2020

Using Employee-Development as a Solution to Employee Turnover

Jason Ellis
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Jason Ellis

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

Review Committee
Dr. Edgar Jordan, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Janet Booker, Committee Member, Doctor of Business Administration Faculty

Dr. Patsy Kasen, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Using Employee-Development as a Solution to Employee Turnover

by

Jason Ellis

MBA, Western Governors University, 2011

BA, University of Connecticut, 2009

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2020

Abstract

The failure to retain key employees is an expense that can lead to decreased productivity, profits, and efficiency. The improvement of employee-development practices is integral for business leaders who are focused on reducing an employee’s likelihood of leaving the company. Grounded in job-embeddedness theory, the purpose of this qualitative multiple case study was to explore the employee-development strategies leaders use to improve employee retention and reduce cost resulting from turnover. The participants included 6 managers from 2 companies in Connecticut who had experience with employee-development policies to improve retention. The data collection process included semistructured interviews and public documents collected from individual participants. Data were analyzed using Yin’s 5-step data analysis method, and 3 themes emerged: effective retention activities, productive employee-development approaches, and positive impression of employee-development approaches. A key recommendation for business leaders is to update the companies employee-development policy by evaluating the productivity of the current approaches and identifying gaps that could be addressed by additional development opportunities. The implications for positive social change include the potential to improve employee morale and decrease levels of stress through the implementation of development policies to improve retention. Improving the development level of employees may result in promotions or performance bonuses, which can benefit local economies through increased saving, spending, and investment in the community.

Using Employee-Development as a Solution to Employee Turnover

by

Jason Ellis

MBA, Western Governors University, 2011

BA, University of Connecticut, 2009

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2020

Dedication

I dedicate this study to two women who have been integral toward my pursuit and completion of this doctoral journey. To my aunt, Dr. Kim Carmichael, even going back to the days when you would pick me up from kindergarten and take me to get McDonalds, you always knew how to keep my spirit uplifted. No matter the challenge, you always helped me to believe that the best is yet to come. To my mother, Jaqueline Perry, you believed in me even when I doubted myself, and all I've ever wanted was to make you proud. I've heard about the joy in your eyes when you shared some of my accomplishments with your friends or relatives, and I've always wished for this to be another story you could share. Although both of you are no longer with us, I want to thank you for all the love and support that you have given me throughout this journey.

Acknowledgments

I would like to acknowledge the three chairpersons who have helped and provided me with feedback through my doctoral journey. Dr. John House, thank you for helping me at the beginning stages to create a study that fit my personal and professional interest. Dr. Patricia Fusch, you helped me fine-tune my proposal and motivated me to push toward obtaining IRB approval. Dr. Ed Jordan, you helped me navigate around a huge roadblock within my study and challenged me to make changes that improved my work. Also, a special thank you to my second committee member, Dr. Janet Booker, and university researcher reviewer, Dr. Patsy Kasen, for their help throughout this program.

Table of Contents

List of Tables

Section 1: Foundation of the Study

The retention of employees is important for the productivity of organizations of all types and sizes. Employee turnover has both direct and indirect costs for organizations (Wang, Wang, Xu, & Ji, 2014). Fibuch and Ahmed (2015) estimated that a health care organization could save more than $1.3 million annually by reducing turnover by 1%. In an increasingly competitive marketplace, retaining top employees has become essential for organizational leaders to maintain a competitive edge for their companies' products and services. Employment for most workers may seem insecure, but for those with specialized skills or talents, the opposite is true (Goldberg, 2014). In addition to conferring competitive advantage benefits, improved retention has a positive effect on employee performance (Lawson & Shepherd, 2019).

The use of employee-development practices at companies in Connecticut in relation to retention was the focus of this study. I sought to determine how employee-development plans may have a positive effect on employee retention. In this section, I present the background of the problem, problem statement, purpose statement, nature of the study, research question, conceptual framework, operational definitions, significance of the study, and literature review.

Background of the Problem

Employees constitute one of the drivers of success for any business. By developing employees to assume future leadership roles, business leaders can ensure that the cultural substance, ideologies, values, and norms of the organization persist through leadership changes through knowledge transfer (Valentine, 2012). The leaders of companies attempt to attract or develop high-caliber workers, and retaining these employees requires investment from the company (Dey, 2009).

Turnover is costly to organizations, based on the investment that companies must make to hire, train, and develop employees (Arshadi & Shahbazi, 2013; Bajwa, Yousaf, & Rizwan, 2014). Improvement of retention rates is within a company’s best interest (Fidalgo & Gouveia Borges, 2012). Focusing on and improving employee-development programs could allow businesses to reduce costs while better enabling them to retain top talent.

Problem Statement

Organizational leaders find that high costs are related to the hiring process; therefore, companies have instituted employee-development practices to reduce costs related to external recruitment and to improve morale (Mohd Noor & Dola, 2012). Employees who participate in employee-development initiatives are 18.8% less likely to leave the company within the first 5 years of their employment (Manchester, 2012). The general business problem is that retaining top talent has become challenging for company leaders (Mirji & Mane, 2012), potentially resulting in loss of productivity and revenue. The specific business problem is that some company leaders lack the strategic tools to implement employee-development programs to improve employee retention.

Purpose Statement

The purpose of this qualitative exploratory multiple case study was to explore what employee-development strategies leaders use to improve employee retention and reduce costs due to turnover. Six managers of corporate employees in Connecticut participated in one initial interview and follow-up interviews to share their employee-development strategies to improve employee retention. Managers provided related documents that supported the information provided during their interviews. The data from this study may impact businesses by providing company leaders with the rationale to create and/or improve their employee-development operations. The information from this study may also provide examples of the successes and failures of employee-development efforts within other organizations. Application of the findings may have implications for positive social change through an increase in employee morale and productivity and a decrease in turnover that promotes business growth.

Nature of the Study

In order to explore the strategic tools that managers use to implement employee-development programs to improve employee retention, a qualitative method with an exploratory multiple case study design was appropriate. Qualitative research is used to explore and understand how individuals have experienced a phenomenon (Bernard, 2013; Uluyol & Akçi, 2014). The aim of qualitative research is mainly to explore a phenomenon (Morse, Lowery, & Steury, 2014). Performing data analysis on qualitative data involves dismantling, segmenting, and reassembling data to form meaningful findings to draw inferences (Rahman & Areni, 2016). Researchers performing qualitative content analysis concentrate on portraying reality by discovering meanings from textual data (Silverman, 2014). I did not make use of large-scale numerical data collection methods because of the smaller scale of the population and sample; thus, quantitative or mixed-method approaches were not appropriate for this study. The purpose of a qualitative study is not to test a hypothesis or understand a problem through an interpretive and statistical perspective (Yin, 2018). Both the quantitative and mixed methods were insufficient and not appropriate for this study.

Baxter and Jack (2008) described the evidence derived from multiple case studies as robust and reliable. In describing the analytical benefits, Yin (2018) found that multiple case studies are more compelling than single case studies. Yin (2018) noted that the multiple case study method allows investigators to retain the holistic and meaningful characteristics of real-life events, such as individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries. Other qualitative designs, such as narrative, phenomenology, and ethnography, were not appropriate for this study because my focus was not on a specific individual or occurrence and did not revolve around a specific cultural group. The investigation of real-life events and perceptions of more than a single case justified the selection of the qualitative multiple case study design.

According to Yin (2018), the case study design is divided into three categories: exploratory, explanatory, and descriptive. Yin noted that the differences between the categories are not always clear; the categories may overlap. In an exploratory case study, the researcher is investigating either what has occurred or what is occurring within the target population (Yin, 2018). The researcher presenting an explanatory case study discusses a phenomenon and describes what it means (Yin, 2018). A descriptive case study is a description of what has happened as a result of a certain phenomenon and may take the form of a narration (Yin, 2018). The exploratory case study method was appropriate for this study because I explored the tools and strategies that were used to improve retention at companies in Connecticut. The other case study categories, descriptive and explanatory, were not appropriate for this study because the focus of my research was not describing the results of turnover or presenting an explanation of the meaning of employee-development or retention.

Research Question

The research question for this study was the following: what strategic tools do managers use to implement employee-development programs to improve employee retention?

Interview Questions

1. What employee-development strategies have you used at your company?
2. What changes has your company made with regard to employee-development since you have been with the company?
3. What strategies have you used to develop employees within your branch?
4. What role have the employee-development efforts of yourself played in the retention of employees?
5. What role have the employee-development efforts of your company played in the retention of employees?
6. Is there anything additional that you would like to add that could contribute to my research?

Conceptual Framework

In developing the conceptual framework grounding this study, I drew from theory related to employee turnover and methods to improve retention. Job-embeddedness theory provided a conceptual framework to explore what strategic tools managers use to implement employee-development programs to improve employee retention. *Job-embeddedness* refers to the collection of factors, including employee satisfaction, development, and incentives, that compel employees to stay in their jobs; this concept is important in understanding how to prevent employee turnover (Avery, Wu, & Holley, 2015). In their study on the effect of job-embeddedness on job frustration, citizenship withdrawal, and employee deviance, Avery et al. (2015) stated that the most embedded employees were less likely to experience job frustration and leave the company or organization. In addition, Khattak et al. (2012) found that when leaders focused on job-embeddedness strategies to improve employee morale and job satisfaction, their employees were more likely to remain with the company. For this study, the focal theme that I drew from job-embeddedness theory was employee-development and its use to improve retention.

Operational Definitions

Employee morale: Employee morale is the measure of the overall viewpoint of employees while at work in the work environment. Happy employees typically have high morale (Hannif & Lee, 2013).

Employee retention: Employee retention is a company's ability to retain its workforce, usually measured as a percentage of the workforce that remains with the organization from one year to the next (Aruna & Anitha, 2015).

External hiring: External hiring is the process of finding, recruiting, and hiring talent from outside the existing staff to fill open positions (Mohd Noor & Dola, 2012).

Internal development: Internal development is the process of growing, nurturing, improving, or strengthening an organization's employees using internal resources with the goal of promoting staff and increasing company productivity (Yang, Wan, & Fu, 2012).

Job-embeddedness: Job-embeddedness encompasses all forces that collectively influence employee retention (Khattak et al., 2012). Common forces include training, compensation, career planning, performance appraisal, work environment, and supervisor support (Khattak et al., 2012).

Succession planning: Succession planning is the process of identifying and developing existing employees to fill future positions within the company (Ahmadi, Ahmadi, & Abbaspalangi, 2012).

Tuition reimbursement: Tuition reimbursement is a company tool used to provide employees with company funds to pursue higher education opportunities related to their current job or organizational direction (Manchester, 2012).

Work environment: Work environment includes the physical location of employment as well as additional factors such as air quality, noise level, coworkers, and office perks or benefits (Gabler & Hill, 2015).

Assumptions, Limitations, and Delimitations

It is important to communicate the importance of one’s work with confidence, but without exaggerating the merits of what one has accomplished (Simon & Goes, 2013). As a researcher, my role was to provide information regarding the purpose, control, and location used to justify the limitations of the study. In this section, I explicate the assumptions, limitations, and delimitations of this study.

Assumptions

Assumptions are factors that may be influential in a study for which no hard data are available to prove or disprove their existence (Mitchell & Jolley, 2012). One assumption of this study was that the happiness of an employee is due to the efforts of the organization. Although the organization may be using practices that have proven to improve employee morale, employee satisfaction does not derive from only these practices. By gathering data from multiple sources, I assumed that each participant answered interview questions honestly, without preemptive pressure from the employer, and provided only relevant additional artifacts.

Limitations

Limitations are potential weaknesses that can affect a study (Mitchell & Jolley, 2012). One possible limitation of this multiple case study was that the target area only included two companies in Connecticut. These companies had operations across the country, but this study only included data from locations within Connecticut.

Delimitations

Delimitations are restrictions or boundaries imposed to focus the scope of a study (Mitchell & Jolley, 2012). The boundaries used for this study encompassed companies within the state of Connecticut. Companies selected for the study included a national hotel chain and a national insurance provider.

Significance of the Study

Understanding the impact that employee-development strategies have on employee turnover may influence how businesses achieve success in their industries. The significance of this study resided in its exploration of the strategic tools that managers use to implement employee-development programs to improve employee retention. This section begins with a description of how the results of this study could contribute to business practice, followed by the implications for social change that may result from this study.

Contribution to Business Practice

The importance of employee retention to the success of businesses has been documented in research. Fidalgo and Gouveia Borges (2012) and Pomfret (2014) documented the importance of employee retention and its benefits related to a reduction in turnover cost. Likewise, Sharma (2016) has documented the importance of employee satisfaction on employee retention. The role of employee-development, specifically in relation to employee retention, was the focus of this study. By focusing on employee-development, the results of this study may provide practitioners with a basis for the creation or restructuring of employee-development strategies within their organizations.

Implications for Social Change

This study may have a positive effect on both employees and employers. Employees may receive increased training opportunities to improve personal development while also becoming more empowered by their organizations. Promotions, pay increases, and a better sense of self are among potential outcomes for employees, which may lead to improved employee morale. Employers may gain workers with an increased knowledge base and a greater likelihood of remaining loyal to their organization, which may decrease turnover. The results of the study may influence company leaders to develop strategies that increase employee morale and productivity and decrease turnover to promote business growth.

A Review of the Professional and Academic Literature

In the following section, I provide background on recent scholarly research on employee turnover and retention practices in companies of various sizes in different countries and industries. I made use of the Walden University library database to source the professional and academic literature used in this review. The two primary databases searched were Business Source Complete/Premier and ABI/Inform Complete, although other databases such as Google Scholar and Emerald Management Journal were useful as well. The following were keywords used to search the databases: *employee retention, employee turnover, retention planning, retention tactics, employee turnover issues, employee morale, development, employee development,* and *job embeddedness.*

The literature review begins with further discussion on job-embeddedness theory, the conceptual framework grounding this study. The next set of literature revolves around the issue of employee turnover and its impacts on profitability, company work environment, leadership perception, and employee morale. The next section, on retention tactics, covers different tactics used by companies or suggested by researchers to improve employee turnover. Covered in the final section of this review is a discussion of employee-development with examples from peer-reviewed sources on the subject.

The literature review contains material from peer-reviewed journal articles, webpages, and books. The literature review contains 103 total sources. One hundred one or 98% of the sources in this literature review are peer-reviewed articles. Eighty-eight or 86% of the total sources have a publication date within the past 5 years, from 2015 to 2020.

The entire study also contains material from peer-reviewed journal articles, webpages, and books. The entire study contains 231 total sources. One hundred ninety-nine or 87% of the sources in this study are peer-reviewed articles. One hundred ninety-five or 85% of the total sources have a publication date within the past 5 years, from 2015 to 2020.

Job-Embeddedness Theory

Job-embeddedness theory provided the foundational framework to explore what strategic tools managers use to implement employee-development programs to improve employee retention. Job-embeddedness involves a collection of forces that influence employee retention. Nica (2018) found that job-embeddedness is negatively related to the leave intention of employees and noted that job-embeddedness is a significant predictor of employee turnover in organizations. Results from Shibiti (2019) also indicated a positive relationship between job-embeddedness and retention factors. The concept of job-embeddedness is growing in popularity, and it is important for leaders to understand how to develop/integrate embeddedness practices within their organizations in order to improve retention (Nica, 2018).

Employees who are embedded with their organization are less likely to experience turnover intentions (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001; Narayanan, 2016). Mitchell et al. (2001) cited three critical elements of job-embeddedness: (a) the links between people or activities, (b) the fit of the company community with employees and different aspects of their lives, and (c) the sacrifice as a result of breaking these linkages or fit. *Links* are described as formal or informal connections between the employee and the company or other employees (Mitchell et al., 2001). The more linkages an employee has, the more that employee is tied to the job and organization (Narayanan, 2016). *Fit* is described as an employee’s perceived comfort and compatibility within the organization and its environment (Mitchell et al., 2001). By improving employee fit through recruitment, selection, training, and development activities, companies can experience improvement in retention (Qing, Mayfield, & Mayfield, 2018). *Sacrifice* is described as the perceived cost associated with forfeiting links and fit by leaving the company (Mitchell et al., 2001). The more an employee values what would be given up by leaving, the more difficult it is to leave (Qing et al., 2018).

Employee Turnover

Projections of the number of future physicians indicate the need for hospitals to develop strategies to minimize the financial impact of employee turnover. Fibuch and

Ahmed (2015) estimated a shortage of 91,500 physicians in the United States by 2020, positing that by 2025, the shortage would grow to 130,600 physicians. The loss of productivity has an effect when the employee first exhibits turnover intent, and until the employee officially leaves the organization. (Fibuch & Ahmed, 2015). Involuntary turnover of workers is a significant concern in today's organizations. Basnyat and Chi Sio (2019) cited increases in recruitment, training, and replacement costs as reasons why employers must retain internal talent and employee knowledge. The reasoning behind Basnyat and Chi Sio's stance on retention involved the substantial investment incurred by the observed organizations on training, development, and maintenance of employees. Researchers estimated that a health care organization could save more than $1.3 million annually by reducing turnover by 1% (Fibuch & Ahmed, 2015). Turnover of physicians affects not only the bottom line of a hospital but also the quality of service offered to patients. Based on information from previous studies, Fibuch and Ahmed suggested that healthcare organizations incorporate a retention strategy into their overall business strategic plan.

According to Abu and Worku (2019), the workforce is an essential resource that helps companies remain competitive in their given industry. Due to their importance to an organization, retaining efficient and experienced employees is vital for successful performance (Abu & Worku, 2019). Turnover intention is viewed as a precursor to turnover and is described as an employee's withdrawal from the organization while actively seeking other career or employment opportunities (Haque, Fernando, & Caputi, 2019). Based on a sample of 283 employees, Abu and Worku found human resources

(HR) practices to have a significant impact on the turnover intent of employees. The reduction of employee turnover in the workforce offers a financial benefit for organizations that have invested in their human capital (Haque et al., 2019).

