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Influential Leadership in a Diverse Retail Environment: Implications for Reducing Voluntary Employee Turnover

Stuart Jackson
Walden University

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Walden University

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Walden University
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Abstract

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Implications for Reducing Voluntary Employee Turnover

by

Stuart M. Jackson

MBA, Webster University, 1997

BS, Limestone College, 1995

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy
Applied Management and Decision Sciences

Walden University

November 2014

Abstract

Many investigators have documented the impact of high attrition rates on an organization's ability to deliver its expected results. However, limited information is available regarding the efficacy of a specific bundle of variables, which would support a leader's ability to influence voluntary employee turnover. This quantitative study investigated the effectiveness of a 60-day treatment implemented to address the problem of voluntary employee turnover in a diverse retail environment. The research questions examined the effectiveness of an increase in communication, answering, recognition, and training on voluntary employee turnover and job satisfaction in a diverse retail environment. The theoretical foundation of the study was the job embeddedness theory, advocating closer community ties, organizational fit, and sacrifice to support retention. A pretest-posttest control group design, in which a self-designed survey instrument, along with the short form of the Minnesota Satisfaction Questionnaire, were used to gather data from a diverse group of retail employees ($N = 279$). Pearson product-moment correlational analysis was used for both pretest and posttest measurements, which showed evidence of a moderate association between the independent and dependent variables, and lead to a rejection of the null hypothesis. Based on the observed increase in retention rates, the intervention of the 60-day treatment was deemed moderately successful. Positive social change will be evident not only within diverse organizations, but also within those which are increasingly becoming more diverse, as they seek to design platforms which would afford their influential leaders the ability to increase their current levels of communication, answering, recognition, and training.

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Dedication

“And they spake unto him, saying, If thou wilt be a servant unto this people this day, and wilt serve them, and answer them, and speak good words to them, then they will be thy servants [forever]” (1 Kings 12:7).

This dissertation is dedicated to my Lord and Savior Jesus Christ. When this journey appeared to be never ending, and success seemed unlikely, when I felt alone in my quest, because many along this same road fell by the wayside, when I began to adopt the thoughts of others and started to ask myself why did you take on such a daunting task, it was then that I felt the Lord’s strong hand on my shoulder and his words pierced my tender soul, “I can do all things through Christ which strengtheneth me” (Philippians 4:13).

A special dedication is in order for my parents, the late Fields L. and Audrey B. Jackson, who provided me with an abundance of love, patience, encouragement, and all that they could give so that the importance of achieving higher education would never lose its value to their children, grandchildren, and generations beyond. I am also forever grateful to two great educators, Dr. Andrew P. Brown, Jr. (uncle) and Elois Brown (aunt), who for as long as I can remember, have provided me with a profound example of how far one could go if they truly applied themselves – thank you!

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Chapter 1: Introduction to the Study

Introduction

In this study, an examination of the breadth and depth of an apparent agreement among many notable human resources scholars was conducted, from as early as March and Simon's (1958) theory on desirability and ease of movement through Madera, Neal, and Dawson's (2011) work on a strategy for diversity training. As evidenced by the study's theoretical framework, there has been great interest in research surrounding specific variables, which, when combined, have a negative association with voluntary employee turnover. This study was designed to discover the appropriate mix of variables that would reduce employee turnover. This approach was based on the premise that organizational human resources (HR) practices directed toward decreasing employee turnover "should form a coherent, integrated 'bundle'; a system of complementarities whose effect is greater than the sum of its parts" (Guest, 2002, p. 537; see also Applebaum, Bailey, Berg, & Kallenberg, 2000; Godard, 2004).

In this study, the terms *communication*, *answering*, *recognition*, and *training* formed my specific bundle of independent variables and are referred to by the acronym CART. The purpose of this study was to investigate the relationships between the independent variables, CART, and the dependent variable, voluntary employee turnover, in a diverse retail setting. The study sought to investigate the synergistic effect of bundling the CART variables and their combined effects on voluntary employee turnover.

The aim of the study was to advance prior research on retail retention and employee turnover by examining a diverse workforce, which is rapidly becoming an undeniable cultural model in the 21st-century organizational composition in the United States. For the purpose of this study, I used the term, *influential leadership*, to elucidate the affect an organizational leader can have when efficiently serving the workforce by ensuring the consistent use of the following bundle of variables:

1. Communication: Daily promulgation of essential business communication (i.e., oral or written form) to all employees regardless of shifts. One-on-one communication with employees throughout a retail store's various strategic business units or departments, as opposed to primarily group communication.

2. Answering: Being sensitive to both business and employee needs by responding quickly, which in most cases would mean within 24 hours (worst case scenario), preferably the same business day (in most cases). The objective would be to provide a response to an employee's questions, issues, or concerns as close to immediately as plausible.

3. Recognition: Public acknowledgement of both individual and group achievements, during store meetings, when most employees are present in one area of any given store.

4. Training: Departmental training, which is planned, organized, scheduled, monitored, measured, and designed to align employees with established standards.

The literature review discusses managing diversity, recruitment, and retention of a diverse workforce; employee turnover studies in the retail sector; human resources

management (HRM) effectiveness; corporate communication; training; and recognition programs designed to reduce employee turnover. A more detailed discussion of the literature review is provided in Chapter 2.

Problem Statement

A number of researchers (e.g., Mitchell, Holtom, Lee, Sablinski, and Erez (2001) job embeddedness theory) have conducted studies on the association between certain variables and employee turnover, and this study addressed the problem of attrition in a diverse retail environment by examining the combined effect that an increase of influential leadership in conjunction with an increase in CART will have on voluntary employee turnover. According to Griffeth, Hom, and Gaertner (2000), Kinicki, McKee-Ryan, Schriesheim, and Carson (2002), and Price (2001) a common theme found in the literature on employee retention was that high employee turnover rates increased the expenses associated with selection and recruitment. Wright, Gardner, and Moynihan (2003) suggested that another commonality was the adverse effect that uninspiring performance and debilitating retention had on sales growth. This negative effect has contributed markedly to an elongated learning curve, due to the need to train new employees repeatedly due to unmanageable attrition rates. Harter, Schmidt, and Hayes (2002) examined a wide range of work-related variables, including profit, customer service, accidents, productivity, and employee turnover. Ryan, Schmidt, and Johnson (1996) found a negative relationship between employee satisfaction and employee turnover. Harter et al. and Ryan et al. observed that in instances where management

positively influenced employee satisfaction, employee retention also increased, along with customer service metrics, profits, and other associated business outcomes.

Nature of the Study

This study involved a true experimental design, in which subjects were randomly assigned to two or more groups. This quantitative study used a pretest–posttest control group, which measured both the experimental and the control groups before and after the treatment (i.e., the increase in CART) had been given. The control group did not receive the higher level of training and attention that the experimental group received. This was not only well-timed, but made possible due to the fact that the segment of the organization under study was a recent acquisition, which was not fully integrated with the parent organization and their HR methodologies and resources, even though they were readily available to the recently acquired company in some cases.

According to Singleton and Straits (2005), studies having the rudiments of a true experiment are high in internal validity to the extent that the researcher maintains the minimum requirements of random assignment, manipulation of the independent variable, measurement of the dependent variable, have a control and experimental group, and the constancy of conditions across groups. As with other true test designs, the pretest–posttest design is stronger with internal validity and weaker in external validity because of an interaction effect. This particular interaction effect has the potential to pose a threat to external validity when the subjects have become more receptive or resistant to the treatment due to the pretest. A posttest-only design was considered because of its ability overcome the interaction effect of the pretest-posttest design; however, it was not used

because it did not offer the opportunity to analyze and compare valuable pretest variances.

I considered the interrupted time-series design for this study due to its requirement of multiple observations before and after the experiment. This design has been favored in instances where the researcher would gain added value from periodic measurements. Although this design might have been useful in this study, the limited amount of time I anticipated having access to the subjects would have made any form of periodic measurements unlikely.

Also considered was the Solomon four-group design, which synthesizes the advantages of both the pretest–posttest group design and the posttest-only control group design. According to Singleton and Straits (2005), the Solomon four-group design also has the benefit that “information is available regarding the effect of pretesting alone, ... the possible interaction of pretesting and treatment, ... and the effectiveness of randomization procedure” (p. 197). This particular design was not appropriate for this study because it is a costly procedure involving additional groups.

Research Questions and Hypotheses

This study involved examining the relationship, if any, between CART and voluntary employee turnover. In the process of conducting research, a researcher must first examine a much broader issue and then narrow it down with a question that he or she can solve or answer empirically (Creswell, 2005). Kerlinger (1973) posited that, for most research, a question about a relationship between two or more variables should be asked. According to Creswell, hypotheses are the tentative answers to research questions. The

following research questions and hypotheses served to start the process of further examining the research problem:

1. What, if any, association exists between an increase in communication and a decrease in voluntary employee turnover?
2. What, if any, association exists between an increase in answering (i.e., responding quickly) and a decrease in voluntary employee turnover?
3. What, if any, association exists between an increase in recognition and a decrease in voluntary employee turnover?
4. What, if any, association exists between an increase in training and a decrease in voluntary employee turnover?
5. What, if any, association exists between an increase in the combination of CART and a decrease in voluntary employee turnover?
6. What, if any, association exists between an increase in the combination of CART and an increase in job satisfaction?

I proposed that an increase in the current level of influential leadership will have a negative association with voluntary employee turnover in a diverse retail environment. With the operationalization of the term *influential leadership* meaning the sum total of a leader's effective CART, the following hypotheses were established:

H_{1_0} : No association exists between an increase in communication and a decrease in voluntary employee turnover.

H_{1_a} : An increase in communication will have a negative association with a decrease in voluntary employee turnover.

H2₀: No association exists between an increase in answering (i.e., responding quickly) and a decrease in voluntary employee turnover.

H2_a: An increase in answering (i.e., responding quickly) will have a negative association with a decrease in voluntary employee turnover.

H3₀: No association exists between an increase in recognition and a decrease in voluntary employee turnover.

H3_a: An increase in recognition will have a negative association with a decrease in voluntary employee turnover.

H4₀: No association exists between an increase in training and a decrease in voluntary employee turnover.

H4_a: An increase in training will have a negative association with a decrease in voluntary employee turnover.

H5₀: No association exists between the combined effect of an increase in CART and a decrease involuntary employee turnover.

H5_a: The combined effect of an increase in CART will have a negative association with a decrease in voluntary employee turnover.

H6₀: No association exists between the combined effect of an increase in CART and an increase in job satisfaction.

H6_a: The combined effect of an increase in CART will have a positive association with an increase in job satisfaction.

Purpose of the Study

The purpose of this experimental study was to discover the influence of the relationship between a commitment to an increase of the independent variables, CART, and the dependent variable, voluntary employee turnover, in a diverse retail environment. The independent variables and the dependent variable are further explained in Chapter 3. The Minnesota Satisfaction Questionnaire (MSQ) short-form and a self-designed survey instrument were used to collect data for the independent and dependent variables. The significance of this study was realized in the value and benefits gained from the generalizability of the aforementioned purpose throughout the retail industry and, more specifically, its ever increasing diverse workforce. In addition to the social scientific community, the primary beneficiaries of the study are the retail community and its shareholders, who stand to reap the benefits of the short- and long-term results of the contributions made by the study.

Theoretical Framework

According to March and Simon (1958), the year 1958 was particularly significant for a segment of HR practices designed to significantly affect employee retention (i.e., intent to leave and voluntary turnover). March and Simon's theory on desirability and ease of movement provided the impetus for an increasing number of researchers to search for the relationship between HR practices and their effects on leadership, employees, turnover, performance, and other areas of significance to an organization's competitive survivability. For instance, Jackofsky and Peters (1983) suggested that the earlier term *desirability* corresponded to the term *job satisfaction*. The second part of March and

Simon's construct, *ease of movement*, was comparable to the phrase *job alternatives*.

Hulin, Roznowski, and Hachiya (1985) declared that much of the research on employee turnover is often supported by its two most significant constructs, which are job satisfaction and job alternatives.

As large organizations grew in size and scope, the last quarter of the 20th century continued to be a challenge to employers to improve upon employee retention initiatives. As a result of the earlier research on employee retention and turnover, Mobley (1977) later introduced a model in which he theorized that:

Job dissatisfaction leads to (1) Thinking of quitting, (2) Evaluations of expected utility of search and cost of quitting, (3) Intention to search for alternatives, (4) Search for alternatives, (5) Evaluation of alternatives, (6) Comparison of alternatives versus present job, (7) Intention to quit/stay, (8) Quit/stay. (p. 238)

Mobley's (1977) model did not come without criticism. Hom and Griffeth (1991), Hom, Griffeth, and Selaro (1984), and Lee (1988) pointed out a weakness in its ability to predict turnover, in which it accounted for only up to 5% of the explained variance. Mobley, Griffeth, Hand, and Meglino (1979) expanded Mobley's (1977) earlier model to include the variables labor, organization, job, and person. Although additional variables thought to be relevant to employee turnover were added to the later model, Lee and Mitchell (1994) suggested that the variables, job satisfaction and job alternatives, remained the most significant constructs. Lee and Mitchell, and Lee, Mitchell, Holtom, McDaniel, and Hill (1999) then proposed a theory described as the unfolding model of turnover. At the heart of the unfolding model of turnover, Lee and Mitchell, and Lee et al.

offered the perspective of analyzing the reason for employee turnover from at least four different paths using a single variable. The four paths are (a) following a plan (script driven), (b) leaving without a plan (a push decision), (c) leaving for something better (a pull decision), and (d) accumulated job dissatisfaction (with or without a plan). Lee and Mitchell, and Lee et al. noted that the first three paths are attributed to what they called *shock*, wherein the decision to voluntarily turnover is brought on by some jarring event that could come from external as well as internal links to an organization.

Mitchell, Holtom, Lee, Sablinski, and Erez (2001) introduced a more recent construct referred to as *job embeddedness*. The job embeddedness theory advocates that there are three considerations that significantly influence an employee's decision to leave or remain with an organization when faced with such a decision. Mitchell et al. outlined the key considerations in this theory as (a) links that tie an employee to his or her organization or community, (b) a fit that exists in the organization or community, (c) a sacrifice that the employee is willing to make by leaving the organization or community. Mitchell et al., after conducting a study involving both retail and hospital employees, discovered a negative correlation between job embeddedness and employee quit rates. Mitchell et al. further realized a significant ability to predict subsequent retail employee turnover based on the degree of embeddedness (i.e., $\Delta \chi^2 = 2.58, p < .05$; Wald statistic = 2.54, $p < .05$; pseudo partial $r = -.08$) after controlling for job satisfaction, organizational commitment, and gender. Among hospital employees Mitchell et al. also found that job embeddedness significantly increased the ability to predict employee turnover (i.e., $\Delta \chi^2$

= 5.29, $p < .01$; Wald statistic = 4.95, $p < .01$; pseudo partial $r = -.14$) using the same controls.

The ability to reduce voluntary employee turnover was central to this study. According to P. M. Wright, Gardner, Moynihan, and Allen (2005) the continuous involvement of the organizational leadership remains an integral part of a successful retention effort. P. M. Wright, Gardner, Moynihan, and Allen (2005) noted that the overall effectiveness of an organization's leadership could influence organizational performance, combined with the manner in which those leaders take care of their employees using progressive HR practices. Conger and Kanungo (1988), Day and Lord (1988), and Kouzes and Posner (1995) noted that leaders orchestrate those profound factors that directly contribute to the overall success of a firm (i.e., providing strategic direction, integrating various job activities, coordinating communication between organizational subunits, monitoring activities, and controlling deviations from standard). Nelson (1994) presupposed that communication intended to motivate an employee or employees should be timely and delivered with a personal touch. Nelson reported that recipients tend to value communication delivered in this manner more highly. Kouzes and Posner (2007) argued that the usefulness of external communication could not be undervalued. Kouzes and Posner added, "Unless external communication is actively encouraged, people interact with outsiders less and less frequently and new ideas are cut off" (p. 177). Additionally, Kouzes and Posner outlined the increased need to personally recognize, be attentive to, and appreciate all members of any organization, especially as U.S. organizations are becoming more diverse.

Although significant HR variables were a dominant theme throughout this study, it is the leaders and their willingness to serve the organization for which they are employed to the degree that a positive change is brought about due to their existence and the efficacious use of those variables. Greenleaf (1972) concluded,

This is my thesis: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions—often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open course is to raise both the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them. (p. 1)

The willingness of the leader to serve his or her organization and those individuals who are a part of it was at the center of this study as it related to CART. In an effort to further examine the theoretical underpinnings of what makes the retooling of an existing practice necessary (e.g., in this case the infusion of increased CART) and evaluate how an organization would come to realize the need for retooling such things as HR methodologies, I refer to Kuhn (1996), who offered the following:

So long as the tools a paradigm supplies continue to prove capable of solving the problems it defines, science moves fastest and penetrates most deeply through confident employment of those tools. The reason is clear. As in manufacture

management so in science—retooling is an extravagance to be reserved for the occasion that demands it. The significance of crisis is the indication they provide that an occasion for retooling has arrived. (p. 76)

The support that HR practices received from the vantage point of the reviewed authors provided unambiguous theoretical support for their role in the positive influence of employee retention, job satisfaction, and behavior. What presents itself as being less comprehensible from the existing literature are the effects that a specific bundle of variables (e.g., CART) have on voluntary employee turnover in a diverse retail environment.

Operational Definitions of Terms

Answering: By being sensitive to both business and employee needs and responding quickly, which in most cases would mean within 24 hours (worst case scenario) but preferably the same business day (in most cases), the objective would be to provide a response to an employee's questions, issues, or concerns as close to immediately as plausible. According to Walton (1992), when it comes to responding quickly, organizations benefit by adopting a culture which places an added emphasis on answering the questions of its employees and customers before the sun sets on the same day the questions are raised.

Communication: Increased one-on-one and group communication with employees throughout stores' various strategic business units or departments. The greater the investment made in communicating everything that one's employees need to know, the

greater the likelihood that competence and caring will be added to your employees' abilities and attitudes (Walton, 1992).

Influential leadership: The sum total of a leader's effective CART as defined herein.

Job satisfaction: An employee's overall engagement in both in-role activities and out-of role organizational citizenship behaviors; in the work environment (Jones, 2006; Robert et al., 2006).

Recognition: Public acknowledgement of both individual and group achievements, during store meetings when most employees are present in one specific area of any given store. Recognition efforts can be most effectively employed once employees understand the definition of the employer's expectations versus achieving great results and observes the positive reinforcement received after accomplishing those great results (Kouzes and Posner, 2007).

Training: Departmental training, which is planned, organized, scheduled, monitored, measured, and designed to align employees with established standards. Training involves ways in which individuals are set up to master an expected level of proficiency by being allowed to learn reasonable amounts at reasonable intervals (Kouzes and Posner, 2007).

