

3-14-2024

## Strategies Used to Retain Newly Hired Veterinarians

Christina Avila  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Management and Human Potential

This is to certify that the doctoral study by

Christina Avila

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

Review Committee

Dr. Carol-Anne Faint, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Stella Rostkowski, Committee Member, Doctor of Business Administration Faculty

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

Walden University  
2024

Abstract

Strategies Used to Retain Newly Hired Veterinarians

by

Christina Avila

MBA, University of Redlands, 2020

BS, University of Redlands, 2019

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

March 2024

## Abstract

Failing to retain new veterinarians can compromise patient care and the sustainability and success of veterinary practices. Employee turnover impacts veterinarian organizations by lowering morale, productivity, and the organization's bottom line. Grounded in Goleman's emotional intelligence theory, the purpose of this qualitative pragmatic inquiry was to explore strategies veterinarian leaders use to retain newly hired veterinarians. The participants comprised five veterinarian leaders from different clinical organizations in the US state of California who effectively used strategies to prevent newly hired veterinarian turnover. Data were collected by conducting semistructured interviews. Thematic analysis was used to analyze the data. Five themes emerged: mentorships, open communication, work-life balance, the personality of the newly graduated veterinarians, and changes to schooling. A key recommendation for veterinarian leaders is to engage directly in new veterinarians' vetting and recruitment process. The implication for positive social change includes the potential for new veterinarians to develop into balanced and content coworkers who contribute to veterinary practices by caring for pets and effectively communicating with pet owners.

Strategies Used to Retain Newly Hired Veterinarians

by

Christina Avila

MBA, University of Redlands, 2020

BS, University of Redlands, 2019

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

March 2024

## Dedication

I dedicate this doctoral study to my family. Ignacio, thank you for believing in me when I was struggling but knowing I could do it and accepting that I wanted to get my doctorate, knowing that it would change our lives for an undetermined amount of time. Gabriel, Andres, and Julian, thank you for listening to me when I said I had to focus. Everyone's selflessness helped me get to where I am at. To my mother, who always said I could do better when I achieved a B at school; this has been the challenge your childhood motivation was meant for.

## Acknowledgments

I must acknowledge Dr. Nattress because we were put together in the middle of my highest frustration, but your enthusiasm for my study kept me moving. I felt at home as soon as we had our first meeting. Dr. Stella, your compassion for animals made my topic relevant. Dr. Faint, thank you for assuring me and reminding me to be confident in my work. Thank you for the support and feedback. The research was possible with the participants who allowed me their time; they receive my highest acknowledgments. Last, I must acknowledge the time I invested and the resilience I found within myself to make it to the finish line. It was a difficult but momentous experience in my life and I am grateful to have made it to this point. Thank you, all, who made my dream possible.

## Table of Contents

List of Tables .....	v
List of Figures .....	vi
Section 1: Foundation of the Study.....	1
Background of the Problem .....	1
Problem and Purpose .....	2
Nature of the Study.....	3
Research Question.....	4
Interview Questions .....	5
Theoretical or Conceptual Framework .....	5
Operational Definitions.....	6
Assumptions, Limitations, and Delimitations.....	6
Assumptions.....	6
Limitations .....	7
Delimitations .....	7
Significance of the Study.....	7
Contribution to Business Practice .....	8
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	9
Emotional Intelligence Theory .....	11
Emotional Intelligent Leaders.....	17
Competing Theories .....	20



Evolution of the Veterinary Profession.....	23
Evolution of Veterinarian Leadership.....	27
Evolution of Veterinary Schooling .....	28
Stressors for Newly Practicing Veterinarians .....	30
Success Factors for Newly Practicing Veterinarians .....	35
Mentorship Programs for Veterinarian Students and New Graduates.....	41
Summary and Conclusions .....	46
Transition .....	48
Section 2: The Project .....	49
Purpose Statement.....	49
Role of the Researcher .....	49
Participants.....	51
Research Method and Design .....	52
Research Method.....	53
Research Design.....	54
Population and Sampling .....	56
Ethical Research.....	57
Data Collection Instruments.....	59
Data Collection Technique.....	60
Data Organization Technique .....	61
Data Analysis .....	62
Trustworthiness .....	64

Credibility .....	64
Dependability .....	65
Transferability .....	65
Confirmability .....	66
Transition and Summary .....	66
Section 3: Application to Professional Practice and Implications for Change .....	68
Introduction.....	68
Presentation of Findings .....	68
Theme 1: Mentorships .....	69
Theme 2: Open Communication .....	73
Theme 3: Work–Life Balance.....	76
Theme 4: The Personality of the New Veterinarian .....	78
Theme 5: Change in Veterinarian Schooling .....	80
Applications to Professional Practice .....	83
Implications for Social Change.....	85
Recommendations for Action .....	87
Recommendations for Further Research.....	88
Reflections .....	89
Conclusion .....	90
References.....	91
Appendix A: Interview Questions .....	128
Appendix B: Interview Protocol.....	129

List of Tables

Table 1. Themes and Example Quotes..... 69

## List of Figures

Figure 1. Relationship of Themes .....	87
--	----

## Section 1: Foundation of the Study

Veterinarians are medically trained to treat multiple types of animals. Their length of schooling can be compared to medical doctors, but a veterinarian can choose not to have a formal internship in which they would gain more experience and further develop their skills under the supervision of an experienced veterinarian. Without an internship, a graduating veterinarian may enter the workforce directly from school but need more skills. To provide support as well as retain employees, established veterinarians require leadership skills. As Oxtoby (2018) stated, veterinarian leaders need to cultivate leadership skills to prevent high staff turnover, which could compromise their businesses. Veterinarian leadership, however, has yet to be correctly defined. Leadership strategies allow for engagement and confidence, especially during transitions in the workplace when new veterinarians may be experiencing shock (Kim & Shin, 2020). The veterinarian field may benefit from strategies that leaders can use to retain newly hired veterinarians.

### **Background of the Problem**

The U.S. public has changed how they feel about their companion animals and spends much on treating the family pet. Veterinarians are an essential part of society. Their role in veterinarian businesses is important. Applebaum et al. (2020) noted that pet ownership in the United States had increased to 60% by 2018, with at least one pet owned per family unit. As pet ownership has changed, the veterinarian field has had to adapt.

Veterinarians must form partnerships with clients and communicate health care plans for family pets. The business model and style of the veterinarian are changing from a garage-type to a pediatrician-type treatment (Rollin, 2002). The benefits of client-centered communication have been found more effective than patriarchal communication that characterized client relation in previous years (Janke et al., 2021). Amid these changes, a lack of skills in entering a veterinarian business may lead a newly graduated veterinarian to become disengaged if proper strategies are not provided for training by leadership. Addressing the gap between new veterinarians and their leaders' strategies to keep them engaged may lead to changes in the veterinarian business model. Forty-seven percent of graduating veterinarians in 2017 struggled to find a good work–life balance, lacking engagement in their new workplace (Ouedraogo et al., 2021). Engagement is a leadership skill that has yet to be addressed among veterinarians.

### **Problem and Purpose**

The general business problem was that some veterinarian practices lose money if they cannot retain newly hired veterinarians. An organization's leadership effectiveness depends on its employees; high turnover leads to wasted time and lower employee morale (Perrin, 2019). The specific business problem was that leaders of veterinarians entering the workforce need more strategies to motivate recently graduated veterinarians through their career transitions from graduate to practicing veterinarians.

The purpose of this qualitative pragmatic inquiry was to explore motivational strategies that veterinarian leaders are using to retain newly graduated veterinarians. The target audience is veterinarian leaders who work alongside and mentor newly graduated

vets while guiding them through their professional journey. The study may affect positive social change by highlighting strategies that veterinarian leaders can use to successfully keep newly graduated veterinarians motivated. Motivated employees may make more money for the businesses they work for while paying their student loans, building healthy relationships with pet owners, and contributing to society with their disposable income.

### **Nature of the Study**

The justification for the selection of the qualitative method for this study was the need to show employers' strategies to engage new veterinarians and the essential meaning within the data's revelations. Researchers choose qualitative, quantitative, or mixed-methods approaches to understand and predict social phenomena (Park & Park, 2016). Qualitative researchers can interpret and obtain different perspectives from resources and give rich meaning to data (Hennick et al., 2017). Qualitative researchers use interview people about their experiences (Abd Gani et al., 2020). Quantitative analysis was not practical because there was no exploration of why employers choose their strategies. It would not be appropriate to look for the generalization of facts that quantitative research provides (Barnham, 2015). Quantitative analysis would not offer the explanations required for this study (see Abd Gani et al., 2020). The mixed method was inappropriate because a hypothesis was not proposed to be falsified, and no proof from past research indicates a limitation to a qualitative study (Cronholm, 2011). Neither quantitative nor mixed-methods approaches would address the study's objective.

There are several qualitative research designs, among them pragmatic inquiry, case study, phenomenological, and narrative. Pragmatic inquiries are used to find the best

answers to research questions (Ramandhan et al., 2021). Pragmatic inquiries are considered innovative as there may be several ways to look at one problem to find a solution. I used a pragmatic inquiry design because I planned to interview several leaders to find a solution to the research question. Case study researchers look at a phenomenon within its real-life context (Crowe et al., 2010). A single case study is used when one group will be examined, and the researcher wants a deeper understanding of the subject (Gustafsson, 2017). I opted against conducting a single case study because I used more than one organization to find leaders to interview. Researchers use the phenomenological approach to collect detailed first-person experiences to interpret a phenomenon (Noon, 2018). A narrative study would not have been appropriate because no solid research existed, to my knowledge, that gave a definite answer to what strategies keep newly graduated veterinarians engaged; more explanations were needed (see Brandell & Varkas, 2001). Qualitative research was the most suitable methodology for exploring retention problems from veterinarian leaders' experiences because it enabled the use of interviews and data from the participants' perspectives (see Abd Ghani et al., 2020). By conducting a pragmatic inquiry, I was able to explore the perspectives of leaders from different organizations. My aim was not to discover a person's feelings, culture, or personal narrative but to evaluate the best business practices for employee motivation. Hence, for this research study, I opted to conduct a pragmatic inquiry.

### **Research Question**

What strategies do leaders of veterinarians use to retain newly graduated veterinarians?



### **Interview Questions**

1. What strategies do you use to motivate new veterinarians when entering the workforce?
2. What method was found to work the best for motivating the new veterinarians?
3. What barriers have you encountered in implementing strategies for new veterinarians?
4. How did you address the barriers to new veterinarians' motivation in your organization?
5. What motivational techniques do you use to encourage new veterinarians?
6. What did the new veterinarian lack to become a successful practicing veterinarian?
7. What else can you add to help keep newly graduated veterinarians motivated to help decrease turnover?

### **Theoretical or Conceptual Framework**

The theoretical framework for this research was emotional intelligence (EI). Daniel Goleman's (1995) presentation of EI has helped organizational leaders guide their employees through everyday work dilemmas. EI shows the relationship between one person's emotions and their interpretation of others throughout daily interactions (Salovey & Mayer, 1990). I used the selected framework to explore the veterinarians' successful transformation at the start of their careers with the help of EI leaders. Knowing how to regulate one's emotions helps one succeed throughout their career (Goleman, 1995). As an employer, recognizing employees' emotions helps in promoting their success. Emotionally intelligent employers are more effective than leaders who are not

emotionally intelligent (Miao et al., 2018). EI leaders form better working relationships due to their ability to empathize. Veterinarian leaders are veterinarians with experience and can empathize with newly graduated veterinarians. I focused on the transition of new veterinarians in their early careers and how their employers affect their outcomes. I selected EI because leaders and newly graduated veterinarians may benefit from the knowledge and use of it.

### **Operational Definitions**

*Graduating veterinarian:* A student who graduated within 1 to 2 years from an accredited veterinarian school (Hudson et al., 2011).

*Ethical dilemmas:* A situation where the right course of action is not clear and obligations conflict with ethics (Moses et al., 2018).

### **Assumptions, Limitations, and Delimitations**

#### **Assumptions**

This pragmatic inquiry was affected by four assumptions. A set of beliefs and assumptions are held by a researcher that sets the research in a specific direction (Rashid et al., 2019). The topic relates to leaders of newly graduated veterinarians and their strategies to retain them. The objective was to determine what strategies were used by the leaders to increase retention. The first assumption was that Goleman's (1995) theory of EI was a suitable framework for the research based on the idea that employers with EI can support veterinarians through the transition phase from a newly graduated veterinarian to a practicing veterinarian. The second assumption was that participants would be truthful and precise when responding to the interview questions. The third

assumption was that data provided by participating leader on their retention strategies would be accurate and current. The fourth assumption was my belief that all veterinarians, in some form, are lacking in EI.

### **Limitations**

Limitations refer to potential weaknesses of the study (Ross & Bibler Zaidi, 2019). It is important to identify all limitations associated with the study. Regardless of the chosen research method, limitations may represent areas for improvement within the study (Ross & Bibler Zaidi, 2019). I observed two main limitations of this study. The first limitation is that data gathered from participants in the interview process depended on participants' knowledge and credibility. The second limitation was that participants' responses might not provide sufficient details to answer the research question.

### **Delimitations**

A delimitation of this study is that the focus was solely on strategies to increase graduating veterinarian retention. Researchers impose delimitations so that they can focus on their work to achieve the study's objective (Theofandis & Fountouki, 2019). The second delimitation was that this study involved a pragmatic inquiry and a participant sample of five leaders from different veterinarian organizations in California.

### **Significance of the Study**

The results from the study may help leaders to recognize newly graduated veterinarians who are struggling to adjust from graduate to professional veterinarians. This study is significant because a strategy for managing newly graduated veterinarians could positively affect the number of veterinarians available to service the increasing pet

population in the United States (Ouedraogo et al., 2019). Veterinarian leaders may adopt strategies to help newly graduated veterinarians transition into successful, experienced veterinarians, resulting in higher veterinarian retention and enhanced service quality.

### **Contribution to Business Practice**

The study findings might promote veterinarian organizations' understanding of the need for strong leadership to retain newly graduated veterinarians for extended periods. The study may identify what strategies strengthen the relationship between employer and employee. With this knowledge, veterinary leaders may be better able to retain their employees. Retention of employees lessens the loss of money for veterinarian organizations. Retention of employees leads to an efficient and economical veterinarian organization that can provide services at a higher volume resulting in higher profits and greater employee satisfaction (Ouedraogo et al., 2023).

### **Implications for Social Change**

The results of this qualitative pragmatic inquiry may help leadership within a veterinarian organization that is struggling to retain newly graduated veterinarians. Recognizing what leads a newly graduated veterinarian to disengage may help leaders to develop strategies to maintain and motivate newly graduated veterinarians. The results demonstrate the importance of EI within the veterinarian field, which may spur veterinarian leadership to recognize that individuals within the veterinarian field need to learn soft and academic skills. Veterinarian leaders may find this study's findings helpful in identifying new strategies to lead newly graduated veterinarian students to become successful veterinarians. Successful veterinarians may have greater enjoyment of their

chosen careers and be more willing to contribute to the community by using their skills to provide quality care to animals that have become a significant part of Western culture.

### **A Review of the Professional and Academic Literature**

The general business problem was that some veterinarian practices lose money if they cannot retain newly hired veterinarians. The effectiveness of an organization is dependent on its employees; high turnover leads to wasted time and lower employee morale (Perrin, 2019). The specific business problem was that some employers of veterinarians entering the workforce lack strategies to motivate recently graduated veterinarians through their career transitions from graduate to practicing veterinarians. The purpose of this qualitative pragmatic inquiry was to explore and identify the methods of employers of veterinarians and their strategies to motivate veterinarians through their career transitions from graduation to practicing veterinarians. Veterinarians are essential to contemporary U.S. society. However, as Dilly et al. (2017) noted, a newly graduated veterinarian may become disengaged if not provided training. In turn, veterinarian leadership need proper strategies to provide effective training. Further, Tindell et al. (2020) noted that approximately 45% of new graduates who enter the workforce after graduation struggle due to the diverse challenges they face as they transition from graduates to veterinary practitioners.

To find literature for the review, I used the following online databases and search engines: Google Scholar, Wiley Online Library, Indian Journals, JSTOR, EBSCOhost, ELSEVIER, Science Direct, and Journal Seek. The key search terms, used individually and in combination, included the following: *leadership*, *veterinary leadership*,

*veterinarian, graduate intern, mentorship, graduate transition, employee motivation, newly graduated, self-efficacy, self-confidence, self-identity, social support, veterinarian employer, veterinarian employees, and emotional intelligence theory.* All the key terms yielded studies that were relevant to the problem and research question. Only those deemed appropriate to the current study were included in the literature review.

In the literature review, I discuss the lack of training currently available for veterinarians to be successful in the business world, the lack of support for change within the veterinarian industry to help veterinarians evolve emotionally, the debt incurred before veterinarians start their new jobs, and veterinarian suicide. This literature review will highlight veterinarians' difficulties in trying to be successful and care for the welfare of animals. In a culture where animals are part of the family, and where veterinary practices are for-profit businesses, veterinarians must offer affordable care while covering their debts and making profits.

Turnover and retention are problems within the veterinarian field. There is a need for more executive education for graduating veterinarians entering the work field on how to work through situations that may lead to burnout (Kipperman et al., 2017). As medical caretakers, veterinarians play a crucial role in the care and welfare of pets. Clients of veterinarian businesses are more informed than in previous years due to the internet and want what is best for their pets (Fischer et al., 2022). Many owners humanize their pets and search for a caretaker to form a personal connection (Monsó & Huber, 2019). Veterinarian leadership recognizes that veterinarians entering the work field must be taught differently to perform competently (NAVMEC Board of Directors, 2011). The

success of a veterinary organization is rooted in the people employed and retained by the organization. Awareness of the veterinarian field trends may aid the organization's strategic plans to maintain a profit while lessening turnover and increasing retention.

### **Emotional Intelligence Theory**

The conceptual framework of this study was EI. In early research, emotions were considered disruptive and not associated with intelligence (Gayathri & Meenakshi, 2013). Throughout the 1970s and 1980s, psychologists focused on emotions and their influence on thought (Ciarrochi et al., 2006). The diversification of workplaces introduced a reason for researchers to investigate emotions to understand why some people had better social connections than others. Through research, the construct of EI was established and defined in various ways.

EI is rooted in social intelligence, people's behaviors, and its effects on the person's desired goals. In the 1920s, Thorndike professed that social intelligence was the ability to manage relations among one another (Srivastava, 2013). Gardner found that social intelligence was one of the seven types of intelligence allowing a person to identify their emotions in social settings (Wong & Law, 2002). Emotions allow a person to successfully conduct themselves in different social settings. The better people can recognize their emotions within a social setting, the better they can form relationships.

There are many definitions of EI. Srivastava (2013) described EI as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" (p. 97). Salovey and Mayer (1990) were the first to recognize,

measure, label, and define EI, basing their research on models portraying the influence of emotions on everyday life. Bar-On (1997) stated that EI allowed people to manage their emotions to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Although there are many definitions for EI, there is a recognition that EI recognizes the conflict between a person's emotions and the reasoning of emotions without coaching (Bru-Luna et al., 2021).

Many researchers have searched for ways to measure and label emotions within social settings. Salovey and Mayor (1990) broke EI into four dimensions encompassing different abilities: understanding one's deep emotions, perceiving and understanding the feelings of others, regulating emotions, and using emotions to improve personal performance (Wong & Law, 2002). Drawing from Salovey and Mayer and other work, Goleman and Bar-On extended the use of EI to help individuals in business leadership roles, adding personality traits (Brackett et al., 2011). Each researcher highlighted the importance of EI not only in a personal social setting but also in the work setting where a person could use their emotions in a socially productive manner. Subsequent researchers have examined the impact that emotions can have on daily life and what a highly emotional person possesses. Highly emotional people can communicate clearly, empathize with others, and think in an innovative way (Coronado-Maldonado & Benítez-Márquez, 2023).

EI can be learned. Intellectual prowess is learned when people recognize their emotions and can analyze and rationalize emotions within a social setting (Gayathri & Meenakshi, 2013). Solid EI leads to success and challenges the thought that a high IQ is



not the only attribute contributing to success (Gayathri & Meenakshi, 2013). When a person can reflect on how their emotions shape their relationships, they can learn how to better control their emotions. The ability to better control emotions has led EI to become popular in leadership.

A good leader has high EI. Goleman (1995) highlighted the significance of EI and exemplary leadership, adding terms such as “trustworthy” and “team player.” Goleman’s assessment of EI popularized its use. It made EI a phenomenon, leading to magazine publications and the everyday use of the phrase “emotional intelligence” as a characteristic that a person can possess and learn (Gayathri & Meenakshi, 2013). The terms Goleman used made EI mainstream and gave examples of what a good leader should possess. The intertwining of EI and leadership has resulted in more people reflecting on their qualities and how they treat others because effective leaders depend on their ability to manage their emotions and the people they manage (Coronado-Maldonado & Benítez-Márquez, 2023).

The expansion of EI into leadership gave details of what EI was when a person possessed EI. Passionate, intelligent people are self-aware of their emotions, other people’s emotions, and the motivations of others around them (Goleman, 1995). Goleman (1995) argued that cognitive intelligence does not lead to business success, but success is more likely if individuals possess EI and a good leader has attributes of EI. These definitions allowed mainstream people to integrate EI into everyday life to better communicate in social situations. In the workplace, people with knowledge of EI are able to see the meaning and make sense of their emotions in relation to their social setting.

### ***Self-Awareness***

One of the significant components of EI is self-awareness. Salovey and Mayers' (1990) model has four components, self-awareness being the first and most important to good EI. Goleman (1995) also highlighted the importance of self-awareness to lead and be competent within the workplace. Each researcher found that self-awareness is important in having high EI. Having self-awareness allows a person to reflect on their emotions and the impact within a social setting.

The possession of self-awareness can help a person recognize their many attributes. Self-awareness allows a person to recognize what one is feeling, not only their strengths but also their weaknesses (Goleman, 1998). The purpose of self-awareness is to have the ability to serve others but also care for oneself (Carden et al., 2022). Self-awareness as part of EI is the recognition of one's emotions and how one's actions affect their environment. Having the ability to manage those actions within emotional constraints leads to better outcomes.

