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Training Strategies to Mitigate Residential Youth Care Employee Turnover and Increase Care Quality

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Walden University

College of Management and Human Potential

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has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
2024

Abstract

Training Strategies to Mitigate Residential Youth Care Employee Turnover and Increase

Care Quality

by

Fatima Sylvertooth

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Organizational Leadership

Walden University

October 2024

Abstract

High employee turnover in residential youth care facilities has the potential to decrease the accomplishment of the facilities' organizational goals. Business owners are concerned with employee intent to leave, as it is the number-one predictor of employee turnover. Grounded in job embeddedness theory, this qualitative pragmatic inquiry was conducted to explore training strategies some residential facility leaders use to mitigate employee turnover and increase care quality. The study participants were eight residential youth care leaders in the state of Michigan who use successful strategies to mitigate employee turnover in residential youth care facilities. Data were collected using semistructured interviews. Through thematic analysis of the data collected, four major themes emerged: (a) staff training to understand their roles, (b) training for competence and confidence, (c) leadership learning to develop supervisor support, and (d) learning ways to recognize employees. A key recommendation for facility leaders is to re-create training situations that resemble the real-world challenges staff will meet in actual homes. The implications for positive social change include maintaining an acceptable number of residential employees so they can help youth work through issues, so the youth can be psychologically, emotionally, and physically healthy individuals who contribute to society in a positive way.

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Dedication

I dedicate this study to the brave individuals working in residential youth care.

This dedication goes to caregivers of any kind to youth who experienced trauma.

Acknowledgments

I would like to express gratitude to my committee chair, Dr. Kate Andrews, for her continued patience and her belief in me when I felt like giving up. I express gratitude to my second committee member, Dr. Denise Land, for her well-balanced critique. I would not have been able to get my work done without the support, encouragement, and reminder of the vision from my committee. I would also like to give a sincere thank you to all my family and friends for their understanding of the demand this project had on my time.

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Section 1: Foundation of the Study

Background of the Problem

Employee turnover is a hinderance to the operations of residential care. According to Lushin et al. (2023), turnover in the child welfare industry is a serious concern caused by many factors; however, social support and adequate training moderates the issue. Residential youth care facilities are faced with high employee turnover challenges that affect the quality of care to their clients (Cabell, 2021). Turnover is an issue often resulting from events employees' experience while working with behaviorally challenging youth who have experienced several traumatic events in their life before residential care (Cabell, 2021). According to Desmond et al. (2020), employee turnover in residential youth care facilities has been a growing concern since 2015, when a median of 5.37 million youth lived in residential facilities worldwide and this number was anticipated to increase. Next, is a discussion of the problem and purpose of this study.

Problem and Purpose

The specific business problem is that some residential youth care facility leaders lack training strategies to mitigate employee turnover and increase care quality. Therefore, the purpose of this qualitative pragmatic inquiry study was to explore training strategies some residential facility leaders use to mitigate employee turnover and increase care quality. The population consisted of eight leaders who have been successful in using training strategies to mitigate employee turnover and increase care quality in residential youth care facilities. The implications for social change include maintaining an acceptable number of residential employees so they can help youth work through issues

so the youth can be psychologically, emotionally, and physically healthy individuals who contribute to society in a positive way. Another social change possibility is the improvement of the community's well-being by lowering the stress of the employees that might decrease their illnesses and help them enhance personal relationships.

Population and Sampling

Using self-selection sampling, the population for my study was comprised of eight people from the state of Michigan who met the participant criteria. I recruited participants from various facilities in my professional network, but the participants were not individuals I worked for or who worked for me. The data I gathered were from eight leaders through semistructured interviews regarding the training strategies used to mitigate employee turnover and increase care quality in residential youth care facilities. The leaders interviewed ranged from middle management to upper management and were individuals who participate in any decision making regarding staffing and supervision of youth within the organization and who have experience using training strategies to decrease employee turnover and improve quality care.

Nature of Study

According to Abdullah et al. (2020), the qualitative method helps a researcher gain insights into phenomena focusing on the experiences of the individual. The assortment of data in the context of real-life interviews allows me, the researcher, to have a better understanding of people's experiences. The qualitative method suited my study well by allowing me to explore and gather an exhaustive amount of data during interviews and allowed me to form my own interpretation rather than search for one

specific truth. I explored training strategies residential facility leaders use to mitigate employee turnover and increase care quality without the assumption that turnover is caused by an effect of issues faced in the organization. Qualitative methodology was best used for this study to explore how to mitigate employee turnover in residential facilities and increase care quality. Researchers using the quantitative method focus on probability and statistical theories that test hypotheses (Anderson et al., 2019). The quantitative method did not work for this study because a hypothesis was not tested nor were probability and statistical theories the focus.

The research designs for qualitative studies include pragmatic inquiry, case studies, phenomenology, and ethnography (Kelly & Cordeiro, 2020; Tomaszewski et al., 2020). I used pragmatic inquiry design, because unlike case studies, this design would allow more freedom in choosing participants, and I would not have to obtain certain permissions from organizations to collect data. Pragmatic inquiry researchers recognize that individuals within social settings can experience things differently, which encourages researchers to be more flexible in investigative techniques (Kelly & Cordeiro, 2020). Qualitative pragmatic inquiry is more practical when answering research questions drawing conclusions from data with a holistic understanding (Clarke & Visser, 2019). Pragmatic inquiry was the correct design for this study because I was able to draw conclusions that were holistic in describing the strategies for mitigating employee turnover.

According to Yin (2017), a case study design researcher gains perspective regarding real-world situations and collects in-depth data. However, a case study design

was not used for my study because I needed data that provided the perceptions of those with knowledge about the problem. Phenomenology design researchers focus on exploring the attitudes and emotions of the individual during the interview rather than what is being said (Wilson, 2015). In my study, I did not use phenomenology because I was not seeking to explore attitudes and emotions. This was a qualitative pragmatic inquiry study in which I explored training strategies some residential facility leaders use to mitigate employee turnover and increase care quality.

Research Question

What training strategies have residential youth care leaders used to mitigate employee turnover and increase quality of care?

Interview Questions

1. What training strategies do you use to mitigate employee turnover that increases the quality of care the youth receive?
2. How do you judge the effectiveness of the training strategies for mitigating employee turnover?
3. What challenges have you had in implementing training strategies for the mitigation of employee turnover?
4. What have you done to effectively meet those challenges?
5. What else would you like to tell me about training strategies to mitigate employee turnover?

Conceptual Framework

Job embeddedness theory (JET) was introduced in 2001 by Mitchell et al. with a focus that inspired employee retention. Employees who have a sense of attachment to their work are embedded to factors of interest (Khairunisa & Muafi, 2022). According to Philip and Medina-Craven (2022), JET and organizational commitment have a positive connection and are predicted to have the ability to mitigate employee turnover. JET's goal is to help employees feel connected to their organizations so their commitment will not contribute to the issue of turnover (Mitchell et al., 2001). This framework was chosen because the focal point relates to mitigating turnover by focusing on factors that allow employees to feel connected to their organizations and in turn are strategies that can be used to reduce turnover.

Operational Definitions

The following terms are provided to help explain the concepts written in this study.

Healthy relationships with caregivers: A result of the development of a therapeutic rapport between caregiver and resident involving appropriate boundaries (Purdy & Antle, 2022).

Life skills: Needed for a person to be able to take care of themselves such as obtaining basic needs, retaining skills learned at work, and maintaining social skills of knowing how to communicate with others while in the community preparing the individual for adulthood (Gunawardena & Stich, 2021).

Assumptions, Limitations, Delimitations

The assumptions in research are not in a researcher's control and are inevitable in research (Leedy & Ormrod, 2010). My research consisted of assuming participants would respond truthfully to the interview questions because confidentiality of each participant was maintained. Each participant had the option to remove themselves from the study at any point as stated in the informed consent form. However, the assumption was that every participant would stay in the study and feel comfortable to share honestly and forthrightly.

The limitations in research are potential weaknesses in a study (Simon, 2011). My study involved the possibility of the lack of transparency on the issues with turnover as discussed by participants, which could lead to dishonest answers. Another possible limitation included being able to schedule times to interview leaders because the leaders may be busy and unable to commit to the time required to participate in an interview.

Delimitation in a study refers to the boundaries (Simon, 2011). My study included the problem chosen for the study as opposed to other problems that could have been chosen. The research questions were also considered a delimitation. The theoretical perspectives that were used as opposed to others were also considered a delimitation.

Significance of the Study

Contributions to Business Practice

This study may be of significance in business change by providing residential organizational leaders with information and strategies to minimize employee turnover. By minimizing employee turnover as these strategies are implemented, organizations'

financial status may increase and by improving staff training, staff may feel empowered to do their jobs, so productivity may improve. When an employee leaves an organization, the costs include severance pay, administrative costs, exit interview costs, replacement costs, and training costs that could potentially be an issue for the organization. An organization with high employee turnover may face financial strain, so decreasing turnover may lead to higher profitability.

Implications for Social Change

This study may be significant to positive social change because implementing the results may help organizations to focus on treatment of youth. According to Herbell et al. (2023), reunification is important to the development and well-being of youth and by focusing on youth treatment, youth are able to become full contributing members of society and helps with reunification of youth and families. This study may provide ways to improve community well-being by lowering stress of employees, which may enhance personal relationships and increase the physical and mental health of employees. A review of literature follows in the next section.

Review of the Professional and Academic Literature

The review of literature consisted of prior research of topics similar to the research in this study. The strategy I used searching the literature consisted of creating an organizational outline and using key terms surrounding my topic when searching relevant databases. Electronic databases I used were ProQuest through Walden University library along with peer-reviewed journal articles using Google Scholar and Academic Search Complete. I used the following key words and phrases to search for literature: *residential*

youth care employee turnover, challenges in residential youth care, social services for youth, types of care, basic needs of care, safety in residential, food in residential, school in residential, collaboration of caregivers in residential, interventions, management of employees and clients in residential youth care, training in residential care, reducing trauma in residential care, conflict prevention in residential care, job embeddedness theory, evidence-based practices, and trauma-informed practices. My goal in the review was to provide relevant background information to develop a better understanding of the business problem.

First, I begin this review with the theory chosen to ground this study as the conceptual framework, JET, and why I chose this theory. This explanation is followed by alternative theories considered and why they were not chosen. I discuss turnover as an issue, its causes, why turnover is detrimental to companies, and effective ways to address turnover. I also share the scholarship of effective leadership strategies that could lead to quality of care, implementing change, and middle management/support, as possible solutions in mitigating turnover with training strategies for professional development. In this section, I also discuss scholarship regarding ideas for collaboration among caregivers, trauma-informed practices, social services for youth, basic needs of care for youth, and gaps in the literature.

For the literature review I focused on recently published and peer-reviewed sources. This review consisted of a total of 168 references total, with 91% of references published within the past 5 years. Only 0.12% of my references are older than 5 years.

Ninety-six percent of the references in this study are peer reviewed with only 0.01% not peer reviewed and the other 0.03% being book references.

Job Embeddedness Theory

Employees are less likely to quit their jobs when JET is a factor. JET was the conceptual framework for this study. According to Mitchell et al. (2001), the employee–organizational relationship is the focal point of JET. The tenets of JET focus on employee retention and why people stay at their jobs (Mitchell et al., 2001). According to Lee et al. (2004), the factors that keep people at their jobs include (a) connections to other individuals in or outside the organization, (b) how well the job fits with their personal lives and work lives, and (c) sacrifices they would need to make if they left the job. According to Gan and Voon (2021), there are concrete costs that affect organizations unable to retain employees, such as recruitment, selection, training, and human capital loss. Furthermore, U.S. employees who dislike their jobs may avoid them by calling in sick, which can cost organizations between \$450 billion and \$550 billion every year (Hassan et al., 2021).

JET relates to the purpose of this study because the purpose was to explore training strategies some residential facility leaders use to mitigate employee turnover and increase care quality. Coupling JET with this purpose highlights ways to embed employees in their work, which in turn mitigates turnover and can increase care quality. Embedding employees in their work includes job satisfaction and organizational commitment.

Leaders' model focuses matters. According to Lee et al. (2004), there are many models that focus on job satisfaction and organizational commitment; however, JET is structured by focusing on external and contextual influences on turnover. In doing so, job embeddedness is the likely result. Focusing on the surrounding factors of what embed individuals in their organizations is key to mitigating turnover issues in organizations (Lee et al., 2004). Yandi and Bimaruci Hazrati Havidz (2022) found that job satisfaction stems from employees having good relationships with supervisors and socially with other employees, and organizational commitment stems from employees wanting to strive to achieve organizational goals. Roles of national origin, culture, and family influences are factors affecting embeddedness on turnover; individuals are more likely to stay with an organization if they have a deep connection to surrounding influences (Lee et al., 2004).

There are direct and indirect effects on employee turnover. Lee et al. (2004) identified three things that keep employees at their jobs: links, fit, and sacrifice. Links occur when individuals enjoy harmonious relationships with colleagues. Fit includes things that cause individuals to embed into their communities. Sacrifice includes the positive things employees would miss if they left their job.

JET can be used to explain why employees remain with an organization (Lee et al., 2004). However, Yandi and Bimaruci Hazrati Havidz (2022) found that there are three factors that lead to organizational commitment: affective commitment, normative commitment, and continuance commitment. Affective commitment is when an employee is emotionally attached to the organization, normative commitment is when an employee feels a sense of loyalty, affection, ownership, and pride in the organization, and

continuance commitment is when an employee assesses the cost associated with leaving the organization (Yandi & Bimaruci Hazrati Havidz, 2022). Focusing on ways to reduce turnover in residential youth care facilities will aid in gaining organizational commitment and growth opportunities.

Job retention strategies to reduce employee turnover are important workplace characteristics. According to Hassan et al. (2021), job retention requires growth opportunities and employees feeling valued and connected. Without connection, experienced and committed employees may eventually be replaced with inexperienced and not yet committed employees. JET can guide leaders in creating a work environment that is open to feedback and ideas from all workers and where leaders trust the capabilities of their employees; such an environment produces confidence in employees and improves job performance and job satisfaction (Khalid et al., 2021). A work environment that is not open to feedback and ideas from all workers could produce the opposite in employees. Job embeddedness helps aid in promoting job satisfaction and serves as a tool in reducing employee turnover in organizations. According to Marasi et al. (2016), job embeddedness has also been known to reduce turnover costs when organizations strive to embed their employees in the organization. However, an employee's level of trust is based on prior interactions with their employer. Some employees stray away from an organization because they lack trust in the people they work with. Trust or lack thereof can influence engagement or deviance. Furthermore, job embeddedness can moderate the relationship between low trust and workplace deviance.

Components of Theory

Connection, commitment, job culture, turnover intentions, employee retention, and training strategies for retention and service quality are components of JET that will be discussed. To effectively understand JET in full, I share an analysis of each component and how it relates to this study. Further discussion into the components of theory indicates the importance of this research to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Connection. According to J. Li et al. (2022), some people develop a oneness connection with their place of employment, identifying with coworkers socially. Some employees describe this experience as feeling stuck because the job is tied to their values, social group, and shared interests and connects them to different people groups, so they are not willing to leave these things behind. Philip and Medina-Craven (2022) found that emotionally attached connections are built by experiencing positive treatment within the work environment. Employees immerse themselves in their jobs, making it challenging to separate them from the job. Many people see themselves as members of their organization and this as a huge part of who they are. Some people feel a deep connection to their jobs because the position utilizes their abilities and maximizes their sense of purpose (M. Li, J. Li, & Chen., 2022). Turnover can be reduced once a connection is built within the organization and employees begin to develop commitment.

Commitment. According to Philip and Medina-Craven (2022), organizational commitment plays a role in employee retention. The direct effects of on-the-job and off-

the-job embeddedness give human resources development practices opportunities to increase motivation for employees that influence commitment. These practices can consist of “mentoring, competency development, and networking opportunities” (Moore & Khan, 2020, p. 1593). Philip and Medina-Craven (2022) stated that effective commitment can create an emotional attachment to the organization where an employee works. A *continuance commitment* is when a person perceives there is a need for them to stay due to fear of losing their current wage, which may be higher than available at other employers, or the employee experiences a need to stay out of a sense of obligation (Philip & Medina-Craven, 2022; Yandi & Bimaruci Hazrati Havidz, 2022). Organizational links include mentoring and coaching younger staff or new hires. Organizational links also encourage connections with other employees (Philip & Medina-Craven, 2022). Once an employee is embedded in the work environment, connection and commitment are two factors that align into the job culture of the organization.

Job Culture. According to Sharma and Mishra (2023), organizations that have a high level of employee job embeddedness create a culture of strong connections with colleagues, community integration, and alignment with local cultural values. Individuals in those organizations are likely to engage in behaviors that positively influence the organization. When leaders understand these factors and the perceived sacrifices of their employees, leaders can influence job embeddedness and organizational behavior. Sharma and Mishra found that job embeddedness allows leaders to work toward overall retention in an organization. When people feel socially connected with others in an organization, they are likely to support the growth and reputation of the organization.

