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Retention of Direct Care Professionals Supporting Intellectually Disabled Individuals

Melanie Opalka-Bentler
Walden University

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Walden University

College of Management and Technology

This is to certify that the doctoral study by

Melanie Opalka-Bentler

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
2016

Abstract

Retention of Direct Care Professionals Supporting Intellectually Disabled Individuals

by

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MBA, Wilkes University, 2003

BS, University of Scranton, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2016

Abstract

In the health and human service industry, employee turnover affects business practices and causes disruption of the lives of vulnerable individuals with intellectual disabilities receiving support. Using a human capital conceptual framework perspective, the purpose of this multiple case study was to explore strategies used to increase employee retention. The criteria for participation included organizational leaders from 3 Pennsylvania human service agencies that supported individuals with intellectual disabilities, tracked employee turnover for at least 2 years, and developed strategies to increase employee retention. Organizational leaders volunteered to participate and the first 3 organizations meeting the criteria were selected. Data collection included semistructured telephone interviews with organizational leaders, in addition to a review of company policies and turnover data. The interviews were transcribed and participants were asked to member check the draft findings. Constant comparison analysis occurred to analyze collected data. The findings included that the human capital theory alone did not inform retention strategies. Reoccurring themes included retention strategies that focused on developing the organization's intellectual capital through development of human capital, structural capital, and relational capital. Organizational leaders could develop intellectual capital to reduce employee turnover costs, increase employee productivity, create a stable life for the individuals in need of support, and develop relationships with the community where integration occurs. The implications for positive social change include the potential to reduce employee turnover to organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities.

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Dedication

I would like to dedicate my DBA study to my daughter Mariah. I want Mariah to know that anything is possible when you work hard, dream big, and put your faith in God. I hope my accomplishments compel Mariah to achieve great things in life. My wish is for Mariah is to see me as a role model and realize that the future is bright and great things exist ahead.

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I also need to recognize my family and friends who aided me in reaching this momentous point in my life. My mom, who is my biggest cheerleader, pushing me to reach beyond what I ever thought I could accomplish. One of the smartest men I know, my dad, has taught me that knowledge does not only come from a piece a paper in a frame. My sister, Michele, who will always be the wind beneath my wings making me soar higher. My sister, Marissa, taught me to reach outside of my comfort zone. My friend and workmate, Rachel, continues as my go to girl. I cannot thank Rachel enough for listening to all my complaining during the down times and celebrating with me during the high times. My friends Jeff and Dan have taught me that friendships could exist even in online learning environment. I need to acknowledge Dr. Jason, Dr. Bill, Dr. Owen, and Dr. Michael, who were the shoulders I stood on to achieve this degree. Finally, I need to acknowledge my wonder and loving husband. He went along with me on the roller coaster ride of emotions during my DBA journey. My husband continues to support me through the ups and down. I thank you all for everything you have done for me.

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Section 1: Foundation of the Study

Organizational leaders throughout various industries struggle with the need to manage factors influencing employee retention. Basford and Offermann (2012) studied employee retention the service industry; Schroffel (2012) examined employee retention in the social services field; Cottingham, Erickson, Diefendorff, and Bromley (2013) examined employee retention in the nursing industry. The focus of this study was to explore strategies organizational leaders use to increase employee retention for direct care professionals in organizations supporting individuals with intellectual disabilities.

Officials from the United States federal government recognized the issue of attracting and retaining employees who support individuals with intellectual disabilities (United States Department of Health and Human Services [USHHS], 2006). A report to the members of the United States Congress indicated the need to address the increased demand for direct care professionals in agencies providing care for individuals with intellectual disabilities (USHHS, 2006). Officials from the USHHS (2006) estimated that by 2020, organizations leaders would need roughly 1.2 million direct care professionals to support the 1.4 million individuals with intellectual disabilities. The United States Department of Labor (USDOL; 2015) officials reported no improvement to the problem of voluntary employee separation in this industry over the last several years. McLaughlin, Sedlezky, Belcher, Marquand, and Hewitt (2015) noted that various strategies to develop quality direct support professionals exist, but little progress implementing the strategies occurred. The foundation of this study included exploring strategies organizational leaders use to address employee retention.

Background of the Problem

Employees' withdrawal behaviors, such as tardiness, absenteeism, and turnover, are a significant financial cost to many businesses (Berry, Lelchhook, & Clark, 2012). Terera and Ngirande (2014) indicated the high costs encountered by agencies is because of voluntary turnover. Some turnover costs include expenses to recruit, select, and train new employees (Hwang & Hopkins, 2015; Park & Shaw, 2013). Additionally, the financial burden of turnover includes overtime costs and the costs of hiring additional employees (USDOL, 2013). When employees leave, organizational leaders ultimately lose revenue employees could have generated through their lost knowledge (Gayathri, Sivaraman, & Kamalambal, 2012). Also, recruiting new employees is costly and the process takes extended time to fill the vacancies (Terera & Ngirande, 2014).

Various factors affect employee turnover and strategies exist to increase employee retention. Gray-Stanley and Muramatsu (2013) showed that factors of supervisory support and locus of control lowered intention to quit. Schroffel (2012) established low pay and benefits, working long hours, lack of qualified job applicants, lack of assistance, supplies, and equipment to do their jobs effectively could influence employee turnover. Laddha, Singh, Gabbad, and Gidwani (2012) discovered that retention strategies should include providing rewards for goal accomplishments and allowing employees to create career paths within the organization.

Problem Statement

High employee turnover rates have a negative impact on labor productivity, customer service, and quality (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013). The

number of people voluntarily quitting their job in the United States increased from 27.6 million in 2013 to over 30.5 million in 2014 (USDOL, 2015). The general business problem is that organizational leaders experience the negative consequences of employee turnover, which results in increased turnover costs for the organization. The specific business problem is that some organizational leaders from agencies supporting individuals with intellectual disabilities lack strategies to increase employee retention.

Purpose Statement

The purpose of this qualitative embedded multiple case study was to explore strategies organizational leaders from agencies supporting individuals with intellectual disabilities use to increase employee retention. The target population comprised organizational leaders from three Pennsylvania agencies supporting individuals with intellectual disabilities who have experience managing employee turnover. An embedded multiple case study reviews multiple units of analysis over more than one situation (Yin, 1984). I selected a qualitative embedded multiple case study to explore three Pennsylvania agencies managing the current phenomenon of direct support professional turnover.

The study findings may influence positive social change by providing information to organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities about reducing employee turnover. A reduction in turnover could improve the sustainability of the business. Leaders could accomplish sustainability by reducing employee turnover costs, increasing productivity through a positive working environment for their employees, and creating a stable life for the individuals in need of

support. Organizational leaders may use the results of this study to develop retention strategies focused on the human capital theory to address high turnover rates.

Nature of the Study

A qualitative embedded multiple case study was the most appropriate for a study on strategies organizational leaders use to increase employee retention. Fetters, Curry, and Creswell (2013) noted quantitative research includes the causation, generalization, and extension of effects of the research questions. I did not analyze causation, generalization, or cause and effect, so a quantitative research design was not appropriate for this study. A mixed method design includes the strengths of both qualitative and quantitative approaches (Fetters et al., 2013). Therefore, a mixed method approach was not appropriate.