### ***Self-Management***

Self-management precedes self-awareness. A person who is self-aware of their emotions becomes adaptive and does not shy away from stressful situations due to the process of self-regulation (Peña-Sarrionandia et al., 2015). Adaption and resiliency are associated with high levels of self-regulation of the emotions a person experiences while in high-emotional situations (Thomas & Zolkoski, 2020). Although a situation may be stressful, people can be more successful if they can regulate and manage their emotions.

Self-management is essential to success in EI because a person has learned to use the correct emotions at the proper time.

Self-management allows a person to stay in a situation where they want to succeed, even in adversity. Knowing, recognizing, and managing emotions to reach goals is part of a motivational construct (Cherniss & Goleman, 2001). Possessing EI in adverse situations allows a person to stay positive in difficult situations and reap the benefits (Schinckus et al., 2018). A person who can manage their emotions to manipulate their behavior will tend to be more successful in their personal and social lives. Understanding and the regulation of a person's emotions are the main processes an individual with high EI possesses, benefiting all aspects of their life.

### ***Social Awareness***

Social awareness is the recognition and understanding of others' emotions. A person can become mindful of others around them by practicing self-management, being aware of their emotions that affect others and creating better social connections (Vago & David, 2012). Eurich (2018) found that social awareness has two components, internal and external, and that only 10%–15% of people, on average, are fully socially aware. Becoming socially aware can be difficult for many as there are steps to follow, such as self-awareness and self-management. Most importantly, social awareness may be difficult as people must not solely focus on themselves but must consider how their actions affect others.

The principal emotion in social awareness is empathy. Empathy in the EI construct of social awareness is having the ability to read others' emotions but, most

importantly, reading those emotions correctly to interact with people (Cherniss & Goleman, 2001). A more empathetic person has been correlated with high self-awareness and self-regulation (Sünbül, 2021). Having self-awareness and self-regulation causes a person to become more mindful of others' emotions while in a social environment. Through empathy, people become navigators and have better outcomes in various social situations.

Social awareness helps people read what others are not saying. Decety and Lamb (2006) discovered that people with good social awareness can identify emotions from another person's body language. Helped by the idea that emotions are an outward action that can be identified by bystanders (Solomon, 2003). The addition of reading other people's body language is included in the complexity of social awareness. Many people are not able to master this component of EI as empathy and reading body language are skills to be mastered after learning self-awareness and self-regulation.

### ***Relationship Management***

Relationship management is the construct of EI that incorporates self-awareness, self-management, and social awareness. Relationship management is also known in the business environment as mentoring. It includes all essential skills to develop other people's talents because a person has mastered their emotions within a social setting (Cherniss & Goleman, 2001). Mentoring is a social learning process because it is a relationship between people and varies on the degree of benefits a person receives from the mentoring (McDowall-Long, 2004). Relationship management and mentoring allow

people to benefit from a person's experience. The mentee learns from their mentors' experiences and their styles of self-awareness, self-management, and social awareness.

Experiences help a person regulate their emotions and become more astute while facing conflict. Conflict resolution helps people manage stress with less stress and form better organizational relationships (Michinov, 2022). Relationship management allows a person to build strong, trusting relationships based on consideration and intentional friendliness (Goleman, 1998). The four components of EI build on one another, and the more a person possesses, the better they are at relationship management within conflict. Overall, as people learn how emotions affect their interactions with people, they are better at managing conflict.

### **Emotional Intelligent Leaders**

EI leaders possess many facets to help solve complex problems. Although some critics contend that emotions are not part of the success of a business, researchers have found that leaders with EI keep their business profitable as they generate and manage a workplace that creates emotions that foster successful relationships (Dasborough et al., 2022). Leaders who practice EI have a perception of the members within their team, themselves, and the organizational environment (Wong & Law, 2002). Leaders with EI are willing to invest in mentoring relationships because they are willing to understand, work with, and teach individuals. Mentors foster confidence that adds to the willingness to learn and form meaningful relationships.

Successful leaders tend to understand EI and use it to maintain success through mentorship. More experienced people in their occupation are often leaders within an

organization who have had time to develop coping mechanisms for occupational stress (Fink-Miller & Nestler, 2018). A leader who has mastered their own emotional makeup can then develop awareness within others and form meaningful relationships (Engle & Nehrt, 2011). A leader who inspires does so by impacting emotions in what they say and do. EI is an important concept that is helpful within the leadership milieu.

Leaders within the veterinarian field need EI. Wheatley (2008) stated that management and teachers within the veterinarian field needed to possess EI because of their day-to-day interactions with staff, students, and organizations, but they needed to gain these skills. Pearson et al. (2018) found that most veterinarians are knowledgeable but not emotionally astute and lead in an autocratic way. This evidence shows that EI teachings would be a benefit for veterinarian leaders. If veterinarian leaders understand and learn EI, they may be able to develop better relationships within organizations.

Many veterinarian leaders are business owners. Goleman (1995) found that leaders' moods affect the profitability of their organizations. Leaders with high EI can communicate changes that involve emotions, such as feedback for job improvement (Stein et al., 2009). EI within business ownership is helpful as the person can communicate effectively and constructively to get results. Through the use of EI, veterinarian business owners can successfully navigate through change and continue to be profitable.

### ***Emotional Intelligence and Veterinarians***

EI is a soft skill that should be readily taught to veterinarians. In the veterinarian field, EI is labeled a “nontechnical skill” that should be possessed to be more successful

but needs to be taught (Timmons, 2007). Although veterinarians work within the service field, they might not understand their emotions in a way that would allow them to understand others (Srivastava, 2013). The lack of EI within the veterinarian field may lead to poor conflict resolution, which leads to higher stress (Rohlf et al., 2022). The use of EI may be helpful in the social settings that veterinarians must work in every day.

Veterinarians work in a service-forward job. Giving a high level of service is an expectation from veterinarians because of high client demands (Mathur et al., 2022). McVey (2007) found that most people drawn to the veterinarian field lack the skills for EI due to past trauma, resulting in low self-esteem. Service workers may benefit from the control of their emotions due to the high level of interaction with people. Veterinarians may benefit from learning EI as they could use the theory in their everyday work environment.

More evidence is needed, however, to substantiate that EI is needed within the veterinarian field. Wells et al. (2021) found that research had been conducted within other medical fields, but there was a significant gap on EI among veterinarians. Timmons (2006) stated that veterinarian schools need more evidence to decide whether teaching EI to students would be a waste of resources. The lack of evidence, specifically on veterinarians and EI, has prevented the concept from being readily accepted. There is evidence that EI helps to lessen stress and strengthen relationships among people, especially within service industries (Rohlf et al., 2022).

## **Competing Theories**

EI was the appropriate theory for this study to answer the business problem of why some employers of veterinarians entering the workforce lack strategies to motivate newly graduated veterinarians through their career transitions from graduate to practicing veterinarians. Some researchers may use different theories to answer this business question; EI addresses handling emotions within the veterinarian field because of the social aspect. Timmons (2006) stated that EI is a quality veterinarian should possess because of the extent of stress within the field. Stressors included the discussion of euthanasia with a pet owner, the diversity of animals that a veterinarian must treat, and fitting in within their organizations (Chapin, 2015). The prevalence of EI in veterinarians may help them deal with the many stressors in the field. The EI theory presents skills that veterinarians should have to be more successful.

The problem with EI and veterinarians is the variety of definitions and models associated with EI. There has yet to be a clear choice as to what model would be appropriate for the veterinarian field (Timmons, 2006). No matter the model chosen, a person who possesses high EI can navigate stressors and be successful in their careers (Wells et al., 2021). EI is a proven theory to help veterinarians mitigate a stressful career. The continuous research of veterinarians and EI can provide evidence that veterinarians and veterinarian organizations would benefit.

Leadership with EI highlights the use of empathy and the bonds formed through relationships. Strong relationships with EI leadership lead to a culture of comfort, motivation, and growth (Gómez-Leal et al., 2022). EI leadership is a mentorship that



teaches a person how to be empathetic with business stakeholders in order to continue a business's success (W. Zhang & Adegbola, 2022). EI leadership is both important with coworkers and stakeholders. The intertwining of strong business relationships with all stakeholders allows the growth of employees, which results in the growth of the business. The following is an exploration of other ideas that needed to align with the purpose of the research.

### ***Situational Leadership***

Situational Leadership is developed by addressing leadership and a person's capability to change depending on the situation. Hershey et al. (1979) stated that leadership styles were used and based on the maturity of who was being led and what communication style was needed. Situational leadership is a contingency leadership that focuses on the leader's behavior and the circumstances under which the leader operates (Fischer et al., 2022). Situational leadership is composed of telling, selling, participating, and delegating. Within the situational leadership style, there are uses of different powers to lead a person to a goal. Each style and power were appropriate when the leader felt the subordinate's maturity could accept more responsibility. The focus of the study is not the style of how a leader leads but how a leader has a relationship with newly graduated veterinarians.

Newly graduated veterinarians are entering organizations without experience and have yet to learn or understand their weaknesses. Situational leadership is not helpful for this study because the theory works best when employees know and understand their weaknesses and are receptive to ideas for improvement (Cîrstea & Constantinescu, 2012).

Situational leadership seems impersonal and only goal-oriented, lacking the concept of mentoring (Graeff, 1983). Situational leadership does not address the emotions lacking in the veterinarian field but addresses how a leader reacts and changes to a situation.

Although situational leadership is helpful, the graduating veterinarian must be addressed through a leader-subordinate relationship and not a show of power to achieve a goal.

### ***Maslow's Hierarchy of Needs***

Some portions of Maslow's hierarchy of needs may fit into this study as it addresses motivation through the concept of needs. Maslow's theory of needs looks at a person and their overall needs, ranging from the basics to survival to the enrichment in life (Lussier, 2019). If the basic needs of food, water, and safety were met, a person could concentrate on love and relationships. After love and relationships, a person could focus on themselves in relation to how they were accepted in their environment, a feeling and sense of accomplishment (Mcleod, 2018). A sense of accomplishment leads to freedom to become self-actualized. Self-actualization allows a person to see their full potential because they no longer need to focus on necessities.

Before a person can move onto self-actualization, their personal needs are met through their self-worth. Esteem needs, such as belonging, are needed for the person to move on to realize their full potential (Mcleod, 2007). Maslow's theory does focus on group settings but is more individualistic in nature, focusing on one person's journey and how they are affected by others (Maslow, 1987). What is lacking is the actualization of how their interaction with other people affects their outcomes. Self-actualization may never be met if a person never finds what they believe their worth to be.

Maslow's theory is focused on a person fulfilling their needs and how the effects of having those needs lead to a self-actualized life. Each factor of needs leads to a motivation for the next factor (Maslow, 1943). A diverse world has led to multiple motivators for different people at different times (Williams et al., 2022). A sense of well-being may be perceived differently by different people. One's person self-actualization may not be what another is because fulfilling certain needs is more important than others.

The leadership quality of Maslow's theory is tied to motivators that are only successful when leaders provide a sense of comfort. Leaders must provide transparency, trust, and empowerment to motivate people (Williams et al., 2022). The perception of comfort is different among different generations because of their views of work-life balance and their place within the organization (Khaeruman, 2022). Leaders who use Maslow's theory to motivate will find that what works for one person may not work for another. Maslow's theory may be better suited if an updated study looks at how diversification within an organization changes the needs of people.

### **Evolution of the Veterinary Profession**

The veterinarian profession has evolved and adapted for many years. New challenges have presented themselves in the form of production chains involving animals, increased regulation of the trade of animals, developing societal and ethical values, and globalization (Weiland et al., 2021). In the early years, Pritt and Case (2018) found that veterinarians were specific only to treating horses because horses were crucial in transportation, war, and business. During World War II, the Loveday Committee felt that the veterinarian field would be fully funded if veterinarians were country-dwelling men

treating cows for food consumption due to the lack of resources during the war (Gardiner, 2020). With the uptick in animal welfare caused by World War II, small animal practices increased, allowing veterinarians to become small business owners (Gardiner, 2020). Currently, 60% of veterinarians are employed in the companion animal sector due to 56% or more households owning pets, and only 5% to 7% of veterinarians are used in the food animal sector (Ouedraogo et al., 2019). The car's introduction changed veterinarians' specificity from horses and a rural agricultural past to an expansion of roles as companion pet doctors in private and public sectors.

The changes from agriculture to companion animals show how the veterinarian profession adapts to societal changes and the importance of veterinarians' services being concentrated on the welfare of animals. Although veterinarians will be labeled animal doctors, the veterinarian oath includes public health, proving that veterinarians play an important role in people's health (Pritt & Case, 2018). Many veterinarians have found that they can make career transitions into nonclinical settings, although these jobs are labeled nontraditional and not promoted by veterinarian universities as a career path (Pritt & Case, 2018). Veterinarians who have chosen to take the nontraditional way are essential in the impacts of ecological health and the relationship between animals and humans (Roopnarine et al., 2021). For example, a veterinarian discovered the West Nile Virus in the United States, and veterinarians responded to the Ebola outbreak in Africa (Pritt & Case, 2018). The non-traditional jobs will help veterinarians with the challenge of obtaining a successful private practice, which has been harder for veterinarians to get due to corporate consolidation (Dodge et al., 2019). Pritt and Case (2018) reported that

veterinarians who changed to nontraditional career work had more professional fulfillment due to nontraditional employers' ability to provide benefits and promote participation in professional associations. Career development is essential for current veterinarians to keep up with to stay engaged.

The landscape for the veterinarian business has changed. Current evidence shows an increased number of graduates, but organizational staffing problems put veterinarians in an occupational shortage at the clinical level (Gardiner, 2020). According to Hawes et al. (2022), more accurate data reflecting pet ownership demographics is needed, which hinders the assessment of veterinarian trends. Addouttalib et al. (2020) viewed veterinary health care as a growing economic sector that treats farm and companion animals but needs more support from a robust financial model. Bushby (2020) recognized that veterinarian services are increasing, and many pets need to receive benefits due to finances. Kipperman et al. (2017) found that veterinarians would have better financial outcomes if veterinarians were taught the importance of communication and the cost of veterinarian care. Bushby (2020) suggested that veterinarians must have a strategic plan involving low-cost spay and neutering. Many clients subsidize low-cost neutering and vaccination clinics with regular care with humane societies (Bir et al., 2020). Bushby felt that veterinarians should fill the gap and figure out how to infuse low cost into their clinical practices. Neill et al. (2019) examined that all veterinarians have the same fundamental training but must use those facets to induce a change within the veterinarian organizational field. Adaption and recognizing differences are being voiced throughout

the world of veterinarians. Along with clinical changes, the veterinarian world has seen a drastic societal shift in age and gender.

The face of the veterinarian has changed. In the mid-20th century, veterinarian students were young White men from farming and hunting communities (NAVMEC, 2011). The 2018 census of veterinarians found that men are no longer the prominent gender, with women in the veterinarian workforce at 61.7% compared to men at 38.2%; millennials are the highest percentage in the force, the age of graduates has increased, which lessens career length, lessening the duration of a working veterinarian (Ouedraogo et al., 2019). There is a strong need for veterinarians to have good communication and relationship skills because of the corporations in the field (Pyatt et al., 2020). The literature says better client and workplace relationships and the importance of global relationships to educate the world on human and animal relationships are needed to promote the importance of the veterinarian field better.

Globalization and the need for sustainable animal welfare have mentioned the importance of veterinarians. Veterinary services worldwide are essential in lower- and middle-income countries to ensure healthy food production and less passage of disease from animal to human (Wieland et al., 2021). Veterinarians can identify public health crises better than physicians due to their extensive training (Frank, 2008). Veterinarians can improve human and animal interactions on a large scale while there are global changes (Doyle et al., 2021). The veterinarian field's growth and changes have changed its look and progression.

## **Evolution of Veterinarian Leadership**

In the 20th century, the veterinarian field started to focus on the importance of leadership. Fischer et al. (2022) recognized that the veterinarian field and the topic of leadership had stagnated until 10 years ago. When discussing veterinarians, the best definition of leadership is a person who leads others because of their intellectual abilities (Fischer et al., 2022). Bradley et al. (2015) found that veterinarian leadership training was not considered necessary because veterinarians, as healers, are informally considered leaders. Bradley et al. (2015) and Hewson (2005) felt that the veterinarian's lack of leadership is due to leadership being an ancillary topic not incorporated into a veterinarian's training. Oxtoby (2018) stated that veterinarians do not go to university to become leaders and find that the nature of the job being in science makes it hard to define and quantify the importance of leadership because leadership is defined as a soft skill. Moore et al. (2015) substantiated that veterinarian business owners who are coaches and mentors have more successful businesses. However, some veterinarians, as business owners, choose their leadership style and may have a lower retention rate of employees due to a lack of leadership skills.

Studies of veterinarian leadership agree that good leadership is needed, but there is a gap in defining what veterinarian leadership is. Pratt (2017) felt there is no one leadership type a veterinarian should use, but it is best to become more self-aware and identify one's behaviors. Pearson's (2018) study found that leadership is often given without training, and certain people transition better than others because of their personalities. The lack of leadership training leaves veterinarians without leadership

skills to better prepare themselves as mentors for future graduates (Bradley et al., 2015). Exceptional leadership was needed for the veterinarian field to sustain changes, but formal training was not provided (Pearson et al., 2018). The lack of leadership has been mentioned as the root cause of burnout for young veterinarians (Clark et al., 2016). Some leaders in veterinarian organizations find that leadership is what is in front of them and does not involve emotions (Pearson, 2018). The changes in demographics and the shortage of veterinarians have highlighted the complexity and importance of veterinarian leadership.

Young veterinarians struggle with high stress levels and the lowest well-being, especially during transitioning from graduate to practicing vet. Young veterinarians expect their employers (veterinarian leaders) to support them through their 1st years in practice (Bell et al., 2019). The diversification in the veterinarian field shows that leadership is an important concept. Less burnout is coupled with leadership that is empathetic and motivating and helps organizations implement changes from reforms such as the shortage of veterinarians (Fischer et al., 2022). Veterinarian leaders who are good role models are motivators that make others feel valued and like they belong (Limb, 2018). More empathy and self-aware leadership can be relevant to less burnout in newer veterinarians.

### **Evolution of Veterinary Schooling**

The official start of veterinarian schooling is questionable as animals have lived amongst humans since childhood. Boyd (2011) found that material relating to early veterinarians can only be found in gray material, and early veterinarian literature needs to



be better kept. The first official veterinarian school is documented in France; its inception was because of a widespread plague. The value of veterinarian work allowed schools to become part of the mainstay of society (Boyd, 2011). The Loveday Committee in the United Kingdom introduced veterinarian schools into universities that provided a curriculum that would give a registerable degree with qualified minimum duties (Loveday Committee, 1944). In North America, the profession was popularized in war; only land grant colleges participated in veterinarian education, and women and ethnic minorities were not freely admitted as regularly as White men. Over time and with the changes in society, veterinarian schools found the curricula needed adjustments, and admissions criteria needed to be rethought to adjust to societal needs (Dicks, 2013). Only in the 1980s did the veterinarian field start to diversify, but many feel this has damaged the progression of the veterinarian field.

Lack of diversity and inclusion is the focus of current-day veterinarians. The veterinarian field is the least diversified medical occupation. Snyder et al. (2018) found that the veterinarian field was still 93.8% white non-Hispanics in the United States. The U.S. population will increase, and there will be significant shifts in age, race, and ethnicity, where one in two people will be of color (Englar & Brett, 2022). The evidence shows that the world is becoming more diversified, but the veterinarian field is slow to follow. The lack of diversification has allowed the veterinarian field to fall behind, leading to the lack of skills that foster the acceptance of diversity and inclusion.

The realization that many veterinarians need soft skills to succeed in their demanding jobs has led to focusing on communication skills and EI in their schooling. A

self-aware student is more likely to have a higher EI and be able to navigate through stressful changes (Crowley et al., 2019). Veterinarians need positive and inclusive role models to help them succeed and stay motivated in their chosen fields (Timmenga et al., 2021). It is acknowledged that the period from graduating to practicing veterinarian is stressful, and leadership needs to be supportive. Current times have shown veterinarian leadership that times are changing, and the veterinarian field must follow.

### **Stressors for Newly Practicing Veterinarians**

Many veterinarians enter veterinary school for multiple reasons. Most people are drawn to the field at a young age. Cake et al. (2019) stated that the motivation to become a veterinarian at a young age is a narrative and does not describe the ongoing motivations for becoming and staying a veterinarian, which is the intrinsic and challenging motivation. The intrinsic motivation to help animals and the challenge to become successful can be enough to drive a graduate to be a successful practicing veterinarian (Routh et al., 2022). Currently, no defined curriculum addresses the transition from graduate to practicing veterinarian. Many stakeholders are involved in the transition, such as organizations hiring graduates, shelters, and private practices.

Stress is already a part of the graduating veterinarian's experience before they have officially become a practicing veterinarian. Graduating veterinarians can apply for residencies, but research has shown that candidates are chosen through the right fit and high grade point average, and the residency process is the least diversified process within the veterinarian field (Chun et al., 2023). If not chosen for a residency, the newly

graduating veterinarian can start practicing veterinarian medicine at the lowest level. The lowest level of veterinarian medicine is within a clinical setting.

The clinical setting involves pets, clients, and coworkers. The stress increases as the graduates are abruptly put into real-life situations without proper preparedness (Routh et al., 2022). Preparedness for each person is different as graduates come with or lack other skills. The ability to graduate, go into practice, and continue to learn is a form of employability that allows a veterinarian to flourish (Cake et al., 2019). This may be where the graduating veterinarian and practicing veterinarian disconnect because their lack of preparedness and the ability to adjust leads to burnout or suicide.

The start of anxiety, stress, and suicide ideation can start while a veterinarian is a student. Veterinarian school is intensive; a 2019 study found that 49%–69% of veterinarian students have a variety of stress, anxiety, or depression that is expanded into their professional lives (Wells et al., 2021). Although more men die from suicide, more women attempt suicide (Fink-Miller & Nestler, 2018). The change of demographics from male to female veterinarians has shown that female veterinarians have higher thoughts of suicide due to the lack of social support within their work environment (Kassem et al., 2019). Younger veterinarians stated they suffered and had lower well-being (Volk et al., 2022). If stress is not addressed in a student, the student will carry the stress into the workplace. Other factors also add to the lessening of well-being for veterinarians.