Sharma and Mishra (2023) found that when people are integrated in their community, they are likely to be motivated to contribute to the success of the organization. When people fit with the local culture, they are likely to experience high job embeddedness. Sharma and Mishra found that job embeddedness can occur when people invest substantially to their job because of the perceived sacrifices they make. Having a family-like job culture that encourages connections, includes supportive supervisors, and prioritizes relationships over tasks can make people feel embedded in their organizations. Additionally, Sharma and Mishra found that if people believe there is a lack of alternatives or resources outside the organization, job embeddedness may occur. When people experience a good work–life balance in their job, they are likely to stay. However, employees who experience the opposite of embedding in their organizations with a sense of connection to those they work with and a sense of organizational commitment are likely to quit their jobs (Ampofo & Karatepe, 2022). The type of job culture of an organization influences both retention and turnover intention. The importance of this research is to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Turnover Intentions. Employees who voluntarily quit their jobs do not develop affective commitment, normative commitment, or continuance commitment (Ampofo & Karatepe, 2022). Turnover intentions are mediated through things such as affective commitment and work engagement (Ampofo & Karatepe, 2022). However, employees who have dreams of being entrepreneurs tend to be easily influenced to quit their jobs

(M. Li, J. Li, & Chen, 2022). Turnover intentions occur when individuals have high embeddedness outside the job as well (M. Li, J. Li, & Chen, 2022). Peltokorpi and Allen (2023) examined those employees who have higher job embeddedness and who are less likely to search for other alternatives for work. Insight into turnover intentions is essential in helping to mitigate employee turnover and increase care quality so exploring training strategies is warranted.

Orie and Semeijn (2022) found that job offers from other employment trigger thoughts of leaving. Job embeddedness can be internal and external; if the job offers provide link, fit, and sacrifice factors of job embeddedness when the current job does not, then the likelihood of employees leaving one job for another increases (Orie & Semeijn, 2022). Additionally, Hassan et al. (2021) found that turnover is likely to increase and continue in the future due to turnover-prone millennial employees. However, Hassan et al. believed that supervisor behavior, such as supervisor support, compensation, and benefits, have positive effects on job embeddedness, and the highest impact was found with compensation and benefits. Hassan et al. agreed that salary is correlated to job embeddedness; however, new generation employees tend to focus on and appreciate fairness more. Moreover, Hassan et al. continued by stating millennials are goal oriented and skilled at multitasking among other things, but they do not stay in jobs long. According to Hassan et al., study data identified 86% of Generation Y employees believe they are hardworking, whereas human resource managers believe only 11% of Generation Y employees are hardworking. Depending on the workplace settings, both could be true; retention can be achieved if Generation Y employees are satisfied with

their employment. According to Hassan et al. (2021), in 2025 the majority of employees in the workplace will be millennials and Generation Y. If job embeddedness is addressed, it could promote job retention for the new generation of employees.

Training Strategies. Employee training strategies support employee development and retention. According to Self et al. (2022), organizations providing structure, culture, and training and building supportive relationships between supervisor and employee can influence job embeddedness. Some employees may need support in carrying out tasks while others need emotional support. Additionally, training that provides knowledge, skills, and performance aids employees with future prospects and colleague support leading to job embeddedness within the organization (Cai et al., 2022). Cai et al. (2022) added that future prospects allow employees to visualize a career path within the organization and colleague support provides emotional and moral support from experienced members in the organization. As job embeddedness focuses on link, fit, and sacrifice, training provides prospects for employees to foster links with other employees, employees being equipped with knowledge and skills provides fit in the organization, and benefits provided are perceived as sacrifice if employees leave the organization (Cai et al., 2022). Training strategies in residential youth care facilities are an important aspect to this study. The importance of this research is to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Employee Retention. Employee retention is essential to the functionality of residential youth care facilities. Furthermore, Radey and Wilke (2023a) found that job

retention is essential for employee family relationships, child safety, and child permanency. However, the demands of the job include excessive workloads, high stake situations, and emotionally draining responsibilities that affect retention. Additionally, Burns et al. (2023) added that employees often feel overworked, undervalued, and unsupported. These concerns should be prioritized and addressed by administrators regarding turnover and retention in residential youth care facilities (Burns et al., 2023). Radey and Wilke (2023a) inserted that job demands such as physical, psychological, social, or organizational dimensions of the job could lead to potential physical or psychological costs that affect the organization.

Service Quality. Having a lifelong employer is rare. According to Radey and Wilke (2023b), there is an estimation of 20%–40% of annual turnover in residential youth care that surpasses the 10%–12% considered healthy turnover. However, according to Burns et al. (2023), systematic organizational issues lead to turnover such as lack of organizational support of leadership and feelings of detachment making administrators unaware of the difficulties employees face that can lead to turnover. For this reason, Radey and Wilke (2023b) expressed that fewer employees' stay in dysfunctional organizations and turnover adds to the organizational issues ultimately affecting service quality. Service quality is affected by human capital losses, losses to investments in employee development, replacement costs, disruption to the functioning of the work environment, and disruption to production contribute to costs (Radey & Wilke, 2023b). As a result of the increase in employee turnover due to organizational issues lacking

training strategies to mitigate employee turnover, there is a decrease in service quality. However, insight into why and when turnover happens is beneficial.

Turnover affects service quality. Radey and Wilke (2023b) found that turnover is the highest during the time the employee goes through the new hire training because the new hires seek better jobs elsewhere. Documenting times when employees depart from the organization are critical to use when the organization want to attract, equip, and retain employees because it shapes practices and policies to promote retention. Tracking youth care workers over the first 3 years after they are hired to examine the exit patterns of employees and how perceived workplace environments add to various reasons employees leave (Radey & Wilke, 2023b). Burns et al. (2023) stated that stress, emotional exhaustion, safety concerns, and feelings of detachment are reasons turnover in residential youth care exist.

How employees associate and relate to one another in an organization matters. Radey and Wilke (2023b) found that social capital such as how employees relate to one another is a resource that reflects the character of employees. Employee's perceptions offer a lens through which social relationships offer quality service, usefulness, and value. Burns et al. (2023) found that the number of hours employees work and intent to leave is a factor of how employees associate themselves with one another. Radey and Wilke (2023b) agreed that the interactions in the work environment help employees to achieve more collectively than what is achievable independently. Radey and Wilke (2023b) believed that organizations that promote trusting relationships allow employees

to believe their coworkers and supervisors will act fairly. Additionally, shared norms translate to commitment to teamwork rather than individual responsibility.

Radey and Wilke (2023b) stated that employees having a healthy perception of their roles, job importance, supportive work environment, supervisor support, co-worker support, pay and promotion opportunities, and individual characteristics are all important in providing service quality. Defined roles offer structure through rules and procedures to help guide the actions of the employee, help employees understand expectations, and feel equipped to meet those expectations. Trust, norms, and defined roles contribute to a healthy work environment where employees can do their jobs well followed by productivity and collaborative work.

Radey and Wilke (2023b) found that the way employees perceive their roles contribute to job stress, intent to turnover, and turnover. Perceptions of job importance add to the attitudes and job performance of employees. However, supportive work environments in residential youth care promotes employee well-being and retention. Supervisor support according to Radey and Wilke (2023b), increase employee intent to stay. There are various aspects to supervisory role including support, goal, emphasis, and work facilitation which are all essential for turnover intentions. Co-worker support is beneficial in securing retention. Radey and Wilke (2023b) found that forming cohorts of newly hired staff decreases the intent to stay in residential youth care. Having little pay and little opportunity for advancement contributes to employee turnover. However, little pay alone does not lead to turnover but more so the perceptions about fairness of pay are associated with turnover intentions. Radey and Wilke (2023b) individual characteristics

are essential to consider regarding service quality because they shape relationships and interactions with others. According to Lawrence et al. (2020), minorities experience more job stress and less workplace support compared to workers with majority characteristics. However, minorities have a significantly lower burnout rate and lower intent to stay. Furthermore, age was the only indicator of individual characteristic that contributed to burnout and turnover prediction because younger employees report higher levels of emotional exhaustion (Radey & Wilke, 2023b). Understanding why turnover happens and identifying patterns of when turnover happens along with employees having healthy perceptions, clearly defined roles and expectations add to having a supportive work environment where employee retention can be the focus. Gained knowledge by itself will not mitigate employee turnover however implementing such knowledge of why and when turnover happens can influence training strategies for employees leading to retention.

Training Strategies for Employee Retention. Training strategies for employee retention is essential to mitigating employee turnover in residential youth care facilities. According to de Guzman et al. (2020), less than 2 years for residential youth care workers have been the norm for the past decade even with retention efforts. However, focusing on predictors of retention influence such as burnout, trauma, workload, and occupation as reasons staff leave versus the impact to the organization when a staff leave could lead to retention. de Guzman et al. found that employee retention for training strategies include setting realistic expectations for staff, improving organizational culture, training supervisors in supportive methods, and presenting professional development and training opportunities to employees for advancement. According to Radey and Wilke

(2023a), resources reduce job demands, promote organizational goals, and stimulate employee growth. Resources for employees include pay advancement opportunities, structure at work, daily tasks, supports the organization offers to employees, supervisory support, and coworker support.

The expectations of staff are not matched with the experience of the work which leads to staff leaving. de Guzman et al. (2020) inserted that a realistic strategy for staff expectations should be made part of the new hire training to include showing videos of day-to-day work giving new staff an authentic view of the hardships on the job. Burns et al. (2023) agreed that trainings that incorporate realistic event dynamics of what the job entails improves the preparation of employees to do their jobs which adds to retention. de Guzman et al. (2020) stated that students after being hired and trained quickly find that the time demands and workload are more than they can handle. Integrating guidance to help with balancing time, quality supervision, and staff empowerment as part of the new hire training is a strategy to help employees realistically balance their work and school schedules leading them to stay longer.

Improving organizational culture promote retention. De Guzman et al. found that encouraging professional organizational culture that include coping skills for employees to learning positive thinking and non-judgement for seeking help when needed are strategies to increase retention. However, Burns et al. (2023) stated that leaders can impact commitment either through discouragement or promotion of employees by creating positive and supporting organizational culture. de Guzman et al. (2020) recognized that supervisors would need to make themselves available for debriefing

together with staff when traumatic events occur, helping staff to create time for self-care, and scheduling time off.

Training supervisors in supportive methods is an essential part that strengthens retention. de Guzman et al. (2020) found that supervisors who provide support in traumatic situations and stressors for staff helps guide staff to stay longer. A strategy to reinforce expectations between staff and supervisors along with ensuring staff have a manageable workload and time to meet with their supervisors if they need to talk about anything increases retention. Additionally, Burns et al. (2023) added that employees who share the values of the work they do, contributes to the motivation and commitment to stay on the job creating rewarding work that leaves employees exhausted yet satisfied both supervisors and employees alike.

Presenting professional development and training opportunities to employees for advancement leads to retention. According to de Guzman et al. (2020), professional development is a strategy for new hires and experienced workers alike. Professional development provides opportunities to learn new skills, effectiveness, and increased knowledge. De Guzman et al. (2020) found that professional development includes trainings focused on coping skills for secondary trauma and resiliency to mitigate burnout along with providing incentives for completing these trainings add to the staying strategies and supports. However, Burns et al. (2023) found that the supports of administrators, supervisors, and coworkers increases the desire to participate in professional development opportunities which in turn increases service quality of care. Professional development in residential youth care facilities provide an opportunity to

better staff retention by focusing on strategies to support staff so they can do their jobs well and take pride in what they do. The strategies implemented are training opportunities to improve service quality.

Training Strategies for Service Quality. Training strategies for service quality is important. According to Burns et al. (2023), given the connection between child safety and employee knowledge, training is critical in-service quality. Often there is a disconnect between training and the day-to-day work employees do in residential youth care. According to Santos, Ferreira, et al. (2023), youth care workers tend to struggle with their own mental health and they care for youth with emotional disturbances. However, training these employees how to deal with stress, burnout, depression, and secondary trauma can help employees establish sensitive and consistent relationships with youth which promotes a therapeutic environment. Additionally, employees who become emotionally unavailable are not able to provide adequate care to the youth who need a suitable caregiver whom they can form attachment (Santos, Ferreira, et al., 2023).

Adequate training for youth care workers to maintain a healthy caregiving relationship with youth in residential care is needed. Santos, Ferreira, et al., (2023) found that limiting training to professional competence only is a hinderance to youth care workers being that their personal mental health needs are essential and should be addressed to circumvent poor and inconsistent care practices. Santos, Ferreira, et al., (2023) found that emotional available caregivers provide a better service quality but prolonged exposure to impaired emotional well-being without adequate resources to cope affects turnover, team morale, and service quality. High stress environments begin to

overshadow sense of satisfaction, accomplishment, and competence felt by helping professionals such as youth care workers and leaders in residential facilities.

In summary, youth care workers navigate a plethora of hardships while navigating unpredictable work environments. Santos, Ferreira, et al. (2023) found that heavy workloads due to staff to youth ratio negatively impact family relationships for youth care workers because of long work shifts. However, building organizational supports such as supportive administrators and supervisors, supervisors being trained in how to support staff, how to manage workload, and professional opportunities offered were strategies discussed to aid in employee retention. Additionally, employees highlighted the need for a sense of belonging through support and connection as factors that contribute to turnover and retention (Burns et al., 2023). For that reason, many training strategies for employee retention and service quality were examined.

Job embeddedness was explored and chosen as the theory used for this study and how the components of the theory relate to my study. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well. In the next section, I discussed the alternative theories considered for my study and why they were not chosen.

Alternative Theories Considered

Herzberg's Two-Factor Theory

As an alternative theory to JET that I considered was Herzberg's two factor theory. Motivations vary in the work environment and individual employees vary as well.

Herzberg et al. (1959, 1993) created the two-factor theory to understand the motivations of why people work. The motivators Herzberg et al. found were achievement, feedback, work itself and client relationship, responsibility, and advancement. Additionally, Herzberg (1965) created the two-factor theory out of curiosity of the attitudes people had towards their jobs. The Herzberg motivation hygiene theory, also known as two-factor theory, indicates relevant factors in motivating employees (Peramatzis & Galanakis, 2022). Herzberg's theory focused on two factors that lead to either job satisfaction or job dissatisfaction (Herzberg, 1965). Focusing on hygiene (dissatisfaction) and not motivation (satisfaction) could shift employees to look for things wrong with a job (Herzberg, 1965). According to Ngo-Henha (2017), motivational factors include achievement, recognition, interesting work, increased responsibility, advancement, and learning. Achievement and recognition are two indicators that leader support and training are more important to employees than pay is (Acquah et al., 2021). Achievement and recognition are motivators, whereas salary is not viewed as a motivator in job satisfaction.

According to Peramatzis and Galanakis (2022), Herzberg's theory focused on the issue managers have when failing to motivate their employees appropriately. However, focusing too much on job enrichment can hinder the focus on providing job satisfaction to employees. Motivation within groups include advancement, the work itself, possibility for growth, responsibility, recognition, and achievement. Being provided with opportunities for advancement or not being provided with opportunities for advancement can lead to a positive or negative experiences for employees. The work itself in job tasks

can have both a positive or negative effect on employees whether the job is too easy or too difficult, too interesting, or too boring. The possibility for growth focuses on the personal growth an individual experiences in the workplace, which could be a positive or negative experience. Having the responsibility and opportunity to make decisions can prompt negative or positive feelings depending on the employee. Positive and negative recognition can happen depending on the way opportunities are presented. Positive recognition includes praise and rewards for something an employee does, whereas negative recognition includes criticism and blame for something an employee does. Achievement motivates employees when they achieve a difficult task or make improvements; a negative achievement is when an employee fails to make progress in their job (Riyanto et al., 2021). Herzberg's framework was not chosen for this study because the focal point relates to motivation and attitudes about work, and although motivations and attitudes about work can play a factor in employee turnover, it was not the focus. My study was focused on mitigating employee turnover in the workplace. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well and Herzberg two factor theory does not do this.

Theory of Organizational Equilibrium

Individuals joining together as a team of decision makers inside or outside of the work environment are considered an organization. According to Barnard (1968), organizations are vital in creating an equilibrium in social society. Theory of

organizational equilibrium was considered because decision makers in middle to upper management is the criteria of my study. According to Valentinov and Roth (2022), Barnard, who started the theory of organizational equilibrium in 1938, saw organizations as systems of power that is needed to maintain social corporation. However, Valentinov and Roth (2022) inserted that Barnard failed to develop an adequate analysis of corporate power towards the social provision in organizations. Barnard considered the existence of morality stemming from both organizational and personal sustainability. Furthermore, investing in employees can yield positive results in performance and attitudes, low turnover, customer satisfaction, and increased productivity (Subramony et al., 2008). According to Ngo-Henha (2017), the theory of organizational equilibrium (TOE) was one of the first theories used for turnover intention. The two main factors are perceived desirability of movement and perceived ease of movement that equilibrium for employees (Ngo-Henha, 2017). I did not choose this theory for my study because the focus of my study was not on the equilibrium balance of intention to stay but on the training strategies of leaders that help aid in mitigating employee turnover and increasing care quality. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well and theory of organizational equilibrium did not do this.