An embedded multiple case study was the most appropriate research design. Exploring participants' knowledge and experience and the phenomena under study through comprehensive interviews occur during phenomenological research design (Marshall & Rossman, 2006; Moustakas, 1994). I completed collection of data from various sources, which indicates a phenomenological approach was not appropriate for this study. Marshall and Rossman (2006) defined an ethnographic study as an exploration the behaviors of cultural groups. The purpose of the study was not to explore cultural behaviors, which indicates a ethnographic study was not appropriate for this study. Yin (1984) described case study research as an exploration of a phenomenon when using multiple sources of evidence. I used semistructured interviews and collected data from various sources; therefore, an embedded multiple case study was the most appropriate

research design.

Research Question

Some organizational leaders lack the strategies necessary to enhance employee retention. The central research question for this study was: What strategies do organizational leaders from agencies supporting individuals with intellectual disabilities use to increase employee retention?

Interview Questions

From the central research question, the following interview questions included strategies organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities use to address the high turnover rates with employees.

1. What strategies does your organization utilize to retain direct care professionals?
2. How does the recruitment process ensure an appropriate match between potential employees and their job duties to increase employee retention?
3. What successful strategies does the leadership of your company utilize to motivate direct care professionals to increase employee retention?
4. How have the leadership of your organization successfully developed the skills and abilities of direct care professionals to increase employee retention?
5. How has your organization's leadership encouraged the health and wellbeing of the direct care professionals to increase employee retention?
6. How has the leadership of your agency successfully advanced the education and knowledge of the direct care professionals to increase employee

retention?

7. How does your agency successfully ensure consistent implementation of strategies to increase employee retention?
8. What additional information has proven beneficial to the study of employee retention in Pennsylvania agencies supporting individuals with intellectual disabilities?

Conceptual Framework

The conceptual framework for this study included retention strategies focused on the human capital theory to address the high direct support professional turnover rates throughout Pennsylvania. Alias, Noor, and Hassan (2014) found a relationship between the factors of human capital theory and the factors influencing employee commitment to an organization. Schultz (1971) evolved this theory in his book on human capital. Schultz acknowledged how organizational leaders should consider the skills and knowledge of employees as a capital investment. The elements included in the human capital theory include investment in education, health, and movement to better job opportunities (Schultz, 1971). Schultz expanded these factors to include health facilities, on-the-job training, formal training, education programs, and movement for job enhancement. As applied to this study, retention strategies including the human capital theory could reduce direct support professional turnover rates.

The investment in human capital does not come without difficulties or uncertainties. Schultz (1971) stated that human capital investment has more limitations than investment in physical capital. The difficulties do not override the fact that people

develop their competencies when considering humans as a capital investment (Schultz, 1971). Since a relationship exists between the human capital theory and employee retention, the human capital theory was the foundation of the study to explore strategies organizational leaders of Pennsylvania agencies use to increase direct support professional retention.

Operational Definitions

Direct care professionals: Individuals working in direct service providers that care for people with intellectual disabilities (Gray-Stanley & Muramatsu, 2013).

Intellectual disabilities: An individual's diagnosis of concurrent deficits in intellectual and adaptive functioning, with onset before adulthood (Papazoglou, Jacobson, McCabe, Kaufmann, & Zabel, 2014).

Assumptions, Limitations, and Delimitations

In any research, the details of the study include assumptions, limitations, and delimitations. Banerjee and Morley (2013) argued that organizational leaders require appropriate knowledge to understand what they need to know and do to solve actual business problems. The assumption, limitations, and delimitations provide the reader with the necessary knowledge to determine in the findings will assist with solving business problems.

Assumptions

Knowledge is not the impartial truth, but is based on individual experiences (Marshall & Rossman, 2006). The assumptions and beliefs of researchers alter the design of a given study (Kirkwood & Price, 2013). This study included three assumptions; the

data collection of this study included an analysis of business documents and semistructured interviews with organizational leaders who manage employee retention. The first assumption included the review of the company documents. The assumption was that the organization's documents regarding policies and information were accurate.

The second assumption relates to the data gathered from interviews with organizational leaders. Gioia, Corley, and Hamilton (2013) acknowledged that one assumption is that people have an understanding of their jobs and can provide details about their views, objectives, and actions. Rowley (2012) noted that an assumption about interviews is that a selection of participants in key positions understand the phenomenon pertaining to the research topic. Marshall and Rossman (2006) added how qualitative research includes the assumption that maintaining neutrality adds to the understanding of the participants' experiences. The second assumption was that interviewees comprehended the questions and provided honest answers about their experiences. I also assumed sufficient organizational leaders willingness and availability to partake in the semistructured interviews in a timely manner. The final assumption of this study was that I could make an accurate assessment of themes during the documenting, coding, and analyzing the data collected during the study.

Limitations

The limitations of a study include any potential weaknesses in the design of the research study (Marshall & Rossman, 2006). Limitations of this study pertained to the selection of the geographic area, the industry, and the variety of participants interviewed during the study. The choice of Pennsylvania organizations created a weakness in the

diversity of opinion and perspectives of other geographic locations. The selection of agencies supporting intellectual disabilities generated a weak connection between additional human service areas or other industries. Participants may not have felt comfortable sharing all relevant information needed to explore the research question, which may have led to limitations in the coding and themes during the data analysis component of this case study.

Delimitations

Marshall and Rossman (2006) explained the boundaries of a study include what the study entails and how the discoveries could contribute to understanding the phenomenon. The boundaries of this study included the geographic area selected, the industry studied, and the participants selected to interview during the study. The problem of employee retention exists in various industries throughout the world (Basford & Offermann, 2012; Cottingham et al., 2013; Schroffel, 2012). However, the focus of this study was Pennsylvania agencies supporting individuals with intellectual disabilities.

The conceptual framework of the study, the sample population, and the size of the sample had limitations. The conceptual framework for this study included exploring the problem of employee retention through the perspective of the human capital theory. The selection of the human capital perspective limited potential strategies to address the issue of employee turnover related to training, health, and promotional opportunities for employees. The sample population was organizational leaders who experienced managing employee retention. The study did not include employees' viewpoints or intentions to leave the organization.

Significance of the Study

The significance of a study included the reason for completing the study and what value the study adds to the organization. Banerjee and Morley (2013) discussed the difference between academic research and research for professional practice. The finding of this DBA study included how organizational leaders could add value to the business, contribute to business practices, and implement social change.

Value to Business Practice

Retention strategies increase value to the business by resolving financial issues, problems with employee productivity, and concerns about quality of service.

Organizational leaders need to address the issue of employee turnover to decrease costs and increase the remaining employees' productivity and morale (Gayathri et al., 2012). McLaughlin et al. (2015) noted that the quality supports begins with a stable and knowledgeable workforce. High turnover and low retention rates affect organizations financially, but turnover also disrupts the quality of services for individuals who rely on direct care professionals (Bogenschutz, Nord, & Hewitt, 2015; Kazemi, Shapiro, & Kavner, 2015; USHSS, 2011). The remaining staff also experience increased workload until management finds replacement staff, which exacerbates the issue of employee turnover (Castle, 2013). However, additional obstacles exist for organizational leaders when implementing strategies to manage employee turnover.