Animal welfare is the focus of a veterinarian's work. Animal owners, the animal, employees, and many stakeholders are involved in animal welfare. Sometimes, the combination of all the stakeholders causes an ethical dilemma and may lead to moral

distress or psychological stressors (Moses et al., 2018). For example, a veterinarian's primary work is based on ethical dilemmas due to the consent for treatment not being given by the patient but by the caregiver (Stetina & Krouzecky, 2022). The voiceless animal depends on its owner to make decisions that the veterinarian may disagree with. Ethical dilemmas can become psychological stressors, mainly if a veterinarian is dissatisfied with their profession (Volk et al., 2022). Dalum et al. (2022) found that the most substantial psychological stressors for veterinarians were the suspicion of animal abuse, the lack of money from owners for animal care, and euthanasia involving grief. Seventy-one percent of veterinarians surveyed said they were never trained to resolve conflict (Moses et al., 2018). Dealing with demanding clients and not diffusing the stress leads to burnout and suicide (Gates, McLachlan, Butler, & Weston, 2021b). Having the ability to speak to others in the field may lessen anxiety. Until lately, the uptick in suicide among veterinarians did the veterinarian field look at the need for change.

The personality of veterinarians can be a factor in how they handle stress. Veterinarians score higher on neuroticism and less on extroversion (Volk, 2022). Holding on to focus and not feeling comfortable expressing oneself can cause mental strain. Neuroticism is a personality trait associated with a negative response to stressors, driving worse outcomes than necessary (Widiger & Oltmanns, 2017). Veterinarians are classified as perfectionists, and the relationship between neuroticism and perfectionism proves to be a correlation that causes more stress in the workplace (Holden, 2020). The ability to accept failure can be an intricate construct for a perfectionist to accept.

The uncertainty that graduating veterinarians encounter when starting their first job may be an experience that brings the fear of failure. Many veterinarians have cited that dislike for their jobs is mainly because of the unknown aspects of the job that were not taught in school (Hagen et al., 2020). Increased risk of suicide was associated with the veterinarian's preference for interactions with animals over people, citing the lack of communication skills in many graduating veterinarians (Fink-Miller & Nestler, 2018). Veterinarian students who obtain high grades in medical knowledge may not be equipped with communicative skills (Dodge et al., 2019). Odem (2018) stated that failure is healthy and provides experiences that encourage growth. The stress of the unknown and having the ability to fail can lessen veterinarian stress.

High student loan debt is an outside stressor. As with any other educational concentration, debt is a result. Veterinarians have long course duration and high tuition fees (Knipe et al., 2021). Gates et al. (2021) stated that the length of education is among the lowest paid in the veterinary profession. Working long hours to pay the debt has led veterinarians to have an unbalanced work-life balance (Hagen, 2020). Work-life balance due to high financial stress is the most common reason for burnout in veterinarians (Volk et al., 2022). Work-life balance may be learned as a veterinarian ages, but it may be beneficial to learn skills during school.

### ***Burnout and Veterinarian Job Training***

Most graduating veterinarians will go into clinical organizations after graduating. Many find that they need to prepare for the conflicts and business concentration of the money-making process of the veterinarian field (Gerstenblatt et al., 2022). Some

veterinarian schools have recognized the importance of clinical teaching to prepare veterinarian graduates with “real world” encounters to lessen burnout (Carr et al., 2022). The lack of clinical education does not allow the graduating veterinarian to become a successful practicing veterinarian. Those opportunities may lessen burnout and decrease turnover in the clinical setting.

When veterinarians enter the workforce, they need to be fully competent in the field. After working in a clinic and having learned experiences, many young veterinarians change and leave their clinical jobs, going into a non-traditional form of veterinarian work (Montoya et al., 2020). As service providers, veterinarians are the primary resources to achieve organizational goals (Rony & Yulisyahyanti, 2022). Disillusionment among younger veterinarians has led to waste in business and human resources (Gardiner, 2020). Eventually, a person who is no longer motivated or has negative thoughts about work will no longer be productive or leave the organization that has invested in their training. If the veterinarian does not leave their current job and does not find joy in their servitude, the probability of burnout is high.

### ***Strategies for Veterinarian Leaders to Promote Well-Being Among New Veterinarians***

Many studies have concentrated on burnout and suicide within the veterinarian field. Concentration on who chooses veterinarian work as a vocation, and work–life balance can be crucial strategies to prevent burnout (Brscic et al., 2021). Current veterinarian leaders would benefit from accepting and providing diversity to create a professional and strategic workplace (Fathke et al., 2021). Newly graduated veterinarians going into practice are young and susceptible to burnout quicker than older veterinarians

because of the lack of the ability to recognize distress. Veterinarian leaders, veterinarians themselves, may not recognize the pain in newly hired veterinarians as they may lack the ability to empathize.

To continue to be strategic, leaders must use empathy. When working with new veterinarians, leadership can be strategic in understanding and acknowledging what the new veterinarians are experiencing to help (Ghezzi, 2022). Veterinarian leadership may lack empathy, as it has been proven that people lose empathy during medical training (Reiss, 2017). Leadership who can empathize can strategize how to effectively help new veterinarians continue to be successful. If empathetic leadership strategies are not successful, veterinarian leadership can try mental well-being programs.

Veterinarian leadership can recognize that a veterinarian's job can be difficult. The provisions of mental well-being training can help ensure veterinarians can provide formative years within their organization (Timmenga et al., 2021). Mental well-being can be affected by low pay, long work hours, and an unbalanced work–life balance (Arbe Montoya et al., 2021). The lack of recognition by leadership that a veterinarian is struggling can lead to an effect on their mental well-being. Leadership strategies that acknowledge and empathize with struggling people provide incentives for future betterment.

### **Success Factors for Newly Practicing Veterinarians**

The pet industry has slowly grown into a billion-dollar industry. With the increased dominance of store-based low-cost veterinary clinics, the number of individuals seeking veterinarian services is on the rise (Voss et al., 2022). Ninety percent of those pet

owners have seen a veterinarian throughout their pets' lives (Bir et al., 2020). Veterinarians ensure that pet owners are educated and provide for their pets (Bir et al., 2020). Animal care has been strengthened and supported by local governments by the concept of One Health to ensure healthy animals living in the same environment as humans are essential. Due to this increase in education and technology for pet owners, the veterinarian industry needs to be competitive and innovative. The expectations and competition for veterinarian organizations have increased as pets have become anthropomorphized. Pet owners expect a level of service from veterinarians that may not be taught in veterinary school.

Human owners are part of the equation when veterinarians are treating pets. The human–client relationship is different in veterinary care as an animal is involved, which is considered the human client's property, and human–client relations are lacking within veterinarian services (Pyatt et al., 2020). A trustful relationship with an owner may lessen 78% of a veterinarian's moderate to severe distress from not providing care due to animal owners' finances (Moses et al., 2018). Veterinarians may feel better about their service if the animal owner and veterinarian form a relationship. Sometimes, an animal owner needs effective communication from the veterinarian to help them make thoughtful decisions on what the veterinarian suggests the animal needs.

Successful graduates can use their education and replicate it in real-life working scenarios. The most successful graduates can confidently repeat their educational competencies throughout their early work–life transitions (Tuononen et al., 2019). Voss et al. (2022) considered the need for the members of this population to understand and



effectively utilize the communication and critical thinking skills acquired while in college. Those competencies include understanding the graduate's skills, self-efficacy and confidence, and identity, and the need to readjust when there are difficulties.

### *Understanding and Skills*

Successful transition of graduates to the workplace environment requires the deployment of specific understanding and skills. Voss et al. (2022) explored the skills of new graduates who need to transition effectively into workplace environments. Today, veterinarians can graduate, take their state certifications, go into clinics, and assume professional responsibilities beyond their capabilities (Dyess & Sherman, 2009). Critical thinking and communication skills significantly determined the extent to which new graduates could align themselves with modern-day work environments. Communication and necessary thinking skills are essential, and the levels of understanding on the appropriate utilization of these skills affected both motivation and transition proficiency.

There is a necessity for skills learned during college to help the transition of graduates into workplace environments. Hussein et al. (2017) found that the relationship between the graduate and their employer helped foster reflection, critical thinking, and better communication skills. Generic skills such as communication and problem-solving are fundamental for graduates to fit into modern-day work environments (Rush et al., 2019). The transition difficulties faced by new graduates stemmed from a poor understanding of the appropriate situations to apply communication, problem-solving, and critical thinking skills. Graduates who correctly understood the importance of

communication, problem-solving, and necessary thinking skills could use them effectively in work environments, making their transition less challenging.

Skills that have been learned through work experience during college help a graduate transition to workplace environments more efficiently. Graf et al. (2020) found that students who focused on acquiring work experience during college have better chances of utilizing soft skills while attempting to fit into workplace environments than their counterparts who only learned about the skills during lectures. Reagan et al. (2017) found that internships, skill development, and future employment helped individuals harness their abilities and made the transition less challenging. Internships are helpful for graduate transition.

Students who involved themselves in internships fared better than those who did not when transitioning from college to the workplace. Monteiro et al. (2019) investigated the complementary nature of internships where skills like communication and teamwork are learned in class, and their theoretical perspectives, when applied in workplace environments during internships, help develop competencies necessary during the transition process. Apprenticeship training enhances the opportunities for students to harness competencies and skills required in the workplace, making them better positioned to handle the transition process after graduation (Duchscher & Windey, 2018). Internships are optional within the veterinarian field. Some veterinarians are entering the workforce lacking necessary coping skills.

### ***Self-Efficacy and Self-Confidence***

Effective and smooth transitioning of graduates into workplace environments requires them to have harnessed their self-efficacy and self-confidence and to have commendable levels of metacognition. Monteiro et al. (2021) found that self-efficacy is critical for graduates to transition successfully because it helps build a firm foundation for future career development. Self-efficacy aided in successful graduate transition when merged with self-confidence (Chiu et al., 2019). High levels of self-efficacy could overcome the stressors associated with transitioning into workplace environments. Most importantly, self-efficacy was critical in helping graduates secure jobs and enabling them to undertake assigned responsibilities easily, thus facilitating a successful transition.

Internships provide self-efficacy and self-confidence. Kvasková et al. (2023) found that self-efficacy and self-confidence help graduates transition better when compared with counterparts that lag behind in these features. Kim and Shin (2020) found that students who participate in internships are advantaged in the transition process, having developed higher self-confidence. The self-confidence, which, when harnessed during internships, facilitated an easier transition for new graduates. Graduates who have the ability to transition are less likely to burnout and stay motivated.

### ***Self-Identity and Readjustment***

Graduates need to reconstruct their self-identity to transition successfully into the workplace. Self-identity reconstruction and its importance in graduate transition to workplaces must be done to align with professional identities if they plan to transition successfully. (Reddy & Shaw, 2019). The failure to reconstruct self-identities was one of

the chief reasons why most graduates failed to transition successfully (Reddy & Shaw, 2019). The ability to self-perceive oneself within occupational contexts determines the extent to which one can communicate effectively with other employees in the workplace.

Identities can be recreated and redesigned. Graduate students seeking employment should begin by looking beyond interviews and the recruitment process to readjust their self-identities for a successful transition (Papafilippou & Bathmaker, 2018). The redesigning of identities to leave behind self-identities developed during college life could be utilized to predict a successful transition. Adjustments can be made to personal identities to facilitate a successful transition.

After graduation, a graduate can focus on the professional context of their new identities. The failure to adjust attitudes and self-confidence levels was one of the leading causes of new graduates quitting their careers in the first 2 years owing to the inability to transition successfully (Brower et al., 2022). Successful graduates who readjust their levels of self-confidence while looking forward to fitting into organizational work environments are often the most successful in transitioning into their organizations. (Matheson & Sutcliffe, 2018). Reconstruction of identities is often not a subject associated with success when transitioning to a new environment.

### ***Social Support***

Social support is a critical component of a successful graduate transition. New graduates and other novice employees who received ample social support from their employers, family, close friends, and workmates transitioned successfully compared to those who lacked social support (Karatepe & Olugbade, 2017). The graduate transition

from college to the workplace fared better when the graduate enjoyed familiarity with their employers and colleagues. (Bradshaw et al., 2018) Graduates were able to garner sufficient social support and were thus able to transition successfully as opposed to those who did not make friends with their coworkers and workplace managers.

### **Mentorship Programs for Veterinarian Students and New Graduates**

Mentoring graduate students can significantly smooth their transition into workplace environments. Mentorship programs are helpful in augmenting the transition and retention of graduate interns because the programs are consistent and focused on helping graduates transition smoothly and become proficient professionals, allowing the encouragement to become experts within their field (Lavoie-Tremblay et al., 2020). Speight et al. (2019) stated that mentorship facilitated a smooth and successful transition of graduate interns and revealed that mentorship programs designed explicitly for graduates helped make the transition process more successful, leading to heightened retention levels for the population members. Mentors who have had experience in the same field as the graduate prove to provide a successful mentor-mentee relationship. The knowledge and experiences a person is willing to share with another leads to a trustful and valuable relationship.

Mentor relationships bring a sense of togetherness. Gruber et al. (2020) obtained findings that revealed that the learning relationship into which graduate interns (mentees) are immersed by their mentors augments career satisfaction, which in turn leads to a successful transition. The correlation between mentorship and graduate intern transition influences a graduate's willingness to continue working due to the mentorship program

tailored to address challenges faced by graduate interns during the transition (Innes & Calleja, 2018). Mentorships improved the possibilities of successful transition and eventually exerted impacts on retention.

Mentorship is fundamental in helping graduates transition into their newly found jobs. Reinhard et al. (2021) investigated ways mentors can help new graduate employees adapt to the workplace environment and found that mentors should impart skills and knowledge and protect their mentees from facilitating a successful transition. Gates, McLachlan, Butler, and Weston (2021b) found that mentorship programs provided efficacy and improved employee retention and found that mentorship could reduce the impacts of transition challenges. Graduate interns who had mentors who received protection from colleague harassment transitioned more successfully compared to those who only received skills and knowledge impartation. Successful transitions were facilitated by mentors who imparted a sense of competence and protected the graduates from workplace harassment.

The harassment of graduate interns was common in the workplace. Mentorship programs are necessary to provide protection and a sense of belonging (Murphy & Mortimore, 2020). Furr and Raczkoski (2021) revealed that a successful transition was impeded by harassment, especially in cases where experienced workers felt that the new graduates were incompetent. Mentors played a vital role in providing guidance and protection, generating positive impacts on transition. Overall, mentorships offered significant benefits for graduates to transition into the workplace successfully.

### *Strategies for Motivating New Graduate Veterinarian Employees*

Veterinarian leadership can provide guidance, but how the new graduate uses that relationship may not be correctly appropriated to the graduate. Although there is improvement in the training of veterinarian mentors, there is a lack of training for mentees (Freeman et al., 2022). New graduate veterinarians as mentees can feel motivated with empowerment, career planning, and full appreciation.

**Empowerment.** Empowerment has been one of the approaches employers of new graduate veterinarians utilize to motivate them as they transition into practicing veterinarians. Perrin (2019) found that although there exists a diversity of motivational strategies, motivating graduates requires insightful application of choice strategies because they are new to the workplace environment. Empowering new graduates was necessary to enable them to make effective work-related decisions and become appreciated by the rest of the workforce (Bell et al., 2019). The empowerment of new veterinarian graduates through appreciation and problem-solving skills motivated them to put more effort into performing as expected by their employers. When new veterinarians are equipped with the appropriate problem-solving skills, graduates could become productive workforce members.

Understanding the challenges associated with the transition from college graduates into professional practitioners is quickly identified when graduates are able to participate within the organization. Freeman et al. (2022) revealed that empowerment through training was essential to augment the graduates' efficiency in applying problem-solving skills. Bell and Cake (2018) found that employee empowerment methods that

involved equipping new graduates with problem-solving skills effectively motivated the faction as they transitioned from college to professional practice. Employers that motivated new graduates by empowering them with problem-solving skills enabled recent graduates in the professional fields under focus to become part of their organizations and operate effectively in cross-functional teams. Integration within the organization provides a sense of belonging, enhancing motivation.

**Career Planning.** New graduate veterinarian employees are motivated during the transition when employers consider the necessity of guiding them in career planning. Schott et al. (2019) conducted a study investigating employers' strategies to motivate their employees in the veterinary field, focusing on exploring motivational approaches, and found with appropriate utilization of motivational methodologies that encompassed guidance in planning, new veterinarian graduates found it easier to transition into professional practice. Cake et al. (2019) found that transitioning from college to the professional workplace environment was particularly challenging for new veterinary college graduates because they needed to gain appropriate workplace navigation skills. Furthermore, when veterinary leadership created programs to equip recent graduates with career planning skills, retention levels were improved because of the heightened motivation among the new graduates. Employers that helped new graduates with career planning skills generated significant motivation improvements while facilitating easier transition among because graduates were able to build expectations regarding future positions.



Employers that use strategies to help foster employee motivation increase retention. Gates et al. (2021) found that leadership that equipped graduating veterinarians with career planning skills kept them motivated and transitioned effectively into professionals. Bell et al. (2021) revealed that leaders who shared organizational culture and values fostered paths to help graduates attain their personal goals. The transition process is complex for some graduating veterinarians. Leaders who kept veterinarians motivated were able to have new veterinarians embrace organizational culture and values.

**Full Appreciation.** The facilitation methods an employer uses for the transition from graduating to professional will improve motivation levels. The evolution of graduate veterinarians into the workplace environment is smoother in cases where employers make them feel fully appreciated and supported. (Dilly et al., 2017). Choi et al. (2019) investigated the correlation between new graduate motivation, job satisfaction, and worker commitment and found that worker commitment among recent veterinary graduates depended extensively on the degree to which they felt appreciated and satisfied with their new jobs. Motivation methods founded on valuing the newly hired veterinary graduates ensure ease in transition from graduates to practicing veterinarians. When employers adopt strategies that make recent graduates feel appreciated, the resulting heightened motivation levels make the transition process more manageable due to increased job satisfaction.

There is a correlation between job satisfaction and full appreciation of the job being performed. Full appreciation was a formidable motivation strategy for newly employed graduates in the veterinary field, noting that the approach motivated the

individuals to pursue professionalism (Tindell et al., 2020). Full appreciation leads to recognition and a sense of belonging, which reduces emotional burnout (Raza et al., 2020). Full appreciation shows new veterinarians that they are going in the right direction to succeed. The adoption of belongingness within veterinarian leadership has high benefits to securing job satisfaction, lowering emotional burnout, and retaining new veterinarians.

### **Summary and Conclusions**

The purpose of this qualitative pragmatic inquiry is to explore motivational strategies that veterinarian leaders are using to engage newly graduated veterinarians. The EI theory, which Goleman put forward (1995), was suitable for the study. The EI framework is founded on five components: self-awareness, self-regulation, motivation, empathy, and social skills (Ciarrochi et al., 2006; Goleman, 1995). A review of the literature indicated that leaders should be competent in EI to manage workplace environments (Wong & Law, 2002). In contrast, veterinarian leaders require EI to avoid depression, anxiety, and stress for themselves and their subordinates (Wells et al., 2021). Showing the importance of EI within the veterinarian field.

Further, the landscape for the veterinarian business has changed. Current evidence shows an increased number of graduates, but organizational staffing problems put veterinarians in an occupational shortage at the clinical level (Gardiner, 2020). The veterinary leadership literature has revealed that good leadership is needed, but there has not been an agreement in defining what veterinarian leadership is (Pratt, 2017). Moreover, leadership is often given without training, and certain people transition better than others because of their personalities (Pearson et al., 2018), with Crowley et al.

(2019) noting that the period from graduating to practicing veterinarian is a stressful event. Still, leaders have not agreed upon the best competencies required for complete preparation outside schooling. However, there needs to be a defined curriculum that helps the transition from graduate to practicing veterinarian despite the many stakeholders involved, such as organizations hiring graduates (Routh et al., 2022). Few veterinarian leaders have deployed strategies considering approaches designed to combat burnout and stress.

In matters related to successful graduate transition, literature has revealed that understanding and skills are required (Voss et al., 2022), focusing on skills that can facilitate successful transition: communication, problem-solving, teamwork, and critical thinking (Y. P. Zhang et al., 2019). Internships can harness such skills while still in college (Garf et al., 2020). Other researchers have also noted that self-efficacy skills, self-confidence, and self-identity readjustment are necessary to enable graduates to transition successfully into work environments (Kim & Shin, 2020; Reddy & Shaw, 2019).

Social support has also been critical in augmenting graduate interns' smooth and successful transition capabilities (Karatepe & Olugbade, 2017). Moreover, literature has indicated that mentorship is irreplaceable when facilitating a successful transition for newly employed graduates by providing protection against harassment and imparting the appropriate skills and knowledge (Furr & Raczkoski, 2021). Literature has also revealed that new graduate veterinarian employees can be motivated through empowerment (Perrin, 2019), guiding them in career planning (Schott et al., 2019), and showing them a full appreciation for their efforts in the workplace (Dilly et al., 2017; Tindell et al., 2020)

## **Transition**

Section 1 included a background of the problem, the problem statement, the purpose statement, the nature of the study, research and interview questions, the conceptual framework, operational definitions, limitations, assumptions, delimitations, and significance of the study. Section 1 also included a review of the literature highlighting the evolution of the veterinarian field to provide an understanding of why there are currently struggles within the field. The findings within the literature found that the veterinarian field is a field that lacks culture, lacks a clear definition of what a veterinarian leader is, and illustrates the slow process of accepting change. Most importantly, the literature showed the concentration of academics but not the focus on soft skills, such as EI, that allow a person to better deal with a stressful service job.

Section 2 contains an analysis of the process and methods to collect and analyze data. Section 2 includes the purpose statement, role of the researcher, participants, research method, design, population, and example. The section also includes a discussion of ethical research, data collection instruments, data collection techniques, organizational techniques, and data analysis, concluding with the reliability and validity of the study.

