Quiet Quitting, Loud Consequences -
The role of Management in Employee Engagement

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Abstract

The phenomenon “quiet quitting” is receiving considerable attention in the US recently. Quiet quitting broadly refers to employees who do the minimum amount of work required at the workplace and managers seem to be at the core of the problem. This thesis aimed to study quiet quitting in Sweden through the lens of Self-Determination Theory and provide managers with a framework to tackle quiet quitting. This was achieved through a survey which showed a low to moderate statistically significant correlation between the three basic needs of Self-Determination Theory (competence, autonomy, and relatedness) and employee engagement. Moreover, poor employee engagement seems to be a good predictor for quiet quitting. Furthermore, we suggest a “Need-Supportive Management” style for managers to increase the need satisfaction of the three basic needs of their employees. Using this, managers could be able to increase employee engagement and thus decrease quiet quitting in their workforce.

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1. Introduction

The pandemic that started in March 2020 changed the living situation for many around the world. Government regulations and recommendations changed the environment for workers. Some were temporarily resigned, and others could work remotely. In 2021 when employees were asked to return to work, as many as 47 million Americans decided to quit their jobs. This led to what was coined by the business professor Anthony Klotz, as the great resignation (Formica & Sfodera, 2022).

A potential origin of the great resignation could be that during the pandemic and the subsequent lockdowns, a lot of employees came to re-evaluate their work-life balance. Those that did not quit their jobs started to express their dissatisfaction through another phenomenon, namely "quiet quitting". Quiet quitting refers to "a worker that continues to fulfill their primary responsibilities, but they're less willing to go beyond those." (Klotz & Bolino, 2022). Going beyond your primary responsibilities includes behaviors like citizenship behavior. Such behavior can consist of working overtime, showing up early and going to non-mandatory meetings (Klotz & Bolino, 2022). The phenomenon was first coined by economist Mark Boldger in 2009 (Hitt, 2022). However, it would take over a decade before the expression reached mainstream consciousness since it went viral on the social media platform Tik Tok in 2021 (Kudhail, 2022).

1.1 Problem formulation

The Gallup institute conducted a survey of more than 15000 full-time and part-time employees which showed that quiet quitters make up half or more of the US workforce (Harter, 2022). Stephan Maier, professor of business at Columbia Business School says that quiet quitting is by no means a new phenomenon and that another name for quiet quitting is disengagement. According to Hoffower (2022) "more than 67% of U.S employees and more than 86% of employees worldwide report not being engaged in their jobs over the past 15 years".

Quiet quitting as a phenomenon isn't limited to the US either, as similar behavior was observed in China with the "Tang ping" movement, which translates to "lying flat". Tang

ping roughly means, not doing what's expected of you in different aspects of life and it originated in worker dissatisfaction (Mcgregor, 2022). As the observant reader may notice, Tang ping is not the same as quiet quitting. However, there are some important similarities between the phenomenon's, namely dissatisfaction among workers and responding with a disengaged behavior. Lending more legitimacy to the international aspect of the phenomenon is the attention it has gotten in Swedish media as of late. The Swedish newspaper "Dagens Industri" picked up on the trend and describes how quiet quitting has spread as a wildfire during the pandemic (Lindsten, 2022). This gives us reason to believe that we will observe this kind of behavior in Sweden as well.

So why are companies worried about this trend? Employees that does not want to go beyond their core tasks might not seem problematic at first, but for a lot of firms having a workforce that is willing to go above and beyond is a critical competitive advantage (Klotz & Bolino, 2022). Management of course wants productive and engaged employees, so quiet quitting as a widespread international phenomenon is a worrisome trend for both management and companies. Additionally, research has also noted that there is a positive correlation between employee engagement and employee performance (Sayuti et al., 2021). So having disengaged employees translates into poor performance. Furthermore, quiet quitting can very well be the cause of bad managers and not bad employees. As research shows that managers who tend to the needs of their employees have a lower percentage of quiet quitters in their workforce. The bad managers can have as much as four times the amount of quiet quitters as the good managers (Zenger & Folkman, 2022). This gives management another reason to worry about this development, as it may very well be management itself that is the core of the problem.

A problem within the topic of quiet quitting, is that it is such a new concept that not a lot of research has been done within the subject. One of the few articles written is Formica and Sfodera's article "*The Great Resignation and Quiet Quitting paradigm shifts: An overview of current situation and future research directions*" (2022). In the article, they state that quiet quitting has a correlation with the pandemic but did not originate from it. The pandemic acted more as a catalyst for the underlying problems of deep, prolonged, and widespread employee dissatisfaction (Formica & Sfodera, 2022). The notion is an interesting one, but they present no data that backs it up, so as of now it is purely speculation.

Furthermore, they point to the fact that quiet quitting isn't a new phenomenon and that the underlying problem is employee satisfaction and employee engagement. Although a lot of research has been done in the field of employee dissatisfaction and employee engagement, Formica and Sfodera chose to base much of their conclusion about causes and solutions in recently published articles that are independent studies disconnected from earlier research. Their conclusion from the articles is, "it appears evident that the sources of dissatisfaction of employees revolve around three fundamental characteristics that are common to every human being: needs, values, and purpose." (Formica & Sfodera, 2022). However, when going through their sources, the connection between their fundamental characteristics and employee dissatisfaction is questionable.

Instead, in many of their sources one can find direct referencing, or hints, to the theoretic framework of Self-Determination Theory. This theory is about motivation and in short it argues that the strongest motivation comes from within and is driven by the fulfilment of three basic needs: competence, autonomy, and relatedness. This sparked the interest to explore quiet quitting through the lens of Self-Determination Theory, since it feels closely connected to the issue through semantic similarities between motivation and engagement. As well as having 30 years of history behind it and several articles published within the topic of management.

Using this chapter as a starting point, we will explore quiet quitting through the lens of Self-Determination Theory. We expect that low employee engagement could be a possible cause of quiet quitting and that managers that see to their employees needs will have fewer quiet quitters than those who don't.

1.2 Purpose

The purpose of this study is to further the understanding of the potential causes of quiet quitting, partially through the lens of Self-Determination Theory and partially through external variables. It also seeks to provide an understanding of how management can cope with quiet quitting in practice.

1.3 Research questions

1. Could low employee engagement be a potential cause of quiet quitting, if not, what other potential causes can be found?

2. How does the attributes of Self-Determination Theory, need for competence, need for autonomy, and need for relatedness correlate with employee engagement and the occurrence of quiet quitting?

3. How can managers cope with quiet quitting?

2. Theory

2.1 Previous research

The theoretic framework of Self-Determination Theory has a history spanning over 30 years, with several articles related to it published in the topic of management. Prior research has shown a low to moderate positive correlation between the three basic needs and employee engagement (Van den Broeck et al., 2016). Furthermore, the newly published article by Battaglio et al., (2022) notes a causal connection between the three basic needs of Self-Determination Theory and job satisfaction.

Apart from prior valuable research connecting employee satisfaction, job satisfaction or employee engagement to Self-Determination Theory. Multiple studies have been conducted about how managers and leaders can work with Self-Determination Theory to increase the need satisfaction of the three basic needs, as well as employee engagement. These studies have employed different methodologies, such as transformational leadership, engaging leadership and need-supportive management. However, they all aim to provide managers with tools to satisfy the three basic needs (competence, relatedness, and autonomy) of their employees. Every study notes that the fulfilment of the basic needs, outlined by Self-Determination Theory, increases some of the following: employee engagement, employee satisfaction and/or motivation (Ryan & Rigby, 2018; Deci et al., 2017; Kaabomeir et al., 2022; van Tuin et al., 2021). If the three basic needs of Self-Determination Theory are to correlate with employee engagement, as noted by prior studies, then the “need supportive” management style should prove a necessary tool to increase employee engagement and thus decrease quiet quitting.

Apart from studies connecting the three basic needs of Self-Determination Theory and employee engagement, there are also studies pointing to other possible variables which affect employee engagement. For example, the Gallup study points out that the sharpest decline in engagement is most prevalent amongst the younger generations, ages 35 and down (Harter, 2022). Different types of employment could be another relevant variable as prior research shows that temporary employment decreases job satisfaction (Goñi-Legaz & Ollo-López, 2017). Further extraneous variables that could affect employee engagement could be

education, as research shows that employees with a higher education also show higher degrees of employee engagement (Vorina & Kostadinović, 2013).

2.1 Self-Determination Theory

Self-Determination Theory (SDT) states that an understanding of human motivation requires consideration of the innate psychological needs for competence, autonomy, and relatedness (Stone et al., 2009). The theory conceptualizes basic psychological needs for autonomy, competence, and relatedness as innate and essential for ongoing psychological growth, internalization, and well-being. Van den Broeck et al., (2016) argues that "humans are optimally motivated and experience well-being when they have three basic psychological needs satisfied: the need for autonomy, the need for competence, and the need for relatedness". Although the theory is mainly associated with the concept of motivation, several studies has been done where the theory explains concepts like job satisfaction and employee engagement (Battaglio et al., 2022; Van den Broeck et al., 2016).

A lot of research has been done in the field, stretching over several different industries. The three basic needs can be satisfied while engaging in a wide variety of behaviors that may differ among individuals, as well as manifesting differently in different cultures. In any case, the satisfaction of the three needs is essential for the well-being and healthy development of all individuals regardless of culture (Stone et al., 2009). Self-Determination Theory suggests that the degree of self-determination can be explained by the fulfilment of three needs (Deci & Ryan, 2000). These needs are summarized below.