Organizational leaders increase the competitive advantage of businesses by attracting additional individuals to receive support from the agency. Employee turnover negatively impacts at an organization and may increase the advantage for competing

companies (Shaw, Park, & Kim, 2013). Mohr, Young, and Burgess (2012) showed how increased employee turnover decreases customer service. When employees show enthusiasm, energy, and motivation at work, customers perceive superior employees performance (Menguc, Auh, Fisher, & Haddad, 2013). The goal for organizational leaders is to retain employees who, in turn, retain customers (Shakeel & Butt, 2015). Organizational leaders could enhance their agencies' policies to acknowledge that human capital enhances the value of the organization (Neagu, 2012). The human resources management policies should select, align, and integrate with the overall strategic business plan (Cascio, 2015). Organizational leaders may use the findings of this study to develop retention strategies focused on the human capital theory to address the high turnover rates and add value to the business.

Contribution to Business Practice

I explored the strategies that organizational leaders of Pennsylvania agencies supporting individuals with intellectual disabilities use to increase direct support professional retention. Berry et al. (2012) examined withdrawal behaviors to obtain a perception of the employees' voluntary actions and any antecedents. Terera and Ngirande (2014) addressed the high costs encountered by agencies is because of voluntary turnover. Organizational leaders could develop strategies to enhance business practices.

Organizational leaders could use the finding of this study, and its focus on employees through the human capital theory, to address the problem of employee turnover. An agencies' human capital could increase the distinctiveness of the organization, thus creating a competitive advantage (Goswami & Ranjan, 2015). The

human capital theory includes how the quality of human hard work enhances the productivity of the employees (Schultz, 1971). The disruption in the lives of vulnerable individuals receiving support continues because of employee turnover (Kim & Kao, 2014). Organizational leaders could use the finding from this study to increase the agencies' competitive advantage, enhance employees' productivity, and decrease the disruption for the individual supported by the organization.

Implications for Social Change

Direct care professionals support an estimated 4.3 million Americans with intellectual and developmental disabilities, and allow them to live as inclusive members of society (USHHS, 2006). Braddock et al. (2013) reported that during 2011, the federal, state, and local governments spent \$2.87 billion for 201,022 individuals with intellectual disabilities in Pennsylvania. This study may affect positive social change by showing how organizational leaders from Pennsylvania who support intellectually disabled individuals develop the knowledge and skills of employees to increase employee retention.

Organizational leaders may use the results of this study to implement strategies to develop human capital and address the barriers they face concerning employee retention policies. Some strategies to reduce turnover include providing incentives for tasks achieved and allowing employees to develop career paths within the organization (Laddha et al., 2012). Organizational leaders could demonstrate positive social change by creating innovative strategies to fulfill the demand for quality direct support professionals who can nurture individuals with intellectual disabilities (McLaughlin et al., 2015). The

strategies could include increasing employee loyalty, decreasing employee turnover costs to the organization, increasing employee productivity through a positive working environment, and expanding services by creating a stable life for the individuals in need of support. The organizational leaders could strategically plan to decrease turnover, develop a positive working environment for employees, strengthen the lives of intellectually disabled individuals receiving services, and attract additional disabled individuals to the services within their organization.

A Review of the Professional and Academic Literature

This literature review comprises a critical analysis of previous scholarship to answer the research question of strategies organizational leaders use to increase employee retention. The purpose of this study was an exploration of strategies focused on the human capital theory to increase direct support professional retention. In order for organizational leaders to implement retention strategies focusing on the human capital theory, they must have a complete understanding of the components included in the theory. I synthesized the currently available literature pertinent to human capital theory to assist with the development of retention strategies.

The literature review includes a synthesis of the human capital theory and critical analysis on the how organizational leaders could utilize the human capital theory to address high turnover rates with direct care professionals. The literature review also contains the importance of direct care professionals in agencies supporting individuals with intellectual disabilities. Finally, the literature review includes previously researched factors organizational leaders could use to attract, motivate, and retain direct care

professionals, as well as how these factors link to the human capital theory.

Literature collected for the evaluation include peer-reviewed and other scholarly journal articles, books, and government documents. I also acquired materials from databases on the Internet, accessible through the Walden University Library. The databases used include Academic Search Complete/Premier, ProQuest Central, ScienceDirect, Emerald Management Journals, Sage Journals, and LexisNexis Academic and articles available through Goggle Scholar. The key terms used include *human capital theory*, *employee turnover*, *turnover rates*, *employee retention*, *employee well-being*, *employee engagement*, *employee burnout*, *organizational commitment*, *human resource management*, *qualitative research*, *human services*, and *social services*. I found additional literature by reviewing references included in the previously found articles. The results found in Table 1 include 94% peer-reviewed journals printed during or after 2012. The remaining 6% of the references used in this study include seminal and the United States government sources (e.g., the United States Department of Health and Human Services [USHHS] and the United States Department of Labor [USDOL]).

Table 1

Literature Review Reference Identification

Publication	2012 and newer	Older than 2012	Percentage of Overall
Peer-Reviewed Journals	89	0	94%
Seminal Sources	0	3	3%
Government Documents	0	3	3%
Total Sources: 95	89	6	100%

Human Capital Theory

In order to develop human capital investment strategies, organizational leaders must understand the human capital theory and comprehend how to integrate this theory into retention strategies. Through the human capital theory, organizational leaders invest in the education, health, and job opportunities for their employees (Schultz, 1971). Organizational leaders could improve their employment policies based on the confirmation how human capital increases the value of the organization (Neagu, 2012). Wright, Coff, and Moliterno (2014) argued for the integration of human resource management and strategy development for organizations. Cascio (2015) supplemented the notion of strategy development, but addressed the need for organizational leaders to alter their methods in setting priorities and making decisions. However, human resource managers need to communicate the human resources practices to employees and implement the policies consistently (Kehoe & Wright, 2013). Therefore, the focus of this study was on retention strategies focused on the human capital theory organizational leaders could use to address the high direct care professionals turnover rates.

In order for organizational leaders to develop retention strategies incorporating the elements of the human capital theory, they must first understand the components of the model. Development of human capital includes direct expenditures on health, education, and migration opportunities for employees (Schultz, 1971). Organizational leaders need to invest in training, pay, benefits, job security, fairness in company procedures, and careful selection of staff (Shaw et al., 2013). Investments in employees could increased knowledge, skills, and relationships of the organization's human capital

(Shaw et al., 2013). Without the health and well-being of employees, other investments may not prove beneficial to either the organization or the employees.

Investment in health. Organizational leaders must begin by investing in the well-being of their employees. Schultz (1971) stressed both the quantitative and qualitative implication of investment in health. The quantitative effects included population growth and the qualitative consequences encompass the quality of life (Schultz, 1971). Investments in health facilities and services improve the quality of life include investments in human capital (Schultz, 1971). However, the idea of quality human capital needs further exploration.

Organizational leaders could implement retention strategies expanding the notion of investment in the quality of life and employees' well-being. Elevated levels of demands on the job corresponded with a reduction in employees' welfare (Tims, Bakker, & Derks, 2013). Burnout and employee engagement encompass the negative and positive aspects of employees' well-being, respectively (Moliner, Martinez-Tur, Peiro, Ramos, & Cropanzano, 2013). Burnout rates have continuously increased in human service workers (Thomas, Kohli, & Choi, 2014). Lizano (2015) reported a review of previous studies showing job burnout had a detrimental influence on the well-being of employees. Bogenschutz et al. (2015) noted the correlation between employee burnout and job stress with employee turnover and intention to leave an organization. Organizational leaders need to understand the various factors increasing employee engagement and decreasing burnout to make an investment in the health of workers, thus making an investment in the human capital.