Social Exchange Theory

Relationships consists of some sort of exchange of what individuals do for one another and therefore social exchange theory was considered for my study. Homans

(1981), created the social exchange theory in 1958 to further explore the transaction and exchange between individuals. Additionally, R. Ahmad et al. (2023), found that Homans studied small groups looking at individuals' behavior and how they measured the costs and rewards of a relationship, calling it a social exchange. Commitment, loyalty, and trust were positive factors that evolved from investing in social relationships. Homans explained that a social exchange is often transactional and interdependent on another reciprocating something in return. Some of the exchanges from social exchange theory were identified as "status, information, goods, love, money, and services" (p.5). However, Ngo-Henha (2017), added that there is a relationship between two social entities and trust, loyalty, and commitment that defines the quality of those relationships. Employees feel connected by network. Although social exchange theory focuses on the connection employees feel by networking and transactional endeavors, I chose not to use this theory because exploring training strategies and mitigating employee turnover was the focus of my study. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well and social exchange theory did not do this.

Human Capital Theory

With economic change and the advancing labor market, experience and skills are vital in the work environment and therefore I considered human capital theory for my study. According to G. S. Becker and Chiswick (1966), G. S. Becker developed the human capital theory in the 1960's with the advancing labor market in mind knowing that

employees have skills that could be improved through training and education. However, R. Becker (2019) argued that further training and education for employees heightens the risk of employees leaving the company to pursue other opportunities. According to Deming (2022), the focus of this theory was educational attainment, experience, and skills of an employee. It created an incentive for those seeking human capital and the economic value honed the experience and skills of employees. Deming found that human capital consists of skills, knowledge, and experience of various kinds that increases the value employees bring to organizations. According to Ngo-Henha (2017), education, training, and development has a positive impact on productivity and wages. Training enhances employees' abilities on the job. I did not choose this theory even though training and development is a secondary focus of this study. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well and human capital theory did not do this.

Business Problem Within Social Services

A background explaining why youth placement employee retention in residential care is needed would give a better understanding about why mitigating employee turnover in residential youth care is important. Youth residential care facilities are in the social services industry or section; employees within these organizations care for the youth, and some residential youth care leaders need strategies to mitigate employee turnover and increase care quality, which make this a business problem. Addressing the need for social services and youth care prompts the business problem which is some

residential youth care leaders lack training strategies to mitigate employee turnover and increase care quality and this leads to the need for training solution strategies.

Social Services for Youth

Employee turnover is a business issue within the realm of the social services industry of residential youth care. I encompassed a holistic view of the social services for youth then I led to the business problem. Furthermore, background of the need for care of these youth removed from their homes were discussed in this section.

Why Placement? The responsibility of child safety and permanency of placement falls on the child welfare system when a child is removed from their home (Edwards et al., 2023). The intervention of social services includes youth being placed in residential care until there is a permanency placement (Lemos et al., 2021). The factors that lead to youth removal from family consists of neglect, physical and psychological abuse, and disruptive behaviors in the home. Although this seems to be a social services issue, residential care is a business problem as I am focusing on turnover as an issue and employees are needed to care for the youth.

Youth care placement disruptions are common in the United States. According to Stenason and Romano (2023), in the United States between 20% and 50% of placements fail. Furthermore, youth who age out of the child welfare system without the opportunity for placement permanency are at high risk for ending up in jail, unemployed, school dropout, and lifelong mental health issues. Edwards et al. (2023) added that disruptions in placement that youth experience can lead to feelings of rejection and abandonment that increases behavioral and mental struggles. Stenason and Romano found that placement

stability is a goal in child welfare in situations of safety and removal of the child. However, there is no perfect system and there are disruptions in the placement process that leads to negative experiences for youth in care. Some placement examples are residential facility, foster home, adoption, and being placed with family members. Many youths are in and out of placement and “lower placement satisfaction was associated with greater number of placement changes” (p. 1). Stenason and Romano also stated that disruptions from such placements have negative values on psychological, social, and education. Placement permanency is multifaceted; child welfare workers look for emotional connections, the safety and stability of home, reunification if an option, and possible adoption. Unfortunately, permanency is a complicated process when factors of the child’s lived experiences and availability and quality of placement is involved (Stenason & Romano, 2023).

According to Stenason and Romano (2023), the barriers of achieving a permanent placement include “age of youth, gender, reason for child welfare involvement, emotional and behavioral needs, and access to services” (p. 2). Older youth and males in child welfare system are less likely to have disruptions in placement. Youth who experienced abuse are more likely to have disruptions than those who were neglected because they had fewer behavioral issues than those who were abused. Youth with a host of high needs experience high levels of disruption and aggressive behaviors and for some led to placement transitions (Edwards et al., 2023). Stenason and Romano included that youth in residential care facilities were at greater risk for disruption than those in foster care, adoption, and those placed with family members because youth become institutionalized

the longer, they sit in residential care. On the contrary, youth who can be placed with family members and with siblings are protected against such disruptions because it made the integration of the placement much easier. The collaboration of caregivers for the child protects the child from placement disruptions as well.

Race is also a factor in placement disruption. According to Edwards et al. (2023), disruption for Black youth were 2-1/2 times higher than youth of another race. The number of Black children in the United States child welfare system is overrepresented. Edwards et al. found that placement changes include “poorly matched foster families, unrealistic expectations of child, unexpected life changes, conflict between other children, disobedience, and self-harm” (p. 1,220). Furthermore, Edwards et al., added the likelihood of Black families on welfare, having a lesser quality of placements, remaining in care longer, and not reuniting with their caregivers are high. However, Boatswain-Kyte et al. (2022), added that reunification of Black children with their families were less likely to happen compared to other races.

Placement instability consists of multiple households or caregivers with no outcome of permanency. Youth can be placed in homes but if or when a youth experience a change in placement that is considered a disruption. Some youth experience 15 different placements in a span of 2 years. These negative outcomes lead to poor mental health and behavioral difficulties. Placement disruptions affect the youth’s schooling, loss of relationships, and feelings of rejection. Black youth in care also did not have their cultural and basic needs met when placed in White homes; some experienced racism. The question of why placement was answered; now the answer of types of care needed for

youth was discussed. The focus of this paper was not on the social services aspect of residential care but on the business problem residential care organizations experience; and learning the types of care needed to care for youth guided the study into why exploring training strategies and mitigating employee turnover to increase care quality was still the focal point. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Types of Care. Residential youth care includes basic care for food, shelter, and clothing. Additionally, safety, interventions, therapy, mentoring, medical services, experiential programming and so on. Residential youth care should not be limited to basic care but also offer specialized interventions to help with their needs (Santos, Miguel, et al., 2023). The around the clock care provides safety for the youth who prior to care were not safe in their homes. Safety also means having quality staff who are capable to provide the care needed for youth with aggressive behaviors who need additional support and services such as intervention and therapy to function. However, youth care workers are to provide direct care and support by creating structure and routine along with facilitating social, recreational, and educational activities (Modlin & Magnuson, 2021, p. 179). Additionally, mentoring programs are provided as a form of support for at-risk youth as a role model and emotional support (Eenshuistra et al., 2021). The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff

training, and empower staff to do their jobs well. The types of care needed goes beyond the basic care that was discussed but all care involves having adequate employees who can care for these youth.

Basic Needs of Care. Many children do not live at home with their families for various reasons that may include abuse and neglect and there are no family members caring for the child. The need for residential facilities is crucial in providing youth with basic needs of care plus therapy and other forms of interventions. The caregivers known as youth care workers are responsible for daily around the clock care of youth.

Gerasimenko and Resnikovski-Kuras (2019) distributed anonymous quantified surveys to determine the attitudes of directors regarding the role of caregivers. Seventy-five of 95 directors responded to the surveys regarding professional training and said professional development should be a requirement for caregivers in residential facilities to mitigate challenges they face. Furthermore, Moore et al. (2018), found that many youths who are removed from their homes are often placed in residential care where they continue to be at risk of such behaviors and experiences.

Externalized violent behaviors are due to past trauma and youth who internalize their emotions and the result leads to self-harming behaviors. These youth have not had appropriate and caring caregivers in the past and are a little hesitant at first with staff at residential facilities who they spend most of their time with. Staff rely on rapport building with the youth to be able to handle the complex issues that may happen at these facilities. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize

employee turnover, improve staff training, and empower staff to do their jobs well.

Although the youth may present themselves as tough outwardly as they enter residential care, the relationships the youth build with staff is important to them just as much as it is to have a therapeutic environment to build those relationships.

Therapeutic Milieu. Youth with trauma backgrounds need a therapeutic environment in order to grow and heal. According to Huefner and Ainsworth (2021), the physical environment aids in the growth and development of youth and the more therapeutic the environment is it is likely to produce positive outcomes. The advantages of a therapeutic environment in residential care helps to maintain the focus on the care and needs of the youth. However, the environment is shared among other youth with disturbing behaviors that disrupt the therapeutic milieu in these facilities (Leipoldt et al., 2022). The importance of this research is to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well. A therapeutic milieu consists of the living environment that contributes to the treatment of youth such as evidence-based interventions or techniques to help align the youth to their individualized care (Huefner & Ainsworth, 2021). A therapeutic environment includes youth feeling safe in residential care.

Safety in Residential. Youth are removed from unsafe environments and placed in care where safety is number one. Safety is the first pillar of trauma-informed care (TIC) consequently, behavior issues are exhibited when youth do not feel safe (Slaatto et al., 2022). A point and level system are commonly used in residential care facilities for

behavior management and ultimately creating a safe environment for all youth to learn and grow (Stroll et al., 2023). Slaatto et al. (2022) found that youth in residential care perceive safety as both emotional and interpersonal. A safe environment allows youth to feel secure and relaxed, which includes the way people present themselves, their tone in their voice, and body language. Slaatto, Mellblom, Kleppe, and Baugerud (2021) found that like youth, staff perceive a safe and healthy environment as an essential for them as well. Additionally, Stroll et al. (2023), expressed that the best way to address behavior issues is to examine what deficits are hindering the youth from meeting the expectation. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Safe interpersonal connections can allow youth to heal in the environments provided. According to Slaatto et al. (2022), quality staff can provide effective communication and the ability to maintain a therapeutic environment for the positive development of the youth. Employees are influenced by their own wellbeing, safety, and job satisfaction in the workplace, so therefore, employees set the tone of the milieu for the children and youth in their care. The positive relationships staff build with youth in care are seen as an intervention as it allows youth to participate in their care and direct them towards success. However, Ferguson et al. (2022) explained that if staff developing a relationship with youth creates a therapeutic environment, then not developing a relationship can do the opposite. Slaatto et al. (2022) added to care for, protect, and prepare youth to be successful in society are all examples of quality care in residential

facilities. Safety begins with the staff who care for the youth daily. The communication abilities of staff are important, and the focus is needed in residential facilities. Youth feeling safe provides a nourishment for growth emotionally and physically that in the past was neglected.

Food in Residential. Malnourishment, a form of neglect is something many of these youth experienced. Markert et al. (2021) found that food plays a role in the social development and wellbeing of children and youth in residential care. Residential care facilities prepare food and eat food together as in a family setting. However, Vaiciurgis et al. (2022) acknowledged that health issues are higher in those who live at a disadvantage such as abused and neglected youth, compared to those in general population. Furthermore, a poor diet in individuals who are at risk or at a disadvantage may not receive the care they need to be healthy. According to Coffino et al. (2020), food neglect is associated with eating disorders such as anorexia nervosa, bulimia nervosa, and binge-eating disorder. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well. Many residential care facilities have been examining and adopting nutrition programs to meet the needs of at-risk youth in care, this can help intervene in other areas the youth may be struggling (Vaiciurgis et al., 2022). Increasing quality of care is essential to my study because numerous interventions affecting the youth's whole self can create a healthy and safe environment for youth and staff alike. Changing the way

youth view food and the values of healthier foods can intervene in the emotional disturbances and lead to more positive moods.

Interventions

Interventions help guide positive change in various ways. According to Gunawardena and Stich (2021), independent living readiness self-sufficiency is the aim for youth transitioning out of care. The interventions include educational services, housing, social services, employment support, life skill training, health, and wellness. However, according to Carvalho et al. (2023), the Covid-19 pandemic lockdown in March of 2020 affected decades of progress on children's health, education, and reunification with families. Additionally, a supposed safe placement for youth torn away from an unsafe home environment who did not commit a crime themselves, seemed like they were in these facilities for that reason. Gunawardena and Stich (2021) found that prolonged stays in residential care could stunt the progress of youth's care but for some youth, high school graduation is an aim in educational goals and sometimes extending the duration of a youth's stay in residential may help in reaching those goals. Youth needing additional help with educational goals that stayed in care past the age of 20 have been able to obtain their diploma versus those leaving care before they are 19.

Mentoring programs are a good social service that supports youth who are in care and those who leave care. Mentors provide social and emotional support and can help aid in teaching basic life skills. The employees caring for the youth often serve as mentors and go through mentor training provided by the residential facilities that employ them (Gunawardena & Stich, 2021). Residential facilities and foster care homes are both

placement options for youth in care and both are discussed next. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Residential Care Versus Foster Care Homes

Residential care and foster care homes are compared but the comparison is not a means to highlight which is better. According to Portwood et al. (2018), foster care is often preferred over more expensive care such as residential care. Community based residential care versus foster care homes were compared to determine the best outcome for the youth's needs. Youth in foster care were shown to have higher functioning levels than those in residential group care facilities. Emami and Sadeghlou (2021) found that each residential facility has different needs, so satisfaction and dissatisfaction can come from many different indicators. The location of facility, the services provided, management, quality of space and visual comfort, safety, quiet environments, social milieu, and sense of belonging were a few examples mentioned regarding satisfaction and dissatisfaction of care. Examining the indicators could shed light on whether workers and clients alike are satisfied or dissatisfied.

All youth deserve a safe home even if their families cannot provide one. Portwood et al. (2018) found that many residential facilities and group homes try to mimic the home-like setting for youth in their care, yet it is different from having a family as this is the desire of most youth; to feel loved and cared for. Some youth compared to other youth preferred residential group care than being in a foster home. However, youth in

residential care tend to have more anxiety than youth in foster care homes but there is not a significant difference. The effectiveness between residential group care and foster care depended upon the needs of the child. But for the sake of this study, returning the focus to residential care placement for youth and the management of the turnover issues is essential. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Management of Employees and Clients in Residential Treatment Centers

Inasmuch of the turnover issues residential youth care faces, these facilities have employees and clients to manage. According to Moore et al. (2018), turnover in residential care continues with little training to help employees adapt to the challenging physical and emotional dynamics of the job. Willis et al. (2016), found that organizations in the child welfare arena have experienced serious turnover issues and because of this issue initiatives to improve these organizations have been hindered. Maintaining quality staff has been a constant challenge for residential facilities world-wide. Johnston et al. (2022) suggested that focusing on mental health disorders as well as other factors that hinder quality of life all contributes to the challenges staff face. Recognizing the need to support mental health reduces barriers and leads to successful interventions. Furthermore, Willis et al. (2016) found that residential care managers in Texas believed that improving the effects of turnover is the goal rather than decreasing total turnover because some turnover is useful for the organization to grow. Turnover with new employees coming into the organization could bring fresh ideas to the organization whereas eliminating total

turnover may not bring new employees with fresh ideas. However, Coll et al. (2018) found that in some parts of the United States, residential managers have experienced turnover at 80%. This issue is a growing concern worldwide and the child welfare system continues to grow. There are nearly 50,000 youth living in residential facilities in the United States. Quality employees can provide quality services. However, many youth care workers are hired with little work experience and little training. After a few years, youth care workers may become supervisors and it is best to provide quality training to everyone preparing them for several complex roles.

Turnover is considered unhealthy only if it affects the effectiveness of the organization. It is beneficial for employees to explore early if residential care is the right career for them because in knowing this it could reduce burnout and high turnover for the organization (Willis et al., 2016). If organizations detect early who will stay and who will leave, it is considered healthy turnover. Willis et al. (2016) mentioned that a realistic goal of what is a healthy number of years to work in child welfare was a recommendation along with minimizing turnover in general. Furthermore, Smith et al. (2021) found that turnover limits opportunities for growth in residential care facilities. Child Protective Services (CPS) in Texas who place youth in these facilities, are also challenged with a turnover rate of 30%–41% (Willis et al., 2016).