The competitive job market has caused many organizations to struggle with attracting and retaining a talented workforce (Weis & Rosendale, 2019). As a result, the reduction of employee turnover and the retention of key staff members has become a focus of company leaders (Weis & Rosendale, 2019). The voluntary turnover of key employees is particularly detrimental to company performance and requires special attention (Kim, Tam, Jeong-Nam, & Rhee, 2017). Voluntary workforce turnover can lead to a loss in profits and competitiveness due to project delays and a reduction in product quality (Tam & Le, 2018). Kim et al. (2017) found the turnover intent of employees to be influenced by organizational-level factors, as opposed to those at the interpersonal level. Weis and Rosendale (2019) noted that departments with younger employees tended to experience higher workforce turnover and suggested that managers should be careful to hire workers who fit their positions well to avoid early termination.

As organizations invest resources in the hiring of skilled staff, it becomes important for leaders to work on retention efforts (Tura, 2020). Iqbal (2016) discussed the high cost incurred by organizations related to turnover as a primary reason for improvement. According to Landry, Schweyer, and Whillans (2017), the cost to replace an employee ranges from 30% up to 150% of the departing employee’s yearly compensation. Iqbal identified poor work environment, unclear communication of objectives, and lack of rewards as leading causes of turnover. Tura (2020) proposed arranging a pleasant work environment, giving promotions, and offering development opportunities as a valuable means of increasing retention probability.

The cost of turnover is not easy to calculate but has a significant impact on the profitability of many organizations (Kiernan, 2018). The 2008 economic downturn forced many organizations to reduce their workforce, but today there is a shortage of skilled labor, which has increased competition for the best employees (Hadi & Ahmed, 2018). Hadi and Ahmed (2018) described attracting, recruiting, and retaining skilled employees as a "war on talent" that is the primary focus of every organization. Kiernan (2018) found that the turnover rate for pilots was 46%, much higher than the average turnover rate of 15% in other industries, and they found the per-capita cost of pilot turnover to be higher as well. Based on this research, Kiernan suggested that controlling costs related to turnover is critical, especially in industries with a shortage of skilled labor.

Employee turnover creates significant consequences within organizations (Garg, 2018; Hale, Ployhart, & Sherpard, 2016). Based on results from engineering firms, Garg (2018) found that turnover had a negative impact on multiple performance-related outcomes. Hale et al. (2016) developed a two-phase model of a turnover event, with Phase 1 being the initial disruption and Phase 2 being the recovery period. Based on their results, Hale et al. found that turnover events lead to an immediate and negative change in branch-level performance in Phase 1 and cause a more prolonged recovery in Phase 2 when a management-level employee leaves a company. Garg also highlighted the importance of retention due to the higher cost of hiring and training a new employee.

Women have struggled to reach leadership positions within many organizations (Johnson & Tunheim, 2016). There is a need for alternative methods for the development and retention of women in the workplace, especially in relation to taking parental leave and maintaining work-life balance. Women who temporarily exit the workplace and then return face challenges that make staying or advancing difficult (Collins & Abichandani, 2016). The process of returning to work demotivates many women, leading to poor performance and an increased likelihood of separation (Collins & Abichandani, 2016). Based on their study of 851 women chartered accountants (CA), Ribeiro, Bosch, and Becker (2016) found various workplace resources that had a negative effect on the turnover intent of women, including financial advancement, growth opportunities, and improvement of work-life balance. Meaningful learning and development can aid in the retention of women in the workplace (Collins & Abichandani, 2016).

Turnover intention is defined as the estimation or probability of an individual leaving the organization in the near future (Dhanpat, Madou, Lugisani, Mabojane, & Phiri, 2018). Lyons and Bandura (2019), noting that turnover may be voluntary or involuntary, suggested that employers focus on the voluntary turnover of talented individuals. There are many unwanted aspects of turnover, including work disruption, productivity loss, loss of institutional knowledge, increased competition, and potential loss of strategic knowledge (Lyons & Bandura, 2019). In their study of 282 call-center employees, Dhanpat et al. (2018) found a negative relationship between work–life balance and an employee’s intention to leave as well as limited compensation. Emotional burnout was also a significant contributor to an employees’ turnover probability.

Employers that are able to manage the retention of employees effectively can gain a sustainable competitive advantage.

The ups and downs of employee emotions have a complex impact on the work environment in many organizations (Cho, Rutherford, Friend, Hamwi, & Park, 2017). The inability to manage these emotions may lead to health risks as well as increased job stress (Cho et al., 2017). Expanding the role of employees may improve organizational efficiency but may lead to increased employee turnover intention due to job stress (Jamal, 2016). Job stress has a significantly negative effect on job satisfaction and, thus, employee retention (Sharma, 2016; Yang, Ju, & Lee, 2016). According to Cho et al. (2017), job stress has also resulted in an estimated $300 billion annually in turnover, absenteeism, and medical expenses in the United States.

Employee turnover is disruptive to many organizations due to direct and indirect costs related to turnover and their impact on profitability (Chukwu, 2019). Many findings from researchers on the effects of employee turnover rates have been consistent across different industries (Call, Nyberg, Ployhart, & Weekley, 2015). An increase in turnover rate by one standard deviation was found to be associated with an additional loss of 8.9% in profits (Call et al., 2015). Based on such results, researchers have found that the turnover rate and turnover rate change interact with one another to influence changes in unit performance. Chukwu (2019) stated that the retention of employees requires many elements but suggested that employees are more likely to leave when denied promotion. Managers seek to retain higher quality employees because their loss has greater negative cumulative effects on overall performance (Call et al., 2015).

In Brazil, 19 million jobs were created between 2000 and 2010; however, two-thirds of these jobs ended before 12 months had passed (Ferreira & Almeida, 2015). The importance of maintaining qualified employees for the success of organizations is not a new theme. Ferreira and Almeida (2015) used data obtained from management reports and the information systems of 26 of a firm's stores to investigate the relationship between employee turnover and performance in a retail setting. In their study, turnover reduced the sales of the firm's stores and cost the organization between 1.35% and 9.8% of annual gross revenue (Ferreira & Almeida, 2015). These findings confirmed a strong relationship between employee turnover and sales and support results from previous studies. The main problem associated with turnover for many organizations is the draining of experienced employees (Kundu & Lata, 2017). Due to increased competition for top talent and the need to retain the most productive employees to maintain a competitive advantage, a company's workforce has become a valuable strategic asset (Kundu & Lata, 2017).

The high turnover rate within the information technology (IT) industry is a major issue facing organizations globally (Naidoo, 2018). Due to the 15% turnover rate of IT employees in India, the focus of organizations in the IT industry is to reduce the turnover intention of employees in efforts to reduce actual turnover (Sharma & Nambudiri, 2015). The purpose of Sharma and Nambudiri's (2015) research was to examine the relationship between job–leisure conflict, job satisfaction, and turnover intention for professionals working in IT service provider organizations in India. Researchers collected data from 173 IT professionals from various companies using questionnaires. Sharma and

Nambudiri found that job satisfaction plays a vital role in the turnover process and suggested that those organizations that struggle with high attrition rates should provide employees time to pursue out-of-work interests (Sharma & Nambudiri, 2015). Based on the results of 158 respondents, Naidoo (2018) found that improved employee satisfaction reduced job stress and turnover intent and suggested that higher priority be given to role ambiguity. Researchers have suggested that these findings are relatable across different industries(Naidoo, 2018; Sharma & Nambudiri, 2015).

The availability of other employment opportunities is one cause of employee turnover. The Job Openings and Labor Turnover Survey (JOLTS) of the U.S. Bureau of Labor Statistics (BLS) has gathered data on job openings and labor turnover in order to examine factors that reflect the health of the U.S. and international economies (Bauer, 2015). Data on labor-market turnover, as well as the relationship between job openings and unemployment, can provide valuable information about an economy (Bauer, 2015). As the labor market expands, job availability may increase, and the number of people looking for a job may decline (Bauer, 2015). With the supply of information systems (IS) professionals declining and demand rising, it has become increasingly difficult for company leaders to hire additional staff. Employee disengagement has costly impacts on productivity, profitability, and stress levels within the workforce (Wolff, 2019). IS professionals are asked to do even more when turnover occurs, often leading to burnout, turnover, and turnover intentions (Armstrong, Brooks, & Riemenschneider, 2015).

Levels of employee engagement are measured by HR professionals and company leaders when attempting to improve retention. Smith and Macko (2014) revealed that an average of 10.4% of staff resigned from their jobs in 2010, costing the U.K. economy £42bn. Smith and Macko noted that there is limited research known about the impact of employee engagement on employee turnover. They suggested that identifying a causal link would provide a focal point for HR professionals looking to reduce turnover within their organizations. To measure employee engagement and its relationship to turnover, researchers distributed questionnaires to employees of one of the largest food retailers in the United Kingdom. Based on responses from 64 participants, Smith and Macko concluded that employers looking to make cost savings and reduce turnover would best focus on increasing levels of employee engagement within their organizations. Based on their research, Jungsun and Gatling (2018) found that individuals with a higher level of employee engagement were less likely to leave their organization. Smith and Macko also identified key issues for company leaders to focus on, including communication, the role of the line manager, and listening to employees' views.

Employees' perception of their job plays a role in their likelihood of remaining with the organization. In an effort to determine the effects of organization cynicism on employee turnover in the Pakistani banking sector, Khan (2014) collected data from 250 participants using surveys and analyzed that data using SPSS software. According to Erkutlu and Chafra (2017), organization cynicism had a negative relationship to employee satisfaction and suggested that leaders make an effort to improve the psychological capital of the workforce. Cynicism refers to the negative or unethical attitude employees hold towards their jobs and occurs when those employees feel effortless in solving perceived organizational issues (Khan, 2014). Organizations often find themselves struggling with negative employee reactions such as stress, organization cynicism, and turnover (Mehta, 2016). Khan found that organizational cynicism decreases both job satisfaction and intrinsic motivation while raising stress levels and turnover intent of the workforce. Organizations could manage cynicism by fostering an open and honest atmosphere, providing realistic goals, and promoting cooperation among individual employees. A positive change could occur in cynical employees through training and interventions (Khan, 2014).

High turnover is a major challenge that can lead to undesired consequences for a company, including the loss of a talented employee, an increase in labor replacement cost, and morale and motivation issues (Jnaneswar & Ranjit, 2019). A decrease in employee turnover leads to cost savings for organizations by reducing the costs involved in the training of new workers and rebuilding internal knowledge or employee relationships (Faulk & Hicks, 2016). According to Jnaneswar and Ranjit (2019), leaders should be managed to keep turnover at an optimum level and suggest a low turnover rate is always good for organizations. Employees that feel valued by the organization improve morale, reduces turnover and knowledge loss, and increases company efficiency and effectiveness (Faulk & Hicks, 2016). An excellent organizational climate also ensures low turnover and should be a focus of management (Jnaneswar & Ranjit, 2019).

Retention Tactics

Voluntary employee turnover has a substantial negative impact on company profits, valuable organizational knowledge, and internal skillset, especially in the technology sector due to their expensive IT labor force (Kessler, 2014). Kessler (2014) collected data using surveys to present the reasons for voluntary turnover of employees in Israel from the IT employees` perspective. Kessler found job satisfaction to have a negative effect on voluntary turnover and indirect effects on emotional variables, commitment, motivation, and loyalty. Based on these findings, organizations should develop ways to prevent voluntary turnover by implementing strategies to improve job satisfaction. Leider, Harper, Shon, Sellers, and Castrucci (2016) correlated job satisfaction with pay satisfaction, organizational support, and employee involvement. In addition, Leider et al. suggested more research to understand the determinants of job satisfaction and how to retain employees based on the expectation of increasing voluntary turnover in the coming years. Lu, Lu, Gursoy, and Neale (2016) highlighted the influence of employee dedication on satisfaction and turnover intentions. Amongst management-level employees, work engagement factors did influence job satisfaction and reduced turnover intentions.

Talent management activities are a means to improve the retention of skilled employees and reduce the turnover intent within a workforce (Johennesse & Chou, 2017). Efficient and loyal employees are the most valuable asset of an organization, which makes it imperative for employers to invest in talent management activities (Johennesse & Chou, 2017). Although attracting skilled employees is necessary, it is more important for company leaders to retain the employees they have already invested in (Worku, 2018). Using data from 297 employees, Worku (2018) suggested that company leaders focus on remuneration, job satisfaction, and organizational commitment to retain key employees. Based on their research, Johennesse and Chou (2017) recommended three talent management activities that will aid in the retention of the most talented workers; remuneration, training, and business coaching.

The pay or other compensation-related benefits that an employee receives for their service is called remuneration (Pregnolato, Mark, Bussin, & Schlechter, 2017). Shabane, Schultz, and van Hoek (2017) collected questionnaires from 275 employees to determine the relationship between satisfaction, remuneration, and retention. According to Bussin and Brigman (2019), organizations could benefit from understanding the remuneration preferences of their workforce in order to retain the most talented employees. Pregnolato, et al. (2017) described benefits, performance recognition, remuneration, and career opportunities as the most important elements that would lead to an employees' retention. Shabane, et al. (2017) found the remuneration received by an employee to have a significant mediating impact on their satisfaction and, thus, turnover intent. Bussin and Brigman (2019) found no significant differences in the remuneration preference of workers based on age, years of service, or performance but noted differences between preference based on gender.

Although the approach may vary from company to company, all companies strive for the same result: more employee motivation and retention and less employee dissatisfaction and turnover (Kassar, Rouhana, & Lythreatis, 2015). According to Abate, Schaefer, and Pavone (2018), the most satisfied employees reported less job burnout and are more likely to remain with the company. To examine the effects of cross-cultural training programs on the turnover and satisfaction of employees, Kassar et al. (2015) distributed and collected 96 questionnaires from expatriate employees from 10 different companies in five countries. Kassar et al. found that company inclusion of cross-cultural training programs did lower employee turnover and improved employee satisfaction. Doe and Thomas (2018) also noted the positive effects of cross-cultural training techniques on employee performance and job stress. Using the U-Curve adjustment theory, Lawson and Shepherd (2019) highlighted five elements that should be integrated into cross-cultural programs to improve performance and retention. The five elements included anticipatory adjustment, cultural distance, cultural congruency, methods, and cultural diversity training (Lawson & Shepherd, 2019).

There are benefits to including fun activities in the workplace to improve retention (Joyce & Barry, 2016). The role of fun in the workplace is significant and offers a means of escape for employees, which improves engagement, satisfaction, and performance (Plester & Hutchison, 2016). According to Jorge and Sutton (2017), fun included physical, social, mental, and blended workplace activities. Plester and Hutchison (2016) found empirical connections between workplace fun and employee retention and suggest the inclusion of various fun activities offers an organization the opportunity to stimulate high engagement. Hussain, Qazi, Ahmed, Streimikiene, and Vveinhardt (2018) found that a playful environment led to employees with higher motivation, engagement, and retention. Joyce and Barry (2016) included fun as one of their six recommendations to successfully hire and retain millennial employees.

The U.S. Equal Employment Opportunity Commission (U.S. EEOC) provides tips to improve retention, which include the improvement of advancement and development opportunities. Agencies can ensure that all employees have equal opportunities for advancement by creating and funding individual development plans and career development programs. Agencies can include these programs in their succession plans to ensure that they identify and develop well-qualified candidate pools (feeder pools) for their senior grade levels (U.S. EEOC, 2019). Due to the concerns of increasing staff shortages in the future, Tursunbayeva (2019) suggested the strengthening of Human Resource practices to mitigate the problem. Longoni, Luzzini, and Guerci (2018) found human resource management practices to have a positive impact on financial performance and a mediating impact on the relationships between leadership and employees.

Although an estimated 70% to 90% of employees personalize their workspaces, very few researchers have determined how personalization affects employees (Bryon & Laurence, 2015). Bryon and Laurence (2015) used interviews with individual employees as well as workspace observations to gather data on the effects of personalization on employee behavior. Not all items used to personalize workspace communicated identity, but in general, personalization items increased employee's comfort and happiness within their workspace (Bryon & Laurence, 2015). Bangwal and Tiwari (2019) noted that employee satisfaction depended on various elements of workspace design and suggested that the employee perceptions of workspace design elements deserve special attention. Based on their findings, Bryon and Laurence suggested that it would be unwise for organizations to place stringent limits on employee personalization due to the identified benefits. Personalization helps an employee regulate their emotions, directs their activities toward goal-related pursuits, and builds and develops relationships with others (Bryon & Laurence, 2015).

The opportunity to speak is only part of the communication process between employees and supervisors. Employees also react to whether they believe the supervisor as actively listening to their statements (Lloyd, Boer, Keller, & Voelpel, 2015). In their 2-part study on the impact of supervisor listening on emotional exhaustion, turnover intent, and citizenship behavior, Lloyd et al. (2015) found supervisors' listening efforts reflected the perceptions that employees have of their supervisor's listening. Furthermore, these perceptions were associated with emotional exhaustion, citizenship behavior, and turnover intent. Nordin, Romeo, Yepes-Baldó, and Westerberg (2018) noted that managers play an important role in the creation of a work environment that is attractive to employees. The manager's role is to foster an environment that is reflective of the organizational culture (Nordin, et al., 2018). Supervisor listening encourages two-way communication and elicits speaker self-disclosure (Lloyd et al., 2015). The outcomes that arise from the perception of supervisors failing to listen actively to their employees; emotional exhaustion, citizenship behavior, and turnover, influence organizational performance, highlight the importance of these results for organizational success.

The retention of talented employees is a difficult predicament faced by company leaders, Idris (2014) stated that due to the competitive nature of the business environment in developing countries. Because simply increasing financial benefits is an unsustainable retention tool, Idris performed personal interviews with local bank managers to determine the effectiveness of different flexible working practices on retention. Based on data recovered from the eight participants, Idris found flex time as a popular and effective benefit used in Malaysian banks to retain employees while part-time and job-sharing tactics were least impactful. “Impact of Perceived Flexible” (2019) found the use of flexible work options to increase job satisfaction, reduce work-related stress, and improve retention of IT employees in India. Based on the results of 203 questionnaires, “Impact of Perceived Flexible” (2019) recommends that managers invest in communication and training that demonstrate the use of flexible work options. Idris noted that elements of organizational culture, particularly a lack of trust and a low sense of accountability, posed the most significant obstacles in implementing flexible work practices.