Need for competence refers to the degree that an individual feels that they have the tools to carry out a specific task and to what degree their work has an impact on others (Stone et al., 2009). "The need for competence is within SDT viewed as inherent to our natural tendency to explore and manipulate the environment, as well as in the search for optimal challenges." (Van den Broeck et al., 2016).

Need for autonomy concerns the amount of perceived autonomy the individual has in carrying out its task. Autonomy concerns the experience of integration and freedom, and it is considered an essential aspect of healthy human functioning (Stone et al., 2009). Autonomy is

not to be confused with independence, one can be autonomous but still be dependent on others (Ryan & Rigby, 2018).

Need for relatedness refers to the desire to feel connected to others, to love and care, relatedness is proposed to be a fundamental need (Stone et al., 2009). For example, to feel a sense of connection with fellow employees and management.

Prior research has shown a low to moderate positive correlation between the three needs of SDT and employee engagement (Van den Broeck et al., 2016). Furthermore, recent research has suggested a causality between the three needs of SDT and job satisfaction. In one instance the increased satisfaction of the need for competence resulted in a 200% increase in job satisfaction. Job satisfaction is relevant here since the two suspected causes of quiet quitting were job/employee dissatisfaction and employee engagement. Furthermore, job satisfaction has a strong semantic overlap with employee engagement as noted by Nimon et al. (2016) This semantic overlap could at times explain up to 69% of the variance between the constructs, speaking to a semantic equivalence. This shows the strength of the theory in tackling employee dissatisfaction and poor employee engagement. It could also prove useful in decreasing the occurrence of quiet quitting, provided that poor employee engagement indeed is a good predictor for quiet quitting as noted by the Gallup study (Harter, 2022).

2.2 Need-supportive management

Need-supportive management (NSM) is an umbrella term that we use for leadership and management styles that seek to fulfill the three basic needs of their employees as they are outlined by Self-Determination Theory. This was derived from articles using similar terminology (transformational leadership, engaging leadership, need-supportive management, etc.) for the same purposes (Parfyonova et al., 2019; Kaabomeir et al., 2022; Ryan and Rigby, 2018; van Tuin et al., 2021). This approach was chosen since Ryan and Rigby (2018) noted that Need-Supportive Management training leads to improved motivational quality as well as contributing to higher employee engagement. All the above can be classified as managerial training focusing on the basic needs and therefore it was regarded as comprehensive to use a collective name for such practices.

The Need-Supportive Management behaviors were broadly categorized by Parfyonova et al. (2019). NSM behaviors aiming to satisfy the need for competence include providing employees a rationale for their work task, setting expectations, and providing feedback. NSM behaviors to satisfy the need for relatedness include acknowledging feelings and expressing concern. Finally, to satisfy the need for autonomy managers can provide employees with a choice of how to perform their work tasks.

A study by Kaabomeir et al., (2022) showed that managers working with NSM behaviors saw an increase in their employees need satisfaction. The NSM behaviors were derived from Parfyonova et al., (2019) and Williams et al., (2014). A couple of these behaviors were chosen for our thesis due to the recency of the above studies and the fact that the NSM behaviors proved effective in increasing employees need satisfaction. The behaviors chosen are summarized below in table 1.

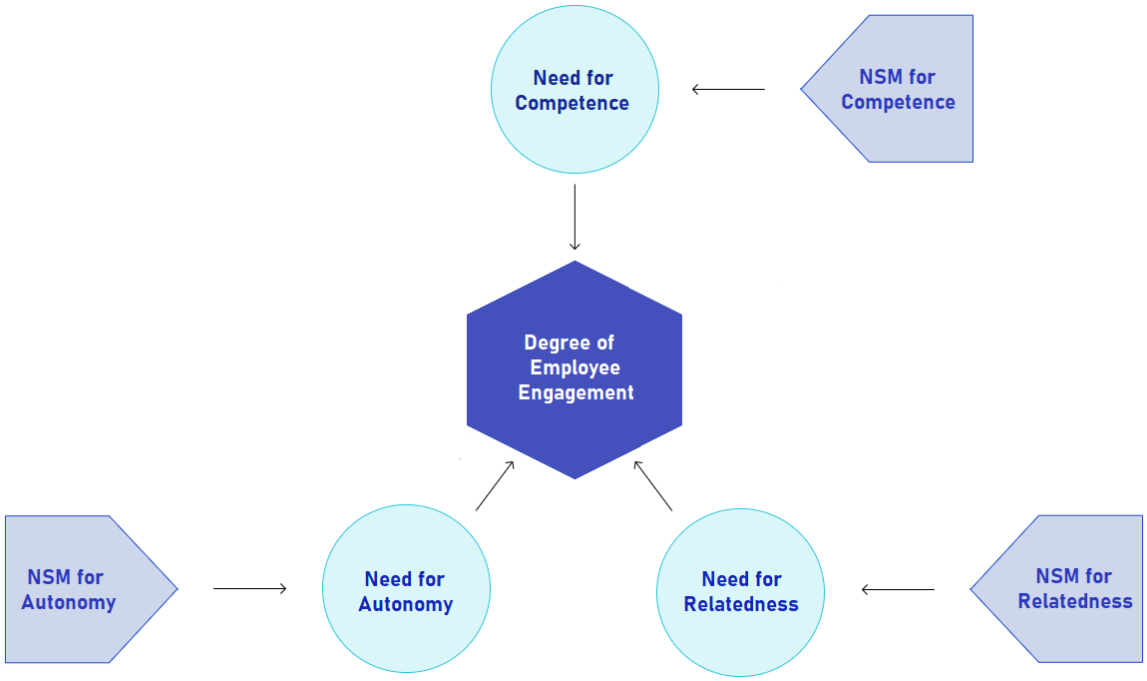
Table 1 "*Need-Supportive Management behaviors*"

The need for Autonomy	*The need for Competence*	*The need for Relatedness*
Considering your employees ideas in decision making	Showing confidence in your employees' completion of tasks	The manager creates an open and warm environment
Supporting your employees' decisions and ideas	The manager facilitates execution of tasks for employees	The manager provides a warm and open treatment despite non-satisfactory results
	The manager provides constructive feedback	
	The manager provides opportunities to evolve competence and problem-solving ability	

2.3 Analysis model

We created a general analysis model that will be used to interpret the results of this study. This model was derived from our literature search, expectations of results, and the theory description above. The model portrays the three basic needs of Self-Determination Theory

correlating with the degree of employee engagement, as well as the NSM behaviors correlating with its respective need. The general analysis model is illustrated below.

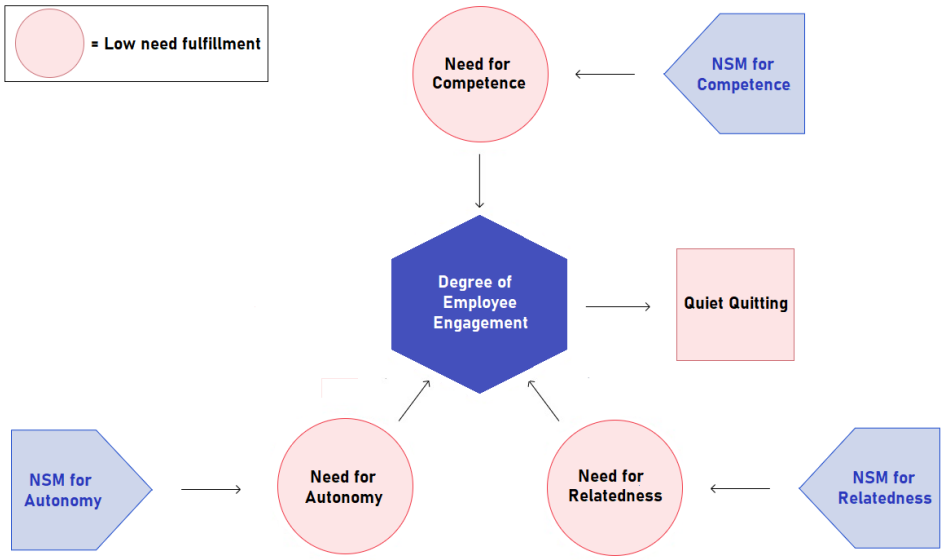


Model 1. NSM, the three basic needs and Employee Engagement

The model covers how the three different needs impact the degree of engagement an employee will experience at work and how the three basic needs can be influenced by NSM behaviors. With the central part of the model, degree of employee engagement, being the dependent variable. The amount of engagement an individual experience at work is thus dependent on how the three needs are fulfilled. One limit of the model is that it does not show the outcome of different combinations of need fulfilment. For example, the model does not show the outcome if the need for autonomy and need for relatedness were to be high and need for competence were to be low. Our model merely seeks to show the possible correlations between the different parts of the model. Lastly it does not include other external variables such as type of employment, type of workplace or age since this would greatly enlarge it and ruin its simplicity.