Treatment: This pretest posttest designed study did not involve any workplace manipulation, but utilized both the momentum and reaction caused by an apparent obedience to authority on the part of the leaders' role of assuring that CART was effectively occurring within their scope of authority. As the district manager (i.e.,

authority figure) of the stores selected as the treatment group, I instructed this particular group of store managers to increase their CART and to record its usage daily. I then maintained a tally sheet which reflected their recorded daily increase or lack thereof. Based on Milgram's (1974) obedience to authority experiment, it was expected that the store management (i.e., leaders) would increase their CART as instructed by their district manager. As Milgram (1974) observed that obedience to authority has little to do with the leader's style and more to do with his/her authority being accepted by the followers as legitimate.

Voluntary Employee Turnover: Employee(s) who of their own volition left the organization in a manner which would qualify them as no longer being employed there and as such are numbered amongst those individuals who are considered to have voluntarily quit.

Assumptions

An assumption with this study was that management and supervisors involved in this research project would be both supportive and enthusiastic enough to facilitate the momentum needed for this study. Another assumption was that the authority that granted the permission to conduct the study would continue to support this endeavor until its completion. It was also assumed that both the self-designed and the MSQ surveys were the appropriate tools to measure the variables under examination. The final assumption was that the individual(s) who would serve as an interpreter would interpret accurately due to the extent of the diverse population involved (e.g., predominately Spanish speaking or bilingual Spanish- and English-speaking employees of different dialects).

Limitations

The scope of the research included six retail stores within the same chain. Stores in District A located in Northern Virginia and various parts of Maryland represented the experimental group. Stores in District B, located throughout Maryland, represented the control group. The focus of the research was the relationship between a bundle of specific HR variables, which were expected to have a negative association with voluntary employee turnover.

Remaining within a 100-mile radius of the midpoint between the experimental and control groups limited the number of stores involved in the study to Maryland and Northern Virginia. Due to the diversity of the employee population, I, being only fluent in English, was placed at a disadvantage when interacting with subjects and not having an interpreter at my disposal continuously. An additional limitation that affected communication was placed on the interpreter(s) due to the range of the Hispanic employee population speaking many different variations of the Spanish language. The newly acquired segment of the organization under study had no history of a recognition program to act as an incentive for motivating employees to be recipients of public recognition. This particular segment of the organization had no formal or structured training programs or training literature readily available to hourly employees, supervisors, or managers.

This study took place during the second half of 2013, during a period many economists have referred to as either still being in or just coming out of the Great Recession or the global economic slowdown. According to the Bureau of Labor Statistics

(2010), the national unemployment rate increased from a 5.8% annual average in 2008, to 9.27% in 2009, to a 9.62% annual average in 2010. Maryland experienced an increase in unemployment ranging from 4.3% in 2008, to 7.4% in 2009, to 7.8% in 2010. Virginia experienced a similar increase from 4% unemployment in 2008, to 6.9% in 2009, and 7% unemployment in 2010. Although the unemployment rate for the country's majority population experienced a steady decline from 8.5% in 2010 to 5.9% in 2013, the country's diverse population remained above 8% amongst Hispanics (i.e., 8.3%) in 2013 and nearly 12% amongst African-Americans (i.e., 11.9%) for the same period (Bureau of Labor Statistics, 2013). It is therefore reasonable to expect a spurious relationship between the independent variables that constitute an increase in influential leadership and the dependent variable (i.e., voluntary employee turnover) based on the presupposition that fear stimulated by economic conditions or other emotional and cultural variables would probably have a causal effect on increases in employees' willingness to conform, along with their tolerance and retention, thereby resulting in the research findings being inflated.

As the study was conducted within the framework of a diverse retail organization, generalizability to those less diverse retail organizations comes into question as the United States has become a much more diverse nation over the last decade than at any other time in its history. From my own lens, it was the primary goal to examine whether or not an association (i.e., negative or positive) existed, and that a more thorough examination of generalizability to those nondiverse retail organizations can be the core of a future study. In conducting research that involves HR practices, I have come to realize

that the variables under examination are limited. Since the focus of inquiry was the association between CART and voluntary employee turnover, the focus on these specific variables offered a more precise examination of the research questions than the wide range of HR variables which could have otherwise been selected for examination.

Delimitations

This study consisted of a target population consisting of 573 individuals. This particular sampling frame included a diverse group of individuals who were all employees of six retail stores within the same segment of a recently acquired retail chain that had been in business for 30 years. As a result of the recent acquisition, the newly acquired stores became a part of a larger retail chain comprised of over 330 stores throughout the United States, Canada, and Australia. The boundaries of the control group and treatment group were restricted to Northern Virginia and Maryland. A pilot test of the research instrument was conducted in Minnesota with a diverse group of employees from the same acquired chain of stores and with similar demographic characteristics. The respondents ranged in age from 18 years to beyond 65 years of age. The respondents used in the pilot study were not a part of the study's control or experimental groups, but were used for the purposes of the pilot study only. The number of pilot study respondents was held to a minimum of 25.

The study involved evaluating the population under study to examine the effects that an increase in influential leadership had on voluntary employee turnover in a diverse retail environment. Along with an existing survey (i.e., MSQ) a self-designed survey instrument was constructed and was reviewed by an expert panel to assist in the data

collection process. The instruments were part of the pretest–posttest methodology that was employed to measure the before and after treatment effect and its relationship to the control group.

Significance of the Study

As previously noted, the study aimed to be a significant component in filling the knowledge gap that exists due to a lack of research on the use of the aforementioned specific variables and their effects on voluntary employee turnover. The ability to examine a plethora of information regarding past and present HR practices has the potential of contributing to significant advancements in employee retention initiatives. Researchers have, in some instances, dissected single variables and some bundles of independent variables aimed at making improvements in this area. Countless organizations remain motionless, however, in the struggle to find the appropriate mix of variables having the potential to bring about a significant effect on their current levels of retention.

With the change in organizational appearance that diversity and inclusion will bring about in the 21st century, it is imperative to examine the variables under study more closely to increase the potential of bringing about positive social change. In an attempt to prepare proactively for this eventual organizational makeover throughout the United States, it was important not to overlook the realization that the ability to communicate clearly with all employees has a greater potential to decrease as time goes on. It is for this reason that a greater focus is necessary on how to communicate effectively, even when the leadership may not speak the same language as its employee base; how to improve

upon the ability to be approachable enough to have people who do not quite know how to phrase their questions feel comfortable with the leader's level of patience so that they will ask their meaningful questions; how to appropriately recognize the existence, importance, and value of each individual in the organization; and how to identify the need to design essential training programs and improve upon existing unstructured training programs using employee input along with relevant data.

Summary and Transition

This chapter contained an introduction to an approach to improve employee retention in a diverse retail environment, which has received little or insufficient attention in past or current literature. Several theorists have argued the need for an effective HR program, where when combined with ambitious leaders, the results have the potential to positively affect the overall retention levels in organizations. A combination of specific independent variables were defined for further examination throughout the study.

Chapter 2 includes a review of the literature which supports the overall research. The literature review contains a range of topics that are central to the variables under study. Diversity and voluntary employee turnover are reviewed in the United States and abroad.

Chapter 2: Literature Review

Introduction

The literature review begins with those segments of literature that best underscore the variables that comprised CART. The strategy used to converge the most recent and reflective studies involved peer-reviewed searches in ABI/INFORM Complete, Academic Search Complete/Premier, Business Source Complete/Premier, ERIC, and PsycINFO. The review is organized according to the variables under study, beginning with the dependent variable, voluntary employee turnover (i.e., turnover, quit rates), and ending with the independent variables, CART.

A growing number of researchers have focused on organizational approaches to employee retention. Most recently, much of the research has emphasized the effect of both internal and external factors on employees when considering the decision to stay or quit. Considerations such as how well one is linked to the community, the degree to which one is embedded into their children's school affairs, and individual social connectedness are a few areas that were further explored in this study as they weighed heavily in this decision-making process. This understanding stands in stark contrast to earlier beliefs primarily centered on the likes or dislikes of an individual boss. Most interesting is the growing amount of literature that brings researchers beyond the single-variable solution into the more complex multivariable arena, where a more salient explanation awaits further exploration and discovery.

Although a significant amount of research in the area of employee retention and turnover exists, there lies an equally significant gap in the literature in the area of specific

bundles of variables designed to reduce voluntary employee turnover in a diverse retail environment. According to the U.S. Department of Labor, Bureau of Labor Statistics (2008), with the rate of retail salespersons employed under the category of general merchandise projected to experience 46.8% growth from 2008 to 2018, combined with an increasingly diverse population, a demand for robust research in this area has become more relevant than ever before throughout the history of the United States. Because of the broad implications of the word diversity, the literature review was not limited to only U.S. corporations.

Theoretical Framework

The job embeddedness theory of Mitchell, Holtom, Lee, Sablinski, and Erez (2001) provided the theoretical underpinning for this study. Mitchell et al. argued that the effectiveness of HRM, and how an organization is viewed by its employees, contributes immensely to the effectiveness of job embeddedness on employee retention. According to Wheeler, Harris, and Harvey (2010) in their study of job embeddedness theory, drew conclusions which were aligned with this study's research questions when they suggested that "HRM practices achieve greater results when bundled together as a set of reinforcing mechanisms" (p. 187). The problem exists, however, where there is insufficient research on developing the most effective bundle that would significantly reduce voluntary employee turnover. Mitchell et al. presupposed that it was equally important to create an atmosphere at work which would create additional reasons to stay other than work itself (i.e., close ties, organizational fit, sacrifice, etc.) as it was to encouraging employees to get well connected to their communities (i.e., children's school, church, bowling league,

etc.). One area of the job embeddedness theory strongly focused on strengthening ties to the community (among employees). In fact, Wheeler et al. recommendations for future research suggested that it would be of great value to further explore worker relationships that show potential for increased ties to the community. One area in which the job embeddedness theory lacks connectivity is not being able to adequately influence such external community relationships from inside the walls of the organization. This study is geared at focusing on a bundle of variables which can be influenced by the leaders within the place of work.

Managing Diversity: How Organizational Efforts to Support Diversity Moderate the Effects of Perceived Racial Discrimination on Affective Commitment

Organizational leaders' ability to clearly communicate the: who, what, where, when, and how of their antidiscrimination efforts remains a critical element of improving employee retention. Cox (1993), Dipboye and Colella (2005), and Goldman, Gutek, Stein, and Lewis (2006) noted that an organization's failure to research and gain an understanding about how to proceed in the direction of eliminating racial discrimination will undoubtedly be fraught with serious implications for both the employees and the organization. Griffeth and Hom (2001), McKay et al. (2007), and Robinson and Dechant (1997) purported that employee quit rates are increasingly higher among members of an organization who are more likely than others to experience any form of discrimination. Triana, Garcia, and Colella (2010) noted that workplace discrimination can be mitigated once employee attitudes have been altered as a result of an organization's commitment to eradicating the problem. For this reason Griffeth, Hom, and Gaertner (2000) argued in

favor of the need for further research on the existence of two proximal indicators, affective commitment and turnover intent, and for ways to counter the discriminatory effects as they relate to these attitudes. Triana et al., when first attempting to define the constructs for their study, used Allport's (1954) definition of discrimination: "Denying certain people equality of treatment based on their group membership" (p. 51). Triana et al. further employed Cox's interactional model of cultural diversity as well as Cox's definition of diversity climate as they included individual, group, and organizational level factors. The final portion of this study was affective commitment, which Meyer and Allen (1991) described as the connectivity that an employee has with her organization when the emotional attachment becomes an integral part of her identification and overall participative commitment.

Chrobot-Mason (2003) pointed out that minority employees have remained cynical toward the aspirations of those organizations that not only rarely achieve their yearly diversity goals but often fall short on significant promises pertaining to diversity initiatives. According to Triana et al. (2010), the overall perceptions of organizational diversity efforts for groups that have had fewer reported discriminatory claims appear to improve attitudes on affective commitment. Individuals or groups who commonly report more discriminatory issues share an entirely different attitudinal experience. The latter group's perceptions of an organization's stated commitment to an effective diversity initiative face a great deal of cynicism, which adversely reduces affective commitment.

Triana et al. (2010) found that for organizational programs and practices to be effective, they must have total support from their highest level of leadership down to their

lowest line of managers and supervisors. Catalyst (2006), Cox (1993), Kalev, Dobbin, and Kelly (2006), and Kossek and Zonia (1993) suggested that those groups affected by the lack of a sound discrimination policy being in place must be convinced of organizational support for diversity programs in the form of accountability held when the tenets of the policy have not been adhered to. According to Catalyst (2006),

The most common diversity programs target sex, race, sexual orientation, working parents, disability, part-time workers, generational and age issues, nationality, and religion. Common diversity practices implemented to target these groups include observing religious and cultural holidays, engaging in diversity recruiting, conducting employee engagement surveys, and holding community outreach and cultural events as well as conducting stereotype- and bias-avoidance diversity training. (p. 14)

Catalyst presupposed that it was not only critical to have an all-inclusive diversity program, but equally essential to have a sound diversity training program in place where all levels of the organization actively participate.

Griffeth and Hom (2001) and Robinson and Dechant (1997) espoused the leaders of organizations who have increased their minority recruitments efforts have seen a similar increase in minority turnover, thereby making this particular form of focused recruiting more costly than recruiting for nonminority groups. According to recent data found in the Bureau of Labor Statistics (2007), minority turnover outpaced nonminority turnover by more than 30%. Foley, Kidder, and Powell (2002) and Greenhaus, Parasuraman, and Wormley (1990) concluded that minorities have had a history of

experiencing a greater number of undesirable work conditions than their White counterparts, which fails to mitigate negative racial conditions. Chrobot-Mason (2003) and Foley et al. claimed that the failure of organizational leaders to address racial and cultural differences and issues appropriately weighs heavily on minority attitudes toward the organization. Griffeth and Hom, Chrobot-Mason, and Foley et al. indicated that unaddressed culturally related issues were at the heart of voluntary turnover in the minority population according to much of the organizational literature.

Mor Barak, Cherin, and Berkman (1998) advocated the use of the term *diversity climate* and linked its meaning to the perceptions of minorities as it relates to their feelings of fairness within the organization. Compared to the White and Hispanic population, McKay et al. (2007) found the diversity climate attitudes of Black employees to be more significantly associated with intentions to quit the organization voluntarily. McKay et al. noted that the survey results of the diversity climate perceptions revealed turnover intention at the rate of 15% for Blacks, 7% for White males, 7% for White female, and 4% for Hispanics. Hopkins, Hopkins, and Mallette (2001) discovered that in sharp contrast to much of the recent literature, wherein researchers reported that diversity climate studies reflected no differences in perceptions, Hopkins et al. reported that all minority groups respond differently to an organization's diversity climate. Harrison, Newman, and Roth (2006) concluded that organizational commitment to the overall diversity climate mitigates employee turnover intentions. Additionally, the application of the same level of organizational commitment that influences employee turnover should

be further investigated for possible relationships with work performance, absenteeism, and organizational citizenship.

Recruitment and Retention of a Diverse Workforce: Challenges and Opportunities

From 1992 to 2002, the American College of Healthcare Executives (ACHE) conducted a series of cross-sectional studies on healthcare leaders' career accomplishments by gender and race or ethnicity. The results of these cross-sectional studies had far-reaching implications for retention among health care executives. According to the findings of the ACHE (2002) report, more Black women were promoted to the level of chief executive officer (CEO), as evidenced by the 2002 survey, than in the previous 1997 survey. Data from the ACHE (1992) survey reported that Black men earned only 85% of what their White counterparts earned at the executive level. However, the results of the ACHE study, which controlled for education and experience, reported Black men's earnings (\$122,600) to be comparable to White men's earnings (\$120,200). Additionally, the 2002 ACHE report found fewer claims of discrimination than the previous (1992 and 1997) studies. Although this study of executive-level health care professionals has shown promise mitigating discrimination concerns in areas relating to the compensation of Black men and the promotion of Black women to CEOs, it did not show an equivalent improvement regarding the compensation of Black women or for Black men holding the title of CEO.

D. A. Thomas and Ely (1996) noted that the value derived from an organizations diversity initiative is measured by the way it improved the functionality of the total business and not just its demographic make-up. Fuller (2004) described and defined a

feeling he called *nobodied*, in which individuals are treated in a manner in which they feel not included, not worthy, inferior, and not belonging. Williams (2000), Meyerson (2001), and Fuller articulated that it is the negative effect of being nobodied that drives individuals from organizations after taking its toll on them professionally, psychologically, physically, and often spiritually. Johnson (1997) and Fuller explained that those members of an organization that would be considered *somebodies* can easily find themselves totally unaware of the perspectives of those who consider themselves *nobodies*. Johnson and Fuller reported that this perception gap is the area where change agents should focus to strengthen diversity retention, recruitment, and overall performance.

Fuller (2004), Meyerson (2001), and Banaji, Bazerman, and Chugh (2003) noted that leaders within the healthcare community can positively affect retention by making adjustments in their own behavior. These adjustments must include introspection to the extent of asking one's self the following:

Do I exclude some colleagues from formal and informal communications? Do I greet managers with a friendly smile and banter, but do I fail to similarly acknowledge the support staff? Do I credit all team members for their contributions to our shared success? Am I more critical and demanding of managers of color than I am of White managers? Do I assume that Hispanic patients will not be responsive to recommendations for lifestyle changes but that White patients will be? (p. 295)

Weech-Maldonado, Dreachslin, Dansky, DeSouza, and Gatto (2002), Muller and Haase (1994), and Motwani, Hodge, and Crampton (1995) indicated that the lack of desire, on the part of racially or ethnically nonaffected healthcare professionals, works contrary to the need to recruit and retain a diverse workforce.

Myers and Dreachslin (2007) recognized in their research that a large number of those healthcare professionals, who represent the majority population, as with other baby boomers, will be retiring soon and the pool of likely replacements is unavoidably diverse. Myers and Dreachslin offered that healthcare leadership would benefit from taking advantage of the research on employee retention strategies. As such, D. A. Thomas and Ely (1996) and Fuller (2004) advocated the practice of embracing a culture that encourages the participation of all employees in all areas of the organization, increasing the emphasis on quality, and working aggressively and visibly to reduce any forms of abuse. Ford and Orel (2005) pointed out that retention improves when employee development takes into account and accommodates the full range of diverse needs and potential barriers to employee growth. Ford and Orel concluded that to learn across boundaries to inclusion, obstacles must be breached by mentoring, reverse mentoring, experience, wisdom, and sharing technical knowledge.

Job Satisfaction and Turnover in the Chinese Retail Industry

When exploring similarities in the effects of turnover among different cultures, the one constant throughout this global concern was the accompanying expense. According to Griffeth et al. (2000), Kinicki, McKee-Ryan, Schriesheim, and Carson (2002), and Price (2001), the cost associated with not being able to retain the individuals

that an organization has invested in has both direct and indirect financial consequences. Organizations are directly affected because of negative returns on investment in areas such as costs of recruitment, time and personnel associated with the selection process, training, and employee development. The indirect effects of turnover include quality, productivity, workforce commitment, and profitability. Robbins and Coulter (1996) noted in concert with much of the research community, job satisfaction is negatively associated with employee turnover; however, Wong, Wong, Hui, and Law (2001) asserted that studies have also shown that in some instances a strong relationship was not found. This antecedent to employee turnover (job satisfaction) has long been treated as an intervening variable (Robbins & Coulter, 1996). Kirkman and Shapiro (2001) espoused after accepting the well-established research supporting the relationship between job satisfaction and employee turnover, one must consider what the antecedents of employee turnover may be with regard to different countries and cultures.

