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Call Center Management Strategies to Increase Job Satisfaction and Reduce Employee Turnover

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2020

Abstract

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MS, Walden University, 2008

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

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Abstract

Retaining talented employees is a problem for managers in the call center industry. Dissatisfied employees who demonstrate low morale and low organizational commitment cost U.S. companies an estimated 90% to 200% of annual salaries. Grounded in Herzberg's motivation-hygiene conceptual framework, the objective of this qualitative single-case study was to explore strategies call center service managers implement to increase job satisfaction and reduce voluntary employee turnover intentions. Participants comprised 12 customer service managers working in a call center in northeast Ohio who effectively used management strategies to increase job satisfaction and reduce voluntary employee turnover intentions. Data were collected from semistructured interviews, a focus group, company documents, and employee handbooks. Thematic analysis was used to analyze the data, and 3 themes emerged: supportive leadership (building relationships which promote communication), employee training and advancement opportunities, and increased financial rewards for employees. A key recommendation includes providing employees with opportunities for new workplace experiences to implement ideas and grow personally and professionally. The implications for positive social change may include a more stable workforce that may enable organizations and employees to increase their financial and social contributions to their communities.

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Dedication

I dedicate this study to my Lord and Savior, Jesus Christ. Through my faith in God, I was able to complete a dream deferred. I thank my mother and father who watched me go through this journey to the end. Also, I dedicate this to my siblings who believed in my ability to do great things in life. To my children, Nikita, Lanelle, and Leatisher, I am truly blessed for your love and continual support. As well as my sons-in-law (love): Anthony and George. Also, I dedicate this to my grandchildren: Nya, Amerie, Ian, and Noah, who are my legacy. I love you all forever. Yet, I am also, grateful for my furry companion Wiggles (a 2-year-old Shih Tzu mix). Finally, to my brother, VeEster, who played a key role in my life because in any life situation I met, I could always talk to him without judgment and condemnation. May your soul rest in peace.

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I thank everyone who believed in me and encouraged me to pursue my doctorate. I acknowledge all my fellow scholars who will soon join me. All of you have inspired and motivated me to continue my research beyond graduation. I thank all my Walden instructors who helped me to draft my dissertation. You pushed me to do my best in the classroom and never give up. I would be remiss if I did not acknowledge my chair, Dr. Christopher Beehner, who came along beside me and believed I could do this, and he made it easy for me to stay focused until I finished. I thank Dr. Jaime Klein, my second committee member, and Dr. Judith Blando, my university research reviewer, for ensuring my study met the requirements to obtain my degree. All of you played a major role in my doctoral program, and I was able to complete this journey with your guidance, feedback, and encouragement.

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Section 1: Foundation of the Study

High-performance employees, considered valuable to an organization and its stakeholders, are likely to seek other employment opportunities when their commitment levels are low and perceived job security is high (Ackigoz, Sumer, & Sumer, 2016). The results of this research study add to the existing body of knowledge. In this study, I explored strategies call center customer service managers use to increase employee job satisfaction to reduce voluntary employee turnover intentions using a qualitative single-case study design.

Background of the Problem

Employee turnover contributes negatively to U.S. companies and their overall competitive growth in the global economy. Dissatisfied employees who think organizational leaders no longer value their experience, knowledge, and skills eventually disengage from organizations, leading to turnover intentions (AlBattat & Som, 2013; Borah & Malakar, 2015; Qazi, Khalid, & Shafique, 2015). The top 20% of employees in U.S. organizations from manufacturing to real estate perform 80% of productivity, and their dissatisfaction with work conditions negatively impacts organizational growth (Craig, 2015). Employees' turnover intentions leading to employee turnover costs billions of dollars annually in lost productivity (Craig, 2015). Turnover intention rates increased by three million employees from 2013 to 2014, increasing over 10% in 1 year (Dubina, 2015).

Leaders lack strategies to increase employee job satisfaction and reduce turnover intentions. Turnover costs to replace a call center employee are 16% of an employee's

gross annual income (Flint, Haley, & McNally, 2013). Leaders will not be able to keep

quality customer service without managing call center employee turnover (Madupalli &

Poddar, 2014). Strategies to reduce turnover intentions can be more challenging for

managers in the call center industry because employees perform repetitive, mundane

tasks. Finding strategies to reduce turnover intentions can contribute to increasing

productivity and raising employee job satisfaction within call centers (Craig, 2015).

Problem Statement

Dissatisfied employees who demonstrate low morale and low organizational

commitment cost U.S. companies an estimated 90% to 200% of salaries annually (Reina

et al., 2017). The number of employees who intend to leave their job increased from

7.2% in 2013 to 9.1% in 2017, a pressing managerial challenge (Hur & Hawley, 2019).

The general business problem is that employee job dissatisfaction leads to voluntary

employee turnover intentions, which result in the loss of potential profits. The specific

business problem is that some call center customer service managers lack strategies to

increase employee job satisfaction and reduce voluntary employee turnover intentions.

Purpose Statement

The objective of this qualitative single-case study was to explore strategies call

center customer service managers implement to increase employee job satisfaction to

reduce voluntary employee turnover intentions. The population included 12 customer

service managers in a call center in northeast Ohio who have implemented strategies that

have increased employee job satisfaction and reduced voluntary employee turnover

intentions. The implications for positive social change from the findings of this study

include the potential to identify call center business practices and employee retention

strategies to reduce unemployment rates. Leaders who improve organizational

performance through the implementation of strategies to reduce voluntary employee

turnover intentions could create a stable workforce that may increase contributions that

organizations and employees can make to their communities (Bruque, Moyano, &

Piccolo, 2016). If employees are not leaving their jobs, they are not unemployed, and

lower unemployment benefits local economies (Lange, 2013).

Nature of the Study

I used a qualitative methodology to explore the strategies call center customer

service managers implement to increase employee job satisfaction and reduce voluntary

employee turnover intentions. In a qualitative study, the researcher seeks to understand

patterns, similarities, and differences related to one or more phenomena (Erlingsson &

Brysiewicz, 2013). Researchers conduct quantitative studies to measure views or changes

in a population of interest numerically, to generalize the data to other similar situations,

and to provide explanations or predictions (Trafimow, 2014). A quantitative methodology

is only appropriate when a researcher's purpose is to examine specific and measurable

variables (Erlingsson & Brysiewicz, 2013). A quantitative methodology was not

appropriate for this study because I was not measuring, explaining, or predicting

outcomes. A mixed-method researcher integrates qualitative and quantitative research

methods in a single study (Archibald, Radil, Zhang, & Hanson, 2015). A mixed

methodology was not appropriate for this study because mixed methodology provides a

comprehensive understanding of research problems through combining interpretive and statistical perspective, which was not the focus of this research.

I selected the qualitative single-case study design to explore strategies call center customer service managers implement to increase employee job satisfaction to reduce voluntary employee turnover intentions. Ethnographic researchers seek to place individuals in groups because of their social and cultural contexts (Baskerville & Myers, 2015). Narrative researchers collect participants' life experiences in a chronological format (Martin, 2016). Grounded theory researchers create a theory of a process or the interaction of participants' experiences (Johnson, 2016). A researcher using phenomenological design seeks to discover the meaning of life through the lived experiences of participants (Chan, Walker, & Gleaves, 2015). Researchers who use a case study design seek participant interactions and conduct interviews to explore information about a phenomenon (Yin, 2014); therefore, a case study was appropriate for this study.

Research Question

RQ: What strategies do call center customer service managers implement to increase employee job satisfaction and reduce voluntary employee turnover intentions?

Interview Questions

1. What causes employees to continue employment in your call center?

2. What strategies did you use to increase job satisfaction to reduce voluntary employee turnover intentions?

3. What strategies should be considered when seeking to increase job satisfaction to reduce voluntary employee turnover intentions?

4. What is the role of customer service managers in call centers in strategy implementation to increase employee job satisfaction to reduce voluntary employee turnover intentions?

5. How can you use your experiences and knowledge to retain customer service employees within the call center?

6. What further information would you like to add regarding strategies customer service managers in your call center implement to increase employee job satisfaction to reduce voluntary employee turnover intentions?

Conceptual Framework

I used Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene model as a framework for this study. To create the conceptual framework for this study, Herzberg's model provided a means for understanding the results of my study. Herzberg et al. (1959) explained that motivation factors lead to increased job satisfaction, while hygiene factors must be considered to avoid job dissatisfaction. Motivation factors indicating job satisfaction include employee quality performance or achievement, recognition, work itself or interest, and advancement. Hygiene factors of potential job dissatisfaction are company policies and administration, workplace relationships, working conditions, and salary (Damij, Levnajić, Skrt, & Suklan, 2015).

Understanding the components of job satisfaction can show business leaders determining factors for employees' decisions, including the choice to remain employed with the organization (Lee & Raschke, 2016). Exploring employee job satisfaction through the motivation-hygiene framework could provide business leaders the potential

to understand their organizational environment to increase employee job satisfaction and avoid job dissatisfaction (Turabik & Baskan, 2015). The motivation-hygiene model provides a useful lens for understanding the study phenomenon, as my results could lead to a better understanding of issues that indicate voluntary employee turnover intentions. Finding workplace solutions that reduce voluntary turnover intentions is essential for business leaders (Avanzi, Zaniboni, Balducci, & Fraccaroli, 2014); therefore, I expected that Herzberg et al.'s model was appropriate for the study.

Operational Definitions

The following definitions apply to terms associated with this study:

Call center: An inbound and outbound service call facility that uses telecommunications to provide customer and service support for various business entities (Antón, Camarero, & José, 2014; Ye, Luedtke, & Shen, 2019).

Employee turnover intentions: An employee's intention to leave an organization (Bothma, 2013; Zhang, Li, Frenkel, & Zhang, 2019).

Involuntary staying: The desire to leave without the possibility to do so (Kemppainen, Elovainio, Kortteinen, & Vaattovaara, 2020).

Assumptions, Limitations, and Delimitations

Assumptions are facts considered to be true that cannot be verified by the researcher in a study (Leedy & Ormrod, 2013). This study assumption was that the participants answered all questions truthfully and had an interest in taking part in the study. A second assumption was that a case study was appropriate to explore the business problem. A third assumption was that the participants selected for this study were

knowledgeable to answer questions related to the business problem. In this study, I

assumed that participants willingly responded to the questions to the best of their ability

and without bias.

Limitations refer to the potential weaknesses of a study outside the researcher's

control (Lewin et al., 2015). A limitation of using a qualitative methodology is the

findings do not include data, which might affect the reliability of the results (Theofanidis

& Fountouki, 2018). Because of the limited sample size chosen for the study, the findings

do not apply to a larger population. Potential weaknesses of the study were the sample

population limited to customer service managers in the call center industry and the lack

of generalization of results of the study to other industries.

Delimitations define boundaries and the scope of a study (Locke, Spirduso, &

Silverman, 2014). This study included 12 customer service employees working in a call

center in northeast Ohio. Also, within the scope of this study, I included interview data of

job satisfaction from 12 current customer service managers of a call center in northeast

Ohio with at least 2 years of experience in that industry.

Significance of the Study

Contribution to Business Practice

The findings of this research are significant to business practice because the

results can help organizational leaders develop strategies to increase employee job

satisfaction and reduce voluntary employee turnover intentions. Managing employee

turnover costs is essential to an organization's survival (Folami & Bline, 2012). Leaders

risk losing good employees and risk employees potentially sharing valuable company

information with competitors once they leave an organization. As organizational leaders face challenges to keep employees to maintain a competitive advantage, they also need to explore the organizational context of employee job satisfaction (Son, Kim, & Kim, 2014). The contribution to business practice resulting from the findings of this research was to help organizational leaders develop a strategy to decrease voluntary employee turnover expenses and increase profits within the organization.

Implications for Social Change

The implications for positive social change from the findings of this research include the potential to develop strategies for reducing employee job dissatisfaction and the effect it has on employees' well-being and the organization retaining employees. Social change has business value through the sharing of valuable resources, such as knowledgeable employees working with community partners and vendors to develop long-term partnerships. The reduction of stress and uncertainty experienced by employees contributes and promotes an increased work-life balance for employees who remain with organizations longer by reducing the disparity between perceived job satisfaction in a role at another organization and the satisfaction experienced in the employee's current job (Martin & Kaufman, 2013). Communication between managers and employees about the effects of turnover can help managers develop and implement strategies to reduce turnover and increase productivity so organizations can continue to contribute to community growth and opportunities that help keep people employed (Latif et al., 2013). The results of this study will help to improve human conditions by

promoting the worth of individuals, communities, and organizational membership with business practices that inspire learning and a better future.

A Review of the Professional and Academic Literature

The objective of this qualitative single-case study was to explore strategies that call center customer service managers implement to increase employee job satisfaction to reduce voluntary employee turnover intentions. A review of the professional and academic literature provided the foundation for this study of voluntary employee turnover intentions. The literature review consisted of studies from the field of human resources, social sciences, industrial management, and psychology. I included books, government reports, peer-reviewed articles, and the 1959 seminal scholarly works of Herzberg, Mausner, and Snyderman. I used Ulrich Periodical Directory to verify articles met the peer-review criteria for this study.

The strategies I used for finding literature included searching management and business databases, such as ABI/INFORM Global, Sage Premier, ScienceDirect, Business Source Premier, Google Scholar, Academic Search Complete, Emerald, and EBSCOhost. Keywords used in this search were *voluntary employee turnover, turnover intentions, intention to leave, job satisfaction, personnel turnover, motivation, organizational commitment, retention, hygiene factors, motivation factors, intrinsic and extrinsic job satisfaction, turnover costs, work-life balance*, and *involuntary staying*. I incorporated published peer-reviewed professional and academic sources. I also ensured most of the professional and academic sources had a publication date in the past 5 years. The frequency and percentages of resources, such as books, dissertations, peer-reviewed

articles, government reports, and other resources for the literature review are listed in

Table 1.

Table 1

Frequency and Percentage of the Study Sources

Resources	Within 5 years	Older than 5 years	Total	% Within 5 years
Books	1	5	6	17%
Dissertations	1	0	1	100%
Peer-reviewed articles	28	122	150	19%
Government	1	3	4	25%
Other resources	0	0	0	0%
Total	31	130	161	19%

Then, I analyzed the literature of the conceptual framework to give context for the

single-case study exploration posed. Next, the analysis and synthesis of the literature of

the themes identified in the purpose statement are given. Finally, I provide analysis and

synthesis of the literature on job satisfaction and turnover intentions.

Application to the Applied Business Problem

The application to the applied business problem contains the purpose of the study,

the conceptual framework, discussion of job satisfaction and dissatisfaction, and retention

strategies. The purpose of this qualitative single-case study was to explore strategies call

center customer service managers implemented to increase employee job satisfaction to

reduce voluntary employee turnover intentions. The research question for this study was:

What strategies do call center customer service managers implement to increase

employee job satisfaction to reduce voluntary employee turnover intentions.

Literature on the Conceptual Framework

The conceptual framework for this study was based on Herzberg et al.'s (1959) motivation-hygiene theory, also known as the two-factor theory. Therefore, I examine the underlying literature in this subsection. Motivation (intrinsic) factors discussed are satisfiers, and hygiene (extrinsic) factors are dissatisfiers (Herzberg, 1965). Herzberg et al. conducted qualitative research in which they collected data from 203 randomly selected engineers and accountant professionals in the Pittsburgh area, on the basis that one set of needs led to satisfaction at work but another results in job dissatisfaction when there are unmet individual needs. Herzberg et al. (1959) developed the motivation-hygiene theory to address the disconnect between job attitudes in the workplace. Using a critical incident technique from Flanagan's 1954 work, Herzberg et al. measured participants' responses regarding their emotional experience as positive or negative on the job. The results of the interviews showed that the professionals felt job satisfaction when there was a sense of job responsibility and achievement. While interest in work increased job satisfaction, company policies, working conditions, and salary had little relation to job satisfaction.

Herzberg (1965) expanded the research and studied job satisfaction among 139 technical supervisors in Finland. Although the findings revealed similar results to the original study (Herzberg et al., 1959), 90% of the participants experienced positive feelings at work associated with motivator factors, and 80% described dissatisfaction associated with hygiene factors (Herzberg, 1965). Job satisfaction and dissatisfaction are independent phenomena on a continuum as one will not result in an increase or decrease

of the other (Herzberg, 1965). Herzberg concluded from further development of the

motivation-hygiene theory that if hygiene factors are not evident within a company, the

factors do not guarantee job satisfaction, but an employee may feel dissatisfied with work

(Herzberg, 1974). Other researchers have replicated Herzberg et al. (1959)'s research on

motivation-hygiene theory, specifically on intrinsic and extrinsic employee motivation

(Derby-Davis, 2014; Gemeda & Tynjälä, 2015; Ghazi, Shahzada, & Khan, 2013; Islam &

Ali, 2013; Lo, Lin, & Hsu, 2016; Lumadi, 2014; Teck-Wong & Waheed, 2011). The

motivation-hygiene theory thus continues to be of interest to researchers studying job

satisfaction.

Research Using Herzberg's Motivation-Hygiene Theory

Several researchers have conducted studies in the educational field to better

understand how the motivation-hygiene theory affects job satisfaction among teachers.

Ghazi et al. (2013) used the motivation-hygiene theory to examine job satisfaction levels

of 300 university teachers in Pakistan. The researchers used a quantitative methodology

to collect data by administering self-developed questionnaires to faculty members at

different universities. Using a different methodology rather than the critical incident

approach from the Herzberg et al.'s (1959) original study, Ghazi et al. sought to re-

examine the factors of motivation-hygiene theory. Ghazi et al. assumed that faculty who

provided favorable work conditions felt comfortable and motivated to excel in their

positions. The results revealed that the β-value for hygiene factor was .406 and .397 for

motivator factor with t = 7.38, 7.22 with p = .00 and R2 = .55. However, Ghazi et al.'s

findings failed to clearly show that teachers' motivation is why they teach. The results

revealed teachers are dependent on the fulfillment of Herzberg et al.'s hygiene factors, which contrasted with Herzberg et al.'s results related to motivation factors, and that teachers view hygiene factors as a source of job satisfaction. Ghazi et al.'s findings also revealed that teachers' motivation equally depends on both factors, falling outside the delimitations of earlier research conducted on motivation-hygiene theory. Therefore, hygiene factors did affect teachers' satisfaction, and more studies are needed to determine how motivation factors affect job satisfaction.

