about being a decent human being, how nice you are and how much you recognise people".* Susan(3): **IA1:5** *"One is a moral thing that if people have worked really hard you really ought to say thank-you, so there is that".* Beatrice(4): **IA1:6** *"I don't need to be motivated, I am just grateful that they are doing it so I tell them".* Tim(4): **IA1:7** When asked why saying thank you was so important to Tim he responds - *"It's just dead basic, somebody is doing a good job, it is as simple as that, it's nothing more than leaving a bloody tip at a restaurant, it is just dead basic stuff. I think it's greatly appreciated".* Matt(5): **IA1:8** *"It's just the right thing to do, people work hard and they deliver in a number of different areas so for me I don't really need a lot of motivation because people should be rewarded and should be thanked".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
Competence • Succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al, 2004; Deci et al, 2001, Ryan and Deci, 2002). • The experience of being effective in interacting with the environment (Olafsen et al, 2015).	**IC1:** Positive outcomes – For themselves Pubsec1: 1 Pubsec2: 0 Pubsec3: 1 Pubsec4: 0 Pubsec5: 1 **Total: 3**	Anthony(1): **IC1:1** When discussing the extra time spent on the countersignature end of year reports - *"If I was doing this and no-one was giving me any positive feedback I would stop. You know it was discretionary effort from me that me do this, the department doesn't command that I do anything other than agree the box marking and scribble my name. It absolutely makes me plan to do it again next year, it absolutely makes me want to look for more opportunities to thank people for the work that they've done".* Kirk(3): **IC1:2** *"I want a happy and engaged team and so it definitely helps me in my job and makes me feel better and to keep motivated and more engaged with my own role".* Kate(5): **IC1:3** *"I can put things in from an operational perspective and some other manager can come in and think we are going to work a different way, but what people cannot do is take away the development opportunities you have provided for people…So if I have managed to get people from an PB1 grade to PB4 grade then that is a personal achievement of mine and that motivates me to go on…I have to be the best in the targets and yes to a degree that is still important and I still get motivated by achieving great results but I am more motivated by developing people because that will last. Everything else, targets change and performance changes, but developing people never changes, that is something that you have achieved that nobody else can say they did. You can retire knowing that you have helped a number of other people with their career and that motivates me".*
• The belief that one has the ability to influence important outcomes (Stone et al, 2009).	**IC2:** Personal preference and past experience – Past experience of being rewarded and the influence of role models Pubsec1: 1 Pubsec2: 1 Pubsec3: 0 Pubsec4: 2 Pubsec5: 2	Anthony(1): **IC2:1** *"I think I know myself what I consider to be reward for me is not just the monetary stuff, it's also you know the acknowledgement of a job well done if that makes sense?".* *Hannah(2):* **IC2:2** When I asked Hannah why she was so passionate about recognising the work that her team do and investing in their development she said - *"It's understanding that from my own perspective, I went for a long, long time without receiving that and actually that again was a thing that impacted me, and my confidence, and my own strength to maybe be a little bit more brave and go for promotions and things like that. I didn't believe that I had the ability or what it takes, that self-worth".* *"I've realised I haven't tapped into my potential and I don't want people to miss out on the opportunity to actually gain confidence and realise their potential".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
	Total: 6	Sandra(4): **IC2:3** *"It has developed over time, just trial and error mainly, learning what works and what doesn't. To be honest I think it was probably formative years as a team leader, having some particularly difficult staff, having to deliver difficult messages, performance management processes, and when you are giving sometimes copious amounts of constructive feedback it helps to have that buffer, and also to make sure that people who do not have your undivided attention because they are not going through any particular issues at that time that they continue to feel valued as well. I think that is having learned the value of it and having learned the value, or rather the impact of not doing it as well. I think that is just down to lessons learned".* Tim(4): **IC2:4** *"I try to do everything by being upfront, direct and straightforward and to use common sense, I wouldn't have said when I was a child I was particularly polite or anything like that, you know cheeky kid, but you change as you get a bit older and you work and recognise that everybody is trying to do something, very few people come into work to do a bad job so there is no harm in saying thank you or well done".* Carly(5): **IC2:5** *"I've seen what doesn't motivate and what does motivate me and the leader who absolutely inspired me the most was someone who was good at coaching I didn't even know I was being coached. She was able to give me really difficult feedback and was very straight with me about things I wasn't doing well and what I needed to be better at, but because of the way that she did it she made it very clear to me what I needed to do differently and I was able to respond to that. I didn't get any awards or anything with her but the very fact that she was then able to acknowledge what I had done and say well done was brilliant, I didn't need any more than that and she knew that. They have very much shaped me as a leader and have enabled me to think about what that means when I engage with others".* Geoffrey(5): **IC2:6** When discussing why he sees feedback as so important Geoffrey discusses his own experience – *"In the past I have had managers that have sort of just berated is, I'm coming in and doing what I think is a reasonable job and sometimes you feel that things aren't good enough but you aren't given any direction on how to makes things better". "It puts you in a bit of a rut and things don't get better and sometimes it gets worse and worse and they don't get the results they want from you anyway, you are being told you need*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		to do something in a certain way but you aren't being told how to do it and you don't know which direction to take or if you are doing it right, and if you do go in new direction you don't know if that is the right way so it is a lot of guess work".
	IC3: Responsibility – Part of their role as a manager/leader Pubsec1: 1 Pubsec2: 0 Pubsec3: 1 Pubsec4: 1 Pubsec5: 0 **Total: 3**	George(1): **IC3:1** *"It's more down to my personal management style, I much prefer to manage by carrot than by stick".* Paul(3): **IC3:2** "*I think it's part of how to be a good line manager. So within my objectives, because I manage people, I have a managing people objective. Then I think in that there is about making sure people's objectives are stretching, they own things, they have development opportunities, I think there is also something around how your team enjoy working together, but there isn't anything that specifically that says you will make sure you reward people, I think it's more just in how you be a good line manager".* Georgina(4): **IC3:3** *"I think there are a lot of communications coming down the line promoting this type of thing and people sometimes just pay lip service to it but I actually think it is really important and people value the thanks and the time that you invest in them and that builds a good team. I want to build a good team and I want people working together and helping each other out and this is the way I have always worked".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
Relatedness • Connecting with and being accepted by others (Ryan and Deci, 2002). • Establishing a sense of mutual respect and reliance (Baard et al, 2004). • The experience of having satisfying and supportive social relationships (Stone et al, 2009). • Feelings of being cared for and respecting others (Olafsen et al, 2015).	**IR1:** Positive outcomes – For themselves Pubsec1: 2 Pubsec2: 3 Pubsec3: 1 Pubsec4: 2 Pubsec5: 2 **Total: 10**	Debra(1): **IR1:1** Debra discusses an example of when she sent an e-mail to a member of staff to thank them and they received a reply back to say how much they appreciated it – *"It was lovely then that they actually took the time then to respond back to me, and that sort of, sort of made me feel good".* Debra(1): **IR1:2** *"I think you get the reward yourself because it gives you, for me it gives me a buzz, when I reward somebody whether it's a thank you or not, it's that buzz. Even if they don't come back and say thank you to me, because I don't expect them to. You always get some feedback from somebody about how much a difference it's made to somebody and I think if I can do that and give somebody a lift that gives me a lift. It does give you that sort of reward back".* Debra(1): **IR1:3** *"I think all too often as a manager we can be seen as that stone-faced uncaring individual that manages them and just cracks the whip all the time, to push for performance and push for the customer service to be delivered. I think for me it's part of me wanting them to see that I'm human and that I do genuinely care".* Leanne(1): **IR1:4** *"Without a doubt it's lovely to be able to give positive feedback".* Jackie(2): **IR1:5** *"One of my staff that I rewarded and sent a note to, she sent me a note back again saying she was so pleased and honoured, that she had never got a bonus before, that she was motivated anyway but this has just been the icing on the cake and she is just thrilled, and getting that letter back again thrilled me, it felt like a win-win thing. So I think its seeing people's pleasure and people feeling acknowledged for what they have done, people feeling thanked, people feeling noticed".* Jackie(2): **IR1:6** Although Jackie mentions the performance impact of rewarding and recognising people she then says - *"But I do get an intrinsic reward seeing people happy and pleased with themselves".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Rebecca(2): **IR1:7** Rebecca discusses the positive reactions she gets from her staff when she recognises their achievements - *"It makes me keen to do it again. It makes me pleased that I done it. It is quite easy to think that I won't do it or head down and clearing work, but just that bit of added interest makes a real difference so why would you not do it again?".* Sarah(2): **IR1:8** *"It makes it feel worthwhile you know, it's that bit of a warm feeling Lesley-Ann when you feel you have done something for somebody and they have appreciated it…when the opportunity arises I do like, you know you get that accomplished feeling".* Clare(3): **IR1:9** *"I think your staff might recognise you for the manager you are and I think even though I can be a bit brusque at work at times and a bit delivery focused, my previous staff have all said that they liked my honesty, truthfulness and the fact they can trust me. So you get recognised by your staff because you have done that sort of stuff…It's not part of your appraisal 'did you reward people equally and adequately?" I guess you get it in a different way which is just as useful".* Clare(3): **IR1:10** When a member of staff thanked them for being thanked – "*I just thought it was really nice, I felt great about it. I could imagine knowing where he was when he got that bit of good news.* It's not completely altruistic because when someone thanks you and recognises you it makes you feel good as well". Olive(4): **IR1:11***"It is important to me that the people that I am working with recognise what a great job they do and that is the important thing for me that they recognise what a great service is and realise what a good job they do. Sometimes they struggle with work and competing demands and priorities that change at different times but it's important to recognise that what they do with that one customer, one at a time is the important thing and that is what gives me pleasure when they recognise that 'oh yes I am doing a good job'".* Ruth(4): **IR1:12** When asked how it makes her feel to reward people Ruth replied with – *"It makes you feel happy doesn't it? I like people to be happy, you don't like it when people come in and they're not happy, I know some people have genuine reasons and have a lot on their minds but I tend to like people to be happy and I would do anything to make that happen".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Ruth(4): **IR1:13** *"I feel rewarded from the team as much as anything because I think they appreciate what I do. I try to do the best I can and even just seeing them happy is rewarding".* Carly(5): **IR1:14** *"It does help them to do a better job, but that is not only why I am doing it, I enjoy seeing people feeling valued and acknowledged, I love to see people who have a buzz about what they are doing and they are excited and so constantly ensuring that they know that I can see that and I am appreciative of that keeps them going. So I do it because I value it and I like to see their enthusiasm when I do it for them. That gives me huge satisfaction to see people getting on and growing and developing, so it gives me a buzz to see that and I actively do that. I think all leaders should do it".* Matt(5): **IR1:15** *"There is some pride there and also for me I get a bit of reward from the fact that I have been able to say someone there is a thank you and there is a small amount that you can go off and do whatever you want with".*
	IR2: Positive outcomes – For the employee Pubsec1: 0 Pubsec2: 0 Pubsec3: 3 Pubsec4: 1 Pubsec5: 2 **Total: 6**	Clare(3): **IR2:1** *"In the future other people will think the same hopefully, for their own future and careers it all helps that they have been recognised to other people for doing a good job".* Janet(3): **IR2:2** *"There is a girl, while I was private secretary I was managing a diary assistant, and she was really struggling but started to put in loads more effort and I gave her £200 and told her I really recognised the effort that she had been putting in and then she cried and I think that was one of the most moments where you recognise the impact you can have".* Kirk(3): **IR2:3** *"That's kind of what makes me do it, or makes me want to do it. I like to see people happy, I like to see people when they have done something really well, they do enjoy receiving that, whether it's £25, or just a thank-you, people really respond to it and it does make a difference to them individually".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Roxanne(4): **IR2:4** *"They give you that back, you see the difference it makes to them just seeing someone acknowledging that they have done something, so I think that is massive for me".* Roxanne(4): **IR2:5** *"I am not good at much but what I am good at is people, I love people, I am a people person and I would do anything for anybody, and for me that is my priority always, if your staff are happy and they feel valued.* That is what drives me, passion, and individuality and what does that person bring that is going to make a massive difference so that is where I come from". Roxanne(4): **IR2:6** *"My motivation isn't my development it is me developing my staff and it's having somebody realise how good they are, when somebody finds out how fantastic they are it is great".* Carly(5): **IR2:7** *"It does help them to do a better job, but that is not only why I am doing it, I enjoy seeing people feeling valued and acknowledged, I love to see people who have a buzz about what they are doing and they are excited and so constantly ensuring that they know that I can see that and I am appreciative of that keeps them going. So I do it because I value it and I like to see their enthusiasm when I do it for them. That gives me huge satisfaction to see people getting on and growing and developing, so it gives me a buzz to see that and I actively do that. I think all leaders should do it".* Geoffrey(5): **IR2:8** *"When you see your team achieve things it feels like an achievement for yourself too, I have had two people promoted and I would like to think that I have had some involvement in that, not all of it obviously, but I have had some sort of influence on their success as well".* Geoffrey(5): **IR2:9***"It's the morale, you want a reason to come into work, everyone has their own reasons for why they come into work, for some it will be for the money or something to do during the day, but you need that engagement to give you a purpose at work".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
	IR3: Personal preference and past experience – Past experience of being rewarded and the influence of role models Pubsec1: 4 Pubsec2: 3 Pubsec3: 4 Pubsec4: 1 Pubsec5: 3 **Total: 15**	Anthony(1): **IR3:1** Anthony explains how his past work experience in a Times Top 100 company has influenced the approach that he takes to rewarding people – *"It was drilled into me from a very early point that reward isn't just you know someone's pay, it's not just saying well done you've met your performance targets here's a chunk of money, it's actually all the little things that you do day to day as well".* Debra(1): **IR3:2** When asked what influences her approach to rewarding people Debra discusses her past experiences - *"Some of it is through experience where I've done things and it's not been acknowledged, and I suppose you don't do things for an acknowledgement but I've worked for managers who have never said thank you for anything and I think you kind of, it does deflate you a little bit".* Debra(1): **IR3:3** *"As I've sort of worked my way up and actually become a manager with people, I wanted to make sure I treat them the way I want to be treated…when I was at their level, and I think actually seeing the difference it makes to individuals when they get an acknowledgement".* Debra(1): **IR3:4** *"Experience first hand from managers that I haven't done what I think they should have done and I thought I will not do that when I've got staff, I'll treat them how I want to be treated and give them acknowledgement".* George(1): **IR3:5** When discussing his own end of year report- *"The fact that my countersigning manager ad thought to handwrite just a sentence on it thanking me for my work this year, it's the little things, and its those sorts of things that I would use".* George(1): **IR3:6** *"There have been people who have had an effect on me and generally speaking those people have been inspirational".* Leanne(1): **IR3:7** Discussing the impact of a previous manager on how they manage now *"I can't ever remember getting a monetary reward from him, but in terms of promoting the work that I had done to senior managers, he certainly did that".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Jackie(2): **IR3:8** *"My previous line manager used to talk about 'rewarding the ordinary' which was interesting rather than rewarding the extraordinary which you know was about noticing when people done things and thanking them, but not forgetting the simple thank you, not assuming you had to give money".* Rebecca(2): **IR3:9** *"Our most senior manager goes out and talks to people and is interested in meeting everyone, he spends at least two days a week every week on the road despite everything else that he has to do and running the organisation. He does two or three two hour sessions on each day meeting people from the most junior levels right the way to the top of the shop and they get dedicated time with him and I think that is a real reward".* Rebecca(2): **IR3:10** *"I think one of the things I always remember is that I started at the lowest grade in the organisation and worked my way up, I haven't got a degree and there are lots of things that I don't know, but I do like to treat people the way that I like to be treated myself and there is something in that".* Sarah(2): **IR3:11** *"What I have tried to do is, in my management style, I've tried to emulate the really good line managers that I've had and their behaviours and sort of incorporate some of the tips that I have picked up from them. Not by them saying 'you ought to do this or that', just by observing and realising how they've made an impact on me and what they've done that have had a positive impact on me".* Sarah(2): **IR3:12** *"In a negative way it's how I wouldn't act and thinking I really don't want to be like that as a line manager myself, I would try and do that differently if that situation posed itself to me. Not because they are an ineffective line manager or they're not a very nice person, it's just sometimes that they may be out of their comfort zone and not handled it very well, or they've got pressure coming down on them, or time constraints. I suppose I've taken that on board and thought I would do that slightly differently, or I hope if that if I was put in that situation I wouldn't do that. I mean sometimes, we are all human Lesley-Ann and it doesn't work out that way, but you try your best".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Janet(3): **IR3:13** When Janet discussed a previous line manager she described her – "*She was amazing it and a lot of what I have said today is what I have learnt from her. She picked up on the fact that I wasn't being very confident and said 'you are doing very well, why do you not think you are doing very well?' and I said I just needed more confirmation and she said 'oh you just need more confirmation well then just say that is what you need and I will give you it'. She's got about 500 people and she always does things such as learning people's names and in an organisation that size it makes quite a lot of difference".* Kirk(3): **IR3:14** *"I think it is what I recognise as being a good leader and manager through managers I have worked with in the past, so it is a collection of where you see things and think that really works, when you're in that role you try and take that forward. And I think there is part of that which is, you know, I do see people who are recognised elsewhere, and you think well that is how the organisation does it and that is how I want to do it".