Job Satisfaction and Turnover in the United States Literature

As much as job satisfaction has been a significant area of focus regarding employee retention and turnover, Saks (2006) and Hom and Kinicki (2004) reported that additional considerations such as financial responsibility, the existing labor market, opportunities to gain comparable or better employment, age, and ability also factor into the employee decision-making process. Cotton and Tuttle (1986) and Griffeth, Hom, and Gaertner (2000), known for their often-cited meta-analyses on causes and correlates of turnover, both support the existence of a moderate to strong relationship between job satisfaction and employee quit rates, which is also aligned with much of the current

research on this subject. Cotton and Tuttle, unlike Griffeth et al. observed a strong negative relationship between employees' attitudes towards pay and quit rates.

Job Satisfaction and Turnover in the Chinese Literature

Zhu (2005) advocated that, unlike their Western counterparts, Chinese workers are more accustomed to operating within the boundaries of a centralized economy, have limited education levels, and tend to be characterized as collectivists rather than individualists. Hui, Yee, and Eastman (1995) noted that collectivist employees expressed a higher level of overall job satisfaction in several dimensions of their work. Scott, Bishop, and Chen (2003) discovered that reasons for employee withdrawal were different between Chinese and Canadian managers. Alas (2008) noted that when comparing the attitudes of manufacturing employees from China, Japan, Hong Kong, and South Korea, a significant difference existed. In an attempt to provide an explanation for these differences, Tian-Foreman (2009) presupposed that in any given society the values of a culture would ultimately dictate the definition of a person within that culture, and the end result would influence the behavior and attitudes of employees. Tian-Foreman noted most of the current research failed to support a negative association between job satisfaction and employee quit rates. Additionally, Lam, Baum, and Pine (2001) examined the level of job satisfaction and turnover intent among managers and found that managers who experience an increase in job satisfaction are less likely express or act upon an intention to quit.

Chen (2005) argued in sharp contrast to the aforementioned research after his investigation of 150 information technology employees throughout various organizations

in Shanghai revealed no significant relationship existed between job satisfaction and turnover. Chen asserted that among the Chinese, there appears to be no direct relationship between job satisfaction and employee turnover by means of organizational commitment. Wong, Wong, Hui, and Law (2001), and later Chen, agreed when they pointed out that their study consisting of 550 Chinese participants showed that job satisfaction did not directly influence employee turnover intentions or their commitment to the organization.

Job Satisfaction and Turnover Studies in the Retail Sector

Arndt, Arnold, and Landry (2006), Saks (2006), and Arnett, Laverie, and Meiers (2003) are among the researchers who have contributed to the body of literature involving retail. Arndt et al., Saks, and Arnett et al. found a negative relationship between job satisfaction and intentions to quit. Arndt et al., Saks, and Arnett et al. further explained that years of employment and the age of the employees negatively related to turnover intentions in the retail organizations under study. Throughout much of the research on job satisfaction and its relationship with employee turnover intentions in China, researchers have grossly overlooked retail settings (Gamble, 2006). Cooke (2009) reported managers are the primary source of information when conducting workforce studies in China, which may explain why far less job satisfaction information is available from the perspective of Chinese employees not serving in a managerial role. A study conducted by Tian-Foreman (2009) was dissimilar to the manager-centric studies described by Cooke. A synopsis of Tian-Foreman's sample of the study conducted on job satisfaction and turnover in the Chinese retail industry indicated,

Most of the study's participants were female (n = 112), 75.6 percent of the population; most (45.7 percent) were aged 40 or over.... Furthermore, most respondents (57.9 percent; n = 95) were frontline employees; and non-management employees (62 percent; n = 101). (p. 361)

Mobley (1982) noted that the youth of the employees might have a significant effect on turnover intention given the negative relationship between age and turnover.

Job Satisfaction–Turnover Relationship Across Occupational Groups

In evaluating the intention to quit across various levels within organizations, it is not surprising to expect a difference in job satisfaction between management and nonmanagement employees. Price (2001) advocated that factors such as compensation, communication, and the ability to influence organizational change create a sizable gap between managers and nonmanagers. Price contended that this gap was made evident in the quit rates of managers as opposed to nonmanagement employees, because managers are generally at the front end of organizational communication, are paid at significantly higher rates, and are in a better position to affect change. Price concluded that the power associated with the aforementioned factors would be expected to create a higher degree of job satisfaction in one group and mitigate reasons for staying in the other.

A Winning Approach

According to Cunningham (2004), leaders of organizations that experienced reductions in employee turnover yearly were much better at communicating useful information to their employees than those that experienced increased turnover.

Cunningham explained that employees were not only involved in key decision making,

but found that significant meetings were very informative and planned well in advance in most cases. In organizations that experienced reductions in turnover, managers prioritized individual face-to-face meetings with all members of the workforce.

Cunningham (2004) found that at organizations with higher turnover rates, there was an apparent lack of a desire to listen to or respond to employee concerns, which increased employee frustrations. Unresolved issues ranging from machines not functioning properly to management's failure to provide the necessary tools or resources to complete a task successfully or safely routinely received very little, if any, management attention. Cunningham reported that those individuals employed at organizations experiencing reduced turnover have systems in place that allow for the solicitation of employee suggestions and comments. More important, there were processes in place that measured the time between suggestion and action taken when warranted.

Regarding the value gained by appropriately recognizing employees within the organization, Cunningham (2004) posited that, of the organizations surveyed, those reporting a decrease in turnover had employees who felt appreciated by the management and recalled being told "thank you" by someone in a position of leadership when they believed it was appropriate. Conversely, the employees of organizations experiencing a greater degree of turnover were of the opinion that management was too busy to help, talk, or listen. Furthermore, management generally began to engage employees when a crisis would arise. Cunningham concluded that employee retention can be significantly

improved by addressing the fundamental needs of the workforce (e.g., active listening, communication, recognition, and responding in a timely manner).

Job Satisfaction, Employee Commitment, and Trust in Management

The available pool of literature covering the constructs job satisfaction, employee commitment, and trust in management are quite extensive. Moreover, there remains a plethora of literature that examines their relationships. Harter et al. (2002) reported that among the array of available literature on these constructs, a researcher will find that job satisfaction is presumably without fail in its negative association with employee quit rates wherein the employee chose to exit the organization. Mathieu and Zajac, (1990) observed that the available literature has shown ongoing support for the existence of a significant positive correlation between job satisfaction and the commitment level of its workforce. Although correlation does in fact exist, causality remains ambiguous (Lance, 1991; Mathieu, 1991). Vandenberg and Lance (1992) advocated that although some researchers claimed that job satisfaction leads to employee commitment, a sufficient number of researchers suggested the opposite. Rogg, Schmidt, Shull, and Scmitt (2001) further posited that within customer-based organizations, the amount of evidence of an inextricable link between job satisfaction and its effect on obtaining customer satisfaction has increased.

T. A. Wright and Bonett (2002) explained that a positive association exists between employee commitment and job performance. Applebaum, Bailey, Berg, and Kallenberg (2000) noted that committed employees have developed a strong psychological attachment with their employers, and as a result, they will have a greater

tendency to do more than what is normally expected. P. M. Wright et al. (2003) concluded that committed employees are less likely to be involved in antisocial behaviors that detract from organizational goals and more likely to be associated with those efforts that are beneficial and contributory.

The available literature on the effects of high-performance work systems practices has provided overwhelming support for its influence on organizational performance, commitment, and motivation for employees to remain with their employers. Wright and Boswell (2002) explained the need for further research regarding the effects of *bundles*, whereas a certain cluster of specific HR-related variables may provide a greater effect than others. Wright and Boswell reported that research purporting the effects of bundles is more limited.

Moderating and Mediating the HRM Effectiveness–Intent to Turnover Relationship: The Role of Supervisors and Job Embeddedness

According to Lepak and Snell (2002), many scholars who have investigated the relationship between strategic human resource management (SHRM) and employee performance found an additional link between SHRM and a decrease in employee turnover intentions. Becker and Huselid (2006) recommended further examination in an effort to explain the psychological association between the effectiveness of SHRM and the individuals within the organization it serves. Mitchell et al. (2001) espoused job embeddedness was the primary factor that held employees in place long after other programs designed to do so have come and gone. Mitchell et al. contended that the social and psychological underpinnings normally formed when members of the organization

become active members of the communities in which they live give job embeddedness its gravitational force. Holtom and Inderrieden (2006) referred to this level of embeddedness as an antiwithdrawal theory. Mitchell et al. described employee job embeddedness that resulted from the previously mentioned work and community association as a type of web which is capable of holding and bonding individuals within an organization. P. M. Wright, Gardner, and Moynihan (2003) noted that organizations whose leaders have focused on HR programs to strengthen employee commitment have not only improved employee retention, but also experienced an increase in the organizations' financial performance. Mitchell et al. further explained the value of having employees embedded in the communities in which they live. As a result of this communal relationship, employees faced with intentions to quit often consider having to sacrifice their community relationships and commitments, which are often associated with leaving one's place of employment.

Lepak and Snell (2002) noted that one way to ensure increased employee retention is to incorporate a combination of both high-performance work systems and HRM practices that are commitment based. Holtom and Inderrieden (2006) explained, "Job embeddedness is conceived as a key mediating construct between specific on the job and off the job factors and employee retention" (p. 11). Holtom and Inderrieden advocated for it to be a function of HRM to develop a job embeddedness type of environment, which often mitigates situations leading up to employee turnover considerations. Wheeler, Harris, and Harvey (2010) claimed that retention results are

significantly improved upon when HRM practices are bundled together, thereby reinforcing weaker practices.

An Exploratory Study of U.S. Lodging Properties' Organizational Practices on Employee Turnover and Retention

During the last century HR managers have made tireless attempts at finding a way to retain their employees. Brayfield and Crockett (1955) noted that scholars from as early as 1955 recognized the value that organizations placed on maintaining an optimum level of employees in any given industry. Gustafson (2002) reported that the lodging industry is among the industries known for having an exceptionally high rate of employee attrition. Cho, Woods, Jang, and Erdem (2006) claimed that annual turnover in the hospitality industry has ranged from as low as 32% to as high of 300%. Woods, Sciarini, and Heck (1998) outlined that the cost associated with employee turnover was especially high in this industry with hourly employees ranging from \$3,000 to \$10,000 and salaried employees exceeding \$50,000. Hinkin and Tracey (2000) explained that the failure to retain employees grossly affects the operations of an organization due to lost productivity. Hinkin and Tracey advocated that medical executives who work in support of HR managers' sound practices and policies, will eventually reap the benefits of retaining a higher performing workforce. Simons and Hinkin (2001) concluded that when HR managers effectively put together sound practices that concentrate on employee retention, the programs and their associated costs outweigh the cost of inaction and its detrimental effect on turnover and lost productivity.

Corporate Culture and Communication

Becker and Huselid (1999) surmised that the continuous communication of an organization's culture to its employees has a profoundly positive influence on employee retention. Becker and Huselid contended that an employee's behavioral change brings about this effect on retention, which generally works in the direction of aligning itself with both the communicated and demonstrated organizational culture. Chew, Girardi, and Entrekin (2005) along with Cho, Woods, Jang, and Erdem (2006) agreed with the argument offered by Becker and Huselid in that they reported a similar finding as it pertained to the influence that a communicated corporate culture had on employee retention and turnover. Milman and Ricci (2004) concluded that a combination of management's approach to handling issues and concerns, juxtaposed with a clearly communicated culture, works in the direction of an improved employee retention rate.

Training

Walsh and Taylor (2007) supported the position that those organizations that have placed a greater emphasis on training have generally been rewarded with increased employee retention because employees were better equipped to handle their work assignments. Shaw, Delery, Jenkins, and Gupta (1998) suggested that much of the earlier research on the relationship between HR training programs and employee turnover pointed to a negative association; however, Shaw et al. found instances where a positive association exists. Shaw et al. posited that companies run the risk of an increase in employee turnover as a result of an increase in training, which can be a by-product of building a smarter and more capable workforce.

Employee Recognition, Rewards, and Compensation

Researchers (Cho, Woods, Jang, & Erdem 2006; Guthrie, 2001; Milman, 2003; Milman & Ricci, 2004; Walsh & Taylor, 2007) have measured the effects that recognition, rewards, and compensation had on employee retention and turnover intentions. Cho et al. stated that a positive correlation existed between the use of incentive plans and employee retention among hourly employees. Milman and Ricci added that compensation would not be enough to maintain adequate employee retention levels. Walsh and Taylor espoused opportunities for growth and professional development among managers outweighed compensation in regards to reasons to remain with an organization. Wildes (2007) agreed that for many employees compensation is an important factor, but added that an enjoyable work environment and flexibility in scheduling were significant motivators in efforts to increase employee retention.

Evaluating Verbal and Nonverbal Communication Skills in an Ethnogeriatric, Objective, Structured, Clinical Examination

Ngo-Metzger et al. (2006) noted the significance of clear communication between health care professionals and patients. Their findings suggested that the lack of clear communication in the medical field negatively influenced patient satisfaction with their care, patient compliance with physician recommendations, and the patients' overall health. J. A. Hall, Harrigan, and Rosenthal (1995) observed that an overlooked part of the relationship-building blocks between health care professionals and patients is the effective use of verbal and nonverbal forms of communication. K. Collins et al. (2002) advocated the existence of a positive association between health care professionals'

display of empathy and patients' satisfaction with their overall health care experience. K. Collins et al., Gordon, Street, Scharf, and Souchek (2006), and Tai-Seale, McGuire, Colenda, Rosen, and Cook (2007) contended that health care providers have shown a tendency to exert increased verbal authority and are further removed from patient connectedness when it comes to their communication with minorities. Tai-Seale et al. reflected that this gap in the ability or desire to be focused on sensitivity in verbal exchanges seems to increase with older African Americans.

Branch et al. (2001) noted that to bridge this communication gap, a new set of skills must be introduced and learned. L. G. Collins, Schrimmer, Diamond, and Burke (2011) explained, that in order to make this a reality, an individual who has adopted these new sets of skills must "practice them, be observed, receive helpful feedback, reflect on his or her performance, and then repeat the cycle" (p. 162). L. G. Collins et al. concluded that a tool referred to as an ethnogeriatric objective structured clinical examination may be one of several resources researchers can use to instruct health care providers in culturally sensitive, unambiguous, nonverbal and verbal communication, particularly with their older African American patient base.

The Pantomime of Persuasion: Fit Between Nonverbal Communication and Influence Strategies

Many adults living in the United States have been the target of salespeople's cleverly scripted messages or sales tactics, most of which have been the subject of several studies on persuasive communication. However, Burger (1999) and McFarland, R. G., Challangalla, G. N., and Shervani, T. A. (2006) turned their focus to an area that has

received less attention, which is studying what is not being said. Fennis and Stel (2011) noted,

The influence of fit (and misfit) between nonverbal communication and influence strategies on the recipient's compliance has not yet received empirical investigation....We propose that nonverbal communication can "boost" the persuasive impact of influence strategies to the extent that it fits the strategy's orientation, and conversely, that a misfit between nonverbal behavior and type of strategy may render it ineffective in fostering compliance. (p. 807)

Cesario and Higgins (2008) examined and later drew a distinction between two types of nonverbal message delivery styles: The first style is an eager nonverbal style that is highly demonstrative and places great emphasis on obvious and strong gestures and enthusiastic body language, while the other style is seemingly the direct opposite or a scaled down version of the first. McGinley, LeFevre, and McGinley (1975) found that individuals who regularly used the open body position in nonverbal cues were evaluated as being more positive than those who used closed body movements. Lastly, Fennis and Stel (2011) explained that using either nonverbal style (i.e., open or closed body positioning) when accompanied by a fitting verbal message will increase the chances of compliance from the recipient of the message, whereas the persuasiveness of the verbal message is attenuated when the body positioning is giving off a conflicting message.

Questions and Answers: The Substance of Knowledge and Relationships

In an environment rich in diversity, leaders must make themselves readily available to receive a variety of questions from the workforce. These questions will often

range from the well thought out and prepared to the incomplete questions that require much probing to understand what is being asked. Petress (2006) argued that the art of asking questions has not received the attention that it deserves. Petress surveyed over 150 teachers and students and discovered that none had either taught or been the recipient of any methodical or repetitive instruction on how to ask either open or closed probing questions. Petress suggested parents should teach these skills in early childhood and teachers should build upon this at the elementary school, middle school, and high school levels. Furthermore, this skill should be refined at the collegiate level. In an interview of parents, Petress noted that a typical response received from parents after being asked about their role in the training of how to form good questions was, “I am not a teacher,” “That is a teacher’s job,” or “I don’t have the time.”

Of equal importance is the manner of answering. Petress (2006) articulated that the ability to answer or respond adequately is critical in many areas outside the classroom (i.e., physician–patient relationships, lawyer–client relationships, retailer–customer relationships). Petress further recommended that our society do more to demand that individuals are better educated on the art of asking value-added questions and demanding useful, yet timely, answers both inside as well as outside of the school system.

An Integrative Approach to Personality: Behavioral Approach System, Mastery Approach Orientation, and Environmental Cues in the Prediction of Work Performance

In the search for effectual motivators used to mitigate employee quit rates, organizational leaders have taken a closer look at their methods of recognition (i.e.,

rewarding) desired behaviors. Elliot and Sheldon (1997) adopted mastery approach orientation as a means of increasing work outcomes by reason of the demand placed on mastering individual skill sets. Stringer (2002) and Jaramillo, Mulki, and Solomon (2006) advocated one significant moderator between employee behavior and attitudes that affects quit rates is having a work environment that is both psychologically meaningful and rewarding. Izadikhah, Jackson, and Loxton (2010) revealed, "Mastery approach orientation is a stronger mediator of the relationship between BAS [behavioral approach system] and work performance in work climates which are perceived as rewarding" (p. 590). According to Gray and McNaughton (2000) and Pickering and Gray (1999), Gray's reinforcement sensitivity theory has been regarded as a leading theoretical reference in the study of BAS. Izadikhah et al. noted that reinforcement sensitivity theory proposed that as environmental surroundings differ, so do individual neurological influences as a result of being rewarded or punished. Izadikhah et al. later concluded that reinforcement sensitivity theory supported the notion that behavioral approach systems are highly attuned to rewarding ideal behaviors and that researchers who failed to investigate the value of reward and the recognition of good behaviors cannot accurately refute or support Gray's theory.