Organizational leaders need to address the factors preceding burnout of employees working with individuals with intellectual disabilities. Challenging behaviors, organizational characteristics, and cognitive variable influenced staff burnout (Rose, Mills, Silva, & Thompson, 2013). Increased caseloads, role ambiguity, lower wages, and limited promotional opportunities affected human service workers burnout (Thomas et al., 2014). Job satisfaction, good health, and higher life satisfaction have a positive relationship with lower levels of personal burnout (Kozak, Kersten, Schillmoller, & Nienhaus, 2013). Lizano (2015) noted the need to explore further the factors of depersonalization and personal accomplishment in relationship to employee well-being, but noted organizational leaders need to develop strategies to guard employees against emotional exhaustion. Employee burnout factors influence how organizational leaders make an investment in the health and well-being of workers.

As one of the major forces of the health of employees supporting individuals with intellectual disabilities, organizational leaders need to develop strategies to address employee burnout. Organizational leaders should also develop strategies to handle workload demands, emotional fatigue, and aggravation on the job (Thomas et al., 2014). Leaders need to improve the health and well-being of the employees working with individuals with intellectual disabilities to reduce the factors leading to employee burnout (Lin & Lin, 2013). Therefore, organizational leaders need to develop strategies to alleviate burnout of direct care professionals.

One strategy to alleviate burnout is to increase the training for direct care professionals to decrease employee burnout. Organizational leaders should make an

investment in training staff to manage emotional exhaustion, potentially increase workplace safety, potentially create higher levels of satisfaction with employee and individuals receiving support (Ko, Lunsky, Hensel, & Dewa, 2012). Employee development could include a focus on employees obtaining new information and abilities, as well as applying these skills to their work life (Andrew & Sofian, 2012). Training could also foster employee engagement, in addition to coaching and social support, leadership, and job design (Menguc et al., 2013). Therefore, organizational leaders could use strategies to increase well-being by alleviating employee burnout through employee engagement.

Plans to invest in employee well-being could include a focus on employee engagement. The factors influencing employee engagement included employee communication, employee development, and coworker support (Andrew & Sofian, 2012). Miller et al. (2016) concurred that an essential components of employee wellness includes participation from family and peers. A supportive work environment is crucial to preventing burnout (Thomas et al., 2014). Long-term well-being of employees is also essential to organizational leaders. Additional retention strategies could focus on engaging employees.

Organizational leaders should also develop strategies to invest in employees' well-being over time. Improvements to the well-being of workers over time include health promotions and wellness programs (Kim & Kao, 2014). Additional strategies could include fostering teamwork, encouraging use of support groups, promoting short breaks to unwind, allowing for flexible work schedules, and developing time

management skills (Thomas et al., 2014). Lizano (2015) concurred with the need for social support and added how consistent staff meetings or individual conferences to discuss expectations aid with decreasing employee emotional exhaustion. The strategies to invest in employee health and well-being connect to the other component of the human capital theory through investment in employee development and training.

However, the question remains as to why organizational leaders should invest in the health and well-being of the employees if they plan to leave the organization? Engaged employees align with the organization's human capital strategy through their outlooks, actions, and intentions leading to performance, efficiency, and development of organization's policy (Andrew & Sofian, 2012). Grossmeier et al. (2016) found that organizational leaders from high performing and well managed companies appear to make investing in the health and well-being of employee a priority. Employees showing engagement also increases the customers' perception of performance (Menguc et al., 2013). Shakeel and Butt (2015) added how customers do not desire to teach new employees about their needs. However, organizational leaders still need to answer the question of how they could make an invest in the health and well-being of employees to reduce turnover.

Organizational leaders could manage employee burnout and employee development by increasing employee engagement through training programs. Graham, Bradshaw, Surood, and Kline (2014) identified social work as a stressful occupation. Investment in health and well-being of employees could lead to long-term health workers who show commitment to the organization (Kim & Kao, 2014). Thus, organizational

leaders could address the health and well-being component of the human capital theory by incorporating the second element of the theory into retention strategies by investing in employee education.

Investment in education. The organizational leaders could also use the other components of the human capital to invest in education and training of their employees. Kazemi et al. (2015) found that employee training had a strong correlation to employee turnover intention. Bogenschutz et al. (2015) indicated a relationship could exist between insufficient training opportunities and employee turnover or intent to leave an organization. McLaughlin et al. (2015) addressed the importance of the skills and ability of direct support professionals, yet noted that no federal training criteria exist. As such, organizational leaders need to make the decision about what training programs are most appropriate for the organization.

Organizational leaders must understand the different training opportunities available to train employees. Schultz (1971) noted investments in education include on-the-job training or apprenticeship programs, as well as formal education. Bogenschutz et al. (2015) concurred on-the-job training programs aid with increasing employee retention, but added that mentoring programs may assist as well. Employees develop tacit knowledge through practice and personal experience, while explicit knowledge grows through academia (Voronchuk & Starineca, 2014). Organizational leaders should avoid focused on only one aspect of the human capital theory.

Organizational leaders could link the health and well-being component of the human capital theory with the education portion of the human capital theory.

Organizational leaders need to provide formal training pertaining to a client's aggressive behaviors to avoid burnout (Kim & Hopkins, 2015; Ko et al., 2012). Stress management workshops also aid in the well-being of the employees through stress reduction (McConachie, McKenzie, Morris, & Walley, 2012). Vassos and Nankervis (2012) agreed organizational leaders need to provide ongoing and adequate training for their employees. Vassos and Nankervis added clearer job descriptions and enhanced support from supervisors to handle challenging client behavior could reduce employee burnout. Lizano (2015) concurred how organizational leaders should clearly specify the responsibilities of the job to aid in lowered employee burnout. However, training to prevent burnout is not the only educational investment organizational leaders could make.

Organizational leaders could also invest in the younger, less experienced generations. Innovative ideas from students learning the newest ideas come from internships and trainee programs, as well as potentially attracting these students to the organization after they obtain their degree (Voronchuk & Starineca, 2014). Tenured employees in a mentor-mentee relationship could assist in training less skilled staff (Kim & Kao, 2014). Reciprocal mentoring is for both participants to learn from each other and develop relationships and a sense of worth in the organization (Stephenson, 2014). Mentors could have a positive influence on new employees through developed relationship and career advancement within the organization (Jyoti & Sharma, 2015). Younger employees experience greater perceived success when employees believe organizational leaders make the most of their talents (Stumpf, 2014). Investments in education should also encompass current employees.