Although teachers may experience motivation on the job from an interest in their work, they may also experience low motivation with work among peers at the university level. Similar to Ghazi et al.'s (2013) study, Islam and Ali (2013) followed the tenets of the Herzberg et al.'s (1959) motivation-hygiene theory to test motivation for improving teacher morale in the private university sector. Islam and Ali used quantitative methodology and descriptive research design to construct and distribute questionnaires from components of Herzberg's et al. motivation-hygiene theory to 726 teachers in the Peshawar district of Pakistan. Islam and Ali's correlational research data results revealed a 52.1% satisfaction level and a 47.9% dissatisfaction level among teachers about supervisory relationships with others at the university. Although the results were close, teachers with a good working relationship with their supervisors have a positive impact in the classroom. Furthermore, Islam and Ali's study rejected the null hypothesis of Herzberg et al.'s study that there is a relationship between hygiene factors and job satisfaction. Islam and Ali's findings supported Ghazi et al. stating that the majority of the hygiene factors contributed to job satisfaction among teachers, such as university

policies, relationships with supervisors, and supervision. In both studies, the authors seem to have neglected the possibility that teachers are unaware of motivator factors leading to a positive work environment. Research indicates there is still uncertainty about how Herzberg et al.'s motivation-hygiene theory affects teachers until more studies are conducted.

Lumadi (2014) suggested the link to Herzberg et al.'s theory and lack of motivation among teachers led to negative attitudes. Lumadi conducted a mixed methodology in North West and Limpopo Provinces using Herzberg et al.'s (1959) theory to explore the negative attitudes of teachers that influence job dissatisfaction resulting in high turnover. Lumadi conducted semistructured interviews with 160 teachers from five municipalities. Lumadi along with Ghazi et al. (2013) cited weakness in Herzberg et al.'s critical incident technique research method because of participants being able to take credit for their accomplishments while blaming external factors for their dissatisfaction. Lumadi 's findings revealed 39% of teachers were dissatisfied with constant policy changes and fear of job security because of curriculum transformation in the provinces. The teachers' complaints and negative attitudes about the curriculum transformation produced poor working conditions. Lumadi supported Herzberg et al.'s explanation of job dissatisfaction leading to employees leaving their profession.

Rahmat, Arepin, and Othman (2018) study focused on new teachers in the teaching industry passionate about their jobs. Using a descriptive design with 176 novice teachers with less than a years' experience, Rahmat et al. learned that lack of communication with administrative staff affected job dissatisfaction. Career opportunities

and higher starting salaries increased satisfaction among novice teachers. Ibrahim and Al-Taneiji (2019) conducted seven individual and a five person focus group phenomenological study of teachers in United Arab Emirates to understand satisfaction from Herzberg et al.'s theory. The results showed working conditions gave teachers satisfaction on the job. The researchers also, discovered that teachers not receiving rewards from their job led to dissatisfaction. A fair and easy to understand pay scale compared to other country's teaching salaries and annual pay increases may reduce dissatisfaction (Ibrahim & Al-Taneiji, 2019). Teachers showing a willingness to stay in the education field may result in job satisfaction because they had stable curriculum policies. In contrast, to factors related to employees feeling good about working conditions, employees may experience motivation from work in other ways. Teck-Hong and Waheed (2011) chose the sales industry to test motivation among sales employees. They used a quantitative methodology to test the motivations of 180 sales personnel in the ladies' retail clothing industry located in Bandar Sunway, Selangor. Because of the data collected from interviews using descriptive design and regression analysis of the data, the study participants scored higher on hygiene factors such as working conditions and money versus motivators such as appreciation of their job (Teck-Hong & Waheed, 2011). The researchers also found an unexpected factor, money significant in job satisfaction indicating money was a delimitation that did not fall accurately within the motivators and hygiene factors and was not part of previous researchers' discussion on the topic (Teck-Hong & Waheed, 2011). The driving factor as to why most individuals derive satisfaction from sales jobs would be the monetary incentives. Initially, Teck-

Hong and Waheed assumed there were similarities between motivation and satisfaction as supported by Herzberg et al.'s (1959) theory. Earlier research conducted by Christopher (2005) also, did not support research conducted by Herzberg et al. revealing similarities only accurate under the original methodology (Teck-Hong & Waheed, 2011). Whereas, Gemeda and Tynjälä (2015) supported the studies conducted by Lumadi (2014), Ghazi et al. (2013), and Islam and Ali (2013) to study the behavior of teachers and the link to Herzberg et al.'s theory. Gemeda and Tynjälä used a qualitative single-case study design to explore teacher motivation in Ethiopian secondary schools, collecting data from 32 teachers via semistructured interviews and a focus group. Gemeda and Tynjälä concluded that dissatisfied teachers are likely to quit their jobs and seek other employment opportunities because of a disconnect between salary and performance. Unlike sales employees, teachers are not as motivated by money to stay in a job.

Differences in employee occupations indicate that other factors do not guarantee job satisfaction and job security. Derby-Davis (2014) conducted testing of the motivation-hygiene theory using a correlational design to determine motivation by demographic variables such as age, the level of education, and health against the intent to stay within the medical field among 125 Bachelor of Science in Nursing students and faculty nurses in Florida. Derby-Davis' (2014) results supported the assumptions of the motivation-hygiene theory that motivator and hygiene factors predict job satisfaction. Employment in the medical field offers employees lucrative salaries as an incentive to

stay with a company, yet the location of job opportunities is an important factor in recruitment efforts.

In another occupational field, similar to Teck-Hong and Waheed's (2011) study of sales associates motivation, Lo, Lin, and Hsu (2016) grounded research in identifying the motivator and hygiene factors associated with motivation behavior of online impulse consumer buying. Lo et al. found through surveying 239 participants on 31 online impulse buying factors categorized as hygiene or motivators, that hygiene factors increased consumer caution and self-control not to buy. Lo et al. suggested other research models by industry may provide a different outcome into the relationship between motivators and hygiene factors. Fareed and Ali Jan's (2016) study of 350 bank officers in Pakistan revealed unemployment and slow economic growth affected positive job satisfaction among the officers. Motivators had no significant relationship to job satisfaction. While Fareed and Ali Jan found work itself was the only factor from Herzberg et al.'s (1959) theory which indicated positive results as a hygiene factor.

Criticism of Herzberg's Motivation-Hygiene Theory

Challenges conducting any research are the criticism of opposing researchers. While Herzberg received support for his theory from some researchers, his theory also received criticisms from the others to include the following: being methodologically bound, having faulty research, and having inconsistent data with past evidence concerning satisfaction and motivation (House & Wigdor, 1967; Lin, Cai, Xu, & Fu, 2015; Locke, 1976; Soliman, 1970; Vroom, 1964). The use of the motivation-hygiene theory as an indicator of employee satisfaction produced different results for researchers.

Motivation factors such as work itself and recognition aligned with Herzberg's theory of job satisfaction. Hygiene factors such as pay, and administrative policies aligned with Herzberg et al.'s (1959) theory of job dissatisfaction. Lumadi's (2014) and Ghazi et al.'s (2013) study assumptions followed earlier criticism cited by House and Wigdor (1967) of the critical incident technique method used by Herzberg et al. that the coding results were inaccurate and more interpretation was needed by the coders. Additionally, House and Wigdor criticized Herzberg et al.'s theory for limiting the type of factors that may prove or disprove job satisfaction stating that the same factors that can cause satisfaction for one individual can cause dissatisfaction for another. These studies together confirmed there are varying results for what constitutes employee satisfaction on the job, and the topic has generated a lot of interest in researchers trying to solve the problem. House and Wigdor conducted a secondary analysis of 31 studies from 1959 to 1967 that replicated Herzberg et al.'s original theory. Analysis of House and Wigdor's studies against Herzberg's (1966) data contradicted Herzberg et al.'s initial findings supporting the claim that satisfiers led to motivation. House and Wigdor also argued that the theory had no reliable tool to measure satisfaction. According to House and Wigdor, researchers have not been able to agree about the root cause of job dissatisfaction or job satisfaction, continuing to debate the contradiction between these two factors.

Early research showed factors other than salary impacted satisfaction on the job. Soliman (1970) conducted a quantitative correlational study of 98 school teachers, the findings of which contradicted Herzberg et al.'s (1959) methodology stating people tend to attribute their satisfaction to their achievements on the job, whereas job dissatisfaction

may be related to factors in the work environment. Soliman stated several assumptions in the study about the motivation-hygiene theory in which one assumption described the organizational environment as an important factor when comparing the relationship between satisfaction and dissatisfaction. The other assumption described when organizations do not provide adequately for the satisfaction of all kinds of needs, one becomes more concerned about one's hygiene needs than one's motivator needs. The jobs in the teaching profession may decline if administrators do not develop strategies to create positive work environments. Locke's (1976) findings of an experimental case study of 60 federal clerical workers found job attitudes unchanged when productivity increased, further disputing Herzberg et al.'s theory of job satisfaction.

Lin et al. (2015) used a quantitative hierarchical linear regression design approach to examine lender behavior in the peer to peer marketplace of 3091 auctions. In Lin et al.'s findings, they discounted Herzberg et al.'s (1959) findings by revealing a procedural failure of categorization of job dimensions, motivators, and hygiene factors. The limitation of the study was setting parameters of peer-to-peer as the controllable variable to get observable data. In another case study, Ogut and Attar (2015) followed the assumptions of Lin et al. that Herzberg et al. failed to recognize the complexity of motivation from study results. Herzberg et al.'s failure to validate motivators as job satisfaction was inconsistent when hygiene factors not met (Ogut & Attar, 2015). Ogut and Attar noted studies conducted by other researchers using different instrumentation were either unsuccessful or achieved inconsistent results supporting Herzberg et al.'s theory.

In a study conducted by Ogunnaike, Ekweme, Adeyemo, and Okedurum (2017), they found job satisfaction and dissatisfaction differs depending on the employee. They stated the details of the motivation-hygiene were oversimplified and not widely accepted in the workplace. The researchers did not agree with Herzberg et al.'s theory that hygiene factors prevent dissatisfaction because other factors of job role and job context should be considered. Research limited to the business world does not provide an accurate analysis whether motivators lead to job satisfaction and hygiene factors lead to job dissatisfaction (Ogunnaike et al., 2017). Though the positive attributes of recognition, responsibility, achievement, advancement, and opportunity may increase job satisfaction, they are not consistently used by researchers for accurate depiction of motivation (Osemeke & Adegboyega, 2017). Osemeke and Adegboyega (2017) recommended a reexamination of Herzberg et al.'s (1959) motivation-hygiene theory to better understand which factors are important in various organizations.

Ozsoy (2019) challenged the tenets of Herzberg et al.'s (1959) research finding that the theory needs to be tested in developing and underdeveloped countries. The researcher argues that there is no universal validity of motivation factors. In a quantitative study using 162 white-collar municipal workers in Turkey, Herzberg et al.'s factors were measured using a 5-point Likert scale. The results revealed factors such as salary considered hygiene factors ranked highest as motivators for the Turkish workers. Limitations of Herzberg et al.'s theory is the theory should be tested among low-, medium-, and high-income workers in the same demographic region (Ozsoy, 2019). Additionally, Ozsoy stated that personality traits are important when testing the

motivation-hygiene theory. Upon exploring the literature, main themes began to emerge from my research. The remainder of the literature review will contain themes and phenomena.

Literature Pertaining to the Theme of Motivation Factors

Motivation is a fundamental element for improving employee performance and increasing employee involvement in the organization. In using a quantitative, correlational design of 401 hotel middle managers, Shah and Beh (2016) suggested that employee engagement mediates the relationship between motivation and turnover intentions. Their findings revealed that motivation practices of recognition, salary, performance feedback, opportunities for advancement, job security, and workload had a significant negative relationship with employee turnover intentions. When organizational leaders encourage motivation amongst employees, the quality of organizational success increases, as well. Motivation is an important factor in leading employees towards meeting organizational objectives (Ghaffari, Shah, Burgoyne, Nazri, & Salleh, 2017). Herzberg et al.'s (1959) motivation-hygiene theory emphasizes motivators as satisfiers associated with an employee's attitude towards work.

In the earlier development of the expectancy theory, Vroom (1964) defined motivation as the process of a person performing a particular action determined by their performance. There are three types of motivation which impact organizational performance and job satisfaction: intrinsic (internal), extrinsic (external), and amotivation Kuvaas, Buch, Weibel, Dysvik, and Nerstad (2017) conducted three separate studies using a quantitative, experimental design of mid-level managers and employees in

Norway. In the study, Kuvaas et al. developed a hypothesis to determine whether intrinsic

and extrinsic motivation are substitutes in how they predict employee outcomes when

both are in effect in an organization. The results of their hypothesis showed intrinsic

motivation was negatively related ($r = -0.20$, $p < 0.001$) to extrinsic motivation as related

to work. Although there was no indicator that employees are less motivated when there

are external factors that may influence their behavior, employees still need incentives to

stay on a job. As identified in Herzberg et al.'s (1959) motivation-hygiene theory, the

themes related to motivator factors (intrinsic) and hygiene factors (extrinsic) are

discussed in this study. In the next section, I will discuss the theme of job satisfaction as

related to motivation.

Job satisfaction. Job satisfaction is important for most employees. In 1976,

Locke, Sirota, and Wolfson conducted a quantitative experiment and controlled group

study of federal workers from several agencies about the successes and failures of job

enrichment. According to Locke, et al., job satisfaction is the desirable feelings from a

job or job experiences. Locke et al. also disputed Herzberg et al's (1959) theory that

extrinsic benefits such as higher pay result in job satisfaction. Earlier, Herzberg et al.

asserted that job satisfaction was a higher level-order need that paralleled Maslow's

(1943) hierarchy of needs. Later, Spector (1997) argued that job satisfaction measures

factors such as recognition, job conditions, communication, appreciation, pay, and

growth. Spector developed the Job Satisfaction Scale to measure job satisfaction later

used by Sukriket (2015) to determine when employees were most satisfied with work.

Using Spector's implication for further research of Herzberg et al.'s motivator and

hygiene factors, Sukriket (2015) studied job satisfaction of 30 information technology programming professionals in Thailand. The findings from 400 questionnaires suggested that 44% of the programmers derived satisfaction from their salary on the job, whereas 41% were undecided about their job and willingness to continue with the organization. Positive job satisfaction is the most researched topic throughout the business field. The research indicates that pay does not equate to higher satisfaction and employees may still want more from the job to be satisfied.

Millán, Hessels, Thurik, and Aguado (2013) examined the motivating factors of job satisfaction of 59,604 self-employed and 3,048 paid-employed professionals in Europe. Using quantitative ordered logit models, Millán et al. found the self-employed to be more satisfied with the job rather than paid employees. Erdem, İlğan, and Uçar (2014) studied job satisfaction and the learning organization of 450 teachers in Turkey by conducting a quantitative correlational survey design. The findings indicated a positive relationship between job satisfaction and perceived increases in the learning organization. In contrast to Locke et al. (1976) and Millán et al. (2013). Like Erdem et al., Sukriket (2015) determined employees not having better-paying jobs are likely to be dissatisfied with their work. Therefore, the more options available to employees the likelihood of them contributing positively to the job.

Herzberg et al. (1959) asserted that work itself when present on the job leads to high satisfaction and performance. Conversely to Herzberg et al.'s study, Taormina and Gao (2013) tested the levels of satisfaction from Maslow's (1943) hierarchy of needs pyramid using a quantitative methodology and experimental design on 386 respondents

in China. They discounted Herzberg et al.'s findings revealing leadership attitudes contribute to employees' feelings of satisfaction or dissatisfaction with work. Imran, Arif, Cheema, and Azeem (2014) used the implications from Herzberg et al. for further research on job satisfaction. They studied 200 employees from public and private educational institutes in Pakistan. Imran et al. conducted a quantitative, correlational design to examine the impact of job performance, attitude towards work and organizational commitment on job satisfaction. The findings showed employee satisfaction from work was highest when the employee exhibited a positive attitude and feelings about the job.

Mihalcea's (2014) exploratory study of 173 retail employees in Bucharest focused on a leader's performance indicated that job satisfaction because of leadership style affects employee and organizational performance. Mihalcea assumed all leadership styles led to work satisfaction, whereas only transactional leadership resulted in rewards tied to job satisfaction. Employees also experience job satisfaction when an employer increases benefits because of job performance (Sukriket, 2015). The organization will not continue to remain profitable until leadership can feel, think, and develop strategies that strengthen job satisfaction that increases productive workers. Organizational leaders can increase competition in the global marketplace when there is favorable job satisfaction (Akdol & Arikboga, 2015). Job satisfaction is critical to an organization, and it is management's role in how well employees will adapt to the work environment (Legault, 2016). Similarly, Lee, Chiang, and Kuo (2019) found creating a positive work environment could increase job satisfaction and reduce turnover intentions. Employee job satisfaction

includes how an individual likes or dislikes the job or how an individual assesses

contentment towards the job as a whole or aspects of the job.

Employers must direct organizational resources to increase job satisfaction.

Zelnik, Maletič, Maletič, and Gomišček's (2012) case study of 31 manager and employee

participants in 2006 and 52 in 2007 in information and communication technology

companies located in Slovenia, suggested employee satisfaction affects the

communication between management and employees. A key finding of the study was

employee job satisfaction is an indicator of management's attitude towards the quality

management system of an organization (Zelnik et al., 2012). Management must identify

resources that will improve employees' willingness to communicate their needs in the

workplace. Tnay, Othman, Siong, and Lim (2013) conducted a quantitative correlational

study of 85 management and nonmanagerial employees working in the publishing

industry in Kuching, Sarawak. Tnay et al.'s study followed the assumption of Herzberg et

al. (1959) that job satisfaction may contribute to an employee's increased commitment

and motivation in an organization. Findings showed an impact on turnover intentions low

when employee job satisfaction factors of supervisory support and pay were high. The

sample population used in Tnay et al.'s study may limit the ability to generalize the

research to represent the total publication population. In Islam and Ali's (2013) study,

they agreed with Tnay et al.'s quantitative research which provided data considering a

lack of motivation factors as to why employees feel dissatisfied with the job.

In contrast to Tnay et al.'s and Zelnik et al.'s research, Sardžoska and Tang

(2015) used a quantitative, correlational design study of 515 executive-level employees in

private sector industries and 307 executive-level employees in public sector

organizations. Results from using four scale instruments and Cronbach's alpha of MI (α =

.83), PUB (.87), MSQ (.88), and CRI (.89), suggesting good internal validity which

suggested that high motivation promotes the high well-being of one individual. The

assumption of the study was managers in the public sector had low intrinsic and low

extrinsic job satisfaction. The right resources aligned to the right employees is an

indication that managers must make better hiring decisions to meet the organizational

mission.

Using Herzberg et al.'s (1959) suggestion for further research of motivator

factors, Frey, Bayón, and Totzek (2013) studied the link between client satisfaction and

employee satisfaction using 172 European MBA student participants. Using a mixed

methodology, Frey et al. demonstrated that employee satisfaction increased company

revenue and loyalty leading to enhanced employee retention. Job satisfaction is another

motivational factor and maybe the main source of employees' decision to stay with or

leave a firm. Most organizational psychology and business literature identified turnover

as a consequence and the dependent variable for job satisfaction (Hofaidhllaoui &

Chhinzer, 2014). Using a quantitative, correlational design study to examine the

relationship between satisfaction with work and satisfaction with supervisor on turnover

intentions of 481 engineers in public and the private sector in France, Hofaidhllaoui and

Chhinzer (2014) measured job satisfaction variable using a previously translated French

version of the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. in

1967. They also, measured the turnover variable using the scale of Rusbult et al. in 1988

with a 5-point Likert-type scale (1 = strongly disagree and 5 = strongly agree). To test the

hypotheses in the study, the researchers used multiple regression. Hofaidhllaoui and

Chhinzer results showed that job satisfaction with supervisors is significantly and

negatively correlated with turnover intentions ($r = -0.30$, $p < 0.01$, $r = -0.30$, $p < 0.01$).