The need to retain and develop high performing employees is a major concern for organizations today (Patidar, Gupta, Azbik, Weech-Maldonado, & Finan, 2016; Tamunomiebi & Okwakpam, 2019). Succession planning enables leadership continuity and the retention of inherent knowledge that is integral to the success of many organizations (Phillips, 2019). Based on a sample of 22,717 hospital observations, Patidar, et al. (2016) found a positive relationship between the presence of succession planning and the financial performance of the hospitals. Several factors contribute to an employees’ intention to remain with a company and pursue leadership opportunities. According to Phillips (2019), the development and implementation of succession planning leads to the creation of traits and abilities of future organizational leaders.

The relationship between HR practices and employee citizenship behavior plays a role in the retention of the workforce. Chang, Nguyen, Kuo-Tai, Kuo, and Lee (2016) tested the existence of a relationship between four HR practices and the citizenship behavior of employees. Employees with a positive impression of their recruitment and career development were more likely to exhibit citizenship behavior (Chang, et al., 2016). Interpersonal citizenship behavior (ICB) is all social and professional interactions between employees and supervisors. Dachner, Ellingson, and Tews (2017) sampled 429 employees to explore the relationship between ICB and turnover intention. As ICB relationships improve, the likelihood of an employee voluntarily leaving the company decreased (Dachner, et al., 2017). Both Chang et al. (2016) and Dachner et al. (2017) suggest that employees demonstrated a positive perception of employer practices geared towards the improvement of citizenship behavior.

Monetary rewards are a positive determinant of employee morale and turnover intention (Mustafa & Ali, 2019). Aguinis, Joo, and Gottfredson (2013) discussed how and why companies should use a monetary reward-based system. Money has always been a positive motivator for employees, but money can be difficult for a company to give employees more money in order to retain them. Aguinis et al. presented a plan on how a monetary reward system should be constructed using performance as a guideline that included five principles: (a) define and measure performance accurately, (b) make rewards contingent on performance, (c) reward employees in a timely manner, (d) maintain justice in the reward system, and (e) use monetary and nonmonetary rewards.

Employee-Development

Based on the rapid changes within the business environment, it is the responsibility of both employees and management to make the necessary workplace changes to maintain a competitive edge (Chaubey, Kapoor, & Negi, 2017). Leaders within organizations are aware that talented human resources are valuable resources, and if they can manage these resources effectively, trained employees will produce a maximum return on investment (Saadat & Eskandari, 2016). In the study designed to examine the perception of employees regarding the effect of training within organizations, Chaubey, et al. (2017) collected data from 148 participants from various service organizations by using surveys. The largest percentage of employees expressed a positive perception of training and suggested that these programs enhanced the competency, knowledge, and interpersonal skills of the workforce (Chaubey, et al., 2017). Vooijs, Bossen, Hoving, Wind, and Frings-Dresen (2018) found participation in training programs to have a positive relationship with the knowledge and skills of the workforce. In addition, employees offered training expressed an increased level of loyalty to their employer, a statistic that could improve company retention rates.

The training of employees is an aspect of making an organization profitable (Ameeq-ul-Ameeq & Hanif, 2013). In their study on the impact of training on employee-development, Ameeq-ul-Ameeq and Hanif (2013) found that employee training did have a positive effect on both employee attitudes and perception. From the 20 questionnaires used on employees, Ameeq-ul-Ameeq and Hanif found that 70% of employees felt training helped them to be more efficient and increased their interest in their jobs. Overall, Ameeq-ul-Ameeq and Hanif suggested that the training of employees does play an integral role in the performance and perception of an organization. Training and development programs have a positive effect on the overall cognitive skills of a workforce (Khan, Bashir, Abrar, & Saqib, 2017). Based on their study of 254 banking employees, Khan, et al. (2017) found that an increase in the cognitive skills of the workforce leads to improved creativity and organizational performance.

In regards to the cost benefit theory, Zhong and Wu (2020) postulated that company financial performance diminishes as an organization incurs costs resulting from turnover. Organizational success and growth are dependent on the retention of key employees, which is why management must focus on a mixture of pay increases and training programs to improve satisfaction (Tadesse, 2019). According to Vetrakova and Benova (2017), although organizations possess capital and advanced equipment, they are not able to fully able to realize the benefits of these resources without the continuous development of their workforce. The investment in employee-development was found to have a direct relationship to the reduction of the voluntary turnover rate in most organizations (Vetrakova & Benova, 2017).

Workers in an organization are always in need of training and development programs to improve their abilities and sufficiently perform in their roles (Jayakumar & Sulthan, 2014). In their study to determine the employee perception of such programs, Jayakumar and Sulthan (2014) concluded that training and development programs had enhanced productivity, motivation level, and morale of employees. In a discussion of talent management and its relation to employee engagement, Deepika and Sampurna (2018) found efforts that focused on increasing the internal skills of employees aided in employee morale and productivity. Deepika and Sampurna (2018) advised leaders of organizations to develop and refine talent management activities to engage employees and improve retention. In addition, Jayakumar and Sulthan suggested the continued improvement of training and development would have a positive effect on the organization overall.

Job rotation is a type of on-the-job training where an employee is encouraged to acquire knowledge by providing coverage in different aspects of employment for that profession (Hodgson, Al Shehhi, & Al-Marzouqi, 2014). Shah, Shaikh, and Pirzada (2018) found job rotation as an effective way to maximize employee performance and improve the financial results of the firm. Hodgson et al. (2014) used online surveys to collect data from 100 employees in the United Arab Emirates (UAE) organizations to study the effects of job rotation on employees in organizations. Researchers suggested that job rotation has a significant effect on employee performance and satisfaction in United Arab Emirates organizations (Hodgson et al., 2014). By affecting employee satisfaction, it is reasonable to suspect that job rotation could affect an employee's turnover intent.

Succession planning is important because it can take years to develop effective senior managers (Pandiyan & Jayalashmi, 2016). The benefit of effective succession planning programs is the retention of talented employees and overall organizational culture (Tamunomiebi & Okwakpam, 2019). Moore (2018) noted that the use of succession-planning techniques led to the preservation of organizational culture and intellectual capital necessary for company success. By developing the employees within the company to assume future leadership roles, the cultural substance, ideologies, values, and norms remain throughout leadership changes. The development and implementation of a leadership succession plan is integral to the achievement of business continuity

(Pandiyan & Jayalashmi, 2016). Although company cultures will evolve due to economic, environmental, or competitive changes, Moore postulated that leadership continuity would aid in the retention of talent and reduction of turnover related costs.

Human capital consists of employees, their congenital and acquired knowledge, skills, abilities, attitudes, and competencies. Human capital can directly affect the success of a company. In order to create a sufficient supply of capital, company leaders must invest in the training and development of their workforce (Sirkova, Alitaha, & Ferencova, 2014). Based on analysis from Sirkova et al., employees did have a positive outlook on further development and its associated benefits (improved knowledge base, raises, and promotions). An improved knowledge base or certifications are associated with lower employee turnover rates (Dineen & Allen, 2016). Improved communication and a better understanding of supervisor decision making as likely benefits of increased investment in human capital (Sirkova et al.).

Kapil and Rastogi (2017) described job-embeddedness as the construct that explains why employees choose to remain with their organizations. Kapil and Rastogi also noted that the most extremely embedded employees exhibited better job performance than their peers. In their study on job-embeddedness, Dechawatanapaisal (2018) used data retrieved from 1028 accountants in Thailand to determine which job-embeddedness Human Resource practices had a positive effect on employee retention. Practices observed included performance appraisals, monetary incentives, and career development. Dechawatanapaisal found monetary rewards and availability of career development opportunities to have the best impact on employee retention. Based on the results from their sample of 365 IT professionals, Kapil and Rastogi found a significant relationship exists between job-embeddedness and the engagement and performance of the workforce.

In order to maintain organizational citizenship, company leaders need to shift their focus to training and developing current employees (Adom, 2018). In a study concerning the effects of training and development on organizational innovation, Sung and Choi (2014) hypothesized that organizations that increased their investments in training and development would benefit from improved, innovative performance and retention. Kontoghiorghes (2016) found a high correlation between retention and the extent to which the organization has a change-, quality-, and technology-driven culture. The training and development investments of an organization create a climate for constant learning that facilitates the exchange of knowledge and ideas among employees (Sung & Choi, 2014). Researchers collected data from 260 Korean companies across different industries and analyzed using structural equation modeling (SEM) practice. Sung and Choi found that increased organizational spending on internal training structures resulted in the increased innovative performance of the overall company and increased organizational commitment. This relationship was more influential in organizations in the most innovative industry climates.

Employers expect their investment in training to improve organization productivity by raising the capacity of the organization’s collective skills, an assumption that relies upon workers remaining within the investing organization (Kennett, 2013). Employers have different views on the relationship between employee-development and turnover (Kennett, 2013). Some employers felt reluctant to invest in training due to the fear that employees could leave because of their new skills. In contrast, other employers felt development, as a retention strategy, could build organizational capacity. Kennett found that those organizations that adopted team development models had the lowest employee turnover due to employees gaining a sense of belonging, organizational commitment, and job satisfaction by working together. Tura (2020) found the training and development of a team to have a significant impact on turnover intention and also suggested encouraging employees to participate in decision making and arranging a productive working environment. In addition, Kennett found that Individual development often led to high employee turnover when coupled with perceived job alternatives, a lack of internal growth opportunities, or when taken on by the employee self-directed.

Tuition reimbursement is a relatively low-cost HR tactic that has a positive impact on the productivity and retention of an employee (Spencer, Gevrek, Chambers, & Bowden, 2016). According to Spencer, et al. (2016), the amount of tuition reimbursement was also a significant predictor of increased productivity and intention to stay. Spencer et al. (2016) also suggest maximizing tuition reimbursement in organizations where employee retention and productivity are the focus. Xiang and Xu (2019) discussed the benefits of tuition reimbursement, a common employee-development technique, on retention compared to other HR tactics. According to Xiang and Xu, research suggests that tuition reimbursement plays a critical role in attraction, retention, and motivation yet; not all companies are able to offer this benefit.

With a focus given to organization performance, Mirji and Mane (2012) gathered information on a Business Process Outsourcing (BPO) firm to determine the issues related to employee retention at the firm as well as uncover patterns of the problem. Based on the current competitive climate, a skilled workforce is an asset that an organization must use to its advantage. The researchers found employee-development opportunities to be a significant driver of an employee's decision to stay or leave their company (Mirji & Mane, 2012). Mustafa and Ali (2019) explored the perception of monetary rewards and non-monetary rewards on employee motivation and turnover intention. Based on survey data from 100 bank employees, Mustafa and Ali found monetary rewards and competency development to influence turnover intention positively.

Developmental training is a useful tool that improves employee skills and productivity and results in enhanced morale and retention (Gowthaman & Awadhiya, 2017). Training and development are vital for the sustainable growth of companies that are driven by employee operated technology (Gowthaman & Awadhiya, 2017). Organizations that prioritize employee-development retain more highly skilled workers, which creates a strong talent pipeline and sustainable knowledge base (Letchmiah & Thomas, 2017). Letchmiah and Thomas (2017) found culture, purpose, development opportunities as influential retention factors and suggest leaders focus on formal strategies based on employee needs. The retention of highly skilled workers is cost-effective and can lead to organizational success (Letchmiah & Thomas, 2017). Gowthaman and Awadhiya (2017) also noted that training and development activities improve the motivation of the workforce.

Transition

Existing literature related to employee or workforce retention is diverse. Researchers present different solutions to the problem of turnover that leads to conflicting data between industries that validates the need for this study of this particular industry. The information presented in Section 1 included the foundation for exploring the relationship between employee-development and employee retention within Connecticut companies. Topics discussed in the literature review were (a) employee turnover, (b) retention tactics, and (c) employee-development. The review included recent scholarly research on employee turnover and retention practices in companies of various sizes in different industries and countries.

Section 2 began with a further description of the research method and design, population and sampling, participants, and data collection instruments and techniques used in the study. This section also included a discussion of data analysis techniques, reliability, and validity. The focus of Section 3 was a discussion of application to professional practice and implications for change. Study results, a section on study reflections, and a conclusion were also included in this section.

Section 2: The Project

Section 2 begins with a restatement of the purpose of this study from Section 1. I then describe my role as the researcher and explain who the participants were, where they were from, and why they were appropriate for this study. Next, I discuss the research method and design, followed by population and sampling. I make a statement concerning measures taken to ensure ethical research before discussing the data. I describe the instruments and techniques used to collect data, as well as the processes of data organization and analysis. Section 2 ends with a discussion of the reliability and validity of the study.

Purpose Statement

The purpose of this qualitative exploratory multiple case study was to explore which employee-development strategies leaders use to improve employee retention and reduce cost due to turnover. Six managers of corporate employees in Connecticut participated in one initial interview and follow-up interviews to share their employee-development strategies to improve employee retention. Managers were asked to provide related documents that supported the information provided during their interviews. The data from this study may impact businesses by providing company leaders with the rationale to create and/or improve their employee-development operations. This study may also provide examples of the successes and failures of employee-development efforts within organizations. Leaders applying the findings of this study may promote positive social change through an increase in employee morale and productivity and a decrease in turnover to foster business growth.

Role of the Researcher

I collected data through interviews using the interview protocol (see Appendix A) and documenting findings. In a qualitative study, researchers can assume the role of the primary data collection instrument (Leedy & Ormrod, 2013; Morse et al., 2014; Pezalla, Pettigrew, & Miller-Day, 2012). I have direct experience with advancement and participated in employee-development opportunities within companies in Connecticut. I worked in Retail Sales in Hartford, Connecticut, from 2008 through 2011. I started with the company as a part-time sales representative during my final year of undergraduate studies. During my tenure, I moved from a part-time sales representative to a full-time key holder to a sales floor leader and finally assistant manager. Throughout that progression, I participated in the management training program and was given the opportunity to obtain a Master of Business Administration, with my tuition reimbursed by the company.

I adhered to the protocol presented in *The Belmont Report* by creating distinct boundaries between practice and research, following basic ethical principles, and following an interview protocol. Davis (2013) and Thomas (2015) stressed the importance of minimizing personal bias in qualitative studies. Due to my previous experience in the field, I used the same guided interview protocol with each participant to limit any personal bias arising from my experiences. The interview protocol described the procedures and guidelines for the interview and featured an overview of the study and the interview questions (Izard-Carroll, 2016; Neuert & Lenzner, 2016; Yin, 2018).

Participants

Participants were six managers from a hotel chain and an insurance company in Connecticut. According to Daniel (2019), at least three participants are sufficient for qualitative research. Participant screening ensured that participants had been in management positions for at least 2 years prior to participation in the study. I performed such screening to identify participants who had spent enough time in their positions to experience the effects of turnover and attempt to implement retention strategies (Khunlertkit & Carayon, 2013; Patton, 2015; Robinson, 2014). I used census sampling and interviewed the six participants.

Company 1[1] is an insurance company that has been around for over 150 years with operations worldwide. Company 1 is a top 10 writer of personal insurance in the United States. There are over 30,000 employees, and the company has received multiple honors as a top employer for veterans; members of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community; women; and other groups (Company 1, 2020). Company 2[2] is one of the world's largest third-party hotel management companies. Company 2 operates over 1,400 properties in 20 countries and employs over 60,000 people worldwide. The hotel was built in 1987 and has over 35 employees (Company 2, 2020). Six participants from the two companies provided an adequate sample size based on the participation criteria and my use of the interview protocol to gather in-depth, high-quality information.

[1] Company 1: Name is hidden to protect the confidentiality of Company 1 and participants.
[2] Company 2: Name is hidden to protect the confidentiality of Company 2 and participants.

Establishing an initial connection with participants is important to the interview and data collection process (Bull et al., 2013). The interview protocol included building rapport with participants and ensuring their comfort and understanding; they received an email detailing the purpose of the interview (see Appendix B) and a sample statement of informed consent for signature prior to the interview. The identities of participants remained separate from the collected data to ensure that the participants were motivated to answer truthfully without fear of retaliation from their employers. With these expectations established in advance, participants were more likely to respond openly. Active listening and the nature of the questions asked determine the quality of data collected (Richards & Morse, 2012; Veletsianos & Kimmons, 2013).

Research Method and Design

Quantitative, qualitative, and mixed methods are the three research methods of doctoral research (Bernard, 2013; Gelo, Braakmann, & Benetka, 2009; Leedy & Ormrod, 2013). In the following section, I discuss the selection of the qualitative research method and justify its appropriateness for this particular study over quantitative and mixed methods. In addition, I explain the selection of multiple case study over other possible designs.

Research Method

I chose the qualitative research method to discuss how employee-development may improve employee retention in Connecticut companies. A key initial purpose of the qualitative research method was to aid in the interpretation of collected data in ways that would not have been possible using quantitative data collection methods and analysis

(Gelo et al., 2009). The qualitative research method is valuable for exploring the experiences of participants in-depth (Davis, 2013).

One assumption of qualitative research is that by gaining an understanding of a specific population, a qualitative researcher can develop a greater understanding of a case study. Bryman and Bell (2015) stated that a qualitative methodology is appropriate if (a) the study is exploratory, (b) the problem is too complex to be answered by a yes-or-no hypothesis, (c) the data are interpreted by themes, (d) a large sample may not be available or appropriate, (e) the researcher will attempt to interpret a phenomenon, or (f) the researcher has control over the interpretation of the data. The research question reflected exploratory information that focused on the relationship between employee-development and employee retention at companies in Connecticut.

Both quantitative and mixed methods were not appropriate for this study. A quantitative methodology was not suitable for this study because the purpose was to determine what strategic tools managers use to implement employee-development programs to improve employee retention and research; this inquiry did not involve quantitative data (Bernard, 2013; Klassen, Creswell, Clark, Smith, & Meissner, 2012; Leedy & Ormrod, 2013). Mixed-method research involves both the theoretical aspects of quantitative research and the technical aspects of qualitative research (Bernard, 2013; Leedy & Ormrod, 2013; Sparkes, 2014). This study did not include the collection, analysis, and mixing of both closed-ended quantitative and open-ended qualitative data. The purposes of the questions asked of the participants were to establish themes and/or patterns among the population in relation to employee-development and retention efforts of participants' companies. Based on the smaller size proposed for this study, quantitative and mixed methods were not appropriate, as extensive numerical data were not needed to answer the research question. There were no statistical analyses or surveys in this study.