Strategies could also revolve around the needs of the organization and its employees. Organizational leaders could tailor trainings and workshops to the needs of the organization and its employees (Goswami & Ranjan, 2015; Kim & Kao, 2014). Kim and Kao (2014) added how personalized training could occur through partnerships with professional associations and education programs. Management can use on-the-job training programs to the development of skill relevant to the employees' current position (Schulz, Chowdhury, & van de Voort, 2013). Bogenschutz et al. (2015) found that training programs that focus on enhancing current abilities or developing new skills associated with the job tasks assistance in increasing employee retention. Kazemi et al. (2015) addressed the need for periodic evaluations of the effectiveness of the training programs. Walk, Schinnenburg, and Handy (2014) concurred on-the-job training programs benefit the organization, but noted the difficulties associated with implementing a training program. Training strategies appear to increase the firm-specific human capital of the employees who participate in the programs and workshops.

Another strategy to increase the knowledge and skills of employees could include investment in formal education programs. Employees should pursue professional degrees related to the field in which they work (Kim & Kao, 2014). Developing the abilities and competencies needs for the employees' position could occur through formal education (Sherrod, 2014). Organizational leaders could use education programs to increase retention, as well as promote professionalized workforce (Mason, LaPorte, Bronstein, & Auerbach, 2012). Organizational leaders could encourage employees to pursue a formal education through tuition reimbursement programs (Sherrod, 2014). Formal education,

however, is beneficial for the general human capital of the employees.

Organizational leaders should answer the question of why to invest in educating employees if they intend to leave the company. Continuous employee development is important to the competitive advantage for the organization (Voronchuk & Starineca, 2014). Mohd Noor, Hajar, and Idris (2015) noted how the intangible assets of organizations, including the knowledge, skills, and experiences of employees assist with obtaining organizational goals. Additional skills and abilities could also improve the quality of care given to the individuals in need of support (Bogenschutz, Hewitt, Nord, & Hepperlen, 2014; Sherrod, 2014). Organizational leaders could use training to increase the needed fundamentals and capabilities necessary to create a competitive edge over competing companies (Long & Perumal, 2014). The development of coping skills lowers employees' intention to leave the organization (Kim & Kao, 2014). Employees recognizing development support, accesses to learning opportunities, and encouragement to achieve career goals report less intention to leave an organization (Augsberger, Schudrich, McGowan, & Auerbach, 2012; Shuck, Twyford, Reio, & Shuck, 2014). However, employee development should not just include direct line employees, but rather incorporate supervisors and management staff as well.

Organizational leaders should consider the role of direct supervisors in employee development. Organizational leaders could develop resourceful methods to offer staff development when scarce finances exist (Augsberger et al., 2012). Direct line manager guide how employees identify with human resources policies and procedure, as well as unit performance (Dysvik & Kuvaas, 2012). Crawshaw, van Dick, and Brodbeck (2012)

added how managers and supervisors need to utilize fair processes and procedures in the organization, particularly when promoting and supporting employee development opportunities. Organizational leaders' training could include factors demonstrating employees' perceived respect at the workplace, including support, communication, rewards, and fairness (Augsberger et al., 2012). Organizational leaders need to demonstrate excellence through practice and establish responsibility through employee evaluations (Hernandez, Stanley, & Miller, 2014). Knowing the role of line managers could link the investment in education to the next component of the human capital theory, which is employee internal migration.

Promotional opportunities. The last component of the human capital is an investment in migration opportunities for employees. With the shortage of the external labor market, organizational leaders could consider their internal labor pool for promotional opportunities (Webster & Beehr, 2013). Employees could obtain appreciated and substantial career opportunities within the organization, rather than looking externally for opportunities (Crawshaw et al., 2012). The promotional opportunities offered to current employees should assist employees in meeting their career goals, as well as developing professional skills (Weng & McElroy, 2012). However, the speed at which the promotions occur could influence employees' decision to stay with the agency (Shakeel & Butt, 2015). Organizational leaders should use caution when considering how and when to promote from within the company.

Employees could perceive prejudice or injustice if organizational leaders do not follow the procedure for internal promotion. Walk et al. (2014) identified the

disconnection between leaders and employee perception of human resource practices. Crawshaw et al. (2012) cautioned for the incorporation of procedural justice in career development opportunities and equitable career management systems for employees to view them favorably and maintain organizational commitment. Fair management, enhanced financial incentives, and satisfactory corporate policies could include strategies for organizational leaders to reduce turnover (Kim & Kao, 2014). Therefore, when organizational leaders develop strategies, they must ensure consistent implementation among all employees.

The internal migration component of the human capital theory relates to the education portion of the human capital theory. Training has a direct correlation to employees' career growth opportunities, which also have an indirect effect on turnover (Nouri & Parker, 2013). Opportunities for career growth, acquiring professional skill and abilities, and rewards for obtaining these achievements also lessens the likelihood employees will leave the organization (Weng & McElroy, 2012). When management give formal educational opportunities to employees that increases the chances employees could migrate from the physically demanding direct care positions to administrative roles in the agency (Sherrod, 2014). However, employees' career advancements do not come without challenges to organizational leaders.

Organizational leaders also face challenges as employees begin to develop and promote, which increases responsibilities within the organization. Organizational leaders face budgetary limitations concerning employee development (Hernandez et al., 2014). Promotion to manager and administrative positions require different skills, in addition to

the abilities gained providing direct services (Clark, Smith, & Uota, 2013). With higher levels of education come greater responsibilities for workers (Thomas et al., 2014). However, organizational leaders need to answer the questions of why to develop retention strategies including promotional opportunities.

Promotional opportunities have a clear benefit to the employee, but organizational leaders must understand what advantages internal migration has to the agency. Promotions have a greater significance over job embeddedness than salary increases alone (Stumpf, 2014). Walk et al. (2014) agreed pay is not the only factor to motivate employees. Employees' career development could build an appreciation for the organization and a sense of commitment (Weng & McElroy, 2012). Therefore, the strategies organizational leaders could use should incorporate developing employees and promotional opportunities.

Strategies could include developing younger employees and providing continuous feedback to employees. Feedback appears to aid in developing young employees through creating links between the employee and those providing the feedback (Stumpf, 2014). Organizational leaders need to foster young, ambitious employees through a supporting environment (Hernandez et al., 2014). Discussions with workers detail how their work experience contributes to their career success could increase commitment and reduce turnover (Nouri & Parker, 2013). Annual employee reviews should encompass a link between the career goals achieved and skills acquired over the previous year and rewards for these accomplishments (Weng & McElroy, 2012). However, developing young employees come with challenges.

Limiting young employees' development could lead to disconnection with the organization, destructive work environment, increased negativity, and decreased confidence (Hernandez et al., 2014). Organizational leaders also risk losing trained employees if better opportunities present (Juhdi, Pa'wan, & Hansaram, 2013). Organizational leaders also need awareness of the forms of human capital and know which categories of capital to focus the investment strategies.

Forms of human capital. Organizational leaders could make an investment in different varieties of human capital. Employees develop firm specific human capital through the skills learned through employment at one company (Schulz et al., 2013). Employees cultivate general human capital through formal education programs and overall skills and abilities learned through experience (Schulz et al., 2013). Firm specific human capital has less value to other companies, thus has a lower exchange value than general human capital (Campbell, Coff, & Kryscynski, 2012). However, investing in firm specific human capital alone may not indicate the optimal solution.

Each category of human capital has advantages and disadvantages organizational leaders need to understand. General human capital may have usefulness in multiple organizations, while firm specific human capital is only beneficial to one company (Becker, 1962; Schulz et al., 2013). Employees with specific human capital show less tendency to leave voluntarily because the employee cannot easily connect those skills into operations at the rival firm (Campbell et al., 2012). Thus, organizational leaders should look beyond the advantages and disadvantages before making an investment in human capital.