However, the variance in turnover intentions was $R2=0.284$ related to dimensions of

satisfaction-turnover intentions (Hofaidhllaoui & Chhinzer, 2014). Hofaidhllaoui and

Chhinzer (2014) discovered that work has a direct negative relationship with turnover

intentions. When engineers are dissatisfied with work, changing employment

opportunities have no impact on employee turnover intentions. The findings revealed the

engineer's positive job satisfaction did not correlate to loyalty when they perceived high

external opportunities. The findings in the study also revealed that satisfaction with

supervisors has an impact on turnover intentions. Hofaidhllaoui and Chhinzer suggested

employers must focus on rewards with reciprocal effects for the supervisor and

employee. External employment perceptions vary among study participants. Reduced

employment opportunities may not be effective in reducing turnover intentions of

dissatisfied engineer workers.

Employees considering leaving an organization is higher when they are unhappy.

For instance, Tschopp, Grote, and Gerber's (2014) examination of 255 randomly selected

workers in French-speaking areas of Switzerland, on the impact of career orientation on

static and dynamic relationships between job satisfaction and turnover intention supports

the theory that loyal employees are willing to stay with their organization regardless of

job satisfaction. Negative job satisfaction change experienced by an employee is a sign

the employee is considering leaving the company. Satisfied employees are unlikely to leave an organization (Frey et al., 2013). In agreement with negative employee behavior, Li and Zhou (2013) conducted a deductive logic study from two call centers, consisting of 81 units, and 1,112 employees in China. The researchers focused on work behavior as it related to customer-employee interactions and the effect on employee satisfaction. The findings revealed customer aggression towards call center employees lead to job dissatisfaction and turnover intention. Because employees want to be fair treatment in the workplace, unsatisfactory attitudes can disrupt work production and lead to lost revenue.

Employees having a positive attitude with customers affects the quality of service the customer receives. Oodith and Parumasur (2014), conducted a qualitative study of the telecommunication initiatives of 151 call center agents in Durban, South Africa. Findings suggested while call center employees are the greatest asset to the call center industry, managing customers and their needs take preference over technology for personal interaction in reducing customer aggression. Implementation of best practices will help call center managers develop strategies to reduce high employee turnover and understand the phenomenon of turnover and impact on organizational profitability in the industry. Zopiatis, Constanti, and Theocharous (2014) examined in a quantitative study the causal relationship between job involvement, organizational commitment, and job satisfaction (intrinsic and extrinsic) of 482 hospitality employees over 6 months in Cyprus, agreed with aspects of Herzberg et al.'s theory. The researchers' findings revealed intrinsic aspects of job satisfaction had neither a positive nor negative relationship to turnover intention, but the absence of extrinsic job satisfaction can increase turnover intention.

Employee motivation influences employee affective commitment to the organization which may reduce turnover. Alfayad and Arif (2017) discussed the importance of the employee's opinion in understanding job satisfaction. Their research of 300 nonmanagerial workers in Jordan indicated when employees were involved in organizational decisions, job satisfaction levels improved. The results were consistent with Herzberg's theory which supported the relationship of employees and supervisor communication (Alfayad & Arif, 2017). A leadership which creates strategies for structured feedback among employees encourages and motivates positive employee voice behavior.

Intrinsic motivation. The opportunity to express creativity in the workplace is the desire of most employees. Edrak, Yin-Fah, Gharleghi, and Seng's (2013) disagreed in their quantitative, survey study on the effectiveness of intrinsic and extrinsic motivation in influencing job satisfaction. They discounted Herzberg et al.'s (1959) motivation-hygiene theory original findings revealing both motivating factors significantly contribute to job satisfaction. Intrinsic motivation is about an individual's personal views, religious beliefs, and political affiliations or factors (Hazra, Sengupta, & Ghosh, 2014). Hazra et al. (2014) conducted a quantitative, quasi-experimental study to identify the role of motivation on employee performance in the catering industry through 304 observations. Results from the ANOVA table showed significant $p < 0.01$ ($R = .999$, $R2 = .979$, Adjusted $R2 = .979$, Std Error of the estimate $= .14662226$). The results indicated there was a clear indication motivation differs from employee to employee because of personal

factors. The researchers were interested in proving employees experience a satisfying experience on the job when the work is interesting and enjoyable.

Olafsen, Halvari, Forest, and Deci (2015) conducted a quantitative, correlational design study to examine the outcomes associated with the amount of pay of 166 bank employees on their basic psychological needs satisfaction and intrinsic work motivation. Their findings indicated that the basic psychological needs which influenced employee satisfaction and are primary determinants of intrinsic motivation were autonomy and competence (Olafsen et al., 2015). Van Yperen, Wörtler, and Jonge, (2016) determined in their quantitative study of the relationship of work overload, and work pressure with worker intrinsic motivation, that a perceived lack of job opportunities undermined intrinsic work motivation. Individuals intrinsically motivated may have a higher job performance record and likely to stay with an organization in the absence of incentives.

Job satisfaction and quality performance or achievement. Overworked employees are at a higher risk to leave an organization and disrupt productivity. High performance and productivity are critical to an organization and gained through the efforts of employees contributed to the organization (Tnay et al., 2013). As employee motivation increases, business performance will increase because of leadership values employee contributions (Amundsen, & Martinsen, 2014). In a review of the literature investigating organizational factors influencing the performance appraisal process, Rusu, Avasilcăia, and Huțua (2016) identified motivation as a contextual factor important to increase employee performance. Furthermore, Rusu et al.'s (2016) analysis of the

literature agreed with the conceptual research model that employee recognition accomplishes a company's performance and strategy goals.

When continuing the discussion of job performance and achievement, employment stability is highest when the appropriate training is provided. For example, Islam and Ali (2013) used the quantitative methodology and descriptive research design to construct and distribute questionnaires from components of Herzberg's et al. (1959) motivation-hygiene theory to 726 teachers in the Peshawar district of Pakistan. Islam and Ali's correlational research data results revealed a 52.1% satisfaction level and a 47.9% dissatisfaction level for how teachers felt about supervisory relationships with others at the university. Islam and Ali's results also, showed 81.8% of teachers' responses to achievement supported Herzberg et al.'s motivator leading to the satisfaction or no satisfaction.

Another group of researchers, Latif, Ahmad, Qasim, Mushtaq, Ferdoos, and Naeem (2013) in the same year conducted correlational research of 120 professionals in the development sector, finding a significant impact on job satisfaction and organizational performance in development organizations. Latif et al. compared their study to the assumption that employee satisfaction is an important concern in business. The research linked to job satisfaction and job performance may be a clue for managers to reconsider how performance appraisals are written. The results of Kang et al.'s (2015) quantitative, multivariate study of 236 front-line hospitality workers in the southwestern area of the United States indicated that an employee's awareness of their achievements and projections for future promotions results in career satisfaction. As shown, employers

must provide better training and job development for their employees to increase their

achievement or quality of performance to feel satisfied with their jobs.

In the call center service industry where the employee-customer relationship is

critical, empowering employees affects the quality of customer service provided.

Morgan, Dill, and Kalleberg's (2013) mixed-method quantitative survey of 31 focus

groups, and 25 frontline middle-level managers showed that intrinsic and extrinsic

motivators significantly impacted the achievement of organizational goals. The authors

also added that rewards such as higher wages and benefits for frontline workers are

factors that influenced job satisfaction and reduced turnover intentions. To attract highly

skilled employees in the call center environment, it is imperative to offer pay which

motivates employees to stay focused on providing excellent customer service. For

example, Jansen and Samuel (2014), following the assumption of Herzberg et al. (1959),

they conducted a cross-sectional survey of 250 middle-managers, finding that if

motivational factors are met, employees become motivated and performs higher. Their

research conclusions showed that employers offering employees rewards such as

promotional opportunities, financial incentives, and company recognition would help

increase high-quality performance (Jansen & Samuel, 2014). Most employees wanting to

do an excellent job need recognition for their achievements yet without support from

management, job performance will diminish.

Echchakoui and Naji (2013) expanded on employee job satisfaction research by

developing a conceptual framework demonstrating that quality performance and

achievement are indicators of call center employee competence, which affects customer

experiences when utilizing the services of the call center. Abdullateef, Muktar, Yusoff, and Ahmad (2014) supported the research of Echchakoui and Naji, adding that higher call center employee satisfaction leads to a higher potential to improve performance. Echchakoui and Naji's study sought to examine the relationship between aspects of job satisfaction and employee behavior of 108 call center employees located in New Brunswick, Canada. Their assumption was management's influence on employee job satisfaction has a significant impact on employee performance. Empowering employees in the call center provides quality customer service because employees communicate with customers with honesty and trust, helping to improve high ratings for the organization through management's involvement.

In the examination of high-performance human resources practices, Kehoe and Wright (2013) found that high-performance work systems positively affect key employees' attitudes towards the job that impacts service quality. Kehoe and Wright's study relied on human resources performance practices not representative of previous studies on the subject of performance and job satisfaction. Conversely, Kanten's (2014) study of antecedents of job crafting (abilities) using a survey method design suggested improving the job characteristics such as skill variety, task identity, task significance, feedback, and autonomy could increase the quality of work.

Job satisfaction and recognition. Human resources managers using practices focused on salary alone may overlook other keys to employee job satisfaction. Using two-way feedback is a way that managers can recognize employees' achievement in increasing satisfaction (Herzberg et al., 1959). House and Wigdor (1967) sought to

expand research on two of Herzberg et al.'s (1959) hygiene factors: achievement and recognition. The authors' analysis of Herzberg's (1966) study of 1,220 people in six studies determined the frequency of factors achievement with 122 responses, and recognition with 110 responses as dissatisfiers (House & Wigdor, 1967). Employees feel satisfaction when receiving recognition, achievement, personal growth, and advancement from the job (Lester, 2013; Matache & Ruscu, 2012). However, Handgraaf, Van Lidth de Jeude, and Appelt (2013) conducted a quantitative field experiment study for 13 weeks at a Dutch firm measuring employee's use of electricity. The researchers found employee recognition outperforms the salary factor because monetary incentives are short-lived and ineffective, which may diminish intrinsic motivation (Handgraaf, Van Lidth de Jeude, & Appelt, 2013).

Conversely, while this earlier research focused mainly on job satisfaction and commitment, Hogan, Lambert, and Griffin's (2013) quantitative, correlational study of 420 correctional staff suggested that it is doubtful that employees recognized for high levels of contribution to the organization remain committed because of sunken costs. Bhatnagar's (2014) meta-analysis between the management of innovation and turnover intention indicated rewards and recognition as strong mediators between perceived supervisor support, innovation, and turnover intention of 312 Indian knowledge workers. The study's implication for further research suggested that employees need recognition and appreciation to lower turnover intentions and increase job satisfaction to remain with the organization. Consequently, lack of employee recognition leads to voluntary turnover

(Combs, 2016). Managers throughout the organization should have strategies to recognize employees often when they exceed performance benchmarks.

In another study conducted by Hon, Chan, and Lu (2013) of 265 hotel employees in China, they found employee feedback from the managers may increase employee's confidence and creativity, in employees with a high need for achievement. Webster and Beehr (2013) conducted two quantitative studies that focused on the perceptions of the criteria used to make promotion decisions. Webster and Beehr (2013) discovered in their study of 305 employee-supervisor pairs in the midwestern United States that employers recognized employee participation in two ways: either in performance or nonperformance manner.

In the past, Biswas, Varna, and Ramaswami (2013) research findings from justice and social exchange theories also emphasized promotional criteria to performance and nonperformance. According to a survey study of 225 healthcare employees in elder care organizations in the Netherlands, researchers Biron and Boon (2013) determined performance rewards influence the employee turnover when the supervisor-employee relationship was high. The researchers' assumption that satisfied, high-performing individuals, may have fewer desires to quit their job than low-performing individuals because quitting might result in loss of recognition. To recognize employees for performance efforts, managers must use financial incentives and promotional opportunities.

Employees want a performance rating system tied to compensation and rewards to be satisfied. Garbers and Konradt (2014) conducted a meta-analysis of 146 studies with

31,861 participants, which the results showed that equitably distributed rewards lead to higher performance than equally distributed rewards. Companies commonly use financial incentives to increase the quality of performance and employee motivation (Garbers & Konradt, 2014). Garbers and Konradt's findings, financial incentives have a significant relationship with the individual, team-based, and organizational rewards improving motivation. Rewards and incentives help to improve employee loyalty and job performance (Suttikun, Chang, & Bicksler, 2018). Managers must recognize and reward employees in meaningful ways that support a positive and satisfying work environment.

Job satisfaction and promotions. Gkorezis and Petridou (2012) examination of the impact of five extrinsic rewards on employees' psychological empowerment of 258 nurses from the private and public service sectors, supported the belief that promotional opportunities affect the private employees' psychological empowerment. Managers must increase employees' promotional opportunities to increase their commitment, satisfaction, and job performance. By contrast, Gautam and Tuswa (2016) examined the relationship between the perceived availability of opportunities for promotion and voluntary staff turnover intention of 200 full-time nurses. Gautam and Tuswa's findings suggested that a lack of promotional opportunities is the source of employee emotional exhaustion. For employees feeling stress to excel on the job, management must address their concerns and help them stay committed to the organization. The lack of promotional opportunities may lead to job burnout that affects employee commitment and the intention to leave.

Gkorezis and Petridou's (2012) study also provided later support for the findings of Tews, Stafford, and Michel (2014) stating that giving promotional opportunities was a sign of an employers' commitment to, and value of employees' performance. Employees who perceive promotional opportunities exist to increase their commitment to the organization (Gkorezis & Petridou, 2012). Without perceived promotional opportunities, employees showed a lack of motivation and initiative towards the organization (Gkorezis & Petridou, 2012). Tews et al.'s (2014) quantitative, correlational study examined the influence of three types of critical events on turnover-external personal events, external professional events, and internal work events (promotions) of 297 restaurant servers. Giving promotions to deserving employees are signs of appreciation for their efforts in which management demonstrates care for employee well-being (Tews et al., 2014). Furthermore, employees are less likely to quit if there is a likelihood of internal job promotions.

Employee's self-esteem and self-efficacy often increase with promotional opportunities and additional professional development (Gkorezis & Petridou, 2012). Self-esteem, as mentioned in Maslow's (1943) hierarchy of needs, states that individuals need self-gratification to reach growth needs. Tews, Michel, and Ellingson (2013) addressed the gap in the literature by examining the impact of support on turnover, by examining a sample of 188 servers in the hospitality industry, controlling for satisfaction with promotions assessed with a job descriptive index instrument. Tews et al. findings indicate that promotional opportunities influenced employee behavior and performance, which affected the quality of customer service in the hospitality industry. Managers' willingness

to support employee growth opportunities decreases the chance of employee turnover intentions.

Job satisfaction and work itself or interest. Managers need to align job opportunities which bring the greatest satisfaction to their employees. Herzberg et al. (1959) described work itself as the degree of worth and pleasure an employee received from a job. Work itself or interest is also described as doing a complete job inside or outside of the organization (Herzberg et al., 1959). Scheers and Botha (2014) examined the relationship between job satisfaction and motivation of 25 employees and 100 customers from grocery retailers in South Africa, noting that internal customers are considered the employees of the organization doing business with each other, while external customers are those paying customers who receive products or services. Building long-term relationships with employees and external customers helped the organization succeed because external customers are the source of business income since they are users of products or services (Scheers & Botha, 2014). Managers understand that employee empowerment is important for customer service providers to satisfy customers (Scheers & Botha, 2014). As identified in a study of federal employees because empowered employees provided higher satisfaction among the federal government employees, creating a strong employee-customer relationship, leading to repeat business transactions, and reduced turnover intention (Fernandez and Moldogaziev, 2015). Employees derive enjoyment from work as they feel motivated by management.

Job satisfaction and education and skills. Training is a significant factor in achieving the growth needs of employees. Employee advancement and growth-dependent

through learning are important to prevent obsolescence of job skills (Herzberg, 1974;

Herzberg et al., 1959; Maslow, 1943). Herzberg et al. (1959) added that employees are

satisfied with their work if they are provided training and the appropriate resources.

Therefore, managers must train and develop their employees to master job competence

and increase employability with the organization (Úbeda-García, Marco-Lajara, Sabater-

Sempere, & Garcia-Lillo, 2013; Vanhercke, Cuyper, Peeters, & De Witte, 2014). Using

Herzberg et al.'s suggestion for further research, Úbeda-García et al. (2013) studied the

main factors related to training policies impacting on the performance of 112 hotels in

Spanish providences. Úbeda-García et al. findings suggested that training policy

positively correlates with organizational performance. Vanhercke et al. (2014) advanced

Herzberg et al.'s research to define employability within the psychological literature with

a focus on perceived employability. Company policies designed to provide employee-

focused training increases job performance. Medina and Medina (2014) provided an

understanding of the project manager's involvement in incompetence management in

Swedish project-oriented organizations. The results of the study suggested that competent

employees bring success to the organization, by outperforming the competition,

positively affecting business performance. Medina and Medina concluded businesses

with competent employees could achieve business profitability and growth sustainability.

Managers that do not address job satisfaction issues among employees will face increased

customer complaints.

     McGilton, Boscart, Brown, and Bowers (2013) developed themes that confirmed

that employees with the opportunity for professional growth and advanced learning skills

remain a significant factor conducive to employee retention and satisfaction. Career development is a work environment characteristic that motivates and retain; therefore, leaders must create a work environment that supports development opportunities to meet the high expectation of the employees (Van Dam et al., 2013). In a study of organizational career growth and job satisfaction of 226 auditors in Turkey, Karavardar (2014) found professional development and career growth had a strong positive influence on turnover intention. Karavardar also found the lack of internal developmental opportunities gives a negative signal for many employees to start thinking about quitting. When employees think internal opportunities are low, the employee turnover rate is high, however, when internal opportunities are high, employees are highly committed to the organization.

Theorizing developmental opportunities inside the organization could either negatively or positively influence employee turnover. Nouri and Parker (2013) noted employers could reduce turnover by providing meaningful discussions with employees about internal growth opportunities such as training, which may increase employee competence. Nouri and Parker supported Van Dam et al.'s (2013) findings that career growth opportunities depend on training effectiveness and organizational prestige that employees received from the organization. Developmental assignments offer many employees an opportunity to hon skills that will allow them to succeed on the job. Nouri and Parker suggested employees reciprocate with increased commitment when they feel the organization provides growth opportunities, and organizational managers provide significant training that helps employees increase their chances to grow in their chosen

career. Despite the need for internal opportunities, it may not be enough to secure employees' intentions to stay with an organization.