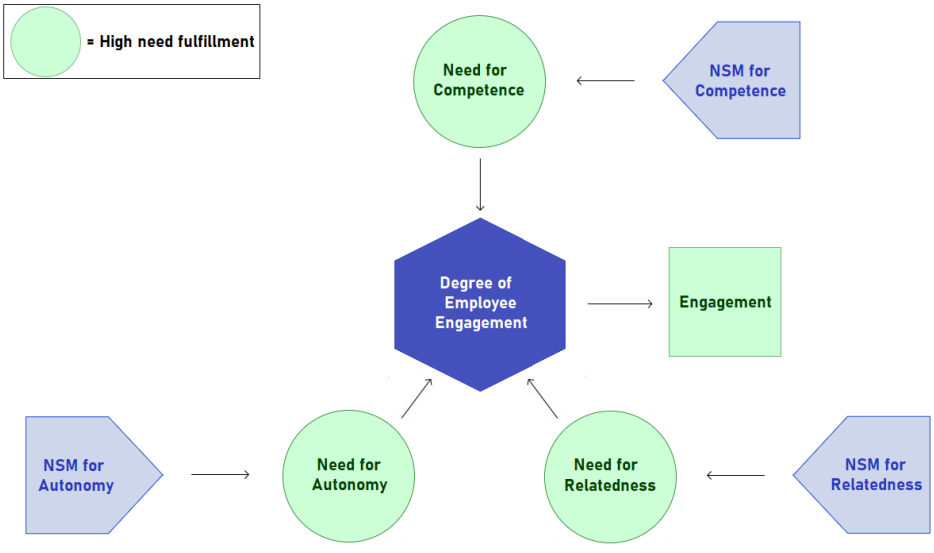
Two versions of the model are presented below to illustrate our expectations of the groups with low respectively high fulfilment of the three basic needs. Starting off with the low need fulfilment group. We expect that when one or several of the needs are not fulfilled, employee

engagement will be low, and this will lead to employees engaging more frequently in quiet quitting. This scenario is illustrated below.



Model 2: NSM and the three basic needs with low need satisfaction leading to Quiet Quitting.

We also expect that when one or more needs are met, employee engagement will be higher and therefore employees will engage less frequently in quiet quitting. This scenario is illustrated below.



Model 3: NSM and the three basic needs with high need satisfaction resulting in high engagement.

The models presented above aim to study and explain how employee engagement correlates with the three basic needs of Self-Determination Theory and in turn how the three basic needs of SDT correlates with its respective Need-Supportive Management behaviors. The models also illustrate our expectations of the outcomes connected to the two main scenarios. It does not include the external variables since we wanted to keep the model's simplicity.

3 Method

3.1 Study Design

To answer our research question, we chose to do a quantitative study through survey-based research. This choice was made since it is well suited to answer our research question as it is of a quantitative nature. Furthermore, a survey is a time efficient way to gather a lot of data (Bryman & Bell, 2019). When designing the survey, we were concerned with keeping it short and easy to follow. This was done to minimize the risk of "respondent fatigue" as well as respondents skipping questions (Bryman & Bell, 2019). The survey consisted of 26 statements/questions. 1 question about the respondents age, 1 about their type of employment, and 1 about their educational level. 10 statements connected to the 3 basic needs of Self-Determination Theory. 8 statements to analyze the Need-Supportive Management behaviors. 1 question about whether or not they identify with the behaviors characterized by quiet quitting. Lastly, a complementary question was posed about when the respondents started with this behavior. The survey can be found in its entirety in Appendix 3.

A concern with surveys is that of self-assessment and subjectivity, since some of our questions is aimed towards the respondents rating themselves. Here a discrepancy to the "true" value can exist due to respondents over, or underrating themselves (Dunning et al., 2004). Considering that the survey was conducted in Sweden, it was also written in Swedish to avoid language barriers having an impact on the responses gathered.

The most effective research method would probably have been to do an experiment where managers got to work with the Need-Supportive Management behaviors and then measure the employee's engagement at the start and the end of the experiment. By doing so we would be able to control for extraneous variables and test the framework in practice. Many of the articles studying Self-Determination Theory has used similar research methods, but due to the limited academic authority and available time to that of a bachelor's student, such a research method was not an option for us. Of course, these kinds of experiments have their weaknesses as well. For example, experiment participants acting differently out of awareness of being in an experiment.

3.1.1 Sample

The respondents that participated in our small survey study was any kind of employee that had a contract of employment. The respondents that we defined as employees was those that were not employers. We avoided individuals in management positions and only included employees that didn't have anyone below them in the organizational hierarchy. A risk of surveying individuals that are employers or high up in management is that we would get responses that wildly differ from that of a non-management employee. This is partly due to the added influence that a manager has over their workplace. These employees were the focus since employee engagement and quiet quitting is, according to the literature, primarily due to poor management. Not including management was therefore done so we could focus on the employees where the problem is most prevalent. Further exclusion criteria were failing to recognize who your manager is, since this will make it impossible to answer the questions in the survey about the respondent's manager.

The survey was sent out to friends and family that were asked to share the survey with others. Thus, the gathering of respondents was done through a convenience selection. The convenience selection was done because of time constraints. This choice resulted in the sample not being a simple random sample, but a non-random sample. This affects the external validity of the study, as well as the reliability of generalizations made. Because of the sample possibly not being representative for the population (Bryman & Bell, 2019). Therefore, we will refrain from referring to the population in this thesis. The total number of respondents amounted to 186 (N=186).

3.1.2 Operationalization

To measure the needs for competence, autonomy, and relatedness, a scale for these attributes had to be constructed through creating questions with good internal validity. Formulating these questions from scratch would not be the optimal way of conduct, as a lot of prior research has been done within the field where the above concepts has been measured. Thus, we chose to reuse the items used by Kasser et al., (1992) to study the need for competence, the need for autonomy and the need for relatedness. Participating in the study by Kasser et al., (1992) is one of the co-founders of Self-Determination Theory. The items used can be found in Appendix 1. The items were translated to Swedish and thus partially rephrased to work in Swedish. Previous research has been done using these questions that showed strong internal

validity. To confirm the internal validity, we did a pilot study where we tested the items worked out by Kasser et al., (1992). The results from the pilot study are presented under that title.

For the attributes of self-determination theory, a 7-point Likert scale was utilized with a 7 representing "completely agree" and a 1 representing "don't agree at all". A 7-point Likert scale was assumed as opposed to a 5-point Likert scale as a 7-point Likert scale reduces measurement errors (Sauro, 2010). Furthermore, a 7-point Likert scale shows a stronger correlation than a 5-point Likert scale (Lewis, 1993). No statistical tests were used to confirm a 7-point Likert scale, thus it was assumed for the items since prior research using the same items used a Likert scale, although prior research used a 5-point Likert scale (Kasser et al., 1992). We chose to remove one item from the concept of the need for autonomy (How boring do you find your work?), as the question was a reversed item. This was done because reversed items sometimes can undermine the internal validity of a scale by respondents failing to notice the negated nature of the question. We also decided to remove one more question (Do you work because you really want to make some changes in your life?) from the scale "need for autonomy" since the question was tricky to translate to Swedish without becoming unclear and ambiguous. This was of concern since the survey is a self-completion survey and thus there was no one present to clarify, if the respondent should fail to understand the statement (Bryman & Bell, 2019). These decisions may have distorted the correlations with this scale, which the reader should be aware of when continuing to the results chapter.

To measure employee engagement, the following statement was given to the respondent "I feel engaged at my workplace". The respondents could answer the statement on 7-point scale with the points representing the same as above. A Likert scale was not assumed since no statistical tests were done to establish equivalence between steps.

To measure quiet quitting, we did a yes or no question as the behavior is something that you either identify with or not. In the question a definition for quiet quitting was given in Swedish, which was based in the most commonly used definition for quiet quitting (Klotz & Bolino, 2022). If the respondent answered "yes" on quiet quitting, they were given an alternative to answer when they started with this behavior, before, during or after the covid-19 pandemic.

The choice of having one question related to quiet quitting and employee engagement leads to several problems.

The first problem is that of a lack of reliability. When you measure a construct with only one question, it may not be reliable, meaning the result may not be consistent. It is difficult to determine whether a respondent's answer is due to the construct you are measuring or if its due to another factor. Only having one question may not be enough to get a reliable measure (Babbie & Rubin, 2016).

The second problem is that of limited validity, meaning that the extent to which a question measures what it is intended to measure. As we only have one question related to quiet quitting and employee engagement respectively, we might not be ablet to assess the full scope of the constructs and there is also the risk that the questions might not accurately capture the constructs (Devellis & Thorpe, 2016).

Moving on to the Need-Supportive Management behaviors, Gary Yukl (2012) noted in his article *Effective leadership behavior: What we know and what needs further attention* that a lot of the leadership research conducted over the last 50 years, has created several behavioral taxonomies that overlap in one or several ways. Moreover, very little effort has been put towards integrating these taxonomies. This lack of integration posed a problem when choosing which management style connected to Self-Determination Theory to utilize. There were a lot of management and leadership styles with different names such as, transformational leadership, engaging leadership, need support, Need-Supportive Management etc. (Parfyonova et al., 2019; Kaabomeir et al., 2022; Ryan & Rigby, 2018; van Tuin et al., 2021). However, all of them had a similar goal of satisfying the three basic needs of SDT. All management styles were relevant, since these kinds of management styles improves need satisfaction and increases employee engagement (Ryan & Rigby, 2018).

In search for a general framework including many NSM behaviors across all three basic needs, we found an article written by Parfyonova et al., (2019) which sought to create scales for each of the three basic needs. However, these behaviors had not been tested regarding effectiveness to increase need satisfaction or correlation with employee engagement. This led us to an article written by Kaabomeir et al., (2022) where the authors made managers work with NSM behaviors partly derived from Parfyonova et al., (2019) and partly from Williams et al. (2014). The study showed an increase in the employees need-satisfaction as a consequence of managers working with these NSM behaviors. This led us to pick a set of

NSM behaviors from Kaabomeir et al., (2022) article, since these behaviors were based on an extensive outlining of NSM behaviors as well as being tested in the desired subject of this thesis. Some of the statements in Kaabomeir et al., (2022) article was excluded based on how clearly these statements could be posed in Swedish that left little room for misinterpretation. The NSM behaviors are summarized in table 1. The statements as they were posed in the survey can be found in Appendix 2.