Organizational leaders must also weigh the benefits and costs of investing in the categories of human capital. Organizational leaders could retain employees with human capital resources specific to the organization for a lesser amount than the actual value (Campbell et al., 2012). Retaining access to the knowledge and skills of employees appears to address the challenge that knowledge cannot easily transfer between employees (Goswami & Ranjan, 2015). However, employee turnover is more costly when investing in human capital resources specific to the organization, rather than general human capital (Hancock et al., 2013). Organizational leaders need to weigh the benefits and costs of each investment to determine the best strategies to develop human capital.

Firm specific human capital includes subcategories. Crocker and Eckardt (2013) discussed the differences between individual level human capital and unit level human capital. Differences also exist between task specific human capital and non-task specific human capital (Schulz et al., 2013). Organizational leaders need to decide which forms of human capital is the best return on the investment.

Organizational leaders could foster the development of the non-task specific human capital through internal migration opportunities. Organizational leaders could encourage employees to develop skills in multiple positions within the organization by developing a reward system, which also builds a greater understanding of overall business strategies (Schulz et al., 2013). Organizational leaders should focus on the development of unique skills needs for the company, rather than skills that may transfer to another employer if the employee leaves the agency (Weng & McElroy, 2012). Once

organizational leaders understand the different categories of human capital, they must still understand why to make an investment.

Investment benefits. Investment in human capital obviously benefit the individual employees, but benefits also exist for the organization when investing in employees. Organizational leaders could use the human capital theory to create a competitive advantage through the adaptability of human to changing situations as they develop tacit knowledge (Liu, van Jaarsveld, Batt, & Frost, 2014). Sydler, Haefliger, and Pruksa (2014) concurred that value to business is added through intangible assets. Firm specific human capital could create a competitive advantage for an agency (Schulz et al., 2013). However, if rival agencies find an employee's general knowledge valuable, then an investment in firm specific human capital may not reduce turnover (Campbell et al., 2012). Organizational leaders need to develop strategies to ensure they obtain the biggest return on their investment and reduce employees' intention to leave the organization.

Retention strategies could enhance employee effectiveness and performance, as well as decrease turnover costs. Intrinsic and extrinsic rewards for employees have a positive relationship between organizational performances, such as employee effectiveness and efficiency (Aktar, Sachu, & Ali, 2012). Additionally, organizational leaders need to evaluate the level of effort versus the level of rewards for these intrinsic and extrinsic factors to improve employee retention (Warburton, Moore, Clune, & Hodgkin, 2014). Employee recognition and praise increase a productive work environment (Hernandez et al., 2014). Satisfied employee enhanced the performance of the organization (Mafini & Poee, 2013). Therefore, organizational leaders need retention

strategies that focus on human capital investment to increase employee satisfaction, which will benefit the organization's performance.

Opposition to investment in human capital. Opposition exists to the use of humans as a form a capital. Shaffer (1961) argued an investment in human capital only fulfills desires with no determined outputs, but agreed the investment could increase productivity. Liu et al. (2014) found difficulties in calculating the return on investment in human capital versus other forms of investment. Rather than investing in developing individual level human capital, organizational leaders could develop human capital resources to access the individuals' skills and abilities (Ployhart, Nyberg, Reilly, & Maltarich, 2014). The provisions around the value of human capital must align so the logic behind the human capital theory could work enabling companies to maintain a competitive advantage (Campbell et al., 2012). However, additional challenges exist with the human capital theory.

Inaccurate and incomplete understanding of economic views of the component and categories of the human capital theory occur. Gilead (2014) disputed people do not just use education to reach their materialistic goals, but also in policy creation and problem solving. Economist view the labor market as uniform, while resource based theorist view the labor market as diverse (Campbell et al., 2012). Difficulties also exist in making an investment in human beings (Bowles & Gintis, 1975). Bowles and Gintis (1975) maintained how difficulties arise in embedding knowledge and skills in people themselves, but agreed education would develop an employee's job performance. Organizational leaders also need to understand the actual capital investment is not in the

organization, but inevitably belong to the employees (Voronchuk & Starineca, 2014). Therefore, organizational leaders must implement strategies to retain the employees in which they make this investment.

Organizational leaders could develop human capital to influence employee turnover. Ployhart et al. (2014) argued for the need to invest in accessibility of the individual skills through human capital resources, rather than investing in the individuals own human capital. Schultz (1971) noted that investment in human capital could expand the choices available to individuals. While the options could connect with other organizations, organizational leaders maintain the responsibility to ensure advancement possibilities remain within the organization.

Alternative approaches exist for organizational leaders to use in addressing employee turnover. Social exchange relationships include the idea that employees provide benefits to organizations, and organizations, through its leaders, provide benefits to employees (Nouri & Parker, 2013; Shuck et al., 2014). Conversely, Chen, Park, and Park (2012) looked at existence, growth, and relatedness of workers needs through the needs based theory. Hwang and Hopkins (2015) studied the influence of the social identity theory through individuals' uniqueness and social structures. While other theories focus on emphasizing employees; the human capital theory includes strategies of employee development to address employee turnover. Tan (2014) discussed the signaling theory as another alternative theory. Investment in education may indicate a signal for higher productivity rather than the cause of greater productivity (Tan, 2014). The human capital theory includes factors in addition to education, so this theory is a more

encompassing theory for organizational leaders to utilize to manage employee turnover.

Other theories integrate components of the human capital theory. Nyberg, Moliterno, Hale, and Lepak (2014) examined how the resources based theory could influence unit level human capital. Campbell et al. (2012) complemented the idea of investing in human capital by stating the competitive advantage increases when human capital resources appear valuable, uncommon, and preserved by the organization. Allen and Shanock (2013) focused on the relational cohesion theory through socialization strategies and relationship building. The socialization strategies could include developing human capital, social capital, and cultural capital. An exploration of the factors influencing employee retention appears to heighten the necessity to make an investment in human capital, but organizational leaders also need to ensure a reduction in employee turnover to obtain a return on investment.

Direct Care Professionals

The role direct care professionals perform in the organization increases the need for organizational leaders to develop retention. Direct care professionals include staff of agencies directly caring for people in need, including supporting individuals with intellectual disabilities (Gray-Stanley & Muramatsu, 2013). Frontline employees perform the critical tasks through operations, as well as a direct interface with the individual receiving the service (Kumar, Dass, & Topaloglu, 2014). The skills and abilities required as a direct support professional are extensive (Bogenschutz et al., 2015). However, one of the biggest challenges for organizational leaders is how to attract, as well as retain quality employees because competition for these resources increases (Terera & Ngirande, 2014).

Alias et al. (2014) noted the importance for management to attract employees, enhance commitment through engagement, and retain the employees. Organizational leaders should develop strategies beginning with an appropriate employee selection process.

Organizational leaders should ensure a suitable match between the employee and the job tasks assigned to them. Direct care professionals need an adequate amount of skill, knowledge, and principles to achieve tasks assigned to them for their job responsibilities (USHHS, 2006). The proper selection, training, career management, performance appraisal, and compensation have a significant influence on organizational commitment (Juhdi et al., 2013). However, organizational leaders could face challenges if they do not have adequate direct care professionals with a commitment to the organization to care for the individuals in need of support.