Literature Pertaining to the Theme of Hygiene Factors

Fundamental elements of hygiene factors as discussed by Herzberg et al. (1959) in the study include salary, company policies, supervision, security, and work conditions in an organization leading to employee job satisfaction. Sankar (2015) found a significant relationship between hygiene and job satisfaction. Also, Moradi, Shekarchizadeh, and Nili (2015) suggested hygiene factors have a significant impact on performance. Ozguner and Ozguner (2014) suggested managers must provide hygiene factors sufficient to meet basic employee's needs and reduce job dissatisfaction. While Sankar (2015), Moradi et al. (2015) and Ozguner and Ozguner (2014) agreed with Herzberg et al.'s hygiene factors as satisfiers, Ataliç, Can, and Cantürk's (2016) disagreed. Ataliç et al. stated the cause of worker dissatisfaction are motivators, not hygiene factors when opportunities for meaningful achievement are ignored, and external factors influence the worker's decision to leave the organization. However, the absence of hygiene factors does not always lead to employee job dissatisfaction (Ghaffari, Shah, Burgoyne, Nazri, & Salleh, 2017). While it is important to evaluate and consider the motivator factors as determinants of job satisfaction, leaders must also, give equal attention to hygiene factors.

Job dissatisfaction. Employee job dissatisfaction is one of the themes in motivation-hygiene theory (Herzberg et al., 1959; Herzberg, 1974). According to Herzberg et al. (1959), employees may experience job dissatisfaction regardless of whether hygiene factors are met. An employee's dissatisfaction with their job are one of

the main reasons they decide to leave the organization (Madupalli & Poddar, 2014).

Hofaidhllaoui and Chhinzer (2014) concluded satisfaction with work had a direct

negative relationship with turnover intentions, but when engineers (knowledge workers)

were dissatisfied with their work, changing perceptions of employment opportunities

should have no impact on employee turnover intentions. Gyensare, Otoo, Asare, and

Twumasi (2015) investigated the relationship between work-related factors of job

satisfaction, affective and normative commitments to employee turnover intentions in the

retail banking industry in Ghana. Their findings indicated job satisfaction, and affective

and normative commitment had a significant negative relationship with intentions to

turnover, and dissatisfied employees less committed to the organization. The studies are

inconclusive as to the underlying causes of job dissatisfaction whereby on employee's

working condition and another employee's pay.

Islam and Ali's (2013) research showed employees demonstrated job

dissatisfaction with policies, pay, and growth on the job. Helm (2013) and Islam and

Ali's (2013) findings revealed job dissatisfaction leads to decreased productivity,

profitability, commitment, and effectiveness of workers or performance of the

organization. In drawing from a longitudinal panel study, Armstrong-Strassen and

Strassen (2013) found that job dissatisfaction negatively affected workers' intentions to

remain with their organization by negatively influencing their satisfaction with their

organization. Armstrong-Strassen and Strassen's study supported Hon et al.'s (2013)

study that providing specific skill feedback will lead to decreasing job dissatisfaction.

Multiyear studies conducted by Semmer, Elfering, Baillod, Berset, and Beehr, (2014)

showed evidence that job dissatisfaction did not always lead to turnover. In contrast, Rubel and Kee (2015) discovered employee's perceptions of high commitment compensation practices focused on rewards and benefits that job dissatisfaction is a significant expression of employee turnover intentions. A limitation of the study was the data were collected only at the individual employee level, thus excluding the employer's data from the study findings (Rubel and Kee, 2015). Giving employees fair compensation enhances employee commitment, influencing the employees to stay with the organization.

Using Mobley's (1977) job dissatisfaction model for further research, AlBattat and Som (2013) examined job dissatisfaction in the hospitality and tourism industry of employees in Malaysia. The findings indicated the determinants of job dissatisfaction are the poor working environment and low salaries that influence employees to quit (AlBattat & Som, 2013). Factors that influence job dissatisfaction are company policy, supervision, interpersonal relationship, working conditions, and salary (Herzberg, 1974; Herzberg et al., 1959). Further, Chen et al. (2013) identified factors that cause job dissatisfaction were workload, inadequate compensation, and work pressure.

Job dissatisfaction is a determining factor for employee's emotional exhaustion to work burnout that causes employees not to commit with the organization, thereby producing increased turnover intentions and actual turnover behaviors (MacDonald et al., 2014; Wang, Zheng, Hu, & Zheng, 2014). Wang et al. (2014) examined the relationship between stress, job satisfaction, job burnout, and locus of control, finding the degree of job dissatisfaction and burnout have a direct impact on the job performance of

employees. Pietersen and Oni (2014) explored employee turnover in a local government department in Limpopo, South Africa. The findings showed job dissatisfaction in the department was attributed to poor compensation and lack of job opportunities within the organization, in addition to problematic interpersonal relationships with management. Using Pietersen and Oni's suggestion for further research, MacDonald, Kelly, and Christen (2014) found job dissatisfaction decreased with supervisory solidarity among employees. Without balance in the work itself or conditions, supervisory relationships, an employee may continue to experience job dissatisfaction.

Employees may also, experience job dissatisfaction for other reasons. Kabungaidze, Mahlatshana, and Ngirande (2013) examined the relationship between teacher turnover intentions and job satisfaction factors and demographic variables, finding teachers were not satisfied with their job because of factors such as freedom to plan, and dissatisfied with their job because of factors such as poor working conditions. The negative impact of an organizational decline is dissatisfied employees deciding to leave the organization which results in loss of potential profits (Oliver, 2014). Some of the major reasons for voluntary employee turnover include job dissatisfaction, age, leadership, organizational culture and commitment, stress, and educational skills (Kasenga & Hurtig, 2014; Kraemer & Gouthier, 2014; Li & Zhou, 2013; Paille´, Boiral, & Chen, 2013; Van Dam et al., 2013). Hofaidhllaoui and Chhinzer (2014) discovered other research showed job dissatisfaction may still exist regardless of external factors and influence turnover intentions, whereas job satisfaction may have an adverse effect.

Arvan, Pindek, Andel, and Spector's (2019) research showed employee's perception of overqualified skills lead to job dissatisfaction. Overqualification is when the employee has more education or experience than needed for a job. The researchers found overqualification as a new area of interest in the body of research on satisfaction and dissatisfaction. Herzberg et al.'s (1959) theory did not include discussion on under or overqualified employees. According to Arvan et al, very few studies in recent years have tested the relationship between objective and perceived overqualification. Perceived overqualification may be a symptom not a cause of job dissatisfaction (Arvan et al., 2019). Cong, Rothmann, and Stander (2019) concluded that positive job satisfaction affects satisfaction with life. Their study indicated that employed individuals experience higher life satisfaction than unemployed individuals. According to Cong et al., there is a relationship between low wage satisfaction and job dissatisfaction and life satisfaction. Additional research is necessary to determine the overall reasons for job dissatisfaction which could lead to employees' intention to leave the organization.

Extrinsic motivation. Extrinsic motivation is the feeling of satisfaction derived from incentives at work such as pay, promotions, and recognition. Maslow's (1943) assumption was that lower needs of physiological, safety and social correspond to extrinsic. According to Vroom's (1964) expectancy theory, extrinsic incentives are only satisfying for employees if receiving the incentive leads to other things of greater personal value such as housing. Building on previous research of extrinsic motivation, Cerasoli, Nicklin, and Ford (2014) showed extrinsic incentives were better predictors of quantity versus quality performance in organizational development. Benedetti,

Diefendorff, Gabriel, and Chandler (2015) found the time of day significantly related to extrinsic motivation, suggesting future research is needed to understand the different effects of extrinsic motivation relevant to the time of workday.

Job dissatisfaction and organizational culture and commitment. Employees who share the values of their organization's leadership are more committed and satisfied to stay and contribute to the organization. Keskes (2014) examined organizational commitment using a quantitative examination of leadership styles of transactional and transformational and the influence on employee organizational commitment and attitudes about work. Keskes' results showed leadership positively associated with organizational commitment. According to Habib, Aslam, Hussain, Yasmeen, and Ibrahim (2014) organizational culture is an important element that influences whether an employee is satisfied or dissatisfied with the job. Also, turnover rates increased when employees were unable to adapt to the organizational culture. Habib et al. followed the assumptions of Keskes' study that, if employees are not happy because of limited employment opportunities with the organization, and an unsupportive supervisor, decreased morale and high turnover intentions can result. How an employee is treated in the workplace is a factor in job dissatisfaction of the individual.

Eisenberger, Fasolo, and Davis-LaMastro (1990) advanced Mowday, Steers, and Porter's (1979) research by measuring the extent to which employees perceived satisfaction added value to the organization. Eisenberger et al. concluded that the supervisor's evaluation of an employee determined whether the employee's commitment level to the organization was positive or negative. Employees are likely to make extra

efforts at work if they perceive organizational support from supervisors (Paille et al., 2013). Autonomous supervision is a significant factor in determining turnover intentions; thus, supervisors who received training on employment fairness and showed support to their employees increase perceived organizational support (Gillet, Gagné, Sauvagère, & Fouquereau, 2013).

Gillet et al. (2013) studied workers' perceptions of organizational support and supervisory support, motivation predicting work satisfaction, and turnover intentions. Gillet et al. results revealed worker satisfaction positively related to supervisory support whereas turnover intentions negatively related to motivation and organizational support. Supervisors and the organization have a major role in employee commitment resulting in a low rate of employee turnover. An employee becomes highly committed to the extent of the employee's emotional attachment or desire to remain with the organization (Paillé´ et al., 2013). Employees perceive supervisor support when they feel their contributions, opinions, and well-being matter (Paillé´ et al., 2013). Seeking to expand on Paillé´ et al.'s study, Biswas, Varma, and Ramaswami (2013) found employee engagement depends on the perceived support of the organization and equitable and fair procedures. Similarly, Tse, Huang, and Lam (2013) found the role of supervisors is essential because they are required to maximize employee's contributions to organizational effectiveness while maintaining a competitive advantage. Tse et al. determined if employees feel uncomfortable with their managers creating an uncomfortable work environment, they may consider leaving. Kasenga and Hurtig (2014) supported Tse et al.'s conclusion that unfair treatment by staff management contributed to staff voluntarily leaving the

organization. While Khan and Du (2014) concluded that management's relationship with employees should be strong and culture plays an important role. Supervisors play an important role in acting as mediators conveying organizational objectives and averting low morale in the workplace.

In the call center industry, as achieving the goals and objectives of the organization depend on the customer service employees, customer service representative employees expect supervisors to support them enhancing their career goals (Kang et al., 2015). Kang et al. (2015) found perceived supervisory support directly influenced the employee's work climate, whereas signs of low employee satisfaction imply an intention to quit. Their study found no significant relationship between organizational commitment and career satisfaction. Increased positive exchange relationship with employees reduces turnover intention and increases job satisfaction and organizational commitment by employees (Kang et al., 2015). Additionally, committed employees who trust managers who display high supervisory support and high regard for their feelings, are free to contribute to the organization (Frazier, Gooty, Little, & Nelson, 2015). Exceptional supervisors delegate duties by employees' skills, teach employees how to improve performance, and show respect to employees (Kang et al., 2015). When employees become unhappy with the work culture and disengage from the supervisors, they express intentions to leave the organization.

Priesemuth, Schminke, Ambrose, and Folger (2014) noted the supervisor might display abusive behavior perceived as verbally and nonverbally damaging, having a greater impact on team withdrawal than individual withdrawal. Disruptive supervisor

behavior may take place in the form of a dangerous work environment, hostile attitudes, and self-serving behavior leading to unhappy employees who psychologically withdraw from the work team. Chan and McAllister (2014) sought to expand Priesemuth et al.'s work, noting the negative impact on the supervisor-employee relationship, which often includes bitterness, mistrust, and fear, which leads to reduced employee organizational commitment, and job satisfaction. Priesemuth et al. concluded that having an abusive supervision climate affects individual and group outcomes that affect employees' performance, health status, and even social interactions.

Using Priesemuth et al.'s suggestion for further research, Henle and Gross (2014) studied employee's emotional stability, conscientiousness, and agreeableness, and the relationship to perceived abuse from their supervisors is focusing mainly on a victim precipitation theory. Henle and Gross's findings indicated emotionally unstable employees experience negative emotions related to higher levels of supervisor abuse. With approximately 1.4 million employees subject to the adverse effects of abusive supervision, costs to include turnover can reach over $24 million for many business leaders annually (Henle & Gross, 2014). Empirical studies showed that abused supervision over time increased employee psychological distress, emotional exhaustion, and anxiety (Henle & Gross, 2014). Other research studies identified by Chan and McAllister (2014) linked abusive supervision to reduced employee performance, turnover, resistance behavior, and counterproductive work behavior. With the rising cost of employee hiring and retention, companies must develop policies that deal with abusive behavior in the workplace.

Many researchers successfully studied antecedents and the consequences of abusive supervision. Results of Wang and Jiang's (2014) study found unexpected abusive supervision-narcissism. According to Wang and Jiang, existing research of supervision over the past decades included antecedent supervisor-level factors such as abusive supervision experiences from previous managers, perception of injustice, work stress, emotional intelligence, and perceived deep-level dissimilarity with subordinates. Efforts to reduce abusive supervisory behavior will increase employee's trust in organizational processes. To address the issue of abusive supervision, Chan and McAllister (2014) further suggested that supervisors and subordinates must have the counseling, workplace diversity, and confidential service that addresses abusive behavior with measures of reporting the behaviors to the proper authority. Another suggested approach is to have a management performance system that allows reporting of abused behavior or establishing hotlines to report any observed behavior for the treatment of abusive behavior (Chan & McAllister, 2014).

Job dissatisfaction and working conditions. While it is important to ensure a positive work environment, a safe environment is equally important. The Occupational Safety and Health Administration Act 1970 provides clear guidelines for a safer work environment (McSweeney-Feld & Rubin, 2013). Matz, Wells, Minor, and Angel (2013) examined the personal characteristics of work environment variables in predicting intentions of 739 workers in correctional facilities to quit. Matz et al. findings showed that 11% of the study participants planned to leave the job within a year. When working conditions are positive with managers, it can produce a work environment of dedicated,

committed, and satisfied employees (AlBattat & Som, 2013; Leip & Stinchcomb, 2013; Matz, Wells, Minor, & Angel, 2013). Leip and Stinchcomb (2013) found work environment was statistically significantly related to turnover intentions, with those who work in a positive climate with less turnover than their peers.

From an earlier study conducted by Mobley in 1977, Mobley assumed job dissatisfaction came from poor working conditions, like a model illustrating the steps to job dissatisfaction, discussed earlier. The importance of having good working conditions is vital to deterring turnover crises and work termination as a final decision of employees. Guillén, Ferrero, and Hoffman (2015) explored some determinants of motivation related to working conditions, proposing a model that offered a complete classification of employee motivations through the integration of areas of psychology, ethics, morality, and spirituality. Guillén et al.'s study may provide a framework for managers to improve healthy working conditions in the organization and how managers perceive its people and what motivates them. Under the Occupational Safety and Health Act 1970, it is the employer's responsibility to provide training programs and publications ensuring a safe and healthy workplace for employees (Brauer, 2016).

AlBattat and Som (2013) along with Leip and Stinchcomb (2013) noted a poor work environment is a source of employees' dissatisfaction increasing the number of turnover intentions and reason to change jobs. Furthermore, Murrar and Hamad (2013) found the quality of complex or simple jobs affects the employees' satisfaction at the workplace, which influences employee intentions to leave. Dahl and Olsen (2013) found workplace accidents occur in the work environment because of the lack of following

rules and procedures and safety precautions. They also noted managers' daily

participation, at the workplace influences the improvement level of safety compliance

(Dahl & Olsen, 2013). McCaughey, DelliFraine, McGhan, and Bruning (2013) indicated

work injuries and illness on the job could lead to job stress, job dissatisfaction, and

intention to leave for employees. Injuries also foster a perception of a poor work climate.

Leadership involvement, whether direct or indirect influences safety compliance and

changes worker behavior related to safety and job satisfaction.

Oladotun and Öztüren (2013) noted a shallow relationship between stress and job

satisfaction, with the stressed worker not likely not to be satisfied with the job. For

example, Li and Zhou (2013) used a qualitative approach to explore the impact of

customer verbal aggression on employee turnover intentions and the mediating role of

employees' emotional exhaustion in a call center environment. Li and Zhou's finding's

revealed customer verbal aggression and emotional exhaustion were weaker within teams

with high emotional organizational support. Kraemer and Gouthier (2014) supported that

feeling stressed and feeling burnout increased the intention to leave among the call center

agents in call centers in Germany handling inbound and outbound calls. Kraemer and

Gouthier further noted job pressure and work interruptions substantially drive emotional

exhaustion among call center workers and increases turnover intentions creating negative

outcomes for the organization. Khan and Du (2014) found significant adverse

associations between workload, compensation, work conditions, and benefits of call

center employees, and their intentions to leave. Also, Khan and Du argued stress

originates from role conflict and ambiguity. Stress can affect other areas of a worker's

life such as becoming withdrawn, sleep-deprived, lack of concentration, increased work errors, and voluntary turnover (Kraemer & Gouthier, 2014).

Moreover, Kumar, Dass, and Topaloglu (2014) noted among employees who recently quit firms; the work environment is an antecedent of voluntary turnover rather than age, gender, and race; while work environment did influence job satisfaction. Employees feeling stressed in the call center environment because of job overload (lack of staff), emotional labor, unfair treatment, and lack of organizational support are indicators of job dissatisfaction and the likelihood of incidents of higher turnover. To increase employee satisfaction and commitment, reducing frequent employee turnover managers cannot overlook working conditions (Yang, Ju, & Lee, 2016). Call centers are highly stressful environments.

Employee turnover was found to increase when employee injuries resulted from bad working conditions, and lack of organizational support (Brewer, Kovner, Greene, Tukov-Shuser, & Djukic, 2012). A poor working condition affects employees' job satisfaction (Kumar et al., 2014). Business leaders are responsible for encouraging an atmosphere that motivates employees to act safely and promote safety measures that decrease injury rates and increase employee retention rates while reducing employee turnover rates.

Literature Pertaining to Theme of Retention Strategies

The cost associated with turnover will continue to rise if managers do not identify strategies to retain highly motivated and skilled workers. The average turnover rate in a call center is 20%, and the direct cost averages 16% of annual gross employee earnings

(Flint et al., 2013). According to Flint et al. (2013) turnover costs are often difficult for management to track because there no financial tools to measure the impact on the organization. Newly hired call center employees receive 15 days of training, and average two weeks to become proficient on the job (Flint et al., 2013). Hancock, Allen, Bosco, McDaniel, and Pierce (2013) conducted a meta-analytic review of 48 independent studies (24,943 samples) found the type of turnover moderates the relationship between employee turnover and organizational performance, with the negative effects of voluntary turnover to include three types of business performance financial or profitability status, customer services, and labor productivity.