Research Design

The purpose of a research design is to connect the elements of research in the process of exploring research questions and drawing conclusions for a study (Leedy & Ormrod, 2013). Yin (2018) described single and multiple case study designs as variations within the same methodology, not distinctly different approaches. Multiple case study was the design choice for this study. This design is often used by researchers while conducting studies across multiple companies to explore perspectives of a particular phenomenon (De Massis & Kotlar, 2014; Olson, McAllister, Grinnell, Walters, & Appunn, 2016). Although it is possible to have a successful study using a single case study design, Yin (2018) suggested that multiple case studies should be the goal based on the analytical benefits of direct replication.

When conducting case studies, the goal of researchers is to represent the multiple realities described by study participants and interpret data collected from document reviews, observations, and interviews to construct descriptions of phenomena (Stake, 2013). The use of interviews and member checking until no new information is available aids in saturating the data (Fusch & Ness, 2015). The selection of a multiple case study design is an acknowledgment of the intricacy and need for an in-depth study of a given phenomenon (Sangster-Gormley, 2013). Researchers use the case study design to understand a real-life problem when the boundaries between the phenomenon and the context of the study are unclear (Harland, 2014). The selection of the multiple case study design derived from the purpose of this study, which was to explore participants' real-life experiences, search for themes consistent with the research literature, and investigate a phenomenon (Yin, 2018).

In qualitative research, the most commonly used designs are case study, phenomenology, ethnography, narrative, and grounded theory (Abdulrehman, 2015; Houghton, Murphy, Shaw, & Casey, 2015). The phenomenological research design was not appropriate for this study. Phenomenological design, like case study, would have allowed the collection of data using interviews (Marshall & Rossman, 2016), but it would not have permitted the use of publicly available sources as required in this study to triangulate the data. Phenomenological design is ideal for exploring experiences and perceptions of participants (Englander, 2012; Leedy & Ormrod, 2013); however, the phenomenon is one specific to a particular group of people rather than a case bounded in time and space (Yin, 2018).

The selected participants did not identify as a specific cultural group, which disqualified the ethnographic research design. Ethnography involves the study of a specified culture or group through observation (Abdulrehman, 2015); researchers using this design often live among a cultural group in order to study people of that culture (Jerolmack & Khan, 2014). Ethnographic design is appropriate to determine cultural characteristics, such as class, race, and gender of a group (Lambert, Glacken, & McCarron, 2013), which was not the focus of this study.

According to Yin (2018), a narrative research design focuses on a specific person with a distinctive story to tell. Petty, Thomson, and Stew (2012) stated that the narrative design prompts the researcher to study the lives of individuals and ask one or more individuals to provide stories about their lives. The narrative design is appropriate for studies occurring over an extended period of time (Marshall & Rossman, 2016). This aspect of narrative design disqualified this approach for use in this study.

Grounded theory is appropriate across all research types to build a theory in varying capacities as opposed to solely testing a theory (Birks, Fernandez, Levina, & Nasirin, 2013). The objective of a grounded theory study is to formulate a new theory based on the analysis of collected data (Letourneau, 2015). Researchers use grounded theory to develop an applicable theory with a naturalistic viewpoint (Urquhart & Fernández, 2013). Grounded theory was not appropriate for this study because the creation of a theory was not the focus of this study.

Population and Sampling

A hotel chain and an insurance company in Connecticut were the sources of participants for the study. The six managers who participated in the multiple case study served within two companies in Connecticut. According to Baxter and Jack (2008), a researcher is able to understand the differences and similarities between cases with the multiple case study design. The use of two to three cases in multiple case studies could serve as a true reflection of the explored phenomenon (Yin, 2018). I contacted company leaders to request permission to contact these managers for interviews. Using census sampling, I identified six managers who agreed to take part in the study. With census sampling, researchers can narrow the scope of their studies to a certain number of companies and interview only qualified participants in those companies (Fusch & Ness, 2015). Data are gathered from members of the population in census sampling (Asadollahi et al., 2015; Khooshab, Jahanbin, Ghadakpour, & Keshavarzi, 2016). The goal of census sampling is to make sure that the study yields relevant and valuable information that will address the research question and reach data saturation (Fusch & Ness, 2015).

A minimum of two to three interviews per sample area is sufficient to ensure the achievement of suitable depth and diversity of perspectives (Rubin & Rubin, 2012). Dworkin (2012) stated that the sample should contain enough participants to satisfy data saturation standards, such that the data become repetitive. As stated previously, I interviewed six managers from the two organizations. O'Reilly and Parker (2013) described sample sizes as much smaller in qualitative research than in quantitative research and recommended a sample range of five to 20 participants for qualitative studies. Boddy (2016) suggested a sample size of five to 25 participants in multiple case studies. The data that I received from the six participants established a sufficient sample size to document the employee-development tactics and perceptions of the companies in Connecticut. I continued the interview, document review, and member checking processes until the data became duplicative, no new themes emerged, and I achieved data saturation.

Data saturation occurs once no new information, coding, or themes appear when evaluating data (Fusch & Ness, 2015; O'Reilly & Parker, 2013). The inclusion of follow-up interviews with participants can aid in achieving data saturation (Fusch & Ness, 2015;

Houghton, Casey, Shaw, & Murphy, 2013). The standards of quality and depth are the same regardless of the number of participants. I reached data saturation by interviewing participants and analyzing documents provided by participants until no new data, no new themes, and no new information emerged, and I had the ability to replicate the study (Coenen, Stamm, Stucki, & Cieza, 2012; Fusch & Ness, 2015). O'Reilly and Parker (2013) suggested the use of interviews and follow-up interviews with member checking to gain a more in-depth understanding of information and reach data saturation. Member checking allows participants to verify the accuracy of interpretations of their real-life experiences (Culbreath-Manly, 2016).

I contacted company leaders to gain permission to approach local managers. Leaders received an explanation as to the purpose of the study and the questions that I would ask participants. As suggested by Davis (2013), Marshall and Rossman (2016), and Tirgari (2012), I contacted participants to schedule in-person interviews at a neutral location without distractions that were convenient for each participant. I informed each participant of the recording in the consent form before and just prior to the interview.

A review of previous studies justified the appropriateness of the sample size. An adequate sample size for qualitative research is between five and 50 (Dworkin, 2012; Yin, 2018). Stake (2013) recommended four to ten participants as an acceptable sample size for a multiple case study. The participants in the study had direct knowledge and experience working as leaders within their companies.

Ethical Research

Four principles of ethical qualitative research are confidentiality, honesty, written informed consent, and the right to privacy (Sokolowski, 2014). In addition to these principles, the treatment of research participants is important in all research decisions (Yalcintas & Selcuk, 2016). Ensuring adherence to ethical standards is a requirement for the completion of business research (Arend, 2013).

I contacted leaders to gain permission to approach local managers. Leadership received an explanation as to the purpose of the study and the questions that I would ask participants. Participation in the interview was voluntary, and participants' identities remained separate from their responses. In addition, each participant completed the informed consent document before data were collected. I allowed time for participants to ask questions and address concerns. An informed consent form provided participants with the necessary information pertaining to the protection of their rights in this study (Crow, Wiles, Heath, & Charles, 2006; Speer & Stokoe, 2014). The informed consent document also contained the Walden IRB approval number for this study, 03-15-18-0372209, which expires on November 12, 2020. A participant's completion of a consent form did not imply an obligation to complete the study (Moustakas, 1994; Qu & Dumay, 2011; Rubin & Rubin, 2012). I ensured that participants were aware of their ability to withdraw from the study at any time. If a participant had wished to withdraw from the study, I would have permanently deleted all of that participant's information and responses. Data retrieved from participants' responses have been safeguarded electronically on a password-protected computer hard drive stored within a fireproof safe in my home. I will delete and destroy all data after 5 years to protect the confidentiality of each participant, as recommended by Crow, et al. (2006), Scott (2016), and Skulason, Hauksdottir, Ahcic, and Helgason (2014).

Data coding and the use of pseudonyms maintained the anonymity of research participants (Marshall & Rossman, 2016; Scott, 2016; Yin, 2018). All participants received copies of signed consent forms and an explanation as to the nature of the study and the benefits of research results to themselves individually, society, and their business. The consent form included the following: details about expectations from the participants, a statement of consent, a statement of confidentiality, a description of the voluntary nature of their participation, contact information for the researcher, the Walden IRB approval number, and expiration date. Participants also had the option to receive a copy of the research results if they wished.

The IRB ensures the protection of participants and researchers while minimizing harm and considers confidentiality and data integrity during all phases of the project (Blackwood et al., 2015; Rubin & Rubin, 2012). No data collection occurred before receiving approval from the IRB. I maintained honesty in all activities related to the research study and assumed all participants responded honestly as well.

Data Collection Instruments

In qualitative research, instruments for collecting data can include focus groups, observations, documents, and interviews (Leedy & Ormrod, 2013; Onwuegbuzie, Leech, & Collins, 2010). In a semistructured interview, researchers ask participants open-ended questions and unplanned probing questions to gain clarification on participant’s responses

(Rubin & Rubin, 2012; Yin, 2018). As the primary data collection instrument, I designed open-ended interview questions. Open-ended questions invoke interview participants to provide more detailed, in-depth descriptions that answer the research question (Englander, 2012; McDonald, Kidney, & Patka, 2013; Rice et al., 2014). Conducting in-person interviews allowed me to document nonverbal clues such as body language and facial expressions. Using a semistructured interview process helps gain accurate evaluation of participant's responses (Rowley, 2012).

In addition to conducting semistructured interviews, I requested documents from participants that could aid in understanding what strategic tools that managers use to implement employee-development programs to improve employee retention. Documentation may have included communications involving employee-development programs, company retention initiatives, or annual staffing reports. Denzin and Lincoln (2013) suggested that document analysis, in combination with other research methods, could serve as a means of achieving methodological triangulation.

To gather information from participants, I followed an interview protocol (see Appendix A) that focused on the research question of the study. I followed the protocol presented in *The Belmont Report* by creating distinct boundaries between practice and research, following basic ethical principles, and following the interview protocol. The interview protocol describes the procedures and guidelines for the interview and features an overview of the study and the interview questions (Izard-Carroll, 2016; Neuert & Lenzner, 2016; Yin, 2018). The in-depth interview protocol also promoted the sharing of personal insights of participants, which could lead to a basis for future inquiry.

I conducted the semistructured interviews in person at a convenient and comfortable location for each participant. Semistructured interviews focus on the quality and depth of the information as opposed to the number of participants (Platt & Skowron, 2013; Prendergast & Chan Hak, 2013; Rubin & Rubin, 2012). My goal during the in-person interview was to observe the participant's body language and make a note of any non-verbal communication they displayed. Similar to research by Major (2016) and Scott (2016), I kept notes in a journal to describe any non-verbal clues the participant used of emphasis to aid in future transcription. Member checking increases the quality of analyzed data and enhances the reliability and validity of the study results (Boblin, Ireland, Kirkpatrick, & Robertson, 2013; Houghton et al., 2013; Krumpal, 2013). To enhance the reliability and validity of the interview data collection process, I used member checking, the process of returning to my participants to ascertain that I have captured the meaning of what was said during the interview, as noted by Fusch and Ness (2015).

The use of open-ended questions propelled a discussion on the issues related to employee turnover and the employee-development strategies used to improve retention. In addition, I took notes in a journal to identify themes and patterns in the data. I took notes during the interviews, noting changes in facial expression or body language that may not be noticeable during recording. Rubin and Rubin (2012) noted that taking notes during the interview allowed for non-auditory data collection, such as observations of body language and facial expressions. Then, once away from the interview, I will reflect on that information to identify themes.

Data Collection Technique

Participant interviews were the primary source of data for this study. Liken to Gibbons (2015) and Thomas (2015), I requested any documentation or records available that could aid in understanding the focus of this study. I reviewed and documented any information provided by participants that supported their responses before, during, or after our in-person interview. The goal of the document collection was to gain a better understanding of employee perception of employee-development with regards to their employers' efforts to encourage retain them. I used these documents, in addition to the semistructured interviews and journal notes, to achieve methodological triangulation of this study. Methodological triangulation is the method in which the researcher employs multiple methods in the analysis of the same empirical events to ensure the reliability and validity of the data and results (Baskarada, 2014; Modell, 2015; Patton, 2015). Denzin and Lincoln (2013) suggested methodological triangulation for correlating data from multiple data collection methods.

One data collection technique for this study was in-person interviews following an interview protocol. Using semistructured interviews, researchers discover facts about topics related to the research question by asking pre-planned and follow-up questions (Bernard, 2013; Petty et al., 2012; Rubin & Rubin, 2012). The use of open-ended questions during the semistructured interviews allowed participants to share their experiences with employee-development and provided recommendations for methods to improve employee retention.

For the second data source, I asked for documentation or records for my analysis to support participant responses concerning employee-development or employee turnover. According to Gibbons (2015) and Yin (2018), these documents may provide additional insight into the research topic. The preference of participants determined the selection of interview locations. The goal of participant choice in location selection was to ensure the comfort of participants to promote truthful answers to interview questions. I asked that participants be available for at least 1 hour and free from distractions during our interview. I informed participants that I might ask follow-up questions in addition to planned questions to gain clarification of responses.

Collecting data using interviews takes longer than using a questionnaire, However, by collecting data this way, researchers can converse with each participant to gain a better understanding of their responses and clarify any points they make (Chaney, Barry, Chaney, Stellefson, & Webb, 2013) through follow up questions, probing questions, and member checking. Liken to previous research performed by Major (2016), Culbreath-Manly (2016), and Scott (2016), I used audio recording software to record and then transcribe the recording into a word document. I used two audio recording devices to ensure the quality of the recorded interview, and in case one device fails. The first recording device was a Macbook Air™ with a loaded app from Zoom™. The purpose of the second device was to guard against any hardware or software issues that could arise during the interview. An Apple iPhone™ served as the secondary recording device. In order to ensure anonymity, participant recordings were stored within the storage of the individual devices. Cloud storage options were not used within any recording software.

I used software titled Zoom™ after each interview to make a transcript of participants recording and then created a succinct synthesis for each response. Safeguarding participant identification and information was a high priority for this study. Previous studies performed by Harding et al. (2012), Izard-Carroll (2016) and, Rubin and Rubin (2012) used redaction to eliminate any personally identifiable information. I assigned code names to participants and their perspective organizations. No participant names, whether individual or organizational, were on the interview transcript to ensure no linkages between participant comments and identity. I coded other documents or sources of information provided by participants using a similar coding sequence to ensure documents referenced to during interviews are available. I kept the assignment of each code name separate from participant responses. After review and transcription, I employed the use of member checking. I set up a time to meet with each participant to ensure that my succinct interpretation represented the meaning of his or her responses, and there is no new information to add. The review period allowed participants to correct or clarify any captured information within the synthesis (Condie, 2012). Documentation review, analysis, and additional probing questions ensured that data saturation occurs.

Data Organization Technique

I stored all the collected data on a password-protected notebook computer during the research period. Researchers suggest having a separate backup data source in the event of lost, misplaced, or unintentionally altered primary data; the entire collection process would not need to be replicated (Major, 2016; Scott, 2016). I used a Google cloud drive to back up the same data in a password-protected account. This cloud drive also enabled me to retrieve data from different locations. The types of data protected on my notebook computer and google cloud drive included interview questions, recordings transcriptions, and journal notes.

The data organization process begins with the researcher determining the best way to analyze study results (Moustakas, 1994). For this study, I analyzed the interview transcripts using NVivo12™ software. Data analysis software can assist with coding, theme development, and data interpretation (Major, 2016; Zamawe, 2015). This software aided in the reliability and added validity of the instrument by identifying emerging themes within the study. The use of Nvivo12™ software also pulled subthemes from interview data and helped me link the participant codes for all supporting data. Based on Walden University requirements and liken to previous studies from Scott (2016) and Turner (2016), I will retain all data for a minimum of 5 years before deleting the electronic data and destroying the hard copies.

Data Analysis

In qualitative studies, researchers obtain methodological triangulation by collecting data from multiple sources (Walsh, 2013; Yin, 2018). Yin (2018) proposed a 5-step plan for data analysis that I used, which includes: compiling data; disassembling data; reassembling the data; interpreting the meaning of data, and concluding data. The compiling phase involved the organization of data in order to create a database while disassembling phases involved breaking down the complied data into fragments and labels. The reassembling process involved clustering and categorizing the labels into a sequence of groups. The interpretation stage involved in creating narratives from the sequences and groups for conclusions (Fusch, 2015).

I used methodological triangulation to help ensure the accuracy of interview responses, collected documents from participants, and my reflective journal notes. For qualitative studies, data analysis involves sorting and organizing the data into themes and codes (Graue, 2015; Mangioni & McKerchar, 2013; O'Keeffe, Buytaert, Mijic, Brozovic, & Sinha, 2015). I used uncovered themes and codes to provide insight into how employee-development is used to mitigate employee turnover. Follow up interviews verified responses from the participants of the study (Andraski, Chandler, Powell, Humes, & Wakefield, 2014; Burau & Andersen, 2014; Major, 2016). I conducted follow up interviews of participants with probing questions to gain understanding in the event there were inconsistencies found between collected documentation and interview responses.

I used Nvivo12™, a software application that allowed me to code data to organize and identify themes. Using software in qualitative research to analyze and organize data improves the accuracy and efficiency when compared to manual methods (Bedos, Loignon, Landry, Allison, & Richard, 2013; Gibbons, 2015; Thomas, 2015). I uploaded both interview transcripts and collected documents into Nvivo12™ to analyze the data using the software. Once uploaded, I organized those data into clusters and validated themes.

I designed interview questions to uncover the strategies of employee-development programs used to improve employee retention. To identify common themes or strategies used by each participant, I compared participant responses to the interview questions

(Bedwell, McGowan, & Lavender, 2015; Scott, 2016; Senden et al., 2015). The findings of this study may allow me to make recommendations on how company leaders can improve the retention of employees with the use of employee-development strategies. I compare the outlined themes in the conceptual framework with the collected data.

Reliability and Validity

Establishing the reliability and validity of research findings is a primary goal of researchers (van der Velde et al., 2010). Reliability does not guarantee validity; however, without reliability, the likelihood of validity is limited (Sokolowski, 2014). In this section, I discuss the terminology used in qualitative research to achieve reliability and validity: credibility, transferability, dependability, and confirmability.