* Kirk(3): **IR3:15** *"I've worked for people who I thought were good managers who have inspired me to go above and beyond for the organisation and I've worked for managers who haven't, and I think the honest feedback and the reward but also the performance management and whether they have managed performance properly has been one of the things of a good engaging manager".* Paul(3): **IR3:16** *"From my personal example I've had times when the PB7 has stopped off at my desk and said 'I was in a meeting with the PB8 when an external stakeholder mentioned and that you had done some wonderful work and thank you very much'. That sort of thing can often be as important as 'oh here's £500', that's all recognition".* Paul(3): **IR3:17** *"I think most of my knowledge in terms of how I reward people in my team comes from experience that I've had from line managers, and sometimes you learn from bad experiences as well so although it might not be particularly nice and they may be a rubbish line manager you think actually I wouldn't want to be treated like that, and then when you get a line manager who is very good at it, you realise it is very small things sometimes that make a big difference. It could be that you are having a bad day and someone says 'thanks very much for that' it can make a big difference to how you then take things forward".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Paul(3): **IR3:18** *"One of the worst line managers that I had was someone who took all the credit and then when things went difficult was nowhere to be seen".* Paul(3): **IR3:19** *"As with everything you have good and bad managers, certainly where you have good managers you try to replicate their style, or you think that was good when you see other people do things, you then replicate them. In terms of managing and rewarding people, that has definitely been influenced by past line managers".* Paul(3): **IR3:20** *"When the director general stopped off at my desk and mentioned the PB8 was singing my praises, that sort of thing makes you feel good and it makes you think 'well actually it was worth the effort I put in and it was valued' so those sorts of things are good. It's not to say that I don't want to be financially rewarded for things but that recognition is important".* Susan(3): **IR3:21** *"I think too I have been on the receiving end of that from some of my more senior colleagues and that helps. You know how nice it is to receive it and I think I should be passing that on".* Susan(3): **IR3:22** *"Certainly when I've had praise it has been a prompt and made me think I ought to go and give praise to other people, and it's set the culture of the organisation that this is the place where people get praised".* Olive(4): **IR3:23** *"I am a great observer of people and different managers I have worked with I feel like I have picked up different elements as I have gone through my career. I have seen great people managers who are wonderful at being really connected to people, knowing their names and knowing something about them".* Carly(5): **IR3:24***"I remember once that I was sent a simply thanks, which is where you just send someone a £20 voucher which everyone can nominate for everyone for as an acknowledgement, and it was very nice but I got more pleasure when that same person just dropped*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		me an e-mail and said that what I had done was really well done. That meant more to me than the letter that came with the voucher so I'm not that big into those, but you're making me realise I am applying my own values on how I am rewarding people and I need to think about the things they like as well. When I got the letter it was a standard letter that was sent through the post and it just fell flat with me because it wasn't personal because I need that personal engagement". Carly(5): **IR3:25** *"I've seen what doesn't motivate and what does motivate me and the leader who absolutely inspired me the most was someone who was good at coaching I didn't even know I was being coached. She was able to give me really difficult feedback and was very straight with me about things I wasn't doing well and what I needed to be better at, but because of the way that she did it she made it very clear to me what I needed to do differently and I was able to respond to that. I didn't get any awards or anything with her but the very fact that she was then able to acknowledge what I had done and say well done was brilliant, I didn't need any more than that and she knew that. They have very much shaped me as a leader and have enabled me to think about what that means when I engage with others".* Geoffrey(5): **IR3:26***"From my past experience it's all the praise that I got when I was developing and turning myself around, that recognition completely changed my work life around and when I look back I just think what I used to be like and what I am now and I am a completely different person and I appreciate the time and effort people have put in, they seen something that other people didn't. Leading up to where I am now I can pin point that down to how I have been managed by come people previously and I recognise that and think that is the manager I want to be, if someone can turn me around then following the techniques that they have used then maybe I will be able to do the same but identify my own ways of doing it with individuals, putting my own spin on it".* Gurpreet(5): **IR3:27**Gurpreet discusses when she was a PB1 in another department and the impact one of her managers had on her – "*when I worked there the manager used to come along and say thank you to everyone at least once a week, that's something that motivated me, and they used to bring in treats every Friday and that is something that I liked, I felt valued and I prefer to work in that environment so I guess that me doing the same is just setting a stepping stone".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
	IR4: Personal preference and past experience – What they personally value in reward (*links across all three basic needs)* Pubsec1: 1 Pubsec2: 2 Pubsec3: 2 Pubsec4: 0 Pubsec5: 5 **Total: 10**	Anthony(1): **IR4:1** *"If you're saying to me, you know I'm not going to say no to any money anyone wants to throw my way, but I'll work even harder for any boss who is willing to come and say thank you to me".* Rebecca(2): **IR4:2** *"There is a lot I would do for an occasional bit of acknowledgement for work or for a thank you or somebody just mentioning that you did a good job or bringing cakes in, it does make a difference".* Sarah(2): **IR4:3** *"I just try and put myself in that person's position and the fact that I know that to have some recognition for doing something that has saved somebody some time or prevented something getting missed or lost or a deadline not being met, I don't think there is anything worse than working on something, especially if it is something big and not getting any feedback from it I think that's quite soul destroying".* Sarah(2): **IR4:4** *"I think it's about being valued, it's about feeling valued, feeling part of a team, for me obviously I can't speak for other people, feeling that you contribute in a positive way and to not get feedback, and it doesn't have to be thank you, it could just be 'this is the feedback that I have on this document or e-mail', but to have complete silence or to say actually we are not doing that anymore when you have spent days or weeks sometimes on something, it is quite soul destroying, or can be".* Clare(3): **IR4:5** *"I think sometimes just seeing it in other managers, not your manager but others around you, and thinking some people are more naturally genuinely nice and recognise".* Clare(3): **IR4:6** *"I would rather be a bit more like that person than the person who only ever speaks to staff when they are moaning or shouting at them or telling them they have done something wrong because that is quite soul destroying".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Janet(3): **IR4:7** *"My personal reflection is that I can come across as quite a confident person, and people then assume because I am quite a confidence person that I don't need praise and reward and recognition, whereas actually I find I need it more than people who have managed me in the past. Maybe it's a personal projection, a lack of being able to communicate what you need to get through your day can sometimes limit it".* Janet(3): **IR4:8** *"I think I have quite a confident exterior and people don't realise I am quite an anxious person and I guess I realise the impact that those moments can have on me and the impact the negative moments can have on somebody as well and just want to be one of the people that has the positive impacts and want to make it so that I'm not the line manager that is making someone's life hard, that I am actually making things better. I'm a human being so as soon as someone tells me I am doing quite well I think this is excellent and I enjoy things that I am good at".* Carly(5): **IR4:9** *"I tend to do the personal touch because that works for me so that's what I am motivated by. I reward people because I get motivated when I am acknowledged and valued so that is a huge motivator for me, I do like external validation of how I am doing, not everyone needs and certainly as a leader the higher up you go the less you get it and so you have to be validated yourself. I know it is a motivator for me so that's why I try and ensure I acknowledge and recognise people all the time".* Geoffrey(5): **IR4:10** *"For me that is what drives me to do a better job, the praise that I get, sometimes just being told that you are doing a really good job will drive me to do more and more".* Gurpreet(5): **IR4:11** *"I think it's really important because if someone says thank you to me it just makes me feel so much better and makes you feel valued for the work that you do".* Helen(5): **IR4:12** *"I think that is what it for me, it is doing a good job and getting the recognition either through my manager or other parties that I am doing really well".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Kate(5): **IR4:13** *"Because I like to feel valued and I like to feel that I am doing a good job so I like a manager who recognises the work that I do and says thank you to me. I don't need a bonus or a simply thanks but a thank you and well done those types of things, and somebody who inspires me to do well and wants to get the best from me, that is the kind of manager I really draw from and then I can role model that to my managers".*
Extrinsic	**IE1:** Positive outcomes – For the organisation Pubsec1: 4 Pubsec2: 1 Pubsec3: 3 Pubsec4: 5 Pubsec5: 4 **Total: 17**	Anthony(1): **IE1:1** *"I think again if I was being like massively corporate and Machiavellian I would still do exactly the same things because it drives up your performance, it reduces the days missed that you're going to have, you get more discretionary effort from people which is ultimately going to give a better service to your customers and help you achieve your targets".* Anthony(1): **IE1:2** When discussing the impact of taking the time to say thank you – *"You can see that come out in the coming weeks, months in the work that they do. It's almost like you recognise the small thing and then they'll deliver you the medium and large thing after that". "You know for that 5-10 minutes and the thought that I put into writing that person's countersignature…they've now given me a chunk of discretionary effort that has lasted 6 weeks already".* When asked how he felt about the impact on the person – *"Organisationally I think great, I'm going to get more work and more effort and stuff which is great…it rewards my behaviour of rewarding people so it becomes a virtuous circle". "It will then feed even more behaviour that is worth rewarding and so it becomes a self-sustaining cycle".* Debra(1): **IE1:3** *"If you can get your workforce on board and working with you then it's a happier workplace and things get done much easier". Discussing dress down days - "They're still getting the job done to the same standard, sometimes we get more out of them actually on those days…If people were having all the dress downs and things like that and the job wasn't getting done and it was impacting customer service then we'd have to rethink it, but in all my years I've never ever known anything of the sites I've worked where I've done this type of thing, it's never impacted on the customers, actually they dealt with more customers and worked quicker because people are more relaxed".* Laura(1): **IE1:4** *"We've got our productivity to hit, so it's just keeping all them balls rotating really and it's maintaining that happy and healthy balance in the team to achieve them".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Laura(1): **IE1:5** *"if the targets are stretching I like to encourage me staff and think come on we can do this, and if we have a really good month…then you know yeah I will give out the R&Rs".* Leanne(1): **IE1:6***"Hopefully it* (feedback) *then motivates them to go on and do other things".* Hannah(2): **IE1:7** *"Ultimately we're going to be recipients of the service we are creating now and if we don't try to make it the best service we can and pass that on, make improvements and pass that on, then when we come to receive the service we're going to receive a service that we wouldn't be proud of".* Hannah(2): **IE1:8** *"We've got to invest in the people to deliver for the people, because we're all people whether we're in the organisation or recipients of the services of the organisation and I think it's really important for us to try and build and create a culture".* Kirk(3): **IE1:9** *"It's really important that people get that balance in work and people do see that their contributions are recognised and it hopefully inspires them to keep performing at that level or to keep doing the things that they are doing".* Kirk(3): **IE1:10** "*I like to think of my team as a team that strives for success and strives to do things well, and part of it is, and it's not necessarily visible, because a lot of the time with rewards, especially financial ones, we don't make a song and dance about it, it's just for that individual, it's to motivate people to do well, to notice that actually we've had a really tough time and they have done really well in it".* Kirk(3): **IE1:11** *"I think that the thank-you and the little things throughout the year are all really important as part of creating that team environment and an engaged workforce, but the things like the in year cash rewards to recognise specific pieces of work, because they are rarer but not completely dodo rare, then I do think that has quite a positive impact on people when they get those and you see a longer lasting impact on it".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Paul(3): **IE1:12** *"If you don't recognise that I think people won't necessarily stay around and will go elsewhere".* Paul(3): **IE1:13** *"So recognising that performance encourages them to say 'that was recognised I'm going to develop and I'm going to stay here'. In the past I've worked with people who don't recognise things and people don't want to stay there, they move on somewhere different".* Asked about the impact of not recognising the work that people do – "*It may even demotivate them like 'I did a lot of work there and I didn't get any thanks for it so why should I bother doing it?' so I think it's important that you recognise that to keep people motivated and to say 'ok that was hard work but it was noticed that I did that well', if you end up doing something and doing a good job and nobody recognises that you end up demotivated and you think 'no-one recognises that, it won't make any difference whether I go that extra mile or yard on it so I'll just do the bare minimum and get by'".* Paul(3): **IE1:14** "As a line manager you will have supported them on that but you want them to get the credit on it. They are then more likely to take the lead on it next time and want to take it forward, and you won't necessarily have to be as involved in it and you can get on with other things". Susan(3): **IE1:15** *"Then a more tactical, so if I want people to carry on working that hard, doing really well and not leave, I'm aware I need to say thank-you otherwise they are just going to get annoyed with me. If they feel their hard labours aren't being recognised they're going to somewhere else where they are. You really ought to acknowledge it."* Jennifer(4): **IE1:16** *"I think that you lose the good will if you don't. With the role that I have at the minute and the job that my team do you have got conflicting priorities all week so I might send a list of things that I want done on a Monday morning and by Tuesday afternoon that's changed…so for us to just go and make sure they know that we do appreciate that they are chopping and changing, it just keeps them on side".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Olive(4): **IE1:17** *"If you're going to have that really great service for your customers and a happy place for people to work you have to be able to recognise when people do well. That sets your standards for absolutely everything, whether it is your performance standards, your productivity, everything comes from delivering a fantastic service by people who want to be here because they want to be here with their colleagues to deliver the service, they want to know that they are doing a really good job, so you have to give them the tools and techniques to do that and part of that is recognising what they do and the impact that they have and the difference that they are making".* Pauline(4): **IE1:18** *"It is, that reward and recognition because that is the thing that motivates people, you have to get people engaged".* Pauline(4): **IE1:19** When asked why there has been a shift to celebrating individual success and sharing news of when people have received a tangible reward – *"There is no benefit to keeping it discretionary because you want people to do their best and be at their best, you want to empower people to make decisions when you are not around and make good choices on your behalf. There is no benefit to taking someone off in a quiet room and saying thanks very much but please don't tell anybody that you have done well and achieved this".* When discussing the impact of the team ethos she tried to engender through recognition and up-skilling – "*In turn that means my job is easier and I can get on with the own parts of my role"*. Pauline(4): **IE1:20** *"No matter what team I join I always like to build a team rather than having a handful of people working by themselves, I like to have that team ethic where people look out for each other. I do like to build that team ethic and I do like to have a high performing team and I think in order to do that you have to up-skill them, empower them and reward them when they do well and that keeps them motivated".* Sandra(4): **IE1:21** *"I'm interested in knowing the value of it really, I think it is an incredibly powerful tool to keep buy in, staff engagement, that sort of thing".* Tim(4): **IE1:22** *"I think it just enhances the working environment, it improves engagement".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
		Carly(5): **IE1:23** *"We have had a big push on engagement in the last couple of years so it could well be that people are focused on that as well because it is about making sure that people are valued and acknowledged. If your people are engaged and motivated then they will do a better job for you, they will work harder, they will give you that extra mile but I don't do it manipulatively it's just a fact that you get better productivity and more engagement and I would much rather work with people who are engaged and inspired and wanting to do a good job with me rather than being fed up and miserable".* Helen(5): **IE1:24** *"At the end of the day we are here to serve our customers whether they are internal or external and we need to reward our people internally to do what we need to do, it's just very important. Our people are really important, I see them as an extension of myself in the work that we are doing, because if one of us fails we all fail".* Kate(5): **IE1:25** *"You want people to come in and still enjoy what they are doing, you want to make it a great place to work so people will be happy when they come in and if they are happy when they come in then they do a good job and they have performance. At the end of the day we are a public company and we deal with people's personal lives so we need to make sure our people feel valued so that they can deliver a great customer service".* Kate(5): **IE1:26** *"Obviously, we still have to achieve a level of performance because we have to provide a good customer service, but it is turning it around and getting your people engaged and valuing your people and developing your people and that is how we get the best performance people".* Matt(5): **IE1:27** *"If you do that you are much more likely to get those people on board with you in terms of if we have to implement a change if we have to have some more stretching targets, people will be on board if they are being recognised. If they are not you will have a disengaged workforce".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Influences on the ways in which managers reward their employees: Satisfaction of managers' needs Managers' words
	IE2: *Responsibility* – *Part of their role as a manager/leader* Pubsec1: 1 Pubsec2: 1 Pubsec3: 2 Pubsec4: 1 Pubsec5: 1 **Total: 6**	Anthony(1): **IE2:1** *"It's not specifically in my objectives but there is an expectation on me that when I am out and about on my sites I will talk to my staff and address any problems that they've got".* Hannah(2): **IE2:2** *"First of all, I as a manager have a responsibility to make sure that people are recognised for the good work that they've done."* Clare(3): **IE2:3** *"I think it is just part of the management role. I think people think that's part of your role as a manager to recognise people".* Kirk(3): **IE2:4** When asked why he takes the time to recognise people Kirk responds – "*My job as a manager and as a team leader, it is a massive part of my job and I take it quite personally".* Lisa(4): **IE2:5** *"I just see it as part of my job and if I am identifying someone within my team who has done something over and above or who has done something exceptional or continually supported me in decisions I have made, I tend to look at it from my own perspective within my team".* Carly(5): **IE2:6** *"As a leader it is a part of what I have to do, it is one of my responsibilities to make sure that I do reward and recognise people".*