A Strategy for Diversity Training: Focusing on Empathy in the Workplace

U.S. employers have been challenged with finding ways to rapidly acclimatize a growing immigrant workforce. According to the Bureau of Labor Statistics (2009), 24.1 million U.S. workers (15.6%) were foreign-born (i.e., legally admitted immigrants, refugees, and temporary residents and undocumented immigrants). Shin and Bruno

(2003) reported that 25 million (81%) U.S. workers who are foreign-born spoke their native language while at home, while 9 million of this same population rated their English speaking capabilities as either “not well” or “not able.” Data presented by the National Restaurant Association (2006) highlighted the foodservice industry as one of the largest employers of non-English-speaking employees in the United States. National Restaurant Association data noted that 26% of U.S. foodservice employees do not speak English in their homes. Shin and Bruno pointed out that 11.9 million individuals lived in homes where no one over the age of 14 years was capable of communicating in English at a reasonably acceptable level. Lee and Chon (2000) and Loh and Richardson (2004) advocated that a great concern arises out of the many workplace impediments this causes (i.e., bias, communication, training, cohesion). Castro, Fujishiro, and Sweitze (2006) declared that a feeling of isolation and discrimination are the natural response of those non-English-speaking employees confronted with such barriers. Madera, Neal, and Dawson (2011) surmised that organizational leaders work aggressively to develop a workplace environment that embraces other cultures and increases its understanding and value of diversity. In attempting to lead and understand a diverse workforce, it is critical to understand their perspectives. Hogg and Terry (2000) posited,

People categorize themselves and similar others in the “in-group” and group dissimilar others as the “out-group.” Therefore, when individuals interact with other people at work, they do not act as a single individual; instead, individuals perceive themselves as members of a social group using personally meaningful

dimensions such as ethnicity or race to categorize themselves and others into groups. (p. 471)

Minimizing the differences upheld by a multicultural workforce often involves removing many obstacles. Dovidio et al. (2004), Galinsky and Ku (2004), and Galinsky and Moskowitz (2000) agreed that possessing that cognitive ability to be considerate of how others would feel and react would provide the best strategy for removing potential barriers. Madera et al. concluded that after individuals are placed in training and learning environments, where the objective is to view life and work from another person's perspective, barriers then start to collapse and both cohesiveness and understanding begin to develop.

The Effect of Path-Goal Leadership Styles on Work Group Effectiveness and Turnover Intention

With the changing demographical landscape in the United States, organizational leaders face the challenge of finding the right style and mix of capable leadership necessary to motivate the workforce in the direction of remaining or creating viable and equally competitive organizations. Lockwood (2004) noted,

Throughout the next decade, the U.S. workforce is forecasted to become even more diverse, with 75 percent of the immigrant population arriving in the United States from Asia and Latin America, with only five percent coming from Canada and Europe. Women and minorities were projected to represent 70 percent of the U.S.'s 2008 workforce. (p. 52)

According to Duemer, Christopher, Hardin, and Olibas (2004), research is lacking on the influence of leaders in their organizations in areas such as job satisfaction and performance; however, the opposite is true of the amount of available literature covering leadership and its associated effect in diverse organizations. Duemer et al. noted this lack of available research has been especially evident in the area of turnover intentions within diverse organizations.

G. B. Cunningham and Sagas (2004) posited that at the onset of organization work group relationships, individuals show a strong tendency toward focusing on the visible aspects of others. As the group develops together and learns more about one another beyond that which is visibly apparent, then its focus shifts to the nonvisible aspects of group membership (e.g., education, personality, values). Lankau, Ward, Amason, Sonnenfeld, and Agle (2007) noted that those individuals who had less in common with their leader also were less likely to support that dissimilar leader. D. C. Thomas (1999) argued against the value and benefits of diverse work group performance when he confirmed that performance of groups which are considered similar exceeded that of those groups considered demographically dissimilar. Conversely, Thatcher, Jehn, and Zanutto (2003) asserted that when the leader played an integral role in creating cohesiveness, despite obvious differences, by openly acknowledging the value and benefit of diversity in the workplace, the overall group performance increased. Sousa-Poza and Henneberger (2004), Peterson (2004), and Kuo (2004) noted the benefits derived from having a diverse workforce dissipate after the group perceives that the organizational leadership has begun to show signs of falling beneath the group's expected

standards of leadership. Sousa-Poza and Henneberger, Peterson, and Kuo further reported that diverse work groups showed a tendency to thrive in environments in which the leadership openly recognized and embraced their differences. Brannon, Barry, Kemper, Schreiner, and Vasey (2007) and Loi, Hang-Yue, and Foley (2006) supported the argument that when leaders have shown a noticeable appreciation for diverse work groups, the result has been an increase in cohesiveness, effectiveness, and commitment and a decrease in turnover intentions.

Consequences of the Performance Appraisal Experience

The effect that annual or semi-annual performance appraisals have on employee retention cannot be overlooked. Many managers do not adequately invest in the time to properly prepare and deliver the results to recipients. Heathfield (2007) indicated that, “when surveyed about most disliked tasks, managers say they hate conducting appraisals, second only to firing employees” (p. 6). Mitchell, Holtom, Lee, Sablinski, and Erez (2001) noted that organizational leaders should analyze the relationship between intentions to quit and the quality of the performance reviews because it is far more expensive to recruit than it is to replace employees. According to Fugate, Kinicki, and Prussia (2008), much of the research on turnover points to employees expressing a desire to distance themselves from organizations that cause them to be in situations that are contrary to their best interests. Poorly prepared performance reviews combined with an employee’s uncertainties about the grading process are strong contributors to tensions that are not in the best interest of both the organization and the employees reviewed.

Career Decisions From the Decider's Perspective

A common thread found throughout much of the literature points to the inextricable link between personal and professional reasons when it comes to deciding whether an employee remains with or chooses to exit an organization. Phillips and Jome (2005) surmised that person–environment fit models have become the focus of research in career choice. Blustein, Schultheiss, and Fluni (2004) advocated that an employee's decision to quit is generally driven by negative experiences within an organization, which may have affected him or her psychologically, culturally, socially, or economically. Blustein (2001) and Blustein et al. added that the relational aspect of the organizational environment is essential to ensuring employee retention, as individuals have a need for connectedness where they are employed. Phillips, Christopher-Sisk, and Gravino (2001), Iaquina (2007), and D. T. Hall (2004) added that an employee's decision to remain with an organization or exit is relational, is emotionally influenced, and takes into consideration areas of one's life that are outside the confines of the work environment. Phillips et al. posited that one's choice to stay or go was relational to the extent that it generally involved the sought out opinions of closely knitted community members. Amundson, Borgen, Iaquina, Butterfield, and Koert (2010) explained that Phillips et al. (2001) overlooked the significance of major life roles such as parenting and their related effect on career choice. Amundson et al. concluded,

Of the participants, 94% described the importance of connectedness with family, friends, and colleagues within and outside work as a primary factor in their career decision making. Participants prioritized relationships and intentionally made

career decisions that enhanced a relational sense of connection. Connectedness involved feeling loved, nourished, and supported or nourishing, loving and supporting others. (p. 341)

Trevor-Roberts (2006) concluded that among the many reason that negatively affect employee retention, having a contingency plan (i.e., another job) ranked high on the list.

Gap in the Literature

Throughout the review of the literature, it was readily apparent that the need for a new paradigm had arisen. The problem of advancing consistently in a manner which would mitigate voluntary employee turnover using a bundled approach has remained inadequately addressed. This apparent gap provided the impetus to stretch the existing social scientific worldview beyond its current dimensions, and doing so through further exploration via the research questions in order to gain sufficient traction towards the retention of the life-blood of our future economy. Butterfield (1949) recognized the value of viewing groups or bundles from the opposite side of the spectrum, and further expressed his appreciation for applying the visual gestalt when he articulated his approach in “handling the same bundle of data as before, but placing them in a new system of relations with one another by giving them a different framework.” This literature review may have provided evidence that a new and better approach awaits discovery.

Summary

This chapter included a review of the literature as it pertained to voluntary employee turnover in a diverse retail environment. The primary focus of this review was

on the variables which constitute CART and how they influence individual decisions to stay or leave an organization. The literature review examined a reality that has undoubtedly challenged organizational preparedness, or lack thereof, for reducing voluntary employee turnover in a diverse retail environment.

Chapter 3 contains insight on the research design and approach, data collection and analysis, and further describes the instrumentation used to collect the data.

Chapter 3: Research Method

Introduction

In the search to design a more efficient organization, the ability to get the most out of an organization's human capital remains paramount and clearly distinguishes the capabilities of one company from another. Countless consulting firms and organizational leaders have probed intensely into HR departments to determine how to attract the best and brightest, how to retain vital human capital over the long run, and how to remain in business and thrive because of the contributions of their employees. As the literature review suggested, some researchers have examined certain bundles of variables and others a single variable in order to find the right mix to reduce voluntary employee turnover. It is for this same purpose that I examined a specific bundle of variables for their potential value and application throughout the community of organizational change practitioners.

In this chapter, I address the research design and approach selected for this study, sample and the population, the treatment chosen, and the formula for obtaining the sample size. Further discussion outlines the details of the instrumentation and materials. A substantial portion of this chapter details the proposed data collection and analysis process. Lastly, the chapter includes the measures used to protect participants' rights.

Research Design and Approach

The experimental design used was the pretest–posttest, control group design in which the experimental group was measured before and after the experimental treatment. The control group was measured in the same manner, but did not receive the

experimental treatment. As a part of this design, I gathered and used secondary data (i.e., retention records, awards, and any recorded form of recognition given to employees) to ascertain both the pretest and the posttest data. The use of secondary data benefitted the study by significantly reducing the external validity threat of testing–treatment interaction, which is a weakness normally associated with this design, by not sensitizing either groups to the experiment or its treatment. The treatment was applied to three stores that had similar demographics in terms of diversity (i.e., percentage of diverse employees in the workforce in excess of 95% of the total store’s population) to another three stores (control group) that received no treatment (i.e., as a part of the acquired organization’s normal operations, CART was not being observed beyond its current level of monitoring, which would therefore draw no increased attention). The design was tailored to the problem statement, which needed to identify a specific bundle of variables that were negatively associated with voluntary employee turnover. Furthermore, the pretest–posttest control group design supported the needs of the study by providing the ability to measure and analyze the effects of the independent variables on the dependent variable, while ensuring validity throughout the process. Finally, for the purpose of this study, I chose to conduct quantitative research using both a self-designed and an existing survey (i.e., MSQ) as a strategic tool for collecting data.

Setting and Sample

Experimental design was the preferred design in this study. The advantages of this design allows the application of the laws of mathematical probability to estimate the accuracy of the sample. As a part of the process of random selection, I applied a random

sampling process by means of systematic sampling from a complete employee listing. This approach further facilitated the study by eliminating bias, in that it allowed each case in the population an equal chance of selection. The unit of analysis was individuals. The operational definition of my target population was further refined by the sampling frame, which consisted of those individuals currently employed (as of August 1, 2013) at six out of over 330 retail stores within the same chain, but excluded those who have been hired for seasonal employment and fell into the category of temporary employees. The employees were geographically located in the Northern Virginia and Maryland area. This particular group of stores were selected based on their geographic and logistical accessibility to me as the researcher. Three of the six stores, which were selected as the treatment group, were chosen as such because they offered unlimited access to me as the district manager of those particular stores. The age group consisted of those employees ranging in age from 18 years to beyond 65 years. Although it was anticipated that the sampling frame would consist of a diverse group, with the exception of the age parameters, no employees were excluded due to language (i.e., non-English-speaking), physical ability (i.e., handicap, pregnancy), or any other known barrier. Strict adherence to compliance and ethical standards for doctoral research and all applicable U.S. federal regulations were upheld to ensure that beneficence, justice, and respect for persons were maintained throughout the course of this research.

In determining the sample size, a number of factors received consideration. The first factor was the heterogeneity of the population, which was expected to be highly diverse as it became apparent that the majority of the workforce speaks English as a

second language. With standard deviation being the appropriate measure of heterogeneity within a population, its use was effectively applied here. The desired precision, confidence level, and confidence interval were determined for the sample of employees that were involved in this study. The following equation was used to determine the sample size:

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Or

$$230 = \frac{3.8414588^2 * 573 * 0.5 * (1 - 0.5)}{(0.5^2 * (573 - 1)) + (3.8414588^2 * 0.5 * (1 - 0.5))}$$

Where n = sample size, X^2 = Chi-square for the 95% confidence level at 1 degree of freedom, N = population size, P = population proportion of .50, and ME = margin of error +/- .05.

The regional HR manager, representing the acquired organization under study, provided accurate employee listings for each store. The regional HR manager ensured that the employee lists contained data necessary for the purpose of this study (i.e., a means to determine age, gender, etc.). The regional HR manager also furnished

applicable retention data (e.g., Appendix G shows voluntary employee turnover for each store for the period covering August 2013 versus September 2013).

The treatment, which involved an increase in the application of CART, was put into effect by using both the momentum and reaction caused by an apparent obedience to authority on the part of the leaders' role of assuring that CART was effectively occurring within their scope of authority. As the district manager (i.e., authority figure) of the stores selected as the treatment group, I instructed this particular group of store managers to increase their CART and to record its usage daily. I then maintained a tally sheet which reflected their recorded daily increase or lack thereof. Based on Milgram's (1974) obedience to authority experiment, it was expected that the store management (i.e., leaders) would increase their CART as instructed by their district manager. As Milgram (1974) observed that obedience to authority has little to do with the leader's style and more to do with his/her authority being accepted by the followers as legitimate. The treatment was applied to three stores (i.e., experimental group) that have similar demographics to another three stores (i.e., control group) that received no treatment (i.e., as a part of the newly acquired task oriented organization's normal operations, CART was not observed beyond its current level of monitoring, which would therefore draw no increased attention). During the third quarter of fiscal year 2013 was the designated time to apply the treatment. For a period of 60 days the treatment was observed daily in certain instances (e.g., communication), and as the need would arise in others (e.g., answering, recognition, and training), in all three stores selected to receive the treatment. The following protocol was designed for the purpose of making CART observations:

1. Communication: Within each store essential daily business communication was promulgated to all employees (i.e., management, supervisors, and all other non-exempt employees) regardless of shifts. Each store manager would ensure that the organization's existing "Daily Floor Walk" form was completed every day, including weekends, as is required by company policy. The completed Daily Floor Walk form would be filed in its appropriate binder and maintained in the store manager's office. I would consistently review this Daily Floor Walk form, outcomes, and process as a part of my observations. The store's leadership team's ability to accomplish this successfully or not was recorded on a daily CART tally sheet maintained by me. It was expected that as a result of my consistent noticeable observations, that the current level of employee engagement would be increased with respect to daily interaction, one-on-one communication, and making available all sales data and other essential written forms of communication that should be available for all employees.

2. Answering: As required, managers are to complete the Daily Floor Walk form and ensure that all unresolved and unanswered questions are addressed before the next day's store meeting begins. The completed Daily Floor Walk form would be filed in its appropriate binder and maintained in the store manager's office. I would consistently review this Daily Floor Walk form, outcomes, and process as a part of my observations. The store's leadership team's ability to accomplish this successfully or not was recorded on a daily CART tally sheet maintained by me. It was expected that as a result of my observations, the current levels of employee engagement, follow up, and responsiveness would increase.

3. Recognition: When warranted, managers, supervisors, and all other nonexempt hourly waged employees would receive an appropriate level of public recognition during store meetings when most employees are present in one specific area of any given store. Each store manager would ensure that the organization's existing Daily Floor Walk form was completed every day, including weekends, as is required by company policy. The completed Daily Floor Walk form would be filed in its appropriate binder and maintained in the store manager's office. I would consistently review this Daily Floor Walk form, outcomes, and process as a part of my observations. The store's leadership team's ability to accomplish this successfully or not was recorded on a daily CART tally sheet maintained by me. It was expected that as a result of my consistent noticeable observation, that the current level of employee recognition would be increased with respect to public recognition and the existing store leadership team looking for opportunities to recognize appropriate behaviors they would like to see repeated and are worthy of recognition.

4. Training: As required, managers, supervisors, and all other non-exempt hourly waged employees would receive training applicable to their areas of responsibility. As required by company policy, each store manager would ensure that the organization's existing Daily Floor Walk form was completed every day, including weekends, as is required by company policy. The completed Daily Floor Walk form would be filed in its appropriate binder and maintained in the store manager's office. I would consistently review this Daily Floor Walk form, outcomes, and process as a part of my observations. The store's leadership team's ability to accomplish this successfully or not was recorded

on a daily CART tally sheet maintained by me. It was expected that as a result of my consistent noticeable observations, that the current level of training would be increased with respect to scheduling, planning, intensity, and detail in areas where there was a need for improved performance and associated business outcomes.

Data Collection Process

In planning the data collection process, I secured the aid of one bilingual (i.e., English and Spanish speaking) interpreter. The interpreter was selected amongst the employees of the organization under examination. This individual was selected based on their ability to act as an interpreter of both the English and Spanish languages, which is particularly useful in a highly diverse work environment. The interpreter was, however, utilized by me as needed for the sole purpose of interpretation. The interpreter was only called upon to clarify any questions for respondents, which would arise from the self-designed survey or the existing survey instrument (i.e., MSQ). Lastly, as a means of tallying and observing increased CART, I used an existing form created by the organization under study (i.e., Daily Floor Walk form).

In view of the primary hypothesis that an increase in influential leadership will have a negative association with a decrease in voluntary employee turnover in a diverse retail environment, I examined the relationship between the operationalized hypotheses and their applicable research questions.

The null hypotheses were as follows:

H1₀: There are no associative differences brought about by an increase in the combined effects of CART and the association between each variable and a decrease in voluntary employee turnover.

H2₀: There are no associative differences brought about by an increase in the combined effects of CART and the association between each variable and an increase in job satisfaction.

The alternative hypotheses were as follows:

H1_a: I hypothesized that an increase in communication will have a negative association with a decrease in voluntary employee turnover. As this hypothesis relates to Research Question 1, will an increase in communication have a negative association with a decrease in voluntary employee turnover? I have analyzed the independent variable communication (before and after treatment) and its relationship with the dependent variable voluntary employee turnover.

H2_a: I hypothesized that an increase in answering (i.e., responding quickly) will have a negative association with a decrease in voluntary employee turnover. As this hypothesis relates to Research Question 2, will an increase in answering have a negative association with a decrease in voluntary employee turnover? I have analyzed the independent variable answering (before and after treatment) and its relationship with the dependent variable voluntary employee turnover.

H3_a: I hypothesized that an increase in recognition will have a negative association with a decrease in voluntary employee turnover. As this hypothesis relates to Research Question 3, will an increase in recognition have a negative association with a

decrease in voluntary employee turnover? I have analyzed the independent variable recognition (before and after treatment) and its relationship with the dependent variable voluntary employee turnover.

H4_a: I hypothesized that an increase in training will have a negative association with a decrease in voluntary employee turnover. As this hypothesis relates to Research Question 4, will an increase in training have a negative association with a decrease in voluntary employee turnover? I have analyzed the independent variable training (before and after treatment) and its relationship with the dependent variable voluntary employee turnover.