The consequences of turnover on organizational performance are such effects as revenues, profits, customer service, and profits. Excessive turnover can be expensive to an organization because of recruitment, selection, and training cost for new employees while customer service quality is diminished (Tews et al., 2014). Leaders must know the factors associated with the turnover to eliminate rare occurrences (Memon et al., 2014; Nelson & Daniels, 2014). Dominguez (2014) identified eleven variables as indicators of intention to leave: attitudes towards work, perceived unsupport, detachment from the organization, perceived injustice, unfair policies, stress, unsupportive leadership, conflict and environmental influences, unfavorable attitudes, personality conflicts, and lack of career opportunities. Evidence based on the indicators should include additional testing by different countries, research designs, organizations, and samples to understand turnover intentions and turnover (Dominguez, 2014). Holtom and Burch (2016) developed a turnover-based model to examine how different types of turnover cost, direct

and indirect, influence aspects of customer service. Examples of direct costs that managers need to consider are recruitment, hiring, and training costs, as well as intangible costs. The Bureau of Labor Statistics (2017) reported over 3.2 million employees voluntarily left organizations at the end of January 2017, a 2.2% increase from 2016. Retention issues will continue to negatively affect organizations because of the loss of the most valuable resource; employees.

The major challenge facing leaders is to develop retention strategies for decreasing turnover rates. Researchers Gialuisi and Coetzer (2013) noted small business owners used salary, training, employee engagement, and recruitment as remuneration-based retention strategies. Khan and Du (2014) indicated recognition, pay, training, as strategies for reducing turnover intentions. In the call center environment, work-life balance is a key variable to retention (Deery & Jago, 2015; Lamm, Tosti-Kharas, & King, 2015). In exploring some sound retention strategies on how an organization can minimize the turnover rate and retain employees, Abdullah Al Mamun and Nazmul Hasan (2017) agreed with Khan and Du that recruitment, retaining valuable employees, training and development, management relationships, and job satisfaction are key retention strategies for an organization's success. Retention strategies studied by Gialuisi and Coetzer, Khan and Du, along with Abdullah Al Mamun and Nazmul Hasan supported motivator factors discussed by Herzberg et al. (1959) that may increase job satisfaction and reduce turnover intentions. From earlier discussions, Herzberg et al. described motivators such as quality performance or achievement, recognition, and work itself or interest as factors that give an employee satisfaction on the job that may be used as retention strategies. Retention

strategies are critical to the long-term success of any organization (Kumar & Mathimaran, 2017). Understanding strategies related to motivators may contribute to effective retention strategies.

Call centers are a fast-paced environment with employees working to provide excellent customer service for businesses. Call centers are the primary source for building relationships between excellent customer service and generating revenue for businesses (U.S. Bureau of Labor Statistics, 2015). Since 2014, the United States employed population generated over 2.5 million call center jobs, with expectations to increase to more than 2.8 million by 2025 (U.S. Bureau of Labor Statistics, 2015). Call center leadership and managers need to develop strategies to keep employees motivated in a highly stressful environment.

Age is an important factor to consider when developing strategies to reduce turnover intentions with an aging workforce. Toossi (2005) projected that by 2012 the workforce of workers aged 55 and older would increase by 3.6% from workforce growth since early 2000. Moreover, according to The Bureau of Labor Statistics (2015), this rate is projected to increase to 21.7% by 2024, with baby boomers living longer, representing 8.2% of the civilian labor force. In their studies on population aging, Bloom et al. (2015) and Jeske and Roßnagel (2015), provided evidence suggesting older workers can perform at a similar level to their younger colleagues when they can utilize strategies and resources to complete tasks. These positive attributes may diminish managers' concerns about the risk of turnover associated with retirement. Sabbath, Lubben, Goldberg, Zins, and Berkman (2015) noted finances, health, and work conditions play a major role in the

timing and justifications employees decided to retire from the workforce. Beam, Hyman, and Theoharides (2017) noted the importance of work experience among service sector jobs such as in call centers in meeting financial goals, showing older versus younger applicants received 23 % more callbacks, and younger workers more likely to resign from the call centers because of better opportunities. Besen, Young, Gaines, and Pransky (2016) concluded employees ages 20-24 would change organizations, and sometimes careers, several times throughout their working years leading to shorter job tenure. Younger employees are not as loyal to the organization or willing to remain their entire career as older employees (Kooji et al., 2013). Older workers compared to younger workers are likely to have lower turnover intentions if employment agreements are upheld. Kraak Lunardo, Herrbach, and Durrieu (2017) found older workers intentions to leave an organization happen when there is a breach in fair treatment of employee groups, lack of interesting work, and unfair salary and benefits package.

Previous research indicated that age and developmental opportunities are antecedents of turnover intention. Findings of a study by Van Dam, Meewis, and Van der Heijden, (2013) study of 461 Dutch nurses indicated turnover intention was predicted by age, the ability to deal night shifts, social support and development opportunities. Iweins, Desmette, Yzerbyt, and Stinglhamber (2013) proposed a model hypothesizing that dual identity would mediate the relationships between a favorable intergenerational context at work on one hand, and less ageism at work and lower intentions to quit on the other. The findings showed younger employees stayed longer with their employers when they developed a relationship with older employees (Iweins et al., 2013). Research by Henry,

Zacher, and Desmette (2015) tested the relationship between age and opportunities of intergenerational contact quality to predict age bias and turnover intentions. Their study conclusion supported socioemotional selectivity and self-categorization theories, noting age-related differences related to turnover intentions had a higher impact on older versus younger employees (Henry et al., 2015).

Employee turnover has been one of the most studied topics for many researchers personnel, behavioral scientists, and management practitioners because it is important to companies wanting to retain a talented workforce (Memon, Salleh, Baharom, & Harun, 2014; Ribeiro & Semedo, 2014). High employee turnover rates are costly and a long-time problem for companies (Pang, Kucukusta, & Chan, 2015). Recruitment and training expenses, as well as current employee overtime to cover lost workers, are the direct costs (Pang et al., 2015). Indirect costs because of disruptions in organizations include decreased productivity, diminished morale, and loss of top and talented performers (Pang et al., 2015). Kumar and Mathimaran (2017) noted losing a middle manager equate to a loss of up to five times the manager's salary. With different employee personalities in an organization, human resources management must develop retention strategies to address employee needs. Abdullah Al Mamun and Nazmul Hasan (2017) suggested nine strategies to reduce employee: recruiting suitable employees, retaining valuable employees, effective leadership, training and development, identify economic problems, job satisfaction, labor unions, organizational culture, and balancing work and family life. While job satisfaction is a determinant of employee retention, other factors should be considered in an organization such as organization stability and higher wages compared

to other companies. Therefore, managers need to identify the reasons employees intend to leave an organization and the necessary strategies to reduce turnover intentions.

Transition

Section 1 included the introduction of strategies that may be used to reduce employee turnover intentions. The section began with the foundation of the study, the background of the problem, problem statement, and purpose statement. The problem statement and purpose statement provided the basis for the study. Other parts of the section included the nature of the study, the research question and interview questions, the conceptual framework for the study, operations definitions, assumptions, limitations, delimitations, and significance of the study. In Section 1, I also reviewed the academic and professional literature that pertained to my conceptual framework. I used Herzberg's motivation-hygiene theory to support my literature review on job satisfaction and the phenomena.

In Section 2, I include the purpose of the study, the role of the researcher, the participants, methods and designs, population, sampling, and ethical research. This section also, includes the data collection instruments and technique, reliability and validity, and data organization technique. Section 3 contains the findings of my research study, and I discuss the implications for change.

Section 2: The Project

In Section 2, I discuss and provide a detailed analysis of my study. This section contains the purpose statement, the role of the researcher, the study participants, research and design methods, population and sampling, and the ethical considerations I will adhere to within the study. Section 2 also contains a description of the data collection instruments, data collection technique, data organization technique, data analysis, reliability, and validity of the collected data.

Purpose Statement

The objective of this qualitative single-case study was to explore strategies call center customer service managers implement to increase employee job satisfaction to reduce voluntary employee turnover intentions. The population included 12 customer service managers in a call center in northeast Ohio who have implemented strategies that have increased employee job satisfaction and reduced voluntary employee turnover intentions. The implications for positive social change from the findings include the potential to identify call center business practices and employee retention strategies to reduce unemployment rates. Leaders, who improve organizational performance through the implementation of strategies to reduce voluntary employee turnover intentions, could create a stable workforce that may increase contributions that organizations and employees make to their communities (Bruque et al., 2016). If employees are not leaving their jobs, they are not unemployed, and lower unemployment benefits local economies (Lange, 2013).

Role of the Researcher

The researcher's role in a qualitative case study includes selecting participants and conducting interviews for the data collection process (Peredaryenko & Krauss, 2013). I was the primary data collection instrument in this study. The researcher's role also includes designing the study and collecting, organizing, and analyzing the data. My role as a researcher in this study was to gain insight into the themes derived from the phenomena of the participants' lived experiences through interviews and focus groups. Researchers immerses themselves in the data collection process to gain different perspectives about a study (Cronin, 2014). My prior experience and educational background are in the accounting and finance industry. My accounting experience is in auditing and analysis in various fields in the public, private, and nonprofit sectors. I had no prior or current experience in the call center industry.

As outlined in the Belmont Report (1979), it is the researcher's role to adhere to ethical principles. As a researcher in this study, I applied the ethical standards to protect the rights of each participant. Vitak, Shilton, and Ashktorab (2016) identified the protection of individual subject rights as the most important aspect of any study. The three basic ethical principles of the Belmont Report are respect of persons or human subjects, beneficence or well-being, and justice or fairness (U.S. Department of Health and Human Services, 2016). Westfall et al. (2016) noted that protecting human rights is the moral responsibility of the researcher and goes beyond the study. I treated all participants with respect and determined their willingness to be a part of the study through the application process. Researchers signed informed consent forms, which

provided study-specific plain language regarding the risks and benefits of participation, confidentially, and information related to the study (Lentz, Kennett, Perlmutter, & Forrest, 2016). Grady (2015) added that an informed consent form is a legal, ethical, and regulatory required document in research.

A researcher must set aside any subjective experiences, beliefs, and attitudes to reduce bias (Moustakas, 1994). A researcher must be aware of two types of bias in a qualitative study: the researcher's own belief to anticipate what they observe, and the selection of small and specific examples to study (Morse, 2015). Gaya, Struwig, and Smith (2013) recommended that to mitigate and reduce bias, qualitative researchers need to ask pertinent questions, listen attentively, adapt to unforeseen circumstances, and grasp the issues addressed in the study. I minimized any potential bias by collecting data for the study from reliable sources about the topic. To further reduce bias, I did not select participants I had any personal or business relationship with. I conducted semistructured interviews and focus group discussions to collect data. The use of semistructured interviews by a researcher provide in-depth information leading to strategies leaders use to reduce employee turnover intentions (Gioia, Corley, & Hamilton, 2013). I followed the interview protocol that was appropriate and congruent with the aim of the research (Castillo-Montoya, 2016). According to Castillo-Montoya (2016), a four-phase process of (a) aligning interviews to research questions, (b) constructing inquiry type conversations, (c) receiving feedback on interview protocol, and (d) piloting the interview protocol aids the researcher in developing the appropriate instrument in conducting interviews. As a researcher, I maintained professionalism and integrity throughout the entire study.

Participants

The participants in this study included U.S. customer service managers working in the call center industry. The requirements to take part in this study included employees working in the call center industry. The criteria for potential participants in the study were as follows: (a) be willing to participate, (b) be older than 18 years, (c) have current or prior experience as a manager in a call center in northeast Ohio, and (d) have used strategies to reduce voluntary employee turnover intentions. Dasgupta (2015) suggested that finding potential participants is essential in answering the research questions. My role as a researcher was to collect data using an unbiased manner, analyze data results, and interpret the data for others to understand. Guillemin et al. (2016) noted that the researcher handles obtaining access to the research site and ethical issues that may arise during the study. To follow adherence to ethical issues, I obtained permission from Walden University's Institutional Review Board (IRB) before I conducted the study. Furthermore, a researcher's criteria for determining data validity and credibility in a study is the use of purposeful sampling (Call-Cummings, 2017).

The participants in a research study can be contacted through various methods. Qualitative researchers use e-mail, telephone, and social media to select participants for a study (Dowling-Lloyd & Suchet-Pearson, 2016). In this study, I contacted participants via e-mail and introduced myself and described the purpose of the study. I provided an invitation to take part in the study. I used professional networks, such as the organization's mentoring network, to find and recruit eligible participants from the call center industry. Peticca-Harris, deGama, and Elias (2016) stressed that researchers should

ask for the help of a gatekeeper to recruit participants when they are difficult to find. The gatekeeper can be an employee or manager of the company who may help the researcher develop a rapport and secure participants quickly (Peticca-Harris et al., 2016). I followed up with each participant to further explain the research and the policy for protecting their confidentiality throughout the study. Wallace and Sheldon (2015) suggested communicating all sensitive information and relevant steps through a point of contact named within a company. Participants named as willing to take part in the study received an informed consent form with a request to return the form signifying their voluntary consent. Once all potential participants returned the informed consent forms to me, I scheduled individual face-to-face interviews (Appendix A) and scheduled a separate focus group interview session (Appendix B) with customer service managers in a natural setting of the participants' choice to allow interviewees to speak freely and honestly about their experiences.

Qualitative researchers establish trust through a relationship with the participants (Guillemin et al., 2016; Valentine, Nam, Hollingworth, & Hall, 2014). I explained the interview process would include discussing, note taking, audio recording, and other techniques to capture the essence of the conversation. If any participant declined to have the interview recorded, I took detailed notes and asked for clarification as I read each interview question. Finally, I assured participants that their responses would remain confidential. Choosing codes and assigning a unique identifier to each interviewee ensured the confidentiality of each participant's response (Lyons & Coyle, 2016).

Upon completion of the interviews and the focus group, I transcribed the audio recording and notes and sent the individual interview transcripts to each participant, requesting clarification and accuracy of the information provided. I confirmed each participant's response by asking probing questions to ensure I understood their response and each response was recorded and interpreted correctly. Each participant received a follow-up invitation to review and correct the transcriptions and the opportunity to provide further insight about the original interview questions. After the interview, I used the data to develop emerging themes using NVivo 10 software and recorded conclusions in a journal. My second data collection instrument was a document review of the call center's employee handbooks.

Research Method and Design

The focus of this qualitative descriptive case study was to explore what strategies call center customer service managers implement to increase employee job satisfaction to reduce voluntary employee turnover intentions. The study involved the use of semistructured interviewing to determine from the participants' point of views their lived and perceived experiences concerning the phenomenon of employee voluntary turnover intentions. The choice of a suitable research method by the researcher is important in answering the research question in a study (O'Keeffe, Buytaert, Mijic, Brozović, & Sinha 2016).

Research Method

Researchers use three research methodologies to conduct a study. The methodologies are qualitative, quantitative, and mixed. In this study, I used a qualitative

methodology to guide the research. The qualitative methodology is appropriate when a researcher needs a deeper understanding of the participants' lived experiences through engagement and development of patterns and relationships of meaning (Makrakis & Kostoulas-Makrakis, 2016; Watts et al., 2017). Percy, Kostere, and Kostere (2015) stated that qualitative research involves people's subjective opinions, attitudes, and beliefs about their surroundings. Researchers seek to reduce personal bias by incorporating methodological strategies to ensure the trustworthiness of their findings (Noble, 2015). Researcher bias affects the qualitative method when generalizations appear from the study.

Researchers use the quantitative methodology to test the hypotheses of the relationship between variables using statistical sampling. Quantitative methodology is appropriate when collecting numeric data and performing statistical analysis of variables to give meaning to or interpretation of the data (Choy, 2014). Quantitative researchers are interested in making predictions about the cause and effect of clinical trials in an experimental setting use closed-end questions (Kavoura & Bitsani, 2014; Morgan, 2013). Therefore, the quantitative methodology was not appropriate for my study because I did not test hypotheses or make predictions nor evaluate the cause or effect of clinical trials.

A mixed methodology was not appropriate for my study because mixed methodology utilizes a qualitative and quantitative research approach and I did not use mathematical or closed-end questions in my study. Mengshoel (2012) posited that the use of the qualitative and quantitative methods requires the triangulation of both methods to address one research question. Researchers must ensure they are clear about the research

questions they wish to address in a study to avoid complexities in research answers (Harrison, 2013; Van Griensven, Moore, & Hall, 2014). The mixed methodology did not allow me to focus my research on the lived experiences of the research participants; therefore, the mixed methodology was not appropriate for this study.

Research Design

I selected the qualitative single-case study design to explore strategies call center customer service managers implemented to increase employee job satisfaction to reduce voluntary employee turnover intentions. A researcher uses a case study design to investigate how experiences or events associated with an individual, or others might be used to inform a unique issue (Watts et al., 2017). Therefore, a qualitative descriptive case study design met the needs of this study. The case study was appropriate and added rich detail of existing knowledge about voluntary turnover intentions and helped to understand job satisfaction from the perspective of the actors. Other qualitative research designs such as grounded theory, ethnography, and phenomenological research were not appropriate for this study.

Grounded theory was not appropriate for this study because the researcher seeks to use data from people to develop an explanation of a process (Percy et al., 2015). The use of ground theory by researchers involves systematic, but flexible rules for collecting and analyzing qualitative data to construct theories from useful data (Charmaz, 2014). Researchers using grounded theory may develop an analysis too quickly because of the inductive reasoning of back and forth interaction with data analysis (Glaser, 2016).

Ethnography design was not appropriate for this study because the focus of using the design involves the investigation of social groups, customs, beliefs, behaviors, as defined by the culture of the research participants (Percy et al., 2015). The ethnographic design also is an attempt by the researcher to see correlations between the participant's meaning of social action and the participant's social position (Lichterman, 2017). Furthermore, ethnography research design involves the researcher analyzing the meaning of an action (Lichterman & Reed, 2015). Finally, the phenomenological research design was not appropriate for this study because researchers use this design approach to explain the identity of a phenomenon or event through the lived experiences of research participants (Vakoch, 2014; Van Manen, 2016). The researcher using the phenomenological design is interested in understanding the participant's conscious point of view as they experience the event (Moustakas, 1994). Case study research design was appropriate for this study because there were clear boundaries found as the object of the study which differentiated it from any other collection of instances (Percy, 2015; Thomas, 2011). Data saturation is reached in a qualitative case study design when there is no new theme, no new coding, and the ability to replicate the study (Fusch & Ness, 2015). I conducted interviews with 12 customer service managers, providing me with varied perspectives on the phenomena to gather data in a quickly to reach data saturation. Therefore, a qualitative single-case study design appeared as the appropriate research design to inquire into the participants' lived experience to describe and understand the study phenomena of employee turnover intentions.

Population and Sampling

Creswell and Poth (2017) suggested that in a qualitative study, a researcher should choose research participants who are familiar or knowledgeable of the study phenomenon, and they can speak about their lived experiences. According to Hulley et al. (2013), a researcher must define the specific criteria and recruitment method for choosing study participants. I used a purposeful sampling method to select participants who have implemented strategies that increased employee job satisfaction and reduced voluntary employee turnover intentions. The population for the single-case study was managers at one call center in northeast Ohio.