Reliability

In qualitative research, reliability refers to the ability of future researchers to make similar observations of a phenomenon if they conduct the research using the same procedures (Rennie, 2012; van der Velde et al., 2010). The standard for measuring reliability is by examining the dependability of the study (Wang & Lien, 2013). Baxter and Jack (2008) suggest that the evidence gathered from a multiple case study is strong and reliable. Reliability is a measure of trustworthiness and repeatability of the data (Sokolowski, 2014). For this study, I used multiple methods to pursue dependability including (a) multiple rounds of coding, (b) providing a thorough and detailed description of the research methods, and (c) use of the member checking technique (Grossoehme, 2014; Houghton et al., 2013; Thomas, 2015).

Following the interview protocol with study participants, I obtained data related to employee-development and retention using open-ended questions. With the use of multiple rounds of interviewing and coding, I develop themes from participant's responses and documents until I achieved data saturation. Data saturation happens when no new themes emerge (Culbreath-Manly, 2016; Robinson, 2014; Senden et al., 2015). The multiple rounds of coding and achieving consistent results aided in achieving the dependability of these themes. To achieve dependability, I continuously reviewed data and notes to guard against researcher bias.

Validity

In qualitative research, validity refers to the extent to which the research can be trusted to represent the phenomenon under study with precision (van der Velde et al., 2010). Houghton et al. (2013) posited that qualitative researchers must establish validity by demonstrating credibility and confirmability. Reliability in qualitative studies refers to the researcher's ability to replicate the study and obtain consistent findings (Rennie, 2012). The standard for achieving validity in qualitative research is through credibility, transferability, and confirmability (Wang & Lien, 2013).

Liken to previous qualitative research done by Major (2016) and Culbreath-Manly (2016), to pursue the credibility of research, I utilized (a) method triangulation, (b) member checking, and (c) disclosing and monitoring researcher bias. Methodological triangulation increases the credibility of a study through confirmability of the findings and provides a better understanding of the data (Baskarada, 2014). Triangulating the data was a method used to strengthen the credibility of a qualitative study and involves comparing participant data with interviewer notes (Modell, 2015). For this study, I used methodological triangulation using in-depth interviews, document analysis, along with reviewing journal notes to add to the confirmability of this study.

Member checking ensures that no new information is available from the participant's response as well as gaining a better understanding of what was said (Boblin et al., 2013). According to Culbreath-Manly (2016), member checking occurs through sharing uncovered themes with the participants for review and comment. I performed multiple rounds of member checking until I ascertained that I had captured the meaning of what was said.

Petty et al. (2012) posited the importance of guarding against researcher bias in a qualitative study when seeking credibility. According to Akaeze (2016) and Rennie (2012), a threat to validity could be the researcher's bias to the study topic. As a former manager with aspirations of moving into upper management within the company, I disclosed my personal bias on employee-development and retention.

To achieve transferability, study results can be transferable to other contexts or settings (Petty et al., 2012; Trochim, Donnelly, & Arora, 2015). Transferability refers to the consistency of research processes each time a different researcher conducts the research (Donatelli & Lee, 2013). I pursued transferability by providing a thorough and detailed description of research methods, processes, and assumptions. The final decision regarding transferability is up to future researchers to determine.

The potential ability of other researchers to confirm or corroborate study results refers to the confirmability of the study (Trochim et al., 2015). Houghton et al. (2013) suggested that confirmability occurs by outlining the decisions made throughout the research process. Similar to research conducted by Iden (2016) and Scott (2016), I pursued confirmability by using member checking, performing multiple rounds of coding, and by describing any negative instances that contradict prior interviews. I performed member checking with each participant as well as a review and analysis of provided documents until I achieved data saturation, and no new information is available. Member checking ensured that the data is both rich and thick.

Transition and Summary

In Section 2, I presented the purpose of the study, which was to explore the employee-development strategies used and their effect on retention in Connecticut companies. Findings could have implications for positive social change by helping company leaders to understand the benefits of retaining staff that is motivated by employee-development, which could lead to the creation or improvement of retention tactics. I also provided a description of my role in this study and my experience concerning the target research population. The study follows a qualitative methodology with an exploratory multiple case study design. The study participants consisted of six managers from a hotel chain and insurance provider in Connecticut.

Section 3 begins with a review of the study’s purpose statement and research question. This section contains the results of the study, commentary on the evidence and its ties to the conceptual framework of the study, and support of study conclusions. The section ends with a further discussion of implications for social change, recommendations, and reflections from the researcher and participants.

Section 3: Application to Professional Practice and Implications for Change

Introduction

Organizational leaders have instituted employee-development practices to reduce costs related to external recruitment and to improve morale (Mohd Noor & Dola, 2012). Employees who participate in employee-development programs are less likely to leave the company (Manchester, 2012). By reducing costs and improving the internal knowledge of a retained workforce, employers are able to allocate resources to other needs within the organization. The purpose of this qualitative exploratory multiple case study was to explore what employee-development strategies leaders use to improve employee retention and reduce cost due to turnover.

I received letters of cooperation from leaders of a hotel chain and an insurance company in Hartford, CT. Following approval of my proposal by the IRB, I contacted potential participants by phone and email to introduce myself, explain the focus of the study, and request their participation. I interviewed six managers who had used employee-development tactics to aid in the retention of employees. I collected information from the participants using face-to-face semistructured interviews following an interview protocol (see Appendix A). After completing initial interviews, I transcribed the collected data and provided a summary of each participant's responses for validation. When necessary, I performed follow-up interviews with participants, using the interview protocol, until no new information was available. I analyzed data by reading transcripts, reviewing notes, listening to interview recordings, and using NVivo12™ software. The themes that emerged were (a) effective retention activities, (b) productive employee-development approaches, and (c) positive impression of employee-development approaches.

Presentation of the Findings

I developed the following research question to address the problem and purpose of this multiple case study: What strategic tools do managers use to implement employee-development programs to improve employee retention? Upon receipt of full approval by the IRB, I contacted and scheduled one-on-one interviews with participants from both research sites. Participants received a consent form via email with a request to return the document during the interview. I used code names to identify interviewees as Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, and Participant 6 to protect their privacy. I also used Company 1 and Company 2 to identify the companies within this study. Three themes emerged from the data analysis: effective retention activities, productive employee-development approaches, and positive impression of employee-development approaches. Table 1 shows the emergent themes uncovered during the semistructured interviews.

Table 1

Emergent Themes

Themes	**Number of participants**	**Number of references**
Effective retention activities	6	19
Productive employee-development approaches	6	26

Positive impression of employee-development approaches	6	8

Theme 1: Effective Retention Activities

The first theme that I identified from the retrieved data was effective retention activities. Although some activities were described as more effective than others, each of the six participants in this study shared various retention activities that were in use within the company. Table 2 shows the five retention activities that were uncovered during interviews. The emergent themes were the three retention activities that had been applied with success and mentioned by multiple participants: providing monetary rewards, investing into employees, and discovering employees' motivations.

Table 2

Retention Activities

Retention activity	Number of participants	Number of references
Providing monetary rewards	3	6
Investing into employees	4	5
Discovering employee motivation	3	5
Creating affinity groups	1	2
Allowing flexible schedule	1	1

Three of the interview participants described providing monetary rewards or bonuses as a retention activity that had been applied with success within their company. Belbin, Erwee, and Wiesner (2012) mentioned that the use of monetary rewards was a positive determinant of both employee morale and retention. Participant 3 shared, "We do a clean room incentive for our housekeepers where they can receive a gift card for earning high scores for properly cleaned rooms during the week. Then by Friday, when they get the cards, they are all excited." Participant 2 also mentioned that employees were eligible to receive pay bonuses twice a year and other monetary awards yearly. While discussing some of the company's issues with retention, Participant 6 stated that "compensation puts us either in the market or prices us out of the market for retaining our employees." In that compensation and monetary rewards serve as positive motivators for employees, Aguinis, et al. (2013) described how a monetary reward system should be constructed using performance in a manner similar to what Participant 3 described.

Another retention activity applied with success and discussed by four of the six study participants was investing in employees. Sung and Choi (2014) found that organizations that increased their investments in training and development experienced the benefits of improved, innovative performance and retention. In discussing their tenure with the company, Participant 1 stated,

> The investment in me really made a difference and gave me confidence that they valued and saw my skill sets and thought I was a valuable contributor to the organization to invest that much money and time into me to develop my personal skills.

Participant 4 and Participant 5 both mentioned that the more employees feel that the company has invested in them, the more they want to invest back into the company. These statements echo a study by Kennett (2013) in which employers found that their investment in the training of employees improved organizational productivity, as long as the employees remained with the organization.

Discovering employee motivation was another retention activity applied with success and discussed by three of the six participants. All employees are individuals with their own wants and needs that can influence their work performance and morale. Participant 1 stated,

> I generally try to understand what motivates my employees. So whether that's something tied to their growth and development, for some, it might be volunteer opportunities. Others stretch assignments or maybe even compensation. Understanding their motivating factors has helped me to build rapport but also understand what it takes to keep them satisfied in their job and with the company.

Although their approaches may vary, companies strive for more employee motivation and retention with less employee dissatisfaction and turnover (Kassar, et al., 2015). Job satisfaction is found to have a negative effect on voluntary turnover and indirect effects on emotional variables such as commitment, motivation, and loyalty (Kessler, 2014).

Theme 2: Productive Employee-Development Approaches

The second theme to emerge from the data was productive employee-development approaches. Each of the six participants shared numerous employee-development approaches that were in use within their companies with varying levels of frequency and productivity. Training and development are tools that aid in the enhancement of employees' skills, knowledge, and competence and are capable of improving employees' ability to perform more efficiently (Falola, Osibanjo, & Ojo, 2014). Participant 1 stated that "having development programs to begin with for early in career individuals out of college or really just new to the industry gives employees the opportunity to learn and learn the business together." While discussing employee-development, Participant 2 highlighted the different types of training available for employees from new-hire onboarding to regularly scheduled one-on-one development meetings. Table 3 shows the nine employee-development approaches that were uncovered during interviews. The emergent themes were the two development approaches that had been applied with success and were mentioned by multiple participants, cross-training, and peer mentoring.

Table 3

Employee-Development Approaches

Employee-development approach	**Number of participants**	**Number of references**
Cross training	4	7
Peer mentoring	4	6
Defined career path	1	3
Leadership programs	1	2
Stretch assignments	1	2
1-on-1 weekly training	1	2
Evaluations	1	2
Action plans	1	1
Attending industry conferences	1	1

Cross-training between departments or business units was an employee-development approach applied with success that was mentioned by four of the six participants. Kang, Shen, and Xu (2015) noted the benefit of improved employee performance as a result of cross-training opportunities. According to Participant 2, cross-training between departments was a great way for employees to learn the roles within different departments and learn skills that could lead to future promotions. Participant 6 described cross-training for entry-level employees as the best way to help employees gain real-world experience while finding out what they were really interested in. Kassar, et al. (2015) found that company inclusion of cross-training programs lowered employee turnover intention and improved employee satisfaction. Participant 6 also shared that a benefit of cross-training had been increased retention, explaining, “If you just plug and play them places they’re not keen on, they’re out the door.”

Peer mentoring was another employee-development approach applied with success and discussed by four of six participants. According to Harris and Davis (2018), peer mentoring helped to create a supportive environment and improved the retention of mathematics teachers. Mohammad and Lenka (2018) also found that mentoring was a way to invoke commitment and improve retention. Participant 5 described using peer mentoring by having newer employees shadow and do projects with experienced people in an area to develop their skills. Participant 1 stated that peer mentoring allows employees to share their experiences, learn from one another’s mistakes, and gain exposure to different things that keep them engaged. The knowledge sharing that occurs as a result of peer mentoring is a benefit for both employees and the company. Participant 4 described the use of roundtable discussions where employees gathered to share best practices and work through different cases together. This platform gave employees the opportunity to learn how to manage different tasks before they came across them.

Theme 3: Positive Impression of Employee-Development Approaches

Employee-development is a tool that, when used effectively, can have a positive impact on company results due to improved employee performance (Taufek & Mustafa, 2018). According to Sithole and Pwaka (2019), organizations should also make use of various employee-development tools as a means to reduce turnover. The emergent theme was that all six participants of the study shared a positive impression of the impact of employee-development approaches on employee morale and retention. In regard to the employee-development approaches of the company, Participant 5 shared,

> I think it's played a big part, as employees feel more confident in themselves and feel a sense like they belong in the company. Kind of like a family, we're all here to support each other and help each other grow.

Participant 5 also stated that "People are staying with the company because they know the company has invested in them, so they want to invest back in the company." Participant 4 mentioned the positive impacts of company investment in employees through development: "You give them the information they need to excel but also make them feel more comfortable in their roles. And once they start trusting themselves more, positive results are going to come."

In addition to other factors such as salary and environment, Kim (2012) found employee-development to be a leading cause of increased retention. Participant 3 described the role of employees in the department as "really hard" and "not for everyone" but acknowledged that the development policies within the company had led to many employees remaining with the company for a long time. Employee-development opportunities are a major driver of employees' decisions to stay with or leave a company (Mirji & Mane, 2012). While describing a positive impression of the employee-development theme, Participant 1 also attributed their long tenure with the company to the availability of the development programs to learn different skills and be a valuable contributor to the organization.

Although turnover was high in the industry, Participant 2 shared that employee-development had a positive relationship with helping to motivate employees to accomplish their goals, which could lead to promotions. Participant 2 stated, "I've had one promotion to management within my department. I've also acquired someone from a promotion in another department." Participant 6 also discussed the struggle to retain employees beyond 2 years and described the company's recent investment in a talent-management program as a positive indicator of change. In discussing the benefits of this talent-management program, Participant 6 stated, "If this is our Rockstar, we are all on the same page of what it takes to get that person ready for the next level."

Connecting the Findings to the Conceptual Framework

I used the job-embeddedness theory as the conceptual framework of this study. Job-embeddedness theory is an appropriate framework to explore employee turnover and methods to improve retention (Khattak et al., 2012). The presented emergent themes—effective retention activities, productive employee-development approaches, and positive impression of employee-development approaches—are reflective of job-embeddedness theory. Job-embeddedness refers to the collection of factors, including employee satisfaction, development, and incentives, that motivate employees to stay in their jobs (Avery, et al., 2015). Avery et al. (2015) stated that the most embedded employees were less likely to experience job frustration and leave the company or organization.

The emergent themes displayed the successful use of different activities and approaches to retain employees at two companies in Hartford, CT. Managers who focused on job-embeddedness strategies to improve employee morale and job satisfaction found their employees more likely to remain with the company (Khattak et al., 2012). Participants discussed various retention activities that contributed to an employee's job-embeddedness, of which providing monetary rewards, investing into employees, and discovering employees' motivations were mentioned by multiple individuals. Shibiti (2019) found a positive correlation between retention and job-embeddedness and suggested that employees who receive desired retention tactics are more likely to be embedded in their jobs. As a factor impacting job-embeddedness, managers mentioned various employee-development approaches in use within their company, with multiple participants describing cross-training and peer mentoring to successfully improve business results, morale, and retention. In addition, all six managers reflected a positive impression of employee-development approaches on the retention of employees and their companies' overall results. The concept of job-embeddedness is growing in popularity, and it is important for leaders to understand how to develop/integrate embeddedness practices within their organizations in order to improve retention (Nica, 2018).

Applications to Professional Practice

The combination of emergent themes identified in this study, previous research presented in the conceptual framework, and literature review provide a basis for company leaders to create and/or improve employee-development policies to improve retention. Losing top talent has a significant impact on company performance from both the knowledge lost and the cost to replace that employee. The themes from this study are relevant to leaders looking for strategies that can reduce an employee's likelihood of leaving the company. The retention activity themes, providing monetary rewards, investing in employees, and discovering employee motivation could lead to employers reevaluating their current business strategy to retain their top employees. The development approach themes, cross-training, and peer mentoring could provide new tools that business leaders can implement to improve employee satisfaction, as well as operations and results. The positive impression of development approaches theme provides examples of the benefits that could come as a result of implementing various employee-development approaches.

The results of this study could also be of use to employees looking to advance in their careers. Developmental opportunities may be optional to participate in and would require some effort from the employee. During their interview, Participant 4 shared that although the company has a responsibility to provide development opportunities, the employee also shares in that responsibility to make use of those options. Employees could also use the emergent themes of this study as a collection of development strategies or suggestions to their leadership. Four of the six participants in this study shared the use and benefits of cross-training to the employee and organization. Employees who would like to learn about various departments within their current organization could share the results of this study as the background for their request for cross-training or other development options.

Implications for Social Change

Employee-development improves the overall ability, skills, knowledge, and competency of the workforce (Falola, et al., 2014). The results of this multiple case study might contribute to social change by providing managers the knowledge of successful themes and strategies that could improve employee-development approaches, which could improve morale and reduce turnover within their organizations. The findings of this study were retrieved from managers at two companies in Hartford, CT, which are a part of two different industries. As such, these findings could be used to create employee-development policies to improve retention within different corporations, industries, or locations.

Training and development have played a significant role in the economic growth of most developed nations (Younas, Farooq, Khalil-Ur-Rehman, & Zreen, 2018). Pack and Fee (2019) found an alignment between the local economic and employee-development systems and suggested that improved alignment would be beneficial to individuals, businesses, and the local economy. The development of employees can lead to promotions, bonuses, raises, and overall improvement of morale. Employee-development could also have a reciprocal effect on the economy these developed employees reside in due to increased saving, spending, or investment within the local community. By investing in the development of their workforce, companies can indirectly have a positive impact on the communities in which these employees reside.

Recommendations for Action

The purpose of this qualitative multiple case study was to explore what employee-development strategies leaders use to improve retention and reduce cost due to turnover. Due to the high cost related to employee turnover, it is important for business leaders to use productive development strategies to aid in the retention of top talent within their organizations (Arshadi & Shahbazi, 2013). The findings of this study include three emergent themes: effective retention activities, productive employee-development approaches, and positive impression of employee-development approaches. The themes reflect the tools needed for leaders to improve employee-development policies to reduce turnover.

The first recommendation for business leaders would be to update the companies employee-development policy by evaluating the productivity of the current approaches and identifying gaps that could be addressed by additional development opportunities. Although most organizations have some level of employee-development policy in place, not all are meeting the goals of the resource, and many may not be used at all. Company leaders must invest in the training and development of their workforce to achieve organizational goals (Sirkova, et al., 2014). Updating the employee-development policy of the company can provide more consistent organizational results while also highlighting the company's commitment to invest in its workforce.