Appendix 20 Supportive mechanisms for managers in rewarding their employees
Mapping themes to SDT

Supportive mechanisms for managers in rewarding their employees			
Theme Code	**Basic need according to SDT**	**Theme identified in the interview data linked to the SDT need**	**Page number reference for managers' quotations**
SA1	Autonomy	**Autonomy**	338
SC1	Competence	**Organisation's reward infrastructure** - Range	339-343
SC2	Competence	**Organisation's reward infrastructure** – Ease of use	344
SC3	Competence	**Organisation's reward infrastructure** – Guidance	345
SC4	Competence	**Role of line manager** – Approving financial rewards	346
SR1	Relatedness	**Organisation's reward infrastructure** – Culture	347-348
SR2	Relatedness	**Role of line manager –** Time and support	348-351
SR3	Relatedness	**Role of line manager –** Role model	351-352
SR4	Relatedness	**Peer relationships**	352

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
Autonomy • Individuals acting from their own interests and values (Deci et al, 2001; Ryan and Deci, 2002). • The experience of acting with volition, willingness and choice (Olafsen et al, 2015; Stone et al, 2009). • Feeling like the initiator of one's own actions (Baard et al, 2004).	**SA1 :** Autonomy Pubsec1: 2 Pubsec2: 1 Pubsec3: 1 Pubsec4: 2 Pubsec5: 1 **Total: 7**	Anthony(1): **SA1:1** *"I can use at my discretion the reward and recognition budget that I have to maybe give a financial incentive. The fact that they allocate a budget to it is supportive as well, that makes quite a clear statement of intent, you know you've got 130 people Anthony[sic] so we're going to give you 4 and a half grand to reward their work through the year, I think you'd be a fool not to spend it, so I think by the very nature of them allocating that stuff to me it, yeah that helps and supports me".* Leanne(1): **SA1:2** *"Obviously we've got the budget, the monetary side of it…we couldn't do it without that budget, we've got the autonomy to spend it how we feel fit".* Rebecca(2): **SA1:3 "***We do have quite a lot of autonomy about how we run things and how we make decisions and how we allocate our own time."* Susan(3): **SA1:4** *"In the directorate that I work in, my boss and all the people that work for him, we get to decide broadly how to divvy that up and we have taken quite an egalitarian approach. So across the year, most people will get a bonus, of course not quite everyone, the people where you are a bit worried about their performance or they seem to be a bit tardy in their work, they don't get a bonus, but virtually everyone else will get a bonus and some people might get 2. The normal bonus we give out is £500, for things a bit smaller we give £250 and for things a bit bigger, I don't think we've given anybody more than £1000".* Olive(4): **SA1:5** *"I think having an R&R budget helps, I know it's not a lot but it does help, money always makes a difference even though it is only small amounts very often."* Roxanne(4): **SA1:6** *"We have a budget of £1000 for the year".* Kate(5): **SA1:7** *"I certainly have a free hand in who I reward it is my autonomy on this site and obviously that is the way I have set it up".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
Competence • Succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al, 2004; Deci et al, 2001, Ryan and Deci, 2002). • The experience of being effective in interacting with the environment (Olafsen et al, 2015). • The belief that one has the ability to influence important outcomes (Stone et al, 2009).	**SC1:** Organisation's reward infrastructure – Range Pubsec1: 3 Pubsec2: 2 Pubsec3: 4 Pubsec4: 3 Pubsec5: 6 **Total: 18**	Debra(1): **SC1:1** *"I think Pubsec1 has got such a large amount of opportunities"* – Debra lists a range of rewards including salary, pensions, partial retirement, flexible working, discount schemes, voluntary opportunities, counselling, legal and financial advice. When discussing the development opportunities available including promotions and talent schemes – *"I think that in itself is a reward because when you're coming into an environment where you can be supported to develop your career of that's what you want to do".* Debra(1): **SC1:2** *"I'm not sure that there is anymore that they could do, because we are public servants and it can't all be throwing lots of money at people, you can't suddenly give somebody, if they come up with an idea that has saved the department a million pounds you can't get a ten per cent cut because it's taxpayers money so we have got constraints and I think we have to understand and appreciate those constraints and live within them. I think Pubsec1 has given us a very good package with the constraints that we've got to live within really".* George(1): **SC1:3** George lists a range of rewards available at an organisational level which he believes contribute to his role in rewarding people – basic salary, PRP, opportunities for promotion, TDA, annual leave policy, flexi leave, special leave, sports clubs, long service awards George discusses the introduction of a new pay offer for PB1-PB3 that will see quite a significant pay increase for a change in working hours – *"It's really good that we've got an opportunity to reward some of the junior staff that have not seen a pay increase".* When discussing his past experience of being able to travel, go on secondment and promotion opportunities, George says *"these things are not always available to people in outside industry"*." George(1): **SC1:4** *"There are opportunities within the organisation to be rewarded and recognised. I know there have been significant changes to pension contributions and the benefits side of it, but you know in comparison again I think it's not bad in comparison with outside industry".* Laura(1): **SC1:5** Laura discussed the range of organisational rewards available and referred to them frequently throughout the interview – pay, pension, flexi time, occupational health, qualifications, PRP, childcare vouchers, discount scheme, special leave, partial retirement, career breaks and long service rewards. *"So yeah I think as an organisation I think we are quite generous in our benefits".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Laura(1): **SC1:6** *"The latest pay deal is quite a good one, so hopefully that will stem you know people leaving to go to other government departments".* Laura(1): **SC1:7** Laura discusses at some length the benefits of having a special leave policy to support people in circumstances such as suffering a bereavement or having childcare issues and reports *"You know there aren't many organisations, or you know the private industry I don't think would offer that type of thing".* Hannah(2): **SC1:8** *"It's just amazing, and there's lots of that, and Pubsec1 are fantastic because to offer the opportunity. There's all sorts, there's graduate programmes, qualifications, leadership three year programmes, there's all sorts".* Sarah(2): **SC1:9** "*We have different reward and recognition schemes in the department, we have thank-you cards or we're encouraged to acknowledge somebody that has done something or we have something called a reward and recognition scheme where you can have a voucher for something, it's not very much but it is a monetary recognition".* Clare(3): **SC1:10** *"The £25 vouchers are really good because they are just a small thing…I've never had a request turned down because we don't use it enough…There is money there with a reasonable L&D budget".* Clare discusses well-being initiatives, discount schemes Kirk(3): **SC1:11** *"The vouchers are regularly available, they require less paperwork, there is a process in place for the others and the performance management system has a place to recognise end of year performance so that has a financial reward attached to it as well".* Paul(3): **SC1:12** *"At the end of the year we get assessed into one of four categories and if you are in the top category then there is a financial reward for that, and there's a certain percentage/quota that they aim for but there is a small degree of flex around that".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Paul(3): **SC1:13** *"There is also, throughout the year, four periods when bonuses can be given for particular bits of work that have been good, now again that is reliant on the line manager to put people forward, the feeling I get with that is it's kind of, well there's enough for everyone to get a little bit and it's kind of done a bit like that, there's never been any challenge to whether the reward is the right thing, but equally how much work do you want to put into that? I think it's important that there is some sort of financial reward if something has been done well, or if there has been a particular challenge or a particularly large amount of work".* Paul(3): **SC1:14** "*I think sometimes, certainly over the last five years the way that rewards have been done there is more emphasis on them to try and counter some of that pay freeze, so I think there has been scope for financial rewards to be provided given the pay freezes that have been in place. I think therefore that if you are perhaps a better performer you've then done a little bit better out of the rewards than perhaps people who are just doing their job on a fairly standard basis".* Paul(3): **SC1:15** *"Pubsec3 have a, where you can be nominated each year for pockets of work you have done towards Pubsec3's mission and values and you can nominate people. So if you have done significant or outstanding outwardly focused work you can be nominated for that and then people get shortlisted and then there is a final sort of reward at the end of it. It's not a financial reward, it's just recognition that you have done particularly good work".* Susan(3): **SC1:16** *"I think the special performance bonus system has given a way of saying thank-you throughout the year and is widely appreciated, and I quite like that we have chosen to do it in this directorate where lots of people get a reward".* Georgina(4): **SC1:17** *"I think all of the things we have in place, so the formal R&R schemes, colleague of the month, the electronic thanks".* Roxanne(4): **SC1:18** Opportunities for development, promotion, well-being initiative, sports teams, sick leave policy, flexi time, voluntary work