Smith et al. (2021) stated that client violence towards workers was found to be a contributing factor in turnover. Workers endure getting bit, punched, choked, and other serious physical injuries. These are some of the reasons that make workers want to miss work and many of their reasons for leaving the job. Workers feel like victims themselves

while trying to be a support to the youth. Learning proper de-escalating skills and behavior management skills are important strategies to possess while working with youth in residential care and training in this area is a way to help retain and recruit workers for this kind of work. Exposure to aggressive behaviors has the potential to lead to mental and emotional exhaustion for employees in residential care facilities.

Igbal et al. (2020) found that supervisor support to employees is effective in organizations especially in situations when employee deals with challenging youth. Supervisor support can serve as a mediating role against turnover in organizations that can lead to job satisfaction and allow employees to stay on the job longer. However, Cabell (2021) found that emotional dysregulation is something youth in residential care experience often and the dynamics of the job leads to burnout in employees providing care for the youth. Training is insufficient, and burnout is high. Residential facilities are to be utilized as therapeutic treatment centers even though they are known to be the last resort and without adequate training, employees fall short of everyday goals. Training employees is essential to effectively carry out their job duties. Having supportive supervisors, adequate training, and caring and loving employees could be a solution to many of the issues residential care facilities face. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Training for Professional Development

Residential youth care facilities need training for professional development. According to Eenshuistra et al. (2019), there is a lack of professional training for youth care workers in residential care facilities who provide around the clock care for youth needing professional interventions. The number of challenges the youth care workers face takes a toll on their mental, emotional, and physical health among dissatisfaction of the job. These workers receive poor pay for the job duties they perform. However, adequate training could mitigate many of the issues standing in the way of the workers effectiveness in providing the best care possible for the youth. According to Eenshuistra et al. (2021), motivational interviewing is an effective training method employees can use to target behavior change in youth. This method focuses on exploring one's personal reasons for change and providing an environment of acceptance. This way motivational interviewing provides motivation and commitment in reaching goals set.

Trainings geared towards providing intervention skills such as motivational interviewing provides a layer of support to youth in care. Instead, the individuals left to care for these youth get their experience through trial-and-error learning while on shift depending on rapport more than anything. Many workers feel unprepared and undervalued in their line of work. Experiences stemming from not seeing immediate accomplishment in the work they do; workers are overwhelmed with a high workload and low satisfaction. In residential facilities safety is priority and youth violence should be addressed as a public health concern (Axford et al., 2023). With a growing number of

young people with mental health illnesses, adequate training is essential and priority in organizations serving them (McGorry et al., 2022).

Training for professional development in residential youth care seems to be a reasonable topic that helps aid the mitigation of employee turnover and increases the care quality of the service to youth. For this reason, I have focused my interview questions on helpful training strategies that could be implemented to help reduce turnover in these facilities. Youth need care but in order to receive that care, employees are in need of adequate training to provide the care and lead employees to embed themselves into their work where they are able to increase the quality of care given. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Implementation of Change

Implementation of any sort involves change and leaders must be effective in managing change and effective in managing resistance to change. According to Vaskinn et al. (2020), there are leadership qualities that play a vital role in implementation of effective treatment in residential care. Vaskinn et al. (2020) found that there was an investigation of what leadership qualities were effective in implementation of change and the most effective were change-oriented behaviors, relations-oriented behaviors, and task-oriented behaviors. Change-oriented behaviors are described as behaviors that involve innovation, having a sense of belonging, and the ability to adapt to external changes. Relation-oriented behaviors involve being a facilitator of implementation. Task-

oriented behaviors can perform the work in a timely manner. Vaskinn et al. (2023) added that successful implementation occurs when employees have been trained and when training is guided with behavioral change and support. The attitudes of employees adopting the implementation influences both how the change is received and how it will be practiced (Vaskinn et al., 2023). However, according to Vaskinn et al. (2020), supervisor support above all is the biggest influence when it comes to increased retention, a decrease in stress on the job, and decrease in burnout. However, employees play a significant role in the process of change and readiness for change is key when leaders are in the process of implementing change.

Implementing change can be challenging in residential youth care when the day-to-day can change depending on youth responses to their stay in care. According to Yahaya (2020), there is limited research regarding middle management and organizational change in the home care industry and there is a need for future research regarding this topic. However, middle managers (supervisors) are important to decision making and their experiences are recommended to be explored further. Middle management is the key to leaders understanding workers perceptions in decision-making opportunities, so they are likely to be able to implement effective change. Creating a work environment that is open to feedback from all workers is a way to provide a smooth transition when the organization is undergoing changes. Matte-Landry and Collin-Vezina (2022) found that implementing change regarding trauma informed care includes “securing commitment from senior leaders and supporting staff by delivering advanced training, ongoing supervision, coaching, and debriefing sessions on the use of restrictive

measures” (p. 160). Promoting awareness along with understanding trauma histories helps provide preventative measures in being effective in avoiding re-traumatization and this is something middle managers can help their staff with (Sheppard et al., 2022). The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Middle management has the influence to mediate employees needs and incorporate effective change in the decision-making that affects the livelihood of youth and employees in residential care. The influences of middle management can affect both effective training for employees and mitigate employee turnover. The mediation of middle management closes the gap between youth care workers and upper management as much as reducing trauma in residential care closes the gap between the hinderances between youth and youth care workers building a therapeutic rapport with one another.

Reducing Trauma in Residential Care

When trauma is reduced it creates space for therapeutic repair. Purdy and Antle (2022) noted that the development of therapeutic rapport between direct care workers and youth is an important piece to helping aid the reduction of trauma within the youth, the environment and direct care workers. Furthermore, Harder et al. (2022) added mentor relationships with youth builds positive connections that are linked to higher treatment satisfaction. However, according to Purdy and Antle (2022), direct care workers experience direct and indirect trauma, which is considered an occupational hazard because their jobs are taxing. Direct trauma can be physical and verbal aggression,

whereas indirect trauma is secondary trauma, vicarious trauma, and compassion fatigue. Any training strategies that is trauma informed care focused can serve as a promising initiative for improving experiences in secure facilities for improving both youth and staff. Sheppard et al. (2022) confirmed that trauma informed care teaches skills that help youth, staff cope, and respond better in high risk and high stress situations.

Santos, Miguel, et al., (2023) found that since direct care workers experience high levels of stress, burnout, secondary traumatic stress, and depression that could lead to turnover; support and specialized training is essential for staff. Additionally, mental health needs in staff should also be addressed to avoid inconsistent care practices (Santos, Miguel, et al., 2023). Santos, Miguel, et al. (2023) added that training has a significant influence on the knowledge, beliefs, and skills of staff. Professional training for direct care workers is linked with having better outcomes. Focusing on staff support and teaching staff self-regulation techniques could provide better outcomes leading to conflict prevention, de-escalation, and decrease in restraints. The importance of this research is to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well. Focusing on staff support and teaching staff-regulation techniques in residential care closes the gap between the hinderances between youth and youth care workers building a therapeutic rapport with one another.

Conflict Prevention, De-escalation, and Decrease in Restraints

The goal for the youth with trauma histories is to avoid retraumatization. However, staff trauma is also present, some in the form of role overload, exposure to

violence, and secondary trauma (Sheppard et al., 2022). According to Slaatto et al. (2021), conflict and aggression threatens the well-being of staff and youth in residential care facilities. There have been educational training programs regarding the prevention of conflict and skill of de-escalation and restraints to make the residential care environment safe for both staff and youth. There are courses aimed at empowering staff to identify warning signs of conflict and aggression in youth and implementing strategies for resolution. Matte-Landry and Collin-Vezina (2022) found that training staff in building communities of care decreases restraints. Increasing awareness of trauma, developing a sensitivity to the needs of clients, and implementing trauma informed care practices are all ways contributing to the intervention of youth. Additionally, these interventions aid in not re-traumatizing youth in care. However, youth battle loneliness that creates a level of instability and emotional challenges (Verity et al., 2022). Trainings for employees targeting how to appropriately deal with emotional instability would be beneficial as well and focusing on evidence-based practices could lead to conflict prevention, de-escalation, and a decrease in restraints in residential care which closes the gap between the youth and youth care workers building a therapeutic rapport with one another. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Evidence-Based Practices

Positive Based Incentive Supports. Evidence-based practices are implementations of change for better outcomes. Positive based incentive supports (PBIS)

is created as a collaboration training tool to increase positive behaviors when dealing with individuals with trauma (Matte-Landry & Collin-Vezina, 2022). According to Floress et al. (2023), the basis of PBIS is to encourage and maximize a safe environment by preventing problem behaviors and create a positive social culture for all students in the classroom. There are three tiers of support for PBIS and they are universal prevention, targeted prevention, and intensive/individualized prevention. Each tier includes ways to support educator practices and strategies that support student behavior with data to support decision making. However, according to Darling-Hammond et al. (2023), the nature of student discipline may vary from student to student based on the history of the student's behaviors and economic disparities. Nevertheless, Floress et al. (2023) found that the key is to promote and reinforce appropriate behavior from the student in all three tiers. Praise is the biggest strategy used to promote appropriate behavior when the student does something well. Praise is a way to express support and approval of a job well done and to highlight good behavior will make the student want to do well more often. Students being reprimanded for disapproval of negative behavior has shown to increase misbehavior and does not limit it. Furthermore, reprimands do not teach appropriate behavior. Praise has been a result of good behavior in academic settings in studies of middle school-age students (Floress et al., 2023).

Praise should be a collaborative effort when it comes to positive based incentive and supports. Anderson-Butcher et al. (2022) noted that there has been research aimed at community collaboration for school improvement strategies in the education system. Educators had to confront many challenges that involved nonacademic barriers to their

learning in the classroom. Many of the barriers include attendance, poverty, student engagement, hunger, homelessness, violence in the home, mental health concerns, behavioral issues, and suicide. In the United States, there has been a “40% increase in anxiety, depression, and thought of self-harm among youth over the past decade” (p.2). Social emotional disturbance affects 1 out of 5 children and youth globally. All these nonacademic concerns affect classrooms in schools. Additionally, Matte-Landry and Collin-Vezina (2022) found that PBIS is used as an intervention in residential care settings to help create a safe environment for youth. The goal is to reward positive behaviors with incentives to reduce the number of restraints due to conflict and aggression in the milieu. Youth in residential care experience some of the same nonacademic barriers mentioned previously; hence PBIS is a well-known strategy to support positive behaviors in classrooms even in residential care. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Family-Centered Care. Family-centered care is another form of evidence-based practices used as an intervention for youth in care. Family-centered care involving parental involvement combined with systematic interventions for youth in residential care has been increasing in practice (Blanckstein et al., 2022). McCarthy and Guerin (2021) agreed that the child’s well-being and care needs are supported the best when it encompasses the collaboration of family-centered care and professional services as needed. There is a partnership between both parties that makes the intervention for the

child effective. Lage and Snider (2022) affirmed that the well-being and care of a child is best supported in the context of a family. Strategies implemented for parents versus with parents becomes counterproductive. Additionally, Kindratt et al. (2022), found that family-centered care is sometimes minimized when parent's feel their child's caregiver/healthcare provider are not seeing their perspectives on things regarding their child's developmental delays. Lage and Snider (2022) expressed that shared decision-making is more empowering for families rather than being told what the decision is for their child. Shared decision-making encourages engagement in things such as therapy, education, and interventions. Ultimately, including parents in the decision-making process is a coaching tool to help parents become better problem solvers when intervening for their child.

Interventions are better when they are a collaborative effort that is beneficial for the child. Mas et al. (2022) reported that children and youth with developmental delays benefit from family-centered practices that involves parent engagement. If parental involvement happens in early childhood development, the likelihood of continued involvement in later years. Family-centered care influences the enhancement of learning and development for the child. Family-centered care consists of relationship building and participatory practices. Relationship building includes active listening, effective communication and empathy and participatory building includes parents in decision-making, building family members strengths, and achieving new skills. Family experiences are intended to be positive by representing a source for learning and development for children (Pereira et al., 2022). Lucas et al. (2023) agreed that the family

unit has a significant influence on the development of a child. The functionality of a family is to be understood as setting and achieving goals as a team. Families are accountable with each other adds to the positive development of a child. Opposing practices of family-centered care can lead to developing lagging skills in children and youth. Any prevention of lagging skills in children contributes to the list of types of care of that youth. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Compassion Mind Training. Self-care is crucial in mental health professions. Rivera-Kloeppel and Mendenhall (2023), defines compassion fatigue as a loss of the ability to nurture. Prolonged exposure to stress and exhaustion causes compassion fatigue. However, according to Santos et al. (2022), compassion has been known to play an affective role in helping youth regulate, and because of this, compassion mind training (CMT) is an intervention training for youth workers in residential care. Compassion links to better outcomes in personal and interpersonal to aid in care for the well-being of individuals. Additionally, compassion-based trainings are available to help in the improvement of services. Given that youth in residential care struggle with attachment and emotional regulation due to negative experiences with caregivers; compassion-based trainings is sought out to provide quality of care. Santos, Pinheiro, and Rijo (2023) suggested that this training program is tailored to residential youth care workers to target “care provision and attachment,” two factors used to care for children (p. 2). Compassion

includes three abilities (a) “the ability to be compassionate towards others, (b) to receive compassion from others, and (c) to direct compassion towards oneself” (Santos, Pinheiro, & Rijo, 2023, p. 2). When children lack these opportunities provided to them, they have disruptions in attachment, poor self-regulation, and are at high risk for mental health concerns. When disruption occurs, there are three emotion regulating systems interrupted: threat, drive, and soothing systems. The threat system serves the function of self-protection that was designed to recognize threats so it can protect itself. The drive system links instant gratification of motivation and rewards serving as a function to pursue resources for survival and providing positive emotions. The soothing system aids in the evolution of attachment and is intended to respond to hugs and attentions that are kind. The soothing system is developed through a secure attachment with important caregivers such as parents (Santos, Pinheiro, & Rijo, 2023).

The disruptions of threat, drive, and soothing systems are contributors to the emotional disturbances youth face. Santos, Pinheiro, and Rijo (2023) added that children in residential care present a drive system of entitlement to immediate rewards where if combined with an overstimulated threat system, will lead to anxiety, anger, and aggression. Therefore, youth in these situations see others as people who will potentially let them down through abandonment and rejection. Providing safe and supportive relationships is a priority for these youth. Safe relationships are an indication of warmth, kindness, and close proximity. Safe environments also include structure and affection from caregivers. However, compassion fatigue symptoms may include re-experiencing another’s traumatic event (Rivera-Kloeppel & Mendenhall, 2023). CMT aims to develop

and strengthen a compassionate mindset that will foster thriving relationships. Caregivers who have a compassionate attitude towards youth tend to be more calming and soothing to them, which helps them regulate their emotions appropriately. Furthermore, caregivers who can regulate their own emotions and behaviors are able to provide a healthy care environment. The enhancement of self-compassion motivates caregivers to deal with their emotional needs as they care for others. Compassion encourages the cultivation of caring relationships. A safe place for caregivers is just as important as one for youth. Interventions to address youth social and emotional needs are also needed for caregivers. Secure relationships between caregiver and youth coupled with a nurturing environment is adopted by CMT for caregivers. Santos, Miguel, et al. (2023) found that inadequate parental care leads to youth lacking the ability to live with their families. Healthy development is often lagging in youth within the child welfare system; because of this many of the youth's needs are unmet. Santos, Miguel, et al. found that caregivers in residential care are often experiencing work overload in their challenging working conditions leaving them vulnerable, emotionally distant, and unable to meet the demands needed for such a setting. Compassion plays a significant role in caregiving. Since there was a need for compassionate-based intervention in residential youth care; CMT for caregivers was developed and would serve as an adequate training to help develop employees with the skills and ability to withstand the challenging aspects of the job.

If one loses compassion for residential youth care turnover increases and care quality decreases. O'Gara et al. (2022) added "compassion can be defined as the 'the sensitivity to suffering in self and others, with a deep commitment to try to relieve it'" (p.

2). CMT was originally developed for those who find difficulty in self-warmth and self-acceptance. CMT trains the mind by allowing others to develop their own images of what they think compassion is. Matos et al. (2022) noted that teachers experience high levels of compassion fatigue and burnout from disruptive behaviors, time pressures, and heavy workloads. There is an unprecedented mental health crisis affecting schools leading to a traumatic environment in education. Schools are crucial to learning and developing social skills. Compassion benefits mental health, emotional regulation, and social relationships which are all essential for youth care workers in residential care to do their jobs well increasing the care quality without facing burnout or compassion fatigue. The importance of this research is to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Children and Residential Experiences. To increase the care quality in residential care, residential care providers must rely on the experiences from both youth in care and the youth care workers caring for them. According to Izzo et al. (2022), Children and residential experiences (CARE) was developed by Residential Child Care Project at Cornell University as an organizational program model to improve staff outcomes in creating therapeutic environments and improving quality of care. The promotion of recovery and the improvement of children cognitive and psychological functioning is the opportunity CARE provides. Vostry et al. (2022), added that impaired cognitive skills, speech, and social abilities are all things resulting in developmental delay. However, some children can experience a sense of independence and able to

achieve some skills (Vostry et al., 2022). About 44,000 children and youth are living in residential care in the United States. Residential care is the last resort only after other placements ended prematurely for the youth. Emotional and behavioral problems are exhibited because of such disruption in the experiences these youth face. Many of the residential facilities lack the knowledge and training to help these youth who have developmental needs involving trauma. To provide a therapeutic milieu, it must be safe and supportive, so it helps children recover from their various traumas.