H5_a: I hypothesized that an increase in the combination of CART will have a negative association with a decrease in voluntary employee turnover. As this hypothesis relates to Research Question 5, will an increase in the combination of CART have a negative association with a decrease in voluntary employee turnover? I have analyzed the independent variables CART (before and after treatment) and their relationship with the dependent variable voluntary employee turnover.

H6_a: I hypothesized that an increase in the combination of CART will have a positive association with an increase in job satisfaction. As this hypothesis relates to Research Question 6, will an increase in the combination of CART have a positive association with an increase in job satisfaction? I have analyzed the independent variables CART (before and after treatment) and their relationship with the dependent variable job satisfaction.

Upon completion of the statistical analysis, I was able to determine whether or not to accept or reject the null hypotheses. If the statistical analysis showed that there was no difference in the aforementioned hypotheses at the 0.05 significance level, I would then accept the null hypotheses. Conversely, if the analysis reflected a difference at the same level of significance, I would then accept the alternative hypotheses reflected in $H1_a$ through $H6_a$.

The data analysis and further interpretation was aided by using computer software (SPSS 21.0 and Microsoft Excel where applicable). The specific statistical analysis included the use of descriptive statistics of frequency distribution comparisons to summarize the demographic characteristics of the respondents in both the pretest and posttest results and the number of valid cases of respondents. This was followed by the descriptive statistics in terms of the central tendency measures of mean, and standard deviation to summarize the pretest and posttest data for the continuous measured independent variables of individual CART and the combined CART scores, the dependent variable of voluntary employee turnover, job satisfaction, and total number of employees currently working. Cronbach's alpha reliability statistics were obtained to analyze the internal consistency of the self-designed questionnaire that measured the individual CART. The CART scores were obtained by getting the summed scores of the question items measuring it. Communication was measured by summing the score of Questions 1 to 9 of the self-designed questionnaire. Answering was measured by summing the scores of Questions 10 to 15 of the self-designed questionnaire. Recognition was measured by summing the scores of Questions 16 to 20 of the self-designed

questionnaire. Training was measured by summing the scores of Questions 21 to 28 of the self-designed questionnaire. The combined CART score was the summed scores of the 28 Questions. In addition, the dependent variable of job satisfaction was measured by summing the scores of the 10 questions in the MSQ.

Then, Pearson's correlation coefficients with a 2-tailed test of significance with confidence intervals being at a level of 95% to analyze both pretest and posttest independent and dependent variable measurements for the data which had a normal distribution were conducted. Pearson correlation tests require the data to be continuous at either the interval or ratio level, in which this study's variables fit that requirement. This is the reason the independent variables communication, answering, recognition, training, and the combined CART became continuous variables once the scores of the responses in the survey items that measured the respective variables were summed. Scaling was accomplished and illustrated in Appendix H, by summing the respondents' individual communications pretest score (i.e., 44.00), answering pretest score (i.e., 20.00), recognition pretest score (i.e., 14.00), and a training pretest score (i.e., 40.00) for a combined CART pretest score (i.e., 118.00). This methodology was used for each CART variable per respondent per store for both pretest and posttest variables. An excerpt of the SPSS data set used, which illustrates how the individual pretest and posttest variables for CART and the combined pretest and posttest variables for CART were manipulated, has been provided in Appendix H. Specifically, the aforementioned variables became interval variables since the CART variables were measured along a continuum.

The six research questions of the study were addressed using the Pearson's correlation test. The Pearson's correlation tests were conducted to determine the correlation between the independent variables of individual CART variables and the combined CART scores with the dependent variables of voluntary employee turnover, job satisfaction, and total number of employees currently working. The Pearson's correlation test was conducted to measure the strength of correlation and also the direction of association (positive or negative) existing between two variables. Separate correlation tests were conducted for the data of the treatment and control group. A level of significance of 0.05 were used in the correlational test which means that the correlation is significant if the p-values were less than or equal to the level of significance value of 0.05.

According to Aczel and Sounderpandian (2009) a required assumption of parametric tests, such as the Pearson's correlation test, is that the data used as a result of the study variables be normally distributed. This was achieved in all of the study variables of CART, voluntary employee turnover, and job satisfaction by investigating the skewness and kurtosis of the data. In the event that the data did not meet the conditions for the aforementioned parametric procedures, I was prepared to employ the appropriate nonparametric equivalent.

Lastly, in accordance with the participant recruitment and data collection steps contained in the Institutional Review Board Application for this study, the following timeline was established:

Step 1 - Pilot test of the self-designed survey (2 consecutive work days);

Step 2 - Initial contact with participants (6 consecutive work days);

Step 3 - Informed consent procedures (6 consecutive work days);

Step 4 - Examination of records (6 consecutive work days);

Step 5 - Pretest self-designed survey and MSQ (6 consecutive work days);

Step 6 - Treatment applied to treatment group (2 months);

Step 7 - Observation of treatment and control groups (2 months);

Step 8 - Posttest self-designed survey and MSQ (6 consecutive work days);

Step 9 - Verbal dissemination of results to participants during their store meetings (3 consecutive work days), and written dissemination to stakeholders via e-mail in the form of a 1–2-page summary of the results (1 day).

Steps 2 and 3, along with Steps 6 and 7 were designed to run concurrently.

Instrumentation and Materials

After much deliberation over which existing survey instrument would be applicable to my research questions, I decided on using a self-designed questionnaire in concert with an existing instrument. In arriving at this decision, the areas of significant consideration were the nature of the questions as they related to the abilities of a culturally diverse unskilled workforce to understand and appropriately respond, costs, and suitability of the survey to my research questions. Creating a self-designed survey enabled me to ensure that there was a logical link between the survey instrument and the research questions. After operationalizing the concepts involved in the study, I used this self-designed survey instrument for the purpose of data collection and as a pretest–posttest control group designed instrument to measure the independent variables (i.e.,

CART) and their association with the dependent variable (i.e., voluntary employee turnover). As a means of streamlining the self-designed research instrument, a pilot test was conducted using a retail store within the same chain as the control and treatment groups. The pilot store contained a group of respondents with a similar demographic makeup with respect to the control and treatment populations. The results of the piloted survey were shared with the panel of experts, revised as needed, and incorporated into the final design of the instrument used for this study.

The dependent variable, “voluntary employee turnover,” was analyzed using data supplied by the regional human resources manager in the form a comprehensive report (see condensed version in Appendix G) for each store for the period covering the pretest period (i.e., August 2013) and the posttest (September 2013). Both the control and the experimental groups were surveyed (i.e., pretest/posttest) in order to extract and analyze applicable data relating to the previously mentioned research questions and hypotheses. Of the three major types of attitudinal scales, I used a 5-point Likert scale to measure what was intended to be measured. The effective use of the 5-point Likert scale was achieved by ensuring that the statements on the instrument were reflective of the overall attitude relating to each independent variable, which was refined in the process of pilot testing.

In the decision whether to use a categorical or a numerical scale, I selected the former based on an observation that the widely diverse population would better express itself in this manner. This observation was largely based on my previous experience working with groups that were made up of a large percentage of diverse backgrounds

combined with an attempt to find common ground in terms of educational equivalence across several continents. The categorical scale included five categories. All of the statements, which required a response using one of the five categories, were one-directional, and as such, they were written in a positive tone. Therefore, to conduct an analysis of the responses, I applied a numerical value to each. For example, in the five-category scale, a score of 5 was applied to the most favorable response (i.e., *strongly agree*) and a score of 1 was applied to the least favorable response (i.e., *strongly disagree*). Lastly, I calculated the respondents' attitudinal score by totaling the numerical values assigned to each response.

My selection for the use of an existing survey was the Minnesota Satisfaction Questionnaire (MSQ) short-form, which provided a means for measuring job satisfaction by offering respondents an opportunity to comment on their work environment by selecting one of five choices using a 5-point Likert scale (Weiss, Dawis, England, & Lofquist, 1967). The range of choices varies from Very Satisfied (VS), Satisfied (S), Neither (N), Dissatisfied (DS), to Very Dissatisfied (VDS) (Weiss et al., 1967). Intrinsic Satisfaction, Extrinsic Satisfaction, and General Satisfaction make up the three scales used in the MSQ short-form. The MSQ short-form takes about 5 minutes to complete, designed to comprehend at a fifth grade reading level, and consists of the following 20 items which represent each of the aforementioned scales: Ability utilization, Achievement, Activity, Advancement, Authority, Company policies and practices, Compensation, Co-workers, Creativity, Independence, Moral values, Recognition, Responsibility, Security, Social service, Social status, Supervision (human relations),

Supervision (technical), Variety, and Working conditions (Weiss et al.). Weiss et al. indicated that the percentile scores are the most useful measurement for the purpose of interpreting the MSQ. Weiss et al. noted that high satisfaction would be denoted by a percentile range of 75 and above; 25 and lower would represent low satisfaction; and those mid-range scores would be indicative of an average level of satisfaction.

The rationale for using the MSQ was based on the value derived from its 1967 findings (Weiss et al., 1967):

This questionnaire (the MSQ) makes it feasible to obtain a more individualized picture of worker satisfaction than was possible using gross or more general measures of satisfaction with the job as a whole. The individualized measurement is useful because two individuals may express the same amount of general satisfaction with their work but for entirely different reasons. For example, one individual may be satisfied with his work because it allows him to satisfy his needs for independence and security. Another person who is equally satisfied with his work is able to satisfy his need for creativity, ability utilization and achievement...it is, therefore, likely that people find different satisfactions in work, and to understand these differences, it is useful to measure satisfaction with the specific aspects of work and work environments.

For the purpose of this study, this particular questionnaire provided greater utility than the Multifactor Leadership Questionnaire (5x), which was also considered. Although the MLQ has been widely used as a leadership survey instrument, its main focus is in the areas measuring transformational and transactional leadership according to Ozaralli

(2003). Charbonneau (2004), Yukl (1998), and Northouse (1997) reported that the MLQ had been the subject of debate where it received criticism about its conceptual framework in some, but not all, areas.

Reliability and Validity

As a significant part of the instrumentation process, I endeavored to attain goodness of fit by measuring what is intended to be measured. According to Kerlinger (1973), “The commonest definition of validity is epitomized by the question: Are we measuring what we think we are measuring” (p. 457). To answer the question posed by Kerlinger, I employed my own logic by providing justification of the statements relative to the study’s objectives, and I used the experience of experts in the field. It was essential that I established both face and content validity by ensuring the logical link between the instrument’s statements and the overall objectives of the study, along with full coverage of the range of independent variables being measured. In using the self-designed survey, efforts to establish interrelatedness were accomplished by using SPSS 21.0 reliability analysis, which enabled me to consider the Cronbach’s alpha score when determining whether individual questions would remain a part of the research instrument. This was accomplished by analyzing the Cronbach’s alpha test of reliability looking for evidence of internal consistency among the set of questions used in the research instrument. Furthermore, the instrument’s dimensionality was initially examined by means of SPSS 21.0 factor analysis, which was done for the purpose of reducing data by removing highly correlated variables. However, after conducting the analysis it was determined that the

data were not large enough to support variable reduction via factor analysis, therefore it was not included as a part of this study.

Moser and Kalton (1989) posited, “A scale or test is reliable to the extent that repeat measurements made by it under constant conditions will give the same result” (p. 353). Kumar (1999) suggested that to ensure the optimal level of consistency and stability while conducting this form of research, the researcher should be aware of five factors that have the potential to affect the reliability of the research instrument: (a) the wording of statements, (b) the physical setting, (c) the respondents’ mood, (d) the nature of interaction, and (e) the regression effect of the instrument. I, along with a panel of experts, analyzed the precise wording of the statements contained in the instrument to assess its face validity. The qualifications for the panel of experts included, but were not limited to, a minimum of 15 years in their respective area of expertise, the equivalent number of years working with individuals of diverse backgrounds or diverse environments, and each having attained the highest academic degree in their respective field. A synopsis of their background included the following:

1. Expert 1 has over 20 years of experience in senior leadership and management roles; possesses a Ph.D. in management; serves as an adjunct faculty member of several universities; has constructed and evaluated a host of surveys in the course of his duties as an adjunct faculty member, an author, and a scholar-practitioner; and has provided leadership in countless private and public sector projects, which in many cases have extended beyond U.S. borders.

2. Expert 2 has over 15 years of experience as a national board-certified psychologist; possesses a Ph.D. in clinical psychology; has over 15 years of experience in public health management and the administration of large-scale research projects; and has a widespread knowledge base and extensive consulting expertise in organizational development, team building, conflict resolution, and cultural diversity.
3. Expert 3 has over 20 years of experience serving as the CEO of an organization committed to working with at-risk, emotionally impaired youths. He leads an organization composed of teachers, civil servants, social workers, and entrepreneurs; possesses a Ph.D. in clinical psychology; and has validated numerous surveys in the execution of his business operations and in the process of his own doctoral research.

The physical setting remained unchanged from pretest to posttest. The respondents' mood was taken into consideration and as a result I attempted to administer the pretest and posttest survey as close as possible to the start of the week (i.e., Monday or the first Monday following the first-of-the-month payday) where respondents' mood may be more similar, by having more in common, than any other period. The nature of interaction was manageable to the extent that change was mitigated by using the same administrator (i.e., myself). The regression effect normally associated with a pretest/posttest control group design was considered. According to Stigler (1997), when two measurements are taken in the form of a test or survey, there tends to be a regression toward the mean. This phenomenon occurs as a result of the extreme lower scores from

the first measurement raising on the subsequent measurement and in similar fashion the extreme outliers or higher scores on the first measurement adjust to lower scores on the second measurement. Singleton and Straits (2005) argued that random assignment in the respondent selection process, is an effective way of eliminating this threat because both random groups should regress about the same on the posttest.

The process required for each respondent to complete the research instrument was outlined on the face of the instrument. It described the method of selecting responses to an established number of statements by filling in the appropriate circle with a Number 2 pencil. It further detailed using an eraser to void out changes, selecting only one answer per statement, and raising one's hand if and when a question would arise.

The dependent variable was assessed in terms of the degree of influence the independent variables had on it after making a pretest to posttest comparison of the voluntary employee turnover outcomes. The dependent variable voluntary employee turnover was analyzed using data supplied by the regional human resources manager in the form a comprehensive report for each store for the period covering the pretest period (i.e., August 2013) and the posttest (September 2013). The data consisted of the total amount of voluntary employee turnover, which occurred in three of the treatment group stores along with three of the control group stores. The outcome of the research instrument undoubtedly yielded a significant amount of raw data. The applicable portions of the data were made available in tables throughout chapter 4, the text of chapter 5, and the appendices.

In terms of the reliability of the existing survey that was used (i.e., MSQ) to measure job satisfaction, the reliability coefficients ranged from .84 to .91 for Intrinsic Satisfaction; .77 to .82 for Extrinsic Satisfaction; and .87 to .92 for General Satisfaction. The median reliability coefficients were .86 for Intrinsic Satisfaction; .80 for Extrinsic Satisfaction; and .90 for General Satisfaction (Weiss et al., 1967).

According to Weiss et al. evidence of the MSQ's validity "comes from other construct validation studies based on the Theory of Work Adjustment" (p. 17). In the other construct validation studies, the dependent variable used was general job satisfaction, while the Minnesota Importance Questionnaire (MIQ) scores represented the independent variables (Weiss et al., 1967). Since the MSQ short-form is derived from the long-form, its validity, as it pertains to the long-form, may be inferred from that particular source (Weiss et al.).

Protection of Human Participants

Careful consideration was applied throughout this process to ensure that ethical issues concerning research participants and their respective protection were upheld.

Schinke and Gilchrist (1993) explained,

Under standards set by the National Commission for the Protection of Human Subjects, all informed-consent procedures must meet three criteria: participants must be competent to give consent; sufficient information must be provided to allow for a reasoned decision; and consent must be voluntary and uncoerced. (p. 83)

Of equal importance was the ability to conduct this study, along with its associated research instruments, in a manner that will cause no harm to participants. All reasonable efforts were made to minimize any risks of harm, discomfort, anxiety, harassment, or any other experience that would be considered greater than ordinarily encountered in the course of an average business day. Bailey (1978) suggested that the term harm includes “not only hazardous medical experiments but also any social research that might involve such things as discomfort, anxiety, harassment, invasion of privacy, or demeaning or dehumanizing procedures” (p. 384). It is important to note that, for the purpose of this study, the HR standards of the organization under study are closely aligned with the standards set by the National Commission for the Protection of Human Subjects.

Although this study included pretest and posttest data using the same group of respondents to the extent possible, I maintained the integrity of the study by applying additional measures to ensure confidentiality. The completed research instrument was and will be only accessible to me. Neither the names nor any identifiable data were collected on the research instrument. Walden University’s Institutional Review Board (IRB) approval number for this study is 07-09-13-0088735.

Summary

This chapter revealed the research methodology that was selected to conduct this study. A detailed description of my pretest-posttest approach was discussed, along with my plans to utilize both a self-designed and existing survey (i.e., MSQ) tool for the purpose of data collection. In accordance with the research design, a treatment group and

a control group were selected amongst a recently acquired retail chain. This acquired organization had been in business for 30 years prior to the acquisition. The treatment group was comprised of three stores along with a control group also comprised of three separate stores belonging to the same acquired chain. The stores under study were found to be highly diverse in their demographic composition and were geographically located in Maryland and Northern Virginia. Finally, this chapter outlined the treatment and its application, which was centered on the influence that the individual store leader's had on reducing voluntary employee turnover after the independent variables, included in increased CART, were applied.

In Chapter 4, the data, data analysis, findings, recommendations and conclusions of the study are presented.

Chapter 4: Results

Introduction

The purpose of this experimental study was to discover the influences of the relationship that commitment to increased communication, answering (i.e., responding), individual employee recognition, and training have on voluntary employee turnover in a diverse retail environment. This quantitative study included a pretest–posttest control group version of the true experimental design to measure both the experimental and the control groups before and after the treatment (i.e., increased CART). The research questions and hypotheses were as follows:

1. What, if any, association exists between an increase in communication and a decrease in voluntary employee turnover?

$H1_0$: No association exists between an increase in communication and a decrease in voluntary employee turnover.

$H1_a$: An increase in communication will have a negative association with a decrease in voluntary employee turnover.

2. What, if any, association exists between an increase in answering (i.e., responding quickly) and a decrease in voluntary employee turnover?

$H2_0$: No association exists between an increase in answering (i.e., responding quickly) and a decrease in voluntary employee turnover.

$H2_a$: An increase in answering (i.e., responding quickly) will have a negative association with a decrease in voluntary employee turnover.

3. What, if any, association exists between an increase in recognition and a decrease in voluntary employee turnover?

H3₀: No association exists between an increase in recognition and a decrease in voluntary employee turnover.

H3_a: An increase in recognition will have a negative association with a decrease in voluntary employee turnover.

4. What, if any, association exists between an increase in training and a decrease in voluntary employee turnover?

H4₀: No association exists between an increase in training and a decrease in voluntary employee turnover.

H4_a: An increase in training will have a negative association with a decrease in voluntary employee turnover.