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Sandra(4): **SC1:19** *"We do have the remit to give small cash rewards as well if someone has gone over and above. The little pot that we use as a budget, that would be team leaders or anyone within the line management chain recognising that someone has done a particularly good job. If it is out of the small pot it would just be a conversation with the budget holder and the budget holder will be the command manager. So each command manager has a small pot of money that they can use, so it would literally just be a conversation with them".* Sandra(4): **SC1:20** *"Well the value of money is obvious during a time of austerity where there have been very few pay increases of any description, that tends to go down quite well".* Sandra(4): **SC1:21** *"The site's own R&R scheme anyone can nominate anyone for that. So if someone has done something worthy of commendation, then you would write a small almost competency based narrative to support why you think that person is worthy and then they will be awarded a voucher or a sum of money based on that".* Carly(5): **SC1:22** *"As an organisation we recognise how important it is and there is a whole infrastructure in there to allow me to access a variety of ways to engage people and to reward them. There is a whole reward structure within the organisation so there are lots of mechanisms available that I can access if I want to reward somebody".* Carly(5): **SC1:23** *"We have budgets and we monitor them and are encouraged to make sure we use all of our reward and recognition budget so occasionally someone will say if you're not spending enough and think of others ways we can reward people".* Geoffrey(5): **SC1:24** *"We do have reward and recognition schemes if someone is doing a good job and you want to nominate them you can put their name forward and they can get a £20 voucher. There are also development opportunities where you are recognising someone who is doing a good job day to day and then if projects come in those are the type of people you can look towards".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Gurpreet(5): **SC1:25** *"The simply thanks is something, and the bonus that they get at the end of the year if your manager has recognised that you have gone out of your way. Also the long service awards so depending on how long you have been here I think it's 30 years and you get a gift up to £75".* Helen(5): **SC1:26** *"We have what we call the recognition bonus scheme where you can nominate people for a piece of work they have done over and above their normal role and that is monetary. We also have things like simply thanks which is a £20 voucher for a one off small piece of work that they might have done but done it well. We also have learning at work days which the staff love where they learn about different work in the organisation, I think it's all around being able to take part is something and being involved, and being asked for your opinions and ideas on things as well".* Kate(5): **SC1:27** *"We also have a development programme what we call 'inside track' where we develop our people where when a manager is off they can sit in for that manager and lead that team and that goes all the way up…It is development for them so that's kind of rewarding them for good work and trying to develop their future career".* Matt(5): **SC1:28** *"There are the schemes that I mentioned, one is local and one is national, we get support from senior leaders and what they will do if there has been a significant contribution by someone and they are given a reward up to £1000 they will come along and present the award which I think is always great from an engagement point of view with colleagues".* Matt(5): **SC1:29** *"Others have said 'well private enterprise send people on holiday to Mexico' well wouldn't that be nice but we're not driven by profit we are driven by what our customers need so I think we are supported very well. I have got colleagues who feel as if we should be trying to match with some other customer contact areas do in the private sector, but I have to just remind them that it is tax payers money and we can't do that. I haven't come across any particular challenges personally, it's always been something that I have been involved in and always had the support".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
	SC2: Organisation's reward infrastructure – Ease of use Pubsec1: 0 Pubsec2: 0 Pubsec3: 1 Pubsec4: 2 Pubsec5: 2 **Total: 5**	Kirk(3): **SC2:1** *"So there are policies and practices in place, they are not always ideal and involve a little bit of bureaucracy at times in terms of paperwork, but actually, especially for the lower value rewards, it is fairly straightforward. For things like cash rewards if you want to do that, it's relatively easy but that might partly be because I am closer to the senior management team so it's just fewer steps, so it could just be that".* Georgina(4): **SC2:2** *"For the PB3 it is really just a pro-forma but it isn't scored as such, when it goes to the PB3 they obviously do look for a reason why you are nominating the individual but it doesn't go through a scoring matrix so it's a bit easier to fill in and because of that it actually encourages people to use it and the budget is there to be spent, I think that makes it a bit more accessible and a bit easier to use personally. It's more straightforward, we are looking to recognise something that they have done outside of their day job, something they have gone out of their way to do that has maybe been for the benefit of the command so the majority of the times they are approved".* Lisa(4): **SC2:3 "***I think in here we have got quite a good, robust set up for reward and recognition…We have a reward and recognition panel in here who meet every month to look at the nominations, so you have consistency, and decide which ones are to be progressed".* Gurpreet(5): **SC2:4** *"It's quite straightforward, you just fill in a form where you give their details and the reason why you are rewarding them and then it just goes to a panel and then they decide if it will go ahead or not".* Matt(5): **SC2:5** *"For the simply thanks it is a very straightforward you fill in a draft template, name staff number etc and the reason why you want to recognise that person, and that goes in centrally into management support who process it, order the voucher and then we get that sent. Someone will then present that to the individual, usually at a team meeting. So that one is easy and straightforward. RBS isn't difficult but there is more money involved so you have to check the policy and criteria, draft a nomination, nominations then come in and a panel will look at each of them against the criteria and will decide if they agree with the nomination, if it is line with policy and the amount the person has put forward and that is done every month…it's really straightforward and off it goes, as long as it just checked off and gets recorded from a finance point of view, so people get it done quickly".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
	SC3: Organisation's reward infrastructure – Guidance Pubsec1: 1 Pubsec2: 1 Pubsec3: 1 Pubsec4: 2 Pubsec5: 2 **Total: 7**	Anthony(1): **SC3:1** *"It's got quite clear processes and procedures in place…you know at the end of the day we're a public body so we have to report to the taxpayer which is right to do, and the processes and procedures to allow us to do that are fairly robust and fairly streamlined."* Sarah(2): **SC3:2** *"There is a lot of information on the intranet site".* Kirk(3): **SC3:3** *"I have been through management training which focuses on that, encouraged me to do it and reminds me about having positive feedback and those sorts of things, and that is certainly something now, in my role, that we have included in our management training".* Pauline(4): **SC3:4** Discussing the centre wide R&R scheme – "*There is a lot of coaching at the moment to encourage people to take the time and what the requirements are that they need to cover for the award because the criteria is quite clear, so trying to make it as easy as possible".* Tim(4): **SC3:5** *"In terms of mechanics there is a budget for R&R, for the financial side, and it's monitored, people way back were shown how to self-nominate or complete the forms, what sort of stuff to put in, and what the protocols are for getting the actual awards, and because it has been around for a while so people are familiar with it".* Carly(5): **SC3:6** *"In the guidance there are a whole host of hints and tips of how you can reward people so it is very much encouraged that all leaders do it".* Matt(5): **SC3:7** *"I would say absolutely we have clear policies, we have guidance and we get examples, finance is always there so I would say absolutely we are supported".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
	SC4: Role of line manager – Approving financial rewards Pubsec1: 1 Pubsec2: 0 Pubsec3: 1 Pubsec4: 0 Pubsec5: 0 **Total: 2**	Leanne(1): **SC4:1** *"Monetary submissions go through my manager to approve, anything £100 or more, you send the submission and she takes a sensible view of it, I don't think I've ever had one that has come back and she's said actually no".* Paul(3): **SC4:2** *"But I do feel if you make a case, if there is work where I think they need a financial reward I would expect that my line manager or director to be supportive of that and even if there wasn't money available we would probably find something and take that forward. So I do feel supported by team".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
Relatedness • Connecting with and being accepted by others (Ryan and Deci, 2002). • Establishing a sense of mutual respect and reliance (Baard et al, 2004). • The experience of having satisfying and supportive social relationships (Stone et al, 2009). • Feelings of being cared for and respecting others (Olafsen et al, 2015).	**SR1:** Organisation's reward infrastructure – Culture Pubsec1: 2 Pubsec2: 1 Pubsec3: 3 Pubsec4: 2 Pubsec5: 1 **Total: 9**	George(1): **SR1:1** George discusses a 'thrust' in leadership over the past few years in which managers have led events and have *"been shall we say more accessible, they've give their views, they've told a story as to where we are and where we need to be, I think that's been good, it helps because it drip feeds down the levels".* Leanne(1): **SR1:2** The organisation *"as a whole endorses and promotes valuing your customers and your staff so it's very much part of their vision and that feeds down to us".* Sarah(2): **SR1:3** Where does the drive to reward come from - *"It comes from the top…It's fed from the top down is the short answer…There is lots of transparency around it, it's sort of built into the culture now...There is definitely a move now towards recognising people more when they've done something exceptional or, for example within teams just to recognise someone who has been a real team player or someone who motivates people in times where people have been stressed or quite demotivated".* Kirk(3): **SR1:4** *"We have all those sorts of things where people are recognised for living our organisational vision and values…That is probably a cultural aspect, when people do things well we should celebrate them".* Paul(3): **SR1:5** "*I think there is a recognition culture, I think that there is creativity in recognising people because there is only so much cash available so Pubsec3 do look at different ways of rewarding people".* Paul does however mention that where he currently works – *"is probably one of the best in terms of recognition of people, so I think if you look at other directorates it would be interesting to see what their thoughts are on it as well".* Susan(3): **SR1:6** *"I think the department periodically has its phases of reminding people about feedback, usually aligned to the performance management cycle. In September we had the importance of good quality conversations between managers and staff, and some of them are a bit trite in the way that they come across but I think the prompt is really quite a good idea. It sets the culture that this is a good thing."*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Susan(3): **SR1:7** *"The organisation has woken up to the fact that people have emotions so there is more discussion than I remember when I started about leading your team or building a sense of team identity, I don't really remember that being a discussion in the 1990s and I think praising people is part of that".* Susan(3): **SR1:8** When discussing the difficulties of the performance management system Susan then says *"Fortunately the culture is stronger than that and actually the other things pull in the other direction to help people out, but performance management just brings out the worst in everybody".* Georgina(4): **SR1:9** *"I think management do encourage it in a big way and feedback is something we are constantly looking at and engaging with people to get better at it and reward and recognition is one of those ways as well".* Pauline(4): **SR1:10** *"I think it is supportive, especially things like going on courses about leading through change where they do always mention that we have to reward people whether it be verbally or using the schemes".* Pauline(4): **SR1:11** *"If you had an individual award a few years ago you were asked not to mention it because it was quite discretionary but now people are proud to say thank you for giving it to me and sharing that with their colleagues".* Kate(5): **SR1:12** *"I do feel supported, we have changed, I have been in a long time and it is all about recognising our people and developing our people and engaging with our people, that is the way we work now and everybody gets that support. I get that support, I support my managers and my managers support their people".*
	SR2: Role of line manager – Time and support Pubsec1: 3	Debra(1): **SR2:1** *"He's constantly sort of encouraging, and he's the one that sat me down and said, obviously now you're working across the three sites, what are we going to do different? Because he goes across the three sites as well so we sat down and had the conversation between us about coming up with ideas about how me make sure that we reward our people, so he's fully supportive of me".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
	Pubsec2: 0 Pubsec3: 2 Pubsec4: 2 Pubsec5: 2 **Total: 9**	Debra(1): **SR2:2** Debra discussed an example of her manager rewarding her for the work that she does – "*But for him to say actually I think you've done more than your job, you've done more travelling than anyone else at your grade would do or that we'd expect them to do, so I think it meant more because I didn't see that I'd done anything other than my job but he recognised that I had".* Laura(1): **SR2:3** *"it's really important that I work closely and in my one-to-ones I always discuss my staff with my line manager so it's just ensuring that she's got a view of how I'm working with my team and the difference that we're making to people's lives".* Laura(1): **SR2:4** *"I think it's most important that I do have her* (manager's) *support on board as well…Normally all those that I recommend* (for R&R) *they usually do get rewarded because usually it's there in black and white, the person's done it, and it's recommendations and I suppose it's that trust between me and my line manager".* Leanne(1): **SR2:5** *"Just having the time to sit down, to me I see that as a reward in itself, I know I certainly appreciate it when my line manager spends the time to say can we just have a catch up, can we just take stock of where we are and to me that is her investing her time in me".* Kirk(3): **SR2:6** *"We do regularly have a governance meeting and it is a standing agenda item on those governance meetings, so the senior management team get together and that's always on the agenda, we regularly check what has been put forward that month for a reward or a voucher or anything like that".* Kirk(3): **SR2:7** *"She and I have regular conversations about the whole team, and not just people in my area, but people who are managed by others in the team as well, and we regularly touch base around how people are doing and the work that people are doing, and make sure that we are trying to be fair".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Susan(3): **SR2:8** *"How your manager encourages you to spend your time, when you are really junior a lot of your time is dictated by your boss with a list of tasks to do because you don't really know your way around, when you get more senior you shape your own time but how you might make those decisions about where to invest the time is influenced by what your manager says to you is important".* Pauline(4): **SR2:9** When asked how she feels about the process of asking her manager for approval for the voucher or cash rewards – "*my manager is very approachable and I am very comfortable having that conversation".* Pauline(4): **SR2:10** *"In this site we have recently had six PB2s selected for an R&R morning where the management team bought breakfast and coffees and awarded people with certificates for being recognised as a leader and for good performance on the site, and we have just been rewarded with a day to another site to meet colleagues there. That is the first time they have done something like that and it was really nice to have an hour or two out of the day job…It is more than a voucher award because they are giving you time out of the day job to sit and discuss the things that you are doing well that they appreciate and then giving you a day out of the office to go and see the wider organisation and go off as a mini management team".* When asked how this made her feel Pauline replied – *"very proud".* Ruth(4): **SR2:11** *"I have a monthly meeting and we have 360 degree feedback so I can give her feedback and she can give me feedback, she is really nice, she is more like a friend than a manager".* Gurpreet(5): **SR2:12** *"We discuss it in our daily meetings, they ask if we have put anyone forward for simply thanks, have you thanked people, have you said good morning, it does get recognised".* Matt(5): **SR2:13** *"My manager here, she's as equally passionate and committed as I am. We have a weekly performance meeting and we start off with the success register and we talk about what people have done well rather than the targets we missed, so she is fully on board with making sure that people are recognised and celebrating success".* Matt(5):