The NSM behaviors were formulized as statements in the survey which the respondents could answer on a 7-point scale. A Likert scale was not assumed since we had no prior research to go on, nor did we statistically test equivalence between points.

The respondents of the survey were put into different categories depending on how they answered the questions about age, type of employment and educational level. The types of employment that were available as possible answers, were those most commonly found in Sweden, more specifically permanent employment, temporary employment, probationary employment, and other forms of employment. The educational levels that we put as possible responses in the survey were general educational levels, formulated as the highest completed education. The different alternatives were elementary school, upper secondary school, or a university degree. To submit their age, the respondents were instructed to write their birth-year. This was done to ensure the answers were in the same format. Giving room for more interpretation in the question could result in some respondents writing their age as 25 (for 25 years old) and others writing it as birth-year, for example –98 (for 1998).

3.1.3 Pilot Study

A pilot study was conducted on 26 participants before the dispatch of the survey. The goal of the pilot study was to ensure the quality of the survey, check for possible misunderstandings by the survey respondents, confirm variance between answers, check Cronbach's alpha for our scales, namely the need for competence, autonomy, and relatedness, as well as other possible issues. It was to our delight that there were no misunderstandings or confusion from the respondents and the answers on our statements with a 1 to 7 Likert scale showed good variance between answers. Further, all three scales showed acceptable to good Cronbach's alpha, confirming the reliability of the scales as shown in prior research (Kasser et al., 1992). Cronbach's alpha for the scales is summarized below.

Table 2 "Cronbach's alpha"

SDT needs	Cronbach's alpha
The need for competence	α=0,73
The need for autonomy	α=0,85
The need for relatedness	α=0,71

The most common rule of thumb for an acceptable reliability to create a scale for the concepts is 0,7 (Bryman & Bell, 2019). Thus, all items had an acceptable Cronbach's alpha for creating the respective scales, need for competence, need for autonomy, and need for relatedness. No other problems with the survey were noted by the respondents. For the Cronbach's alpha calculations, see Appendix 4.

3.1.4 After the dispatch of the survey

After 5 answers were gathered from the survey, we were notified that there was no information on how to answer the survey if you had no employment or had 2 jobs. Since only 5 answers had been gathered, we decided to add this clarification to the survey and keep the first 5 answers. In the case of a respondent having 2 different jobs concurrently, we instructed the respondent to select a workplace at random to base their answers on. In the case of no employment, we instructed the respondents to base their answers on their most recent workplace. A possible issue with allowing unemployed individuals to answer is that they must rely on the memories of their previous workplace in order to answer the survey, which can be problematic depending on how much time has passed since that employment ended. Other possible problems noted was that respondents misinterpret the question about their highest completed education, as we noted many respondents answered that they had a university level education without actually having finished their studies at the time they were surveyed. With this said there could be further problems not yet discovered.

3.1.5 Compiling of data

We deleted 2 samples due to the respondents occupying a management position or being self-employed, since this leads to the respondents having too much of an influence over their work

environment. Another survey respondent was deleted due to the individual having no knowledge of who their manager was. 1 more sample was deleted due to the respondent only answering half the survey. So, the analyzed data set diminished from N=186 to N=182.

We started by compiling the data from the respondents' answers that were related to whether they identified with quiet quitting or not. Then we chose to visualize this data by using a pie-chart that showed the percentage of respondents identifying with quiet quitting and those who did not. Another pie-chart was created to showcase when the respondents started engaging in quiet quitting in relation to before, during or after the Covid-19 pandemic. This data was used to analyze the occurrence of quiet quitting in Sweden as well as Formica and Sfodera's (2022) notion of the pandemic acting as a catalyst for quiet quitting.

When compiling the data of the items used to study the 3 basic needs outlined by Self-Determination Theory, we added together the scores from the items used to study each respective need. This sum was divided by the number of items used to study the need, thus creating an arithmetical mean score for each respective need. These arithmetical means created a new variable in the data set named after each specific need, the need for competence, the need for autonomy and the need for relatedness. Then a Pearson's correlation was conducted between each respective need and employee engagement.

We created two different groups with high respectively low employee engagement. Based on the question about employee engagement, it was decided to place those who answered a 3 or below in the low engagement group. Those who answered 5 or above were placed in the high engagement group. Resulting in the low engagement group consisting of 26 respondents (N=26) and the high engagement group consisting of 130 respondents (N=130). Those who answered a 4 (N=26) were not accounted for when the low and high engagement groups were analyzed as this answer is "neutral" in comparison to high and low engagement. This was done as the neutral answers could not be categorized into high or low engagement. However, by doing so we miss out on possible nuances concerning employee engagement and quiet quitting. In line with prior reasoning, a neutral employee engagement should result in quiet quitting in 50% of the cases. If this is not the case, a discussion could have been had regarding the result. The choice to remove respondents who answered a 4 on employee engagement was made due to it connecting better to our analysis models, which seeks to explain the outcomes of low respectively high employee engagement. Adding a neutral employee engagement

group would require an additional analysis model and thus making it more difficult for the reader to comprehend the results of the study. We measured the percentage of quiet quitters within the high respectively low engagement groups. These groups were made to analyze the relationship between low, respectively highly, engaged employees and quiet quitting.

To study the strength and relevance of the Need-Supportive Management behaviors, we conducted a Pearson's correlation analysis with the NSM behaviors and their respective basic need.

Moving on to the extraneous variables, we began with creating the age groups. We placed respondents over 35 in one group (N=26) and respondents under 35 in the other group (N=156) (See Figure 1). Data collected from these groups was mean value and standard deviation of employee engagement as well as percentage of quiet quitters within the groups. We acknowledge that there could be possible problems resulting from the small sample of respondents in the group over 35 years old. Since this could skew the results of the group due to certain data points affecting the results disproportionately. It thus makes comparisons between the age groups weaker.

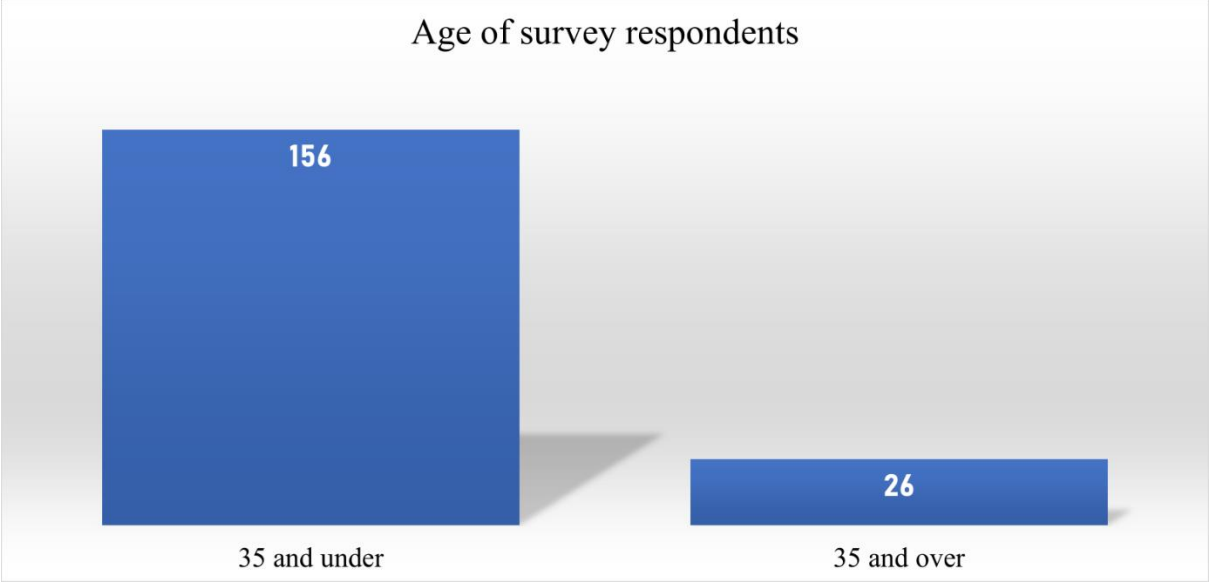


Figure 1 "Number of respondents whose age was either 35 and under or 35 and over."

When creating groups for type of employment, we opted not to analyze "probationary employment" and "other types of employment" due to the sample size of these groups being

too small (Probationary employment N=9; Other employment form N=13). Those left were temporary and permanent employment, the permanent employment group consisted of 108 respondents (N=108) and the temporary employment group consisted of 52 respondents (N=52) (See Figure 2). Data collected from these groups was mean value and standard deviation of employee engagement as well as percentage of quiet quitters within the groups.