Defining Population

Purposive population criterion is appropriate when the participants have unique, perspectives on the phenomenon (Davis, 2013; Perry & Nichols, 2014). Researchers select participants willing to provide information-rich cases about their experiences (Guetterman, 2015). The population of my study involved customer service managers of call centers who interacted with employees regularly. The criteria for potential participants in the study were as follows: be willing to participate, be older than the age of 18 years, have experience as a manager in a call center in northeast Ohio, and used strategies to reduce voluntary employee turnover intentions. I chose the 12 participants for my study from a total population of one call center with intermediate level customer service managers in northeast Ohio. I determined my population to include six customer service managers for individual interviews and six customer service managers for the focus group interviews. The sample size should reach the number of participants

necessary to meet data saturation standards (Walker, 2012). Yin (2014) said that a

smaller population sample is best for case studies. A researcher determines the sample

population of participants to understand all parts of the study phenomenon (Cleary,

Horsfall, & Hayer, 2014). Selecting the right sample size is important for ensuring

realistic, and the use of smaller population would allow me to collect in-depth data.

Sampling

In my study, I used a purposeful sampling of a call center in northeast Ohio. The

purposeful sampling method of selecting participants is best when a thorough

understanding of the phenomenon is needed (Robinson, 2014). Bailey (2007) discussed

the types of purposive sampling qualitative researchers use to achieve study goals.

Purposeful sampling is a nonrandom method to ensure the sample is representative of the

sample universe. Robinson (2014) identified the significant case, intensity, deviant case,

an extreme case, and typical sampling as purposive sampling strategies that ensure

certain types of individuals are defined within the sample universe and part of the study

sample.

Trotter (2012) said the advantage of using the purposeful sampling criterion is

that the researcher can quickly gain access to a specific population. Yilmaz (2013) also

reported another advantage of using purposeful criterion sampling is the researcher can

conduct interviews with a smaller sample. I used purposeful criterion sampling, it

allowed me to conduct my study focused on the research question. I also, selected, my

sample from northeast Ohio because the sample size established boundaries. Therefore,

the purposeful sampling method worked for my study.

In a qualitative study, data saturation is defined as the stage in the research inquiry when no new patterns emerge (Fusch & Ness, 2015). Guest, Bruce, and Johnson (2006) determined that a researcher conducting 12 interviews can achieve data saturation. Guetterman (2015) concurred with Guest et al.'s analysis and found studies including assessment of saturation had a lower sample size. Boddy (2016) suggested that the sample size of 12 participants might be enough for data saturation when the participants come from a relatively homogeneous population. Robinson (2014) described a homogeneous sample population as to who/what is permissible (included) or who/what is not permissible (excluded) in a case study. According to Tran et al. (2017), the sample size is dependent on the principles of data saturation and the researcher's judgment and experience. The goal of the qualitative research inquiry is to obtain enough information to thoroughly describe the phenomenon, not a fixed number of study participants (O'Reilly & Parker, 2013). I conducted in-depth interviews with the call center to achieve data saturation. I achieved data saturation once I had enough information to repeat the study, no new information or themes seen while conducting the interviews emerged, and no other participants needed for the study. I observed and noted any emerging themes and repetitive answers throughout the interview process. Data saturation will be obtained through the interviews and observations of the participants' organizational processes.

Ethical Research

This section includes the ethical process I will adhere to during the study. Also, included in this section is the process for issuing the informed consent forms to participants and the process for participants who withdraw from the study. Finally, I

provided the steps to ensure participant privacy and the process for securing documents upon completion of the study.

Informed Consent

Each participant in the study signed an informed consent form and signed electronically by replying, "I consent." The participant consent form included an invitation to consent, background information, procedures, voluntary nature of the study, risks and the benefits of participating in the study, compensation, confidentiality contacts and questions, and obtaining consent statement. Sound ethical research requires that study participants provide voluntary informed consent before the study begins (Lentz et al., 2016). A copy of the signed consent form remained with each study participant (Baiden et al., 2016). Participants received an invitation via e-mail to take part once I received approval from the IRB to conduct research granted through Walden University. The Walden IRB approval number for this study was 12-18-18-0048952 and expired on 12-17-2019. Additionally, each participant was provided with a telephone number and e-mail address for clarification related to the study (Addissie et al., 2016).

As a voluntary study, participants were not compensated and could withdraw from the study at any time either before, during, or after the interview by e-mail, telephone, or face-to-face notification (Baiden et al., 2016). The specific requirements to withdraw from the study were outlined in the individual participant consent form with instructions to send withdrawal requests. I explained the interview process and the method of recording the interview via audio recording and note-taking. To keep the confidentiality and privacy of the study participants, I assigned labels. I will store data

collected in the study in a locked storage cabinet on a password-protected flash drive for a minimum of 5 years as required by Walden University. After the 5-year required data storage period, I will remove and destroy all electronic data from all hard and removable drives along with shredding any written or recorded data from the study. This is the final doctoral manuscript with approval number 12-18-18-0048952 from Walden University's Institutional Review Board (IRB).

Data Collection Instruments

I was the primary data collection instrument in my study, and I conducted semistructured interviews and focus group interviews to collect data in a closed setting. In qualitative studies, interviews are the primary source of data and the researcher is the primary instrument to observe the phenomenon (Merriam & Tisdell, 2015). A semistructured interview research instrument requires the researcher to collect detailed data from the study participants which allows for relevant issues to emerge (Abildgaard, Saksvik, & Nielsen, 2016). Irvine, Drew, and Sainsbury (2013) found face-to-face, telephone, e-mail, and messenger as four main semistructured interview types. Irvine et al. (2013) stated face-to-face interviews allow the researcher to recognize nonverbal cues which are difficult to detect through other interview types. O'Keeffe et al. (2016) described semistructured interviews as an opportunity to collect detailed information in a standard way to uncover emerging issues.

In my study, I conducted face-to-face interviews with customer service managers. Each study participant interview included audio recordings and open-ended questions. The other instrument I used in my study is focus groups. Study participants as part of a

focus group may not know each other yet have a common experience related to the

phenomenon (Carey & Ashbury, 2016). Carey and Asbury (2016) also, discussed the

researcher's ability to engage participants in stimulating conversation as a benefit of

conduct interviews with a focus group. Yin (2014) recommended following an interview

protocol for case studies that include determining and defining the research questions,

determining the data gather method for the case then the analysis technique, prepare to

collect the data, collect the data in the field, evaluate and analyze the data, and prepare

the findings.

To ensure reliability and validity, I followed the steps and procedures of data

collection, data technique and data analysis for my study. According to Babbie (2013),

validity and reliability are essential for exact research. Houghton, Casey, Shaw, and

Murphy (2013) posited qualitative researchers use repetitive questions to ensure the

trustworthiness and reliability of the study by asking the same questions of each

participant. Methodological triangulation is the process of collecting data from multiple

sources to confirm themes (Hussein, 2015). I collected data from the call center's

company website, company employee handbook, and participant interviews or other

documents that the customer service managers provided related to customer service

positions. Researchers use the triangulation method when interviewing individual

participants at separate times to gain similar views without conflicting interpretations

(Lincoln & Guba, 2017). Member checking is the process of the researcher approving the

accuracy of data collected from study participants (Marshall & Rossman, 2016).

I followed the interview protocol in Appendix C that was appropriate and congruent with the aim of the research. According to Castillo-Montoya (2016), a four-phase process of aligning interviews to research questions, constructing inquiry type conversations, receiving feedback on interview protocol, and piloting the interview protocol aids the researcher in developing the appropriate instrument in conducting interviews. As a researcher, in this study, I maintained professionalism and integrity throughout the entire research study.

Data Collection Technique

I was the primary instrument in my study and conducted semistructured interviews and focus group interviews to collect data in a closed setting. The data were collected through semistructured interviews conducted face-to-face using a recording device following the interview protocol (see Appendix C). The data collection technique of conducting semistructured interviews and focus groups allows participants to speak freely about the phenomenon (Mojtahed et al., 2014; Seidman, 2015). The preferred method of recording each interview was Audacity, a free voice recording software. The software provides security features to store data safely. Selecting the right method avoids sharing personal information with others and preserving the integrity and privacy of the data (Greenwood, 2016). Other voice recording methods such as a cellular phone, digital recorders did not offer an encryption security feature to securely store data on a computer.

To ensure a higher opportunity of having enough study participants to interview, I developed a rapport with each participant concerning the participation in the study. I

worked with the organization's departmental secretary to name the gatekeeper. Dempsey

et al. (2016) suggested finding the gatekeeper of an organization, with a wealth of

knowledge about who can provide access to individuals. Maramwidze-Merrison (2016)

described the gatekeeper's responsibility to screen and approve who gets granted access

to individuals in the company. Gatekeepers also, add creditability and validity to a study.

  The data collection technique process began by obtaining approval from Walden

University IRB. Once IRB approval, participants were recruited from the call center

department within the organization, receiving an invitation via e-mail to take part in the

study. A population of 30 people were invited to participate, and 12 people agreed to take

part. From criteria in the informed consent form, six mid-level managers were selected

for individual interviews and six senior executives or senior-level managers for the focus

group interviews. Each participant received an informed consent form to read and sign

via e-mail stating "I consent" in the subject line. Signed informed consent forms

remained with each participant and they received a copy of the interview questions before

the meeting. Interview times to conduct a face-to-face interview for individuals who

consented to take part in the study were by phone or e-mail. And, for the participants'

privacy, confirming a preferred designation of the interview. The participants and I will

be in a closed room or secure location without interruptions with the permission of the

site director. Along with face-to-face interviews, conducting focus group interviews

provided cooperation of ideas and further elaboration of research questions that may not

occur outside the group (Cleary, Horsfall, & Hayter, 2014). Dempsey et al. (2016)

suggested several elements for successful qualitative interviews listed in Table 2.

Table 2

Framework of Essential Elements in Qualitative Interviewing

Elements	Considerations	Action
Preparation, planning and implementing an interview schedule	Select the correct research methodology and data collection tool/s to acquire data from participants. Develop an interview schedule and have a thorough knowledge of this interview schedule. Use the interview schedule flexibly as a guide to facilitate meaningful discussion between the researcher and participant.	Liaise with research supervisor or research team to decide which research methodology best addresses the study's research question, aims, and objectives. Develop an interview schedule with predetermined questions focusing on the study's research question and aims. Conduct pilot interviews to troubleshoot issues with interview schedule questions.
Accessing vulnerable groups.	Consider issues with accessing gatekeepers of vulnerable groups and negotiating accesses to participants. Participants require sufficient information to make an informed decision to participate. Consider how participants may contact researchers to self-select to participate in a research study (text message, telephone call, or return postal consent form).	Meet gatekeepers in person to facilitate relationship building, develop trust, allow questions to be asked and clarification to be sought. Explain to gatekeepers the perceived benefits of taking part in research. Provide detailed study information to potential participants and contact names and numbers if they wish to partake in the research, Consider utilizing social media to recruit participants.
Time and location of Interviews Rapport and relationship building Therapeutic interviewing	Flexibility on the part of the researcher. Consider how to deal with distress and emotions. Care is required for the participant and researcher. Interviews may be therapeutic for participants. Relationship development which is mutually trusting and positive facilitates discussing sensitive topics. Know your interview questions so that your schedule is a guide, allowing free flow of conversation. Develop skills in empathic listening and being comfortable with interview silences. Consider how you will deal with distressed participants. Location of the interview is key to allow for free-flowing discussion. Consider the need for refreshments and tissues during interviews.	Conduct interviews at a time and location which is suitable for the participant. Effective listening is required. Support structures may be required to deal with distress. Rapport development and a trusting relationship are key to facilitating discussion of sensitive topics. Thorough knowledge of interview questions is required for free-flowing conversation between researcher and participant. Avail of qualitative interviewing training. Develop a distress protocol. Source a quiet, private interview location free from interruptions. Provide water and tissues to participants to promote comfort.
Ethical considerations	Trust, Informed Consent, Anonymity and Confidentiality.	Devise a risk assessment and distress protocol. Adhere to ethical research principles.

Note. Adapted from "Sensitive interviewing in qualitative research," by L. Dempsey, M. Dowling, P. Larkin, and K. Murphy, 2016, *Research in Nursing & Health, 39,* p. 481. Copyright 2016 by Wiley Periodicals Inc. Reprinted by permission.

Qualitative researchers should follow the same data collection steps for semistructured and focus groups to conduct interviews and collecting data. Creswell and Poth (2017) outlined observations, interviews, documentation, and audiovisual materials as data collection approaches used in qualitative research. For my study, I chose semistructured interviews and focused group interviews with customer service managers as the data collection technique. An interview protocol was used to share important details about the study with the participants. To guide the interview process, I kept the discussions informal to encourage participants to speak freely. Semistructured interview techniques used in this study provided data necessary to answer the research question (Leskovec, Rajaraman, & Ullman, 2014). The focus group interview technique allows participants to share their thoughts about the phenomenon (Clow & James, 2014). I asked questions that ensured methodological triangulation of data source, and insight to strategies that may reduce voluntary turnover intention shown in the interview protocol in Appendix C.

The advantages of conducting semistructured interviews are the opportunity for participants to speak freely, the emergence of more information, and one-on-one interaction with participants (O'Keeffe et al., 2016). Kallio, Pietilä, Johnson, and Kangasniemi (2016) said the flexibility and versatility of participants and researchers to work together as an advantage of semistructured interviews. McIntosh and Morse (2015) said the same semistructured interview questions are asked of all participants systematically to interpret discrepancies in the data. Disadvantages of semistructured interviews are a lack of highly skilled researchers with written communication

competencies (O'Keeffe et al., 2016). Brinkmann (2014) said that a researcher could overlook nonverbal signs and gestures during the interview which may provide valuable information in the transcribing of the data. I did not notice any nonverbal cues as part of the interview sessions. All participants appeared relaxed and engaged during the interview process. Vogl (2015) noted costs related to time and travel, interview distractions, and richness of the data collected in the interview process as a disadvantage of semistructured interviews.

Focus group interviews allow participants to interact and express opinions and ideas related to a topic or issue (Cyr, 2016). Participants can work towards a consensus on a complex phenomenon as the validity of data analysis. Focus groups help researchers simultaneously collect multiple responses (Cyr, 2016). Focus groups are best suited for knowledgeable individuals, good communicators, and willing to provide detailed information for the researcher (Carey & Asbury, 2016). Limitations of focus groups are groupthink or robotic responses, inability to capture participants' conversations in a natural setting, and researcher's lack of control over data generation (Fetters, Guetterman, Power, & Nease, 2016). I did not conduct a pilot study for my study because I refined my questions to align with my research. According to Eldridge et al. (2016), a pilot study is a series of mini studies conducted in preparation for the main study.

Upon completion of each interview, I thanked each participant and informed them that member checking would be part of a follow-up session. I transcribed the interview responses after completion of all interviews. The department handbook written by employees for employees was also, used in transcription to ensure data triangulation.

Member checking was achieved by allowing each participant to review the data collected and provide feedback or clarity on what was discussed in the interviews. The follow-up sessions were scheduled 1 week after initial interviews for each participant to validate and ensure the accuracy of the data. Birt, Scott, Cavers, Campbell, and Walter (2016) described member checking for qualitative studies as the researcher consulting with each study participant to confirm the transcribed data information is accurate and truthful. Also, the member checking process is necessary for data interpretation accuracy and analysis credibility, and for achieving data saturation (Birt et al., 2016; Houghton, et al., 2013). I performed transcript verification and member checking to confirm the accuracy of data collection and interpretation and imparting credibility to my study from each participant.

Data Organization Technique

Sanjari et al. (2014) suggested a researcher's best approach to documenting accurate interview data were to assign generic codes for each participant. Generic coding allows a researcher to name each participant and protect the participant's identity (Johnson, 2015). I used a letter system to name the participants in my study. Each participant was assigned a letter from 1 to 10 (higher or lower numerical value, as needed), continued by the letter P (for the participant). I stored audio-recorded data collected from the individual face-to-face interviews and focus group interviews for a minimum of 5 years in a locked storage cabinet on a password-protected flash drive as required by Walden University. After the 5-year required data storage period, I will remove and destroy all electronic data from all hard and removable drives along with

shredding any written or recorded data from the study. Password protection of data prevents alteration, misplacement, or lost data. Wei, Liu, and Hu (2015) recommended storing data and transcribed interviews using current storage technology. I performed input and stored data into separate files for coding from the participant's responses and identified themes from the interviews into Microsoft Word. McGuirk and O'Neill (2016) recommended encryption to increase the security of any master file system to include audio files, transcripts, journal notes, and the data labeling system in an offline location. I kept all data stored in a locked cabinet and will keep the data for 5 years from graduation date. I will destroy all interviews and study-related material after the expiration of 5 years.

Data Analysis

For this study, I developed the research question to explore strategies call center customer service managers implement to increase employee job satisfaction to reduce voluntary employee turnover intentions. Data analysis is the systematic approach which researchers use after conducting the interview process to become familiar with the phenomenon and show trends as themes and content emerge (Johnson, 2017). As noted earlier by Herzberg et al. (1959), they explained how motivation factors lead to increased job satisfaction, while hygiene factors must be considered to avoid job dissatisfaction. Data analysis of the data collected supported the conceptual framework of the study. I used semistructured and focus group interview questions as part of the data analysis for this qualitative case study. A specific to broader generalization approach to analyzing the data were used in this study to include coding, categorizing, and abstracting.

The data analysis also included member checking as part of the process. Researchers conduct member checking for clarification of data collected during the interview process (Houghton et al., 2013; Morse, 2015; Stansen & Chambers, 2019). There are four types of triangulation: methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation. For my study, I used method triangulation. In qualitative research, the researcher conducts triangulation by collecting data from multiple sources ensuring rich, in-depth information (Wilson, 2014; Yin, 2014). Ebrahimi et al. (2016) described triangulation as a useful method to gather quality and quantifiable data from different methods, sources, and participants for research purposes. Methodological triangulation involves a deeper understanding of the phenomenon by the researcher using multiple data sources such as documentation and interviews (Heale & Forbes, 2013; Marshall & Rossman, 2015). Methodological triangulation is a common type of data analysis used for most case study research ensuring reliability and validity. I performed methodological triangulation by collecting data from the interviews, employee handbook, and the company's website. The data analysis method included a compilation of the data, disassembling the data, reassembling the data, interpretation of the data, and data conclusion. The disassembling of the data included the process of a coding system.