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		SR2:14 *"When I have a 1-2-1 with my manager there will be a section on what I have done under reward and recognition, so it is acknowledged".*
	SR3: Role of line manager – Role model Pubsec1: 1 Pubsec2: 1 Pubsec3: 0 Pubsec4: 1 Pubsec5: 3 **Total: 6**	Debra(1): **SR3:1** *"My current manager is, and I'm not just saying this, my current manager he's absolutely, reward and recognition, rewarding his people is at the top of his agenda, absolutely top of his agenda. He himself will often send thank yous, he will ring people, he has his own money for reward to give people vouchers or an award of a monetary value and his ethos is we have that money we spend every single penny of it…we've been given a budget for reward we spend it. In the right way obviously, you don't just give it out willy nilly, but he said if we haven't got enough people that have done things over the 12 month period for us to be able to spend that money then something's gone wrong, and that is the management haven't identified the people it's not that the people haven't done anything it's us not identifying it…He has that ethos, it filters down to me which I already have anyway, it filters down to everybody else".* Jackie(2): **SR3:2** *"Our director was very good at reducing barriers to things that affected front line staff. His mantra was always about how it affected front line staff, how we were talking with front line staff, how we were rewarding front line staff, and he was right. So because that was part of his vision, he worked hard at reducing barriers, for example vouchers being instantly available, that's not how you do it but someone clearly had a stock somewhere and you could hand it over to the member of staff within 24 hours and it's very much linked to what happened".* Ruth(4): **SR3:3** *"Managers have been thanking people, one of the PB4s came around and thanked people for coming in early and doing a job they normally don't do. We're lucky here, they do thank us for stuff, the PB6 knows your name, I know she has worked here for a while now but she knows your name. We once had a senior manager who didn't know your name and that makes a difference because you feel more appreciated. I know it is hard remembering everyone's names".* Geoffrey(5): **SR3:4** *"My manager also praises them alongside me so they see it from all levels. It's that interaction from someone higher up who is actually looking down, they are paying attention to what they are doing and in some organisations you feel like no-one knows what you are doing because they are so high up they can't look that far down, but where we are now we do get a lot of recognition from a lot of levels".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Supportive mechanisms for managers in rewarding their employees Managers' words
		Gurpreet(5): **SR3:5** *"As managers we also get simply thanks, so I've been simply thanked quite a few times and it is just going out of your way to do stuff. The last time I got simply thanks was, on a Friday I'm restricted to what time I work as I have caring responsibilities so I leave at 5.30, but they asked me to work to 8pm and I said yes, and they gave me simply thanks for it. It is just how you are appreciated for doing something really little, 2 hours onto my shift but you are appreciated for it. It makes me feel really valued, and because I have done something it's not like you are wanting it but you get it and then you really appreciate it".* Matt(5): **SR3:6** *"For me it comes from her and I've worked for her for a couple of years now and it is something we do as a team."*
	SR4: Peer relationships Pubsec1: 1 Pubsec2: 0 Pubsec3: 0 Pubsec4: 2 Pubsec5: 0 **Total: 3**	Leanne(1): **SR4:1** When discussing having supportive relationships with other managers - *"Sometimes it's just a bit of a prompt because I think we've all got a bit of a responsibility to kind of keep ourselves focused when it comes to reward and recognition".* Ruth(4): **SR4:2** *"I've got another manager that I go to, we help each other, she mainly helps me because she has been doing the role for ages, the odd time she comes to me, and it's just nice…Sometimes it's just nice to know that people are the same as you".* Tim(4): **SR4:3** *"In this department there is quite a good approach to L&D and general people issues, there is quite a strong community involved in that, just trying to bring people on…There is a network that we share best practice in, or just talk about individual cases".* Tim(4): **SR4:5** *"There is always something going on across the organisation so when something new comes in or there is a slight change to a policy, then it's good to have the network to make sure we can share the burden, or share the role to make sure we get it done, so it's pretty good".*
Extrinsic	No themes identified	

Appendix 21 Thwarting mechanisms for managers in rewarding their employees
Mapping themes to SDT

Thwarting mechanisms for managers in rewarding their employees			
Theme Code	**Basic need according to SDT**	**Theme identified in the interview data linked to the SDT need**	**Page number reference for managers' quotations**
TA1	Autonomy	**Lack of autonomy** – Financial constraints	354-357
TA2	Autonomy	**Lack of autonomy –** Bureaucracy and limited control over financial rewards	357-363
TA3	Autonomy	**Lack of autonomy** – Inflexible policies	363-366
TA4	Autonomy	**Personal view at odds with reward policy**	367-368
TC1	Competence	**Lack of autonomy –** Bureaucracy and limited control over financial rewards	369-371
TC2	Competence	**Rewarding not recognised or valued**	371-372
TC3	Competence	**Capability**	373-374
TC4	Competence	**Overlooked for financial rewards themselves**	375
TC5	Competence	**Time constraints/conflicting priorities**	375-376
TR1	Relatedness	**Organisation's culture**	377
TR2	Relatedness	**Lack of line management support**	378-380

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
Autonomy • Individuals acting from their own interests and values (Deci et al, 2001; Ryan and Deci, 2002). • The experience of acting with volition, willingness and choice (Olafsen et al, 2015; Stone et al, 2009). • Feeling like the initiator of one's own actions (Baard et al, 2004).	**TA1:** Lack of autonomy – Financial constraints Pubsec1: 2 Pubsec2: 2 Pubsec3: 4 Pubsec4: 5 Pubsec5: 0 **Total: 13**	George(1): **TA1:1** *"The organisation has been hit hard with austerity measures for a good 7 or 8 years now, public savings need to be made and I think the majority of staff accept that".* Leanne(1): **TA1:2** *"I suppose a budget is a budget and sometimes you would like to reward more than you can".* Leanne(1): **TA1:3** *"You can't always pay the amount you want to pay".* Leanne(1): **TA1:4** *"It would be nice to be able to do a little bit more".* Jackie(2): **TA1:5** *"A couple of times when I have had awards it has been £200 plus, so you know when you do awards you would like it to be more notable than 'oh here's £50'".* Jackie(2): **TA1:6** *"What we used to do in ops actually is each senior level person* (PB4)*, we would give them a budget to use on their reward and recognition and I would have a budget as well and it would be 'here is your budget, use it as you see fit, don't overspend it, make sure you use it', which is one way of getting it spent and ensuring some sort of parity, bearing in mind you are never are going to be able to achieve equality in this. Whereas here the programme director* (PB6) *holds the whole budget rather than delegating it down so then we get in to a panic at certain times of the year and then somebody more senior is clucking at somebody's heels saying 'spend it, spend it' and then it gets thrown at people for any old thing."* Rebecca(2): **TA1:7** *"Even if we could just get a budget, we have a R&R budget but it is quite small."* Rebecca(2): **TA1:8** *"I think being in the public sector there is a limit to how much financial reward you can give to people".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
		Rebecca(2): **TA1:9** *"I take a lot longer to explain stuff to people or if I need to ask people to work over and above and I can't pay them or they can't even have overtime anymore, it makes me personally do more stuff. I do much more work and work longer hours than I ever used to have to because I don't feel that I have many people that I can ask to do the same sort of thing because it is unreasonable. It takes its toll on me physically but also on my home life, you don't have on really a lot of the time because you are shattered."* Clare(3): **TA1:10** *"We have just had the annual people survey and we got the results back about a month ago and one of the things people always score low is pay and benefits and that is something we don't have any control over as a manager".* Clare(3): **TA1:11** *"For office based staff I can't think of the last time anyone even mentioned the word overtime, so people feel like they are being asked to do a lot and it is not reflected in their salary. I have to accept it, that I have no control over it, and my staff have to accept that they have no control over it".* Janet(3): **TA1:12** *"There is a limit to the amount of money".* Paul(3): **TA1:13** *"There's a little bit about inflexibility which is always the case with large organisations. Inflexibility in terms of the financial rewards – certain times of the year it can be done, if you are doing it towards the beginning of the financial year there is lots of money, if you are doing it towards the end of the financial year that money has been used up".* Paul(3): **TA1:14** *"I think there is a wider impact just in terms of wider pay and benefits in general with the pay freeze there has been over the last five years now. When you look externally, especially as we do a lot of work externally where their pay and benefits have increased at a greater rate, I think there is a bit of dissatisfaction there, I do think that people recognise that we, in terms of how we reward people, we do as much as we can within the constraints that we have".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
		Susan(3): **TA1:15** *"Well I think that people do like being paid and a lot of people have not really had any proper pay rise since 2010, which is a really long time, so pay is an issue".* Beatrice(4): **TA1:16** *"There is no money in the budget basically. I think it is a lack of cash, so it is just you can get the voucher scheme, £25 either on your pay or in voucher form and that is about it really".* Jennifer(4): **TA1:17** *"I'll be honest, we struggle to get anymore than that through when we send it up the line, there have been a lot of times when we have sent off for a £50 voucher and it has been returned saying 'can you reduce that to £25?'…It is never an outright no, but quite often they will reduce it so if we try and push for a £50 voucher it will be reduced down to the £25…I think it is just that we only get a certain amount allocated to each area and it is trying to make sure that we aren't using it all at the start of the year and then having none left".* Jennifer(4 **TA1:18** *"But we have had situations where we kind of end up doing an end of year sale because we have got money left over because they have limited it so much during the year, so you are then giving them out left, right and centre. Really I think we need to be a bit more clever about how we distribute it over the year".* Jennifer(4 **TA1:19** *"I think it all comes down to money, because when it is money that we are giving out then they want to be in control of the money, but as long as they can see team leader's heads sitting at their desk they are happy for us to control everything else, I think when it comes down to money that is when it changes".* Lisa(4): **TA1:20** *"On the whole as an organisation we don't have a great bonus scheme or anything like that, so people who get an exceeded box marking who are supposed to have done over and above everyone else and they end up with a few hundred pound at the end of the year which is quite paltry compared to some private sector bonuses".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
		Lisa(4): **TA1:21** *"There isn't a financial incentive, and then we've got such a wide spectrum of achieved box markings and you would maybe look at yourself and think of all the work you are doing and getting the same as someone who is doing three quarters or half of what you are doing and they still fall into the achieved because they are doing what is expected…It can be quite demotivating for staff because people think that no matter what they do they are going to get an achieved marking".* Pauline(4): **TA1:22** *"The only potential challenge I could face really is, particularly at this time of the year when we are looking at budgetary constraints and if something happened in March where I feel I needed to recognise somebody that all depends on how much money is left in the pot".* Sandra(4): **TA1:23** When discussing the pay freezes I asked Sandra if this impacted on her as a manager in being able to reward people - *"Not at this level but I would say higher up it does because obviously you have the ramifications for staff engagement across the piece really, it's something we always score poorly on when we're measured in staff surveys. I wouldn't necessarily say that I have personally come across anyone that feels that because they are not getting a pay rise they will do less work, but sometimes there can be a general feeling just anecdotally, nothing I have experienced personally though".*
	TA2: Lack of autonomy – Bureaucracy and limited control over financial rewards Pubsec1: 2 Pubsec2: 2 Pubsec3: 3 Pubsec4: 8 Pubsec5: 3 **Total: 18**	Laura(1): **TA2:1** Laura did not explicitly mention this as a challenge but almost as if it was an acceptance, for example when discussing the R&R scheme – *"Obviously I have to get my approvals from my line manager"* and again when discussing the special leave – *"Obviously I have to get support from her if I want special leave approving because we've got to make sure we're in sync with the other teams because it's looking at equality across the teams within the organisation so I've always got to go through my line manager".* Leanne(1): **TA2:2** *"Obviously we go through the nomination process and it goes in front of a panel and all of that but the bottom line is we are given some money that we can give back to employees".* Leanne(1): **TA2:3** *"Monetary submissions go through my manager to approve, anything £100 or more".*

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		Jackie(2): **TA2:4** *"Then it took about 4 weeks to get it all approved by very senior people, I don't see why for £50 it has to be approved at PB6 level but there you go, then it took another 5 weeks for the vouchers to arrive, by which time it was so far distant from the task that was done it feels like a grubby gesture almost. I was quite annoyed by the bureaucracy that sat around it and I thought you know what I'll think of other things next time, I'm not going down the money route".* Jackie(2): **TA2:5** *"It takes ages to get anything through because of the level of bureaucracy which I've raised as an issue to make me feel more comfortable about doing it again, particularly when I was told I couldn't use cash awards and I couldn't award as much as I wanted to".* Jackie(2): **TA2:6** *"It's because we are a programme and we are very task focused, and HR in general are quite bureaucratic and want to do it properly but not with very much thought about how it will operate in practice. I find it quite unwieldy some of things they do and I think operations have thought about it quite a lot more".* Jackie(2): **TA2:7** Jackie discussed the approval process for a £50 voucher that she recently went through – discussion with her line manager, finding out what the process was as her manager was unsure, filling a form in, submitting it to the PB6 who 'sat on it' for 3-4 weeks, filling in a spread sheet concluding – *"It's a lot of effort for £50 each, and I must have spent more than £50 in time sorting it out. It should be easier to do".* Jackie(2): **TA2:8** *"I would suggest a brief discussion with your line manager and perhaps the countersigning manager to check it looks equal would be fine, but instead, certainly on the programme I am on we have a panel, it has to go to a panel not just a PB6 member, but a PB6 meeting, I get it but it all adds time and bureaucracy to the process. That to me is a real barrier".* Sarah(2): **TA2:9** *"I think from previous experience on another programme, it was the process to go through for recognising people's achievements and sometimes everybody is not agreeing so that can be a barrier. If we are deciding who we are going to, for example certificates and things like that, sometimes that can be a bit of a barrier it there is a working group".*