Helping youth to recover from various traumas start with building a healthy rapport with youth. Izzo et al. (2022) acknowledged that appropriate and healthy relationships between children and staff improved behaviors and emotional disturbances. Healthy social interactions provide space for healing and development. However, practices such as these are inconsistent (Reyes et al., 2022). Relational practices to create therapeutic milieu in residential focus on interaction practices in six CARE principles (a) “sensitivity, (b) responsiveness, (c) support of autonomy and determination, (d) a sense of mastery, (e) sense of belonging, and (f) sensitivity of past traumatic experiences” (Izzo et al., 2022, p. 2). CARE implementation provides effective therapeutic care for children. When staff have knowledge of the specific needs of the children, it would help them to better adjust their approach based on needs and motivations of children. Like any other person, staff look through a lens based on their experiences as caregivers, education and training, values, and cultural groups, which they identify. The implementation of CARE improves practices used in staff daily work and their knowledge and beliefs in youth

development and needs of the youth impacted by trauma. As staff utilize the six CARE principles as a guidance, it will enhance their effectiveness.

The CARE model is effective in building rapport between youth and youth care worker because it provides insight into the experiences of the youth in care. Izzo et al. (2020) noted that examining the quality of the relationship between youth and staff is the start of implementing the CARE model. Without proper training, it is difficult for staff to manage the extreme emotional and physical issues youth have, let alone provide a safe and therapeutic environment. There has been a growing concern that residential care facilities are not prepared to meet the increasing needs of the youth they serve. On the other hand, Cameron-Mathiassen et al. (2022), found that residential care facilities often provide many ways to care onsite such as meeting medical, personal, social, housing, and educational needs. Some of the issues that have taken priority in residential care include “low staff-to-youth ratio, inadequate opportunities for professional learning, and regulations that prevent constructive family engagement” (p. 1).

Because turnover is high in residential care, it almost guarantees inexperienced staff who have not yet established a relationship will be the ones caring for the youth. CARE is implemented as a hope to fill gaps where there is inexperienced staff with little relationship built caring for youth (Izzo et al., 2020). Building rapport and having quality relationships are critical in serving the youth in residential care. Good relationships improve the cognitive functioning in youth. CARE is an intervention used in organizations as a training to create a therapeutic environment. The model allows for healing and growth through supportive interactions with adults. The six principles to

“help support programming and policies are (a) relationship-based, (b) trauma-informed, (c) developmentally-focused, (d) family-involved, (e) competence-centered, and (f) ecologically-oriented” (Izzo et al., 2020, p. 3). The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Nonviolent Resistance for Mild Intellectual Disability. Nonviolent resistance for mild intellectual disability (NVR-MID) is another evidence-based practiced that can be used. NVR-MID was introduced and the implementation of the principles taught helped decrease the amount of aggression in residential settings (Visser et al., 2021). According to Newman and Nolas (2008), nonviolent resistance (NVR) is an innovative evidence-based model originating in Israel. However, NVR has been used to help regulate violent youth in Africa and the United States. NVR was used by Mahatma Ghandi to develop his nonviolent resistance in contradiction of his opposers. NVR teaches parents to not control their children but to own their own behaviors and resist anything that would be damaging to their children. Families can use NVR to improve situations of escalating youth. The approach promotes parental use of praise, rewards, setting limits, consequences, and time outs. NVR in itself is not to be seen as a consequence but are to be done when the youth is calm and able to listen. The goal is to get the youth to adopt nonviolent forms of interaction by focusing on the positive voice and parental love as acts of love. Bunn et al. (2022) found that responsive caregiving includes learning and developing new parenting skills, such as “establishing routines,

using behavior charts and praise, positive involvement of parents, limit setting, increasing positive parent-child interactions, using nonviolent discipline, reinforcing positive behavior, and encouraging play” (p. 5). NVR has some great information that leaders could implement in their residential youth care programs. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Intercept Program. The intercept program is another evidence-based practice that can be used for training purposes. According to Huhr and Wulczyn (2022), the Intercept Program is a family preservation program for skill development of evidence-based practices to meet the needs of the child. The staff work with families who have children who are at risk of re-entry into foster care or residential care. The program focuses on families in crisis and placement prevention for families who have never been in the foster care or residential placements. The Intercept program is under contract with the Tennessee Department of Children Services and has been providing services since late 1990s. Intercept’s goal is to reduce using foster care, reduce timeframe in foster care, and reduce risk of re-entry. Intercept employs bachelor degree and master’s degree level employees who are trained in family intervention so there is a positive impact for the child. The reduction of the amount of stay in residential care could be beneficial with provided services to reduce risk of reentry into care. However, this involves adequate trainings and a collaboration of caregivers who are dedicated to see the success of this happening. The importance of this research was to support business change by providing

residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Collaboration of Caregivers

A collaboration of caregivers involves every aspect of the youth's care. According to Avendano and Cho (2020), building collaborative relationships with caregivers involves voluntary participation, having a mutual goal, shared resources, shared responsibility for key decisions, shared accountability, and building trust and respect. Caring for youth in residential care requires a team of individuals working together building collaborative relationships with each other to see how best to support and care for the youth.

Youth in care need more than basic needs met. According to Santos, Miguel, et al. (2023), basic care is not enough to meet the needs of youth living in residential care; their care should include specialized interventions and having therapeutic relationships with all caregivers involved in the youth's care. Children living in residential care exhibit a host of complex emotional needs; there are recommended staff trainings by international guidelines consisting of the fostering of emotional and mental health in residential youth care. Youth care workers are vulnerable to an increase in mental health issues because of the heavy workload, poor pay, high stress, lack of support, and inadequate training equipping them to navigate complex emotional needs in the youth. Moreover, caregiver-child relationships are important in maintaining a healthy therapeutic environment for youth to heal and grow. Mental health issues in youth care workers are equally important to address and improve to prevent poor and inconsistent care to youth. Providing an

environment where education of mental health is welcomed as well as providing opportunities where mental health is cared for is important. When caregivers are mentally healthy, an environment of care and learning ability can be nurtured. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

School in Residential. Education is a privilege and is important in the learning process of growing youth. However, children and youth in residential care have severe issues cognitively, which affects daily functioning in their education (Pronk et al., 2022). Compared to youth in non-residential alternative educational facilities, at-risk youth are disconnected with a combination of behavioral, emotional, cognitive, and family issues that affect education for the youth (Pronk et al., 2022). According to Garcia-Molsosa et al. (2021), staff in residential care were not always aware of the educational status of the youth in their care. The number of residential facilities youths have been in and out of also contributed to the challenges youth face in education. As well as the challenges youth face academically can also contribute to some of the behavioral issues presented.

Education is important to the development of youth and the collaboration of caregivers goes beyond the classroom. According to Christian-Brandt et al. (2020), youth with trauma histories may struggle with poor grades, poor attendance, poor behavior, and poor health. Collaborative relationships also include the educational environment for such youth. Inasmuch as burnout and compassion fatigue can occur in youth care workers, it also occurs in teachers. Trauma-informed care meets the needs of caring

professionals and those they serve. School-based TIC has improved teachers understanding of childhood trauma and applying trauma-informed approaches to the classroom. Educators alone focusing on the academic learning and achievement of children and youth is no longer effective, whereas a partnership of caregivers focused on the same goal is more effective (Anderson-Butcher et al., 2022).

Turnover affects many of the caregivers of these youth even the educators. Christian-Brandt et al. (2020) found that “the turnover from teaching is higher with older age, burnout, and low compassion satisfaction” (p. 6). Having fulfillment at work and having adequate training plays a major role in satisfaction along with collaborative relationships to feel supported. Furthermore, Marion and Mann-Feder (2020) stated that educational achievement of youth is contributed by things such as “motivation, expectations, parental involvement, and level of cooperation” and youth in residential care lack the presence and knowledge of these things. Collaboration of professionals partnering toward a solution is a method suggested to address complexities and developmental responses. Collaboration promotes the understanding of processes and problem solving for complex situations such as the ones youth in residential care experience. According to Marion and Mann-Feder (2020), the lack of motivation and academic achievement were identified as the biggest difficulty in youth in residential care. When youth discuss their motivation with their caseworker and/or their teachers those discussions often stay at the individual level, whereas, if collaboration were involved strategies to develop motivation can be enhanced. However, many youths attribute their lack of motivation to the school associated with the residential care

facilities, strict rules associated with the prevention of socializing with others and feeling isolated in residential units were all factors mentioned.

School in residential may have more challenges because every youth experienced various traumas but caring for these youth include some of the same things used to care for youth who have not experienced trauma. According to Anderson-Butcher et al. (2022), providing youth development to fill the breakdown in school engagement includes things such as youth sports, positive peer relationships, mentoring, and performing arts. Part of what makes PBIS work is using classroom-based interventions to encourage positive behaviors. Focusing on diversity, inclusion, and academic motivation also helps support student engagement in the classroom. Marion and Mann-Feder (2020) found that without additional support, almost 25% of youth transitioning to adulthood coming from residential care did not complete Grade 12 compared to those not living in care. Collaboration of professional partners regarding academic issues is a suggested solution for the complex issues educators face in the classroom. Residential youth care facilities are to be seen as partners of the classroom where they can utilize youth care workers as collaborators and interventions for behaviors. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Trauma-Informed Practices. Trauma-informed practices are training tools youth care workers and leaders can use to increase care quality. According to Steinkopf et al. (2020), trauma-informed practices in mental health services are widespread. Trauma-

informed practices include “staff availability, setting clear and safe boundaries, collaboration, stability and routines, and cultural safety” (p. 634). Youth feel safe with care givers that are present no matter how dysregulated they are, creating clear and safe boundaries is what the youth desire, collaboration to find the best way to support youth is needed, and schedules provide structure and routine (Steinkopf et al., 2020). Moreover, staff quit, new staff come in, and they receive some training of the trauma-informed model. According to Collings et al. (2022), trauma informed includes knowledge of trauma and skills to support safety for children. Trauma leads to behavioral issues that can be damaging to placement stability. Steinkopf et al. (2022) found that maintaining emotional regulation is promoted as essential in TIC. Staff experienced emotional dysregulation triggered by situations that pin-pointed thoughts, such as insecurity, shame, and helplessness. Since triggered by youth, addressing traumatic childhood memories may be a benefit although sensitive.

TIC teaches youth care workers how to deal with such sensitive topics that may be traumatic in the youth and teach management and regulation techniques one’s own sensitivities. According to Pizzirani et al. (2022), children who are in imminent danger are removed from their homes. However, Steinkopf et al. (2022) added that residential housing as a last resort if other placements fail, is the least preferable. The court decides who children can see, if they can have visits, and where the visits will be, making physical safety more of a priority than their emotional needs (Collings & Wright, 2022). Moreover, Pizzirani et al. (2022), found that about 80% of youth in residential care have experienced some form of interpersonal trauma. Staff who work with youth in residential

care are trained and equipped to recognize and respond to symptoms of trauma (Collings et al., 2022). However, Collings et al. (2022) found that trauma-saturated professions present an increase in secondary trauma, vicarious trauma, compassion fatigue, burnout, and high turnover in its workers. Trauma-informed organizations promote resiliency and provide support and resources to prevent burnout and secondary trauma.

Learning to implement healthy lifestyle changes could be a prevention measure of burnout and secondary trauma. According to Pizzirani et al. (2022), because TIC consists of preventative measures to reduce behavioral issues, organizations find there is an increase in obesity that has flooded youth in residential care and staff. However, healthy lifestyle programs are nonexistent in these facilities. TIC promotes preventative measures, where unhealthy eating contributes to maladaptive behaviors. For this reason, HEALing Matters is a trauma-informed healthy eating and exercise program used to demonstrate trust, provision of support, and meet the needs of staff. HEALing Matters promotes a healthy home environment that encourages healthy behavior change and upkeep. The program supports residential staff and the agencies they work for by breaking the cycle of generational dependency of unhealthy living. HEALing Matters aims to reduce obesity as a trauma-responsive strategy.

As has been discussed and in conclusion of the review of literature there is substantial evidence to suggest that employees to stay on the job desire connection, commitment, a healthy job culture that promotes growth, and training strategies that help keep them embedded in the organization. When they receive these job qualities and stay embedded on the job, they provide a heightened service quality for youth. The motivation

to work, attitudes about work, intentions to stay at the job, connection and networking opportunities with other employees, and training to enhance abilities on the job were the focal points of the alternative considerations of theory. Although the focal points of the alternative theories considered were beneficial, the umbrella of which they all fall under was job embeddedness. Employees embed themselves into organizations for the reasons mentioned but job embeddedness focuses on linking those reasons and employees, by providing opportunities and benefits that may be lost if the employees leave the organization. That is why JET was chosen. Job embeddedness coupled with exploring training strategies to support the work employees do will mitigate turnover and increase care quality. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

Transition

In Section 1, I provided a look at the problem and purpose of this qualitative pragmatic inquiry design study to explore training strategies residential facility leaders use to mitigate employee turnover and increase care quality. With using job embeddedness as my conceptual framework, it helped to guide the study in answering the research question. Youth care workers in residential care are likely to participate in turnover intention when they lack a sense of purpose, safety, training, support, and belonging. The evidence-based practices can serve as training opportunities for employees caring for youth as well as the collaboration of caregivers communicating best

practices. Implementing therapeutic environments by creating ways to reduce trauma, build rapport between youth and caregiver, and supervisors serving as mediators between youth care workers and upper management are all ways the review of literature provided insight that was helpful to use in residential care. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well.

In Section 2, the project guidelines are highlighted and explained with subsections such as my role as the researcher, how data were collected and analyzed, and my access to participants. In Section 3, there will be a synopsis of my findings to the research.

Section 2: The Project

Purpose Statement

The specific business problem is that some residential youth care facility leaders lack training strategies to mitigate employee turnover and increase care quality. Therefore, the purpose of this qualitative study was to explore training strategies residential facility leaders use to mitigate employee turnover and increase care quality. The research design was pragmatic inquiry. According to Lakens (2022), a research sample size smaller than three participants is too small to be of interest to a research study. Therefore, the population consisted of eight leaders who have been successful in using training strategies to mitigate employee turnover in residential youth care facilities. The implications for social change include maintaining an acceptable number of residential employees so these organizations can help youth work through issues to be psychologically, emotionally, and physically healthy individuals who contribute to society in a positive way. Another social change possibility is the improvement of any community's well-being by lowering the stress of the employees that might decrease their illnesses and help them enhance personal relationships.

Role of the Researcher

The primary role of the researcher is to act as the instrument for data collection and data analysis (Johnson et al., 2020). My role as the researcher includes responsibility for data collection and analysis. I am responsible for collecting data, which occurred through interviews with participants where I asked a series of open-ended questions so participants could provide as much information as possible. One of the limitations and

challenges I may have faced as the researcher is the possibility of the lack of transparency on the issues with turnover as discussed by participants, which could lead to dishonest answers. Another limitation included scheduling times to interview leaders because the leaders are busy and there was the possibility they would be unable to commit to the time required to participate in an interview.

My relationship to the topic included having worked in this field as a residential youth care specialist directly caring for the youth with an emphasis on their physical and emotional safety as well as caring for their basic needs. I am now a residential team supervisor in youth care. However, my relationship to this topic did not interfere with my study because my focus was on gaining additional insight in this field attempting to answer my research question.

My role in the ethical conduct of this study included ensuring that participants understood and acknowledged their rights and responsibilities in the study as I provided all participants with an informed consent form. In providing a consent form as an attachment to the invitation email, participants were able to agree or disagree to participation through informed consent by responding to the email saying, "I agree" or "I disagree." One of the items participants agreed to was being audio recorded during the interview. At the beginning of the interview, I reminded participants of the consent by having them read over the consent form again and asking for a verbal "I agree" or "I disagree" before starting the interview.