## Section 2: The Project

In Section 2, I will describe the methodology for the qualitative pragmatic inquiry that will address the strategies employers use to retain newly graduated veterinarians. I restate the purpose statement, discuss my role as the researcher, and describe the research participants, research method and design, study population, and sampling. In addition, I address the ethical components of research, including collection, organization, analysis, reliability, and validity of the data I collected as the researcher.

### **Purpose Statement**

This qualitative pragmatic inquiry aimed to explore motivational strategies veterinarian leaders used to engage newly graduated veterinarians. The target audience was veterinarian leaders who have taken on newly graduated vets and guided them through their professional journey. The appropriate positive social change is to use the research to help veterinarian organizations and leaders successfully keep graduate veterinarians motivated. Motivated employees make money for the business they are hired to work for (profit-making), pay their student loans, build healthy relationships with pet owners, and contribute to society with their disposable income.

### **Role of the Researcher**

The role of the researcher while conducting a qualitative pragmatic inquiry is to understand and be flexible. Qualitative researchers' roles serve as the primary data collection instrument as they recruit participants and manage the data collected from chosen participants (Yin, 2018). As a pragmatic inquiry researcher, I examined the habits and consequences of past practices of the participants (Kelly & Cordeiro, 2020). My role

in this study was to choose the research methodology conceptual framework, compile literature that pertains to the purpose of the study, choose participants, interview, and collect and analyze data while ethically providing my findings. The study will follow methods and design to ensure unbiased and best-fit practices.

Transparency, accuracy, and the disclosure of study factors maintain the integrity of responses. An excellent qualitative researcher can ensure their respondents feel safe, allowing the research to be authentic (Burke, 2020). I am familiar with veterinarians as I have worked with veterinarians in different capacities for 28 years. Currently, I partner with veterinarians to organize spay and neuter or shot clinics for the community. I have noticed the shortage in the field when trying to organize events. I have watched numerous veterinarians age out of the profession and not be replaced by younger veterinarians. Having knowledge of some of the occurrences within the field, I will need to ensure that I have no presumptions and expectations from personal experiences. Qualitative researchers must balance the use of participants' feelings and their while producing unbiased research (Stahl & King, 2020). The researcher's reflection must not be biased to ensure a clear review is ascribed to the participants because the researcher is the primary data collector in a qualitative study.

As the researcher, I interviewed five veterinarian leaders in different organizations who have successfully used strategies to motivate newly graduated veterinarians. During the interviews, my part as the researcher was to listen, take notes, and audio record responses to interview questions. After the interviews, I transcribed and organized the data into themes. As the primary investigator, I was responsible for being

neutral while collecting and analyzing data, ensuring a non-biased interpretation. (Stahl & King, 2020). As the primary data collector, I ensured that I did not impart bias in the collection and analysis of the current study.

I used interview questions (see Appendix A) to answer the research question and the interview protocol (see Appendix B) to collect data from the participants. I sent a letter of invitation to access the participants and secure their consent with the informed consent form. The *Belmont Report* provides a guideline and summary of ethical considerations that allowed participants to decide to participate, not be harmed while participating, and fairness to participants (Miracle, 2016). I adhered to the *Belmont Report* and ensured that participants remained autonomous; I did not inflict any harm on participants and ensure justice in my findings for those I interviewed.

### **Participants**

The determination of whom to interview can be a dilemma. Interviewees with participants who are involved and have knowledge of the topic can provide discovery into patterns and reasons that numbers would not represent (Busetto et al., 2020). My research required veterinarian leadership that successfully developed strategies to motivate graduating veterinarians. These leaders have already established a structure within the workplace to ensure the motivation and retention of newly graduated veterinarians. I chose hospitals in California because California has several veterinarian colleges providing organizations with the option to employ new graduates.

Qualitative research has no definite sample size, but many researchers refer to data saturation. When interviewing and the interviewer continues to hear the same

answer, data saturation has been met (Saunders et al., 2017). Saturation can determine the correct sample size within a qualitative study, but it differs for each researcher as it depends on the participants.

Finding the correct participants and then gaining access is part of qualitative research. Research participants can be identified, contacted, and recruited using face-to-face, print advertising, letters, and virtual approaches (Marks et al., 2017). After receiving permission from the select veterinarian leaders, I issued letters to potential respondents explaining details regarding the proposed study, including the purpose of the study, how the study will be performed, the targeted site, the incentive offered, study benefits, and potential risks. Contacting individuals within their environments provides rich data that provides the experiences of individuals (Renjith et al., 2020). A contact number was provided for the participants to call if they were interested in participating in the study. After acceptance, a consent letter was given to participants. Acceptance will be confirmed by phone call or email. The ability to withdraw is always an option and can be done through phone or email.

### **Research Method and Design**

A researcher can adopt a quantitative, qualitative, or mixed-methods methodology. The choice of methodology dictates the research design to be used. Research is a systemic approach to solving problems using a methodology of relevant norms and standards that are valid and reliable and reflect a researcher's ideas (Asenahabi, 2019). A quantitative approach uses values and, over time, produces a close-ended response. Qualitative research is looking for meaning within a phenomenon.



Mixed methods are the combination of both quantitative and qualitative. The following section justifies the choice of the qualitative methodology and the pragmatic inquiry design.

### **Research Method**

Quantitative, qualitative, and mixed methods were all considered for this study. A qualitative approach will be utilized. Unlike the quantitative research methodology, which provides an inclusive view of a phenomenon that can be generalized to a particular population, qualitative methodology is applied to describe a current phenomenon and elucidate that phenomenon for the persons or groups being assessed (Hagen et al., 2020). The qualitative research methodology is suitable for the proposed study because the study will focus on addressing what needs to be understood from the research problem and questions. Moreover, qualitative research methodology has been utilized in studies like the current study. For instance, Arbe Montoya et al. (2021) used the qualitative methodology to explore why veterinarians leave clinical practice. They found that veterinarians left their profession due to working circumstances that impacted their family and personal lives. In a similar study, Hagen et al. (2020) utilized the qualitative methodology to investigate factors influencing the retention and motivation of veterinary employees. The lack of motivation from employers, combined with work–life balance, management, and salary issues, caused heightened attrition. The interviews that qualitative researchers use to form answers and an understanding of a phenomenon are practical for this study. However, quantitative research puts reality into measured and manipulated data that separates the reality (Lorette, 2023). There is an assumption that a

social phenomenon can be measured, and there is difficulty in measuring it when it involves an individual's feelings (Watson, 2015). The quality of quantitative research is heightened in its accuracy and formality (Sukamolson, 2007). Qualitative data is rich with participants' thoughts, feelings, and experiences, which can deepen quantitative research (Tenny et al., 2017). I chose a qualitative method because I interviewed participants, collected data, and received a perspective of the participant's reality.

The utilization of quantitative and qualitative research results is the mixed methods approach. The mixed method approach became popularized by debating which research method, quantitative or qualitative, provided the best research outcomes (Shan, 2022). Mixed method research work is a comparative study of qualitative and quantitative research. There are no precise identifications of what types of qualitative or quantitative methods are used together, and it could be typed as what happens to work together (Bryman, 2006). The lack of criteria leaves the mixed methods methodology too extensive for new researchers (Hirose & Creswell, 2022). As a new researcher, I chose not to use mixed methods as I wanted to provide a valid and reliable study. A quantitative and qualitative approach is not needed for this study.

### **Research Design**

Three research designs were considered based on the research question. The research question is concentrating on a group of leaders within different organizations. A veterinarian's environment is unique as their world involves many stakeholders and dilemmas in a public setting. A pragmatic approach examines an individual's approach to a problem within their environment (Salkind, 2010). Pragmatic inquiry involves learning

from situations involving leaders who go between concepts and experiences (Bowen et al., 2021). Dewey elaborated that inquiries start when the unknown is reached, and what was done prior can no longer provide the desired results (Stompff et al., 2022). Inquiries from veterinarian leaders' experience while mentoring newly graduated veterinarians are based on how each leader decides how to handle the situation. Notably, pragmatic inquiry design aligns with the study's objective and the need to address the overarching research question. A pragmatic inquiry design will be utilized in the current study.

Alternative qualitative research designs were considered. For instance, the phenomenology and narrative designs were regarded but not selected due to their inappropriateness for the proposed study. According to Finlay (2009), phenomenology is a qualitative research design used to describe and understand the universal essence of a phenomenon based on participants' lived experiences. The current study is not meant to explore the lived experiences of participants. On the other hand, a narrative research design is not well-aligned with the purpose of the proposed study because of its emphasis on data being gathered via the participants' stories (Arbe Montoya et al., 2021). A qualitative pragmatic inquiry is a research design that facilitates an assessment of a complex phenomenon when asking the same questions to different leaders within the same field by identifying common themes within those leaders (Rinehart, 2021). It is appropriate for the proposed study since the acknowledged phenomenon is complex, and interacting factors must be explored.

### **Population and Sampling**

The participants for this study are veterinarian leaders within California who primarily worked and managed graduating veterinarians. Minimum requirements were (a) leaders had a minimum of 5 years as a leader, (b) newly graduated veterinarians have stayed at the organization for more than 2 years, and (c) successful strategies were used to motivate newly graduated veterinarians. A purposeful sampling strategy with inclusion criteria will be applied to choose the research participants for the current study (Majid & Vanstone, 2018). The research participants or subjects are selected when utilizing the technique because it enables a researcher to select participants or topics who are knowledgeable and have practical knowledge concerning the purpose of a study (Shaheen & Pradhan, 2019). I chose participants to fit a criterion to fit the study's purpose.

A sample criterion helps to reduce bias within the study. Purposeful sampling is broadly adopted in qualitative studies to determine and identify data-risk cases linked to the phenomena under investigation (Luciani et al., 2019). In qualitative case studies, purposeful sampling is applied in three scenarios, including when the researcher desires to choose unique and informative cases and when the researcher needs to select members of a difficult-to-reach, specialized population (Hoorani et al., 2019). Accordingly, a purposeful sampling strategy was used to identify and choose the participants. A set of inclusion criteria was facilitated for selecting a purposeful sample.

The initial sample size of participants was five. Qualitative research is not concerned with in-depth interview work, not generalizing, and creating categories within the data; this allows a small sample size (Dworkin, 2012). Small sample size allows for

rich data in relation to a larger sample size (Subedi, 2021). One-on-one interviews will be used to achieve data saturation. Data saturation was reached after the first five interviews.

My focus on veterinarian leadership, explicitly working with graduating veterinarians, is due to the burnout of veterinarians. Practicing veterinarians score more on burnout than other medical professionals (Bakker et al., 2017). Furthermore, Bartram and Baldwin (2010) found that there are only written concerns about burnout and suicide within the veterinary field and not substantiating peer-reviewed research that identifies the reasons for the phenomenon. There is a lack of studies on leadership implementing successful strategies for motivation among graduating veterinarians.

### **Ethical Research**

Researchers affect many stakeholders, and research techniques must be ethical due to the collaboration among many groups. The multiple guidelines help group cooperation to protect all contributions and ensure the authenticity of research (Resnik, 2015). The proposed study was conducted based on core acknowledged ethical research considerations. Guidelines and training were provided to ensure that cooperation and collaboration was reached ethically.

IRB approval was the first ethical consideration. The IRB process ensures quality through the effectiveness of structures and features related to efficiency, fairness, and proportionality (Lynch et al., 2019). Protecting participants is vital to safeguarding future research and continuing researchers' volunteer process (Breault, 2006). Training by Protection Human Research Inc. explains the benefits of ethics and the purpose of the IRB. Training provides an understanding of why the research includes the IRB process.

The IRB reviewed the study proposal and the data collection instruments and protocol to uphold Walden University's ethical standards.

Permission will be sought from veterinarian leaders. Informed consent is the cornerstone of ethics because it communicates the why of the participants' participation (Kadam, 2017). I issued consent forms to potential respondents explaining the proposed pragmatic inquiry with critical details, including the purpose of the study, how the research will be conducted, confidentiality and security processes for all data gathered, and incentives offered. Willing participants returned the signed and dated consent forms 7 days after receipt before the data collection process commenced. The proposed study was entirely voluntary, suggesting that participants be permitted to withdraw at any point of the study without recourse.

I undertook data collection after receiving approval from the Walden Institutional Review Board (approval no. 10-23-23-1056856). Data was collected, and participants do not have identify aspects. Respect for participants includes hiding their identity and not disclosing statements they may want to express freely (Surmiak, 2020). The *Belmont Report* will offer context for protecting the participants in the planned qualitative pragmatic inquiry. The principles established in the *Belmont Report* encompass respect for individuals, justice, and beneficence (Adashi et al., 2018). The idea of beneficence challenges the investigator to minimize the risks of the study to respondents while maximizing the benefits (Siddiqui & Sharp, 2021). The planned research will reflect *Belmont* principles by scheduling the data collection process at the participants' convenience.

### **Data Collection Instruments**

I conducted one-on-one interviews to answer the research questions. The methodology and the research design dictated the choice of this data collection tool. One-on-one interviews are the most common use to collect data because participants can provide their views, experiences, and beliefs (Gill et al., 2008). Interviews offer a profound explanation of social issues, susceptible issues, and verbally expressing opinions is appropriate (Islam & Aldaihani, 2022). One-on-one interviews offered personal insight into individuals' feelings, providing unique data for each participant.

The researcher, as the data collector, uses interviews as a form of involvement with their participants. Interviews are familiar interactions such as having conversations and interacting with one another (Knott et al., 2022). One-on-one in-person interviews between one interviewer and the interviewee allow the interviewer to see body language, which can play a vital role in understanding the responses issued by the participants (Stofer, 2019). One-on-one interviews help a researcher build rapport, allowing the interviewee to feel comfortable. To further help guide the interview, the researcher can choose different forms of interviews.

In this study, I used one-on-one semistructured interviews to allow follow-up questions by recognizing body language that may have led to further questions. Semistructured interviews have a guided set of questions, but there is also freedom to ask questions to different participants in different fashions (Ruslin et al., 2022). Keeping questions open-ended allows the interviewee to add from their own experiences, enhancing the data (Gill, 2008). Using a guide but allowing the interview to go off script

may lead to an outcome that may not have been seen if the interview had only been structured.

### **Data Collection Technique**

The systemic approach to collecting data in this study will be interviews.

Interviews are advantageous for data as they provide individual experiences that are subjective to the individual and how the individual interprets those feelings (Hanin, 2004). Furthermore, the one-on-one interviews will be semistructured, enhancing the use of interviews as the best data collection technique (Adhabi & Anozie, 2017).

Semistructured interviews are a solid form of data collection for qualitative studies.

Semistructured interviews will provide good data from the experiences of the interviewees. Although there is trepidation that interviewers may impart bias into the final data, R. E. Roberts (2020) assures that bias is lessened if the interviewer is prepared. Preparation includes asking the correct questions that align with the study. Listening and leaving assumptions aside allows for data to be full of experiences from the interviewee.

The IRB reviewed the study proposal and the data collection instruments and protocol to uphold Walden University's ethical standards. Following the IRB approval, permission was sought from the veterinarian leaders. I solicited participants through emails and phone calls. I issued consent forms to potential respondents explaining the proposed pragmatic inquiry with critical details, including the purpose of the study, how the research will be conducted, confidentiality, and security processes for all data gathered. Willing participants were informed to return the signed and dated consent



forms 7 days after receipt, before the data collection process commences. The research data will be collected using one-on-one interviews.

One-on-one interviews will be conducted through recorded phone calls. Every respondent was provided with a unique identification code to ensure confidentiality. All interviews were audio-recorded using a phone recording application. The one-on-one interviews occurred outside of the veterinarian leader's work. Each one-on-one interview was between 20 and 45 min. The interviews took 1 month due to the need to plan them around the participants' work and family obligations. The planned study was voluntary, suggesting participants can withdraw at any phase.

I used tape-recorded phone calls and took notes throughout the interviews. Each interview tape was transcribed within 14 days of the interview. I returned data to the participant for review, revisions, clarifications, and interviewee approval as part of the process. The validation by participants provides credibility to qualitative data through member checking (Birt et al., 2016). If revisions or clarifications are provided by an interviewee regarding the transcript, the participant returned the document to the researcher within 2 days of receipt of the original document.

### **Data Organization Technique**

The organization of data allows the researcher to easily reference and review. Data that is collected through a qualitative study are words that can be documented in field notes, interview transcriptions, and thematic analysis (Clark & Vealé, 2018). Data that is easily accessible, well-labeled, and ordered can be kept in various ways so the researcher can easily track it while analyzing (Pathiranage et al., 2020). Interviews will

be recorded with an audio recording device. The ability to review the recordings and then transcribe provides accurate data for participants to review.

The conversion of notes and other data will be saved on a password-protected personal computer. Arranging data into an Excel sheet, providing unique numbers to participants, and grouping themes through the thoughtful reflection of the interview questions provides a level of security that only the researcher can recognize (Pathirana et al., 2020). After the data is used and the research is finalized, the data can be downloaded and locked in a secure location. Data must be safely kept for 5 years. After 5 years, the data can be safely disposed of. I will reflect on this process with the participants.

### **Data Analysis**

There are various ways to analyze data for a qualitative pragmatic inquiry. Qualitative data is non-numerical data that can produce themes that can be interpreted about the research question and theoretical framework (K. Roberts et al., 2018). Matching patterns that yield a theme can be a reliable form of data analysis in a qualitative study (Yin, 2018). Transcription will precede data analysis. Data will be transcribed, read, and well-documented to find themes within the data.

Well-documented and transcribed interviews provide in-depth data that offers details or themes. Yin (2018) stated that well-documented data is a chain of evidence that can be tracked back and forth between data findings, where the data is held, specific sources, and the transcribed interview questions. Braun and Clarke (2006) supported the concept of theoretical analysis and provided a protocol to create validity. These phases

comprise data familiarization, preliminary codes, theme searching, theme review, definition, naming, and report generating. I will follow Braun and Clarke's protocol during the transcription of the interviews to bring out themes in the data. Strategic thematic analysis can give a detailed description of analyzed data, mainly how themes were achieved.

Provided are the detailed steps I took to analyze data. I compared the one-on-one interview transcripts to the audio recordings for precision. The second phase involved the identification of the initial themes, which are the features of the semistructured interview data that appeared essential and fascinating. These preliminary findings served as signs of the framework of the one-on-one interviews. The third phase entailed the interpretive scrutiny of the collated findings. Relevant themes were organized as per the predominant themes. The fourth phase of the analysis encompassed a more profound appraisal of acknowledged themes. In this review, I decided whether to assimilate, separate, remove, or improve initial themes. Excel was applied to organize, liken, and analyze the transcribed one-on-one interview data. The fifth phase of thematic analysis consisted of refining and defining themes and likely subthemes within the composed data. The final phase entailed producing the analysis report. I transformed my study into an interpretative piece of writing utilizing persuasive and vivid excerpts, which apply to the themes, literature, and research questions.

Analyzing qualitative data is an iterative process. The data analysis starts with the buildup of all the data sources chosen by the researcher, continuously referring to the data as the researcher learns, providing meaning to what the researcher has sought but, most

importantly, what the data reveals (Ravitch & Carl, 2021). Looking through the data in a repetitive process can reveal patterns leading to rich, informative findings (Pathirana et al., 2020). I used my themes to compare to the current literature on my research subject. Ultimately, I compared and synthesized current and past literature, adding another form of data analysis to lessen any bias I may have imparted because of being the researcher.

### **Trustworthiness**

In the following section, the approach that will be adopted to ensure the trustworthiness of the current study is discussed. Stahl and King (2020) defined trustworthiness as the authenticity, truthfulness, and quality of qualitative research findings. According to Yin (1994), trustworthiness in qualitative research refers to the criteria adopted to ensure the quality of a research design. Qualitative researchers must be purposeful in providing quality as they are the instruments of the researcher. There are criteria that will be examined in the form of credibility, dependability, transferability, and confirmability.

### **Credibility**

Data that has been correctly interpreted is credible. The credibility component is a critical consideration to ensure that the responses provided by participants are captured and accurately represented (Cloutier & Ravasi, 2021). Various techniques will be applied to establish the credibility of the planned study, such as spending a proficient amount of time with participants, most importantly, being present, gaining trust with participants, and being familiar with participants' environments (Korstjens & Moser, 2017). The study

will apply a naturalistic perspective by evaluating veterinarian employees in their work at the premises of the selected veterinarian organization.

Member checking is another technique of credibility suitable for this study. Performing member checking will ensure precise reporting of the respondents' experiences and perceptions (Birt et al., 2016). I carried out member-checking succeeding transcription of recorded proceedings from interviews. Member checking adds form of interpretation other than that of the researchers. Allowing the participants to reveal misinterpretations of the data is a technique to provide a layer of credibility for the study.

### **Dependability**

Dependability refers to the level at which the study procedures are documented and reliable (Cloutier & Ravasi, 2021). According to Stahl and King (2020), dependability is established through the investigator's account of the study procedures. For the proposed research, dependability will be verified through an audit trail, evidence, and documentation of the data gathering and analysis procedures. Complete records and transcripts of the study protocols will be maintained as evidence of the planned study's phases. The audit trail contains details and records of the study processes needed by other researchers to undertake a similar study in comparable scenarios.

### **Transferability**

A study that can be used for further research is considered transferable. In this study, motivation strategies are sought. Transferability is achieved if there are thick descriptions of the settings and participants and a precise analysis of the data is provided (Ravitch & Carl, 2021). In the planned study, transferability will be established via

appropriate data collection procedures and by describing the phenomenon under assessment. Precisely, one-on-one interviews were applied to collect the study data and describe the phenomenon under investigation for future research.

### **Confirmability**

A qualitative study's findings should be rooted in the participants' experiences and words. Confirmability demonstrates that the study data and analysis reflect the participants' perceptions and views, and the researcher's bias did not influence the findings (Dyar, 2022). For the study, confirmability was established via methodical documentation, leaving an audit trail and providing a reference to follow throughout the study process (Cowell & Pierce, 2016; Dyar, 2022). Confirmability will further be established through member checking. Returning to participants to confirm their responses enhances the overall confirmability of the study.