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		Janet(3): **TA2:10** *"I would say the responsibility of doing it as a line manager is to make sure it is effective and it is achieving its aims. I have had situations in the past where I have been pressured to reward individuals who haven't, in my opinion, deserved it and it has had quite bad consequences as a result of how they view our relationship and view our work moving forward".* Kirk(3): **TA2:11** *"It's not forced distribution, it's a guided distribution, and it doesn't necessarily generate collaborative behaviour between line managers, so sometimes people would push people higher up and I'm not sure they're necessarily applying the standards in the same way or they have as rounded a view perhaps of performance as other managers, and so it can take a bit of a competitive and non-collaborative approach, which I don't think is healthy".* Susan(3): **TA2:12** When discussing the performance bonus system – *"I have to say when we started doing it I was a little sceptical because it is an enormously painful process, just the IT that supports it, loading it up, keeping a record of them all and making sure you haven't given one person 6 and another person none. It takes up an enormous amount of management time and I just wish it would be a bit more streamlined and simple. I think we make the decisions quicker, but the means of telling the pay system to pay it out, it is just painful. I won't bore with you all the details but you need to do an enormous amount of data entry for stuff you are sure the system must know. It just takes, a task that could be done in 30 seconds is taking 15 minutes and I don't have a spare 15 minutes for each individual bonus. It really puts me off. I've had a fantastically busy Autumn, I know it sounds petty to get het up about 15 minutes but actually when you've got 4 staff that's an hour…I've got children and I like to get home in the evening so I can see them so I am concerned to make sure my working processes are as efficient as possible so I can get on with the more interesting things".* Susan(3): **TA2:13** *"The department introduced shopping vouchers which are £25 worth and the process for that is incredibly laborious as well. I have to say I haven't given out very many shopping vouchers, mainly because I just think I haven't got the time to find the form, fill it in, look up someone's staff number on the system, get it signed by 2 people, get it loaded up on the system, I think it is going to cost more than £25 just to process it. So I haven't given out very many of those. I accept that there need to be checks and balances, so you don't give all the shopping vouchers to yourself and it is clear who they have gone to, and that a record is needed for tax purposes. So I can appreciate that there needs to be some process behind it but I just wish it was a bit easier. It has tried with the shopping vouchers but they are just irritating really, the process is just too much hassle for the benefits that it gives".*

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		Beatrice(4): **TA2:14** *"You have to go through this whole rigmarole, what they have done and why they have done it and what category it went under and I think this is what puts people off because to actually nominate someone you have to give this whole spiel, fit it into categories like you are doing a report and what category you are rewarding and so many words, it just puts people off…it goes to the PB3 and then it goes to the PB4, it takes a week or so to get back".* Georgina(4): **TA2:15** *"There are quite a lot of different ways that I can reward them on a personal level but the challenges are with the centre R&R scheme, sometimes I feel as if I'm banging my head against a brick wall and that I am never going to get a better nomination. I know they have tried sending out examples of the sorts of things to put in, maybe I should nominate myself to go on the group to see how they score them".* Jennifer(4): **TA2:16** When discussing the R&R scheme Jennifer talked about the lengthy process and the impact this time delay has – *"the nomination that goes up the management chain, the thing is it can be weeks later. So from taking that call from the suicidal customer it could be four weeks later until the envelope lands on their desk…I think it probably does just in that it kind of loses a little bit as there is such a gap in between…I think that if we had have been able to give her something the following day it might have had more impact than having to wait a month, because after a month the situation is gone then, it is done. I think she still appreciated it but we missed our opportunity there".* Although Jennifer states that she has the autonomy to nominate people for the R&R scheme, describing the process to award a R&R – *"I have to fill in a nomination form and I draft the letter that eventually they get on their desk and I have to decide what award to give because there are different values so £25 voucher, £50 voucher and then it is cash awards so £100 on your wages, we decide what fits which is a difficult decision to make because how do you quantify that? Then it goes to the PB3 who then passes it to the PB4 then they will decide whether the value that you have put on that is right, they will either send it back and ask you to amend it or they will send it up to the centre manager where it gets authorised and then that is sent down to the person and they get a letter and a choice of vouchers, then that choice of vouchers sheet has to go up to our finance section then finance will order the voucher. So it can be weeks between the nomination happening and them actually receiving the voucher in their hand".* Olive(4): **TA2:17** *"When it comes down to the vouchers it's down to criteria and we look at the values then with regards to the business, so the organisational values, and we look at whether it comes under those values and if so what kind of reward it should be. Sometimes it*

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		can be quite subjective, for example if it is fabulous customer service or not, and other people will say well our people do that all day every day but we know that isn't true, so we look at it and say well if we reward that we can set that as the standard so that is what we are aspiring to be, that excellence in service". Pauline(4): **TA2:18** When asked what the process is if Pauline wants to reward someone with a voucher she replies – "*In this office I would speak to my manager who gets allocated a pot of money for their own command area and it is up to them to decide whether my reasoning is justifiable for a voucher or cash award or whether it is just a thank you. If they do agree with me then we would discuss the specific amount it is worth, but it is in the PB3s gift to manage the budget they have been set".* Pauline then discusses another centre wide R&R scheme and the process that needs to be followed for that – "*We also have a centre R&R scheme where there is a form available in the office to fill in and you can self-nominate or nominate somebody else and they all get discussed every month and the committee, made up of different grades, will decide whether to make an award or not".* Roxanne(4): **TA2:19** *"Through constant discussions and one-to-ones we have had regular discussions where they are saying 'look I am crying out for help, I need to be trained on this' and we've never had the opportunity to pull training classes together because of the delivery of telephony and performance… so they're on the phones and when they are on the phones they struggle with it because they only know the basics, they don't know the end to end and this person feels very stressed and anxious and doesn't want to come through the door. So I think that is the perfect person to put in that course for four weeks to allow them to feel confident in the delivery every day. But the battle you have is for me to do that I have to have a battle because I am taking someone from an area of business where we don't have many staff in the first place and it's going to have a knock on effect for me to do that".* When asked how she deals with that Roxanne replies – *"I am being stern for a change, it is the wellbeing of that staff member, I appreciate the backlog of the work but I also know that the other people doing that work are stressed and have reasonable adjustments in place, but my girl will be down that route shortly if we don't give her what she is crying out for".* Ruth(4): **TA2:20** Ruth explained the process for awarding a R&R - *"There is a manager and then if they agree there is a counter-signing manager…Basically three people have to agree that it is acceptable. I do discuss with it my team leader and sometimes, most of the time she agrees with me, since I have done this role there has only been one time when I have talked it through with my manager, so I write a little paragraph of 50 words or less, sometimes you want to put more but it is only a brief explanation of what somebody has*

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		done and there has only been once when I've done this and it has gone to the higher manager and it was knocked back and that person disagreed. Which I think, obviously he had that decision to make, but I still now think that he was wrong". When asked to explain this Ruth went on to say – *"The team were inundated and the calls were very repetitive but they took them in their stride. I thought that was something out of their ordinary job, they were being helpful, we didn't have lines to take, they got their own and taught it to themselves, and I put it to my line manager and she agreed with me, but it went to the manager above her and they disagreed with it because he said it was just their day job and 'we work in a call centre and we deal with calls', which I thought was wrong because they weren't our calls".* **TA2:21** Then when asked how she felt about this – *"It made me feel sad because I like the team to be happy…we have targets that we have to achieve and they helped the team achieve their target…The people were making themselves available for more than a day, some people were answering more than a hundred calls a day which is a lot".* Then when asked how she felt able to reward her team when this was knocked back – *"I thanked them at the team talk, which we have fortnightly, I said that I had put them forward for a voucher reward but it had been knocked back, but in my eyes they had done a fantastic job".* Tim(4): **TA2:22** *"I think one of the issues with the department's R&R scheme, the formal one, is that it takes quite a few weeks to get the voucher onto somebody's desk, but I could walk over now and say thank-you to somebody and walk back downstairs, it's done and they've probably appreciated it and they might have said something else and it is forgotten about, but it hasn't been forgotten about because you have forged a little link there and you can talk about bits and pieces and it is encouraging them to try to do it again or to do it all the time or to help their colleagues".* Carly(5): **TA2:23** *"I have to admit I'm not really big on the financial rewards, we have a lot of bureaucracy here. In terms of the bureaucracy around it, when you want to nominate people for awards there are loads of documents to complete and criteria to fulfil. Obviously that is important because they have lots of nominations to consider and need to measure between them, but it is just so difficult and lengthy to go through the nomination process that it puts people off, it puts me off, I have to admit I don't always do it because I will find another way of acknowledging that person because you have to go through so much to get someone acknowledged or a team acknowledged for these awards so I think that element is definitely a barrier…I think when you have got so many words to convey what that person has done it takes time to craft, so I think doing it verbally would be a lot easier".*

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		Geoffrey(5): **TA2:24** *"With the £20 voucher you can nominate someone and it goes to a committee and they make a decision on who will get it, so as much as you might want to give someone that £20 voucher it's not always guaranteed so that's where the little thank yous here and there build up a little bit and make people feel a bit more appreciated".* Gurpreet(5): **TA2:25** *"I collate the information through each PMR that I do and it is based on how they are performing, what their behaviours are like and then we just put them in a tally sheet. Most of the time there are quite a few in achieved and probably one person in exceeded, and then you go into a discussion with other managers and sometimes your person gets knocked down and you have to fight for your person to stay in that category and I think that is quite positive because if you have the evidence to prove that the person is quite good then you can keep them in that category".*
	TA3: Lack of autonomy – Inflexible policies Pubsec1: 1 Pubsec2: 2 Pubsec3: 3 Pubsec4: 4 Pubsec5: 0 **Total: 10**	Leanne(1): **TA3:1** *"When it's a team effort you can't give a voucher because it has to go to an individual because of procurement and all that. Sometimes I would like to give my management team a £50 voucher to say well done and put on a buffet or something with it, but you can't do that".* Not being able to reward a team means choosing certain individuals: *"You end up then thinking right OK, you either don't do anything and you just thank all of them, or you have to pin point the person that did over and above everyone else and sometimes that is impossible because it really is a team effort".* Hannah(2): **TA3:2** *"We have just gotten over the mid-year process for the performance review and it is not a very pleasant experience. You know it involves, it is a difficult system to work with and it doesn't encourage people to be at their best all the time."* When asked why this was the case – *"Well, because a lot of the time, we're looking for the things they haven't done so that we can put them in a bracket because we have to have 10% in the must improve, and so it's quite soul destroying really that irrelevant to the fact that you might have done X amount of really fantastic stuff you've failed on this bit, whereas someone who has only just motored through the year not doing anything special but just delivering to what they needed to deliver and not stepping outside their comfort zone or taking a risk, and they'll just happily get into the middle group. So you know I find that bit difficult, as an individual, as a human being to work in that way".* Jackie(2):

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		TA3:3 *"Certainly I've had a recent experience of this in terms of I rewarded a couple of my staff, I wanted to give them an award for £150 each, and I was told 'oh no it has to be vouchers' and I thought why does it have to be vouchers, 'well that's just the way we do it around here, the max you can give them is £50', and I thought 'what?'".* Jackie(2): **TA3:4** When talking about whether team rewards were used – *"I don't think our programme is very imaginative in that direction and if I stay much longer I will try and influence it in that direction because I think it is a bit, it's not really very creative".* Rebecca(2): **TA3:5** *"We have got very stringent rules that have come in terms of flexi time and what hours are people are allowed to work so there is a lot less flexibility than we used to have in terms of allowing people even to go home early occasionally. We just can't do any of that anymore.* The lack of flexi credits, for example we used to let people have a credit for Christmas lunch, but we're not allowed to do any of that anymore, and it does really restrict how you reward people and it also costs a lot more. I have been in leadership roles for quite a long time and the impact of not having much money available and not being able to give flexi credits is the financial cost to our pockets when we still want to do stuff. It's not significant in comparison to the salaries we earn in comparison to the salaries people below us earn, but actually it costs a lot to decently reward people. Even just buying a bottle of wine for a whole team at Christmas, I'm not saying you should do that but there is so little reward now left in this organisation". Rebecca(2): **TA3:6** *"Even if you gave most people a voucher and then unexpectedly that gives people a boost but it can cause tension in the team because not everyone believes in it and not everyone gets rewarded because they don't do what they need to, and it can be a real disconnect because you do it quite publicly. A lot of people find it quite divisive and it tends to be because we don't use team awards because it uses all of your money in one go and actually it might be something quite slight, so the people that raise their heads above the parapet for whatever reason, so domestically they are in position to do it or they are very ambitious, but they are the people who tend to get the rewards and others don't and some people find that quite divisive. There are also people who are relatively quiet, so we have a lot of reflectors here who tend to be not as noisy or bouncy and they are sometimes overlooked, and that is tricky to spot at times, particularly when we are very mobile at senior levels".*

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		Clare(3): **TA3:7** "*The formal appraisal system, although we have less control over this and it goes to moderation. That barrier as a manager, you have no flexibility and we have a very rigid appraisal structure which means if you are in the top 25% you get a bigger pay rise, it's quite a blunt instrument and you have to have 10% in the box 3. It doesn't matter if you have done a really good job, if you are not as good as the other people in your grade you get pushed into that box marking and I think people feel dis-incentivised to work hard because they will just end up with the other 75% of people and that can be a little bit of a disincentive, but there are rumours that will change going forward which is no bad thing".* Paul(3): **TA3:8** *"I think then we are constrained by what Pubsec3's general polices are and what Governments policies are to rewarding as well".* Beatrice(4): **TA3:9** *"There are limited things that we can do, we could do more before like reward them with a flexi half hour if they had done well, you can't do that now".* Beatrice(4): **TA3:10** *"It is not seen as a benefit or recovering money, it is just a fluffy bit on the end, but it is very important to the people involved…well that could just be my own perception, but that is the way that I feel, we are not in amongst the 'we have collected this much money', but that is our reward - the customers. Just the fact that we are not a benefit paying system and the fact that we clear everything every week it is just expected I think, it doesn't matter what difficulty the section have had".* Lisa(4): **TA3:11** *"To be honest there probably isn't an awful lot to reward people for the basic day to day job. It tends to be only be when something jumps up or they have delivered excellent customer service or something like that".* Lisa(4): **TA3:12** *"Quite often when you are trying to get people back from maternity leave especially and they are looking for reduced hours or reduced days and you are told to ask them to work five days but maybe shorter days and things like that. Somebody with a new baby doesn't want to be out of the house five days a week, they sometimes make it a bit more difficult because you are constantly getting*