According to National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979), there are three primary objectives of *The*

Belmont Report. The first objective is a respect for persons where the researcher makes sure participants understand their participation in the study is voluntary. To treat the participants with respect, I explained the purpose of the study to them. I treated each participant as a valued person by listening to them, by giving eye contact, and not talking over them when they spoke. The second objective is beneficence, which means to promote the welfare and safety of others (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). To do this, I explained that there is no risk for the participants except for the risks associated with living their normal life. The third objective is justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). To fulfill this objective, I explained to the participants that I would treat everyone as an equal with each other. Additionally, so long as they fit the criteria of the study participants, they would not be exempted from the study if they choose to participate. I treated each participant fairly and with no bias or discrimination to their being. For data interpretation, I am responsible for making sure I report the results as they were given with no manipulation of the findings. I developed the process of collecting data with an advanced knowledge of the ethical mandates that were given in *The Belmont Report*.

I had bias, but the goal was to mitigate bias and avoid viewing data from my perspective or personal lens by incorporating data saturation versus my own opinions on the topic. I recorded in my reflective journal the process of bias thoughts to mitigate transfer of those thoughts into findings. I used the interview protocol (see Appendix A) to aid in conducting an ethical and effective interview process from start to finish. The

components of the interview protocol consisted of (a) considering ethical issues, (b) planning logistical aspects, (c) establishing trust and rapport, (d) conducting the interview, (e) memoing and reflection (DeJonckheere & Vaughn, 2019, p.1).

Remaining unbiased protects the integrity of the research and respects the participants time (Tufford & Newman, 2010). I wanted participants to feel respected and acknowledged. Member checking was another way to validate findings and mitigate bias in the response regarding the results of the research (DeJonckheere & Vaughn, 2019). I upheld the three principles from *The Belmont Report* by keeping confidentiality and reminding participants that they can stop the interview at any time. The results are more reliable by keeping an unbiased stance as the interviewer by having a nonjudgmental attitude (DeJonckheere & Vaughn, 2019). According to Chan et al. (2013), bracketing requires setting aside any prior knowledge about a specific subject and research the subject as if and individual has no knowledge at all about it. Bracketing demonstrates the validity of the data collection and analysis process (Chan et al., 2013). I used bracketing by focusing on learning new information from the participants and setting aside any ideas and thoughts I may have had while in the interview.

Participants

The participants met the eligibility requirements within the scope of the study. The primary eligibility criteria for this study were youth residential facility leaders in Michigan who have experience implementing successful training strategies to mitigate employee turnover and increase care quality. Other participant characteristics included being residential youth care leaders anywhere from middle management to upper

management who participate in the decision making regarding staffing and supervision of youth. Because the length of time in the field of study does not hinder the experience they bring to the study, the years of experience were not a part of the eligibility criteria. There were no demographic criteria preventing participation in this study.

My strategy for gaining access to participants was sending an email to leaders of residential youth care facilities in my professional network in the state of Michigan assuming they have experience with strategies for employee retention. I interviewed participants from various organizations I have not worked for, organizations I have worked for previously, and my current organization. Additionally, I did not interview individuals I have worked for or who have worked for me. Those who consented to participating in the study received communication via email or by phone to set up the interview.

I established a working relationship with participants by communicating professionally and being approachable by first setting the stage for the interview process. I did this by being approachable and by keeping the lines of communication open for any questions or concerns participants had during the entire study. The recruitment email letter stated the criteria for the participants in the study, and those who met the criteria were invited to the study.

Research Method and Design

Research Method

The qualitative method was the best option for my study as opposed to the quantitative method or mixed methods. The qualitative method was chosen mainly

because it allowed me to explore and gather data during interviews and allowed me to form my own interpretation. According to Abdullah et al. (2020), the qualitative method helps a researcher to gain insights into phenomena focusing on the experiences of individuals. The data collection process allows a researcher to understand people's experiences through the interaction during the interviews. According to Husband (2020), participants can relive their experiences when a researcher asks purposefully designed questions that are open-ended, allowing them to discuss freely their experiences. Therefore, interviews are a good process for qualitative data collection because, according to Mahat-Shamir et al. (2021), people are natural storytellers, and interviews allow people to express their answers in as much or as little as they see fit.

Alternative methods were considered but not chosen. The quantitative method focuses on probability and statistical theories that test hypotheses (Guo, 2013). According to S. Ahmad et al. (2019), quantitative researchers focus on using closed-ended survey questions, fixed response options, and more generalizable measurements or observations. The overall quality of data is better as it mitigates vague answers that can occur in the qualitative method (S. Ahmad et al., 2019). The quantitative method did not work for this study because a hypothesis was not tested nor were probability and statistical theories the focus.

The mixed-method option was also considered. According to Hendren et al. (2022), mixed methods is a combination of concepts and/or approaches of at least one qualitative research method in a study. According to Dawadi et al. (2021), the mixed-method approach is beneficial with more complex research issues by interweaving both

qualitative and quantitative data. Mixed methods offers logic, more flexibility with methodology, and in-depth understanding of cases. There was no need for mixed methods because the quantitative method was already ruled out and not needed for this study.

Next, I discuss my research design.

Research Design

The research design I used was pragmatic inquiry. Unlike case studies, pragmatic inquiry researchers have more freedom in choosing participants, and the design does not limit the study by requiring permissions from their employers to conduct an interview. Pragmatic inquiry researchers recognize that individuals within social settings can experience things differently, which encourages researchers to be more flexible in investigative techniques (Kelly & Cordeiro, 2020). Pragmatic inquiry researchers highlight three principles: (a) emphasis on actionable knowledge; (b) recognition of the connection between experience, knowing, and acting; and (c) inquiry of experiential process (Kelly & Cordeiro, 2020). Additionally, qualitative pragmatic inquiry was more sensible and practical when answering research questions drawing conclusions from data with a holistic understanding (Clarke & Visser, 2019). Pragmatic inquiry was the correct design for this study because I was able to draw conclusions that were holistic when describing the strategies for mitigating employee turnover.

Other research designs for qualitative studies include case studies, phenomenology, and ethnography (Tomaszewski et al., 2020). According to Yin (2017), a case study researcher gains perspective regarding real-world situations and collects in-depth data. Case studies provide opportunities for accidental discovery by which a

researcher might uncover unexpected results (Nickels et al., 2022). Case studies also are used to analyze a phenomenon in a specific context while using multiple sources of evidence (Thelwall & Nevill, 2021). I did not use a case study design because I needed more of a holistic view plus case studies require permissions to collect data that may be limiting to my study.

According to Wilson (2015), phenomenological researchers focus on exploring the attitudes and emotions of an individual during interviews rather than what is being said. Phenomenology researchers focus on the human experience between the mind of the participant and the world the participant lives in (Dodgson, 2023). My study did not benefit from phenomenological design because I was not seeking to explore attitudes or emotions or to figure out what is going on in the minds of participants.

According to Celikoglu et al. (2020), ethnography researchers focus on drawing conclusions of how society and people function and interact. Ethnography researchers focus on observing individuals and their behaviors and understanding the interactions of individuals in their natural settings (Zilber, 2020). My study did not benefit from using ethnography design because the goal of my study was not to focus on or observe how society and people function or interact.

I used data saturation by collecting a plethora of data supporting my topic. According to Tight (2023), data saturation occurs when there is nothing new to add to a piece of research regarding arguments or conclusions. I gathered information until data saturation was reached. This means I did not collect data with new themes or ideas, and if

I did not reach data saturation with my participants, I would seek more participants to interview until data saturation was reached.

Population and Sampling

According to Berndt (2020), sampling methods are categorized as probability or nonprobability. There are common probability methods such as random sampling, systematic sampling, stratified sampling, and cluster sampling. Nonprobability techniques include quota sampling, purposive sampling, self-selection sampling, and snowball sampling. The qualitative method is limited to the nonprobability techniques. I focused on the nonprobability techniques pertaining to qualitative research. The positives and negatives of using nonprobability techniques are explained in Table 1.

Table 1

Nonprobability Sampling Method

Sampling method	Pros	Cons
Quota sampling identifies unique characteristics of population and select persons proportionate to population.	Quicker and easier to conduct than stratified sampling because there is no random sampling used; easier to make distinctions in subgroups	A sampling error can occur because random sampling is not used. There may be sampling bias. It may be difficult to draw conclusions.
Purposive sampling uses sampling techniques that rely on researchers' judgment on people selected.	Helps researchers justify selections of people and is useful with research that has multiple phases	Prone to research bias, especially when rules or criteria are poorly documented, this sampling can make it difficult to defend the represented population.
Self-selection sampling: Researchers specify required inclusion and exclusion criteria and participants from the population participate by free will.	Can save a lot of time; people who choose to participate are likely to be committed to the research and give truthful responses.	Often linked to selection bias and can lead to misleading or exaggerated findings
Snowball sampling: A strategy where existing participants recruit future participants; strategy is used to hard-to-recruit populations.	Used for populations that are difficult to identify	Sampling errors cannot be calculated and confidence in interpretation cannot be determined

Source. From *Sampling Methods*, by A. E. Berndt, 2020, p. 226

The technique I thought was best for this study was based on the pros and cons in Table 1 was self-selection sampling. According to Berndt (2020), the main goal of the technique is that those who participate do so with free will. Additionally, those who choose to participate on their own are more likely to give truthful answers and be committed in their participation.

According to Hennink and Kaiser (2022), saturation is used to determine sample sizes in qualitative research. According to Mwita (2022), data saturation refers to a researcher collecting enough data about a topic to the point where there is no need to collect more data. Saturation also helps assure validity and credibility of the information. Additionally, data saturation occurs when there is nothing new to add to a piece of research regarding arguments or conclusions (Tight, 2023). I ensured data saturation by collecting information from participants in an interview format where the information gathered had little bias. If for some reason data saturation was not reached after interviewing my participants, I would continue to recruit and interview participants until data saturation was reached.

According to Lakens (2022), a research sample size smaller than three participants is too small to be of interest to a research study. The population for my study was comprised of eight leaders who met the participant criteria. The leaders interviewed were leaders in the state of Michigan of residential youth care facilities with experience implementing successful training strategies to mitigate employee turnover and increase care quality. These leaders participate in any decision-making regarding staffing and supervision of youth within the organization. They have used training strategies to

decrease employee turnover. I obtained participants from residential facilities in my professional network, but the participants were not those I worked for or who have worked for me. The interview setting was an agreed upon location of the interviewer and participant so that both parties felt comfortable.

Ethical Research

Before conducting this study, the Walden University's Institutional Review Board approved the ethical research of this study. The final approval number is 1038035. The components of the research associated with ethical approval are detailed below.

According to O'Sullivan et al. (2021), the informed consent form reveals important information that involves voluntary participation of participants. In the informed consent form, there was information about the voluntary nature of participation. Included in the informed consent was that participants may at any point withdraw from the study without any consequences to them because the study is strictly voluntary. The procedure for withdrawing from the research study was as follows: A participant who desires to withdraw from the study would notify the researcher via email that they no longer want to participate in the study. Then, I would withdraw any data that may have been collected from the participant's interview and destroyed the data in storage and in the data used for analysis as well in any findings if analysis was already performed, and the participant would have no further obligations in regard to the study.

In my study, there were no incentives for participating. However, the participants provided adequate information that would help other leaders working in the residential care arena. I included the informed consent file as an attachment to the invitation email. I

asked participants as part of the invitation to read through the informed consent. If they met the criteria listed in the invitation and agree to the informed consent and wanted to participate in the study, then I asked them to respond to the email with “I consent to participate in this study.” Before beginning the interview, I reviewed the primary points of the informed consent with the participant and had them agree again to the informed consent and to be recorded, then I began the interview.

The data provided in this study have been stored securely for 5 years to protect the confidentiality of the participants. The participants’ information, according to the informed consent form, made participants aware of how data were collected and how they were used. I also removed any personal identifiers from the study documents. The real names and contact information were to be kept in a different locked storage place other than where the data collected was stored until the study is over and then that list is issued to be destroyed after 5 years as well. Within the study I used pseudonyms for participant names in files stored and in all reports of the study. The pseudonyms were named Participant 1, Participant 2, and so on to keep names confidential.

Data Collection Instruments

I was the primary data collector and the instrument/process I used was a semistructured interview. I chose to use a semistructured interview because it helped to ask specific open-ended questions to get specific answers. According to Adeoye-Olatunde and Olenik (2021), information from semistructured interviews helps to understand if a specific service is warranted or if a service is implemented effectively from the participant’s perspective. The interviews were face-to-face interviews and

recorded on a digital voice recorder. I used my phone as a back-up recorder if the digital recorder were to fail.

I conducted member checking to enhance the reliability and validity of the data collection process. After the transcription of the interviews, I sent the transcription to the participant and ask via email if I captured the information from the interview well and if not, I would give the participant 3 days to let me know of any necessary changes. I did not receive any response within that timeframe to make changes, which led me to assume the participants agreed to the transcription. Given that there was no request for any changes, there was no need to include anything in the discussion subsection of Section 3 in support or nonsupport of the validity of the findings. The interview protocol is in Appendix A. I used the data collection process and protocol as a means to keep the process structured and organized so that the research was easier to comprehend.

Data Collection Techniques

The technique used to collect data was in the form of a semistructured interview. The interviews were also recorded on a digital voice recorder to collect data that may be missed if only hand written notes were used. All the raw data and data analysis records are stored securely for 5 years and after that time period, will be destroyed. The data did not include any personal identification of participants.

According to Ruslin et al. (2022), disadvantages of semistructured interviews include the participant only being able to answer questions asked, it is time consuming, and the open-ended nature could tempt the researcher to ask bias questions. However, the advantages of semistructured interviews include structuring open-ended questions that

will allow the participant to offer any information they need to answer the question fully. Another advantage to having semistructured questions already written out was to not be tempted to deviate from the questions to mitigate asking leading questions that could lead to bias.

According to McKim (2023), member checking is one way to establish validity. Member checking aids in providing credibility to the data. Member checking is common in data analysis in requesting participant feedback. I conducted member checking to check the reliability and validity of the data collection and analysis processes. After the transcription of the interviews, I sent the transcription to the participant and ask via email if I captured the information from the interview well and if not, I would give the participant 3 days to let me know of any necessary changes. I did not receive any response within that timeframe to make changes, which led me to assume the transcription was deemed accurate by the participant. Given that there was no request for any changes, there was no need to include anything in the discussion subsection of Section 3 in support or nonsupport of the validity of the findings. I used the data collection process as a means to keep the process organized so that the findings were more accurate.

Data Organization Techniques

The way in which I kept track of data was by keeping track of reflective journals regarding the interviews. The interviews were also recorded on a digital voice recorder which helped with being able to revisit the interview if any information was missed. If the digital voice recorder failed, I would use my phone recorder as a back-up to record

interviews. I did not use my reflective journal during the interview because it was a potential distraction to the participant during the interview and I wanted to give the participant my undivided attention. After the interview, I recorded in my journal any additional information I observed or thoughts I had. I transcribed what was captured on the recording on my computer word for word. Later, when listening to the recorded interview, I used my reflective journal by writing down some thoughts and ideas from the interview. All the raw data records on my computer including my digital recordings, transcriptions, and data analysis records were stored securely on a flash drive locked in a safe along with my reflective journal and stored together for 5 years and then destroyed. Once the data was stored on the flash drive all data was deleted from my computer.

Data Analysis

According to Braun and Clarke (2006), thematic analysis consists of analyzing and reporting patterns or themes within data then interprets that information surrounding the research topic. Their information on thematic analysis focuses on the experiences, meanings, and realities of participants and the questions that guide the coding and analysis are the questions asked in the interviews. The thematic analysis was chosen for this particular study because its focus was to organize theme information from interview data, and I gathered the information into transcripts and any textual data from reflective journals. Thematic analysis was best suited for my study because I could arrange themes from gathered information in the interviews to address my research question.

My data analysis included how data was collected, organized, coded, and how my themes were developed. The data was collected through face-to-face interviews and

recorded on a digital voice recorder. If the digital voice recorder were to fail, I would use my phone recorder as a back-up to record the interviews. I did not physically record anything during the interview by note-taking. After the interview, I listened to the recordings a few times, to transcribe the information in the interview and to gather information for my reflective journal from the interview regarding any body language or anything I heard or observed during the interview that may affect the findings. I recorded in my reflective journal after each interview but not during the interview because I wanted to give each participant my undivided attention. I organized data according to each participant all the information gathered and under their pseudonym name so I would not get any information confused with another participant. I used NVivo software to organize the data as I code the information from the interview. After the coding was complete, I utilize the codes and put like codes into themes so the information would be organized and finalized into findings.

According to Adeoye-Olatunde and Olenik (2021), the goal of the researcher during semistructured interviews is to seek an understanding of the participants perspective rather than generalizing a phenomenon. After data was collected, I transcribed the interviews. I chose not to take notes during the interview as I wanted to give the participant my undivided attention. To familiarize myself with the data I read the transcription several times and took notes in my reflective journal. I engaged in member checking as needed by presenting the transcription to the participants by email to make sure what was transcribed was the way the participants intended. I gave the participants a timeframe of three days to confirm the transcription before moving on with my study. I

went through each transcription identifying similarities using NVivo organization help in coding. Codes were combined, categorized, and that was how I developed themes relating to the research question. I focused on key themes and correlated the key themes with the review of literature and conceptual framework to help with the organization.