A second recommendation is for employees to seek out development opportunities within their organizations. Although much of the responsibility falls on the company to provide development opportunities, employees who wish to develop should take ownership and seek out these opportunities. Participants' 1 and 4 both discussed the employee's responsibility into their development and shared that taking the initiative into one's development plays a part in who is given various opportunities. Seeking out employee-development opportunities may lead to access to available opportunities or the creation of new ones by leadership.

Recommendations for Further Research

The recommendations for further research involve addressing the identified limitations of this study. While this study only focused on the target area of companies in Connecticut, I recommend expanding the research to a broader range of diverse companies. Although the multiple case study sample size of six participants from two companies may be appropriate for this study, I would also recommend using a larger sample size that could produce more innovative employee-development approaches and aid in the validation of findings. Another recommendation would be to focus on target age group such a Gen X or Millennials. Different employees can be driven by different factors; as such, the retention activities that motivate an older employee to remain with the company could be very different from those that motivate a younger employee. My last recommendation would be for future researches to replicate this study with different companies in their local areas to validate the emergent themes presented in this study.

Reflections

My experience within the doctoral program has been a journey that has tested my ability to adapt to challenges. The discussion sections helped push me forward. Seeing the progress and successes of my peers helped give me the motivation to keep going. I enjoyed doing the research and specifically enjoyed speaking with participants to learn from their perspectives on employee-development and retention within their organizations. I initially anticipated interviewing five participants and ended up with six, which ultimately added to the validity of my findings. To mitigate my personal bias, I used an interview protocol (see Appendix A) for both initial and follow-up interviews containing open-ended questions.

Summary and Study Conclusions

The productive employee-development approaches that emerged in this study as themes are valuable resources that can aid in the retention of a company's workforce. The purpose of this study was to explore what employee-development strategies leaders use to improve retention and reduce cost due to turnover. The effective retention activity themes were providing monetary rewards, investing into employees, and discovering employee's motivations. The productive employee-development approach themes were cross-training and peer mentoring. All six participants of the study shared the theme of a positive impression of employee-development approaches on morale and retention.

The results of this qualitative multiple case study indicated that managers should reevaluate employee-development policies to ensure approaches are effective and that various types of opportunities are available. Results also suggest that employees are also responsible for taking the initiative in their development. Finally, results indicate that employees who participate in development opportunities are more embedded within their organization and less likely to leave.

References

Abate, J., Schaefer, T., & Pavone, T. (2018). Understanding generational identity, job burnout, job satisfaction, job tenure and turnover intention. *Journal of Organizational Culture, Communications and Conflict, 22*(1), 1-12. Retrieved from https://www.abacademies.org/journals/journal-of-organizational-culture-communications-and-conflict-home.html

Abdulrehman, M. S. (2015). Reflections on native ethnography by a nurse researcher. *Journal of Transcultural Nursing, 28*(2), 152-158. doi:10.1177/1043659615620658

Abu, T. J., & Worku, M. T. (2019). Effects of human resource management practices on employee turnover intention: A case study of commercial banks in Ethiopia. *OPUS: HR Journal, 10*(1), 1-18. Retrieved from http://www.publishingindia.com/opus/

Adom, A. Y. (2018). The role of commission-based pay on employee retention in the Ghanaian banking industry: The case of GCB Bank Limited. *Africa's Public Service Delivery and Performance Review, 6*(1). doi:10.4102/apsdpr.v6i1.228

Aguinis, H., Joo, H., & Gottfredson, R. (2013). What monetary rewards can and cannot do: How to show employees the money. *Business Horizons, 56*(2), 241-249. Retrieved from http://www.journals.elsevier.com/business-horizons/

Ahmadi, A., Ahmadi, F., & Abbaspalangi, J. (2012). Talent management and succession planning. *Interdisciplinary Journal of Contemporary Research in Business, 4*(1), 213-224. Retrieved from http://ijcrb.webs.com/

Akaeze, C. (2016). *Exploring strategies required for small business sustainability in competitive environments* (Doctoral dissertation). Retrieved from http://www.waldenulibrary.org

Ameeq-ul-Ameeq, A., & Hanif, F. (2013). Impact of training on employee's development and performance in hotel industry of Lahore, Pakistan. *Journal of Business Studies Quarterly*, *4*(4), 68-82. Retrieved from http://jbsq.org/

Andraski, M. P., Chandler, C., Powell, B., Humes, D., & Wakefield, S. (2014). Bridging the divide: HIV prevention research and black men who have sex with men. *American Journal of Public Health, 104*, 708-714. Retrieved from http://ajph.aphapublications.org/

Arend, R. J. (2013). Ethics-focused dynamic capabilities: A small business perspective. *Small Business Economics, 41*(1), 1-24. doi:10.1007/s11187-012-9415-2

Armstrong, D. J., Brooks, N. G., & Riemenschneider, C. K. (2015). Exhaustion from information system career experience: Implications for turn-away intention. *MIS Quarterly*, *39*, 713-727. Retrieved from http://www.misq.org/

Arshadi, N., & Shahbazi, F. (2013). Workplace characteristics and turnover intention: Mediating role of emotional exhaustion. *Procedia—Social and Behavioral Sciences, 84*, 640-645. doi:10.1016/j.sbspro.2013.06.618

Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees. *SCMS Journal of Indian Management*, *12*(3), 94-103. Retrieved from http://www.scmsgroup.org/scmsjim/journals-2013.html

Asadollahi, M., Arshadi Bostanabad, M., Jebraili, M., Mahallei, M., Seyyed Rasooli, A., & Abdolalipour, M. (2015). Nurses' knowledge regarding hand hygiene and its individual and organizational predictors. *Journal of Caring Sciences*, *4*(1), 45-53. doi:10.5681/jcs.2015.005

Avery, J., Wu, K., & Holley, E. (2015). The influence of abusive supervision and job embeddedness on citizenship and deviance. *Journal of Business Ethics*, *129*, 721-731. doi:10.1007/s10551-014-2192-x

Bajwa, E. U., Yousaf, M., & Rizwan, M. (2014). Employee turnover intention in services sector of Pakistan. *International Journal of Human Resource Studies, 4*(2), 164-180. doi:10.5296/ijhrs.v4i2.5905

Bangwal, D., & Tiwari, P. (2019). Workplace environment, employee satisfaction and intent to stay. *International Journal of Contemporary Hospitality Management, 31*(1), 268-284. doi:10.1108/IJCHM-04-2017-0230

Baskarada, S. (2014). Qualitative case studies guidelines. *The Qualitative Report*, *19,* 1-25. Retrieved from http://nsuworks.nova.edu

Basnyat, S., & Chi Sio, C. L. (2019). Employees' perceptions on the relationship between human resource management practices and employee turnover. *Employee Relations, 42*(2), 453-470. doi:10.1108/ER-04-2019-0182

Bauer, K. (2015). Comparison of U.S. and international labor turnover statistics. *Monthly Labor Review*, *138,* 1-16. Retrieved from http://www.bls.gov/mlr/

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-556.

Retrieved from https://nsuworks.nova.edu/tqr/

Bedos, C., Loignon, C., Landry, A., Allison, P. J., & Richard, L. (2013). How health professionals perceive and experience treating people on social assistance: A qualitative study among dentists in Montreal, Canada. *Biomed Central Health Services Research, 13*. doi:10.1186/1472-6963-13-464

Bedwell, C., McGowan, L., & Lavender, D. T. (2015). Factors affecting midwives′ confidence in intrapartum care: A phenomenological study. *Midwifery, 31*, 170-176. doi:10.1016/j.midw.2014.08.004

Belbin, C., Erwee, R., & Wiesner, R. (2012). Employee perceptions of workforce retention strategies in a health system. *Journal of Management and Organization*, *18*, 742-760. Retrieved from http://jmo.e-contentmanagement.com/

Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Birks, D. F., Fernandez, W., Levina, N., & Nasirin, S. (2013). Grounded theory method in information systems research: Its nature, diversity and opportunities. *European Journal of Information Systems, 22*(1), 1-8. doi.10.1057/ejis.2012.48

Blackwood, R. A., Maio, R. F., Mrdjenovich, A. J., VandenBosch, T. M., Gordon, P. S., Shipman, E. L., & Hamilton, T. A. (2015). Analysis of the nature of IRB contingencies required for informed consent document approval. *Accountability in Research: Policies & Quality Assurance*, *22*, 237-245. doi:10.1080/08989621.2014.956866

Boblin, S. L., Ireland, S., Kirkpatrick, H., & Robertson, K. (2013). Using Stake's qualitative case study approach to explore implementation of evidence-based practice. *Qualitative health research, 23*, 1267-1275. doi:10.1177/1049732313502128

Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative Market Research: An International Journal*, 19, 426-432. doi:10.1108/QMR-06-2016-0053

Bryman, A., & Bell, E. (2015). *Business research methods.* New York, NY: Oxford University Press.

Bryon, K., & Laurence, G. A. (2015). Diplomas, photos, and tchotchkes as symbolic self-representations: understanding employees' individual use of symbols. *Academy of Management Journal*, *58*, 298-323. doi:10.5465/amj.2012.0932

Bull, S., Cheah, P. Y., Lwin, K. M., Marsh, V., Molyneux, S., Parker, M., & Theobald, S. (2013). Consent and community engagement in diverse research contexts: Reviewing and developing research and practice. *Journal of Empirical Research on Human Research Ethics*, *8*(4), 1-18. doi:10.1525/jer.2013.8.4.1

Burau, V., & Andersen, L. (2014). Professions and Professionals: Capturing the Changing Role of Expertise Through Theoretical Triangulation. *The American Journal of Economics and Sociology, 73*(1), 264-293. Retrieved April 17, 2020, from www.jstor.org/stable/43818660

Bussin, M. H. R., & Brigman, N. (2019). Evaluation of remuneration preferences of knowledge workers. *SA Journal of Human Resource Management, 17* doi:10.4102/sajhrm.v17i0.1075

Call, M. L., Nyberg, A. J., Ployhart, R. E., & Weekley, J. (2015). The dynamic nature of collective turnover and unit performance: the impact of time, quality, and replacements. *Academy of Management Journal*, *58*, 1208-1232. doi:10.5465/amj.2013.0669

Chaney, B. H., Barry, A. E., Chaney, J. D., Stellefson, M. L., & Webb, M. C. (2013). Using screen video capture software to aide and inform cognitive interviewing. *Quality and Quantity, 47*, 2529-2537. doi:10.1007/s11135-012-9669-4

Chang, K., Nguyen, B., Kuo-Tai, C., Kuo, C., & Lee, I. (2016). HR practice, organisational commitment & citizenship behaviour. *Employee Relations, 38*(6), 907-926. doi:10.1108/ER-12-2015-0218

Chaubey, D. S., Kapoor, S., & Negi, A. (2017). Employees motives towards participation in the training program: A cluster analysis: A quarterly peer reviewed multi-disciplinary international journal A quarterly peer reviewed multi-disciplinary international journal. *Splint International Journal of Professionals, 4*(7), 76-86. Retrieved from http://www.splintjournal.in/

Cho, Y., Rutherford, B. N., Friend, S. B., Hamwi, G. A., & Park, J. (2017). The role of emotions on frontline employee turnover intentions. *Journal of Marketing Theory and Practice, 25*(1), 57-68. doi:10.1080/10696679.2016.1235960

Chukwu, B. A. (2019). The influence of staff promotion on employee turnover intention in food and beverage industry in Nigeria. *Journal of Asian Business Strategy, 9*(2), 66-81. doi:10.18488/journal.1006.2019.92.66.81

Coenen, M., Stamm, T., Stucki, G., & Cieza, A. (2012). Individual interviews and focus groups in patients with rheumatoid arthritis: A comparison of two qualitative methods. *Quality of life research, 21*, 359-70. 10.1007/s11136-011-9943-2.

Collins, J. C., & Abichandani, Y. (2016). Change in the face of resistance. *Advances in developing human resources, 18*(1), 11-25. doi:10.1177/1523422315614928

Company 1. (2020). About Company 1. Retrieved from https://www.Company1.com/about-Company 1

Company 2. (2020). Our story. Retrieved from https://www.Company 2.com/our-story/

Condie, J. (2012). Beyond rationalisations: Improving interview data quality. *Qualitative Research in Accounting and Management, 9*, 168-193. doi:10.1108/11766091211240379

Crow, G., Wiles, R., Heath, S., & Charles, V. (2006). Research ethics and data quality: The implications of informed consent. *International Journal of Social Research Methodology, 9*(2), 83-95. Retrieved from https://www.tandfonline.com/toc/tsrm20/current

Culbreath-Manly, T. (2016). *Exporting after trade missions: A qualitative analysis of small and medium enterprises.* (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Dachner, A. M., Ellingson, J. E., & Tews, M. J. (2017). Clarifying the association between personality and interpersonal citizenship behavior: Quarterly journal. *S.A.M.Advanced Management Journal, 82*(1), 36-47. Retrieved from https://samnational.org/journal/

Daniel, B. K. (2019). Student experience of the maximum variation framework for determining sample size in qualitative research. *Kidmore End: Academic Conferences International Limited*. doi:10.34190/RM.19.075

Davis, T. L. (2013). *A qualitative study of the effects of employee retention on the organization* (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Dechawatanapaisal, D. (2018). Examining the relationships between HR practices, organizational job embeddedness, job satisfaction, and quit intention. *Asia - Pacific Journal of Business Administration, 10*(2), 130-148. doi:10.1108/APJBA-11-2017-0114

Deepika, P., & Sampurna, R. (2018). Talent management and employee engagement – a meta-analysis of their impact on talent retention. *Industrial and Commercial Training, 50*(4), 185-199. doi:10.1108/ICT-09-2017-0073

De Massis, A., & Kotlar, J. (2014). The case study method in family business research: Guidelines for qualitative scholarship. *Journal of Family Business Strategy, 5*, 15-29. doi:10.1016/j.jfbs.2014.01.007

Denzin, N. K., & Lincoln, Y. S. (2013). *The landscape of qualitative research*. Thousand Oaks, CA: Sage.

Dey, S. (2009). Employee retention -- a key to organizational growth. *Globsyn Management Journal*, *3(1*), 45-49. Retrieved from http://www.globsyn.edu.in/research/globsyn-management-journal.php

Dhanpat, N., Madou, F. D., Lugisani, P., Mabojane, R., & Phiri, M. (2018). Exploring employee retention and intention to leave within a call centre. *SA Journal of Human Resource Management, 16.* doi:10.4102/sajhrm.v16i0.905

Dineen, B. R., & Allen, D. G. (2016). Third party employment branding: Human capital inflows and outflows following “best places to work” certifications. *Academy of Management Journal, 59*(1), 90–112. https://doi.org/10.5465/amj.2013.1091

Doe, M., & Thomas, R., Jr. (2018). CTSDL: The role of cross-training through self-directed learning in reducing the effects of career concern stressors in the workplace. *Journal of Organizational Psychology, 18*(5), 53-65. Retrieved from http://www.na-businesspress.com/jopopen.html

Donatelli, R. E., & Lee, S. J. (2013). How to report reliability in orthodontic research: Part 1. *American Journal of Orthodontics and Dentofacial Orthopedics, 144*(1), 156-161. doi:10.1016/j.ajodo.2013.03.014

Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of Sexual Behavior, 41*, 1319-1320. doi:10.1007 /s105080120016-6

Englander, M. (2012). The interview: Data collection in descriptive phenomenological human scientific research. *Journal of Phenomenological Psychology, 43*, 13-35. doi:10.1163/15916212x632943

Erkutlu, H., & Chafra, J. (2017). Leaders' narcissism and organizational cynicism in healthcare organizations. *International Journal of Workplace Health Management, 10*(5), 346-363. doi:10.1108/IJWHM-12-2016-0090

Falola, H. O., Osibanjo, A. O., & Ojo, S. I. (2014). Effectiveness of training and development on employees' performance and organization competitiveness in the Nigerian banking industry. *Bulletin of The Transilvania University of Brasov. Series V: Economic Sciences*, *7*(1), 161-170. Retrieved from http://webbut.unitbv.ro/bulletin/

Faulk, D., & Hicks, M. J. (2016). The impact of bus transit on employee turnover: Evidence from quasi-experimental samples. *Urban Studies (Sage Publications, Ltd.)*, *53*, 1836-1852. doi:10.1177/0042098015581571

Ferreira, L. C. d. M., & Almeida, C. B. d. A. (2015). Employee turnover and organizational performance: A study of the Brazilian retail sector. *Brazilian Business Review*. *12*(4), 27-56. Retrieved from http://www.bbronline.com.br/

Fibuch, E., & Ahmed, A. (2015). Physician turnover: a costly problem. *Physician Leadership Journal*, *2*(3), 22-25. Retrieved from http://www.physicianleaders. org/news/journals/plj

Fidalgo, F., & Gouveia Borges, L. (2012). Employee turnover impact in organizational knowledge management: The Portuguese real estate case. *Journal of Knowledge Management, Economics & Information Technology*, *2*(2), 151-166. Retrieved from http://www.scientificpapers.org/

Fusch, P., & Ness, L. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report, 20*(9). Retrieved from: http://tqr.nova.edu/

Fusch, P. I. (2015). *Walden DBA classic qualitative applied case study design* [PowerPoint slides]. Retrieved from http://academicguides.waldenu.edu/researchcenter/osra/dba

Gabler, C. B., & Hill, R. P. (2015). Abusive supervision, distributive justice, and work-life balance: Perspectives from salespeople and managers. *Journal of Personal Selling & Sales Management*, *35*(3), 247-261. doi:10.1080/08853134.2015.1058167

Garg, R. K. (2018). Employee retention management for medium sized engineering firms: A quarterly peer reviewed multi-disciplinary international journal a quarterly peer reviewed multi-disciplinary international journal. *Splint International Journal of Professionals, 5*(2), 87-97. Retrieved from http://www.splintjournal.in/

Gelo, O., Braakmann, D., & Benetka, G. (2009). Quantitative and qualitative research: Beyond the debate. *Integrative Psychological & Behavioral Science*, *43,* 406-407.doi:10.1007/s12124-009-9107-x

Gibbons, K. (2015). *Small seasonal business strategies to improve profits through community collaboration* (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Goldberg, J. (2014). Trends in employee turnover and retention. *Graziadio Business Review, 17*(3), 1-5 Retrieved from http://gbr.pepperdine.edu/

Gowthaman, K., & Awadhiya, A. K. (2017). Professional development of employees in ODL institution: A case of IGNOU. *Educational Quest, 8*(3), 467-474. doi:10.5958/2230-7311.2017.00094.0

Graue, C. (2015). Qualitative data analysis. *International Journal of Sales, Retailing & Marketing, 4*(9), 5-14. Retrieved from www.ijsrm.com/ijsrm/home.html

Grossoehme, D. H. (2014). Overview of qualitative research. *Journal of Health Care Chaplaincy, 20*(3), 109-122. doi:10.1080/08854726.2014.925660

Hadi, N. U., & Ahmed, S. (2018). Role of employer branding dimensions on employee retention: Evidence from educational sector. *Administrative Sciences, 8*(3). doi:10.3390/admsci8030044

Hale, D., Jr., Ployhart, R. E., & Sherpard, W. (2016). A two-phase longitudinal model of a turnover event: Disruption, recovery, rates, and moderators of collective performance. *Academy of Management Journal*, *59*, 906-929. doi:10.5465/amj.2013.0546

Hannif, Z., & Lee, A. (2013). Employee growth and development in call centres: A comparative Australian study. *Journal of American Academy of Business, Cambridge*, *19,* 308-316. Retrieved from http://www.jaabc.com/journal.htm

Haque, A., Fernando, M., & Caputi, P. (2019). The relationship between responsible leadership and organisational commitment and the mediating effect of employee turnover intentions: An empirical study with Australian employees: JBE JBE. *Journal of Business Ethics, 156*(3), 759-774. doi:10.1007/s10551-017-3575-6

Harding, R., Clucas, C., Lampe, F. C., Date, H. L., Fisher, M., & Johnson, M., … Edwards, S. (2012). What factors are associated with patient self-reported health status among HIV outpatients? A multi-centre UK study of biomedical and psychosocial factors. *AIDS Care, 24*, 963 - 971.