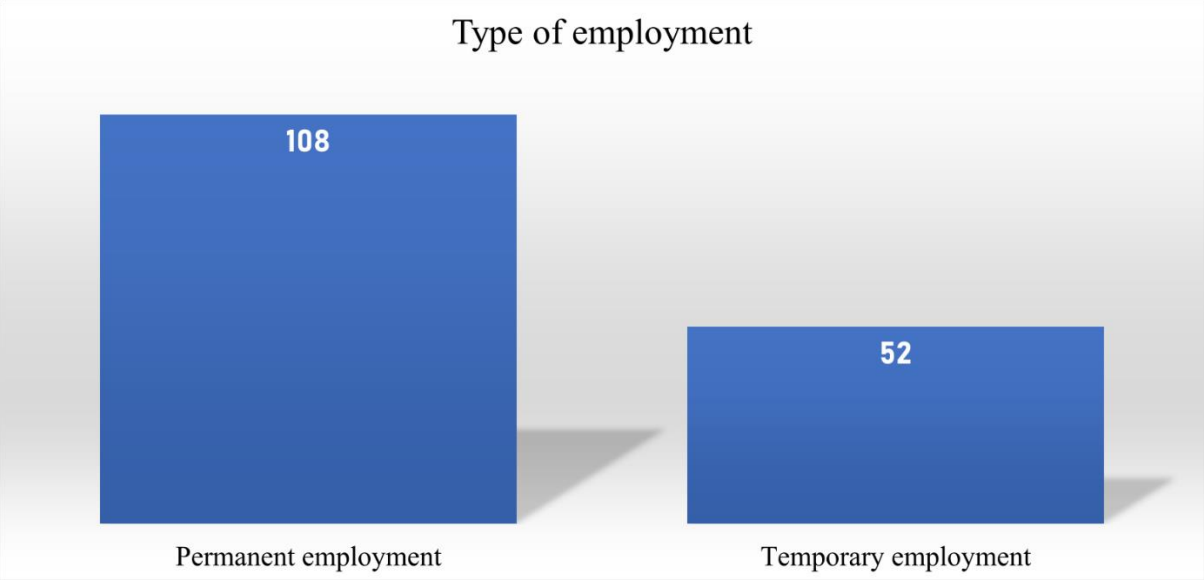


Figure 2 "Number of respondents with either a permanent or temporary employment."

When separating the groups by educational level, the sample of respondents with the highest completed education being elementary school, was too small and therefore removed (N=3). The remaining groups, upper secondary school and university degree consisted of 90 respondents in the upper secondary school group (N=90) and 89 respondents in the University degree group (N=89) (See Figure 3). Data collected from these groups was mean value and standard deviation of employee engagement as well as percentage of quiet quitters within the groups.

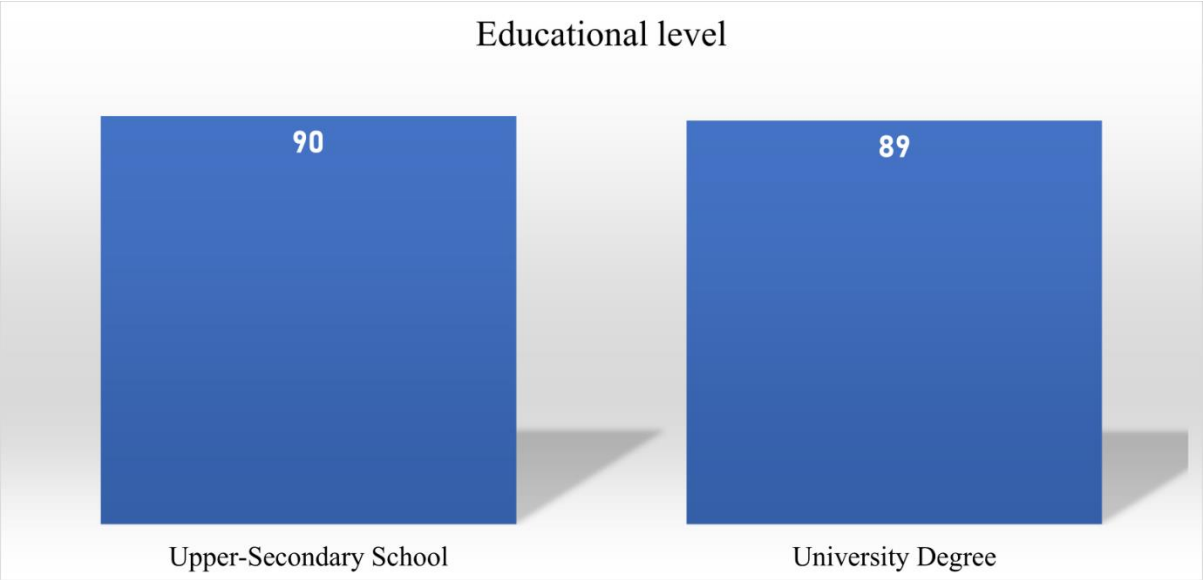


Figure 3 "Number of respondents with either an upper secondary school education or a university degree."

3.2 Ethical Considerations

In conducting this research, we have considered the ethical implications of our methods. We conducted a survey to gather data from several respondents, we noted that there were potential ethical concerns associated with this approach and to address these ethical concerns we took several steps. We ensured that the respondent's privacy was intact. This was achieved by using anonymous coding for their responses and storing the data securely. With the survey respondents being anonymous the risk of participating in the survey having a negative impact on their employment status or the perception of them as an employee is very low (Bryman & Bell, 2019). However, by keeping respondents anonymous there was no way for us to control that the respondents fulfill the requirements needed to participate in the study.

3.3 Source criticism

The sources used in this thesis is a mix of newly published articles within the field of management and psychology, as well as segments from highly ranked academic journals on the ABS ranking list. Most of the articles used are written by renowned academics. The important connection between quiet quitting and employee engagement noted by Harter does not offer any information about how this inference was made. Therefore, this statement loses some of its reliability (Harter, 2022).

In the Gallup study it was noted that as much as 86% of employees worldwide report not being engaged at work. This statistic can be skewed due to different types of employment, permanent, temporary, probationary, differences between work cultures and differences in unionization between countries. However, in this study we'll categorize by type of employment and thus be able to say something about its effects.

A lot of studies used in this thesis have been conducted in other countries than Sweden. This could be a potential issue for this study as this could be something that affects the results of the studies as well as making the comparison difficult due to country level differences.

4 Results

4.1 Quiet Quitting and the Covid-19 pandemic

Of the total number of respondents (N=182) 21% identified with the behaviors characterized by quiet quitting (See Figure 4). Even though many of the respondents have engaged in this behavior before corona (47%), a big onset of the behavior was seen during and after corona (See Figure 5).

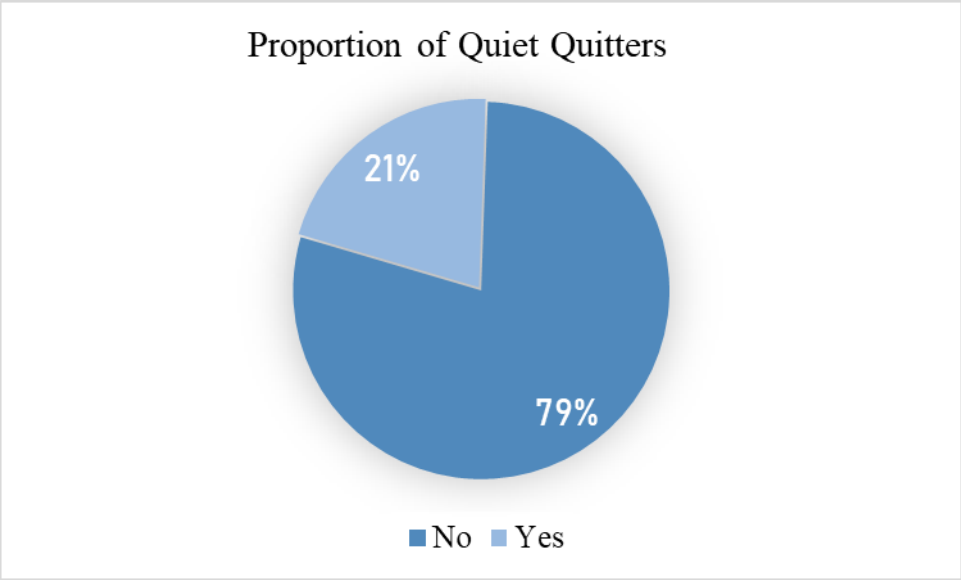


Figure 4 "Percentage of total respondents that identify with the behavior of quiet quitting."

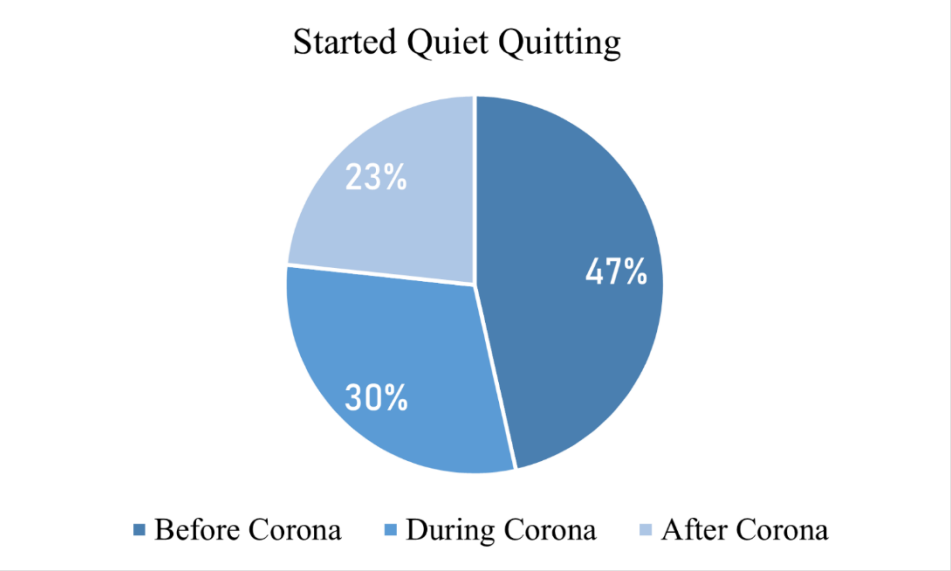


Figure 5 "Percentage of total respondents that started to engage in quiet quitting before, during and after the Covid-19 pandemic."