In my study, I compiled the data from the individual and focus group interviews by uploading the recordings into NVivo. I used a coding system in the data analysis process to maintain the privacy of each study participant and keep conversations separate for analysis. Syed and Nelson (2015) said that the coding process helps the researcher to

uncover emerging themes from the interviews to validate and show the reliability of the data. To thematic code categories, I uploaded data into a qualitative data analysis software program from the Audacity voice recording program. I read and transcribed the interviews by participant codes using NVivo 10 software. Humble (2015) suggested using the Computer-Assisted Qualitative Data Analysis Software (CAQDAS) program: NVivo 10 for inputting, sorting, storing, coding, and exploring data themes and merging patterns used to answer the research questions. The individual and focus group interviews consisted of six questions. Zamawe (2015) described NVivo 10 as an application to process interviews, surveys, and other nonnumeric data in an organized manner. Any errors and inaccurate information will be corrected by the process of data cleansing (Gohel et al., 2017). This operation method solves issues of inconsistencies, redundancy, and inaccuracy. The benefits of using NVivo 10 instead of other software programs as Atlas and MaxQDA are NVivo 10 stores data in one profile while Atlas stores project information and limited details. NVivo 10 can store handwritten data while MaxQDA does not. Moreover, compared to Atlas and MaxQDA, NVivo 10 is cost-effective and user-friendly. The data were exported in a Microsoft Word document for spelling and grammar accuracy and loaded into a Microsoft Excel spreadsheet. Using the Microsoft Excel sort and find software feature, data were sorted by themes and color-coded by category. Finally, I extrapolated emerging themes for consistency and correlated the themes to the conceptual framework of my study. The conceptual framework for my study was Herzberg et al.'s (1959) motivation-hygiene or two-factor theory.

Reliability and Validity

Reliability

Validity and reliability are essential for accurate research. Qualitative researchers use repetitive questions to ensure the trustworthiness and reliability of their study (Babbie, 2013; Elo et al., 2014). Trustworthiness in research means the researcher collects data in a systematic way which shows transparency in data interpretation and data collection methods (Daly, McGowan, & Papalambros, 2013). Reliability in qualitative research is the researcher's ability to obtain consistent results through a repetitious process (Darawsheh, 2014). Cypress (2017) suggested achieving reliability; the researcher must document the data process, explain the strategies used, keep study participants abreast of the data collection process, and thoroughly explain the researcher's role in the study. Elo et al. (2014) mentioned that dependability in qualitative research is the stabilization of data over time under different circumstances. Dependability is commonly referenced in quantitative research as reliability (Cope, 2014). The researcher establishes dependability through member checking by discussing the data with each study participant with agreement on the transcribed data interpretation (Cypress, 2017). Member checking is a process that qualitative researchers use to review participants' interviews (Birt et al., 2016; Harvey, 2014). Member checking also helps to prove rigor in research (Morse, 2015). I documented the sequences of the data and recorded any changes that might affect my research using a computer recording software program. To ensure dependability in my study, I sent the interpretation of the interview transcript to the participants to ensure I accurately captured the responses and meanings.

Validity

The validity of qualitative research is the experience and trustworthiness of the researcher (Merriam & Tisdell, 2015). Validation is used to measure whether the instrument tool used in the study is an accurate reflection of what is studied. One of the most used validation processes used by qualitative researchers is the triangulation of multiple data source process (Creswell and Poth, 2017). Issues may arise about validity when the researcher seeks results before conducting the research. In Lincoln and Guba's seminal works (1985), they recommended four steps to reliability which are credibility, dependability, transferability, and confirmability. Elo et al. (2014) described credibility as the process of ensuring participants are identified accurately in the study. I ensured creditability by using member checking observations, participant observations, and triangulation. Conformability is the objectivity of two or more people in a study in determining data accuracy (Elo et al., 2014). I ensured conformability by following the documentation procedures of a qualitative study. Moreover, transferability is not a generalization but context-specific of the study's findings to other settings (Daly et al., 2013). I used purposeful sampling to ensure transferability. According to Yin (2014), methodological triangulation is the best approach to improve validity in qualitative case studies while conforming to similarities of other data collection sources.

Data saturation was obtained through close observations of study participants' responses and emerging themes in the open-ended interview process. My research included in-depth semistructured and focus group interview questions with knowledgeable participants of the phenomena to ensure data saturation. I kept an audit

trail of the data collected in the study and recorded results in a research journal to reduce bias.

Transition and Summary

In Section 2, I provided detailed information for using a qualitative single-case study, purposeful sampling, and interviews with open-ended questions for this study. This section had information on the research method and design, population sample, data collection and organization processes, and data analysis, and reliability and validity of this research study. Section 3 includes the research interview and focus group data and software analysis, with my interpretations, analysis, and presentation of key themes. I related the findings to the conceptual framework and current literature to provide the study conclusions, application to professional practice, implications for social change, and personal recommendations to conclude the study and further research on job satisfaction and voluntary turnover intentions.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The objective of this qualitative single-case study was to explore strategies call center customer service managers implement to increase employee job satisfaction to reduce voluntary employee turnover intentions. I conducted in-depth face-to-face semistructured interviews with 12 senior business leaders who currently work for a call center, had at least 2 years of management experience, and have shown success in the call center industry. The other data source was a departmental handbook by employees for employees.

All the interviews were conducted in a conference room or private office setting. Six individual interviews and one focus group session took place at the organization. I explained the participants' rights and how the interviews would be recorded. I asked six interview questions to explore the strategies customer call center service managers use to reduce voluntary employee turnover intentions. I ensured participants remained focused by following the interview protocol. Developing and following an interview protocol is not an easy task (Yeong et al., 2018). Yeong et al. (2018) further explained that beginner-level researchers lack extensive experience and may deviate from the research goal while keeping control in the interview. The key to a quality interview begins with a reliable interview protocol. I conducted member checking with each participant to make sure the information provided was accurate. After completion of the data analysis, I determined the strategies managers have used to increase employee job satisfaction and reduce voluntary turnover intentions included promoting good communication, training, job

advancements, personal growth/ownership, compensation and rewards, and positive employee relationships and engagement. While recognition and employee performance were important, they were not key factors that influenced employee behavior in the call center.

Presentation of the Findings

The primary research question for this qualitative single-case study was: What strategies do call center customer service managers implement to increase employee job satisfaction and reduce voluntary employee turnover intentions? To answer this question, I conducted semistructured interviews with 12 leaders at a call center who had 2 or more years of experience in the customer care business. Each participant was assigned an alphanumeric code: P1 for Participant 1 through P12 for Participant 12. The data were coded and ranked by the frequency of keywords from the interview questions. I transcribed each interview using NVivo 10 and exported to Microsoft Word for the validity and accuracy of responses. Following the coding and triangulation process, three main themes emerged from the data analyses: (a) supportive leadership (building relationships that promote communication), (b) employee training and advancement opportunities, and (c) financial rewards. In addition to the main themes from the study, subthemes employee turnover, retention, and commitment are discussed from the data analyses.

Theme 1: Supportive Leadership

The first theme that emerged from conducting data analyses was supportive leadership. Supportive leadership requires that employees' individual needs improve

through building relationships that promote positive communication (Sualman et al., 2019). The leadership strategies associated with improving job satisfaction through building relationships involved employees' feedback related to their work experience and weekly team working group meetings to share ideas and discuss organizational problems. Leaders who include employees in decision-making create opportunities for change within an organization. All participants said that supportive leadership comes from clear job goals, effective communication channels such as an employee newsletter, and prompt employee feedback. Supportive leadership additionally fosters trust between employees and leaders.

Supportive leadership requires leaders to possess specific traits. Men and Yue (2019) described a supportive leadership as leader responsiveness, empathy, friendliness, listening, compassion, and daily focus on communication with subordinates. P1, P2, P4, P7, P9, and P12 replied that building bridges and eliminating communication gaps to share knowledge are keys to successful interaction with employees. P7 indicated that employees who are informed of organizational changes by their first-line supervisor tend to trust leadership. P8 believed having a hands-on approach builds relationships and trust among employees and further explained that walking around the call center to see how employees are doing and to address any issues or concerns is important. P3 believed that getting to know the employees and the organization's goals and the employees' goals are primarily important. P3 believes it is important to discuss the goals of employees in performance appraisal meetings and to provide opportunities to achieve goals, whether personal or professional. P4 added that it helps employees to have a purpose with their

job and the management team is responsible for the direction of the call center. The call center offers various teams for employees to take part in to reduce the monotony of sitting and taking customer calls their entire shift. P5 commented that it is the call center's leadership's job to provide the tools, training, and environment that employees need to do their jobs and remove the obstacles that would otherwise prevent them from doing so. P6 concurred with P5, indicating that supplying tools to succeed and not taking employees for granted by supporting a job well done motivates employees. According to Lane et al. (2017), call center leaders need to be role models in motivating employees by leading by example. Serving as role models ensure effective communication with employees. Most of the participants in this study mentioned that they led by example, ensuring employees were valued and considered part of the decision-making process.

Other areas of supportive leadership include full engagement in the role an employee performs daily, a fun work environment, continuous feedback, and the removal of barriers to job growth. P6 provided an example for employee engagement and support through peer teams that allow employees to take time away from the phone calls throughout the day and design innovative ways to make the customer care center better. P8 noted the types of peer teams included the training, innovation, and communication team. P7 added that to keep employees interested in the job involves the employee knowing what career goals they want to achieve. P7 added that the more productive and supportive the leadership is toward the employee, the employee views themselves as an asset to the organization with a willingness to stay.

The most important factor for consistent communication and support from leadership is a subtheme to reduce employee turnover. P5 stated that leaders must have a personal connection with some common insight into what employees are doing. P1 suggested people (other department employees) need to see what they do because of the perception of the call center as a place "bad people work" and believe that is how everyone outside the call center thinks. P2 stated that a better interviewing process was the key to reducing employee turnover. P2 shared that many of the new hires were not provided a thorough understanding of their role in the call center. The new hires had experience as sales associates on the phones, not service associates. P2 added that outings outside of working hours provide opportunities for employees to engage with leadership and feel a sense of belonging to the organization. P5 commented that by paying attention to the little things, a leader views an employee like an external customer. It is the leader's job to take care of the employee, so they can take care of the customer who calls into the call center. P6 added that fairness in the pay band structure would reduce employee turnover. Many employees are stuck in a certain pay band with no opportunities to advance. Another subtheme was employee retention.

P1 noted that leadership should help employees to develop, letting them know they add value to the organization. P1 noted that leadership does not want employees to be stagnant in the job, and they have the resources to move on. Meng, Reber, and Rogers (2017) suggested several important factors for retention: (a) provide upward mobility within the organization itself to encourage retention, (b) establish supportive and open communication (e.g., face-to-face) environment within the organization, and (c) keep

employees engaged by knowing what is expected of them. Employees need to feel validated and appreciated for the work they perform (Meng et al., 2017). Constructive and prompt employee feedback can ensure communicating to the employee of their progress. Finally, having a fun work environment is important when trying to keep employees engaged (Meng et al., 2017).

According to Kainkan (2015), building strong employee relationships may lead to positive employee performance, thereby decreasing voluntary turnover. P12 stated that to receive feedback from employees, it helps when leadership has some experience in doing the job and can lead by example. P12 added that employees appreciate when they receive feedback from supervisors to become better at their job. P11 stated it is about having a personal connection to the employee which shows support for work performed in a job. P4 added:

So I think that being reasonable with employees and ensuring that you understand the big picture of going through every single day because there's a lot and, obviously you know, between the hours of eight to four and nine and five, or whatever your shift is, [management] want them to focus on the details of their job. But other stuff goes into it, too, you know, and we want to make sure that they understand that we know, yet we're all human beings and we all have issues going on and to work with them through those issues.

The third sub-theme in the findings was commitment.

P11 indicated that the main leadership strategy for commitment was to have the employee feel engaged as much as possible. Employees can communicate things in the

call center through their first-line supervisor or they can use the company's

suggestion/comment/ideas process to submit ideas. P11 further said that the strategy on

leadership's part is giving employees a platform to be engaged and purposefully having

them engaged. P8 shared that building trust and honesty increases the commitment level

of employees. P9 commented that doing a job an employee enjoys makes the difference

in whether they remain committed to the organization. Successful leaders build a pool of

talented employees who are highly motivated and driven to perform in organizations

(Northouse, 2016). All participants expressed that the more management offered to

employees, the more likely employees engaged in the organization.

Correlation to the conceptual framework. Theme 1 of supportive leadership is

one of the factors identified in Herzberg's motivation-hygiene theory, also known as the

two-factor theory. As mentioned in the literature review, Herzberg et al.'s (1959)

motivator factors are connected to work itself, such as recognition, responsibility,

achievement, and self-development opportunities. As a psychologist, Herzberg, and

associates, Mausner and Synderman (1959) developed the conceptual framework for the

motivation-hygiene theory by studying professional engineers and accountants. The

theorist explained how employees experience job satisfaction when there was a sense of

job responsibility, interest in work, and achievement. In contrast, employees experienced

job dissatisfaction because of company policies, workplace relationships, salary, and

working conditions (Kainkan, 2015). The participants' responses to the interview

questions supported Herzberg's two-factor theory.

This theme confirms findings in other studies in my literature review and extends the literature on the topic. For example, supportive leadership and communication are linked to the conceptual framework and literature presented in my literature review. Hur and Hawley (2019) conducted a study that was based on Herzberg et al.'s (1959) motivation-hygiene theory that showed how managers created an environment in which employees were highly motivated. Hur and Hawley's (2019) study supports the responses of participants of my study that call center managers who had strategies in retaining their key employees resulted from supportive leadership. Additionally, they noted that management plays a critical role in achieving the goals of the organization. As mentioned in the literature review, Herzberg et al.'s (1959) motivator factors are connected to work itself, such as recognition, responsibility, achievement, and self-development opportunities.

Alfayad and Arif (2017) used Herzberg et al.'s (1959) theory to conduct a cross-sectional study of 300 nonmanagerial employees in Jordan in a private organization to understand the role of supportive leadership and input to improving job satisfaction. From the researcher's hypothesis testing on the subject, the hypothesis showed a positive relationship between employee input and job satisfaction as related to support from leadership. The researcher's findings revealed that employee input is an important factor in improving job satisfaction. They concurred with Herzberg et al.'s theory which supported employee input as a motivator and the key to reducing job dissatisfaction. In contrast to Alfayad and Arif (2017), Pagdonsolan, Balan, Mariscal, and Chui (2020) determined both intrinsic (motivator factors) variables, autonomy, and motivation can

curb turnover intent and maintain employees' membership in their current company. Therefore, leaders must create and cultivate strategies to encourage and motivate employees to use effective communication styles in a supportive environment.

Findings related to existing literature. From analyzing theme 1, participants agreed that successful leaders who build trust and support their employees achieve stronger performance and productivity results. Researchers of existing literature findings supported this study and found that a significant predictor of employee intent to leave was the employee's perceived work experience. Management should emphasize ways to attract and keep employees resulting in lowering turnover intention. Lower turnover rates could increase performance and competitive advantage.

Knapp, Smith, and Sprinkle (2017) examined variables for predicting job satisfaction and turnover intentions for 196 full-time employees in nonprofit organizations. In a nonprofit organization, leaders depend on employees to achieve their goals. Employees find the meaningfulness of their work in nonprofit because of the social causes they stand for (Knapp, Smith, & Sprinkle, 2017). Variables were measured using a 7-point Likert scale with results of job satisfaction having Cronbach's alpha = .96. And, turnover intention having a Cronbach alpha = .92. The results showed that employees cared more about how they were treated than the job, itself. In conclusion, the researchers found a consistent correlation between positive job satisfaction among the employees and the intention to leave when feeling unappreciated at work. The findings agree with earlier literature on motivators as a key factor in job satisfaction. However, Kulachai and Amaraphibal (2017) examined the influence of job motivation, job stress, job burnout,

organizational commitment, and job satisfaction on turnover intention of 682 police

officers in Thailand. The findings of the study using a job satisfaction questionnaire

(JSQ) revealed alpha reliability of .92. Job satisfaction had a positive effect on

organizational commitment yet, job satisfaction had a positive effect on turnover

intention. The findings showed that police officers perceived high hygiene factors as

reasons to leave versus motivators.

Theme 2: Employee Training and Advancement Opportunities

The second theme that emerged from conducting data analyses was employee

training and advancement opportunities. Training and advancement opportunities require

that employees take an active role in their career which may have a positive impact on the

success of the company (Walsh & Cain, 2017). Bibi, Ahmad, and Majid (2018) described

training and development as a human resource practice to help companies gain a

competitive advantage over other organizations. Additionally, the researchers' findings

revealed a positive relationship between training and development and employee

retention (Bibi et al., 2018). Training is one of the most overlooked areas of some

organizations. Leaders who offer training and advancement opportunities benefit from

employees willing to stay with the organization. The findings of this theme ties into the

first theme that when companies provided enough support, employees were likely to

remain loyal to an organization.

P4 remarked that listening to employees' concerns about improving training

opportunities helps the employee and employer. As a result of employee feedback, P4

commented that training teams were created to address the skills needed for new hires to

effectively perform duties on phones. P5 stated to train someone well enough so they (employees) can leave and treat them well enough so that they do not want to. Giving them all the tools, training, and environment possible to do the job and see that they can advance here is key to advancement opportunities. P3 suggested that leaders develop training to better service the customer which reduces turnover and makes employees feel like an asset. P10 and P12 agreed that training opportunities for advancement happen through the various teams developed within the call center such as communication, training, and innovation project teams.

P9 stated that developmental rotation programs provide excellent opportunities for employees to gain experience and feedback. P12 believes a successful training program comes from providing the tools employees need and allowing them to perform their duties without a micromanager. P6 added that helping employees to become subject matter experts creates other opportunities for them to advance within the department or other areas. According to Khattak et al. (2014), employee knowledge and skills in a subject area improve organizational effectiveness. Francis (2017) concluded that personality and behavioral traits, such as career aspirations and planning, influence career advancement. Most participants agreed that the longer the employee worked for the organization, the higher the opportunities for advancement and employee retention. Also, the participants agreed employees who attended training and development programs within the organization were more satisfied with the job than employees who did not take part in training programs. As mentioned by P1, P3, and P6, training is a result of employee feedback. With the constant change in the call center, continual training

becomes vital to the success of the operation, otherwise, employees will seek employment elsewhere.

Correlation to the conceptual framework. Theme 2 of training and advancement opportunities is one of the factors identified in Herzberg et al.'s motivation-hygiene theory, also known as the two-factor theory. As mentioned in the literature review, Herzberg et al.'s (1959) motivator factors are connected to work itself, such as recognition, responsibility, achievement, and self-development opportunities. Employee advancement in an organization was considered a motivator factor (Herzberg et al., 1959). Alharbi, Olsson, Ekman, and Carlström (2014) explained that employees want opportunities that advance their careers. The participants' responses to the interview questions supported Herzberg's two-factor theory.

This theme confirms findings in other studies in my literature review and extends the literature on the topic. For example, training and advancement are linked to the conceptual framework and literature presented in my literature review. Ogunnaike, Ekweme, Adeyemo, and Okedurum's (2017) study adds to the conceptual framework of Herzberg's et al. two-factor theory. The researchers examined job satisfaction and its application on business research and the findings revealed opportunities for advancement, fair treatment, and challenging and interesting job positions are factors for employees to excel in an organization. Employees must have jobs that constantly challenge them to be innovative. Shaikh, Shaikh, and Shaikh (2019) examined the impact of job satisfaction and job dissatisfaction on the Herzberg theory of two banks: Meezan Bank Limited and National Bank Limited located in the Middle East. The researchers measured job

satisfaction using the Likert scale and various quantitative data analysis tools. The findings of the study revealed job satisfaction factors positively affect performance and aligned with greater competence, success, efficiency, and productivity. When training and advancement opportunities are facilitated, employees can positively contribute to the organization. Job satisfaction improves the working conditions, provide a chance of advancement, and positive work relationships (Shaikh et al., 2019). Therefore, leaders can benefit from Herzberg's two-factor theory as it suits the needs of the employees.