Organizational leaders experience issues when unable to address the turnover rates of direct care professionals. Administrators in agencies supporting individuals with intellectual disabilities report high turnover rates, which results in increase overtime costs, advertising costs to recruit new staff, and higher training costs (USHHS, 2006). Clark et al. (2013) concurred training costs increase with turnover, but further explained the added cost of reconstructing work teams dynamic. However, additional challenges exist for organizational leaders facing employee turnover above just the costs to the organization.

Organizational leaders could also lose their competitive advantage when employees leave the agency for the competitor. Bogenschutz et al. (2015) noted that in addition to the financial costs of employee turnover, effects on the quality of service

provided and outcomes for the individuals receiving services could occur. Loss of adequate employees also reduces organization's competitive advantage through lower productivity and quality of services provided (Juhdi et al., 2013). Kazemi et al. (2015) concurred that employee turnover influences the service quality, but also influences relationship building and company operations. Fukofuka (2014) further the idea of the necessity to hire and retain staff for the company's competitiveness and continued existence. Shakeel and Butt (2015) added retention efforts should include retaining knowledgeable and competent employees. Nevertheless, additional challenges exist for organizational leaders when employees leave the company.

Organizational leaders also need to understand how turnover affects the employees who remain with the organization. Barnes and Collier (2013) noted the importance of the link between positive emotions and direct line employee's work performance. The remaining staff also encounter increased workload and burnout, lower productivity and morale compounding the concern of employee turnover (Gayathri et al., 2012; Tnay, Othman, Siong, & Lim, 2013; USHHS, 2006). Therefore, organizational leaders need to implement strategies to retain direct care professionals who have the appropriate knowledge and skills, as well as a suitable fit to agencies supporting individuals with intellectual disabilities.

Various effective strategies exist to reduce employee turnover. Divya and Sreedhara (2014) addressed the issue organizational leaders experience when attracting, retaining, and motivating employees. The selection, education, and promotion of workers furthered employee skills and abilities, while performance evaluations and compensation

improved motivation (Juhdi et al., 2013). Additional strategies managers could use to increase the organization's human capital include the use of training, a detailed selection process and financial incentives (Shaw et al., 2013). Walk et al. (2014) argued for the connection of performance evaluations and professional development through training on the strengths and weakness discovered during the appraisal. Ozolina-Ozola (2014) addressed the influence of human resource practices on employee turnover. Bogenschutz et al. (2015) argued that reinforcing the current direct support professionals could help stabilize the workforce. Organizational leaders could develop human capital investment strategies to attract, motivate, and retain employees in order to manage turnover.

Retention through effective hiring strategy. The first step for organizational leaders is to start at the beginning and ensure they attract employee with adequate skills for the job duties and appear an appropriate fit for the corporate culture. In order for direct care professionals to complete their work successfully, an adequate match between the job duties assigned and the position they hold in the organization is a necessity. The USHHS (2011) noted the importance of recruiting competent direct care professionals to support individuals with intellectual disabilities. When managers ensure the proper recruitment, they could assist with increased loyalty and decreased turnover rates (Kim & Kao, 2014). An appropriate design for the job duties is one challenge, but employees must also appear a proper selection for the organization.

In order for employees to increase their intentions to stay with an organization, employees must have a commitment to the company's mission and values. Kellner, Townsend, and Wilkinson (2016) stated that challenges could occur when hiring

employees who do not share the organization's values. Organizational leaders need to hire employees who appropriately complement the vision and fit the organizational culture (Cloutier, Felusiak, Hill, & Pemberton-Jones, 2015). Increased job satisfaction could transpire by the characteristics of the job duties, wages, advancement opportunities, relationships with management, and the alignment between the employee and the organization (Alniacik, Alniacik, Erat, & Akcin, 2013). Employees must have an attachment to the mission of the organization (Fukofuka, 2014). However, administrators face challenges in filling a vacant position and finding employees who seem an appropriate match for the position.

Corporate leaders encounter difficulties when unable to encourage proper direct care professionals to work for their firm. Organizational leaders realize each applicant is as unique as the vacant position to fill (Jeffery, Christen, & Moore, 2015). An improper match occurs when organizational leaders make an inappropriate selection between the employee's skills and the requirement of the job (Juhdi et al., 2013). Organizational leaders face difficulties in placing value on the skills and abilities potential employees obtained through other employers (Campbell et al., 2012). The choice between the values of the employee and the values of the organization have a significant role in increasing organizational commitment (Alniacik et al., 2013). The process of attracting appropriate staff to the organization does not come without challenges for organizational leaders.

The first challenge for organizational leaders is to address is whether the employees appear an appropriate match for the agency. Not every person is sufficiently ready for the job duties in the human service field (Kim & Kao, 2014). Hiring strategies

could also include selecting candidates with high levels of occupational commitment (Weng & McElroy, 2012). Organizational leaders face hiring obstacles, but also face additional challenges when filling vacant positions.

Organizational leaders must also ensure those employees appear an appropriate choice for the organizational culture. The selection of employees should include ensuring the skills, diversity, and values needed by the organization align with what the employee offers (Cloutier et al., 2015). As employees from different generations look for employment, the strategies to attract employees from different generations also changes (Stephenson, 2014). The lack of qualified job applicants exasperates the issue of employee turnover (Schroffel, 2012). Corporate leaders utilized various strategies to handle the challenges of attracting employees.

Some hiring strategies include a focus on the profitability of the organization. While Kazemi et al. (2015) found that actual pay did not appear to correlate to employee turnover intention, Walk et al. (2014) cautioned how cost-cutting strategies could initiate concerns about sustaining quality services and employees. Bogenschutz et al. (2014) advised that in the absence of higher wages, organizational leaders should develop resourceful approaches for developing the competencies of direct support professionals. Organizational leaders should develop a selection procedure evaluating the skills and abilities necessary for the job (Jeffery et al., 2015). Although some strategies create additional expenses, realistic job previews could ensure the candidate is an appropriate match to the job duties assigned to the position (Kim & Kao, 2014). Organizational leaders should determine if the expenses of these strategies outweigh the costs of

employee turnover.

Organizational leaders need to attract the appropriate selection of candidates to work for the company. An appropriate selection process could help decrease employee turnover, as well as decrease the amount of time spent interviewing candidate (Jeffery et al., 2015). The need exists to increase both the quality and size of the applicant selection, rather than investing in sophisticated selection instruments (Heavey, Holwerda, & Hausknecht, 2013). Developing the pool of candidates and recruiting appropriate potential employees could occur through outreach, such as projects or internships completion (Walk et al., 2014). Attracting new employees could include a focus on the degree in which the organization encourages employees to acquire new skills and promotes professional development (Weng & McElroy, 2012). However, organizational leaders could use hiring strategies when interviewing potential candidates.

Organizational leaders could also develop strategies on the onset of hiring. During the job interview process, organizational leaders could provide the candidate with a job description to ensure an appropriate match for the position (Kim & Kao, 2014). Organizational leaders should openly express to new employees any agency career plans and training programs with the intent to develop skills and create career paths in the organization (Weng & McElroy, 2012). Once organizational leaders attract the proper direct care professionals to complete the job duties, the next task is to motive those employees.