4.2 Correlations between basic needs and employee engagement

We found that all basic needs showed a statistically significant ($p<0,01$) positive correlation with employee engagement. The need for competence showed a Pearson's correlation coefficient of 0.346, a low positive correlation. The need for relatedness showed a Pearson's correlation coefficient of 0.437, a low positive correlation. The need for autonomy showed the highest correlation with a Pearson's correlation coefficient of 0.730, a high positive correlation.

Table 3 "The 3 basic needs correlation with employee engagement"

The 3 basic needs	Pearson's correlation with employee engagement
Need for Relatedness	0,437*
Need for Autonomy	0,730*
Need for Competence	0,346*

* $p <0,01$

4.3 Employee engagement and Quiet Quitting

When checking for the occurrence of quiet quitters in the low respectively high engagement groups, we could ascertain that the low engagement group consisted of 58% quiet quitters and the high engagement group of 13% quiet quitters (See Figure 6 and 7). In line with the Gallup study's notion that employees with poor employee engagement often quiet quits (Harter, 2022).

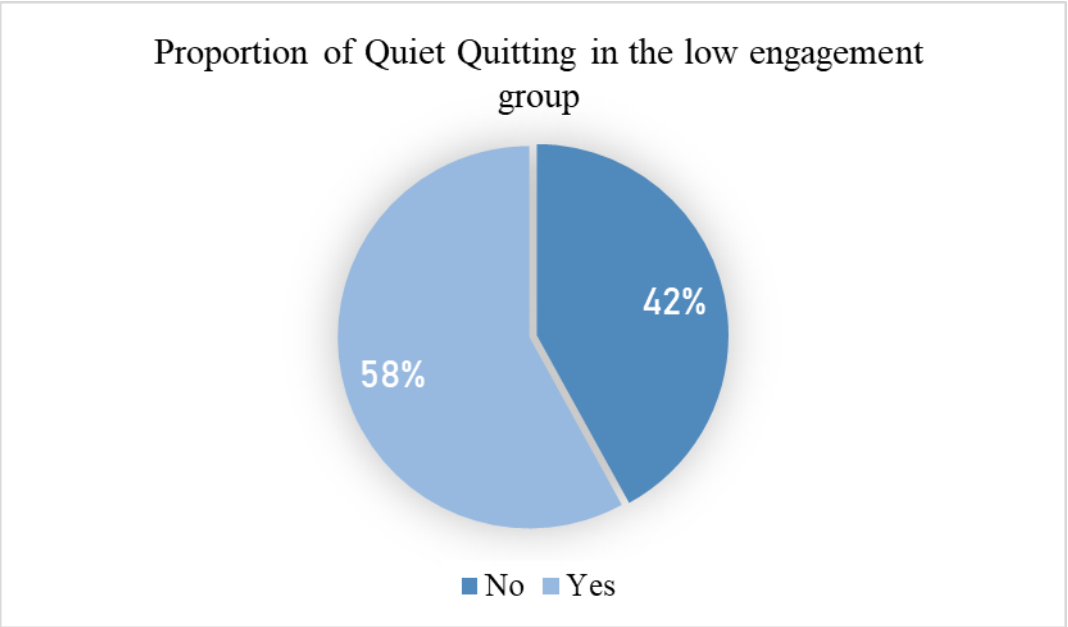


Figure 6 "Proportion of Quiet Quitting in the low engagement group"

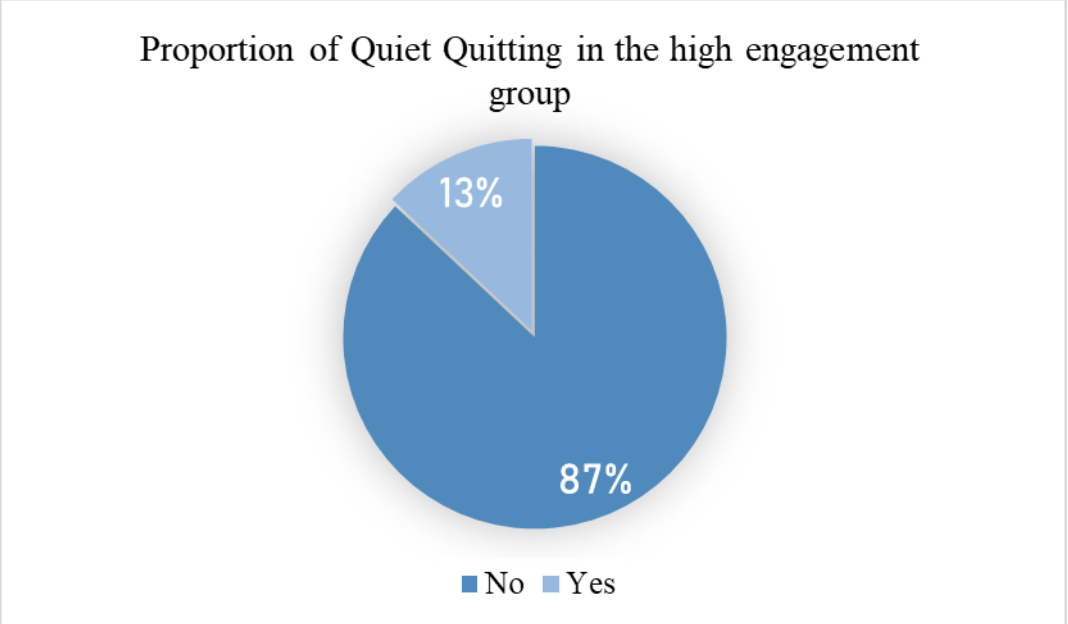


Figure 7 "Proportion of Quiet Quitting in the high engagement group"

4.4 Need-Supportive Management behaviors correlation with their respective basic need

The Data gathered on the strength of the NSM behaviors with their respective basic need is summarized below in table 3,4, and 5 in the form of a Pearson's correlations analysis. The need for autonomy and relatedness showed statistically significant correlations with their NSM behaviors, with the strength of the correlations ranging from low to high positive

correlations. The need for competence had varying results with only some statistically significant results, moreover all correlation strengths were negligible.

Table 4 "Correlations between NSM behaviors connected to the need for autonomy and mean score for the need for autonomy"

NSM behaviors connected to the need for autonomy	Pearson's correlation with the need for autonomy
Considering employees ideas in decision making	0,534**
Supporting employee's decisions and ideas	0,493**

** p <0.01

Table 5 "Correlations between NSM behaviors connected to the need for relatedness and mean score for the need for relatedness"

NSM behaviors connected to the need for relatedness	Pearson's correlation with the need for relatedness
Creating an open and warm environment	0,569**
Providing warm and open treatment despite non-satisfactory results	0,735**

** p <0,01

Table 6 "Correlations between NSM behaviors connected to the need for competence and mean score for the need for competence"

NSM behaviors connected to the need for competence	Pearson's correlation with the need for competence
Confidence in employee's completion of tasks	0,201**
Facilitates execution of tasks for employees	0,054
Providing constructive feedback	0,153*
Provides opportunities to evolve competence and problem-solving ability	0,188*

** p <0,01 * p <0,05

4.5 Results for extraneous variables

For the group of ages 35 and above, the mean value for degree of employee engagement was 6.0 and the standard deviation 1.4. The percentage of quiet quitters in this group was 11.5%. For the group of ages 35 and below the mean value for degree of employee engagement was 5.1 and the standard deviation 1.5. The percentage of quiet quitters in this group was 23.1% (See table 7). We were unable to conduct a t-test due to not having enough of observations in the quiet quitters above 35 years group, and thus could not draw any conclusions regarding statistical significance.

When looking at the groups divided by type of employment, the employees with permanent employment showed a mean value of 5.2 for employee engagement and the standard deviation was 1.6. The percentage of quiet quitters in this group was 21.3%. Employees with temporary employment showed a mean value of 5.0 for employee engagement and the standard deviation was 1.5. The percentage of quiet quitters in this group was 25.0% (See table 7). After conducting a t-test on the difference in mean between the amount of people who participate in quiet quitting that are either temporarily employed or permanently employed, we concluded that there was no significant difference between the groups on a 5% significance level. Thus, we could not state that individuals with temporary employment do in fact quiet quit more in comparison to those with permanent employment.

In the final group that was divided according to education the employees that had completed upper secondary school showed a mean value of 5.2 for employee engagement and a standard deviation of 1.5. The percentage of quiet quitters in this group was 31.1%. The employees that had completed a university degree had a mean value of 5.2 for employee engagement with a standard deviation of 1.6. The percentage of quiet quitters in this group was 12.4% (See table 7). After conducting a t-test, the results showed that there was no statistical difference in mean between the individuals that had completed a university degree or an upper secondary school education, regarding the degree to which they engage in quiet quitting. This means that we cannot draw any conclusions about to which degree individuals with different educational backgrounds engage in quiet quitting or not.