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		sent back to ask them if they could do this day or that day, I mean nine times out of ten they get what they wanted in the first place, but you've had to jump through ten hoops to get it asking if they can do this that and the other. We are not as family friendly at times as we like to advertise". Lisa(4): **TA3:13** *"You are told at times that it is your decision but in reality we just gather the information and it goes to our senior manager to make the decision on part-year or part-time".* Lisa(4): **TA3:14** *"In the last few years we've had our must improve markings and we get told there is no curve of people and we don't have to have a specific amount however some senior management tend to send it down that we need 7 must improves, so you feel like you are getting pushed to put people into must improve…As a manager I am quite strong so I don't let myself be pushed, however I do know other people who aren't just as strong and think well if my PB4 is saying I have to put a person in there I will do it, whereas my argument always is if I have got someone who I think needs must improve I will give that marking out, however if I don't think I have got anybody then I won't. If they are doing what is expected of them I am not giving a must improve… I have done a lot of TDA as well so I think it possibly does make you more confident. I am confident with the decisions that I make about people's performance".* *Ruth(4):* **TA3:15** Ruth explains that although the allocation of a box marking is in theory supposed to be the result of the conversation that she has as a line manager with her staff and that the percentages are only there as a guide, in practice – "*Yes and then you have a meeting with the other PB2s within the command and then we talk about who I think my exceeded is and compare this to somebody else's exceeded and see if it is the same and the same at the bottom of the rung, the must improve. I do think it's not right where they say, I think it's 25% should be exceeded and then ten% should be must improve because sometimes you might just have loads of people who are slap bang in the middle, and you might have nobody who has exceeded or must improve, but at the end of the day when that happens I think people need to be honest".* Sandra(4): **TA3:16** "*It's where the opportunities are though, we are quite a small building so there isn't a great opportunity for what people would consider to be reward, because that is usually intrinsically linked to TDA which isn't always possible".*

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	TA4: Personal view at odds with reward policy Pubsec1: 0 Pubsec2: 1 Pubsec3: 1 Pubsec4: 1 Pubsec5: 1 **Total: 4**	Rebecca(2): **TA4:1** *"People work in this organisation for the flexibility and the pension, well the pension rights have gone down and the flexi has gone down, there has not been much uplift in pay for years, and the fact that you are much tighter bandwidth and there is not much notable reward and recognition, it just feels that it is all take, take, take at times without much give back and it does impact. It is at odds with what I think we should be allowed to do. It makes me worry that we are not an attractive employer, some of us are fantastically privileged to do these jobs, but for those of us who go day in and day out into the same offices there is not a lot that they get out of it really".* Rebecca(2): **TA4:2** *"It makes me feel that we are asking more from people and not giving them anything much back. It is just almost like a disconnect, this is what you have to do as a leader but personally you try and do other stuff to make up for it".* Rebecca(2): **TA4:3** *"The reward is insignificant in comparison to the effort that they have put in which I think is really unfortunate. When I joined 30 years ago it was a lot easier to be recognised, there were fewer people and we had a lot more flexibility with what we could do to include people and recognise them, now we don't and I do recognise that sometimes this is just a hard slog".* Susan(3): **TA4:4** *"Performance management is one of the key ways people are rewarded and I think it is quite a bizarre system. So you may know because it is much hated and I'm sure other people have mentioned it, so it is a box system with 1 to 3 with 1 being the best. Supposedly guided distribution where you have 25% of staff in any grade in the top box and 10% in the lowest box, and in my experience anyone who has ever got a box 3 think they have failed and they have a big black box mark against their name, and we spend hours and hours and hours discussing which people to put in which box. Often at the boundaries the decisions are really marginal, I'm not convinced at all, especially with box 3, that we are rewarding people. I think the idea that telling people that they are worse than most of their peers, I haven't found that it improves their performance at all, it has the opposite effect. All of the other things pull in the right direction, but the performance management system pulls quite hard in the opposite direction and because so much time and effort is put into trying to make a rubbish system fair".*

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		Susan(3): **TA4:5** When asked about the rationale for the guided distribution in the performance system and where that stems from Susan explains it is the most senior manager in central government who *"pushed it really hard, it is some belief that is what the private sector has".* Susan(3): **TA4:6** When asked how long the performance management system has been in place Susan replies simply with *"4 years, it's absolutely loathed…I have occasionally been relieved when people have made mistakes because that means I don't have to worry at the end of the year who is going to be in box 3, which is almost perverse…I think it pits managers against managers too because you don't really know in-depth what is going on in your neighbouring team, you just have a hunch. So if you manage a branch of Tesco's shelf stacking in one is like shelf stacking in another, but work it's quite subjective it's really hard to measure, so it brings out people's prejudices about, or superficial 'I saw your member of staff once this year in a meeting and he was a bit rubbish' whereas really you're just judging someone on 20 minutes performance, it doesn't encourage a helpful, collegiate atmosphere".* Ruth(4): **TA4:7** *"There is also the end of year performance box marking, I think it's hard the way they are worded, so it's exceeded, achieved and must improve, and I know personally, I've never ever had a must improve, but even the word I think is not right…I feel that it's demoralising, I feel that if I ever got a must improve I would just want to look for another job because I would just feel as if you thought I wasn't good enough. I know everyone is different, and obviously I know I have had people on my team where I've got to tell them they are a must improve and it's not very nice, I had one girl crying, it's not very nice at all".* Carly(5): **TA4:8** *"I think sometimes our performance management system in the past has also pitted people against one another…individuals were moderated against one another so they do feel that they are up against one another and if they want a higher marking they have to do better than their peers and so to acknowledge that publicly it takes away that competitive element, we are taking it away because it is negative. Competition obviously can be good but if it's about pitting individuals against individuals and getting them to push one another out of the way that doesn't work".*

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Competence • Succeeding at optimally challenging tasks and being able to attain desired outcomes (Baard et al, 2004; Deci et al, 2001, Ryan and Deci, 2002). • The experience of being effective in interacting with the environment (Olafsen et al, 2015). • The belief that one has the ability to influence important outcomes (Stone et al, 2009).	**TC1:** Lack of autonomy – Bureaucracy and limited control over financial rewards Pubsec1: 0 Pubsec2: 0 Pubsec3: 0 Pubsec4: 5 Pubsec5: 1 **Total: 7**	Beatrice(4): **TC1:1** *"There is just this R&R that you can put them in for but it has to be something really special or you won't get anywhere with it".* When I asked what was really special Beatrice responded by saying – "*I'm never quite sure to be honest, for me my team meet their requirements every single week regardless of who is on the team so for me that is pretty special. They don't fail me or the customers, which is more important, and they go to the far end for the customers and they are so nice to the customers on the phone, they have such a laugh with them".* Georgina(4): **TC1:2** *"If I sit and try to put one into the centre on which I have done before and because they are scoring it on a matrix I have had them rejected and I do think that is quite disheartening because I think it is a shame because I really would have liked that person to get a bigger award because I think we can only award up to £50 at the PB3 level and if you want something with a bigger award it goes to the centre… I feel the person has been let down, they don't obviously know that you have nominated them but I feel they have been let down because I know the work that they have done, for me sometimes I think to myself 'what are they looking for'?... If they're just looking at the paper without the background I can see why they might not realise the amount of input that has gone on, but there is centre budget and there is consistency in that they score it against a matrix".* Georgina(4): **TC1:3** *"I have had a couple rejected and I have tried to put them in again…it still sticks in my throat a bit, it's also about just trying to get the person something. I do try, I'm not always successful but I do try".* Jennifer (4): **TC1:4** *"I put my old team in for team of the month in December because they had done particularly well but you never get anything back to say whether you have got it, we haven't had anything back to say thank you for your nomination but unfortunately you haven't been successful this time or you didn't get it but this team did…you just get sick of putting in for it really, if we had put in and another team had put in and they came back to say why we had been unsuccessful, you used to get something that said thank you for everything you have done but this team have won, I think even just to tell us a little bit about why they won it or to show us the nominations because there is nothing confidential about it…when you are not getting anything back at all you feel that you just sending it into a black hole. It's 250 words you have to put on the form and then link it into the values so there is a lot of time spent on it so to get nothing back at all stops you putting in for it. Obviously it is disappointing for them to hear nothing back because they do tend to ask with it being money on their wages and I'm just sitting there because I have no idea…I think the value in everything they have done is*

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		lost really because they think 'well if they can't even be bothered to come back and say you haven't won it but thank you anyway' it is bad really. The other thing is you are putting your team up against teams that are doing a different job so, the people who are making the decision which is a board of PB4s, how do they look at my team and look a different team and compare their performance? I just know the nominations go up to the panel but I don't know who they are or how the decision is made or whether they are rotated". Roxanne(4): **TC1:5** *"So that is my frustration, I cannot just move people, I cannot give them what they want because we have a business to run, and I appreciate that and the customer service, but staff wellbeing is massive and we can only deliver that service if someone is sitting there and feeling good and not wobbling because they can't do the job. I know what that feels like doing this job, I wobble all the time, I hide in rooms and cry my eyes out because it is really hard and if you have no-one to put that right for you, how are you ever going to improve?".* *Sandra(4):* **TC1:6** *"For the site scheme, which is a separate R&R budget, we have our own little process which is almost competency based where there is a written application. People are more likely to talk to their line manager to see if they can get a monetary award from the local pot because people do not like having to justify why somebody deserves to be rewarded in competency format. I just think that it adds an extra level of difficulty….I think that the intention is always to be supportive, they tend to be quite proactive people in the group. I would say that the barrier though for the people with anything like that is that sometimes it will come back to say well I didn't quite understand what you meant when you wrote that, but I think that is down to a personal skill in being able to justify, that's the difficulty. Nobody likes doing it".* Gurpreet(5): **TC1:7** *"I think sometimes when you have got someone that has probably done more then the person that you put forward probably won't get recognized. I think the challenge is mainly when you put something forward and it comes back to say that they don't think it is good enough to reward for, and sometimes I think that sets you back because you think what if I put another nomination in and they don't actually get it? It is time consuming at times, so I think that kind of does set you back a bit…Sometimes I do get upset about it but I think it is normal, you do get down about but I think it is just a process that you have got to follow and there are guidelines there".*

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		Helen(5): **TC1:8** *"Sometimes I do because I think it is difficult to distinguish from what is the actual role and what they may have done over and above and I think that can be hard because of the work that you can be involved in, I mean some people have very rigid set roles so it's difficult to reward someone with a monetary value or promotion because either they don't want promotion and are happy in what they are doing, or what they are doing is deemed as their role which is why I think a thank you is just as important".*
	TC2: Rewarding not recognised or valued Pubsec1: 1 Pubsec2: 1 Pubsec3: 1 Pubsec4: 2 Pubsec5: 0 **Total: 5**	Anthony(1): **TC2:1** *"No-one comes back, as far as I'm aware, to the sites or the bits of the organisation that don't spend that money. No-one comes back and suggests that maybe they've not done as a good a job at rewarding people…I'm not aware of anyone being told, you know in the same way that if the performance was poor, come on you need to pull your socks up or whatever…there's a carrot but there's maybe not a stick which I think is an issue. You know it sounds daft to have a stick to make people reward other people but actually you know anyone who knows anything about employee engagement knows that it's the day to day it's making sure that you do these things consistently… For me it should be a performance metric, it should be a performance target".* Anthony(1): **TC2:2** *"There's no punishment for not rewarding people beyond the fact that you'll have a disengaged team who won't perform as well and are more likely to go off sick and everything like that".* *Rebecca(2):* **TC2:3** *"Currently the rewards are limited for people that do that as bread and butter and don't tell everyone that they have done it. Some people just quietly do it because actually that is part of what we are here to do and those that blow their trumpet are often rewarded but they are sometimes those who do it just for the sake of doing it rather than because it is genuine. The people that do it throughout the year without any difficulty, so it might be baking cakes for the team or just taking them out for a walk, it really does go unnoticed".* Janet(3): **TC2:4** *"I don't think we value the people who do the thank yous as well as we value the people, to continue with the example, know how to use excel, so that is where the situation has come from".*

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		Janet(3): **TC2:5** *"We very much have an organisation that it is quite clear what you are being judged on and as an organisational culture you are judged on what you can deliver and it's what you personally deliver rather than what you've managed to achieve through your direct reports and I think that in itself leads to less effort being put into your direct report's outputs but also people kind of, I think, people recognise that isn't where they need to put the energy and the effort to get the box markings".* Georgina(4): **TC2:6** *"Sometimes I think a lot of it goes unrecognised, and it shouldn't just be all about the team leaders I think everybody has a part to play in promoting it and thanking people but I don't know that it always comes down from a higher level".* Georgina(4): **TC2:7** When asked if she felt like she was recognised herself for the time she spends recognising and rewarding her own team – *"I really don't know that I am actually because I don't think they know how much you do put into it. They do have forums where they invite staff along and I think sometimes they pick up on things not being fed down the way they should be, I would hope from that they would recognise that you are trying to do a good job?".* Georgina(4): **TC2:8** *"Sometimes there is a blanket message where everyone is getting spoken to but I think well 'I am doing all of this so why are you including me in this group?' Why am I getting roped into the group with people who don't do 1-2-1s and take the time out to sit with individuals and talk to them? I know we do talk about leading by example but if they are not doing what they are asked to do how can they expect their staff to put in the effort? Sometimes the staff are just drifting along and doing what they want with no leadership and that is not fair, sometimes I feel like I raise issues with my staff and other teams are not and it can be a bit disheartening at times I think".* Lisa(4): **TC2:9***"I don't actually think that they would reward me for rewarding, it is not anything that I have ever came across being discussed at a performance review, I have never been told that it was good that I have gave out four rewards this month or if I haven't give any out".*

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	TC3: Capability Pubsec1: 0 Pubsec2: 1 Pubsec3: 3 Pubsec4: 2 Pubsec5: 0 **Total: 6**	Jackie(2): **TC3:1** *"I don't think there is enough thought or training goes into it and I don't think there's enough time spent on it. Sometimes people throw money at people without saying thank-you or that's a job really well done or they don't spend the time on the little instant rewards and recognition".* Jackie(2): **TC3:2** *"There is probably within corporate more training on getting people to think about what motivates us as opposed to what motivates somebody else and you know why should they care about being in work and just getting people to think it through a little…When I was a first line manager I never thought about it, it just didn't dawn on me. Over the years it dawned on me that this was a good thing to do, it helps to motivate your people and it helps you to get the results so why wouldn't you do it, but certainly when I first took on line management I didn't think about it".* Janet(3): **TC3:3** *"I think we go on training to be told to say thank you, to be polite human beings, I'm not necessarily sure that, I'm going to go into my theory here. It's a bit like you have a band aid for fixing how people are not very good at excel and you are trying to use the same band aid to fix how people aren't very good at management, so I don't think that is enough to support a manager who in the past can't read people, or struggles to understand what motivates people. Just telling them to say thank you isn't going to have the desired effect whereas telling them how to do a sum in excel will have the desired effect".* Kirk(3): **TC3:4** *"It would work ok if everyone had a better view of what everyone else in the function delivers which is not very practical, and also it does rely on manager capability, if your managers don't all have the same capability levels, and hopefully that is a high capability level, then they won't be managing performance properly and that could be undervaluing as much as it could be overvaluing someone's performance".* Susan(3): **TC3:5** *"As a manager you can feel like you are giving a lot of feedback but it doesn't always get heard or recognised, or that you are doing it quite as much as you think you are…All of us in all walks of life are guilty of having good intentions but not always quite managing to deliver them, it's like people overestimate the amount of exercise they do, I'm sure managers overestimate the amount of*