Findings related to existing literature. In my analysis of Theme 2, most of the participants agreed that successful leaders who developed training and career advancement opportunities achieved stronger performance and productivity results. Researchers of existing literature findings supported this study and found that a significant predictor of employee intent to leave was the employee's overall skills and experience provided by the organization. Earlier literature by several researchers related to career advancement and training in call centers suggest the organization offer minimal career advancement (Dex, Ward, & Joshi, 2008; Heijden, Schalk, & Veldhoven, 2008). Management should develop programs that attract and keep employees resulting in lowering turnover intention. P3 stated that working in the call center for many new employees was a temporary career until they obtained certification or a degree which would allow them to work elsewhere. P2 added that misunderstanding of the job requirements for working on the phone contributed to the decision of employees to leave the call center. Lower turnover rates could increase performance and competitive advantage.

Long, Kowang, and Chin (2017) conducted a study to discuss the impact of human resource practices such as career development, performance management, training, and fair compensation scheme and their negative effect on the organization because of high employee turnover. In a survey of 666 Thai workers, results revealed growth opportunities as job satisfaction for the workers. While training is vital to today's organizations, Long et al. (2017) concluded that the core skills of workers will give companies a competitive edge over their competitors. Employees who can enhance their skills are likely to move up in an organization. In another study conducted by Ninan, Roy, and Thomas (2019), they discussed the need to invest in employees to improve their competencies in the Industrial Revolution 4.0. Great companies versus good companies invest in their training and development programs as part of the organization's human capital initiatives. They believed training produced the real employee potential and was the key to development and growth (Long et al., 2017). Employees who perceive high training costs may be obligated to stay employed with the organization.

Theme 3: Increased Financial Rewards

The third theme that emerged from conducting data analyses was increased financial rewards. Organizations that seek to attract a highly talented workforce must offer financial incentives for employees (Alshmemri, Shahn-Akl, and Maude, 2017). Employee financial rewards are directly tied to employee turnover intentions (Sarkar, 2018). Most of the participants indicated how pay raises and other financial incentives directly contributed to job satisfaction. P3 stated that most of their call center employees are paid higher than other external call center organizations and the agency can recruit

more call center employees. P5 stated it is the little things such as peer-to-peer rewards that are equivalent to financial rewards that make the difference in whether an employee wants to stay. P6 believes pay should be tied to hiring and keeping experienced employees not filling organization hiring quotas resulting from job shortage. P7 commented that the agency had the best division in the organization for rewarding employees based upon the work performed on the phones. P7 also, said the department is willing to overspend from appropriated funds to acknowledge and reward employees who exceed job expectations in the call center. And, external customers provide feedback about the service they received from employees who are used to decide who receives financial incentives.

P8 indicated that equal work deserves equal pay. P10 added that employees are the lowest paid compared to other departments within the organization and job satisfaction must come from intangible incentive programs. Money is not the only reason employees stay in the call center. Some employees love their job and helping customers on the phone. Voluntary employee turnover is higher in lower-paying jobs such as the customer service industry because of the work hours and the assigned duties (Zhang, Li, Frenkel, & Zhang, 2019). P11 agreed with P10 on the low pay and the call center leaders continuing to address reasons for high turnover in the call center. Yet, P8 argued that incentives programs such as peer rewards where employees can give each other points to shop online and purchase items boost employee morale as an alternative to financial rewards. P12 concluded that overhauling the pay structure because employees are unable to advance into better-paying positions.

According to Stater and Stater (2019), the employee becomes dissatisfied with work and eventually leave the organization because of compensation restraints. Ozturkcu et al. (2018) said leaders who implement high-quality reward measures may increase job satisfaction among their employees. Employees are satisfied when there is a balance between rewards given by the organization. Therefore, for organizations to attract and keep employees, the pay must be matched to the employees' job skills.

Correlation to the conceptual framework. Theme 3 of increasing financial rewards is identified as one of the factors in Herzberg et al.'s motivation-hygiene theory. Mentioned in the literature review, Herzberg et al.'s (1959) hygiene factors are company policies and administration, workplace relationships, working conditions, and salary. Increase financial rewards in an organization were considered a hygiene factor (Herzberg et al., 1959). Stater and Stater (2019) explained that employees are not motivated when monetary rewards are not fair. Kollmann, Stöckmann, Kensbock, and Peschl (2020) argued that monetary rewards indicated recognition and value thereby creating employee job satisfaction. The participants' responses to the interview questions supported Herzberg et al.'s two-factor theory.

This theme confirms findings in other studies in the literature review and extends the literature on the topic. For example, increased financial rewards are linked to the conceptual framework and literature presented in my literature review. Kollmann et al.'s (2020) study adds to the conceptual framework of Herzberg et al.'s two-factor theory. The researchers examined satisfaction among younger and older workers and the effects of age, monetary rewards, and task contributions and the findings revealed younger

workers were satisfied with monetary rewards, yet older workers were satisfied with task contributions. Leaders must develop strategies that create fair financial incentives for the employees to stay with the organization. Kuczmarski and Kuczmarski (2019), conducted a qualitative study with high performing executives and found that managers must provide substantive and motivating financial and nonfinancial rewards that build an employee's self-worth and value to the organization. Leaders who look to recognize the talent of their employees, help the employee feel better and perform their duties more efficiently and effectively for the organization.

Findings related to existing literature. An analysis of Theme 3, most of the participants agreed that successful leaders who incorporated incentives to attract and retain a talented workforce achieved stronger performance and productivity results. Researchers of existing literature findings supported this study and found that a significant predictor of employee intent to leave was the employee's self-worth and experience to the organization. Earlier literature by several researchers related to financial incentives in call centers suggests the organization offers minimal career advancement (Jansen & Samuel, 2014; Teck-Hong & Waheed, 2011). Management must recognize and reward employees in meaningful ways that support a positive and satisfying work environment. P3 stated that if financial gains are not tied to loving the job, the employee will not stay long term. P6 added that even when there are no monetary rewards, managers should still offer nonmonetary rewards. P4 commented that an employee cannot be forced to work for an organization based on rewards but they must like the job they do and feeling invested in the organization. P4 also added that some of the call

center employees declined promotions to other positions because they enjoyed the work of helping customers. These types of employees are the strength of the customer call center. Lower turnover rates could increase the performance and competitive advantage of an organization.

Hussain, Khaliq, Nisar, Kamboh, and Ali's (2019) study examined the impact of employees' recognition, rewards, and job stress on job performance. In a survey of 180 employees of call centers of Lahore, Pakistan, the researchers used confirmatory factor analysis and structural equation modeling to perform the data analysis for their study. The findings showed employee rewards and recognition had a significant and positive effect on job performance. The confirmatory factor analysis showed an alpha (> 0.50) of 0.558 and average variance of 0.547. Pakistan is a developing country and rewards as incentives in low-paying jobs such as the call center increased overall employee job performance. Madhani. (2020) explored the impact of effective rewards strategy of service chain employees' performance in enhancing customer service. The findings emphasized that service-profit chains internal qualities such as financial and nonfinancial rewards led to business revenue growth and profitability. U.S. companies are distributing billions on cash rewards each year with average spending between \$38 to \$77 billion (Madhani, 2020). Nguyen (2019) discussed factors affecting job satisfaction amongst accountants in Hanoi, China. The researcher examined 145 accountants using exploratory factor analysis and multiple regression analysis showing five factors including salaries, rewards and achievements, and training and promotions. The results showed a coefficient of $\beta = 0{,}532$, with a positive effect on job satisfaction. The findings revealed accounting

management need to improve company reward policies for employees who continuously

exceed company goals. Leaders who implement effective strategies tailored to satisfy the

tangible and intangible needs of employees illustrate higher standards for performance.

Applications to Professional Practice

The applications of this study to professional practice include providing today's

business leaders with strategies to reduce voluntary employee turnover. Employee

turnover is a problem in organizations past and present. Various factors are leading to

employee turnover such as supervisor relationship, customer, demanding workload, and

lack of promotions (Dasgupta, 2015; Zimmerman, Swider, & Boswell, 2019). Past and

present call center leaders could use the findings of this study as a human resource hiring

practices to reduce excessive hiring cost, training, and retraining of new hires in the call

or similar businesses. Reducing significant labor cost helps an organization's profit

margins (Tepayakul & Rinthaisong, 2018). Tepayakul and Rinthaisong (2018) said that

increased retention of highly experienced workers leads to increased internal job

satisfaction and better customer service. As said in the problem statement, dissatisfied

employees who demonstrated low morale and commitment to the organization, cost

companies an estimated 90% to 200% of annual salaries.

Leaders who understand the implications of using effective strategies to reduce

voluntary employee turnover are likely to save the organization retention cost and the

associated time and money for new hires. Leaders must provide training and

developmental programs that empower employees to excel and want to stay with the

organization. Today's business leaders must constantly evaluate the reasons employees

chose to leave the organization in the exit interview process (Fallatah & Laschinger, 2016).

The results of this study could be used to improve business leadership course practicums designed to prepare leaders for various organizational challenges. Universities and colleges alike could use the findings of this study to enhance the curriculum to teach current business leaders' strategies to retain highly skilled workers. Future leaders may use the results to develop strategies that improve leadership styles related to employee retention while finding ways to reduce voluntary employee turnover intentions.

Implications for Social Change

The key implication for positive social change is the results of this study could provide organizational leaders strategies for reducing employee turnover. Bloom, McKenna, and Prettner (2018) found an estimated 734 million jobs will be needed between 2010 and 2030 to accommodate the need of a growing labor workforce. Another implication for social change could result in employee satisfaction, which may result in improved employee productivity for the organization and social development in the community. Satisfied employees improve the quality of service to their employers and communities (Ali & Qazi, 2018). The themes found in this study show how unhappy employees could hurt the service customers receive, reducing customer loyalty, and negatively affecting profitability in the organization.

This study is important because study participants were leaders in customer service, marketing, and financial industries that created strategies that reduced voluntary employee turnover. Leaders that use procedures to reduce employee turnover retaining

key employees helps ensure employees meet their job expectations, have a fun and

enjoyable place to work, and personal growth. Business leaders may also, apply the

findings from this study which could have a positive influence on the organization's

success and families in the community. Implementing efficient strategies could affect

positive social change for leaders to build and valuable workforce and promote economic

stability within the community. Leaders must understand and identify the strategies

effective for their organizational structure. The key to understanding effective strategies

is communication which promotes social changes. Therefore, informed leaders might

adopt a management style to be more accessible to employees that potentially lead to

improved working environments and satisfied stakeholders.

Recommendations for Action

In this study, I focused on the strategies customer service call center managers

used to improve employees' overall job satisfaction in the call center. The findings of this

study proved to be useful in the leadership style(s) that impact employees' behavior

surrounding job satisfaction. The insights from the findings in this study are strategies

business leaders from all industries could use to reduce employee turnover. Employees in

the organization must feel part of the processes that affect their work lives. Managers

could ensure they are engaging their workers by open communication and knowing

warning signs of the employee's intent to leave. Recommendations for action for this

study include the following:

- Sense of belonging to the workgroups and the organization: This recommendation

  for actions means employees take ownership of decision-making processes within

their work area. The actions result in improved employee satisfaction because they feel important to the organization.

- Opportunities for new experiences: This recommendation for action means employees can implement ideas and grow personally and professionally.

- Rewards, promotions, and benefits: This recommendation for action means compensating employees for their experience and offer advancements within the work area. The benefits provided by leadership shows employees how valuable they are to the organization.

Employees are likely to stay with the organization if they are satisfied with the workplace. According to Lee, Fernandez, and Chang (2018), turnover rates averaged 70% from 2008 to 2011 in the private sector. Supportive leadership could learn from other successful managers' strategies they used to retain key employees. The call center environment is characterized as repetitive work, monotonous, unchallenging work, quality assurance monitoring, and unfair labor practices (Dhanpat et al., 2018). The strategies could include training and material that would provide managers the information to create action plans for their organization.

I intend to distribute the findings to those who took part in the study and business leaders to share with other professionals. The study will also be available on the ProQuest database for individuals interested in strategies to increase job satisfaction while reducing employee voluntary turnover intentions. I seek opportunities to issue the results of this study at annual business conferences such as customer service conferences and training sessions at professional business.

Recommendations for Further Research

The objective of this qualitative single-case study was to explore strategies call center customer service managers implemented to increase employee job satisfaction to reduce voluntary turnover intentions. Future researchers could explore what leaders from other industries are using to reduce voluntary turnover intentions. I recommend conducting research in other Ohio or surrounding regions to see if leaders have different opinions and strategies to increase job satisfaction in a call center environment. Because the study was limited to call centers and northeast Ohio, future researchers would benefit from studying strategies from other organizations. A possible limitation before I began the study was the population size. I interviewed six customer service call center managers and six managers for the focus group interviews. Expanding the number of research participants could provide a more in-depth and resourceful study.

Future researchers could also, conduct quantitative methodology to examine the relationship between voluntary turnover intentions and other variables such as leadership style, communication, recognition, and employee commitment and expectations. Further research may provide new insights for leaders to understand and reduce employee turnover. While the focus of this study was on leadership strategies in the call center, it is necessary to explore the employee viewpoint and work towards solutions to bridge the gap of job dissatisfaction and voluntary turnover intentions.

Reflections

The purpose of the study was to explore the strategies call center customer service managers implemented to increase employee job satisfaction to reduce voluntary

employee turnover intentions. I realized through the research process of my topic that the negative stigma associated with call centers or customer care centers being on the phone all the time is changing. Myself, being the person on the other end of a call is frustrating when I do not fully understand the training and skills needed to become a customer service employee. After the interviews of study participants, I respect the work performed in a customer service environment. My role in this qualitative single-case study was to reduce bias through the findings and analysis of the data. I wanted to ensure my results were from the findings in the study and not from personal thoughts. This study allowed me to gain a wealth of knowledge and understanding of the subject and complexities of the customer service industry.

The pursuit of a doctorate through the Doctor of Business Administration was challenging for me. The coursework leading to the actual dissertation writing of the study was intense, time-consuming, stressful, yet the reward of finishing my study was exhilarating. I am confident in researching and synthesizing articles for the significance of further research on a subject to include an abstract, purpose statement, data analysis, findings, and recommendations. It has always been my dream to obtain a doctorate but in the medical field. I struggled to understand the writing process and being able to express my words in a scholarly manner. I am grateful to complete the DBA program and fulfill a lifelong dream.

Conclusion

Managing employee turnover is crucial for any business to retain employees which affect profits and sustainability; therefore, being able to predict and reduce

employee turnover is an essential business practice in the call center sector (Guo & Wang, 2017). Huang and Su (2016) said that employee job dissatisfaction led to increased employee turnover. It becomes important for organization leaders to consider the best approach when designing programs that enhance employee job satisfaction. The impact of employee turnover is stressful on leaders and employees and reduces job efficiency leading to losing a competitive advantage. The purpose of this qualitative single-case study was to explore strategies call center service managers implemented to increase job satisfaction to reduce voluntary employee turnover intentions. The target population consisted of leaders of a call center in northeast Ohio with experience in using strategies to reduce voluntary employee turnover.

I used NVivo software to analyze the data and extrapolate themes related to my study. Using the data collected from the interviews which revealed that training and development, communication, the work itself, feedback were strategies call center leaders used to increase employee job satisfaction while improving productivity and call center performance. Employees desired relationships that provided a sense of ownership in their work enabling them to advance in their career. All participants in this study showed that using training and development opportunities as vehicles to improving employee performance along with regular interaction of employees to the employer could potentially reduce turnover.

Employee turnover is expected in most businesses, yet, suitable strategies that satisfy employees could minimize the likelihood of high turnover cost. Also, leaders of the organization create the vision and values employees will follow. Leadership handles

making sure each employee understands the visions and can carry out the mission of the organization. Furthermore, using retention strategies not only reduce intent to leave, but promotes stability, increased employee morale, and help improve economic business growth. In conclusion, if leaders take the steps enabling employees to meet and exceed personal and professional goals, address the individual needs of their employees while being supportive, and creating a good work environment, the strategies are proven to keep satisfied employees.

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Appendix A: Interview Questions

1. What causes employees to continue employment in your call center?

2. What strategies did you use to increase job satisfaction to reduce voluntary employee turnover intentions?

3. What strategies should be considered when seeking to increase job satisfaction to reduce voluntary employee turnover intentions?

4. What is the role of customer service managers in call centers in strategy implementation to increase employee job satisfaction to reduce voluntary employee turnover intentions?

5. How can you use your experiences and knowledge to retain customer service employees within the call center?

6. What further information would you like to add regarding this topic: strategies customer service managers in your call center implement to increase employee job satisfaction to reduce voluntary employee turnover intentions?

Appendix B: Focus Group Interview Questions

1. What are your thoughts about job satisfaction which causes employees to continue employment in your call center?

2. What strategies do you believe have impacted increase job satisfaction to reduce voluntary employee turnover intentions?

3. In what ways has your interaction with employees in the call center contributed to your strategies?

4. Are there any other factors that influenced job satisfaction in the call center?

5. How can you use your experiences and knowledge to retain customer service employees within the call center?

6. What further information would you like to add regarding this topic: strategies customer service managers in your call center implement to increase employee job satisfaction to reduce voluntary employee turnover intentions?

Appendix C: Interview Protocol

The protocol is the same for in-depth interviews and focus group discussions. The setting and the sequence and series of interview questions will apply to every interview and discussion. I will watch for non-verbal cues in every setting and prompt group interaction in focus group discussion. The plan is for a 60 to 75-minute interview or discussion. Interview transcript verification and member checking will confirm the efficacy of transcribing and interpreting the participant's answers at second session.

Protocol

1. Introductions and setting the stage

2. Make sure participants have signed consent form via email before interview or group discussion, review the contents, and answer participant questions.

3. Provide the participant with his or her numeric identifiable number and his or her alphabetical letter.

4. Prior to beginning the interview, I will state I will start the audio recording device by stating the location, date and time of the interview and the interviewee's name or focus group participant names with the coded identifications to preserve identity and maintain confidentiality.

5. Conduct the interview or discussion using the prepared questions.

6. Take notes into a notebook during the interview.

7. Ask additional questions of the participant, as applicable.

8. End interview or discussion. Confirm member checking and transcript review process with the participant(s). Inform the participant that the interview transcript is forthcoming for him or her to check and validate the responses.

9. Discuss follow-up process with the participant(s) for a potential second interview or discussion and for any potential participant concerns.

Conclude by thanking the participant(s), shutoff the recording device, and leave.