Table 7 "Statistics for groups age, education and type of employment"

Groups	Degree of employee engagement mean	Degree of employee engagement standard deviation	Percentage of quiet quitters in the group
Over 35 years old	6,0	1,4	11,5%
Under 35 years old	5,1	1,5	23,1%
Permanent employment	5,2	1,6	21,3%
Temporary employment	5,0	1,5	25,0%
Completed upper secondary school	5,2	1,5	31,1%
Completed university degree	5,3	1,6	12,4%

5 Analysis and Discussion

5.1 Quiet Quitting and the pandemic

Out of the total amount of respondents in the survey, 21% identified as quiet quitters. This suggests that the concept could be relevant in Sweden and that its relevance might not be limited to the US. The frequency of quiet quitting could potentially be higher in the US, since the number of quiet quitters in the US workforce was more than 50%. However, this is only speculation since our results cannot be generalized to the population, more precisely the Swedish workforce.

When looking at our data about the onset of this behavior, it suggests that Formica and Sfodera's (2022) notion that the covid-19 pandemic acted as a catalyst for quiet quitting could be correct. This is because slightly more than 50% of respondents reported an onset of this behavior during or after the pandemic. We cannot provide any explanation for this with the data set available in this study. Furthermore, the data also suggests that quiet quitting is not a new phenomenon since many respondents reported an onset of this behavior before the covid-19 pandemic.

5.2 The basic needs and employee engagement

Our data indicated, in line with prior research, that the 3 basic needs of Self-Determination Theory had a low to high correlation with the outcomes on employee engagement, with the need for autonomy showing the strongest correlation. This result points to the possible importance of seeing to the employees basic needs to get an engaged workforce and maximize the human capital of organizations. Since high employee engagement brings other benefits, such as higher employee performance (Sayuti et al., 2021). The need for autonomy seems to be especially important since it showed a correlation of 0.730 with employee engagement. Given that the removal of two items from the scale did not affect the correlations too much. One should also note that this correlation for the need for autonomy is diverging a lot from prior studies (Van den Broeck et al., 2016).

If your employees have a higher level of satisfaction of the three basic needs, then they could have higher levels of engagement and thus engage less in quiet quitting. Since the highly engaged employees in our study showed far lower frequencies of quiet quitting than

employees that had low levels of engagement. This partly confirms our expectations about the outcomes of high and low employee engagement in regard to quiet quitting. Since we saw that the low engagement group had 58% quiet quitters whilst the high engagement group only had 13% quiet quitters. This is in line with the Gallup study's implication that low engagement often leads to quiet quitting (Harter, 2022). However, this also poses a problem for our illustrative models. Generally, they seem to have a good predictive value, but they cannot explain the cases where highly engaged employees quiet quit or vice versa. Moreover, this also implies that there could be additional variables that are connected to quiet quitting apart from employee engagement. Suggestions for such variables will be covered in section 5.4.

In conclusion, when the 3 basic needs were fulfilled, the employees in our survey tended to show higher levels of engagement which often led to less quiet quitting. When the 3 basic needs were not fulfilled, the employees in our survey tended to show lower levels of engagement and quiet quitting occurred more frequently. So quiet quitting could potentially in part be a consequence of low engagement among employees. The level of engagement among employees could also potentially be influenced by managers, which we will discuss in the next section.

5.3 Need-Supportive Management behaviors and need satisfaction

As previously mentioned in the previous section, the three basic needs of SDT showed significant correlations with employee engagement and many NSM behaviors had satisfying correlations ranging from low to high correlations with their respective basic needs. This suggests the possible importance of a specialized management style in order to boost the satisfaction of these needs among employees. As this could result in higher employee engagement and possibly a lower occurrence of quiet quitting.

If management desires to increase the satisfaction of the need for autonomy among their employees, then they could focus on considering their employees ideas in decision making as well as supporting their employees' decisions and ideas. Since those NSM behaviors had the highest correlations with the need for autonomy in our survey. If management wishes to increase the satisfaction of the need for relatedness among their employees, then they could create a warm and open environment for the employees as well as provide a warm and open

treatment despite unsatisfactory results. Since those NSM behaviors had the highest correlations with the need for relatedness in our survey

The previously discussed NSM behaviors all showed statistically significant correlations ranging from low to high. Especially notable is the NSM behavior “Providing a warm and open treatment despite non-satisfactory results”, since this behavior showed a high positive correlation of 0,735 with the need for relatedness. So, if management wants to satisfy the need for relatedness amongst their employees, then this behavior could be of especially important. The above results were consistent with the notion that quiet quitting is due to bad managers and not bad employees (Zenger & Folkman, 2022). Since most of the NSM behaviors correlated well with its respective basic need and a high need fulfillment often led to less quiet quitting in our survey.

However, if management wants to satisfy the need for competence amongst the employees in our study, then the NSM behaviors provided in this study does not offer a reliable framework, since all behaviors connected to the need for competence showed a negligible correlation. However, the correlation between the need for competence and employee engagement did not have a negligible correlation. It had a statistically significant low positive correlation on the 0,01 level. Furthermore, Battaglio et al., (2022) noted that satisfying the need for competence increased employees job satisfaction by 200%. Should management ignore this? We do not believe so, and that it is therefore of importance to further develop NSM behaviors connected to the need for competence. To offer managers a sound framework to satisfy this need amongst their employees.

5.4 Analysis of extraneous variables

When analyzing the results from the remaining groups that was supposed to check for possible extraneous variables and alternative possible explanations for the occurrence of quiet quitting. We could ascertain that no observation was statistically significant.

We did not have enough observations to perform a t-test on statistical significance regarding the groups divided by age. Hence, we cannot imply anything regarding our results, nor comment on the Gallup study’s notion that quiet quitting is more widespread in younger age groups (Harter, 2022).

The expectation that the type of employment was going to influence employee engagement and the occurrence of quiet quitting appears to be wrong. Even though the group with permanent employment had a higher mean degree of engagement and fewer quiet quitters, the differences were not statistically significant. So, when employing new workers, the type of employment contract does not seem to have an impact on the occurrence of quiet quitting.

A relatively large difference in quiet quitting was seen between different educational levels. However, this result was not statistically significant, so the result observed seems to be a result of chance. Hence, the educational level of our respondents does not seem to influence the occurrence of quiet quitting.

6 Limitations of the study

The main limitation of this study is our convenience sample. This impedes us from extrapolating the findings in the survey to the population in question “employees in Sweden”. We could thus only make statements about our small survey study.

Furthermore, our research only lays emphasis on quiet quitters and clumps together all employees who do not quiet quit in one group. This group could have been further divided by looking at which employees demonstrate a strong work ethic and by who are neutral, as Zenger and Folkman did in their research (Zenger and Folkman, 2022). By doing this we could have given a more nuanced suggestion to managers who do not only want to avoid quiet quitting but also want to develop employees that are willing to “go the extra mile”.

Another limitation is the lack of existing literature on the subject, for example the fact that there is no developed NSM framework available that is specifically designed to satisfy the three basic needs. This forced us to infer and select a couple of NSM behaviors from other studies. With a more developed NSM framework we would have been able to give more developed suggestions to managers.

7 Conclusion

In this thesis we had the goal to further the understanding of quiet quitting and its possible causes through the lens of SDT. We also wanted to provide managers with an understanding of how to address quiet quitting. Previous research on quiet quitting had been done solely in the US. Our research suggests that quiet quitting could exist in Sweden as well.

Our small survey showed, consistent with prior research, that the three basic needs of SDT correlate positively with employee engagement. Employee engagement also seemed to influence quiet quitting, since the group with low engagement had a much higher occurrence of quiet quitting than the group with high engagement. Hence, poor employee engagement could be a potential contributor to quiet quitting among the respondents in our study.

To address quiet quitting and support employees, a Need-Supportive Management style was suggested. This management style consisted of different NSM behaviors that were supposed to increase the need satisfaction among employees and thus increase employee engagement and decrease the occurrence of quiet quitting. The NSM behaviors proposed for the need for autonomy and the need for relatedness seemed to influence the need satisfaction of these basic needs among the respondents in our survey. However, the NSM behaviors connected to the need for competence showed negligible correlations and thus the NSM behaviors connected to the need for competence needs further development.

An unanticipated outcome was that employees in the high engagement group, still engaged in quiet quitting. This was not in line with our analysis model and suggests the possibility of other variables that are of importance to quiet quitting. In this study we tested three extraneous variables, age, employment type, and educational level. However, the results obtained seemed to be a result of randomness. Hence, age, employment type, and educational level does not seem to be a potential cause of quiet quitting with respect to the respondents in our study.

7.1 Suggestions for future research

For future research the following study should be remade using an unbound random sample and see if the results are upheld. By doing so it would be possible to generalize results onto the population at hand, in this case employees in Sweden. Given that the same results are shown, we suggest that a unified and thoroughly developed NSM framework should be made. So that managers can improve their performance when it comes to increasing the need satisfaction among their employees. Especially for the need for competence, since our NSM behaviors did not seem effective here. Additionally, a multiple regression analysis could be made on quiet quitting to efficiently examine further extraneous variables so managers can address quiet quitting more efficiently and support their employees.

Further suggestions regarding the method of the study would be to analyze the group with "neutral" employee engagement, those who answered a 4 on employee engagement. To further nuance the discussion. Alternatively, a scale could be made that does not include a "neutral" alternative.

Another interesting research avenue could be to look at why the Covid-19 pandemic acted as a catalyst for quiet quitting. With the ambition of investigating what happened during this time that caused employees to participate more often in this behavior.

Future research could also study if there exists a causal link between employee engagement and quiet quitting considering the results of quiet quitting in the high respectively low employee engagement groups.