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		feedback they give, they mean to do it but they don't always remember to…Some people are just easier to manage than others, that's life". Sandra(4): **TC3:6** *"Some people feeling uncomfortable about giving positive feedback, I know that is definitely a barrier I came across when trying to impose the new standards for this team, to give that constructive feedback as well as the positive feedback, and I think that there is a certain discomfort in giving positive feedback if that makes any sense, which seems really strange but I don't think that people feel entirely comfortable with it. Generally it's easier to give people constructive or negative feedback than it is to give positive feedback. There is always a fear of coming across condescending or patronising, certainly when it is peer to peer, I think it is easier as a manager, but peer to peer I can understand why people have reservations as coming across as patronising…I don't think it is something that you can teach, you can talk about it and instil the idea but somebody needs to physically practice it to see that it works".* Tim(4): **TC3:7** *"I've worked with lots of people who are my grade and higher who are not comfortable talking to people and it just happens that I am. It's cultural, people are not confident in recognising some people sometimes, people are not confident in their own decision making, their own responsibility".* Tim(4): **TC3:8** *"Some of the skills that people like me should have, but haven't got them, is because we have big finance communities and HR communities now who specialise in those areas which has eroded some of the skills of some of the leaders, so there was a view quite a while ago that leaders didn't need to have the business acumen. I just feel there is too much emphasis on looking for leaders who can stand up and deliver a wonderful speech on the future and how we are going to take everybody into a wonderful digitally transformed universe to deliver better customer service, which is great and I am quite comfortable to do that but I would rather have the rest of the tools so I can actually tell people what it actually means for them. You can tell somebody what it looks like but if you cannot get an understanding of what it feels like for the individuals who are going to be doing it then it's quite hard to translate to that vision".*

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	TC4: Overlooked for financial rewards themselves Pubsec1: 0 Pubsec2: 0 Pubsec3: 0 Pubsec4: 2 Pubsec5: 0 **Total: 2**	Jennifer(4): **TC4:1** *"I feel that if somebody on my team did do something today that I felt needed rewarded then I could do that. To be honest I think the problem comes further up the line, I think reward and recognition certainly in here stops at AO level, there is never anything given out over and above that. In all the time I have been a team leader, in ten years I have had one £25 voucher. I've been a box mark 1 for the past five years so I've obviously done over and above what is expected of me to be able to get the box 1 but I'm never rewarded for that".* Jennifer(4): **TC4:2** *"We look after the reward and recognition part but very rarely does anyone get a nomination from PB3s down to PB2 level or PB4 down to PB3 level, I don't think there is a lot of that goes on. I'm not here for the vouchers so I would still be doing my job to the best of my ability anyway but every time I do a nomination I do kind of think well I took a part in it as well and you don't even get a thank you….although it is nice for them to get that thank you, the thank you from further up the line was for the staff it wasn't for me or for my PB3 who went to the meetings and was passing the messages on about what we needed to look at. So I think there is definitely a gap there".* Pauline(4): **TC4:3** *"Obviously it is the PB1s who are the ones doing the day job and my perception is that 90 per cent of R&R would go on those front line staff doing the job, and sometimes I think well I have done a good job there and you may feel a bit overlooked as a PB2 because your job is to manage that team so I completely get it".*
	TC5: Time constraints/conflicting priorities Pubsec1: 0 Pubsec2: 3 Pubsec3: 0 Pubsec4: 1 Pubsec5: 1 **Total: 5**	Hannah(2): **TC5:1** When discussing sending out thank you e-mails to her team after a successful project – "*I came in at the weekend to do it because I just couldn't fit it in in the normal everyday activities".* Rebecca(2): **TC5:2** *"It is so busy and the pressure is on it is quite easy to forget pockets of people that without whom we could not deliver but they are really easy to overlook because they just keep pedalling".*

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		Sarah(2): **TC5:3** *"I think there are always barriers, I think sometimes work constraints so sometimes, somebody sorted something out for me and I was so busy tying up loose ends up before Christmas I just didn't get time to get back to them and say thank you, and then after Christmas I was trying to sort my inbox out, and I thought I have to get back to them, and I did but it was late and I felt quite guilty about that…so I think sometimes time constraints can be barriers and pressures and other priorities get in the way".* Roxanne(4): **TC5:4** *"I think it's getting harder to have the freedom of time because when we are doing things like the celebration days you have to have a business balance and telephones need to be covered, so now we are virtual that has got harder".* Gurpreet(5): **TC5:5** *"I think people should get recognised more than they actually do. Sometimes you do fall back on it because you have so much work to do and you completely forget".* Gurpreet(5): **TC5:6** *"It is time consuming because at the end of the day it's the amount of work, so you say well I'm going to do it this day and then you just get so busy with all the work that you have to do and you completely forget and you have probably missed the deadline. We have recognition for best customer service and sometimes you just miss the deadline".*

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Relatedness • Connecting with and being accepted by others (Ryan and Deci, 2002). • Establishing a sense of mutual respect and reliance (Baard et al, 2004). • The experience of having satisfying and supportive social relationships (Stone et al, 2009). • Feelings of being cared for and respecting others (Olafsen et al, 2015).	**TR1 :** Organisation's culture Pubsec1: 1 Pubsec2: 2 Pubsec3: 0 Pubsec4: 0 Pubsec5: 1 **Total: 4**	Anthony(1): **TR1:1** Anthony discusses the annual staff survey and a question on it that refers to receiving regular praise from their line manager and if there is a poor score this might be picked up with the site, however *"I might argue that once a year is, you know you could have a site run itself into the ground with no-one getting praised for any good work for an entire year, pick it up in the survey and then spend 6 months trying to put it right and you wouldn't know if you'd put it right until the following year so I think it comes down to local managers speaking to staff and making sure they feel like they're getting thanked and praised".* Jackie(2): **TR1:2** "*In my current organisation I think it is just a bit of a panic 'oh no we have this budget and we haven't spent it yet, let's go and remind people that they really must do their reward and recognition. If it is part of the culture people will do it, if it is not part of the culture people will do it very little".* Rebecca(2): **TR1:3** "*We have a new program director that has came in from another organisation and she is very command and control, she doesn't remember people's names, she will write and say 'I need this now' with no context or 'get me a sandwich' to anybody, I have said to her that we don't operate that way in this organisation, we don't speak to people to like this but actually I think that's why some people do appreciate it because it has been very command and control in the past".* Matt(5): **TR1:4** *"I don't think we do enough of it within the organisation, certainly in this area people will often say 'I was just doing my job' but you have done a fantastic job so it's important for leaders to reinforce that they are doing great work and we are helping people who need help. Sometimes it's a historical thing where I've certainly noticed in this office compared to the previous one, where people are not as forthcoming about recognising when they have done a great job…here I think historically it maybe hasn't been promoted as much as it should have been…probably more focused on task driven management style rather than saying to people you are a leader we want you to lead your people and part of leading your people is making sure people are recognised, so yes it's personnel and how they see things".*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
	TR2: Lack of line management support Pubsec1: 1 Pubsec2: 1 Pubsec3: 1 Pubsec4: 3 Pubsec5: 0 **Total: 6**	Debra(1): **TR2:1** *"I've worked with people before and it's like why are you spending that reward and recognition money they don't deserve it just give them a thank you, and it's almost as if they'd do anything to not spend the money because they think it's a budget and they have to hold onto it and I've said it's different, it's a different type of budget, this is a budget to spent…so often if you've got a blocker somewhere that isn't of the same mind-set it becomes more difficult and people do sort of shy away".* Sarah(2): **TR2:2** When asked whether reward and recognition is prevalent in the organisation Sarah responds – *"I think it depends on who your line manager is and who your team are is the honest answer. But as a department it is encouraged, openly encouraged. It's fed from the top down is the short answer and then it is how it is picked up within teams and that's why sometimes, like everywhere, it depends who your line management is and who your senior leaders are within your team".* Janet(3): **TR2:3** *"We do have a very chain organisation, you have the opportunity to give feedback to your line manager twice a year. I don't think I've ever had a line manager sit me down and say 'how do you feel about your management, how do you feel about the job' they've never spoken to me about it…I have had line managers in the past who have, I have found really, really missed the motivation point, and at the end of having left the job said, well partly I left because of my line manager because they didn't motivate me to do my job effectively".* Janet(3): **TR2:4** Janet discussed the experience that she had with a previous line manager who never took the time to recognise her work or talk to her about her development but this was never addressed and she left that job – "*it was quite huge for me, it felt like a massive decision at the time, having then sat in his and realised that all of that wasn't being held against him for his performance, it really wound me up, I think I was hugely unmotivated for quite a long period after that point. I think I have now turned it into, I'm not going to be that person, but short term it was not good".* Beatrice(4): **TR2:5** When asked if she feels valued by her manager for the work she does Beatrice responds – "*I have no idea. I get a well done and a thank you, you have done it again sort of thing but that's about it. I jump up and down quite a bit at meetings to say we've done it again aren't we good? I just think it's that people don't sell themselves very well. My team don't sit and brag about what they have*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
		done, it is their job and they consider whatever they do as part of that, nothing extraordinary and I think that is most people's assumption in the organisation, as long as they have done their job and they know they have done it well, that's the satisfaction". Beatrice(4): **TR2:6** When asked what rewards have the most impact Beatrice replies - *"Recognition from higher management that they exist, that they come down and have a chat occasionally, it would be nice to be put in for some type of reward and recognition from them not from me because I just consider myself part of the team anyway, I just do a little bit of a different job…I think it is because you very rarely see them for a start, they rarely have time to come and talk to you and see if there are any problems or to say well done".* Georgina(4): **TR2:7** *"We are always looking forward to reward our staff and our managers are always telling us to do it but sometimes you feel like telling them that it is there to reward us as well, so sometimes we are so focused on rewarding staff at PB1 grade that we forget there are team leaders and even the PB3s. It is about rewarding everybody if they have done something well".* Georgina(4): **TR2:8** *"I think the 1-2-1 with your manager is your time and gives them an opportunity to discuss your performance, give you feedback and recognise when you have done something well, but those don't always take place and I think that is missing for us…it is coming down from above and as a team leader I'm expected to do these things, but I am still an individual and an employee who has to be recognised and developed and sometimes I don't think there is the same importance placed on it. Sometimes you only have 2-3 meetings and you supposed to have between 9-12, but it's about trying to make that time. I just mark up my own 1-2-1 every month and if I don't get an actual sit down with my line manager at least I know I have them and at the end of the year as I want to have my evidence in place".* Jennifer(4): **TR2:9** *"I am not convinced that they are aware of how much we are doing."* When asked to explain this Jennifer discussed how she had told her manager she was doing this interview today last week but then yesterday her manager asked her to attend another meeting…"*She didn't have a clue, it was as if we had never had the conversation so I think a lot of the time they are not aware of all the extra things you are doing, so they are sending out e-mails and putting on to you and putting on to you but they are not always aware. I mean she is sitting out there now and she has forgotten the conversation that we had on Monday, she doesn't know why I am in here because she keeps having a look. To be fair she is a busy person I accept that but I am not always convinced that they*

Basic need according to SDT	Themes identified in the interview data linked to SDT need Representation across managers	Thwarting mechanisms for managers in rewarding their employees Managers' words
		really know all the extra stuff that we are doing and the impact that has further down the line…I don't think she knows what we are doing, in all probability I could disappear off for an hour and go to Asda and come back and she wouldn't know I had left". Jennifer(4): **TR2:10** *"We are managers and we should be able to look after ourselves, but at the same time if I was managing managers I would want to be convinced that they were doing what they say they are doing in case I was asked any questions. Or back to what we are talking about, because I would want to know is there anybody that stands out that needs that extra little bit recognition or are they all doing the same thing? I mean out of the group of managers I work with only half us pull our weight and I feel probably it will be reflected in our box marking so fair enough you get your bonus, if we get one, but throughout the year it is not noticed. So half of us do all the volunteering, we have all the extra duties on top of what we are already doing and it is kind of just expected that we will do that, there is no extra recognition for it or anything".* Jennifer(4): **TR2:11***"I don't think she knows. I don't think she knows out of the teams she has who is rewarding and who is not…it's not her fault a lot of the time and they are putting a lot onto her".* Jennifer(4): **TR2:12** *"I don't whether it is just they get to that level and they're not interested. There are managers who don't and you see them sitting at their desk all day and they are not getting up and talking to anybody or finding out what they are doing, what they did last night and just giving them a verbal face to face thank you rather than it being on an e-mail".* Jennifer(4): **TR2:13** *"They are all quite friendly in here they have mentioned to each other 'well we don't get that' and 'she never says that to us' and 'we don't get told about that', so I think the staff do definitely realise, they can see it is happening further up the room, it might be the minor things like having a packet of biscuits on the end of the section but they do realise that it is happening on one team and not on another".*

Glossary of Terms

AACSB	Association to Advance Collegiate Schools of Business
CET	Cognitive evaluation theory
CIPD	Chartered Institute of Personnel and Development
EPAS	European Foundation for Management Development programme accreditation system
F2F	Face-to-face
FLM	Front-line manager/first-line manager
HR	Human resources
HRM	Human resource management
IPA	Interpretative phenomenological analysis
LM	Line manager
NAO	National Audit Office
NHS	National Health Service
NPM	New Public Management
OIT	Organismic integration theory
ONS	Office for National Statistics
PB(1/2/3/4/5/6/7)	Pay-band (number denotes level of seniority, with 1 being the lowest)
PRP	Performance-related-pay
PSM	Public service motivation
Pubsec(1/2/3/4/5)	Pseudonym for organisations involved in the current research
R&R	Reward and recognition
SDT	Self-determination theory

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