### **Transition and Summary**

The proposed study will be grounded in qualitative research methodology and a pragmatic inquiry design. The study aimed to examine and identify the strategies used by veterinarian leaders while motivating newly graduated veterinarians during their career transition from training to practicing veterinarians within their first 5 years.

The participants for this study were veterinarian leaders within California who worked with and managed graduating veterinarians. A purposeful sampling strategy with inclusion criteria was applied to choose the research participants. A minimum sample of 5 interview participants and a maximum sample of 10 was adequate for data saturation in the proposed study. An interview protocol was developed to guide the one-on-one

interviews. The qualitative data was analyzed using Braun and Clarke's (2006) six-step thematic analysis. Excel organized, likened, and analyzed the transcribed one-on-one interview data. Section 3 will present the results realized following the data analysis procedures and techniques.

### Section 3: Application to Professional Practice and Implications for Change

#### **Introduction**

In this qualitative pragmatic inquiry study, I aimed to explore and identify the methods of employers of veterinarians and their strategies to motivate veterinarians through their career transitions from graduation to practicing veterinarians. The data was collected through one-on-one semistructured interviews. I labeled participants as P1, P2, P3, P4, and P5. I asked each participant the same seven questions. I used handwritten notes, transcribed audio recordings, Microsoft Word, and Microsoft Excel to organize and identify themes. Five themes and two subthemes emerged from analyses of the data collected: (a) mentorships, (b) open communication, (c) work–life balance, (d) the personality of the newly graduated veterinarians, and (e) changes to schooling. Theme 2 has the subtheme of burnout. I compared the findings to existing literature to extend knowledge of the research topic.

#### **Presentation of Findings**

The overarching research question for this qualitative pragmatic inquiry was, What strategies do leaders of veterinarians use to retain newly graduated veterinarians? I conducted semistructured interviews with five veterinarian leaders who worked in various veterinarian organizations in California. The leaders had more than 5 years of managing newly graduated veterinarians and provided strategies that they had used to successfully motivate veterinarians throughout career transitions. Lack of engagement among newly graduated veterinarians stress the need for strategies that veterinarian leaders can use to keep employees engaged, motivated, and willing to do the needed



work. I identified five themes and two subthemes related to newly graduated veterinarians. Table 1 includes an illustrative participant quote for each of the major themes.

**Table 1**

*Themes and Example Quotes*

Theme	Example quote
Mentorships	“Anyone could go into practice as soon as they graduate. An internship is not required. Internships are a pathway to build more confidence and for new veterinarians to receive a dedicated mentorship offered through the chosen program.”
Open communication	“The main part of open communication involved creating a relationship that allowed the new veterinarian to become comfortable with sharing their feelings.”
Work–life balance	“Veterinarian work is based on compassion, and that does not go hand in hand with a great work–life balance; animals will always be getting sick. Veterinarians expect so much from themselves because they are now titled doctors. Overall work–life balance is hard.”
The personality of the veterinarians	“Always having the ideology that this will always work perfectly leads to stress. The new veterinarians must remember that we've got to be able to be flexible and change things as we move forward. New veterinarians must be resilient and able to bounce back from the unexpected.”
Changes to schooling	“Schooling does not prepare a new veterinarian for practice as veterinarians are taught the golden standard of medicine and not the reality.”

**Theme 1: Mentorships**

The first theme that emerged was the positivity of mentorships and the success of newly graduated veterinarians. Mentorships supported new veterinarians to build confidence throughout their 1st years out of college. Internships emerged as the subtheme

to mentorships because all participants felt that internships should be a part of every veterinarian's first practicing years. Internships are not required. Internships are a choice. Veterinarians who successfully pass their exams and become licensed can go into practice without any practical experience. P3 stated, "Anyone could go into practice as soon as they graduate. An internship is not required. Internships are a pathway to build more confidence and for new veterinarians to receive a dedicated mentorship offered through the chosen program." All participants felt that mentorships went hand in hand with internships. P4 and P5 had powerful feelings about the need for an internship and thought that the internships should be provided in the last year of schooling so that all students could participate. Starting an internship offers the new veterinarian a mentoring veterinarian who can guide them with more practical solutions and support them with their experience while transitioning from graduating from a new veterinarian to a practicing veterinarian P4 stated, "Not everyone has the opportunity to go into an internship because the pay will not provide for the payment of school loans and other necessities. The choice is to make an exchange pay for mentorship." P3 supported P4, stating, "Internships are not appropriate for everyone. New veterinarians need to consider personal and financial limitations when exploring internship programs. Some veterinarians have families, so they can't necessarily move around to different locations for a specific internship program, or there's a financial burden. Internship veterinarians make less than staff veterinarians because they also receive an educational component to the program. Their responsibilities aren't to the level of a staff veterinarian." P2 stated, "The lack of mentorship leads to new veterinarians questioning themselves on decisions

because they do not have the support, and the job does not have a training manual because the veterinarian is practicing medicine. If the veterinarian leader is not a veterinarian, further complications arise. P1 stated, “that in their position they were not a veterinarian so they could not provide technical mentoring if a new veterinarian was struggling.”

### ***Correlation to the Literature***

Each participant felt that an internship provided the necessary mentorship, which helped give confidence to new veterinarians. Going straight into practice provided more financial security but could not guarantee mentorship. Yanke et al. (2023) recognized new veterinarians enter into unstructured clinical settings and tend to leave within the 1st year, searching for mentors to further their veterinarian skills. Mentors are proven to support new veterinarians in various ways, allowing them to become confident within their careers and lessen the unknown that causes stress leading to burnout (Carlson, 2023). Internships are a way to engage in mentorship, but the pay to enter an internship or residency does not provide a living wage and is one aspect of the veterinarian field that is slow to change (Morello, 2023). Although internships may be a steppingstone to a better job, many students who incur debt to finish veterinarian school cannot afford to pay less to gain mentorship (Bain & Lefebvre, 2022). In the United States, internships are not obligated; as little as 2 weeks may be given to go into practice while in school (Gibbons et al., 2022). Overall, mentorships provide support for new veterinarians to flourish. Internships are a way to gain positive experience, but circumstances may not allow everyone to benefit from an internship.

### ***Correlation to the Conceptual Framework***

The responses from the participants focused on the importance of mentorships and the success of the new veterinarians by helping them adjust to stressful situations. Effective leadership with a good foundation based on EI is needed for new veterinarians to prolong their careers (Tucak, 2023). Mentors help students develop cognitive skills, fostering the individual's capabilities to identify their emotions to successfully handle stress. Overall, a good veterinarian mentor can be empathetic to the challenges of a new veterinarian (Reinhard, 2023). Goleman (1998) stated that empathy is knowing and managing other people's emotions within a social environment because of past experiences. Empathetic leaders provide a comfortable, supportive environment indicative of learning (Salovey & Mayer, 1998).

Mentoring in the workplace from emotionally intelligent leaders provides examples of how to control emotions, ensuring that new veterinarians gain access to EI (Gordon et al., 2021). EI makes a good veterinarian leader that understands the pressures of the jobs (Tucak, 2023). The retention of new veterinarians is supported by leadership that is high in EI and willing to mentor and provide positive support (Sonneveld et al., 2023). These leaders have the ability to mentor others because of experiences that new veterinarians lack. New veterinarians look for good leadership when choosing their jobs (Kogan et al., 2023). Leaders that can regulate their emotions are comfortable to support other staff through difficult situations (Blokland et al., 2023). Therefore, this theme aligns with the concept of EI and a veterinarian leader-mentor relationship with new veterinarians that supplies empathy and a productive learning environment.

**Theme 2: Open Communication**

Clear communication on the part of the new veterinarian and employer was the second theme. The participants' responses suggested that new veterinarians must communicate their struggles. As employers to new veterinarians, the participants acknowledged that they must have positive communication relationships for new veterinarians to succeed. When asked what method worked best for motivating new veterinarians, P1, P2, and P3 all stated open communication. P1 emphasized knowing what tasks the new veterinarian wanted to take on, such as supervising, administrative work, or did they want to work their shift, then leave and added that "open communication ensures the struggling veterinarians that there are people to help them get through their struggles." P2 stated, "Open communication encouraged new veterinarians to ask questions, creating good feedback and developing confidence within new veterinarians." P3 found that "the main part of open communication involved creating a relationship that allowed the new veterinarian to become comfortable with sharing their feelings." An open line of communication with their employers allows new veterinarians to express their stress. Without communication between the employer and new veterinarians, there may be burnout.

***Burnout***

Burnout is prevalent in the veterinarian field for various reasons. P1 stated, "Having open communication with new veterinarians ensures they are comfortable taking time off; if not, the veterinarians are not emotionally available." P2 said, "Many veterinarians develop a different outlook on the job than when they first started, and

having the ability to communicate those thoughts helps new veterinarians possibly work through this dilemma. P3 “stated some statistics show a high incidence of burnout and compassion fatigue; the veterinarian should seek outside help. If that does not help, maybe this is not the field for the person.” P4 thought the shortage of veterinarians was not because of a lack of students, but that burnout was confirmed in the profession. Veterinarians leave to pursue something else, especially if they have not experienced life before graduating. A new veterinarian’s ability to communicate with leadership ensures there is an outlet for them to ensure burnout does not occur.

### *Correlation to the Literature*

Clear communication involves a relationship between two people, such as a leader and a new veterinarian. The communication relationship involves exchanging information but, more importantly, sharing and understanding feelings (Pearce & Locke, 2023). Good communication between leadership and the new veterinarian exemplifies the importance of clear communication, primarily when the new veterinarian works with clients (Florian et al., 2023). Clear communication is a learning tool. A clear communication relationship allows the new veterinarians to express themselves during stressful situations. High stress and poor mental health affect communication between coworkers and clients, leading to burnout (Campbell et al., 2023). Overall, when a veterinarian learns how to communicate with leadership, there tends to be an alleviation of stress. Providing a safe environment for learning and communicating allows a new veterinarian to flourish (Reinhard, 2023). When leadership communicates with new veterinarians, the new veterinarians can grow and strengthen their skills.

Many newly graduated veterinarians are experiencing burnout, leading to demotivation. Many veterinarians report burnout, especially within the 1st year after graduation (Steffey et al., 2023). Finding strategies to keep a person motivated while experiencing burnout can be complex. Another barrier for managers is the differences in the perceptions of each veterinarian on what defines burnout and demotivates each veterinarian (Steffey et al., 2023). Many managers of newly graduated veterinarians are not veterinarians themselves, adding another barrier. Overall, the veterinarian manager's ability to incorporate the veterinarian's emotional needs is essential (Hannah & Robertson, 2020). Therefore, the adequate strategies for keeping newly graduated veterinarians motivated may be more complex than veterinarian managers believe those strategies to be.

Interpersonal skills such as communication are found to be pivotal on the relationship between veterinarian leaders and new veterinarians but are lacking as an important skill in veterinarian leadership (Pun, 2023). Veterinarian leaders often do not use the initiative to use their communicative skills to form cohesive teams (Wilson et al., 2022). Leadership workshops do help veterinarians with communication skills if the leader recognizes there is a deficit (Crowley et al., 2019).

### ***Correlation to the Conceptual Framework***

Communicating is essential within a veterinarian's daily work routine. Cherniss and Goleman (2001), through his studies of EI and the workplace, emphasized that doctors (veterinarians) need various aspects of EI to succeed because they are in a continuous social environment. EI is known to provide the basis of good communication

because EI offers the skills to listen without defense and the ability to control one's emotions (W. Zhang & Adegbola, 2022). Clear communication with leadership leads to a trusted relationship and supports the new veterinarian's growth, but both leadership and the new veterinarians must possess EI (Alysayed, 2022). Open, trustful communication supports a lack of burnout within said organizations (Steffey et al., 2023). The veterinarian field can be an emotionally charged environment. When leaders allow themselves to be vulnerable and empathize with new veterinarians there is more likely to be retention than turnover and burnout (Reinhard, 2023). Part of empathizing is using positive communication to form relationships.

### **Theme 3: Work–Life Balance**

An excellent work–life balance in the veterinarian field means veterinarians are showing up both mentally and physically. Veterinarian leaders are noticing that work–life balance is essential to new veterinarians. P1 felt that the new veterinarians he worked with preferred part-time work, even if a full-time position was available. P3 also felt the younger generation of veterinarians focused on a work–life balance, and this is a good change that is important because working more than 40 hr a week leads to burnout. P2 stated, “Veterinarian work is based on compassion, and that does not go hand in hand with a great work–life balance; animals will always be getting sick. Veterinarians expect so much from themselves because they are now titled doctors. Overall work–life balance is hard.” All participants suggested that business needs to reflect on the vital times veterinarians are required so that veterinarians can work, be available, and have a personal life.



### ***Correlation to the Literature***

Work–life balance may be difficult when first learning a new job. Excessive job demand for a new veterinarian leads to poor work–life balance (Sonnefeld et al., 2023). New veterinarians report work–life balance is difficult when the job demands on-call, weekend work, and more hours than scheduled (Gibbons et al., 2022). Work–life balance is better with veterinarians with higher job satisfaction even if their lives are predominately work-based (Kinnarney et al., 2022). It is proven that the business model that sets specific hours for veterinarians without expectations of long hours allows for a more excellent work–life balance (Richardson, 2023). Veterinarian employers retain more employees when they are concerned about new veterinarian work–life balance and pay less in recovery and earn more in client relations (Steffey et al., 2023). When a mentor portrays healthy work life balance new veterinarians follow by example (Volk et al., 2023). Therefore, the strategies for a better work–life balance provide support, including suggestions for an identity outside of work.

### ***Correlation to the Conceptual Framework***

The participants gave various reasons that new veterinarians needed work–life balance. One participant focused on the job itself rather than a particular job that leads to a good work–life balance because of the emotions involved. It would be beneficial for a new veterinarian to possess EI to manage the day-to-day processes and have a positive result. Pradies (2023) found that a veterinarian’s job is full of emotions because the veterinarian provides care in a business model. Over time, the emotions leave a lasting effect if not handled correctly. Goleman (1995) would support the benefits of EI through

a mentor and clear communication so that the new veterinarians can learn how to know, manage, and motivate themselves through emotions. Overall, the new veterinarian can recognize that it is beneficial to have benefits outside of work, and taking breaks leads to a balanced work–life balance.

#### **Theme 4: The Personality of the New Veterinarian**

Participants reflected that the new veterinarian’s personality was dependent on their success. All participants agreed that personable skills, resiliency, and the ability to handle stress were vital. P1 stated, “New veterinarians that were good at their job technically tended to have staff walking on pins and needles because they lacked personality.” P2 said, “Always having the ideology that this will always work perfectly leads to stress. The new veterinarians must remember that we've got to be able to be flexible and change things as we move forward. New veterinarians must be resilient and able to bounce back from the unexpected.” P3 found that the transition from graduate to working was jarring, and their background depends on their success because this may be their first job, or they took a year off before going into practice. Now they are in the field, and if they cannot transition, maybe the area was not for them.” The ability to work with others cordially, be flexible to change, and be resilient favors the personality of the veterinarian to be successful.

#### ***Correlation to the Literature***

The new veterinarian’s ability to work through the 1st years after graduation depends on their personality. Learning interpersonal skills that contribute to better stress management, such as resiliency to overcome challenges, is possible (Taylor et al., 2022).

Recognizing that the veterinarian profession is a caring profession will provide future veterinarians with the knowledge that they must find a way to balance their interpersonal feelings and the feelings of the job (Olson, 2022). Managing coping skills and resilience to lessen the burden of stressors leads to less burnout but is attributed differently to everyone (Darby et al., 2023). The skills needed to be successful can be taught.

Certain types of personalities have been proven to affect a new veterinarian's success if the veterinarian cannot find the positive within their workday (Volk et al., 2023). The emphasis to ensure that new veterinarians are not expected to achieve perfection allows for some personalities to accept different views (Da Silva et al., 2023). Veterinarian personalities are an important aspect of business and benefit the business when the new veterinarian is cordial (Perret et al., 2020). Personalities of veterinarians should be highlighted as some personality aspects can lead to burnout and lack the ability to connect with customers (Kunze & Seals, 2022). Retention is high when a new veterinarian is able to be resilient (Schull et al., 2021). Suppose a veterinarian has a good mentor and is content with their job while managing a good work–life balance. In that case, learning interpersonal skills to improve their personality is possible.

### ***Correlation to the Conceptual Framework***

Recognizing the state of emotion that leads to negativity is a form of self-awareness. Salovey and Mayer (1990) stated that when one is self-aware of their emotions, they can acknowledge those emotions and recognize and consciously change those feelings to remove a hostile state from a positive one. Goleman (1995) goes further with self-awareness, supporting this trait as the most beneficial of an emotionally

intelligent person as they are also mindful and can properly regulate their emotions. Younger veterinarians may need to gain the benefits of self-awareness of their emotions. Darby et al. (2023) found that newer veterinarians need mentoring to learn how to become more emotionally intelligent to harbor the benefits of resilience from stressful situations. Successful veterinarians are more likely to have emotional stability (Kunze & Seal, 2022). Veterinarians that have the ability to deal with stress and be resilient are proven to be better coworkers and beneficial for the organization (Campbell et al., 2023). Once again, the help of a mentor, open communication, and work–life balance support the benefits of some EI for new veterinarians.

### **Theme 5: Change in Veterinarian Schooling**

All participants felt that schooling for veterinarians needed to be changed so that new veterinarians started their careers with more than technical skills. P3 stated that “schooling does not prepare a new veterinarian for practice as veterinarians are taught the golden standard of medicine and not the reality.” The golden standard is that every pet owner can accept treatment recommended by the veterinarian. Reality teaching would be teaching affordable access to care for pet owners. P2 supported P3, stating that students are learning from case studies and not learning from real-world cases. P1 felt that better schooling to prepare students for whatever organization they choose would be beneficial. P4 and P5 stated that veterinarian schools should mirror a doctor’s residency and be provided prior to going into practice. P4 added that veterinarians leave school with technical knowledge but lack overall experience.

### *Correlation to the Literature*

The veterinarian school educates a person to become a practicing veterinarian. Until recently, there has not been an actual definition that states what a competent practicing veterinarian is (Gates, McLachlan, Butler, and Weston, 2021a). Veterinarians need technical and clinical skills and critical reasoning to support the change of teaching to a guidance format of learning to build confidence and competence in new veterinarians (Gates, McLachlan, Butler, and Weston, 2021a; De Silva et al., 2023). Although some interpersonal skills, such as communication, have been added to the current veterinarian curriculum, teaching these skills is unrelated to experiences in the clinical setting because of their complexity (Russell et al., 2022). Furthermore, Heath (2006) stated that veterinary curricula focused on burdening veterinarian students with information rather than critical thinking or interpersonal skills. Heath recognized in 2006 that the veterinary curriculum needed to be improved and was falling behind in acclimating to worldwide changes. Gordon et al. (2021) felt it necessary for veterinarian colleges to provide workplace learning so that students learn professionalism with coworkers and clients. Overall, there needs to be a streamlined curriculum that offers technical skills but skills that benefit students when they graduate and become employed.

Employers feel that interpersonal skills are most important, but academia feels that technical knowledge is most important (Gordo et al., 2023). Veterinarian schools should focus more on teaching graduates how to be employable as employers are looking more at interpersonal skills (Schull et al., 2021). In the early 2000's it has been recognized that non-technical skills need to be introduced in the veterinarian curriculum

but have failed to be successfully integrated (Armitage-Chan & Whiting, 2016).

Although veterinarian medicine is a socially based job the curriculum is lacking the foundation to foster the development of social skills.

### ***Correlation of the Conceptual Framework***

The participants stated that new veterinarians lacked confidence when entering the work field, which stressed them. Steffey et al. (2023) believe that schools must be responsible for promoting what is lacking in students by implementing supportive leadership and emphasizing work–life balance starting at the educational level.

Veterinarian work is most commonly based in a social atmosphere. Providing a curriculum that supports socialization processes, such as attitudes and emotions, is beneficial for a veterinarian to evolve (Gordon et al., 2021). Veterinarian students who possess EI can successfully transition from graduate to practicing veterinarian because they can handle stress but, most importantly, learn from the unknown and evolve (Wells et al., 2021). Learning open-mindedness in the face of difficulty teaches veterinarians better coping skills when in a clinical organization (Armitage-Chan & Whiting, 2016).

New veterinarians need high EI because they must communicate with various people throughout their day and correctly decompress from stressful situations; without EI, it has been shown that numerous veterinarians find themselves burnt out. Self-assured, mildly confident graduating veterinarians that have the ability to be resilient are attractive to employers.

### **Applications to Professional Practice**

This qualitative pragmatic inquiry study aimed to identify and understand strategies veterinarian leaders used to motivate new veterinarians. The literature helped support the five strategic themes my data analysis discovered: mentorships, open communication, work–life balance, the personality of the new veterinarian, and veterinarian schooling. The participants contributed input and described strategies that would help the motivation of new veterinarians. Each theme interconnected itself to build a dynamic system of strategic forces that can help leaders motivate new veterinarians.

The participants agreed that mentorships were the best strategy for veterinarians to gain confidence. A good mentor is trustworthy so the new veterinarian can form a relationship that supports, empathizes, and can be a scaffold for new veterinarians (Reinhard et al., 2021). Mentors help with clear communication between the new veterinarian and provide mentoring to show the new veterinarian how to express themselves through clear communication in the work setting. All forms of communication for a new veterinarian are vital as a business skill and successful employability of graduating veterinarians (Gordon et al., 2021). Having a good mentor with clear communication leads to job satisfaction and a new veterinarian having a better work–life balance. Creating a culture of support allows a new veterinarian the self-efficacy to grow confidence when transitioning from graduate to working veterinarian (Steffey et al., 2023). Burnout may occur if the organization's culture lacks good mentoring and clear communication, or the new veterinarian needs more EI to change their mindsets to transition challenges.