5. What, if any, association exists between an increase in the combination of CART and a decrease in voluntary employee turnover?

H5₀: No association exists between the combined effect of an increase in CART and a decrease in voluntary employee turnover.

H5_a: The combined effect of an increase in CART will have a negative association with a decrease in voluntary employee turnover.

6. What, if any, association exists between an increase in the combination of CART and an increase in job satisfaction?

H6₀: No association exists between the combined effect of an increase in CART and an increase in job satisfaction.

*H*_{6a}: The combined effect of an increase in CART will have a positive association with an increase in job satisfaction.

Data Collection Analysis

The primary means for collecting data was a self-designed survey (see Appendix C) and the MSQ short form (see Appendix D). The self-designed survey underwent a pilot test and a select panel of experts analyzed the results. Based on their findings, revisions to the survey instrument involved eliminating four questions and rewording one question. Upon review of the revised instrument, the expert panel determined that the questions presented in the self-designed survey adequately addressed the independent variables that comprised CART. The finalized, self-designed survey included a 5-point Likert-type scale ranging from *strongly agree* to *strongly disagree*. It consisted of 35 questions, of which 24 were for obtaining CART data; the remaining 11 questions were for capturing demographic information. Accompanying the self-designed survey was the MSQ, an existing survey that offers respondents a choice of a 5-point Likert-type scale ranging from *very satisfied* to *very dissatisfied*. The data collected from the MSQ were for analyzing the dependent variable, job satisfaction. The MSQ consisted of 28 questions, of which 20 were for obtaining job-satisfaction-related data; the remaining 8 questions were for capturing demographic information.

The time frame used to collect the pretest survey data, implement the treatment to the experimental group, and collect the posttest survey data covered a period of 2 months. The actual sample size was 279 respondents, which exceeded the targeted sample size of

230. The rate of return for the experimental group surveys was 89.7%, with an 86.2% rate of return for the control group (see Table 1).

Table 1

Rate of Return for Surveys

Return rate	<i>n</i>	%
Experimental group	166/185	89.7
Control group	113/131	86.2

The next part of this chapter begins with the breakdown of the demographic information of the samples in which the data were collected. Cronbach's alpha measure of the self-designed questionnaire for CART was conducted to determine the reliability of the survey responses. Centrally tendency measures and descriptive statistics were used in the analysis. This was followed by the results of the data analysis of Pearson's correlation test to address the research questions presented.

Frequency and Percentage Summary of Demographic Information

The total number of respondents in the study was 279:166 in the treatment group and 113 in the control group. Table 2 summarized the demographic information of the pretest respondents and Table 3 summarized the posttest respondents.

Table 2

Pretest Respondents' Demographic Characteristics

Demographic characteristic	<i>n</i>	%
Gender pretest		
Male	52	18.6
Female	175	62.7
Missing	52	14.1
Age pretest		
18 to 25	38	13.6
26 to 35	77	27.6
36 to 45	66	23.7
46 to 55	33	11.8
56 to 65	14	5
66 and older	4	1.4
Missing	47	16.8
Education level pretest		
No high school diploma or GED	38	13.6
High school diploma or GED	103	36.9
Some college	28	10
Associate's degree	8	2.9
Bachelor's degree	41	14.7
Master's degree	4	1.4
Doctoral degree or professional degree	2	0.7
Missing	57	19.7
Ethnicity pretest		
American Indian/Native American	2	0.7
Black/African American	43	15.4
Hispanic/Latino	153	54.8
Pacific Islander	2	0.7
White/Caucasian	6	2.2
Other	24	8.6
Missing	49	17.5
Country of birth pretest		
United States	21	7.5
Other	211	75.6
Missing	47	16.8

(table continues)

Demographic characteristic	<i>n</i>	%
Primary language pretest		
English	43	15.4
Spanish	152	54.5
Other	35	12.5
Missing	49	17.5
Speak primary language fluently pretest		
Strongly agree	129	46.2
Agree	90	32.3
Neither	4	1.4
Disagree	3	1.1
Strongly disagree	3	1.1
Missing	50	17.9
Read primary language beyond 6th grade level pretest		
Strongly agree	138	49.5
Agree	80	28.7
Neither	1	0.4
Disagree	6	2.2
Strongly disagree	3	1.1
Missing	51	18.3
Secondary language pretest		
English	137	49.1
Spanish	52	18.6
Other	22	7.9
Missing	68	24.4
Speak secondary language fluently pretest		
Strongly agree	40	14.3
Agree	96	34.4
Neither	13	4.7
Disagree	52	18.6
Strongly disagree	11	3.9
Missing	67	24
Read secondary language beyond 6th grade level pretest		
Strongly agree	48	17.2
Agree	92	33
Neither	12	4.3
Disagree	48	17.2
Strongly disagree	11	3.9
Missing	68	24.4

Table 3

Posttest Respondents' Demographic Characteristics

Demographic characteristic	<i>n</i>	%
Gender posttest		
Male	59	21.1
Female	201	72
Missing	19	6.8
Age posttest		
18 to 25	45	16.1
26 to 35	100	35.8
36 to 45	74	26.5
46 to 55	34	12.2
56 to 65	15	5.4
66 and older	4	1.4
Missing	7	2.5
Education level posttest		
No high school diploma or GED	52	18.6
High school diploma or GED	110	39.4
Some college	39	14
Associate's degree	6	2.2
Bachelor's degree	50	17.9
Master's degree	5	1.8
Doctoral degree or professional degree	2	0.7
Missing	15	5.4
Ethnicity posttest		
American Indian/Native American	3	1.1
Black/African American	54	19.4
Hispanic/Latino	176	63.1
Pacific Islander	3	1.1
White/Caucasian	10	3.6
Other	26	9.3
Missing	7	2.5
Country of birth posttest		
United States	33	11.8
Other	236	84.6
Missing	10	3.6
Primary language posttest		
English	57	20.4
Spanish	175	62.7
Other	42	15.1

(table continues)

Demographic characteristic	<i>n</i>	%
Missing	5	1.8
Strongly agree	150	53.8
Agree	106	38
Neither	5	1.8
Disagree	9	3.2
Strongly disagree	3	1.1
Missing	6	2.2
Read primary language beyond 6th grade level posttest		
Strongly agree	172	61.6
Agree	80	28.7
Neither	3	1.1
Disagree	11	3.9
Strongly disagree	5	1.8
Missing	8	2.9
Secondary language posttest		
English	154	55.2
Spanish	56	20.1
Other	34	12.2
Missing	35	12.5
Speak secondary language fluently posttest		
Strongly agree	52	18.6
Agree	132	47.3
Neither	8	2.9
Disagree	53	19
Strongly disagree	4	1.4
Missing	30	10.8
Read secondary language beyond 6th grade level posttest		
Strongly agree	62	22.2
Agree	111	39.8
Neither	11	3.9
Disagree	56	20.1
Strongly disagree	8	2.9
Missing	31	11.1

Reliability Measure of the Self-Designed Survey Instrument

In a further exploration of the appropriate use of the independent variables of CART, analyzing the reliability measure of the self-designed questionnaire revealed the internal consistency and reliability of the survey results. Cronbach's alpha statistic was the reliability measure used to determine the interrelatedness between individual

questions. The analysis involved measuring Cronbach's alpha of each component of the CART for the pretest and posttest results, including the pretest and posttest responses for the variables of communication, answering, recognition, and training. Table 4 contains a summary of Cronbach's alpha reliability statistics.

Table 4

Cronbach's Alpha Reliability Statistics of the Self-Designed Survey Instrument

Self-designed survey	Cronbach's	
	alpha	<i>n</i>
Communication pretest	.83	9
Communication posttest	.87	9
Answering pretest	.78	4
Answering posttest	.81	4
Recognition pretest	.82	3
Recognition posttest	.77	3
Training pretest	.91	8
Training posttest	.91	8
Overall CART pretest	.94	24
Overall CART posttest	.95	24

Based on the output in Table 4, all the Cronbach's alpha statistics for each CART component of the pretest of communication ($\alpha = .83$), answering ($\alpha = .78$), recognition ($\alpha = .82$), and training ($\alpha = .91$) and each of the CART components of the posttest of communication ($\alpha = .87$), answering ($\alpha = .81$), recognition ($\alpha = .77$), and training ($\alpha = .91$) were greater than the minimum acceptable value of .70, which implied that the measurements of the CART in the self-designed questionnaire were acceptable, reliable, and internally consistent in measuring the study variables. Some reliability measures of some constructs were excellent because Cronbach's alpha values were greater than .90. Additionally, the overall reliability measure of the CART for the pretest ($\alpha = .94$) and posttest ($\alpha = .95$) were all greater than .90, which implied an excellent overall reliability.

Descriptive Statistics of Study Variables

The descriptive statistics included the statistics of mean and standard deviation. The study obtained the descriptive statistics of the independent variables of CART, the dependent variable of voluntary employee turnover, job satisfaction, and the total number of employees currently working in the pretest and posttest results. These variables were essential to address the hypotheses. Descriptive statistics for the treatment group (with an expectation that CART would naturally increase after leaders became aware that I was observing their use of CART) and the control group (as part of the acquired organization's normal operations, I did not observe CART beyond its current level of monitoring, which drew no increased attention) appear in Table 5.

Table 5

Descriptive Statistics of Study Variables for the Control and Treatment Group

Descriptive statistics	Control (<i>n</i> = 113)		Treatment (<i>n</i> = 166)	
	Mean	<i>SD</i>	Mean	<i>SD</i>
General level of job satisfaction pretest	70.83	23.60	55.86	34.32
General level of job satisfaction posttest	76.66	15.30	69.42	16.26
Communications pretest	33.23	10.62	27.86	15.19
Communications posttest	35.96	7.55	32.90	8.47
Answering pretest	14.79	5.07	12.33	7.08
Answering posttest	15.98	3.75	14.55	3.71
Individual employee recognition pretest	9.63	4.15	8.35	5.30
Individual employee recognition posttest	10.83	3.58	10.37	2.83
Training pretest	28.05	9.88	24.40	13.77
Training posttest	30.91	6.43	27.93	7.27
Combined CART pretest	85.70	27.51	72.94	39.61
Combined CART posttest	94.81	15.66	85.76	18.99
Total number of employees currently working pretest	156.31	15.41	200.20	13.71
Total number of employees currently working posttest	158.12	2.14	209.14	8.96
Voluntary employee turnover (number of	4.72	1.23	21.15	17.02

employees who voluntarily quit) pretest				
Voluntary employee turnover (number of employees who voluntarily quit) posttest	4.68	2.37	10.91	6.04

Scoring the independent variables of CART and the dependent variable of job satisfaction involved obtaining the sum of the individual questions for the questionnaires measuring each variable. Measuring the dependent variable of voluntary employee turnover involved using the number of employees who voluntarily quit in August and September. Higher scores for the CART questionnaire meant the respondents strongly agreed that the leaders have exhibited the attitudes or practices of each CART variable. Higher scores for the dependent variables of voluntary employee turnover and job satisfaction meant that there is more voluntary employee turnover and higher job satisfaction, respectively. Comparison of the control and treatment groups showed that the pretested control group or those employees who did not receive any treatment began with a group of seemingly higher engaged employees, as reflected by their lower voluntary employee turnover mean score ($M = 4.72$) compared to the treatment group voluntary employee turnover mean score ($M = 21.15$). However, the posttest means of both groups showed a greater reduction in the treatment group mean scores (i.e., going from a pretest $M = 21.15$ to a posttest $M = 10.91$) compared to the control group mean score (i.e., going from a pretest $M = 4.72$ to a posttest $M = 4.68$), which became apparent after applying the treatment. This outcome indicated that the treatment group realized a greater decrease in voluntary employee turnover as a result of the leaders' increased CART than the control group, which did not experience the same interaction. The basis of this observation was the comparison of the mean scores.

For the control group, or those employees that did not receive any treatment, the respondents had higher job satisfaction in the posttest ($M = 76.66$) than in the pretest ($M = 70.83$). For the total number of employees currently working, there were more employees working during the posttest ($M = 158.12$) than in the pretest ($M = 156.31$). For voluntary employee turnover (number of employees who voluntarily quit), voluntary employee turnover was lower during the posttest ($M = 4.68$) than in the pretest ($M = 4.72$). For commitment in CART, respondents responded to the possibility of an indirect increase in communication ($M = 35.96$), answering ($M = 15.98$), individual employee recognition ($M = 10.83$), and training ($M = 30.91$) in the posttest compared to the commitment in increased communication ($M = 33.23$), answering ($M = 14.79$), individual employee recognition ($M = 9.63$), and training ($M = 28.05$) of the respondents in the pretest. The mean comparison showed that although there was no treatment or intervention introduced, the employees still exhibited higher response to increased communication, answering (i.e., responding), individual employee recognition, training, higher job satisfaction, lower voluntary employee turnover, and more employees working in the posttest than in the pretest.

For the treatment group, or those employees who received increased observation in CART, the respondents had higher job satisfaction in the posttest ($M = 69.42$) than in the pretest ($M = 55.86$). For the total number of employees currently working, there were more employees working during the posttest ($M = 209.14$) than in the pretest ($M = 200.20$). For voluntary employee turnover, fewer employees voluntarily quit during the posttest ($M = 10.91$) than in the pretest ($M = 21.15$). For the commitment in CART, the

employees responded to the leaders' higher commitment to increased communication ($M = 32.90$), answering ($M = 14.55$), individual employee recognition ($M = 10.37$), and training ($M = 27.93$) in the posttest compared to the effectiveness of their CART in the pretest results: communication ($M = 27.85$), answering ($M = 12.33$), individual employee recognition ($M = 8.35$), and training ($M = 24.4$). The mean comparisons showed that the employees responded positively to the leaders' commitment to increased communication, answering (i.e., responding), individual employee recognition, training, higher job satisfaction, lower voluntary employee turnover, and more employees working in the posttest than in the pretest after the intervention of increased observation in CART.

Test of Normality

Prior to conducting Pearson's correlation test to address the six research hypotheses, normality testing of the data ensured the data exhibited normal distribution, which is a required assumption of parametric statistical tests such as Pearson's correlation test. The test of normality involved investigating the skewness and kurtosis of the data as summarized in Table 6. Skewness statistics greater than ± 3 and kurtosis statistics between 10 and 15 indicated nonnormality (Kline, 2005). The skew and kurtosis values summarized in Table 6 indicated that the skewness (range between -1.42 and 1.36) and kurtosis (range between -1.69 and 3.12) of all study variables was not greater than ± 3 for skewness and in the 10-15 range for the kurtosis values. Thus, the distribution of the variables of CART, voluntary employee turnover, and job satisfaction were all normal. Therefore, there was no violation of the required assumption.

Table 6

Kurtosis and Skewness for Normality Testing

	<i>N</i>	Skewness		Kurtosis	
	Statistic	Statistic	Std. error	Statistic	Std. error
General level of job satisfaction pretest	279	-1.07	0.15	-0.12	0.29
General level of job satisfaction posttest	277	-0.87	0.15	1.40	0.29
Communications pretest	279	-1.38	0.15	0.61	0.29
Communications posttest	279	-1.42	0.15	3.12	0.29
Answering pretest	279	-1.21	0.15	0.15	0.29
Answering posttest	279	-1.05	0.15	1.28	0.29
Individual employee recognition pretest	279	-0.76	0.15	-0.72	0.29
Individual employee recognition posttest	279	-0.78	0.15	0.43	0.29
Training pretest	279	-1.19	0.15	0.18	0.29
Training posttest	277	-0.73	0.15	0.12	0.29
Total number of employees currently working pretest	279	-0.13	0.15	-1.49	0.29
Total number of employees currently working posttest	279	-0.22	0.15	-1.69	0.29
Voluntary employee turnover (number of employee voluntarily quit) pretest	279	1.36	0.15	-0.46	0.29
Voluntary employee turnover (number of employee voluntarily quit) posttest	279	1.09	0.15	-0.34	0.29

Correlation Results Between CART and Number of Employees Currently Working

The succeeding analysis involved an attempt to investigate the correlation between the independent variables of CART and the total number of employees currently working. Pearson's correlation test determined if a relationship existed among the study variables. Hypothesis testing involved a level of significance of .05. A significant relationship existed after finding the p value to be less than or equal to the level of significance value. Pearson's correlation test also investigated the degree of the correlation (positive or negative) and the strength of the correlation. Analyses took place for both the pretest and the posttest data.

The results of the Pearson's correlation test for the treatment group (i.e., the group with CART intervention) appear in Table 7. The results of the pretest that reflect the leaders' commitment to increased communication, $r(166) = -0.04, p = .66$; answering, $r(166) = -0.07, p = .35$; individual employee recognition, $r(166) = -0.01, p = .89$; and training, $r(166) = -0.09, p = .27$, prior to giving the intervention of increased observation in CART, did not have a significant relationship or influence to the total number of employees currently working in a diverse retail environment because the p values were all greater than the level of significance value of .05. The results of the posttest, which is the leaders' commitment to increased communication, answering, individual employee recognition, and training after giving the intervention of increased observation in CART, showed that the leaders' commitment to increased communication, $r(166) = 0.02, p = .82$; answering, $r(166) = 0.11, p = .14$; individual employee recognition, $r(166) = 0, p = 1.00$; and training, $r(166) = 0.07, p = .36$, did not have a significant relationship to the total number of employees currently working. This outcome indicated that the leaders' commitment to increased CART after the employees experienced the intervention of increased observation in CART did not affect the total number of employees currently working. The strength of correlations was weak because the r correlation coefficient was less than .3.

Table 7

Pearson's Correlation Test Result of Relationship Between Individual CART and Number of Employees Currently Working for Treatment Group

	Total no. of employees currently working pretest	Total no. of employees currently working posttest
Communications		
Pearson correlation	-.04	.02
Sig. (2-tailed)	.66	.82
Answering		
Pearson correlation	-.07	.11
Sig. (2-tailed)	.35	.14
Individual employee recognition		
Pearson correlation	-.01	0
Sig. (2-tailed)	.89	1
Training		
Pearson correlation	-.09	.07
Sig. (2-tailed)	.27	.36

Note. $N = 166$.

The results of the Pearson's correlation test for the control group, which was the group without the intervention, appear in Table 8. The results of the pretest showed that the leaders' commitment to increased communication, $r(113) = -0.25, p = .01$; answering, $r(113) = -0.20, p = .04$; and training, $r(113) = -0.18, p = .07$, have a less than moderate to weak negative relationship or influence with total number of employees currently working in a diverse retail environment, whereas individual employee recognition, $r(113) = -0.07, p = .46$, had none. The results of the posttest showed that leaders' commitment to increased communication, $r(113) = -0.18, p = .06$; answering, $r(113) = -0.10, p = .29$; individual employee recognition, $r(113) = -0.10, p = .29$, and training, $r(111) = -0.18, p = .07$, did not have a significant relationship to the total number of employees currently working.