Participants' names were not used anywhere in the data collected, data analysis or reporting of the findings besides in the signed consent forms. I used pseudonyms in place of participant names to protect the confidentiality of participants. The demographics data collected were that the participants are leaders of residential youth care facilities in the state of Michigan with experience implementing successful training strategies to mitigate employee turnover and increase care quality. The demographics that were used were vital to the study because they added significance to the credibility of the participants in reference to the knowledge they bring to the study.

Reliability and Validity

Reliability

Reliability and validity are important to any study which includes dependability. Dependability focuses on the process of conducting the study. The data should be examined to see if the records are accurate for dependability (Eldh et al., 2020). Dependability is the quality of being trustworthy and reliable (Nassaji, 2020). For dependability, I used member checking by sending a copy of the transcription of the interview to the participant and asked via email if I captured the information from the interview well and if not, I gave the participant 3 days to let me know of any necessary changes. Then, I used that information to help judge the validity of the results. According

to Mwitwa (2022), data saturation of the topic brings validity to the study. Data saturation is identified as justification for sample size and recognizes in data collection that information produces little or no change (Braun & Clarke, 2021). I will address dependability by following through on my study from beginning to end.

Validity

I believe that interviewing credible leaders who have successfully implemented training strategies that help mitigate employee turnover supports the validity of this study and my goal was to eliminate as much bias as I could. According to Shufutinsky (2020), credibility is needed because researchers are the main instrument of the research, and it is important to be aware of any biases regarding knowledge, experience, ideas, beliefs, and values so it does not affect the study. In qualitative research, credibility focuses on the findings and conclusions to be truthful to reflect the reality of the phenomenon investigated (Nassaji, 2020). Credibility provides assurance between participant's reality and researcher's representation of presented reality (Eldh et al., 2020). However, having a well conducted topic, research procedures, context, and analysis enhances the credibility of a study (Nassaji, 2020). According to Awan et al. (2023), transferability, confirmability, dependability, and data saturation are used to determine what is trustworthy in research.

I addressed transferability in relation to the reader and future research by using purposeful sampling rather than random sampling allowing results of research to be transferred to other contexts. Transferability is a generalization from case to case or group to group examining if findings apply to another (Eldh et al., 2020). According to

Nassaji (2020), transferability is concerned with the researcher's interpretation or conclusions that are transferable to another similar context. Nassaji (2020), also believes that transferability should not have generalized claims made by the researcher but instead provide vital details that can transfer.

I addressed confirmability by the interpretations of findings drawn from the data. Confirmability believes that the results can be achieved by others through replication (Chung et al., 2020). In addition, Eldh et al. (2020) found that confirmability believes that reaching an overall decision regarding confirmability is vital. Confirmability includes judgements about labeling of themes or categories as well as analyzing findings fit for the data. Furthermore, triangulation makes a vital part in promoting confirmability (Awan et al., 2023).

I ensured data saturation by collecting a robust amount of information supporting my topic to ensure an amount of information is obtained to answer the research question (Hennink & Kaiser, 2022). I knew I achieved data saturation when there was no new information to research on the topic. If data saturation was not achieved after interviewing my eight participants, I was going to continue to interview more participants until data saturation was achieved.

Transition and Summary

In summary of Section 2, the purpose of the study was revisited, the role of the researcher was defined, the criteria of participants were stated, discussed research method and design, population and sampling, ethical research was stated along with data collection instruments, techniques, analysis, and reliability and validity. The purpose of

this study was to explore training strategies some residential facility leaders use to mitigate employee turnover and increase care quality. The search for effective training strategies to mitigate employee turnover and increase care quality were explored by interviewing eight leaders regarding effective training strategies they have implemented. The goal of why this study was important to explore was to maintain an acceptable number of employees so staff could help youth work through issues to be healthy individuals in society psychologically, emotionally, and physically. The goal as the researcher was to remain unbiased when collecting the data. I gained an exhaustive amount of data during my interviews and participants were aware they would be recorded as a reliable source so nothing was misinterpreted. Participants were also reminded that they were able to leave the study at any point. This section was preparation for section three where I would begin collecting data. A synopsis of my findings, suggestions for social change, and recommendations for best practices were offered in Section 3.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative pragmatic study was to explore training strategies residential facility leaders use to mitigate employee turnover and to increase care quality. This study was conducted to improve the understanding of what impacts employee turnover among youth care workers. A qualitative pragmatic inquiry design was used to analyze the data collected through eight semistructured interviews of leaders who provide training to staff members in residential facilities. Based on the findings, job embeddedness and training strategies were found to influence the mitigation of employee turnover and the quality of care youth receive. Furthermore, based on the participants' responses, I was able to develop four themes: (a) staff training to understand their roles, (b) training for competence and confidence, (c) leadership learning to develop supervisor support, and (d) learning ways to recognize employees. The outcome of this study indicates that staff understanding their roles, staff who are trained for competence and confidence, staff and management rapport, and employee recognition may lead to the mitigation of employee turnover in residential care facilities and thus may increase the care quality to the youth they serve.

Presentation of the Findings

The research question for this study was: What training strategies have residential youth care leaders used to mitigate employee turnover and increase quality of care? The data collected were from semistructured interviews with eight participants who were leaders in the residential youth care facility industry. To ensure the confidentiality of my

participants, I assigned each participant a pseudonym during the data collection process. I labeled each participant in sequence of the interview number behind the word *participant* such as Participant 1, Participant 2, Participant 3, until all eight participants were identified. The minimum number of participants was estimated at six; however, I interviewed eight participants to ensure data saturation was achieved. During the semistructured interviews for data collection and the data analysis period, I was able to understand participants' point of view. The development of the themes brought the work to closure, and the research question was fully answered by the themes, which was the goal of this project. I identified four major themes from the data collection and conducted an inclusive analysis of the conceptual framework and literature review. Table 2 displays the four major themes from the participants' answers and examples of quotations that assisted me in reaching the final themes.

Table 2

Themes

Themes	Participants	Example quotations
Staff training to understand their roles	Participants 1-8	"We provide trauma informed care with emotional intelligence and empathy."
Training for competence and confidence	Participants 3, 7, and 8	"The more people understand their role, the more comfortable they feel, the more competent they are."
Leadership learning to develop supervisor support	Participants 1, 4, and 8	"We do regular check-ins with staff to provide support."
Learning ways to recognize employees	Participants 1, 2, 4, 6, 7, and 8	"We provide opportunities for growth and promotion."

Theme 1: Staff Training to Understand Their Roles

The first theme created was staff training to understand their roles. This theme is important because one of the main issues the participants noted was if staff did not understand their role, this could lead to staff turnover in facilities such as residential care because of lack of confidence and motivation. There was an agreement among four participants that the onboarding new employee training must be as realistic as possible so that when new staff are introduced to the youth, they are not shocked or unprepared in what the job entails or how to handle certain situations. De Guzman et al. (2020) noted that a realistic strategy for staff expectations should be part of the new hire training including videos of day-to-day work giving new staff an authentic view of the hardships on the job. Participant 5 said that one of the most valuable parts of training included reviewing and talking about incidents staff were involved in to unpack, process, and debrief by working through the incident together. Both Participant 5 and Participant 6 agreed that providing more hands-on training in a setting like where the youth are and where the staff will be working is more beneficial than sitting in a separate building watching and going through PowerPoint slides. Providing training in the likely area where staff will be working adds to the authenticity and removes feelings of being unprepared.

Participants 1-8 all inserted their thoughts and experiences on what they think helps staff to understand their roles better. Oostermeijer et al. (2024) found that staff view their jobs as wearing multiple hats and they have to balance them all in a short amount of time. Oostermeijer et al. also stated that staff have identified three main hats they wear:

(a) care and attention, (b) coaching and mentoring, and (c) security and policing; however, being a provider of care and having to maintain safety at all times has some difficulties.

Participant 1 stated, “We try to make sure that our staff are highly trained in the onboarding process in topics that will help them understand and be confident in their roles such as child management and crisis management, de-escalation tactics, child development, learning how the brain develops with trauma, trauma they encountered, suicide prevention, and sexual misconduct, to name a few.” Participant 2 mentioned that the ongoing training they provide helps to guide the experiences of the staff to understand what additional trainings they need to help them feel comfortable doing their jobs. Additionally, Participant 3 said, “Observation, 90-day evaluations, supervisions, and annual evaluations help leadership to track whether staff have a good understanding of their roles on the job because they are all designed to evaluate performance.” Participant 4 discussed that supervisors having an open-door policy is vital to helping staff understand their roles, providing an opportunity for them to ask clarifying questions and brainstorm ideas together along with providing feedback. Participant 5 mentioned that continuously communicating with staff the needs of the kids and how to meet those needs helps staff to understand their roles. Participant 6 indicated that using realistic scenarios is best in helping staff to understand their roles because in the scenario when there is a situation staff are responding to, as a group in training, they will be able to walk through what the appropriate response to a specific situation can be. Participant 7 mentioned that having dialogue during weekly team meetings ensures that every team member is on the

same page with specifics regarding youth issues. Participant 8 stated that the first things staff should know and understand are the recipient's rights and not violating their rights because many times that is what adds to employee turnover.

The theme of staff training to understand their roles emerged from the responses of all eight participants who mentioned the importance of this in the training aspect of the mitigation of employee turnover. According to Radey and Wilke (2023b), trust, norms, and defined roles contribute to a healthy work environment where employees can do their jobs well, followed by productivity and collaborative work. Participant 5 expressed that staff understanding their roles means talking to them about the needs of the kids. Furthermore, Participant 8 stated, "Staff understanding their roles meant staff have to first understand the kids' trauma." However, Participant 3 mentioned that providing staff with a wide range of therapeutic tools would imply staff would have an understanding of their roles.

In gathering the information from the interviews, the information indicates that if adequate training is provided, it could build confidence and motivation and mitigate employee turnover. Participant 5 also mentioned that training as partners and in pairs builds confidence because employees train how to deal with situations together, which builds motivation and establishes a steady working relationship. This can contribute to mitigating employee turnover because of intentionally gaining connection and commitment in the role as a partner.

All eight participants shared that during the orientation process, new hires are required to complete observation hours where they gain experience working in the houses

with the youth and staff on a limited basis. Participant 5 said that just because the staff are taught how to do things, it does not necessarily mean they understand how to apply that knowledge to real situations that occur. Staff can go through training and still lack confidence, which led to the second theme from the findings: training for competence and confidence.

Theme 2: Training for Competence and Confidence

The second theme identified was training for competence and confidence. This theme is important because the focus of this study is on training strategies to help mitigate employee turnover, and the research implies that competent and confident staff aid in mitigating employee turnover. Participant 3 stated that providing staff with a wide range of therapeutic tools will enhance them to feel confident and competent in their abilities when working with the youth. Participant 8 discussed that “the more people know their job, the more people understand their role, the more comfortable they feel, the more competent they are.” If competence is the ability to do something successfully, and the goal is to mitigate employee turnover, the idea for many leaders would be to provide training for competence and confidence, and that showed from many of the responses during the interviews of each participant. Participant 7 thought that ongoing hands-on training to evaluate competence in staff in the jobs they are doing helps to guide what other trainings are needed. One of the biggest challenges many of the participants stated is staff were surprised on some of the behaviors the youth had so they had to redesign trainings to be more realistic to showing what actually happens to eliminate staff feeling

unprepared. Competence and confidence are important training outcomes to strive for regarding the mitigation of employee turnover according to the participants of this study.

Youth care workers are provided professional training in youth care facilities. According to Smith et al. (2021), low pay in youth care work leads to it being viewed as under-skilled or temporary. Youth care work requires a sustained intimacy and emotional investment along with maintaining rapport with highly troubled youth. Being confident and competent in this line of work is helpful. However, staff may experience a loss of confidence along with anger and fear for their safety because the youth they serve may become violent toward them (Smith et al., 2021). Participant 5 stated,

Over the last few years things became different. The kids are different, and the staff are different because society tolerates violence. It's in the movies, in the music, and kids see it in their homes, so they think it is okay. So now the kids we try to help are attacking the staff, and the staff don't want to work anymore. Parenting classes have stopped in schools, communication class—we don't have those. We don't really have relationship classes so how do you learn to communicate with people? Watching movies? Interactions at school? And it's not the teachers' fault, but it's just we don't sit down and teach our kids how to be in a relationship. We don't sit down and talk to our kids as a society about this is how you treat a friend and this is how you do this and these are how you interact with people, and so our kids aren't getting the skills given to them in the homes that they used to be given to them. And so it's just pouring into everything in our society, and we're in this downward spiral.

I asked participant whether they try to teach those skills when the youth come to the facility. Participant 5 stated,

Our staff supposed to be teaching those things, so in training I talk to the staff about how do you talk to kids and how do you teach that, so my role is more about talking to the staff about having those crucial conversations with kids and mediating with kids. And it's up to the staff to follow through and teach those skills, which some staff do a great job at it, and some staff are just watching the clock holding on to the roller coaster bar waiting for their shift to end. And those staff aren't cut out for this industry, unfortunately, and we want staff who care about kids, but people who care about kids are not always excited to get punched in the face.

Participant 8 expressed that staff have to receive the training, apply the training, and take ownership of the trainings provided to keep youth and themselves safe. However, Participant 8 also stated that staff who are constantly ridiculed and picked at and attacked for everything begin to think these trainings offered are not helping.

Participants 5 described their experiences along with their frustration of believing they are an excellent trainer but sometimes competence is not common anymore because the staff are not doing their jobs well. According to Gharabaghi (2024), the qualifications and preservice education of youth care workers across residential treatment settings vary significantly. Participant 7 stated that providing population-specific trainings, so staff are better equipped to treat and manage clients they are working with, helps along with hiring in specific programs for consistency of staff and giving opportunities for promotion in

another program. Furthermore, Participant 1 mentioned that staff must have the desire to grow and develop. Whereas Participant 6 stated that oftentimes staff want to give up and quit easily, but teaching them to stick around and encouraging them to work through it together is what they often teach. According to the participants' responses, training staff on ways to build competence and confidence is a staple in mitigating employee turnover and increasing care quality.

Theme 3: Leadership Learning to Develop Supervisor Support

The third theme of leadership, learning to develop supervisor support, was created based on the answers given during the interview process. Several participants mentioned the importance of having an open-door policy and that supervisors having a good rapport with their staff helps in mitigating turnover. Supervisors serving as mediators between youth care workers and upper management helps youth care workers feel heard, and when they feel heard, they feel valued. Participant 1 stated,

A lot of these facilities fall apart because you have people who feel disconnected. Middle management is important because they can be the filter between the top and those on the front line, but the managers have to get out there and talk to everyone. I know a director of a company who would come down and talk to every employee a few days a week asking how they are doing, who they are, and learn about their families. That is a strategy to personalize and make people feel supported. I always believed that the janitors who are doing the most menial jobs are the ones who keep the place going, so for me, I talk to everyone.

Participant 8 mentioned that to have buy-in from staff they must be educated and a connection built with them. Participant 4 stated that one way they build management and staff rapport is by doing activities together to help bridge the home life of the people who work there with the youth who live there. Staff and management rapport is a key factor in mitigating employee turnover according to study participants. Additionally, Radey and Wilke (2023a) agreed that supervisor support contributes to worker retention with a 57% higher chance of workers staying 15–17 months longer on the job.

Building rapport is essential in making others feel connected—youth and staff alike. According to Oostermeijer et al. (2024), relational security between staff and youth is a therapeutic component that provides safety in residential environments; this same concept extends to management and staff relationships and the sense of support in facilities. Balancing care and control in residential and/or youth detention settings can be challenging; however, rapport building is significant in having the ability for either. Benveniste et al. (2024) stated that the high demands and workloads of a youth care worker lead to high physical and mental exhaustion that later turns into burnout. Furthermore, Benveniste et al. (2024) also found that staff's locus of control and how they perceive supervisor support can be a direct impact contributing to the experiences of burnout. Establishing rapport and support with supervisors can mitigate burnout, which adds to the care quality in these facilities. Supervisor support to staff who experience difficult shift work on a regular basis is a repetitive idea seen in studies to attempt to mitigate employee turnover in residential facilities and supports the goal of job

embeddedness where managers providing connections with and for their staff in the job leads to commitment so the likelihood of staff leaving decreases.

Leadership learning to develop supervisor support is essential in staff feeling supported by their supervisors. Benveniste et al. (2024) found that lower levels of burnout were reported from staff who felt supported by their supervisors. However, being that support of supervisors and coworkers are key coping strategies oftentimes staff do not report feeling heard or valued by their supervisors. Participant 8 stated, “It is important to build rapport with the staff because they are on the frontlines of difficult situations and communication along with participation in the collaboration of youth care is important.” Participant 5 stated something similar,

If a staff member can feel supported then that will make them stay longer in this industry as well as having those mentors and having those supervisors and team members saying, “You know yeah it’s a crappy day but not every day is like this and it will get better and we can do it together.” I really feel like being able to have somebody say to me we can do it together or me saying that to the other people helps me to be in this industry as long as I have.