Currently, the Veterinarian Leadership Institute is a nonprofit that provides new veterinarians with fewer than 7 years of experience the opportunity to learn soft skills. New veterinarians with personalities that cannot recognize the allostatic load that the job presents have difficulty coping and resilience (Darby et al., 2023). The Institute started and concentrated in Washington state recognized the difficulties that veterinarians were experiencing in 2003 and throughout the years grew and are now involved in veterinarian conferences. Lederhouse (2022) recognized the benefit of the non-profit that provides an academy for new veterinarians but also reiterated that those skills should be added to the curriculum of veterinarians and not made a option after graduation. All participants were candid about their opinions on the last theme of veterinarian schooling.

Veterinarian schooling may be the environment that fosters the lack of confidence that new veterinarians entering the workforce possess due to the lack of interpersonal skills provided in the veterinarian curriculum, such as critical thinking, communication skills, and self-motivation (Routh et al., 2023). Knowing that most veterinarians will enter the workforce with a lack of confidence and interpersonal skills, veterinarian leaders can focus on providing a strong mentoring culture. The ability of veterinarian leaders to become more empathetic toward new veterinarians will allow for a smooth transition from graduating to practicing veterinarians.

Furthermore, going into a clinical setting is a business with expectations to perform and bring profits in for the business. Schools currently teach in a case study format that gives new veterinarians steps to fix a problem they encounter but does not provide the reality of the situation and affordability of care for pet owners who cannot



always afford what is recommended. Some schools offer veterinarian and business schooling, but it is a choice and not mandated. It would be beneficial to have veterinarian students participate in low-cost clinics so that students see that many pet owners struggle to obtain and pay for the care that their pets need but want to treat their pets. Dilemmas are added that many new veterinarians have not encountered before. Veterinarian work is social and involves many stakeholders; exposure to new situations through low-cost clinics would be a beneficial learning experience for new veterinarians.

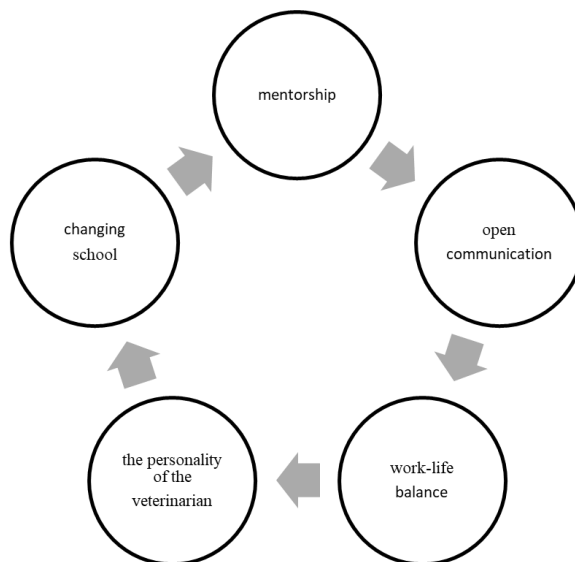
Going from graduating to working as a veterinarian requires a skill set foreign to new veterinarians, either because they lack critical thinking, communicative skills, or EI. To retain new veterinarians, veterinarian leaders must provide a learning and welcoming environment that is trustworthy and empathetic to foster growth. Providing a nurturing, positive environment to new veterinarians offsets the burnout of an emotionally demanding job. Honest communication between leadership and new veterinarians lessens stress and provides a clear road for growth and motivation to become a productive part of the work organization.

### **Implications for Social Change**

Being a veterinarian is complex. As society has evolved so has the human animal bond. Currently the bond between animal and human is based in a moralistic environment where owners humanize their pets leading to extra distress to veterinarians (Scholz & Trede, 2023). New veterinarians enter their jobs with technical skills but may lack soft skills to help with the job's complexity. Veterinarian leaders can offer their support through mentoring from their experiences as new veterinarians. Specifically, veterinarian

leaders can help new veterinarians who may need more than what the veterinarian curriculum offered. Leaders can help new veterinarians with interpersonal skills so that new veterinarians can correctly use their emotions. Most importantly, veterinarian leaders can teach new veterinarians clear communication skills, which leads to better patient and client outcomes. If the new veterinarians are supported in an empathetic environment, it is proven that new veterinarians perform well and have better mental health overall.

The research findings indicate that mentors, clear communication, work–life balance, personalities of new veterinarians, and veterinarian school affect the strategies veterinarian leaders use to motivate new veterinarians to become productive parts of the organization. Figure 1 shows the relationship of these five themes. Veterinarian leaders can develop new veterinarians into nurturing caregivers of pets, effective communicators to pet owners, and a balanced and content coworker who contributes to the organization by using empathetic, supportive strategies.

**Figure 1***Relationship of Themes***Recommendations for Action**

The life of a veterinarian is an overwhelming world of animals, owners, coworkers, and emotions. Veterinarian schools should reevaluate the use of internships as a required part of school so that veterinarians enter practices with real life clinical experiences. There needs to be an emphasis for veterinarians as professionals, a chance to identify themselves within a clinical setting (Scholz & Trede, 2023) Armitage-Chan (2020) recommended the change to undergraduate and post graduate schooling to provide new veterinarians with professional development. I believe an internship would provide this. An internship would familiarize veterinarians with the professional world and provide the important social and personal skills that new veterinarians need to stay motivated (Sattar et al., 2022). According to this study, current leaders more than not experienced new veterinarians that lack confidence and soft skills. According to this

study, current leaders are more than not experienced new veterinarians who lack confidence and soft skills. Veterinarian leaders are burdened with the responsibility to teach new veterinarians skills they may not possess. A new veterinarian fortunate to enter a practice that provides mentoring and clear communication has the opportunity for growth. Currently veterinarians that can go into internships are guaranteed the needed mentorship to gain clear communication and help them if their personality was not fit for the stressors to go straight into practice. Others that do not have an internship must dive into the complex veterinarian world, possibly ill-prepared.

### **Recommendations for Further Research**

The study's finding represented strategies veterinarian leaders can use to motivate new veterinarians. I used five veterinarian leaders in different organizations with experience managing new veterinarians. My focus was on organizations in California. The first limitation of the study is the small size of participants concentrated in one region of the United States. Other veterinarian leaders may share different views because of where they reside. Also, other veterinarian leaders in different types of practices such as small animal, large animal, and specialty practices. More participants may have provided a deeper introspect of strategies.

Another limitation is the research quality, as there may have been bias and influence while interviewing participants. The results depend on the honesty and accuracy of the participants' respondents. A quantitative approach may be used to supplement interviews with surveys. Using surveys may have reached a larger audience participation because of the formalness of surveys. Future researchers may also look at

supporting public documents to verify data. I recommend future researchers use a qualitative case study and focus on the different perceptions of leadership in one organization. The outcome may produce a rich and complex study of people who work amongst one another.

### **Reflections**

The term “independent scholar” encapsulates how, after completing my core classes, I had been given the tools I needed to complete this study. Choosing my chair was important. I opted to be assigned a chair by the University. My first chair later left the University, and I had to adjust to a new chair. When my first chair was absent, I met a student who was leaps and bounds ahead of me. His tenacity was inspiring and kept me on track. Each step in the process provided a person or a resource that got me from one point to another. Each step was a celebration. Most importantly, I tried to use all the resources and start planning from the 1st day in class. I learned how important it is to complete residency early in the coursework so that one’s plans go as smoothly as possible. Overall, being flexible and open-minded, and enjoying the journey, are pivotal as it is a long and adventurous one.

Overall, I found that my writing skills have improved. Learning the meal plan and critical thinking while writing has helped me in my everyday life. I have read numerous articles for my paper and learned various conceptual frameworks. My doctoral journey has heightened my love for school, and I look forward to using what I have learned in my everyday life to be a better leader within my field of work.

## Conclusion

In this qualitative pragmatic inquiry, I explored the strategies leaders of veterinarians use to motivate newly graduated veterinarians. The central research question was: What strategies do leaders of veterinarians use to retain newly graduated veterinarians? Semistructured interviews of five Californian veterinarian leaders provided data for the study. Through data analysis and member checking, five strategic themes were discovered: (a) mentorships, (b) open communication, (c) work–life balance, (d) the personality of the newly graduated veterinarians, and (e) changes to schooling. The five strategic themes align with the conceptual framework of EI.

A clear picture was painted that new veterinarians enter work environments lacking confidence because they have not been in a clinical setting with pet owners and their cherished pets. Veterinarian leaders must provide empathetic mentoring to ensure new veterinarians learn the soft communicative skills that veterinarian schools may not have provided. Effective veterinarian leadership provides a strong example of clear communication that can be used to express themselves while enduring the struggles of the first few years after graduation. Ensuring new veterinarians are entering into good work–life balance practices is a must so that new veterinarians enjoy their work and stay motivated. Overall, it would be hopeful that veterinarian leadership would share these suggestions with veterinarian academia in hopes that internships are provided to all veterinarian students.

## References

- Abd Gani, N. I., Rathakrishnan, M., & Krishnasamy, H. N. (2020). A pilot test for establishing validity and reliability of qualitative interview in the blended learning English proficiency course. *Journal of Critical Review*, 7(5), 140–143.  
<https://doi.org/10.31838/jcr.07.05.23>
- Abdouttalib, I., Lhermie, G., Cavex, J., Ferchiou, A. R. D., & Raboisson, D. (2020). Time required by a veterinarian to perform veterinary acts in routine: A regression analysis. *Journal of Business Economics*, 2(3), 11–20.  
[https://doi.org/10.15341/jbe\(2155-7950\)/12.11.2020/009](https://doi.org/10.15341/jbe(2155-7950)/12.11.2020/009)
- Adashi, E. Y., Walters, L. B., & Menikoff, J. A. (2018). The *Belmont Report* at 40: Reckoning with time. *American Journal of Public Health*, 108(10), 1345–1348.  
<https://doi.org/10.2105/AJPH.2018.304580>
- Adhabi, E., & Anozie, C. B. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), 86–97.  
<https://doi.org/10.5296/ije.v9i3.11483>
- Alsayed, A. K. I. (2022). Trust and communication satisfaction as mediators in the relationship between emotional intelligence and work-related outcomes: A conceptual framework. *International Journal of Contemporary Management and Information Technology*, 2(2), 1–14. <https://ijcmit.com/wp-content/uploads/2022/01/Alsayed-2022.pdf>
- Applebaum, J. W., Tomlinson, C. A., Matijczak, A., McDonald, S. E., & Zsembik, B. A. (2020). The concerns, difficulties, and stressors of caring for pets during COVID-

19: Results from a large survey of U.S. pet owners. *Animals*, 10(10), Article 1882.

<https://doi.org/10.3390/ani10101882>

Arbe Montoya, A. I., Hazel, S. J., Matthew, S. M., & McArthur, M. L. (2021). Why do veterinarians leave clinical practice? A qualitative study using thematic analysis.

*Veterinary Record*, 188(1), Article e2. <https://doi.org/10.1002/vetr.2>

Armitage-Chan, E. (2020). 'I wish I was someone else': Complexities in identity formation and professional wellbeing in veterinary surgeons. *Veterinary Record*, 187(3), 113.

<https://doi.org/10.1136/vr.105482>

Armitage-Chan, E., & Whiting, M. (2016). Teaching professionalism: Using role-play simulations to generate professionalism learning outcomes. *Journal of Veterinary Medical Education*, 43(4), 359–363.

<https://doi.org/10.3138/jvme.1115-179R>

Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76–89.

[https://ijcar.net/assets/pdf/Vol6-No5-May2019/07.-](https://ijcar.net/assets/pdf/Vol6-No5-May2019/07.-Basics-of-Research-Design-A-Guide-to-selecting-appropriate-research-design.pdf)

[Basics-of-Research-Design-A-Guide-to-selecting-appropriate-research-design.pdf](https://ijcar.net/assets/pdf/Vol6-No5-May2019/07.-Basics-of-Research-Design-A-Guide-to-selecting-appropriate-research-design.pdf)

Bain, B., & Lefebvre, S. L. (2022). Associations between career choice and educational debt for fourth-year US veterinary schools and colleges students. *Journal of the American Veterinary Medical Association*, 260(9), 1063–1068.

<https://doi.org/10.2460/javma.21.12.0533>

<https://doi.org/10.2460/javma.21.12.0533>

Bakker, D. J., Lyons, S. T., & Conlon, P. D. (2017). An exploration of the relationship between psychological capital and depression among first-year doctor of



- veterinary medicine students. *Journal of Veterinary Medical Education*, 44(1), 50–62. <https://doi.org/10.3138/jvme.0116-006R>
- Barnham, C. (2015). Quantitative and qualitative research: Perceptual foundations. *International Journal of Market Research*, 57(6), 837–854. <https://doi.org/10.2501/IJMR-2015-070>
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Multi-Health Systems.
- Bartram, D. J., & Baldwin, D. S. (2010). Veterinary surgeons and suicide: A structured review of possible influences on increased risk. *Veterinary Record*, 166(13), 388–397. <https://doi.org/10.1136/vr.b4794>
- Bell, M., & Cake, M. (2018). Who are you, and why are you here? *The Veterinary Record*, 183(2), 65–70.
- Bell, M., Cake, M., & Mansfield, C. (2019). Success in career transitions in veterinary practice: Perspectives of employers and their employees. *Veterinary Record*, 185(8), 232–232. <https://doi.org/10.1136/vr.105133>
- Bell, M. A., Cake, M., & Mansfield, C. F. (2021). International multi-stakeholder consensus for the capabilities most important to employability in the veterinary profession. *Veterinary Record*, 188(5), Article e20. <https://doi.org/10.1002/vetr.20>
- Bir, C., Ortez, M., Olynk Widmar, N. J., Wolf, C. A., Hansen, C., & Ouedraogo, F. B. (2020). Familiarity and use of veterinary services by US resident dog and cat owners. *Animals (2076-2615)*, 10(3), 483–490. <https://doi.org/10.3390/ani10030483>

- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Blokland, K., Coe, J. B., & Spitznagel, M. B. (2023). Veterinary team members experiencing high levels of burden transfer are more likely to report burnout and a less optimal psychosocial work environment. *Journal of the American Veterinary Medical Association*, 1(1), 1–9. <https://doi.org/10.2460/javma.23.06.0354>
- Bowen, J.R., Dodier, N., Duyvendak J.W., & Hardon, A. (2021). *Pragmatic inquiry: critical concepts for social sciences*. Routledge.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social & Personality Psychology Compass*, 5(1), 88–103. <https://doi.org/10.1111/j.1751-9004.2010.00334.x>
- Bradley, K. M., Charles, E. M., & Hendricks, J. C. (2015). A renewed call for veterinary leaders. *Journal of the American Veterinary Medical Association*, 247(6), 592–594. <https://doi.org/10.2460/javma.247.6.592>
- Bradshaw, C., Tighe, S. M., & Doody, O. (2018). Midwifery students' experiences of their clinical internship: A qualitative descriptive study. *Nurse Education Today*, 68(1), 213–217. <https://doi.org/10.1016/j.nedt.2018.06.019>
- Brandell, J. R., & Varkas, T. (2001). Narrative case studies. *The Handbook of Social Work Research Methods*, 2(2), 293–307. <https://doi.org/10.4135/9781412986182.n16>

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 7–101.

<https://doi.org/10.1191/1478088706qp063oa>

Breault, J. L. (2006). Protecting human research subjects: The past defines the future. *Ochsner Journal*, 6(1), 15–20.

[https://doi.org/10.1043%2F15245012\(2006\)006%5B0015%3APHRSTP%5D2.0.CO%3B2](https://doi.org/10.1043%2F15245012(2006)006%5B0015%3APHRSTP%5D2.0.CO%3B2)

Brower, E., Nemec, R., Ritchie, H., & Nicastro, O. (2022). A qualitative exploration of self-identity during the role transition to a nurse educator. *Nurse Education Today*, 112, Article 105531.

<https://doi.org/10.1016/j.nedt.2022.105531>

Bru-Luna, L. M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J. L. (2021).

Emotional Intelligence Measures: A Systematic Review. *Healthcare*, 9(12).

<https://doi.org/10.3390/healthcare9121696>

Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*, 6(1), 97–113.

<https://doi.org/10.1177/1468794106058877>

Burke, D. (2020). *How doctors think and learn*. Springer.

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(14), 1–10.

<https://doi.org/10.1186/s42466-020-00059-z>

- Bushby, P. A. (2020). High-quality, high-volume spay–neuter: Access to care and the challenge to private practitioners. *Journal of Feline Medicine and Surgery*, 22(3), 208–215. <https://doi.org/10.1177/1098612x20903600>
- Cake, M. A., Mansfield, C. F., McArthur, M. L., Zaki, S., & Matthew, S. M. (2019). An exploration of the career motivations stated by early-career veterinarians in Australia. *Journal of Veterinary Medical Education*, 46(4), 545–554. <https://doi.org/10.3138/jvme.0717-093r>
- Campbell, M., Hagen, B. N., Gohar, B., Wichtel, J., & Jones-Bitton, A. (2023). A qualitative study explores the perceived effects of veterinarians' mental health on providing care. *Frontiers in Veterinary Science*, 10, Article 1064932. <https://doi.org/10.3389/fvets.2023.1064932>
- Carden, J., Jones, R. J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: a systematic literature review. *Journal of Management Education*, 46(1), 140–177. <https://doi.org/10.1177/1052562921990065>
- Carlson, R. (2023). Mentoring our next generation of veterinarians. *Journal of the American Veterinary Medical Association*, 261(9), 1266–1266. <https://doi.org/10.2460/javma.261.9.1266>
- Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report*, 21(5), 811–831. <https://doi.org/10.46743/2160-3715/2016.2337>
- Chapin, K. (2015). The effect of emotional intelligence on student success. *Journal of Adult Education*, 44(1), 25–31.

- Cherniss, C. & Goleman, D. (Ed.). (2001). An EI-based theory of performance. *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. Jossey Bass.
- Chiu, P. H. P., & Corrigan, P. (2019). A study of graduate teaching assistants' self-efficacy in teaching: Fits and starts in the first triennium of teaching. *Cogent Education*, 6(1), 1579964. <https://doi.org/10.1080/2331186X.2019.1579964>
- Choi, S. J., Jeong, J. C., & Kim, S. N. (2019). Impact of vocational education and training on adult skills and employment: An applied multilevel analysis. *International Journal of Educational Development*, 66(1), 129–138. <https://doi.org/10.1016/j.ijedudev.2018.09.007>
- Chun, R., Davis, E., Frank, N., Green, H. W., Greenhill, L., Jandrey, K. E., Johannes, C.M., Levine, J., Marks, S.L., Polissetti, S., Rogers, K., & Sanchez, L. C. (2023). Can veterinary medicine improve diversity in post-graduate training programs? Current state of academic veterinary medicine and recommendations on best practices. *Journal of the American Veterinary Medical Association*, 261(3), 417–423. <https://doi.org/10.2460/javma.22.09.0430>
- Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (2006). *Emotional intelligence in everyday life*. Taylor & Francis Group.
- Cîrstea, C., & Constantinescu, D. (2012). Debating about situational leadership. *Management and Marketing*, 10(1), 53–58.
- Clark, K. R., & Vealé, B. L. (2018). Strategies to enhance data collection and analysis in qualitative research. *Radiologic Technology*, 89(5), 482CT–485CT.

- Clarke, C., Knights, D., & Finch, G. (2016). Addressing disillusionment among young vets. *The Veterinary Record*, 179(23), 603. <https://doi.org/10.1136/vr.i6561>
- Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113–133.  
<https://doi.org/10.1177/1476127020979329>
- Coronado-Maldonado, I., & Benítez-Márquez, D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. *Heliyon*, 9(10), 20356.  
<https://doi.org/10.1016/j.heliyon.2023.e20356>
- Cowell, J. M., & Pierson, C. A. (2016). Helping students get published: Tips from journal editors. *Nurse Author & Editor*, 26(4), 1–8.  
<https://doi.org/10.1111/j.1750-4910.2016.tb00233.x>
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*. Sage Publications.
- Cronholm, S. (2011). Experiences from sequential use of mixed methods. *Electronic Journal of Business Research Methods*, 9(2), 87–95.
- Crowley, S. L., Homan, K. J., Rogers, K. S., Cornell, K. K., Olavessen, L. J., Charles, E. M., & Shaw, D. H. (2019). Measurement of leadership skills development among veterinary students and veterinary professionals participating in an experiential leadership program (the Veterinary Leadership Experience). *Journal of the American Veterinary Medical Association*, 255(10), 1167–1173.  
<https://doi.org/10.2460/javma.255.10.1167>

- Darby, B. J., Watkins, S. T., Haak, P. P., Ravi-Caldwell, N., Bland, K., Bissett, C. J., Kyrda, K.T., Murphy, J., Hungerford, L., & Russon, J. (2023). Veterinarians show resilience during COVID-19: Challenges faced and successful coping strategies. *Journal of the American Veterinary Medical Association*, 261(6), 888–897. <https://doi.org/10.2460/javma.22.12.0584>
- Dasborough, M. T., Ashkanasy, N. M., Humphrey, R. H., Harms, P. D., Credé, M., & Wood, D. (2022). Does leadership still not need emotional intelligence? Continuing “The great EI debate.” *The Leadership Quarterly*, 33(6), 33–40. <https://doi.org/10.1016/j.leaqua.2021.101539>
- Da Silva, C. R., Gomes, A. A. D., dos Santos-Doni, T. R., Antonelli, A. C., da Costa Vieira, R. F., & da Silva, A. R. S. (2023). Suicide in veterinary medicine: A literature review. *Veterinary world*, 16(6), 1266. <https://doi.org/10.14202%2Fvetworld.2023.1266-1276>
- Decety, J., & Lamm, C. (2005). Human empathy through the lens of social neuroscience. *The Scientific World Journal*, 6, 1146–1163. <https://doi.org/10.1100/tsw.2006.221>
- De Silva, M. L. W., Rabel, R. C., Samita, S., Smith, N., McIntyre, L., Parkinson, T. J., & Wijayawardhane, K. N. (2023). Problem-based learning, a tool to develop critical thinking skills of undergraduate veterinary students. *Interdisciplinary Journal of Problem-Based Learning*, 17(1). <https://doi.org/10.14434/ijpbl.v16i1.33979>

- Dicks, M. R. (2013). A short history of veterinary workforce analyses. *Journal of the American Veterinary Medical Association*, 242(8), 1051–1060.  
<https://doi.org/10.2460/javma.242.8.1051>
- Dilly, M., Read, E. K., & Baillie, S. (2017). A survey of established veterinary clinical skills laboratories from Europe and North America: Present practices and recent developments. *Journal of Veterinary Medical Education*, 44(4), 580–589.  
<https://doi.org/10.3138/jvme.0216-030R1>
- Dodge, L. E., Koontz, S. R., & Hadrich, J. C. (2019). Factors associated with the financial performance of independently owned companion and mixed animal veterinary practices. *Journal of the American Veterinary Medical Association*, 255(7), 805–811. <https://doi.org/10.2460/javma.255.7.805>.
- Doyle, R. E., Wieland, B., Saville, K., Grace, D., & Campbell, A. J. D. (2021). The importance of animal welfare and veterinary services in a changing world. *Revue Scientifique et Technique (International Office of Epizootics)*, 40(2), 469–481.  
<https://doi.org/10.20506/rst.40.2.328>
- Duchscher, J. B., & Windey, M. (2018). Stages of transition and transition shock. *Journal for Nurses in Professional Development*, 34(4), 228–232.  
<https://doi.org/10.1097/NND.0000000000000461>
- Duffy, T. M., & Jonassen, D. H. (2013). *Constructivism and the technology of instruction: A conversation*. Routledge.



- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of sexual behavior, 41*(1), 1319–1320.  
<https://doi.org/10.1007/s10508-012-0016-6>
- Dyar, K. L. (2022). Qualitative inquiry in nursing: Creating rigor. *Nursing Forum, 57*(1), 187–200. <https://doi.org/10.1111/nuf.12661>
- Dyess, S. M., & Sherman, R. O. (2009). The first year of practice: New graduate nurses' transition and learning needs. *The Journal of Continuing Education in Nursing, 40*(9), 403–410. <https://doi.org/10.3928/00220124-20090824-03>
- Engle, R.L., & Nehrt, C. (2011). Conceptual ability, emotional intelligence and relationship management: A multinational study. *Journal of Management, 12*(4), 59.
- Eurich, T. (2018). What self-awareness really is (and how to cultivate it). *Harvard Business Review, 4*(4), 1–9. <https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>
- Fathke, R. L., Rao, S., & Salman, M. (2021). The COVID-19 pandemic: A time for veterinary leadership in one health. *One Health, 11*, Article 100193.  
<https://doi.org/10.1016/j.onehlt.2020.100193>
- Fink-Miller, E. L., & Nestler, L. M. (2018). Suicide in physicians and veterinarians: Risk factors and theories. *Current Opinion in Psychology, 22*(1), 23–26.  
<https://doi.org/10.1016/j.copsyc.2017.07.019>
- Finlay, L. (2009). Debating phenomenological research methods. *Phenomenology & Practice, 3*(1), 6–25. [http://dx.doi.org/10.1007/978-94-6091-834-6\\_2](http://dx.doi.org/10.1007/978-94-6091-834-6_2)

- Fischer, H., Heidler, P., Coco, L., & Albanese, V. (2022). Leadership theories and the veterinary health care system. *Veterinary Sciences*, 9(10), 538–540.  
<https://doi.org/10.3390/vetsci9100538>
- Florian, M., Skurková, L., Mesarčová, L., Slivková, M., & Kottferová, J. (2023). Decision-making and moral distress in veterinary practice: What can be done to optimize welfare within the veterinary profession? *Journal of Veterinary Medical Education*, Article e20220073. Advance online publication.  
<https://doi.org/10.3138/jvme-2022-0073>
- Flick, U. (2018). *An introduction to qualitative research*. Sage.
- Frank, D. (2008). One world, one health, one medicine. *The Canadian Veterinary Journal*, 49(11), 1063–1065.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2572090/>
- Freeman, D., Hodgson, K., & Darling, M. (2022). Mentoring new veterinary graduates for transition to practice and lifelong learning. *Journal of Veterinary Medical Education*, 49(4), 409–413. <https://doi.org/10.3138/jvme-2021-0036>
- Furr, M. O., & Raczkoski, B. M. (2021). Perceptions of training, self-efficacy, and mentoring among veterinary clinical specialty trainees. *Journal of the American Veterinary Medical Association*, 259(5), 528–538.  
<https://doi.org/10.2460/javma.259.5.528>
- Gardiner, A. (2020). It shouldn't happen to a veterinary profession: The evolving challenges of recruitment and retention in the UK. *The Veterinary Record*, 187(9), 351–353. <https://doi.org/10.1136/vr.m4096>

- Gates, M. C., McLachlan, I., Butler, S., & Weston, J. F. (2021a). Building veterinarians beyond veterinary school: Challenges and opportunities for continuing professional development in veterinary medicine. *Journal of Veterinary Medical Education*, 48(4), 383–400. <https://doi.org/10.3138/jvme.2019-0148>
- Gates, M. C., McLachlan, I., Butler, S., & Weston, J. F. (2021b). Experiences of employers, work colleagues, and mentors with new veterinary graduates and preferences towards new graduate support programmes. *New Zealand Veterinary Journal*, 69(1), 38–50. <https://doi.org/10.1080/00480169.2020.1805373>
- Gates, M. C., Palleson-Putt, P., & Sawicki, R. K. (2021). Veterinary technology graduates' perceptions of their education and subsequent employment experiences. *New Zealand Veterinary Journal*, 69(2), 93–103. <https://doi.org/10.1080/00480169.2020.1837689>
- Gayathri, N., & Meenakshi, K. (2013). A literature review of emotional intelligence. *International Journal of Humanities and Social Science Invention*, 2(3), 42–51.
- Ghezzi, A. (2022). Competitive empathy: Sharing values and strategies with rivals. *Journal of Business Strategy*, 43(6), 357–364. <https://doi.org/10.1108/JBS-05-2021-0088>
- Gibbons, P. M., Wells, J. K., Watson, K. R., Weale, J. J., & Roberson, J. R. (2022). A mixed-method pilot study investigating challenges experienced by mixed animal veterinarians in practice and their private practice experiences before

graduation. *The Bovine Practitioner*, 56(1), 18–28.

<https://doi.org/10.21423/bovine-vol56no1p18-28>

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204(6), 291–295. <https://doi.org/10.1038/bdj.2008.192>

Goleman, D. (1995). *Emotional intelligence*. Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence*. Bantam.

Gómez-Leal, R., Holzer, A. A., Bradley, C., Fernández-Berrocal, P., & Patti, J. (2022).

The relationship between emotional intelligence and leadership in school leaders:

A systematic review. *Cambridge Journal of Education*, 52(1), 1–21.

<https://doi.org/10.1080/0305764X.2021.1927987>

Gordon, S., Gardner, D., Weston, J., Bolwell, C., Benschop, J., & Parkinson,

T. (2021). Fostering the development of professionalism in veterinary students:

Challenges and implications for veterinary professionalism curricula. *Education*

*Sciences*, 11(11), 720. <https://doi.org/10.3390/educsci11110720>

Gordon, S., Parkinson, T., Byers, S., Nigito, K., Rodriguez, A., Haynes, J., & Guttin,

T. (2023). The changing face of veterinary professionalism—Implications for veterinary education. *Education*

*Sciences*, 13(2), 182. <https://doi.org/10.3390/educsci13020182>

Graeff, C. L. (1983). The situational leadership theory: A critical view. *Academy of*

*Management Review*, 8(2), 285–291. <https://psycnet.apa.org/doi/10.2307/257756>

- Graf, A. C., Jacob, E., Twigg, D., & Nattabi, B. (2020). Contemporary nursing graduates' transition to practice: A critical review of transition models. *Journal of Clinical Nursing*, 29(15-16), 3097–3107. <https://doi.org/10.1111/jocn.15234>
- Gruber, J., Borelli, J. L., Prinstein, M. J., Clark, L. A., Davila, J., Gee, D. G. & Weinstock, L. M. (2020). Best practices in research mentoring in clinical science. *Journal of Abnormal Psychology*, 129(1), 70. <https://doi.org/10.1037/abn0000478>
- Gustafsson, J. (2017). *Single case studies vs. multiple case studies: A comparative study*. [Doctoral dissertation, Halmstad University] DiVa <https://urn.kb.se/resolve?urn=urn:nbn:se:hh:diva-33017>
- Hagen, J. R., Weller, R., Mair, T. S., & Kinnison, T. (2020). Investigation of factors affecting recruitment and retention in the UK veterinary profession. *Veterinary Record*, 187(9), 354–354. <https://doi.org/10.1136/vr.106044>
- Hanin, Y. L. (2004). Emotion in sport: An individualized approach. *Encyclopedia of Applied Psychology*, 1(1), 739–750. <https://doi.org/10.1016/B0-12-657410-3/00611-5>
- Hannah, D. R., & Robertson, K. (2020). Emotional regulation in veterinary work: Do you know your comfort zone? *The Canadian Veterinary Journal*, 61(2), 178–180. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6973202>
- Hawes, S. M., Hupe, T. M., Gandenberger, J., Saucedo, M., Arrington, A., & Morris, K. N. (2022). Detailed assessment of pet ownership rates in four underserved urban

- and rural communities in the United States. *Journal of Applied Animal Welfare Science*, 25(4), 326–337. <https://doi.org/10.1080/10888705.2021.1871736>
- Hersey, P., Blanchard, K. H., & Natemeyer, W. E. (1979). Situational leadership, perception, and the impact of power. *Group & Organization Studies*, 4(4), 418–428. <https://doi.org/10.1177/105960117900400404>
- Hewson, C. J. (2003). How might veterinarians do more for animal welfare? *The Canadian Veterinary Journal*, 44(12), 1000–1004. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC340374/>
- Hirose, M., & Creswell, J. W. (2022). Applying core quality criteria of mixed methods research to an empirical study. *Journal of Mixed Methods Research*. [https://doi.org/10.1177\\_15586898221086346](https://doi.org/10.1177_15586898221086346)
- Hussein, R., Everett, B., Ramjan, L. M., Hu, W., & Salamonson, Y. (2017). New graduate nurses' experiences in a clinical specialty: A follow up study of newcomer perceptions of transitional support. *BMC Nursing*, 16(1), 1–9. <https://doi.org/10.1186/s12912-017-0236-0>
- Innes, T., & Calleja, P. (2018). Transition support for new graduate and novice nurses in critical care settings: An integrative review of the literature. *Nurse Education in Practice*, 30(1), 62–72. <https://doi.org/10.1016/j.nepr.2018.03.001>
- Islam, M. A., & Aldaihani, F. M. F. (2022). Justification for adopting qualitative research method, research approaches, sampling strategy, sample size, interview method, saturation, and data analysis. *Journal of International Business and Management*, 5(1), 01–11. <https://doi/10.37227/JIBM-2021-09-1494>

- Janke, N., Coe, J. B., Bernardo, T. M., Dewey, C. E., & Stone, E. A. (2021). Pet owners' and veterinarians' perceptions of information exchange and clinical decision-making in companion animal practice. *PLOS ONE*, *16*(2), 1–19.  
<https://doi.org/10.1371/journal.pone.0245632>
- Kadam, R. A. (2017). Informed consent process: a step further towards making it meaningful! *Perspectives in clinical research*, *8*(3), 107.  
[https://doi.org/10.4103%2Fpicr.PICR\\_147\\_16](https://doi.org/10.4103%2Fpicr.PICR_147_16)
- Karatepe, O. M., & Olugbade, O. A. (2017). The effects of work social support and career adaptability on career satisfaction and turnover intentions. *Journal of Management & Organization*, *23*(3), 337–355.  
<https://doi.org/10.1017/jmo.2016.12>
- Kelly, L. M., & Cordeiro, M. (2020). Three principles of pragmatism for research on organizational processes. *Methodological Innovations*, *13*(2), 1–10.  
<https://doi.org/10.1177/2059799120937242>
- Khaeruman, K. (2022). Implementation of the top manager's leadership role as an effort to increase employees' work motivation in Maslow's perspective of the hierarchy of demands. *International Journal of Economy, Education and Entrepreneurship*, *2*(1), 135–148. <https://doi.org/10.53067/ije3.v2i1>
- Kim, J. H., & Shin, H. S. (2020). Exploring barriers and facilitators for successful transition in new graduate nurses: A mixed methods study. *Journal of Professional Nursing*, *36*(6), 560–568.  
<https://doi.org/10.1016/j.profnurs.2020.08.006>

Kinnarney, J., Gray-Walker, T. & Smith, C. (2022). 2022 Trend Report: U.S. veterinarian work-life experience. AVMA Trust.

<https://avma.avmaplit.com/acton/attachment/43421/f-8806a84a-b304-47d3-91f3-391ec2ade2d1/1/-/-/-/AVMA-Trust-2022-Veterinarians%27-Work-Life-Experience->

Kipperman, B. S., Kass, P. H., & Rishniw, M. (2017). Factors that influence small animal veterinarians' opinions and actions regarding cost of care and effects of economic limitations on patient care and outcome and professional career satisfaction and burnout. *Journal of the American Veterinary Medical Association*, 250(7), 785–794. <https://doi.org/10.2460/javma.250.7.785>

Knipe, D., Maughan, C., Gilbert, J., Dymock, D., Moran, P., & Gunnell, D. (2018). Mental health in medical, dentistry and veterinary students: Cross-sectional online survey. *BJPsych Open*, 4(6), 441–446. <https://doi.org/10.1192/bjo.2018.61>

Knott, E., Rao, A. H., Summers, K., & Teeger, C. (2022). Interviews in the social sciences. *Nature Reviews Methods Primers*, 2(1), 1–15. <https://doi.org/10.1038/s43586-022-00150-6>

Kogan, L., Booth, M., & Rishniw, M. (2023). Good leadership: What emergency veterinarians value most when evaluating job opportunities and employment longevity. *Companion Animal*, 28(6), 94–98.

<https://doi.org/10.12968/coan.2023.0008>



- Korstjens, I., & Moser, A. (2017). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *The European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Kunze, A. J., & Seals, C. (2022). Exploring valued personality traits in practicing veterinarians. *Journal of veterinary medical education*, 49(5), 625–631. <https://doi.org/10.3138/jvme-2021-0051>
- Kvasková, L., Hlado, P., Palíšek, P., Šašínska, V., Hirschi, A., Ježek, S., & Macek, P. (2023). A longitudinal study of relationships between vocational graduates' career adaptability, career decision-making self-efficacy, vocational identity clarity, and life satisfaction. *Journal of Career Assessment*, 31(1), 27–49. <https://doi.org/10.1177/10690727221084106>
- Lavoie-Tremblay, M., Sanzone, L., Aubé, T., Bigras, C., Cyr, G., & Primeau, G. (2020). A university/healthcare institution mentorship programme: Improving student transition to practice. *Journal of Nursing Management*, 28(3), 586–594. <https://doi.org/10.1111/jonm.12960>
- Lederhouse, C. (2022, December 8). *Leadership development programs offer advantages in and out of the clinic*. American Veterinary Medical Association. <https://www.avma.org/news/leadership-development-programs-offer-advantages-and-out-clinic>
- Lorette, P. (2023). Opportunities and challenges of positionality in quantitative research: Overcoming linguistic and cultural 'knowledge gaps' thanks to 'knowledgeable

- collaborators'. *Journal of Multilingual and Multicultural Development*, 44(8) 657–671. <https://doi.org/10.1080/01434632.2023.2195383>
- Loveday Committee. (1944). Veterinary education in Great Britain: Second report of the Loveday Committee. *Canadian Journal of Comparative Medicine and Veterinary Science*, 8(7), 204–207.
- Luciani, M., Campbell, K., Tschirhart, H., Ausili, D., & Jack, S. M. (2019). How to design a qualitative health research study. Part 1: Design and purposeful sampling considerations. *Professioni Infermieristiche*, 72(2), 152–161.
- Lussier, K. (2019). Of Maslow, motives, and managers: The hierarchy of needs in American business, 1960-1985. *Journal of the History of the Behavioral Sciences*, 55(4), 319–341. <https://doi.org/10.1002/jhbs.21992>
- Lynch, H. F., Eriksen, W., & Clapp, J. T. (2022). “We measure what we can measure”: Struggles in defining and evaluating institutional review board quality. *Social Science & Medicine*, 292, Article 114614. <https://doi.org/10.1016/j.socscimed.2021.114614>
- Lynch, H. F., Nicholls, S., Meyer, M. N., & Taylor, H. A. (2019). Of parachutes and participant protection: Moving beyond quality to advance effective research ethics oversight. *Journal of Empirical Research on Human Research Ethics*, 14 (3), 190–196. <https://doi.org/10.1177/1556264618812625>
- Majid, U., & Vanstone, M. (2018). Appraising qualitative research for evidence syntheses: A compendium of quality appraisal tools. *Qualitative Health Research*, 28(13), 2115–2131. <https://doi.org/10.1177/104973231878535>

- Marks, A., Wilkes, L., Blythe, S., & Griffiths, R. (2017). A novice researcher's reflection on recruiting participants for qualitative research. *Nurse Researcher*, 25(2), 34–35. <https://doi.org/10.7748/nr.2017.e1510>
- Maslow, A. H. (1987). *Motivation and personality* (3rd ed.). Pearson Education.
- Matheson, R., & Sutcliffe, M. (2018). Belonging and transition: An exploration of international business students' postgraduate experience. *Innovations in Education and Teaching International*, 55(5), 602–610. <https://doi.org/10.1080/14703297.2017.1279558>
- Mathur, A., Vikas, S., Garg, U., Dagar, M., & Verma, S. (2022). Emotional intelligence and work satisfaction among banking professionals in India: an empirical study. *IUP Journal of Organizational Behavior*, 21(3), 69–90. <https://doi.org/10.22259/ijrhss.0402001>
- McDowall-Long, K. (2004). Mentoring relationships: Implications for practitioners and suggestions for future research. *Human Resource Development International*, 7(4), 519–534. <https://doi.org/10.1080/1367886042000299816>
- McLeod, S. (2007). Maslow's hierarchy of needs. *Simply Psychology*, 1(1), 1–18.
- Mcvey, S. G. (2007). What's your emotional intelligence? *Firstline*, 3(6), 25–28.
- Miao, C., Humphrey, R. H., & Qian, S. (2018). The relationship between emotional intelligence and trait mindfulness: A meta-analytic review. *Personality and Individual Differences*, 135(1), 101–107. <https://doi.org/10.1016/j.paid.2018.06.051>

- Michinov, E. (2022). The moderating role of emotional intelligence on the relationship between conflict management styles and burnout among firefighters. *Safety and Health at Work*, 13(4), 448–455. <https://doi.org/10.1016/j.shaw.2022.07.001>
- Miracle, V. A. (2016). The Belmont Report: The triple crown of research ethics. *Dimensions of critical care nursing*, 35(4), 223–228. <https://doi.org?10.1097/DCC.0000000000000186>
- Monsó, S., & Huber, L. (2019). How dogs perceive humans and how humans should treat their pet dogs: Linking cognition with ethics. *Frontiers in Psychology*, 11(1), Article 584037. <https://doi.org/10.3389/fpsyg.2020.584037>
- Monteiro, S., Almeida, L., & García-Aracil, A. (2021). “It's a very different world”: Work transition and employability of higher education graduates. *Higher Education, Skills and Work-Based Learning*, 11(1), 164–181. <https://doi.org/10.1108/HESWBL-10-2019-0141>
- Monteiro, S., Taveira, M. D. C., & Almeida, L. (2019). Career adaptability and university-to-work transition: Effects on graduates' employment status. *Education+ Training*, 61(9), 1187–1199. <https://doi.org/10.1108/ET-10-2018-0206>
- Moore, I. C., Coe, J. B., Adams, C. L., Conlon, P. D., & Sargeant, J. M. (2015). Exploring the impact of toxic attitudes and a toxic environment on the veterinary healthcare team. *Frontiers in Veterinary Science*, 2(1), Article 78. <https://doi.org/10.3389/fvets.2015.00078>

- Morello, S. L. (2023). Resident and intern salaries: can tracking our progress help us understand our future? *Journal of the American Veterinary Medical Association*, 261(5), 758–765. <https://doi.org/10.2460/javma.22.11.0516>
- Moses, L., Malowney, M. J., & Wesley Boyd, J. (2018). Ethical conflict and moral distress in veterinary practice: A survey of North American veterinarians. *Journal of Veterinary Internal Medicine*, 32(6), 2115–2122. <https://doi.org/10.1136/vr.>
- Murphy, K., & Mortimore, G. (2020). Overcoming the challenges of role transition for trainee advanced clinical practitioners. *Gastrointestinal Nursing*, 18(5), 35–41. <https://doi.org/10.12968/gasn.2020.18.5.35>
- NAVMEC Board of Directors. (2011). The North American Veterinary Medical Education Consortium (NAVMEC) looks to veterinary medical education for the future: Roadmap for veterinary medical education in the 21st century: Responsive, collaborative, flexible. *Journal of Veterinary Medical Education*, 38(4), 320–327. <https://doi.org/10.3138/jvme.38.4.320>
- Neill, C. L., Salois, M. J., & Williams, R. B. (2023). The economics of veterinary medicine: Emerging challenges and opportunities for economists choices. *Quarterly*, 2(1), 2–22.
- Noon, E. J. (2018). Interpretive phenomenological analysis: An appropriate methodology for educational research? *Journal of Perspectives in Applied Academic Practice*, 6(1), 75–83. <https://doi.org/10.14297/jpaap.v6i1.304>

- Olson, S. A. (2022). *Creating wellbeing and building resilience in the veterinary profession: A call to life*. CRC Press.
- Orem, D. (2018). The Power of failure. *Independent School*, 77(4), 8–10.  
<https://www.nais.org/magazine/independent-school/summer-2018/the-power-of-failure/>
- Ouedraogo, F. B., Bain, B., Hansen, C., & Salois, M. (2019). A census of veterinarians in the United States. *Journal of the American Veterinary Medical Association*, 255(2), 183–191. <https://doi.org/10.2460/javma.255.2.183>
- Ouedraogo, F. B., Lefebvre, S. L., Hansen, C. R., & Brorsen, B. W. (2021). Compassion satisfaction, burnout, and secondary traumatic stress among full-time veterinarians in the United States (2016–2018). *Journal of the American Veterinary Medical Association*, 258(11), 1259–1270.  
<https://doi.org/10.2460/javma.258.11.1259>
- Ouedraogo, F. B., Weinstein, P., & Lefebvre, S. L. (2023). Increased efficiency could lessen the need for more staff in companion animal practice. *Journal of the American Veterinary Medical Association*, 261(9), 1357–1362.  
<https://doi.org/10.2460/javma.23.03.0163>
- Oxtoby, C. (2018). Understanding veterinary leadership. *The Veterinary Record*, 182(16), 458. <https://doi.org/10.1136/vr.k1665>
- Papafilippou, V., & Bathmaker, A. M. (2018). Transitions from higher education to employment among recent graduates in England: Unequal chances of achieving

desired possible selves. *Possible Selves and Higher Education*, 2(3), 123–38.