Harland, T. (2014). Learning about case study methodology to research higher education. *Higher Education Research & Development*, 1-10. doi:10.1080/07294360.2014.911253

Harris, D. L., & Davis, J. L. (2018). The experiences of three black African male mathematics teachers in a same race and gender peer mentoring program. *Journal for Multicultural Education, 12*(2), 172-182. doi:10.1108/JME-04-2017-0027

Hodgson, S., Al Shehhi, M., & Al-Marzouqi, E. (2014). The effect of job rotation on employees in organizations in the UAE. *Middle East Journal of Business*, *9*(3), 35-44. Retrieved from http://www.mejb.com/flash_content/flash_content.htm

Houghton, C., Murphy, K., Shaw, D., & Casey, D. (2015). Qualitative case study data analysis: An example from practice. *Nurse Researcher*, *22*(5), 8-12. doi:10.7748/nr.22.5.8.e1307

Houghton, C. E., Casey, D., Shaw, D., & Murphy, K. (2013). Students' experiences of implementing clinical skills in the real world of practice. *Journal of Clinical Nursing, 22*, 1961-1969. doi:10.1111/jocn.12014

Hussain, S., Qazi, S., Ahmed, R. R., Streimikiene, D., & Vveinhardt, J. (2018). Employees management: Evidence from gamification techniques. *Montenegrin Journal of Economics, 14*(4), 97-107. doi:10.14254/1800-5845/2018.14-4.7

Iden, R. (2016). *Strategies for managing a multigenerational workforce (Doctoral dissertation).* Retrieved from www.waldenulibrary.org

Idris, A. (2014). Flexible working as an employee retention strategy in developing countries. *Journal of Management Research (09725814)*, *14*(2), 71-86. Retrieved from http://www.macrothink.org/journal/index.php/jmr

Impact of perceived flexible work options within India-based IT companies (2019, March 1). *Human Resource Management International Digest*, *28*(1), 14-16. doi:10.1108/HRMID-08-2019-0211

Iqbal, Q. (2016). Job-crafting and organizational commitment: Person-job fit as moderator in banking sector of Pakistan. *International Journal of Management, Accounting & Economics*, *3*, 837-851. Retrieved from www.ijmae.com/

Izard-Carroll, M. (2016). *Public sector leaders' strategies to improve employee retention.* (Doctoral dissertation). Retrieved from www.waldenulibrary.org/

Jamal, M. (2016). Job stress and job performance relationship in challenge-hindrance model of stress: An empirical examination in the middle east. *Pakistan Journal of Commerce & Social Sciences*, *10*, 404-418. Retrieved from http://www.jespk.net/

Jayakumar, G. S., & Sulthan, A. (2014). Modelling: Employee perception on training and development. *SCMS Journal of Indian Management*, *11*(2), 57-70. Retrieved from http://www.scmsgroup.org/scmsjim/about-us.html

Jerolmack, C., & Khan, S. (2014). Talk is cheap ethnography and the attitudinal fallacy. *Sociological Methods & Research, 43*, 178-209. doi:10.1177/0049124114523396

Jnaneswar, K., & Ranjit, G. (2019). Influence of organizational climate on employee turnover intention in information technology industry in Kerala. *Sumedha Journal of Management, 8*(2), 33-46. Retrieved from https://www.indianjournals.com/ijor.aspx?target=ijor:sjm&type=home

Johennesse, L. C., & Chou, T. (2017). Employee perceptions of talent management effectiveness on retention. *Global Business and Management Research, 9*(3), 46-58. Retrieved from http://www.gbmrjournal.com/

Johnson, E. R., & Tunheim, K. A. (2016). Understanding the experiences of professional women leaders living and working in Sweden. *Advances in Developing Human Resources*, *18*(2), 169-186. doi:10.1177/1523422316641894

Jorge, C. F. B., & Sutton, M. J. D. (2017). Funification 2.0: Knowledge mobilization model for corporate and educational game-based learning. *World Journal of Science, Technology and Sustainable Development*, *14*(2), 84-110. doi:10.1108/WJSTSD-11-2016-0060

Joyce, C., & Barry, D. (2016). 6 Recommendations for successfully hiring (and retaining) millennial. *Journal of Financial Planning*, *29*(9), 22-23. Retrieved from https://www.onefpa.org/journal/Pages/default.aspx

Jungsun (Sunny) Kim, & Gatling, A. (2018). The impact of using a virtual employee engagement platform (VEEP) on employee engagement and intention to stay. *International Journal of Contemporary Hospitality Management*, *30*(1), 242-259. doi:10.1108/IJCHM-09-2016-0516

Kang, H., Shen, J., & Xu, G. (2015). International training and management development policies and practices of South Korean MNEs in China. *Thunderbird*

International Business Review, *57, 85-112.* 10.1007/978-981-10-3093-2

Kapil, K., & Rastogi, R. (2017). Job embeddedness and work engagement as predictors of job performance. *Journal of Strategic Human Resource Management*, *6*(3), 28-33. Retrieved from http://www.publishingindia.com/jshrm/

Kassar, A. N., Rouhana, A., & Lythreatis, S. (2015). Cross-cultural training: Its effects on the satisfaction and turnover of expatriate employees. *SAM Advanced Management Journal*, *80*(4), 4-18. Retrieved fromhttp://samnational.org/publications/sam-advanced-management-journal/

Kennett, G. (2013). The impact of training practices on individual, organisation, and industry skill development. *Australian Bulletin of Labour*, *39*(1), 112-135. Retrieved from http://www.flinders.edu.au/sabs/nils/publications/australian-bulletin-of-labour/

Kessler, L. L. (2014). The effect of job satisfaction on IT employees' turnover in Israel. *Annals of the University of Oradea, Economic Science Series*, *23*, 1028-1038. Retrieved from http://anale.steconomiceuoradea.ro/en/

Khan, A. A., Bashir, M., Abrar, M., & Saqib, S. (2017). The effect of organizational culture on employees creativity, the mediating role of employee's cognitive ability. *International Journal of Information, Business and Management*, *9*(2), 217-230. Retrieved from https://ijibm.elitehall.com/

Khan, M. A. (2014). Organizational cynicism and employee turnover intention: Evidence from banking sector in Pakistan. *Pakistan Journal of Commerce & Social Sciences*, *8*(1), 30-41. Retrieved from www.jespk.net/

Khattak, F., Hussain, A., Mehmood, Q., Mumtaz, A., Rehman, I., & Rehman, K. (2012). Shrinking employees turnover intention by applying tools of job embeddedness. *Information Management & Business Review*, *4*, 370-378. Retrieved from http://www.ifrnd.org/JournalDetail.aspx?JournalID=1

Khooshab, E., Jahanbin, I., Ghadakpour, S., & Keshavarzi, S. (2016). Managing parenting stress through life skills training: A supportive intervention for mothers with visually impaired children. *International Journal of Community Based Nursing and Midwifery*, *4*, 265-273. Retrieved from ijcbnm.sums.ac.ir/

Khunlertkit, A., & Carayon, P. (2013). Contributions of tele–intensive care unit (TeleICU) technology to quality of care and patient safety. *Journal of Critical Care, 28*, 315.e1–315.e12. doi:10.1016/j.jcrc.2012.10.005

Kiernan, K. M. (2018). Calculating the cost of pilot turnover. *Journal of Aviation/Aerospace Education & Research, 27*(1), 49-69. doi:10.15394/jaaer.2018.1737

Kim, S. (2012). The impact of human resource management on state government IT employee turnover intentions. *Public Personnel Management*, *41*, 257-279. Retrieved from http://ipma-hr.org/publications/ppmlogin

Kim, S., Tam, L., Jeong-Nam, K., & Rhee, Y. (2017). Determinants of employee turnover intention. *Corporate Communications, 22*(3), 308-328. doi:10.1108/CCIJ-11-2016-0074

Klassen, A. C., Creswell, J., Clark, V. L. P., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of Life Research:*

An International Journal of Quality of Life Aspects of Treatment, Care & Rehabilitation, 21, 377-380. doi:10.1007/s11136-012-0122-x

Kontoghiorghes, C. (2016). Linking high performance organizational culture and talent management: Satisfaction/motivation and organizational commitment as mediators. *International Journal of Human Resource Management*, *27*, 1833-1853. doi:10.1080/09585192.2015.1075572

Krumpal, I. (2013). Determinants of social desirability bias in sensitive surveys: A literature review. *Quality & Quantity, 47*, 2025-2047. doi:10.1007/s11135-011-9640-9

Kundu, S. C., & Lata, K. (2017). Effects of supportive work environment on employee retention. *International Journal of Organizational Analysis, 25*(4), 703-722. doi:10.1108/IJOA-12-2016-1100

Lambert, V., Glacken, M., & McCarron, M. (2013). Using a range of methods to access children's voices. Journal of Research in Nursing, 18(7), 601–616. https://doi.org/10.1177/1744987112475249

Landry, A. T., Schweyer, A., & Whillans, A. (2017). Winning the war for talent: Modern motivational methods for attracting and retaining talent. *Compensation and Benefits Review*, *49*(4), 230-246. Retrieved from https://journals.sagepub.com/loi/CBR

Lawson, S., & Shepherd, J. (2019). Utilizing the U-curve model to assess cross-cultural training programs for low context expatriates working in a high context culture.

The Journal of Business Diversity, 19(1), 21-31. Retrieved from http://www.na-businesspress.com/jbdopen.html

Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design*. Upper Saddle River, NJ: Pearson Education.

Leider, J. P., Harper, E., Shon, J. W., Sellers, K., & Castrucci, B. C. (2016). Job satisfaction and expected turnover among federal, state, and local public health practitioners. *American Journal of Public Health, 106*, 1782-1788. doi:10.2105/AJPH.2016.303305

Letchmiah, L., & Thomas, A. (2017). Retention of high-potential employees in a development finance company. *SA Journal of Human Resource Management, 15*. Retrieved from https://sajhrm.co.za/index.php/sajhrm

Letourneau, J. L. H. (2015). Infusing qualitative research experiences into core counseling curriculum courses. *International Journal for the Advancement of Counseling, 37*, 375-389. doi:10.1007/s10447-015-9251-6

Lloyd, K., Boer, D., Keller, J., & Voelpel, S. (2015). Is my boss really listening to me? The impact of perceived supervisor listening on emotional exhaustion, turnover intention, and organizational citizenship behavior. *Journal of Business Ethics, 130*, 509-524. doi:10.1007/s10551-014-2242-4

Longoni, A., Luzzini, D., & Guerci, M. (2018). Deploying environmental management across functions: The relationship between green human resource management and green supply chain management: JBE JBE. *Journal of Business Ethics, 151*(4), 1081-1095. doi:10.1007/s10551-016-3228-1

Lu, L., Lu, A. C., Gursoy, D., & Neale, N. R. (2016). Work engagement, job satisfaction, and turnover intentions. *International Journal of Contemporary Hospitality Management, 28*, 737-761. doi:10.1108/IJCHM-07-2014-0360

Lyons, P., & Bandura, R. (2019). Employee turnover: Features and perspectives. *Development and Learning in Organizations, 34*(1), 1-4. doi:10.1108/DLO-02-2019-0048

Major, A. M. (2016). *Strategies to reduce voluntary employee turnover in small business*. (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Manchester, C. (2012). General human capital and employee mobility: How tuition reimbursement increases retention through sorting and participation. *Industrial & Labor Relations Review, 65*, 951-974. Retrieved from http://www.ilr.cornell.edu/ilrreview/

Mangioni, V., & McKerchar, M. (2013). Strengthening the validity and reliability of the focus group as a method in tax research. *eJournal of Tax Research, 11*(2), 176-190. Retrieved from http://www.austlii.edu.au/au/journals/eJTR/2013/10.htm

Marshall, C., & Rossman, G. (2016). *Designing qualitative research*. Thousand Oaks, CA: Sage.

McDonald, K., Kidney, C., & Patka, M. (2013). “You need to let your voice be heard”: Research participants’ views on research. *Journal of Intellectual Disabilities Research. 57*. 10.1111/j.1365-2788.2011.01527.x.

Mehta, A. (2016). Social exchange at work: Impact on employees' emotional, intentional, and behavioral outcomes under continuous change. *Journal of Organizational Psychology, 16*(1), 43-56. Retrieved from www.na-businesspress.com/jopopen. html

Mirji, H., & Mane, P. (2012). Retaining talent in BPO. *Aweshkar Research Journal*, *14*(2), 64-70. Retrieved from https://www.worldcat.org/title/aweshkar-research-journal/oclc/884740200

Mitchell, M. L., & Jolley, J. M. (2012). *Research design explained* (8th ed.). Boston, MA: Wadsworth.

Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablynski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal, 44*(6), 1102-1121. Retrieved from https://journals.aom.org/

Modell, S. (2015). Theoretical triangulation and pluralism in accounting research: A critical realist critique. *Accounting, Auditing & Accountability Journal*, *28*, 1138-1150. doi:10.1108/AAAJ-10-2014-1841

Mohammad, F. N., & Lenka, U. (2018). Development and retention of generation Y employees: A conceptual framework. *Employee Relations, 40*(2), 433-455. doi:10.1108/ER-09-2016-0172

Mohd Noor, K., & Dola, K. (2012). Leveraging training to maximizing employees' performance and potential benefits. *Business & Management Review*, *1*(11), 19-26. Retrieved from www.bmr.businessjournalz.org/

Moore, H. (2018). Building the case for succession planning in physician practices. *The Journal of Medical Practice Management: MPM, 33*(5), 280-284. Retrieved from https://shop.physicianleaders.org/

Morse, W. C., Lowery, D. R., & Steury, T. (2014). Exploring saturation of themes and spatial locations in qualitative public participation geographic information systems research. *Society & Natural Resources, 27*, 557-571. doi:10.1080/08941920.2014.888791

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications, Inc.

Mustafa, G., & Ali, N. (2019). Rewards, autonomous motivation and turnover intention: Results from a non-western cultural context. *Cogent Business & Management, 6*(1) doi:10.1080/23311975.2019.1676090

Naidoo, R. (2018). Role stress and turnover intentions among information technology personnel in South Africa: The role of supervisor support. *SA Journal of Human Resource Management, 16.* doi:10.4102/sajhrm.v16i0.936

Narayanan, A. (2016). Talent management and employee retention: Implications of job embeddedness – A research agenda. *Journal of Strategic Human Resource Management, 5(2)*, 34-40. Retrieved from https://journals.indexcopernicus.com/search/details?id=31788

Neuert, C. E., & Lenzner, T. (2016). Incorporating eye tracking into cognitive interviewing to pretest survey questions. *International Journal of Social Research Methodology*, *19*, 501-519. doi:10.1080/13645579.2015.1049448

Nica, E. (2018). The role of job embeddedness in influencing employees' organizational commitment and retention attitudes and behaviors. *Economics, Management and Financial Markets, 13*(3), 101-106. Retrieved from https://www.ceeol.com/search/journal-detail?id=212

Nordin, M., Romeo, M., Yepes-Baldó, M., & Westerberg, K. (2018). Spanish and Swedish eldercare managers' influence on employees. *International Journal of Workplace Health Management, 11*(5), 294-304. doi:10.1108/IJWHM-02-2018-0014

O'Keeffe, J. O., Buytaert, W., Mijic, A., Brozovic, N., & Sinha, R. (2015). The use of semi-structured interviews for the characterization of farmer irrigation practices. *Hydrology and Earth System Sciences Discussions, 12,* 8221-8246. doi:10.5194/hessd-12-8221-2015

Olson, J. D., McAllister, C., Grinnell, L. D., Walters, K., & Appunn, F. (2016). Applying constant comparative method with multiple investigators and intercoder reliability. *The Qualitative Report, 21*, 26-42. Retrieved from https://nsuworks.nova.edu/tqr/vol21/iss1/3

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2010). Innovative Data Collection Strategies in Qualitative Research. *The Qualitative Report, 15*(3), 696-726. Retrieved from https://nsuworks.nova.edu/tqr/vol15/iss3/12

O'Reilly, M., & Parker, N. (2013). "Unsatisfactory saturation": A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research, 13*(2), 190-197. doi:10.1177/1468794112446106

Pack, D., & Fee, K. (2019). Understanding the disconnect between economic development and workforce development systems. *Investing in America's Workforce.* Retrieved from www.investinwork.org/reports

Pandiyan, A. R., & Jayalashmi, P. (2016). Succession management at a manufacturing company in Chennai - An empirical study. *TSM Business Review, 4*(1), 16-26. Retrieved from http://www.tsm.ac.in/LinkPageContent.aspx?Mid=68&PiD=0

Patidar, N., Gupta, S., Azbik, G., Weech-Maldonado, R., & Finan, J. (2016). Succession planning and financial performance: Does competition matter? Practitioner Application. *Journal of Healthcare Management, 61*(3), 215-229. Retrieved from https://journals.lww.com/jhmonline/pages/default.aspx

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

Petty, N. J., Thomson, O. P., & Stew, G. (2012). Ready for paradigm shift? Part 2: Introducing qualitative research methodologies and methods. *Manual Therapy, 17*, 378-384. doi:10.1016/j.math.2012.03.004

Pezalla, A. E., Pettigrew, J., & Miller-Day, M. (2012). Researching the researcher as instrument: An exercise in interviewer self-reflexivity. *Qualitative Research, 12*(2), 165-185. doi:10.1177/1468794111422107

Phillips, L. K. (2019). Succession planning in nursing academia: A scoping review. *International Journal of Nursing Education Scholarship, 1*. doi:10.1515/ijnes-2019-0070

Platt, L., & Skowron, E. (2013). The family genogram interview reliability and validity of a new interview protocol. *The Family Journal, 21,* 35-45. 10.1177/1066480712456817.