Table 8

Pearson's Correlation Test Results of Relationship Between Individual CART and Number of Employees Currently Working for Control Group

	Total no. of employees currently working pretest	Total no. of employees currently working posttest
Communications		
Pearson correlation	-.25*	-.18
Sig. (2-tailed)	.01	.06
Answering		
Pearson correlation	-.20*	-.10
Sig. (2-tailed)	.04	.29
Individual employee recognition		
Pearson correlation	-.07	-.10
Sig. (2-tailed)	.46	.29
Training		
Pearson correlation	-.19*	-.18
Sig. (2-tailed)	.05	.07

Note. $N = 113$.

* $p < .05$, two-tailed.

Correlation Results Between CART and Voluntary Employee Turnover (Number of Voluntary Employee Quits)

The succeeding analysis involves an investigation of the correlation between the independent variables of CART and the dependent variable of voluntary employee turnover measured by the data for the number of volunteer employee quits. This analysis addressed Research Questions 1-4. Pearson's correlation tests indicate if a relationship existed among the study variables. Hypothesis testing included a level of significance of .05.

Table 9 contains a summary of the results of the Pearson's correlation test for the treatment group. The results of the pretest, which was the leaders' commitment to increased communication, $r(166) = 0.76, p = .02$; answering, $r(166) = 0.06, p = .41$;

individual employee recognition, $r(166) = -0.01, p = .95$; and training, $r(166) = 0.08, p = .32$, prior to giving the intervention of increased observation in CART, did not have a significant relationship or influence to the dependent variable of voluntary employee turnover in a diverse retail environment because the p values were all greater than the level of significance value of .05. The results of the posttest, influenced by the leaders' commitment to increased communication, answering, individual employee recognition, and training after giving the intervention of increased observation in CART, showed that all the treatment group leaders' commitment to increased communication, $r(166) = -0.33, p = .00$; answering, $r(166) = -0.33, p = .00$; individual employee recognition, $r(166) = -0.23, p = .00$; and training, $r(166) = -0.26, p = .00$, have significant negative individual relationships to the dependent variable of voluntary employee turnover. This outcome indicated voluntary employee turnover decreases if there is an increased commitment to communication, answering (i.e., responding), individual employee recognition, and training after the employees experienced the intervention of increased observation in CART.

The results of the Pearson's correlation test for the control group appear in Table 10. The results of the pretest showed that the leaders' commitment to increased communication, $r(113) = -0.02, p = .84$; answering, $r(113) = 0.01, p = .91$; individual employee recognition, $r(113) = -0.05, p = .63$; and training, $r(113) = 0.01, p = .91$, did not have a significant relationship with or effect on the dependent variable of voluntary employee turnover in a diverse retail environment because the p values were all greater than the level of significance value of .05. The results of the posttest showed that only

communications, $r(113) = -0.26$, $p = .01$, and individual employee recognition, $r(113) = -0.20$, $p = .03$, had a significant negative relationship with the dependent variable voluntary employee turnover. This outcome indicated that voluntary employee turnover decreases if there is a commitment to increased communications and individual employee recognition in the environment where the employee did not experience the intervention of increased observation in CART. The strengths of correlations were weak because the r correlation coefficients were both less than .3.

Table 9

Pearson's Correlation Test Result of Relationship Between Individual CART and Number of Employee Quits for Treatment Group

	Total no. of employees currently working pretest	Total no. of employees currently working posttest
Communications		
Pearson correlation	.02	-.33*
Sig. (2-tailed)	.76	.00
Answering		
Pearson correlation	.06	-.33*
Sig. (2-tailed)	.41	.00
Individual employee recognition		
Pearson correlation	-.01	-.23*
Sig. (2-tailed)	.95	.00
Training		
Pearson correlation	.08	-.26*
Sig. (2-tailed)	.32	.00

Note. $N = 166$.

* $p < .05$, two-tailed.

Table 10

Pearson's Correlation Test Result of Relationship Between Individual CART and Number of Employee Quits for Control Group

	Total no. of employees currently working pretest	Total no. of employees currently working posttest
Communications ^a		
Pearson correlation	-.02	-.26*
Sig. (2-tailed)	.84	.01
Answering ^a		
Pearson correlation	.01	-.14
Sig. (2-tailed)	.91	.15
Individual employee recognition ^a		
Pearson correlation	-.05	-.20*
Sig. (2-tailed)	.63	.03
Training ^b		
Pearson correlation	.01	-.18
Sig. (2-tailed)	.91	.06

^a $N = 166$. ^b $N = 111$.

* $p < .05$, two-tailed.

Correlation Results Between a Combination of CART, Voluntary Employee

Turnover, and Job Satisfaction

The succeeding analysis indicates the correlation between the independent variables, which are a combination of CART, and the dependent variables voluntary employee turnover and job satisfaction. The analysis addressed Research Questions 5 and 6. The Pearson's correlation test had a level of significance of .05. The analysis included both the pretest and the posttest data.

The results of the Pearson's correlation test for the treatment group appear in Table 11. The combination of CART in the pretest, which is the leaders' combined commitment of increased CART, did not have a significant relationship with voluntary employee turnover, $r(166) = 0.05$, $p = .55$, but had a significantly positive relationship

with job satisfaction, $r(166) = 0.76, p = .00$, prior to giving the intervention of increased observation of CART. This outcome indicated that the job satisfaction of employees prior to the intervention of increased observation of CART becomes higher if there is a higher commitment to increased answering (i.e., responding). The strength of correlations was weak because the r correlation coefficient was less than .3. The combination of CART in the posttest, which is the employees' response to a combined commitment of increased voluntary CART, has a significantly positive relationship with job satisfaction, $r(166) = 0.65, p = .00$, and a significantly negative relationship with voluntary employee turnover, $r(166) = -0.34, p = .00$. This outcome indicated that job satisfaction becomes higher if there is a higher commitment to increased CART, while voluntary employee turnover decreases if there is a higher commitment to increased CART after the employees experienced the intervention of increased observation in CART. The strength of correlations was moderate since the r correlation coefficient was between .3 and .7.

Table 11

Pearson's Correlation Test Result of Relationship Between Combined CART, Voluntary Employee Turnover, and Job Satisfaction for Treatment Group

	General level of job satisfaction pretest	General level of job satisfaction posttest	Voluntary employee turnover (number of employee quits) pretest	Voluntary employee turnover (number of employee quits) posttest
Combined CART				
Pearson correlation	.76*	0.65*	0.05	-0.34*
Sig. (2-tailed)	.00	0.00	0.55	0.00

Note. $N = 166$.

* $p < .05$, two-tailed.

The results of the Pearson's correlation test for the control group appear in Table

12. The combination of CART in the pretest, which is the leaders' combined commitment of increased CART, did not have a significant relationship with voluntary employee turnover, $r(113) = -0.01, p = .93$), but have a significantly positive relationship with job satisfaction, $r(113) = 0.87, p = .00$. The combination of CART in the posttest had a significant positive relationship with job satisfaction, $r(111) = 0.59, p = .00$. The combination of CART in the posttest did not have a significant relationship with the number of employee quits, $r(111) = -0.18, p = .06$. This outcome indicated that the higher commitment to increased CART did not affect voluntary employee turnover, while the job satisfaction becomes higher, if there is a higher commitment to increased CART in situations where the employee did not experience the intervention of increased observation in CART.

Table 12

Pearson's Correlation Test Result of Relationship Between Combined CART, Voluntary Employee Turnover, and Job Satisfaction for Control Group

	General level of job satisfaction pretest	General level of job satisfaction posttest	Voluntary employee turnover (number of employee quits) pretest	Voluntary employee turnover (number of employee quits) posttest
Combined CART				
Pearson correlation	.87*	.65*	-.01	-.18
Sig. (2-tailed)	.00	.00	.93	.06
<i>N</i>	113	111	113	111

* $p < .05$, two-tailed.

Summary

In conclusion, this quantitative study involved examining what, if any, association existed between the effects of an increase in influential leadership in a diverse retail environment (i.e., herein defined as an increase in CART) and the dependent variables voluntary employee turnover and job satisfaction. The data supported the six research hypotheses in the study.

Chapter 5 will include an overview, summary of the interpretation of findings, limitations of the study, recommendations for action and future research, implications for social change, and the conclusion.

Chapter 5: Summary, Conclusions, and Recommendations

Overview

The purpose of this experimental study was to discover the effect that leaders, acting as instruments of influence by making a measurable commitment to increased CART, had on voluntary employee turnover in a diverse retail environment. The research involved examining the effects of the application of increased levels of CART on job satisfaction. The focus was on a single variable or a wide range of independent variables aimed at having a negative influence on voluntary employee turnover. In line with the job embeddedness theory, the study involved examining a specific bundle of variables that comprised CART and investigating their effect on members of an increasingly diverse sector of the retail industry as it related to voluntary employee turnover.

Chapter 5 includes a summary and interpretation of the findings, the limitations of the study, recommendations for future research, recommendations for action, implications for social change, and the conclusion.

Summary and Interpretation of Findings

The study sample size consisted of 279 participants identified as part of a diverse group of employees of six retail stores within the same retail chain. Pretest demographic information indicated that 2.2% of the participants self-identified as White or Caucasian, 18.6% self-identified as male, and 62.7% self-identified as female. Posttest demographic information revealed that 3.6% of the participants self-identified as being White or Caucasian, 21.1% self-identified as male, and 72% self-identified as female. The time between the pretest and posttest was 2 months. Immediately following the completion of

the pretest survey, I conducted an intervention with the treatment group, which consisted of 166 participants; the control group consisted of 113 participants and did not have an intervention. The intervention remained in place for the 2-month period between the pretest and the posttest surveys. The intervention involved the leaders (i.e., retail management staff) acting as instruments of influence by increasing their level of CART in an effort to mitigate voluntary employee turnover. The data analyses served to (a) create a demographic profile of the participants, (b) answer the research questions, and (c) test the associated hypotheses. The level of significance used in the hypothesis testing was .05. A significant relationship existed after finding that the p value was less than or equal to the level of significance value. In the remainder of this section, the findings of the data analysis from Chapter 4 are interpreted.

Research Question 1

The topic of the first research question was whether an increase in communication had a negative association with a decrease in voluntary employee turnover. The process of investigating this question involved creating H_{10} , which stated that no association exists between an increase in communication and a decrease in voluntary employee turnover. The analysis for this hypothesis included a Pearson correlation. The pretest results for the control group, $r(113) = -0.02, p = .84$, provided insufficient evidence to support a negative association between an increase in communication and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Conversely, the posttest results for the control group, $r(113) = -0.26, p = .01$, although slightly less than moderate in strength of the

association, provided sufficient evidence to support $H1_a$, based on the coefficient and p value. The pretest results for the treatment group, $r(166) = 0.02, p = .76$ provided insufficient evidence to support a negative association between an increase in communication and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Conversely, the posttest results for the treatment group, $r(166) = -0.33, p = .00$, although moderate in strength of the association, provided sufficient evidence to support $H1_a$, based on the coefficient and p value.

Research Question 2

The topic of the second research question was whether an increase in answering (i.e., responding quickly) had a negative association with a decrease in voluntary employee turnover. The process of investigating this question involved creating $H2_0$, which indicated that no association exists between an increase in answering (i.e., responding quickly) and a decrease in voluntary employee turnover. Analyzing this hypothesis involved using a Pearson correlation. The pretest results for the control group, $r(113) = 0.01, p = .91$, provided insufficient evidence to support a negative association between an increase in communication and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Additionally, the posttest results for the control group, $r(113) = -0.14, p = .15$, provided insufficient evidence to support $H2_a$, based on the coefficient and p value. The pretest results for the treatment group, $r(166) = 0.06, p = .41$, provided insufficient evidence to support a negative association between an increase in answering and a

decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the level of significance value of .05. Conversely, the posttest results for the treatment group, $r(166) = -0.33, p = .00$, although moderate in strength of the association, provided sufficient evidence to support $H2_a$ based on the coefficient and p value.

Research Question 3

The topic investigated in the third research question was whether an increase in recognition had a negative association with a decrease in voluntary employee turnover. The process of investigating this question involved creating $H3_0$, which indicated that no association exists between an increase in recognition and a decrease in voluntary employee turnover. This hypothesis test took place using a Pearson correlation analysis. The pretest results for the control group, $r(113) = -0.05, p = .63$, provided insufficient evidence to support a negative association between an increase in communication and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Conversely, the posttest results for the control group, $r(113) = -0.20, p = .03$, although weak in strength of the association, provided sufficient evidence to support $H3_a$ based on the coefficient and p value. The pretest results for the treatment group, $r(166) = -0.01, p = .95$ provided insufficient evidence to support a negative association between an increase in recognition and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Conversely, the posttest results for the treatment group, $r(166) = -0.23, p = .00$, although less than moderate in strength of

the association, provided sufficient evidence to support $H3_a$ based on the coefficient and p value.

Research Question 4

The topic of the fourth research question was whether an increase in training had a negative association with a decrease in voluntary employee turnover. The process of investigating this question involved creating $H4_0$, which indicated that no association exists between an increase in training and a decrease in voluntary employee turnover. The analysis of this hypothesis test involved a Pearson correlation. The pretest results for the control group, $r(113) = 0.01$, $p = .91$, provided insufficient evidence to support a negative association between an increase in communication and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Additionally, the posttest results for the control group, $r(113) = -0.18$, $p = .06$, provided insufficient evidence to support a negative association between an increase in communication and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. The pretest results for the treatment group, $r(166) = 0.08$, $p = .32$, provided insufficient evidence to support a negative association between an increase in training and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Conversely, the posttest results for the treatment group, $r(166) = -0.26$, $p = .00$, although slightly less than moderate in strength of the association, provided sufficient evidence to support $H4_a$, based on the coefficient and p value.

Research Question 5

The topic of the fifth research question was whether an increase in the combination of CART had a negative association with a decrease in voluntary employee turnover. The process of investigating this question involved creating $H5_0$, which indicated that no association exists between an increase in the combination of CART and a decrease in voluntary employee turnover. This hypothesis test involved using a Pearson correlation analysis. The pretest results for the control group, $r(113) = -0.01, p = .93$, provided insufficient evidence to support a negative association between an increase in the combination of CART and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Additionally, the posttest results for the control group, $r(111) = -0.18, p = .06$, provided insufficient evidence to support a negative association between an increase in the combination of CART and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. The pretest results for the treatment group, $r(166) = 0.05, p = .55$, provided insufficient evidence to support a negative association between an increase in the combination of CART and a decrease in voluntary employee turnover in a diverse retail environment based on the p value being greater than the .05 level of significance. Conversely, the posttest results for the treatment group, $r(166) = -0.34, p = .00$, although moderate in strength of the association, provided sufficient evidence to support $H5_a$ based on the coefficient and p value.

Research Question 6

The topic of the sixth research question was whether an increase in the combination of CART had a positive association with an increase in job satisfaction. The process of investigating this question involved creating $H6_0$, which indicated that no association exists between an increase in the combination of CART and an increase in job satisfaction. This hypothesis test involved using a Pearson correlation analysis. The pretest results for the control group, $r(113) = 0.87, p = .00$, provided sufficient evidence to support a positive association between an increase in the combination of CART and an increase in job satisfaction based on the positive coefficient and the p value being greater than the .05 level of significance. Additionally, the posttest results for the control group, $r(111) = 0.59, p = .00$, although moderate in strength of the association, provided sufficient evidence to support $H6_a$ based on the coefficient and p value. The pretest results for the treatment group, $r(166) = 0.76, p = .00$, provided sufficient evidence to support a strong positive association between an increase in combined CART and an increase in job satisfaction based on the positive coefficient and the p value being greater than the .05 level of significance. Additionally, the posttest results for the treatment group, $r(166) = 0.65, p = .00$, although moderate in strength of the association, provided sufficient evidence to support $H6_a$ based on the coefficient and p value.

Based on the results of the study, overall increased levels of CART on an individual basis had a negative association with voluntary employee turnover. The combined application of CART variables also resulted in a negative association with

voluntary employee turnover. The leaders' increased application of CART had a positive association with job satisfaction.

Limitations of the Current Study

The organization under study was a part of a recent acquisition by an organization whose leaders used more advanced business intelligence, analytics, resources, industry best practices, and overall progressive methodologies. Researchers had not previously surveyed or tested the recently acquired organization in any fashion that would resemble an employee engagement or job satisfaction analysis. During the time of the pretest survey, leaders of the parent company responsible for the acquired organization under study conducted its version of an annual employee engagement survey. According to Singleton and Straits (2005), as with other true test designs, the pretest–posttest design is stronger with internal validity and weaker in external validity because of an interaction effect that has the potential to pose a threat to external validity when the subjects have become more receptive or resistant to the treatment due to the pretest. A large number of surveys could have increased respondents' sensitization (i.e., the parent organization's employee engagement, my self-designed survey, and the MSQ) in a short span of time, whereas the respondents had never taken a survey before at their current place of employment. Because this was the first place of employment in the United States for many of respondents, and they may have never experienced these types of surveys, which involved either self-reflection or grading their employer, it was reasonable to assume that some respondents may have become uncomfortable with this process without making mention of such discomfort. Another limitation was that this was an increasingly diverse

workforce and an aging workforce (i.e., 23.7 pretest respondents were 36–45 and 26.5 posttest respondents were 36–45 years old). During the process of administering the surveys, an unmeasured number of older respondents had difficulty reading the surveys due to the font size, which was 12-point Times New Roman. Their difficulty reading was due to a condition referred to as presbyopia, wherein the crystalline lens of the eye becomes less flexible (Presbyopia, n.d.). This loss of flexibility normally comes about in the early to mid-40s, and creates a need for reading glasses or other more intrusive measures to see objects or reading material up close. Because most of the respondents performed an assembly line type of job function that did not require reading, they did not ordinarily bring glasses to work, which may have affected some of the responses generated by older respondents. Lastly, in terms of demographic information, education levels were highly inconsistent from one country to another.

Recommendations for Action

In keeping with the continuous improvement values of the organization under study, the organizational leaders can leverage the results of this study by applying the increased CART model throughout its increasingly diverse workforce. Mitchell et al.'s (2001) job embeddedness model provided a solid platform that will serve as the catalyst to effectively activate the CART model. To reduce voluntary employee turnover by retaining employees that organizational leaders have spent large amounts of money to recruit, train, and advance the company, organizational leaders should begin to use the self-designed employee opinion survey in concert with the MSQ to assess the impact of their store leaders' ability to influence the overall turnover outcomes more accurately.

Another recommendation is for the organization's human resources executives to work with me in an effort to develop and implement the CART model further as an integral part of the employee retention process. Further training should be available for the leaders of strategic business units in an effort to strengthen their ability to provide effective and meaningful CART to their employees. The last recommendation is to expand the results of this study throughout the retail community, specifically in areas where increases in diverse populations are occurring.

Recommendations for Future Research

The length of the treatment was 60 days. A study covering a longer period could provide further evidence of the effects of an increase in influential leadership in a diverse retail environment and its associated impact on voluntary employee turnover. The geographic location for future research should encompass a larger territory, as this study included Maryland and Virginia only, in an organization that spans across three continents. Future research should involve the impact on turnover among retail organizations that are diverse in some geographic areas but also those that are not diverse as well, in order to increase generalizability.