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Appendix 1, Items for the three basic needs

Items used to create the scales for competence, autonomy, and relatedness

Items for studying the attribute "need for competence"	*Items for studying the attribute "need for autonomy"*	*Items for studying the attribute "need for relatedness"*
Jag finner mitt arbete svårt	Jag uppskattar mitt arbete	Jag gillar mina kollegor
Jag är bra på mitt arbete	Jag fortsätter arbeta för att det får mig att känna mig framgångsrik	Jag kommer bra överens med min chef
Generellt, hur skulle du skatta din prestanda på arbetet, hur mycket får du gjort?	Jag är intresserad av mitt arbete	Jag kommer bra överens med mina kollegor
	Mitt arbete är tillfredställande	

Appendix 2, Need-Supportive Management behaviors

Items for Need-Supportive Management

Need for autonomy	*Need for competence*	*Need for relatedness*
Min chef är medveten om mina åsikter och tar dessa i åtanke vid beslutsfattande	Min chef har förtroende för att jag lyckas med mina arbetsuppgifter	Min chef skapar en varm och öppen atmosfär bland de anställda
Min chef stöttar mina beslut och idéer	Min chef underlättar för mig i utförandet av mina arbetsuppgifter	Min chef har ett varmt öppet bemötande även om de anställda inte uppnått önskvärda resultat
	Min chef ger mig konstruktiv feedback	
	Min chef ger mig möjligheter att utveckla min kompetens och problemlösningsförmåga	

Appendix 3, The Survey

Engagemang på arbetsplatsen

Krav: Detta formulär riktar sig till dig som har någon form av anställning samt inte har några underordnade.
- Är man i nuläget inte anställd går det bra att utgå ifrån sin senaste anställning i svaren.
- Ifall man har två jobb slumpar man vilken arbetsplats man utgår ifrån i sina svar.

Dina svar kommer att vara anonyma!

- Detta formulär bör endast ta 5-10 minuter att genomföra

Syftet med denna studie är att undersöka och få en utökad förståelse för engagemang på arbetsplatsen och koppla detta till fenomenet tyst nedtrappning. Samt ge bolagsledning en förståelse för hur de kan öka engagemanget hos sina anställda och hantera tyst nedtrappning. Allt detta från perspektivet av "self-determination theory".

*Obligatorisk

1. Ange födelseår *

2. Din Anställningsform *

Markera endast en oval.

- ◯ Tillsvidare anställning
- ◯ Provanställning
- ◯ Visstidsanställning
- ◯ Annan anställningsform

3. Högsta genomförda utbildningsnivå

Markera endast en oval.

- ◯ Grundskole utbildning
- ◯ Gymnasial utbildning
- ◯ Universitets utbildning

4. Jag finner mitt arbete svårt *

Markera endast en oval.

	Instämmer inte alls						Instämmer helt
	1	2	3	4	5	6	7

5. Jag är bra på mitt arbete *

Markera endast en oval.

	Instämmer inte alls
1	
2	
3	
4	
5	
6	
7	
	Instämmer helt

6. Generellt, hur skulle du skatta din prestanda på arbetet, hur mycket får du gjort? *

Markera endast en oval.

	Mycket låg
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Mycket hög

7. Jag uppskattar mitt arbete *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

8. Jag fortsätter arbeta för att det får mig att känna mig framgångsrik *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

9. Jag är intresserad av mitt arbete *

Markera endast en oval.

	Instämmer inte alls
1	
2	
3	
4	
5	
6	
7	
	Instämmer helt

10. Mitt arbete är tillfredställande *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

11. Jag gillar mina kollegor *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

12. Jag kommer bra överens med mina kollegor *

Markera endast en oval.

	Instämmer inte alls
1	
2	
3	
4	
5	
6	
7	
	Instämmer helt

13. Jag kommer bra överens med min chef *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

14. Har du något du vill tillägga till ditt svar på ovanstående frågor?

15. Min chef är medveten om mina åsikter och tar dessa i åtanke vid beslutsfattande *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

16. Min chef stöttar mina beslut och idéer *

Markera endast en oval.

	Instämmer inte alls
1	
2	
3	
4	
5	
6	
7	
	Instämmer helt

17. Min chef har förtroende för att jag lyckas med mina arbetsuppgifter *

Markera endast en oval.

	Instämmer inte alls
1	
2	
3	
4	
5	
6	
7	
	Instämmer helt

18. Min chef underlättar för mig i utförandet av mina arbetsuppgifter *

Markera endast en oval.

Instämmer inte alls

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

6 ◯

7 ◯

Instämmer helt

19. Min chef ger mig konstruktiv feedback *

Markera endast en oval.

Instämmer inte alls

1 ◯

2 ◯

3 ◯

4 ◯

5 ◯

6 ◯

7 ◯

Instämmer helt

20. Min chef ger mig möjligheter att utveckla min kompetens och problemlösningsförmåga *

Markera endast en oval.

Instämmer inte alls

1 ◯
2 ◯
3 ◯
4 ◯
5 ◯
6 ◯
7 ◯

Instämmer helt

21. Min chef skapar en varm och öppen atmosfär bland de antällda *

Markera endast en oval.

Instämmer inte alls

1 ◯
2 ◯
3 ◯
4 ◯
5 ◯
6 ◯
7 ◯

Instämmer helt

22. Min chef har ett varmt öppet bemötande även om de anställda inte uppnått önskvärda resultat *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

23. Jag känner mig engagerad på jobbet *

Markera endast en oval.

	Instämmer inte alls
1	◯
2	◯
3	◯
4	◯
5	◯
6	◯
7	◯
	Instämmer helt

24. När min chef gör detta så blir jag mer engagerad: *

Markera endast en oval.

- ◯ Ger mig beröm
- ◯ Belönar mina prestationer
- ◯ När chefen godkänner min ledighetsansökan
- ◯ Ger mig ett större ansvarsområde
- ◯ Övrigt: _____

25. Jag identifierar mig med beteendet som är karaktäristiskt för tysta nedtrappare. *

Tyst nedtrappning definition:

"En arbetare som uppfyller deras huvudsakliga arbetsuppgifter, men är mindre benägen att gå bortom dessa. Exempelvis så tar de inte på sig extra arbete, nya projekt, går på icke obligatoriska möten, eller jobbar övertid. Helt enkelt gör man bara det absoluta minimum av ens arbetsuppgifter"

Markera endast en oval.

- ◯ Ja
- ◯ Nej

26. Om du identifierar med detta beteende (tyst nedtrappning), när började du göra det?

Markera endast en oval.

- ◯ Innan corona
- ◯ Under corona
- ◯ Efter corona

Appendix 4, Cronbach's alpha calculations

Cronbach's alpha calculations for the need for competence

Need for competence				
ID	Question 1	Question 2	Question 3	Sum
1	6	4	5	15
2	4	5	6	15
3	7	6	5	18
4	6	4	4	14
5	6	3	5	14
6	4	7	5	16
7	1	4	2	7
8	1	2	3	6
9	4	7	5	16
10	3	5	3	11
11	4	3	2	9
12	2	5	4	11
13	4	2	4	10
14	7	5	7	19
15	7	6	4	17
16	6	6	7	19
17	6	4	5	15
18	4	3	4	11
19	7	6	6	19
20	5	2	6	13
21	6	6	4	16
22	4	2	2	8
23	7	5	5	17
24	4	3	4	11
25	6	6	7	19
26	4	3	1	8
				Variance of Sums
				16.32615385
	Question 1	Question 2	Question 3	Sum of Variances
Variance of Questions	3.2015385	2.5661538	2.5738462	8.341538462
				Cronbach's Alpha
				0.73360

Cronbach's alpha calculations for the need for autonomy

Need for autonomy					
ID	Question 1	Question 2	Question 3	Question 4	Sum
1	3	4	5	3	15
2	1	2	3	1	7
3	6	4	7	4	21
4	6	4	6	5	21
5	6	7	5	4	22
6	3	4	2	5	14
7	1	3	4	1	9
8	1	3	2	4	10
9	4	5	5	6	20
10	7	5	6	7	25
11	3	2	5	3	13
12	7	6	5	7	25
13	4	4	5	6	19
14	3	2	3	1	9
15	6	7	7	5	25
16	4	2	4	5	15
17	1	2	4	2	9
18	6	4	7	6	23
19	7	6	4	5	22
20	7	6	5	7	25
21	2	3	5	4	14
22	4	6	4	5	19
23	6	4	6	7	23
24	6	5	4	6	21
25	7	7	6	5	25
26	6	5	4	6	21
					Variance of Sums
					34.85538462
	Question 1	Question 2	Question 3	Question 4	Sum of Variances
Variance of Questions	4.58	2.7015385	1.8846154	3.4461538	12.61230769
					Cronbach's Alpha
					0.850871

Cronbach's alpha calculations for the need for relatedness

Need for relatedness				
ID	Question 1	Question 2	Question 3	Sum
1	7	5	7	19
2	7	6	5	18
3	2	4	1	7
4	4	2	1	7
5	7	4	6	17
6	4	2	1	7
7	1	2	6	9
8	4	6	3	13
9	7	5	6	18
10	6	5	4	15
11	6	3	4	13
12	7	6	7	20
13	4	6	5	15
14	5	4	6	15
15	7	4	7	18
16	6	3	4	13
17	6	5	4	15
18	2	1	4	7
19	4	7	6	17
20	6	5	6	17
21	5	7	4	16
22	5	2	3	10
23	5	3	6	14
24	7	5	7	19
25	7	6	6	19
26	7	5	6	18
				Variance of Sums
				17.77846154
	Question 1	Question 2	Question 3	Sum of Variances
Variance of Questions	3.1015385	2.7953846	3.4415385	9.338461538
				Cronbach's Alpha
				0.712098