Plester, B., & Hutchison, A. (2016). Fun times: The relationship between fun and workplace engagement. *Employee Relations, 38*(3), 332-350. doi:10.1108/ER-03-2014-0027

Pomfret, R. (2014). The economic future of Central Asia. *Princeton University Press, 19*(1), 59-68. Retrieved from http://press.princeton.edu/

Pregnolato, M., Bussin, M., & Schlechter, A. F. (2017). Total rewards that retain: A study of demographic preferences. *SA Journal of Human Resource Management, 15.* doi:10.4102/sajhrm.v15i0.804

Prendergast, G. P., & Chan Hak, W. M. (2013). Donors' experience of sustained charitable giving: A phenomenological study. *The Journal of Consumer Marketing, 30,* 130-139. doi:10.1108/07363761311304942

Qing, K. M., Mayfield, M., & Mayfield, J. (2018). Keep them on-board! How organizations can develop employee embeddedness to increase employee retention. *Development and Learning in Organizations, 32*(4), 5-9. doi:10.1108/DLO-11-2017-0094

Qu, S., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting and Management, 8*(3), 238-264. Retrieved from https://ssrn.com/abstract=2058515

Rahman, K., & Areni, C. S. (2016). The benefits of quantifying qualitative brand data. *International Journal of Market Research*, *58*, 421-450. doi:10.2501/IJMR-2015-053

Rennie, D. L. (2012). Qualitative research as methodical hermeneutics. *Psychological Methods, 17*, 385-398. doi:10.1037/a0029250

Ribeiro, S., Bosch, A., & Becker, J. (2016). Retention of women accountants: The interaction of job demands and job resources. *South African Journal of Human Resource Management*, *14*(1), 1-11. doi:10.4102/sajhrm.v14i1.759

Rice, E., Holloway, I. W., Barman-Adhikari, A., Fuentes, D., Brown, C. H., & Palinkas, L. A. (2014). A mixed methods approach to network data collection. *Field Methods, 26*, 252-268. doi:10.1177/1525822X13518168

Richards, L., & Morse, J. M. (2012). *Readme first for a user's guide to qualitative methods* (3rd ed.). Thousand Oaks, CA: Sage.

Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Research in Psychology, 11*(1), 25-41. doi:10.1080/14780887.2013.801543

Rowley, J. (2012). Conducting research interviews. *Management Research Review, 35*, 260-271. https://doi.org/10.1108/01409171211210154

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage.

Saadat, V., & Eskandari, Z. (2016). Talent management: The great challenge of leading organizations. *International Journal of Organizational Leadership, 5*(*2*), 103-109. Retrieved from http://aimijournal.com/Default.aspx

Sangster-Gormley, E. (2013). How case-study research can help to explain implementation of the nurse practitioner role. *Nurse Researcher, 20,* 6-11. Retrieved from http://rcnpublishing.com

Scott, M. E. (2016). *Strategies for retaining employees in the hospitality industry.* (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Senden, C., Vandecasteele, T., Vandenberghe, E., Versluys, K., Piers, R., Grypdonck, M., & Van Den Noortgate, N. (2015). The interaction between lived experiences of older patients and their family caregivers confronted with a cancer diagnosis and treatment: A qualitative study. *International Journal of Nursing Studies, 52,* 197-206. doi:10.1016/j.ijnurstu.2014.07.012

Shabane, Z. W., Schultz, C. M., & van Hoek, C. E. (2017). Transformational leadership as a mediator in the relationship between satisfaction with remuneration and the retention of artisans in the military. *SA Journal of Human Resource Management, 15.* Retrieved from https://sajhrm.co.za/index.php/sajhrm

Shah, S. N., Shaikh, N. A., & Pirzada, I. A. (2018). Training and development: Its effects on job performance in the selected companies of UAE. *Journal of Social and Administrative Sciences, 5*(3), 181-195. doi:10.1453/jsas.v5i3.1744

Sharma, A., & Nambudiri, R. (2015). Job-leisure conflict, turnover intention and the role of job satisfaction as a mediator: An empirical study of Indian IT professionals.

South Asian Journal of Management, *22*(1), 7-27. Retrieved from http://www.sajm-amdisa.org/

Sharma, M. (2016). A Study of turnover intention among managers in automobile companies in Pune. *DAWN: Journal for Contemporary Research in Management*, *3*(2), 12-16. Retrieved from http://www.psgim.ac.in/journals/index.php/jcrm

Shibiti, R. (2019). Satisfaction with retention factors in relation to job embeddedness of public school teachers. *SA Journal of Human Resource Management, 17*. doi: 10.4102/sajhrm.v17i0.1161

Silverman, D. (2014). *Interpreting qualitative data: A guide to the principles of qualitative research*. London, UK: Sage Publications.

Simon, M. K., & Goes, J. (2013). *Dissertation and scholarly research: Recipes for success* (2013 Ed.). North Charleston, SC: CreateSpace Independent Publishing Platform.

Sirkova, M., Alitaha, V., & Ferencova, M. (2014). Continuing education and development of employees in enterprises. *Bulletin of the Transilvania University of Brasov. Series V: Economic Sciences*, *7*(1), 185-192. Retrieved from http://webbut.unitbv.ro/bulletin/

Sithole, D., & Pwaka, O. (2019). An investigation into the effectiveness of skills-retention strategies in curbing staff turnover: A case of health care organizations in Zimbabwe. *Kuwait Chapter of the Arabian Journal of Business and*

Management Review, *8*(2), 40-56. Retrieved from https://www.arabianjbmr.com/kuwait_index.php

Skulason, B., Hauksdottir, A., Ahcic, K., & Helgason, A. R. (2014). Death talk: Gender differences in talking about one's own impending death. *BMC Palliative Care, 13*, 8. doi:10.1186/1472-684x-13-8

Smith, J., & Macko, N. (2014). Exploring the relationship between employee engagement and employee turnover. *Annamalai International Journal of Business Studies & Research*, *6*(1), 56-69. Retrieved from http://www.auent.org/publications/

Sokolowski, R. (2014). *Introduction to phenomenology*. New York, NY: Cambridge University Press.

Sparkes, A. C. (2014). Developing mixed methods research in sport and exercise psychology: Critical reflections on five points of controversy. *Psychology of Sport and Exercise*, *16*, 49-58. doi:10.1016/j.psychsport.2014.08.014

Speer, S. A., & Stokoe, E. (2014). Ethics in action: Consent-gaining interactions and implications for research practice. *British Journal of Social Psychology*, *53*(1), 54-73. doi:10.1111/bjso.12009

Spencer, M., Gevrek, D., Chambers, V., & Bowden, R. (2016). Labor supply and productivity responses to non-salary benefits: Do they work? If so, at what level do they work best? *Personnel Review*, *45*(5), 1047-1068. doi:10.1108/PR-02-2015-0050

Stake, R. E. (2013). *Multiple case study analysis*. New York, NY: Guilford Press.

Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of Organizational Behavior*, *35*, 393-412. doi:10.1002/job.1897

Tadesse, B. O. (2019). The effect of human resources management on employees retention in IBM corporation. *Journal of Asian Business Strategy, 9*(2), 158-173. doi: 10.18488/journal.1006.2019.92.158.173

Tam, V. W., & Le, K. N. (2018). Power spectral and bispectral study of factors affecting employee turnover. *Organization, Technology & Management in Construction, 10*(1), 1727-1734. doi:10.2478/otmcj-2018-0006

Tamunomiebi, M., & Okwakpam, J. (2019). Effective succession planning: A roadmap to employee retention. *Kuwait Chapter of the Arabian Journal of Business and Management Review, 8*(2), 1-10. Retrieved from http://globalimpactfactor.com/kuwait-chapters-of-arabian-journal-of-business-and-management-review/

Taufek, F. H. M., & Mustafa, M. (2018). The effect of training and development towards employee performance: A case study in proton Tanjung Malim. *Global Business and Management Research, 10* (3), 777. Retrieved from www.gbmrjournal.com

Thomas, S. (2015). *Exploring strategies for retaining information technology professionals: A case study* (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Tirgari, V. (2012). Information technology policies and procedures against unstructured data: A phenomenological study of information technology professionals. *Academy of Information and Management Sciences Journal, 15,* 87-106. Retrieved from http://alliedacademies.org/Public/Default.aspx

Trochim, W., Donnelly, J., & Arora, K. (2015). *The research methods knowledge base*. Boston, MA: Cengage Learning.

Tura, A. S. (2020). Determinants of employee's turnover: A case study at Madda Walabu University. *Advances in Management and Applied Economics, 10*(2), 33-59. Retrieved from https://www.scienpress.com/journal_focus.asp?Main_Id=55

Turner, E. (2016). *African American entrepreneurial sustainability* (Doctoral dissertation). Retrieved from www.waldenulibrary.org

Tursunbayeva, A. (2019). Human resource technology disruptions and their implications for human resources management in healthcare organizations. *BMC Health Services Research, 19.* doi:10.1186/s12913-019-4068-3

Uluyol, O., & Akçi, Y. (2014). A research on perceptions of manufacturing firms about marketing and financial problems with the method qualitative analysis: Adiyaman case. *International Journal of Business and Social Science, 5*(4), 224-233. Retrieved from http://ijbssnet.com/

United States Department of Health & Human Services (2014). *The Belmont Report.* Retrieved October 28, 2014 from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

Urquhart, C., & Fernández, W. (2013). Using grounded theory method in information systems: The researcher as blank slate and other myths. *Journal of Information Technology, 28*, 224-236. doi:10.1057/jit.2012.34

U.S. EEOC. (2019). About EEOC. Retrieved from https://www.eeoc.gov/

Valentine, D. (2012). Maintaining organization culture through leadership succession planning. *Franklin Business & Law Journal*, *2012* (3), 130-135. Retrieved from http://www.franklinpublishing.net/businesslaw.html

van der Velde, J. L., Flokstra-de Blok, B. J., Vlieg-Boerstra, B. J., Oude Elberink, J. G., DunnGalvin, A. A., Hourihane, J. B., & Dubois, A. J. (2010). Development, validity and reliability of the food allergy independent measure. *Allergy*, *65*, 630-635. doi:10.1111/j.1398-9995.2009.02216.x

Veletsianos, G., & Kimmons, R. (2013). Scholars and faculty members lived experiencesin online social networks. *The Internet and Higher Education*, *16* (1), 43-50. Retrieved from https://www.journals.elsevier.com/the-internet-and-higher-education

Vetrakova, M., & Benova, V. (2017). Employee’s development and retention in a multinational company. *Actual Problems in Economics, 190,* 92-99. Retrieved from https://www.scimagojr.com/journalsearch.php?q=19700167903&tip=sid

Vooijs, M., Bossen, D., Hoving, J. L., Wind, H., & Frings-Dresen, M. (2018). A training programme facilitating guideline use of occupational health professionals: A feasibility study. *BMC Medical Education, 18.* doi:10.1186/s12909-018-1223-1

Walsh, K. (2013). When I say…triangulation. *Medical Education, 47*, 866.

doi:10.1111/medu.12241

Wang, T., & Lien, Y. B. (2013). The power of using video data. *Quality and Quantity, 47*, 2933-2941. doi:10.1007/s11135-012-9717-0

Wang, X., Wang, L., Xu, X., & Ji, P. (2014). Identifying employee turnover risks using modified quality function deployment. *Systems Research & Behavioral Science, 31*, 398-404. doi:10.1002/sres.2282

Weis, A., & Rosendale, J. A. (2019). Determinants of retention in the hospitality industry: A study of employee turnover statistics in a private Pennsylvania club. *Johar, 14*(1), 57-73. Retrieved from http://www.publishingindia.com/johar/

Wolff, B. (2019). The truth about employee disengagement. *Professional Safety*, *64*(2), 24. Retrieved from https://www.assp.org/publications/professional-safety

Worku, M. T. (2018). Factors affecting employee retention in Ethiopian public organizations. *Journal of Strategic Human Resource Management, 7*(3), 22-32. Retrieved from http://www.publishingindia.com/jshrm/

Xiang, Y., & Xu, Y. (2019). Founding conditions and benefit offerings: Evidence from US startups. *Personnel Review, 49*(1), 141-162. doi:10.1108/PR-09-2017-0264

Yalcintas, A., & Selcuk, I. S. (2016). Research ethics education in economics. *Review of Social Economy*, *74*(1), 53-74. doi:10.1080/00346764.2015.1100847

Yang, H., Ju, Y., & Lee, Y. (2016). Effects of job stress on self-esteem, job satisfaction, and turnover intention. *Journal of Transnational Management, 21*(1), 29-39. doi:10.1080/15475778.2016.1120613

Yang, J., Wan, C., & Fu, Y. (2012). Qualitative examination of employee turnover and retention strategies in international tourist hotels in Taiwan. *International Journal of Hospitality Management, 31,* 837-848. Retrieved from http://www.journals.elsevier.com/international-journal-of-hospitality-management/

Yin, R. (2018). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications, Inc.

Younas, W., Farooq, M., Khalil-Ur-Rehman, F., & Zreen, A. (2018). The impact of training and development on employee performance. *Journal of Business and Management 20*(7). 20-23. Retrieved from www.issrjournals.org

Zamawe, F. C. (2015). The implication of using NVivo software in qualitative data analysis: Evidence-based reflections. *Malawi Medical Journal, 27*(1), 13-15. doi:10.4314/mmj.v27i1.4

Zhong, Y., & Wu, X. (2020). Effects of cost-benefit analysis under back propagation neural network on financial benefit evaluation of investment projects. *PLoS One, 15*(3). doi:10.1371/journal.pone.0229739

Appendix A: Interview Protocol

<table>
<tr><th colspan="2">Interview Protocol</th></tr>
<tr><th>What you will do</th><th>What you will say—script</th></tr>
<tr><td>Introduce the interview and set the stage—often over a meal or coffee</td><td>Good (time of day) and thank you for taking the time to meet with me. As we discussed previously, the goal of our meeting is to explore the strategies, specifically employee-development, used to improve employee retention of employees in Connecticut. Your participation in this study is voluntary. Your responses are confidential, as I will not record either your name or organization's name in the study. You may to stop this interview at any point during our discussion if you would like to opt out of participating. Although there is no compensation for your participation, I will provide you with a copy of the completed study for your records and future use. If you agree to this, we can begin our interview.</td></tr>
<tr><td rowspan="4">Watch for nonverbal queues
Paraphrase as needed
Ask follow-up probing questions to get more in depth</td><td>A. What employee-development strategies have you used at your company?</td></tr>
<tr><td>B. What changes has your company made with regards to employee-development since you have been with the company?</td></tr>
<tr><td>C. What strategies have you used to develop employees within your branch?</td></tr>
<tr><td>D. What role have the employee-development efforts of yourself played in the retention of employees?</td></tr>
</table>

	E. What role have the employee-development efforts of your company played in the retention of employees?
	F. Is there anything additional that you would like to add that could contribute to my research?
Wrap up interview thanking participant	Thank you for your participation in this study and I hope you enjoyed your experience.
Schedule follow-up member checking interview	In a few days, after I analyze your information, I would like to follow up with you to ensure what I have analyzed matches your views or perspective.
Follow–up Member Checking Interview	
Introduce follow-up interview and set the stage	Good (Time of Day) and thank you for meeting with me again. The goal today will be to ensure that my interpretation of your responses during our first interview match your views or perspectives and to give you a chance to add any information you may wish to add. Just as previously, I will record this meeting with

	your consent and if you would like to discontinue your participation in this study, you may do so at any time. Any Questions?
Share a copy of the succinct synthesis for each individual question	Here is a copy of my succinct synthesis of our first meeting. We will go over each question and synthesis then give you the opportunity to share any additional information or corrections.
Bring in probing questions related to other information that you may have found—note the information must be related so that you are probing and adhering to the IRB approval. Walk through each question, read the interpretation and ask: Did I miss anything? Or, what would you like to add?	A. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed
	B. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed
	C. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed
	D. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed
	E. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed
	F. Question and succinct synthesis of the interpretation—perhaps one paragraph or as needed

Appendix B: Introductory Letter

Hello <Insert Name>,

My name is Jason Ellis and I am a student at Walden University currently working on my doctoral study. I am sending you this to invite you to participate in a study to explore the strategies, specifically employee-development, used to improve employee retention of employees in Connecticut. You were identified by your leadership team, (insert name), as a manager who has used employee-development strategies and have achieved success in retaining employees. Your participation in this study is voluntary. Your responses are confidential, as I will not record either your name or organization's name in the study. While there is no compensation for your participation, I will offer you a copy of the completed study for records and future use. If you are still interested in participating within this study, please send me an email at xxxxx.xxxxx@waldenu.edu or call my mobile at (xxx) xxx-xxxx and then we can set-up a time for the interview. I will also follow-up with yor telephonically within the next two days.

Thank you in advance for your time and consideration.

Jason Ellis