The study design could benefit from a posttest-only methodology. Singleton and Straits (2005) suggested that one benefit from the posttest-only control group design is that it is far more economical than the pretest–posttest control group design. Moreover, this method reduces the opportunity for an interaction to take place between the pretest and the experiment itself. Although I found the pretest–posttest design more useful for this study, I would not discount the posttest-only design for future research.

The self-designed survey consisted of statements written in a positive tone, which presented response bias problems. Future research using self-designed psychometric testing should include an instrument that better controls the acquiescence response set. As a result of this oversight, the opportunity for respondents to be more likely to acquiesce increases when faced with responses ranging from choices such as strongly agree to strongly disagree or yes/no (Singleton & Straits, 2005). Researchers can overcome response bias by carefully constructing an equal number of well-positioned statements or questions in a way that clearly avoids the acquiescence effect as one item applies to another. Bass (1955) offered an example of two opposing responses aimed at controlling this effect:

1. Human nature being what it is, there will always be war and conflict.
2. Human nature being what it is, universal peace will come about eventually. (p. 618)

Lastly, the study could have included data reflecting which positions in the retail stores responded better to the leaders' influence. It appeared as though more turnover occurred with cashiers who began their shifts in the afternoon and as a result had less communication and overall interaction with the store's leadership team. In this instance, this group experienced CART less than their counterparts who worked in other areas of the store (i.e., production employees and morning shift cashiers who were present at the start of the business day when the first and probably most impactful meetings took place). Due to the manner in which the acquired organization coded their employees, these data were unattainable, but should be a part of future research.

Implications for Social Change

The results of this study may affect social change by providing leaders with a bundle of human resource variables found to have a negative influence on voluntary turnover in a diverse retail environment. As the findings of this study provided evidence of the value of the application of increased CART in a diverse retail setting, the opportunity to affect social change by building upon these findings by generalizing to industries outside of the retail environment (i.e., academia, medical, manufacturing), including nondiverse environments, awaits further exploration using the increased CART model. The rates that employees voluntarily exit organizations can decrease to a greater degree than described in the research, providing that the leadership teams receive additional training on how to apply CART effectively. As part of the methodology of introducing increased CART, organizational leaders could make the most of a change effort by not only fully supporting and embracing the approach rooted in its four combined fundamental behaviors but also working aggressively toward accentuating the application of CART to the workforce via the influence of the senior organizational leadership. Thereafter, it would be a part of continuous training to lead to more advanced levels of enhanced CART training. The overall societal change would occur in reduced quit rates and better prepared and more capable leaders, as well as increased employee engagement, job satisfaction, and expense reduction related to voluntary employee turnover.

Conclusion

Mitchell et al. (2001) outlined the key considerations in the job embeddedness theory as being (a) links that tie an employee to his or her organization or community, (b) a fit that exists in the organization or community, (c) a sacrifice that the employee is willing to make by leaving the organization or community. After conducting a study involving both retail and hospital employees, Mitchell et al. discovered a negative correlation between job embeddedness and employee quit rates. Mitchell et al. further realized a significant ability to predict subsequent retail employee turnover based on the degree of embeddedness.

In this study, I advanced the findings of the job embeddedness theory in terms of examining ways in which to improve employee retention. The study involved analyzing the retention impact that occurred as a result of an increase in influential leadership in a diverse retail environment. The results of the statistical analyses conducted in Chapter 4 sustained rejecting the null hypotheses for Research Questions 1-4 based on the findings that supported the alternative hypotheses, which demonstrated a negative association occurred as the result of the increase of individual CART variables by leaders exerting appropriate levels of influence. Additionally, the results of the statistical test sustained rejecting the null hypothesis for Research Question 5 based on the findings that supported the alternative hypothesis, which indicated a negative association occurred as the result of the increase of combined CART variables by leaders. Lastly, the results of the statistical test sustained rejecting the null hypothesis for Research Question 6 based on the findings that supported the alternative hypothesis, which demonstrated a positive association

occurred as the result of the increase of combined CART variables by leaders. In terms of social change, organizations may benefit by means of the economic and systemic advantages attained by realizing a reduction in voluntary employee turnover in a diverse retail environment.

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Appendix A: Employee Opinion Survey (English Version)

Employee Opinion Survey

As a doctoral student of Walden University, I have invited you to participate in this voluntary survey, which will take between 10 to 15 minutes to complete. It is important to know that there is no penalty for nonparticipation. Although your individual responses will be representative of a larger population, it is important that you answer each question honestly by selecting those choices which reflect your own unique opinion.

My contact information is:

Stuart Jackson
District Manager
Store 1181,
Woodbridge, VA 22192

Walden University contact information:

Dr. Leilani Endicott
Research Participant Advocate
(612) 312-1210
irb@waldenu.edu

Instructions:

Using the pencil, which has been provided to you, please darken only one circle per statement. Use your eraser to remove any unwanted response. If the statement is unclear and you would like further explanation of its meaning, please raise your hand and someone will assist you. All statements should be directed to the interviewer only. When you have completed the entire survey, please deliver it to the interviewer.

After reading each statement, if you feel it necessary to add emphasis in order to express your level of agreement with the statement, then darken the circle next to **Strongly Agree**. If you agree and DO NOT feel the need to emphasize a heightened level of agreement, then darken the circle next to **Agree**. If you neither agree nor disagree then darken the circle next to **Neither**. Feel free to raise your hand for assistance if clarification is needed. If you DO NOT agree with the statement, then darken the circle next to **Disagree**. If you feel it necessary to add emphasis to express your level of NOT agreeing with the statement, then darken the circle next to **Strongly Disagree**.

Sample Statement:

S1. Coming to work helps to keep me active.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree



Do Not Turn Page Until Told To Start

Part I: Communication

Q1. Our daily sales achievements are made available for me to see in writing.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q2. My Company has an open door communication policy where I can speak to anyone if I have a question.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q3. I feel as though I can use the Company's open door communication policy without getting myself into any trouble.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q4. If asked, I could tell someone something significant about the history of my Company.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q5. I am familiar with the vision statement of my Company.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q6. I know the mission of my Company.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q7. A member of the management team speaks to me (i.e., by greeting me with hello, or good morning, or good afternoon, or how are you? etc.) at least once a day when I am present at work.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q8. I believe that all of the members of the management team know my name.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q9. My managers may not always agree with me, but they make me feel that my opinion is worth listening to.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Now that we have heard from you regarding work place communication, let's move on to how we have or have not responded to you.

Part II: Answering

Q10. When I ask a question of management, I get an answer (i.e., a decision is made) within the time frame ranging from immediate to two working days depending upon the question asked.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q11. When I ask a question of management, I sometimes get a harsh answer.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q12. Most of the time managers give an answer (i.e., a decision is made) to my question on the same day it was asked.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q13. I often get an answer, from management, to my question(s) immediately.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q14. Receiving an answer as soon as possible is important to me.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q15. A harsh answer from a manager would make me not want to ask them any more questions.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Let us now shift our attention to the area covering employee recognition.

Part III: Recognition

Q16. Receiving a positive comment (i.e., thank you, good job, nice work, I appreciate you, etc.,) is important to me.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q17. I have a received positive comment or some form of recognition from a manager within the past 30 days.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q18. I have heard someone else receiving a positive comment in my store.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q19. For the most part, when I have either heard or received a positive comment, it appears to have been given with sincerity.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q20. My management team formally recognizes high achievers in public.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Lastly, it is equally important to know your feelings toward the training that either has or has not has been provided to you at your store. Please remember to feel free to raise your hand for assistance if clarification is needed and someone will be with you shortly.

Part IV: Training

Q21. I have received sufficient training in order to perform my job.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q22. I have the necessary tools to do what is expected of me in my job.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q23. I receive periodic training in my job.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q24. The training that I receive at work is meaningful.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q25. The training that I receive at work is necessary.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q26. The training that I received is scheduled.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q27. The training that I receive appears to be well planned.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q28. My store has benefitted from receiving training.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Part V: Demographics

Now that you have completed the survey, please take a few moments to fill in the remaining portion so that your responses can be properly categorized in order to represent those individuals having similar characteristics.

Q29. Gender

- | |
|------------------------------|
| <input type="radio"/> Male |
| <input type="radio"/> Female |

Q30. Age

- 18 Years to 25 Years
- 26 Years to 35 Years
- 36 Years to 45 Years
- 46 Years to 55 Years
- 56 Years to 65 Years
- 66 Years and older

Q31. Educational Level

- No High School Graduation and No G.E.D.
- High School Graduate or G.E.D.
- Some College
- Associates Degree
- Bachelors Degree
- Masters Degree
- Doctoral Degree or Professional Degree

Q32. Ethnicity (Race)

- American Indian / Native American
- Black / African American
- Hispanic / Latino
- Pacific Islander
- White / Caucasian
- Other _____

Q33. Country of Birth

- United States
- Other _____

Q34. Primary (dominant) language

- English
- Spanish
- Other _____

Q35. I can speak my primary (dominant) language fluently.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q36. I can read my primary (dominant) language beyond what I believe to be a sixth grade level.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q37. Secondary language

- | |
|---|
| <ul style="list-style-type: none"><input type="radio"/> English<input type="radio"/> Spanish<input type="radio"/> Other _____ |
|---|

Q38. I can speak my secondary language fluently.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Q39. I can read my secondary language beyond what I believe to be a sixth grade level.

- Strongly Agree
- Agree
- Neither
- Disagree
- Strongly Disagree

Thank you for your time and effort in participating in this survey.

Appendix B: Minnesota Satisfaction Questionnaire (MSQ) Short-Form

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

On the next page you will find statements about your present job.

- Read each statement carefully.
- Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

- If you feel that your job gives you **more than you expected**, check the circle next to **“Very Satisfied.”**
- If you feel that your job gives you **what you expected**, check the circle next to **“Satisfied.”**
- If you **cannot make up your mind** whether or not the job gives you what you expected, check the box next to **“Neither”** (Neither Satisfied nor Dissatisfied).
- If you feel that your job gives you **less than you expected**, check the box next to **“Dissatisfied.”**
- If you feel that your job gives you **much less than you expected**, check the box next to **“Very Dissatisfied.”**

Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job. Do this for all statements. Please answer every item. Be frank and honest. Give a true picture of your feelings about your present job.

Ask yourself: How satisfied am I with this aspect of my job?

Very Satisfied means I am very satisfied with this aspect of my job.

Satisfied means I am satisfied with this aspect of my job.

Neither means I can't decide whether I am satisfied or not with this aspect of my job.

Dissatisfied means I am dissatisfied with this aspect of my job.

Very Dissatisfied means I am very dissatisfied with this aspect of my job.

1. Being able to keep busy all the time.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

2. The chance to work alone on the job.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

3. The chance to do different things from time to time.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

4. The chance to be “somebody” in the community.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

5. The way my boss handles his/her workers.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

6. The competence of my supervisor in making decisions.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

7. Being able to do things that don't go against my conscience.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

8. The way my job provides for steady employment.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

9. The chance to do things for other people.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

10. The chance to tell people what to do.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

11. The chance to do something that makes use of my abilities.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

12. The way company policies are put into practice.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

13. My pay and the amount of work I do.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

14. The chances for advancement on this job.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

15. The freedom to use my own judgment.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

16. The chance to try my own methods of doing the job.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

17. The working conditions.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

18. The way my co-workers get along with each other.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

19. The praise I get for doing a good job.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

20. The feeling of accomplishment I get from the job.

- Very Satisfied
- Satisfied
- Neither
- Dissatisfied
- Very Dissatisfied

Appendix C: Permission to use Minnesota Satisfaction Questionnaire (MSQ) Short-Form

April 30, 2013

Dear Stuart Jackson:

We are pleased to grant you permission to use the Minnesota Satisfaction Questionnaire 1977 short form Spanish translation as you have requested. We acknowledge receipt payment for royalty fees of 1 MSQ Short-Form Spanish translation survey, and your agreement to pay for the additional copies made. Also receipt payment for 50 English MSQ Short-Forms with the agreement to pay royalty fees of any copies made.

Please note that each copy that you make must include the following copyright statement:

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

We would appreciate receiving a copy of any publications that result from your use of the MSQ Short-Form Spanish translation. We attempt to maintain an archive and bibliography of research related to Vocational Psychology Research instruments, and we would value your contribution to our collection.

If you have any questions, or if we can be of any additional assistance, please do not hesitate to contact us.

Sincerely,

Dr. David J. Weiss,
Director,
Vocational Psychology Research

Appendix D: Tally Sheet of CART Application

DATES	STORE A	STORE B	STORE C	Day
1-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu
2-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
3-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
4-Aug	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY</i>			Sun
5-Aug	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Mon
6-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Tue
7-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Wed
8-Aug	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Thu
9-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
10-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
11-Aug	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY</i>			Sun
12-Aug	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Mon
13-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Tue
14-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Wed
15-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu
16-Aug	DOCUMENTED CART	NO EVIDENCE OF CART	DOCUMENTED CART	Fri
17-Aug	DOCUMENTED CART	DOCUMENTED CART	NO EVIDENCE OF CART	Sat
18-Aug	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY</i>		DOCUMENTED CART	Sun
19-Aug	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Mon
20-Aug	DOCUMENTED CART	NO EVIDENCE OF CART	NO EVIDENCE OF CART	Tue
21-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Wed
22-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu

23-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
24-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
25-Aug	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY</i>			Sun
26-Aug	NO EVIDENCE OF CART	DOCUMENTED CART	NO EVIDENCE OF CART	Mon
27-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Tue
28-Aug	DOCUMENTED CART	NO EVIDENCE OF CART	DOCUMENTED CART	Wed
29-Aug	DOCUMENTED CART	NO EVIDENCE OF CART	DOCUMENTED CART	Thu
30-Aug	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
31-Aug	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Sat
1-Sep	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY</i>			Sun
2-Sep	NO EVIDENCE OF CART	NO EVIDENCE OF CART	DOCUMENTED CART	Mon
3-Sep	NO EVIDENCE OF CART	NO EVIDENCE OF CART	DOCUMENTED CART	Tue
4-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Wed
5-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu
6-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
7-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
8-Sep	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY</i>			Sun
9-Sep	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Mon
10-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Tue
11-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Wed
12-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu
13-Sep	NO EVIDENCE OF CART	DOCUMENTED CART	DOCUMENTED CART	Fri
14-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
15-Sep	<i>DUE TO MANAGEMENT SCHEDULES, CART NOT</i>			Sun

	CONDUCTED TODAY			
16-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Mon
17-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Tue
18-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Wed
19-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu
20-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
21-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
22-Sep	DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY			Sun
23-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Mon
24-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Tue
25-Sep	DOCUMENTED CART	NO EVIDENCE OF CART	NO EVIDENCE OF CART	Wed
26-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Thu
27-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Fri
28-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Sat
29-Sep	DUE TO MANAGEMENT SCHEDULES, CART NOT CONDUCTED TODAY			Sun
30-Sep	DOCUMENTED CART	DOCUMENTED CART	DOCUMENTED CART	Mon
CART Documented	42 DOCUMENTED	45 DOCUMENTED	49 DOCUMENTED	
CART Undocumented	10 UNDOCUMENTED	7 UNDOCUMENTED	4 UNDOCUMENTED	
SUNDAYS NOT INCLUDED	9 SUNDAYS	9 SUNDAYS	8 SUNDAYS	
TOTAL DAYS	61 DAYS	61 DAYS	61 DAYS	

Appendix E: Individual Store Retention Data

Experimental Group

Voluntary Employee Turnover	Aug 2013	Sep 2013
Store A	15	4
Store B	5	2
Store C	5	1

Control Group

Voluntary Employee Turnover	Aug 2013	Sep 2013
Store A	0	3
Store B	1	2
Store C	7	1

Appendix F: Excerpt of SPSS CART Data Set

This excerpt has been provided for the purpose of illustrating how scaling was accomplished by summing the Communications Pretest score of 44.00, Answering Pretest score of 20.00, Recognition Pretest score of 14.00, and a Training Pretest score of 40.00 for a Combined CART Pretest score of 118.00. This methodology was used for each CART variable per respondent per store for both pretest and posttest variables.

Store Code	Comm Pretest	Comm Posttest	Answer Pretest	Answer Posttest	Recog Pretest	Recog Posttest	Train Pretest	Train Posttest	Combined CARTPre	Combined CARTPost
A	44	29	20	11	14	7	40	30	118	77
A	11	37	8	13	3	9	28	28	50	87
A	40	38	17	15	14	15	31	33	102	101
A	24	24	10	16	6	8	21	24	61	72
A	33	22	17	7	6	6	28	18	84	53
A	21	25	12	13	6	6	27	15	66	59
A	34	19	8	11	8	6	30	20	80	56
A	38	44	17	17	4	14	32	34	91	109
A	30	43	12	17	6	10	30	35	78	105
A	39	37	16	16	12	12	33	30	100	95
A	35	36	17	11	13	8	36	20	101	75
A	36	45	17	20	12	15	38	39	103	119
A	40	13	18	8	12	7	31	11	101	39
A	33	29	16	10	10	10	31	29	90	78
A	42	24	18	20	8	4	35	16	103	64
A	0	18	0	8	0	6	0	16	0	48
A	39	32	17	14	12	10	37	18	105	74
A	36	19	16	8	12	4	32	10	96	41
A	21	28	7	11	6	11	15	32	49	82
A	27	22	16	16	12	10	18	26	73	74
A	23	12	10	8	6	4	19	10	58	34
A	26	30	16	16	8	10	32	30	82	86
A	27	20	10	8	6	3	24	9	67	40
A	25	26	13	10	0	8	0	20	38	64

Curriculum Vitae

Stuart M. Jackson

Email: stuart@jaloc-consultants.com

Professional Summary:

Documented achievement and increasing responsibility in leadership and senior level management positions.

Employment:

President and Chief Executive Officer, Jackson & Associates Leadership and Organizational Change (JALOC) Consultants, LLC.
District Manager, (Retail Chain)
General Manager, Apogee Retail, LLC.
Store Manager, Target Corporation.
Store Manager, Walmart Inc.
Staff Executive, GSMIC International Consultants.
U.S. Marine Corps, Retired.

Education:

2014 - Doctor of Philosophy (Student), Applied Management and Decision Sciences, specializing in Leadership and Organizational Change
Walden University, Minneapolis, Minnesota.
Indiana University, Bloomington, IN (Ph.D. residency completion)
1997 - Master of Business Administration (M.B.A.), Management, Minor, Management Information Systems, Webster University, St. Louis, MO.
1995 - Bachelor of Science (B.S.), Business Administration, Limestone College, Gaffney, SC.

Professional Affiliations:

Professional Development Chair for NMBBAA DC Chapter.
Applied and eligible for induction into Sigma Iota Epsilon (GPA 4.0).
Golden Key International Honour Society.
ExxonMobil Chapter of Toastmasters Inc.

Recent Awards:

NMBBAA DC Chapter M.B.A. of the Year for 2014