<https://uwe-repository.worktribe.com/output/864928>

Park, J., & Park, M. (2016). Qualitative versus quantitative research methods: Discovery or justification? *Journal of Marketing Thought*, 3(1), 1–7.

<https://doi.org/10.15577/jmt.2016.03.01.1>

Pearce, C.L. & Locke, E.A. (2023). *Principles of organizational behavior: The handbook of evidence-based management*. (3rd ed.). Wiley

Pearson, C. (2020). What motivates women in the veterinary profession to pursue leadership positions? *The Veterinary Record*, 186(5), 152.

<https://doi.org/10.1136/vr.m457>

Peña-Sarrionandia, A., Mikolajczak, M., & Gross, J. J. (2015). Integrating emotion regulation and emotional intelligence traditions: A meta-analysis. *Frontiers in Psychology*, 6(1), Article 130633. <https://doi.org/10.3389/fpsyg.2015.00160>

Perret, J. L., Best, C. O., Coe, J. B., Greer, A. L., Khosa, D. K., & Jones-Bitton, A. (2020). The Complex Relationship Between Veterinarian Mental Health and Client Satisfaction. *Frontiers in Veterinary Science*, 7, Article 92. <https://doi.org/10.3389/fvets.2020.00092>

Perrin, H. C. (2019). What are employers looking for in new veterinary graduates? A content analysis of UK veterinary job advertisements. *Journal of Veterinary Medical Education*, 46(1), 21–27. <https://doi.org/10.3138/jvme.0317-045r>

- Pradies, C. (2023). With head and heart: How emotions shape paradox navigation in veterinary work. *Academy of Management Journal*, 66(2), 521–552.  
<https://doi.org/10.5465/amj.2019.0633>
- Pratt, A. (2017). What type of leadership does the veterinary profession need? *The Veterinary Record*, 181(18), 483. <https://doi.org/10.1136/vr.j5066>
- Pritt, S. L., & Case, H. C. F. (2018). The importance of veterinary career awareness. *Journal of the American Veterinary Medical Association*, 252(10), 1200–1204. <https://doi.org/10.2460/javma.252.10.1200>
- Pun, J. K. (2020). An integrated review of the role of communication in veterinary clinical practice. *BMC veterinary research*, 16, 1–14.  
<https://doi.org/10.1186/s12917-020-02558-2>
- Pyatt, A. Z., Walley, K., Wright, G. H., & Bleach, E. C. L. (2020). Co-produced care in veterinary services: A qualitative study of UK stakeholders' perspectives. *Veterinary Sciences*, 7(4), 149.  
<https://doi.org/10.3390/vetsci7040149>
- Ramanadhan, S., Revette, A. C., Lee, R. M., & Aveling, E. L. (2021). Pragmatic approaches to analyzing qualitative data for implementation science: An introduction. *Implementation science communications*, 2(1), 70.  
<https://doi.org/10.1186/s43058-021-00174-1>
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406919862424>



- Ravitch, S. M., & Carl, N. M. (2021). *Qualitative research: Bridging the conceptual, theoretical, and methodological* (2nd ed.). Sage Publications.
- Raza, M., Wisetsri, W., Chansongpol, T., Somtawinpongsai, C., & Ramírez-Asís, E. H. (2020). Fostering workplace belongingness among employees. *Polish Journal of Management Studies*, 22(2), 428. <https://doi.org/10.17512/pjms.2020.22.2.28>
- Reddy, P., & Shaw, R. (2019). Becoming a professional: A longitudinal qualitative study of the graduate transition in BSc Psychology. *Education+ Training*, 61(2), 272–288. <https://doi.org/10.1108/ET-10-2018-0210>
- Regan, S., Wong, C., Laschinger, H. K., Cummings, G., Leiter, M., MacPhee, M., & Read, E. (2017). Starting out: Qualitative perspectives of new graduate nurses and nurse leaders on transition to practice. *Journal of Nursing Management*, 25(4), 246–255. <https://doi.org/10.1111/jonm.12456>
- Reinhard, A. R. (2023). Early career veterinary well-being and solutions to help young veterinarians thrive. *Advances in Small Animal Care*, 4(1), 113–122. <https://doi.org/10.1016/j.yasa.2023.05.005>
- Reinhard, A. R., Hains, K. D., Hains, B. J., & Strand, E. B. (2021). Are they ready? Trials, tribulations, and professional skills vital for new veterinary graduate success. *Frontiers in Veterinary Science*, 8(2), 78–84. <https://doi.org/10.3389/fvets.2021.785844>
- Renjith, V., Yesodharan, R., Noronha, J. A., Ladd, E., & George, A. (2020). Qualitative methods in health care research. *International Journal of Preventive Medicine*, 12(1), Article 20. [https://doi.org/10.4103/ijpvm.IJPVM\\_321\\_19](https://doi.org/10.4103/ijpvm.IJPVM_321_19)

- Resnik, D. B. (2015). What is ethics in research & why is it important. *National Institutes of Health*. <https://www.niehs.nih.gov/research/resources/bioethics/whatis>
- Rhind, S. M., Baillie, S., Kinnison, T., Shaw, D. J., Bell, C. E., Mellanby, R. J., & Donnelly, R. (2011). The transition into veterinary practice: Opinions of recent graduates and final year students. *BMC Medical Education*, *11*(3), 1–10. <https://doi.org/10.1186/1472-6920-11-64>
- Richardson, H. (2023). One vet's journey to a better work-life balance. *Veterinary Record*, *192*(4), 1–2. <https://doi.org/10.1002/vetr.2774>
- Riess, H. (2017). The Science of Empathy. *Journal of Patient Experience*, *4*(2), 74–77. <https://doi.org/10.1177/2374373517699267>
- Rinehart, E. K. (2021). Abductive analysis in qualitative inquiry. *Qualitative Inquiry*, *27*(2), 303–311. <https://doi.org/10.1177/1077800420935912>
- Roberts, R. E. (2020). Qualitative interview questions: Guidance for novice researchers. *The Qualitative Report*, *25*(9), 3185–3203. <https://doi.org/10.46743/2160-3715/2020.4640>
- Roberts, K., Dowell, A., & Nie, B. (2018). Attempting rigour and replicability in thematic analysis of qualitative research data; a case study of codebook development. *BMC Medical Research Methodology*, *19* (1), 1–8. <https://doi.org/10.1186/s12874-019-0707-y>
- Rohlf, V. I., Scotney, R., Monaghan, H., & Bennett, P. (2022). Predictors of professional quality of life in veterinary professionals. *Journal of Veterinary Medical Education*, *49*(3), 372–381. <https://doi.org/10.3138/jvme-2020-0144>

- Rollin, B. E. (2002). The use and abuse of Aesculapian authority in veterinary medicine. *Journal of the American Veterinary Medical Association*, 220(8), 1144–1149.  
<https://doi.org/10.2460/javma.2002.220.1144>
- Roopnarine, R., Boeren, E., & Regan, J. (2021). The missing professional perspective: Medical, veterinary, and dual degree public health student perceptions of one health. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.704791>
- Ross, P. T., & Bibler Zaidi, N. L. (2019). Limited by our limitations. *Perspectives on Medical Education*, 8(4), 261–264. <https://doi.org/10.1007/s40037-019-00530-x>
- Routh, J., Paramasivam, S. J., Cockcroft, P., Wood, S., Remnant, J., Westermann, C., Reid, A., Pawson, P., Warman, S., Nadarajah, V. D., & Jeevaratnam, K. (2023). Clinical supervisors' and students' perspectives on preparedness for veterinary workplace clinical training: An international study. *Veterinary Record*, 193(10), Article e3504. <https://doi.org/10.1002/vetr.3504>
- Rush, K. L., Janke, R., Duchscher, J. E., Phillips, R., & Kaur, S. (2019). Best practices of formal new graduate transition programs: An integrative review. *International Journal of Nursing Studies*, 94(1), 139–158.  
<https://doi.org/10.1016/j.ijnurstu.2019.02.010>
- Ruslin, R., Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(1), 22–29.  
<https://doi.org/10.9790/7388-1201052229>

- Russell, E., Mossop, L., Forbes, E., & Oxtoby, C. (2022). Uncovering the ‘messy details’ of veterinary communication: An analysis of communication problems in cases of alleged professional negligence. *Veterinary Record*, *190*(3), Article e1068. <https://doi.org/10.1002/vetr.1068>
- Salkind, N. J. (2010). *Encyclopedia of research design*. SAGE Publications, Inc., <https://doi.org/10.4135/9781412961288>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, *9*(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Sattar, A. A., Hoque, M. A., Irin, N., Charles, D., Ciappesoni, J. L., Anwer, S., Debnath, N., & Baillie, S. (2022). Identifying benefits, challenges, and options for improvement of veterinary work-based learning in Bangladesh. *Journal of Veterinary Medical Education*, Article e20220049. Advance Online Publication. <https://doi.org/10.3138/jvme-2022-0049>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2017). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality & Quantity*, *52*(4), 1893–1907. <https://doi.org/10.1007/s11135-017-0574-8>
- Schinckus, L., Avalosse, H., Van den Broucke, S., & Mikolajczak, M. (2018). The role of trait emotional intelligence in diabetes self-management behaviors: The mediating effect of diabetes-related distress. *Personality and Individual Differences*, *131*(1), 124–131. <https://doi.org/10.1016/j.paid.2018.03.028>

- Scholz, E., & Trede, F. (2023). Veterinary professional identity: Conceptual analysis and location in a practice theory framework. *Frontiers in Veterinary Science, 10*, Article 1041475. <https://doi.org/10.3389/fvets.2023.1041475>
- Schott, C., Steen, T., & Van Kleef, D. D. (2019). Reality shock and public service motivation: A longitudinal, qualitative study among Dutch veterinary inspectors. *International Journal of Public Administration, 42*(6), 468–481. <https://doi.org/10.1080/01900692.2018.1485044>
- Shaheen, M., & Pradhan, S. (2019). Sampling in qualitative research. *Qualitative Techniques for Workplace Data Analysis, 2*(3), 25–51. <https://doi.org/10.4018/978-1-5225-5366-3.ch002>
- Shan, Y. (2022). Philosophical foundations of mixed methods research. *Philosophy Compass, 17*(1), e12804. <https://doi.org/10.1111/phc3.12804>
- Schull, D., King, E., Hamood, W., & Feakes, A. (2021). ‘Context ‘matters: Factors considered by employers when selecting new graduate veterinarians. *Higher Education Research & Development, 40*(2), 386–399. <https://doi.org/10.1080/07294360.2020.1740181>
- Siddiqui, W., & Sharp, R. R. (2021). Beyond the Belmont Report. *The American Journal of Bioethics, 21*(10), 1–4. <https://doi.org/10.1080/15265161.2021.1972649>
- Silverman, D. (Ed.). (2020). *Qualitative research*. Sage Publications Limited.
- Snyder, C. R., Frogner, B. K., & Skillman, S. M. (2018). Facilitating racial and ethnic diversity in the health workforce. *Journal of Allied Health, 47*(1), 58–69.

- Sonneveld, D., Goverts, Y., Duijn, C. C., Camps, G., Bougie, R., & Mastenbroek, N. J. (2023). Dutch veterinary graduates leaving practice: A mixed-methods analysis of frequency and underlying reasons. *Veterinary Record*, *192*(4), 1–10. <https://doi.org/10.1002/vetr.2178>
- Solomon, R.C. (2003) *Not passion's slave: Emotions and choice*, Oxford University Press.
- Speight, C., Firnhaber, G., Scott, E. S., & Wei, H. (2019). Strategies to promote the professional transition of new graduate nurse practitioners: A systematic review. *Nursing Forum*, *54*(4), 557–564. <https://doi.org/10.1111/nuf.12370>
- Srivastava, K. (2013). Emotional intelligence and organizational effectiveness. *Industrial Psychiatry Journal*, *22*(2), 97–99. <https://doi.org/10.4103/0972-6748.132912>
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, *44*(1), 26–28. <https://eric.ed.gov/?id=EJ1320570>
- Steffey, M. A., Griffon, D. J., Risselada, M., Scharf, V. F., Buote, N. J., Zamprogno, H., & Winter, A. L. (2023). Veterinarian burnout demographics and organizational impacts: A narrative review. *Frontiers in Veterinary Science*, *10*, Article 1184526. <https://doi.org/10.3389/fvets.2023.1184526>
- Stein, S. J., Papadogiannis, P., Yip, J. A., & Sitarenios, G. (2009). Emotional intelligence of leaders: A profile of top executives. *Leadership & Organization Development Journal*, *30*(1), 87–101. <https://doi.org/10.1108/01437730910927115>

- Stofer, K. A. (2019). Preparing for one-on-one qualitative interviews: Designing and conducting the interview. *EDIS*, 4(4), 1–4. <https://doi.org/10.32473/edis-wc338-2019>
- Stompff, G., van Bruinessen, T., & Smulders, F. (2022). The generative dance of design inquiry: Exploring Dewey's pragmatism for design research. *Design Studies*, 83, Article 101136. <https://doi.org/10.1016/j.destud.2022.101136>
- Subedi, K. R. (2021). Determining the sample in qualitative research. *Scholars' Journal*, 4(1), 1–13. <https://www.nepjol.info/index.php/scholars>
- Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1(3), 1–20.
- Sünbül, A.Z. (2021). Indirect relations of mindful awareness with different forms of prosocial actions within college students: The mediating role of empathy. *Current Psychology*, 40(1), 126–132. <https://doi.org/10.1007/s12144-019-00342-6>
- Surmiak, A. (2020). Should we maintain or break confidentiality? The choices made by social researchers in the context of law violation and harm. *Journal of Academic Ethics*, 18(3), 229–247. <https://doi.org/10.1007/s10805-019-09336-2>
- Sutton, J., & Austin, Z. (2015). Qualitative research: Data Collection, analysis, and management. *The Canadian Journal of Hospital Pharmacy*, 68(3), 226–231. <https://doi.org/10.4212/cjhp.v68i3.1456>
- Taylor, D. B., Johns, K. M., Reilly, M. L., & Hedlefs, R. M. (2022). A career development program: Building resilience in veterinary

undergraduates. *Australian Journal of Career Development*, 31(1), 26–41.

<https://doi.org/10.1177/10384162211066372>

Tenny, S., Brannan, G. D., Brannan, J. M., & Sharts-Hopko, N. C. (2017). *Qualitative study*. Statpearls Publishing.

Theofanidis, D., & Fountouki, A. (2018). Limitations and delimitations in the research process. *Perioperative Nursing*, 7(3), 155–163.

<https://doi.org/10.5281/zenodo.2552022>

Thomas, C., & Zolkoski, S. (2020). Preventing stress among undergraduate learners: The importance of emotional intelligence, resilience, and emotion regulation. *Frontiers in Education*, 5, Article

508016. <https://doi.org/10.3389/feduc.2020.00094>

Timmenga, F.S.L., Jansen, W., Turner, P. V., & De Briyne, N. (2021). Mental well-being and diversity, equity, and inclusiveness in the veterinary profession: Pathways to a more resilient profession. *Frontiers in Veterinary Science*, 9, Article 888189.

<https://doi.org/10.3389/fvets.2022.888189>

Timmins R. P. (2006). How does emotional intelligence fit into the paradigm of veterinary medical education? *Journal of Veterinary Medical Education*, 33(1),

71–75. <https://doi.org/10.3138/jvme.33.1.71>

Tindell, C., Weller, R., & Kinnison, T. (2020). Women in veterinary leadership positions: Their motivations and enablers. *Veterinary Record*, 186(5), 155–155.

<https://doi.org/10.1136/vr.105384>



- Tucak, P. (2023). New leadership program, and the AVA's goals for 2023. *Dvm360*, 54(2), 41. <https://www.dvm360.com/view/veterinary-scene-down-under-new-leadership-program-plus-the-ava-s-2023-goals>
- Tuononen, T., Parpala, A., & Lindblom-Ylänne, S. (2019). Graduates' evaluations of usefulness of university education, and early career success—A longitudinal study of the transition to working life. *Assessment & Evaluation in Higher Education*, 44(4), 581–595. <https://doi.org/10.1080/02602938.2018.1524000>
- Vago, D. R., & David, S. A. (2012). Self-awareness, self-regulation, and self-transcendence (S-ART): A framework for understanding the neurobiological mechanisms of mindfulness. *Frontiers in Human Neuroscience*, 6, Article 18254. <https://doi.org/10.3389/fnhum.2012.00296>
- Volk, J., Schimmack, U., & Strand, E. (2023). Veterinarians' personality, job satisfaction, and wellbeing. *Advances in Small Animal Care*, 4(1), 123–131. <https://doi.org/10.1016/j.yasa.2023.05.006>
- Volk, J. O., Schimmack, U., Strand, E. B., Reinhard, A., Vasconcelos, J., Hahn, J., Stiefelmeyer, K., & Probyn-Smith, K. (2022). Executive summary of the Merck Animal Health Veterinarian Wellbeing Study III and Veterinary Support Staff Study. *Journal of the American Veterinary Medical Association*, 260(12), 1547–1553. <https://doi.org/10.2460/javma.22.03.0134>
- Voss, J. G., Alfes, C. M., Clark, A., Lilly, K. D., & Moore, S. (2022). Why mentoring matters for new graduates transitioning to practice: Implications for nurse leaders. *Nurse Leader*, 20(4), 399–403. <https://doi.org/10.1016/j.mnl.2022.01.003>

Watson, R. (2015). Quantitative research. *Nursing Standard*, 29(31), 44.

<https://doi.org/10.7748/ns.29.31.44.e8681>

Wells, J., Watson, K., E Davis, R., Quadri, S. A., R Mann, J., Verma, A., Sharma, N., & Nahar, V. K. (2021). Associations among stress, anxiety, depression, and emotional intelligence among veterinary medicine students. *International Journal of Environmental Research and Public Health*, 18(8), 3934.

<https://doi.org/10.3390/ijerph18083934>

Wheatley, S. (2008). Emotional intelligence of veterinary students. *Veterinary Record*, 162(15), 492–492. <https://doi.org/10.1136/vr.162.15.492>

Wieland, B., Daborn, C., Debnath, N., & Silva-Fletcher, A. (2021). Continuing professional development for veterinarians in a changing world. *Revue Scientifique et Technique (International Office of Epizootics)*, 40(2), 555–566.

<https://doi.org/10.20506/rst.40.2.3245>

Williams, E., Armistead, J., & Rude, D. A. (2022). Leading for innovation: A new model for 21st-century leadership. *New Horizons in Adult Education and Human Resource Development*, 34(4), 3–13. <https://doi.org/10.1002/nha3.20366>

Wilson, J., Rivers, J., Anholt, M., Onawola, D., Lantos, G., Speicher, D. J., Monte, S. D., Kasab-Bachi, H., Haines, T., Noor, S., Gillam, W., Suganda, E., & Aramini, J. (2022). Veterinary leadership: Time for us to step into our own power. *The Canadian Veterinary Journal*, 63(6), 647–648.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9112364/>

- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243–274. [https://doi.org/10.1016/S1048-9843\(02\)00099-1](https://doi.org/10.1016/S1048-9843(02)00099-1)
- Yanke, A. B., Weigand, K. A., & Hofmeister, E. H. (2023). Addressing the needs and challenges of mentorship in veterinary medicine. *New Directions for Teaching and Learning*, 2023(176), 83–93. <https://doi.org/10.1002/tl.20571>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
- Zhang, Y. P., Huang, X., Xu, S. Y., Xu, C. J., Feng, X. Q., & Jin, J. F. (2019). Can a one-on-one mentorship program reduce the turnover rate of new graduate nurses in China? A longitudinal study. *Nurse Education in Practice*, 40(2), 10–16. <https://doi.org/10.1016/j.nepr.2019.08.010>
- Zhang, W., & Adegbola, O. (2022). Emotional intelligence and public relations: An empirical review. *Public Relations Review*, 48(3), Article 102199. <https://doi.org/10.1016/j.pubrev.2022.102199>

### Appendix A: Interview Questions

1. What strategies do you use to motivate new veterinarians when entering the workforce?
2. What method was found to work the best for motivating the new veterinarians?
3. What barriers have you encountered in implementing strategies for new veterinarians?
4. How did you address the barriers to new veterinarians' motivation in your organization?
5. What motivational techniques do you use to encourage new veterinarians?
6. What did the new veterinarian lack to become a successful practicing veterinarian?
7. What else can you add to help veterinarian organizations keep newly graduated veterinarians motivated to help decrease turnover?

## Appendix B: Interview Protocol

1. Greet the participant.
2. Introduce myself to the participant.
3. Ask for the participant's consent form that I had sent prior to the interview and answer any questions the participant has pertaining to the interview.
4. Explain the interview process and the necessary recording device and note-taking.
5. Acknowledge to the participant that anonymity is being used and the participant can withdraw at any time.
6. Turn on the recording device.
7. Begin the interview with an introduction that entails the purpose of the study,
8. Begin asking the seven semistructured open-ended interview questions and follow-up questions if needed.
9. Ask the participant what additional information he/she would like to add to the interview and strategies to help motivate newly graduated veterinarians.
10. Complete the interview and explain member checking, and the participant to review the draft transcript.
11. Thank the participant for their time and for providing information.
12. End interview.