According to Gallardo-Masa et al. (2024), interpersonal relationships are relevant to well-being because it adds to the quality of life in residential contexts. Gallardo-Masa et al. (2024) found that since promotion of positive social relationships contribute to youth’s well-being in residential settings, it also offers greater emotional management in situations where staff feel stressed. Staff and management rapport seems to be a crucial component in providing support to staff and staff feeling supported by supervisors in

times of stress and burnout. According to Levrouw et al. (2020), residential facilities often focus on the behavioral issues of the youth where employee recognition sometimes decline, and staff begin to feel a disconnect. Disconnect is the opposite of what is sought in this study, and this leads me to my next theme: learning ways to recognize employees.

Theme 4: Learning Ways to Recognize Employees

The fourth theme created is learning ways to recognize employees, this theme emerged because six of the eight participants mentioned the importance of employee recognition. Participant 4 expressed that their organization give monthly awards to their staff and as a result it has decreased issues of turnover. Participant 2 said monthly employee recognition and giving staff the opportunity to vocalize their opinions and ideas helps to eliminate stressors staff may be carrying. Participant 6 expressed that having a spreadsheet with staff's favorite snacks and drinks and once in a while filling staff's gas tanks helped in making staff feel valued. Participant 6 said, "It is important to check in with staff to show that you're there for them no matter what." Participant 7 included that leadership at their organization do a good job at recognizing staff by increasing wages, which helps in keeping staff, identifying staff's strengths, and trying to guide them into different departments and responsibilities to get the most out of their talents and abilities. Participant 8 stated that saying things like,

Hey, I noticed that you had this interaction with this person do you think they kind of took it this way? How can we work around that and make it a more positive interaction? Or hey I noticed that you are really good at arts and crafts maybe we can establish an arts and crafts activity for you to build rapport with

youth. I noticed that you like sports maybe we can establish an outing or an activity or you can do those kinds of things to turn a negative interaction into a more positive one.

According to Participant 8, these are examples that could boost staff's confidence and interest in the job. Participant 1 mentioned that they are in the process of building an employee appreciation committee and with that they included things such as wellness activities and a decompression room for staff. Employee recognition plays a major role in mitigating employee turnover according to the participants of this study. Additionally, Walker (2024) who was interested in measuring the impact of feedback and recognition in employees discovered that it empowers managers to improve employee commitment, foster high performance, and accountability which in turn mitigates employee turnover and increases positive work outcomes. Walker (2024) stated, "Tracking participation in voluntary training programs is another indicator of employee engagement and commitment to personal rates correlates with a motivated and engaged workforce invested in positively contributing to the organization's objectives" (p. 47).

Employee recognition programs are ways to keep employees engaged and make them feel valued. According to Hancock (2024), employee recognition programs nurture high performance and job embeddedness, these initiatives include employee of the month, thank-you emails, celebratory events or parties. Giving praise motivates employees to do more in the workplace. Mairhofer and Van Santen (2023) found that poor working conditions such as shift work in residential facilities is increasingly challenging but more challenging without supervisory support. Employee recognition is a

form of supervisor support according to the participants of my study. Yang and Jiang (2023) found that employee recognition is convenient because of its low cost and effectiveness as an incentive method used by management. Even those who witness others receiving recognition by leaders will engage more at work. Hancock (2024) discovered that rewarding employees with small financial or symbolic rewards to acknowledge achievement improves employee morale significantly. Boosting employee morale to create for employees a positive experience and outlook of their organization should aid in mitigating employee turnover.

Discussion of the Findings

The participants in this study played a vital part in the findings as I have learned first-hand from each participant of their thoughts and experiences of what strategies work in mitigating employee turnover in their residential youth care facilities. The findings of this study provide a collection of shared experiences where there is a plethora of similarities regarding challenges and successes. Participant 5 and Participant 1 shared frustrations regarding putting so much effort into the training they provide only to keep about 30% of those they trained. However, Participant 1, Participant 5, Participant 7, and Participant 8 all stated that they learned that they cannot do training the same way they did a few years ago before Covid because the staff are different. According to O'Leary et al. (2024), it is important for organizations to update their training programs regularly to stay abreast of current research of the needs of the youth and the staff who care for them.

Staff who understand their role feel more confident in doing their jobs. According to Radey and Wilke (2023b), employees who have a healthy perception of their roles and

the importance of what they do along with adequate support from their supervisors and co-workers are likely to provide care quality. Defined roles provide structure that helps guide the employee to understand expectations and feel equipped to meet those expectations.

Organizations who provide trainings to encourage competence and confidence in their employees benefit in keeping staff longer. Staff who have adequate training to do their jobs well feel more prepared and equipped to do their jobs. Trainings that provide ways to incorporate self-care to overcome burnout, depression, secondary trauma, and coping skills to handle stressful days are likely to build competence and confidence. Organizations who focus on providing adequate training are open to ideas from staff on what trainings they wish to have. Khalid et al. (2021) agreed that a work environment absent of being open to feedback and ideas from all employees will produce the opposite of trust and confidence in employees.

Leadership learning to develop supervisor support is based on having an open-door policy to help build connections in which job embeddedness said leads to commitment and employee retention. Hassan et al. (2021) found that without connection, experienced and committed employees will eventually be replaced with inexperienced and not yet committed employees. Whereas Sharma and Mishra (2023) believed that people who feel connected with others are likely to support the growth and reputation of where they work. Leaders who invest in their teams by way of providing and forming connections are warranting job embeddedness in their organization as opposed to those who do not. Burns et al. (2023) found that employees who experience feelings of

detachment in their work environment along with safety concerns are reasons turnover in residential care exist.

Employee recognition is a tool used to reward staff of performing well and encouraging staff to continue to perform well. Rewarding staff for the work they do empowers positive work outcomes by making staff feel valued. According to Yang and Jiang (2023) employees who are recognized in the workplace becomes important examples for others to see and seek to be like. Employees who witness others get rewarded sparks motivation for them to want to perform well.

Being a leader with influence takes time to develop. According to Hill and Garfat (2004) the main job of a supervisor is to build a strong team so supervisors look for certain qualities of strength that will add to the team. Qualities in employees are not always seen during the interview process or new employee orientation; however, supervisors learn to see qualities as they get to know their staff. Several aspects can help leaders improve such as helping staff understand their roles, providing trainings that instill competence and confidence, leadership learning to develop supervisor support, and regularly using employee recognition as a tool to develop commitment.

Findings in Relation to Conceptual Framework

The conceptual framework aligned with the findings of this study in several ways. JET coupled with the purpose of this study which is to explore training strategies residential facility leaders use to mitigate employee turnover and increase care quality, highlights ways to embed employees in their work. The findings by way of the four themes created are strategies organizations are welcomed to implement to mitigate

employee turnover in their facilities. Making sure staff understand their roles, training to build competence and confidence, providing supervisor support, and employee recognition all falls in alignment with the purpose of JET. As a reminder, JET's purpose is to help employees feel connected to their organizations so their commitment will not contribute to the issue of turnover (Mitchell et al., 2001). Lee et al. (2004) mentioned that JET identifies three things that keep employees at their jobs: link, fit, and sacrifice. Links are connections to other individuals in or outside the organization, fit is how well the job fits with their personal lives and work lives, and sacrifice is what they would lose if they left the organization. Connecting the themes to link, fit, and sacrifice would be employee recognition, professional development with training for competence and confidence, staff understanding their roles, and supervisor support all falling into these categories. Hassan et al. (2021) said that retention requires employees feeling valued and connected. Furthermore, Yandi and Bimaruci Hazrati Havidz (2022) stated that job satisfaction stems from having a good relationship with supervisors and other employees.

Findings in Relation to the Literature

The literature supported the findings of this study. De Guzman et al. (2020) found that setting realistic expectations of staff, training supervisors in supportive methods, and providing professional development through training opportunities are strategies for retention. Burns et al. (2023) agreed that trainings that encompass realistic events equips staff to do their jobs and also adds to retention. Training supervisors in supportive methods strengthens retention because supervisor support is beneficial in traumatic events and stressors (de Guzman et al., 2020). de Guzman et al. (2020) found that

defining expectations between staff and supervisors along with presenting professional development and training opportunities for advancement leads to retention. The literature has shown that providing safety in residential by doing interventions with youth, building rapport with youth, and providing staff with adequate training to maintain a therapeutic milieu. In addition, reducing trauma in residential care includes reducing the number of restraints youth and staff are in and focus on staff support and teaching self-regulation techniques to help staff throughout the day.

The use of PBIS, family-centered care, compassion-mind training, and collaboration of caregivers provide shared mutual goals, resources, responsibilities for key decisions, accountability, and building trust and respect among caregivers. The findings correlate because sharing frustrations of doing trainings and only keeping 30% of staff trained helps to create dialogue and collaboration on what is working well and what is not. The findings also correlate with the literature because it is important to know that trainings must stay up to date with the needs of the youth and staff for the trainings to be effective. Providing trainings regarding self-care and how to cope with stress along with helping staff to understand their roles would make staff feel more confident and competent. Lastly, the findings correlate with the literature because supervisor support as well as employee recognition helps formulate connections that lead to commitment as stated by JET.

Applications to Professional Practice

Residential youth care facilities have faced turnover continuously; however, the decline happened more often because of Covid 19. According to Carvalho et al. (2023),

the global pandemic of 2020 forced school closures and shutdowns affected youth in residential care by placing relational restraints hindering family visits, violence seemed to increase, and the emotional demand of the job left staff facing challenges of burnout. At risk youth who already experienced a tremendous number of stressors faced more losing sight of their post placements. Ferro et al. (2022) found that burnout syndrome affected individuals of all ages but more common in those who's profession was in the helping, supporting, and education field. The risk factors among workers experiencing burnout included lack of support in high emotionally demanding jobs. Ferro et al. (2022) discovered that, the lack of personal accomplishment and satisfaction leads to negative attitudes toward oneself, low self-esteem, dissatisfaction, and feelings of professional failure.

This study provided insight in the training strategies residential youth care leaders use to mitigate employee turnover and increase care quality. The study's findings included interviewing participants to gain insights into their perspectives and experiences of the training strategies they provide to increase care quality. The findings aligned with the conceptual framework of JET. Residential youth care facility leaders are mediators between staff and upper management where they have the influence to build supports and provide a sense of belonging for their staff. According to Vaskinn et al. (2020), supervisor support above all is the largest influence when it comes to increased retention, a decrease in stress on the job, and decrease in burnout. Providing training and support is essential in mitigating turnover in residential youth care.

Implications for Social Change

The implications for social change are expressed in the findings of this study. The implications for potential social change for this study include maintaining an acceptable number of residential employees so they can help youth work through issues then the youth can be psychologically, emotionally, and physically healthy individuals who contribute to society in a positive way. Another social change possibility is the improvement of the community's well-being by lowering the stress of the employees that might decrease their illnesses and help them enhance personal relationships.

Recommendations for Action

This qualitative pragmatic inquiry explored training strategies some residential youth care leaders use to mitigate employee turnover and increase care quality. I analyzed data collected through semistructured interviews with eight participants who work in the residential youth care industry in Michigan. To mitigate employee turnover and increase care quality, leaders should focus on defining roles to help staff understand their role in youth care, provide trainings such as self-care to overcome burnout, depression, and secondary trauma along with teaching coping skills to handle stressful days, provide supervisor support, and incorporate employee recognition.

This study found that leaders who are supportive and building connections with their staff, who empower confidence in staff, provide training to build competence and confidence, and participate in employee recognition have an increased chance of developing stronger teams that stay longer.

I recommend that residential youth care leaders create space to train staff in home-like environments that resemble the homes they will be working in, and I recommend leaders train their staff with consistent partners. Suggestions on what to include in home-like trainings include (a) be on camera to revisit footage later for review, (b) use other staff members to represent certain youth the training staff will be working with, and (c) talk about what worked and what can improve as a team. Implementing these suggestions will allow employees to feel more prepared when they enter one of the houses working with youth. Another recommendation is creating incentives for employees for completing trainings. By creating the incentive program, it puts emphasis on the importance of trainings in residential youth care facilities. Incentivizing the trainings also motivate employees to attend weekly trainings and apply the knowledge they gain.

To magnify the benefits outlined in this study, the four themes could be implemented in several ways. Included in these, supervisors may utilize the platform of weekly team meetings, weekly all-staff trainings, and monthly new employee orientation trainings. The findings of this study will be disseminated through various channels including, but certainly not limited to the social work field involving social workers and the business field involving business leaders who train employees. The findings of this study will also be disseminated in conferences and workshops for consulting and training purposes.

Recommendations for Further Research

This study outlined training strategies residential youth care leaders use to mitigate employee turnover and increase care quality. There were two limitations to this study, the limitation being the time restraints with scheduling the interviews to fit both the researcher and participant schedule. Future research should include matching schedules within time blocks of when both the researcher and the participant are available versus the researcher rearranging their schedule to fit the participants. The other limitation was that a qualitative pragmatic inquiry does not provide results that are generalizable past the participants.

I recommend future researchers to conduct a mixed methods study combining people's perspective and quantifiable data indicating the training strategies that are the most effective. Future research should include training supervisors in supportive methods and the challenges they face. Future research should also include employees' perceptions of the training and if the trainings prepare them for what the job entails.

Reflections

Every journey comes with challenges along with moments of hope. I had several challenges and only a few hopeful moments. However, those few moments of hope helped me realize the purpose of my challenges because they strengthened me to continue forward, sometimes at a different pace. During my many challenges, I had the opportunity to watch many classmates zoom past to the finish line. Discouragement was persistent in my journey and left me in the dust of my peers. Encouragement was often

force-fed to get me out of my rut and back into the race. My challenges include three leave of absences caused by imposter syndrome, surgery, and high employment demands.

Pushing through this journey and its challenges, helped me to cultivate resiliency and pride. Through resiliency, despite the challenges, I was able to continue forward. Pride because despite my shortcomings of insecurity, I can look back and own this journey knowing that the fight was not in vain. I reflect only on a job well done.

As a business professional, I was able to limit my own biases to gain insight of the experiences of others who have gone before me. I learned about job embeddedness, the importance of supervisor support, and training strategies to help build competence and confidence in staff in residential youth care facilities. Some of the most memorable things I have taken away from this process are the people I interviewed, the passion they possess, and some new networking friendships.

Conclusion

The purpose of this study was to determine effective training strategies that mitigate employee turnover in residential youth care facilities to increase the care quality. I found how developing supervisors in providing suitable support for the staff, and adequate professional development influences the mitigation of employee turnover and increases the care quality through the theory of job embeddedness. The five interview questions were developed to address this main objective. Four themes were created from the findings as a result: staff training to understand their roles, training for competence and confidence, leadership learning to develop supervisor support, and learning ways to recognize employees. From these themes, I was able to draw a conclusion that the four

themes are training strategies to help mitigate employee turnover and increase care quality. The importance of this research was to support business change by providing residential organizational leaders with information and training strategies to minimize employee turnover, improve staff training, and empower staff to do their jobs well. This research project achieved the aim of exploring these strategies.

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Appendix A: Interview Protocol

My name is Fatima Sylvertooth, and I will be conducting your interview. The purpose for this interview is to explore training strategies some residential facility leaders use to mitigate employee turnover and increase care quality. The information learned from this study will be published and available to leaders of residential youth care facilities and anyone else interested in the subject.

You were selected because you are a residential facility leader, and your participation is voluntary, and your identity will stay confidential. You are one of several leaders invited to participate in this study. Prior to this interview, you were sent an introduction letter with an attachment of a consent form for you to respond to. The interview will take approximately 30 minutes and will follow a designed protocol. You are here because you agreed to be interviewed after signing the consent form. If there are no questions, let's get started with the first question.

Interview Questions

1. What training strategies do you use to mitigate employee turnover that increases the quality of care the youth receive?
2. How do you judge the effectiveness of the training strategies for mitigating employee turnover?
3. What challenges have you had in implementing training strategies for the mitigation of employee turnover?
4. What have you done to effectively meet those challenges?

5. What else would you like to tell me about training strategies to mitigate employee turnover?

This concludes the interview. Thank you so much for participating in my study.

Appendix B: Interview Questions

1. What training strategies do you use to mitigate employee turnover that increases the quality of care the youth receive?
2. How do you judge the effectiveness of the training strategies for mitigating employee turnover?
3. What challenges have you had in implementing training strategies for the mitigation of employee turnover?
4. What have you done to effectively meet those challenges?
5. What else would you like to tell me about training strategies to mitigate employee turnover?