Retention through effective employee motivation strategies. Motivated employees provide different incentives for organizational leaders. Gillet, Gagné,

Sauvagère, and Fouquereau (2013) found that employees' perception of organizational support and supervisor autonomy had a positive relationship to motivation. Walk et al. (2014) associated employee motivation to human capital through employee well-being and workplace safety. Ankli and Palliam (2012) related employee motivation to employee interests, satisfaction, and work challenges rather than external stresses and enticements. Investing in client satisfaction increases both employee satisfaction, as well as employee retention (Frey, Bayon, & Totzek, 2013). One of the key factors to motivate employees include employee job satisfaction.

Retention through job satisfaction. Organizational leaders should maintain high levels of job satisfaction in order to influence the employees' plans to stay with the agency. Job satisfaction is an important factor because it reduces employees' intention to leave the organization (Terera & Ngirande, 2014). However, complications exist when trying to understand the factors influencing job satisfaction for social workers (Graham et al., 2014). While challenges may exist, organizational leaders still need to understand the issues influencing employee retention.

Some employee retention issues include understanding how relationships developed at work influence employees' intentions to stay with the agency. Employees consider the number of connections they have to the organization when determining whether to stay or leave an organization (Stumpf, 2014). Coworker relationships may motivate employees to remain committed to an organization (Basford & Offermann, 2012). Therefore, organizational leaders should encourage stronger relationships among employees, as well as supervisors and administration (Kim & Kao, 2014). Organizational

leaders must also ensure efficiency in the resources invested in retention strategies.

Several strategies exist to assist organizational leaders in ensuring efficient use of resources. Organizational leaders could improve job satisfaction by ensuring fair treatment in company policies (Kim & Kao, 2014). However, organizational leaders could misdirect resources by assuming each factor of retention pertains to all employees in the organization (Kumar et al., 2014). Therefore, organizational leaders need to understand the factors influencing retention of employees who support individuals with intellectual disabilities.

Various factors influence employees' job satisfaction and their intention to stay or leave an organization. Employees express satisfaction with the job when they find motivation with their career (Alniacik, Alniacik, Akcin, & Erar, 2012). When employees trust organizational leaders, a positive relationship forms with customer-oriented behaviors (Barati & Mahdavinia, 2014). Terera and Ngirande (2014) found rewards alone do not improve employees' satisfaction with the job. Various factors could dissatisfy employees and influence their intentions to leave an organization.

An understanding of the factors dissatisfying employees would assist organizational leaders in implementing retention strategies. Employees with higher intention to leave an organization experience inaccessible lines of communication, poor work culture, inadequate relationship between other employees and management, and an inappropriate fit with the needs of the organization (Cloutier et al., 2015). Organizational leaders who undervalue employees' work, did not seek input from staff, and held an unrealistic expectation of the staff led to greater dissatisfaction (Firmin, Steiner, Firmin,

& Nonnemacher, 2013). Predictors of turnover intentions comprise managerial exclusions, including keeping information, not replying to requests, exclusion from activities, lack of interaction, and lack of appreciation (Cottingham et al., 2013). The factors that dissatisfy employee could help organizational leaders develop strategies to increase employee satisfaction.

The strategies should include the various factors influencing employees' intention to stay with or leave an organization. Kazemi et al. (2015) noted that employee satisfaction could come from offering the opportunity for career advancement within the organization, providing the environment for employees to use their skills, and appreciating the difficult work. Strategies should encompass retaining employees because they show commitment to the agency, not because of contract obligations (Shakeel & Butt, 2015). Categorizations of these factors include organizational factors and personal factors (Graham et al., 2014). Organizational leaders need to understand both the organizational factors and personal factors that influence employees' intentions to stay with the organization.

Organizational factors. Organizational leaders need to comprehend organizational practices that may influence employees to stay with the organization. Organizational leaders have more control over the organizational factors influencing employee retention than the individual factors (Hernandez et al., 2014). In previous research, employees explained support from supervisors lowered intention to quit (Gray-Stanley & Muramatsu, 2013; Schroffel, 2012; Vassos & Nankervis, 2012). Therefore, supervisors and organizational leaders need to understand their role in implementing

strategies to increase employee retention.

Supervisors and organizational leaders have a significant role in implementing strategies to increase employee retention. Organizational leaders also need to develop open communication to promote employee engagement and commitment (Cloutier et al., 2015). Warburton et al. (2014) concurred with the need for open communication because this collaboration allows organizational leaders to acquire additional knowledge through the expertise of experienced workers. Additionally, open communication appears to increase the intrinsic rewards employees found to decrease intentions to leave an agency (Warburton et al., 2014). Organizational leaders should assess the areas of interaction within the agency to ensure all employees know the expectations of the agency (Augsberger et al., 2012). However, supervisory support is not the only factor influencing employees' plan to stay with the organization.

Organizational leaders also need to understand the additional organizational factors influencing employee retention. Flexibility, patience, and dedication influence long-term employment (Firmin et al., 2013). Other factors include role ambiguity and role conflict (Saeed, Abu Mansor, Siddique, Anis-ul-Haq, & Muhammad Ishaq, 2012; Vassos & Nankervis, 2012). Schroffel (2012) found employee turnover intentions include low pay, benefits, long work hours, lack of resources, and a shortage of equipment to complete the jobs. Other factors include transparency and open communication between employees and organizational leaders (Hernandez et al., 2014). Organizational leaders could regulate influences by establishing strategies to control each factor.

Organizational leaders could start with the development of strategies to handle

these elements because they have greater control over the organizational factors. Factors such as organizational support, corporate culture, and fairness rank the highest in predictors of employee turnover intention (Kim & Kao, 2014). Additional strategies could include transparency of work process promoting inclusion in making decisions and clarity of job duties (Kim & Kao, 2014). Walk et al. (2014) recognized the benefits of including all employees in the development of strategies for the organization. However, individual factors could guide employees to stay or leave the agency.

Personal factors. Organizational leaders have limited ability to control the individual factors, but they need to address the concerns to retain employees.

Demographic factors included age, gender, race, well-being, tenure, and education could influence employee retention (Kim & Kao, 2014). Some personal factors include work-privacy conflict, work-home conflict, emotional demands, role conflict, job insecurity, and feedback (Kozak et al., 2013; Vassos & Nankervis, 2012). Individual work factors comprise stress, burnout, decision making, social resources, personal resources, interpersonal conflicts, and social support (Figueiredo-ferraz, Gil-monte, Grau-alberola, Llorca-pellicer, & García-juesas, 2012; Kim & Kao, 2014). Organizational leaders could control personal factors by understanding each of the factors and developing strategies to assist employees to overcome each of them.

With so many factors influencing employee turnover, organizational leaders should determine which factors have the greatest influence on retention. Among the demographic factors, well-being showed as a prevalent predictor of turnover intention (Kim & Kao, 2014). Among the individual work factors, the highest correlation with

turnover intention includes stress (Kim & Kao, 2014). Shakeel and Butt (2015) added the important role of supervisors in employee retention by mentoring, guiding, communicating, and assisting in work-life balance. Organizational leaders need uniformity and regularity when conducting employee evaluations (Walk et al., 2014). Therefore, an investment in human capital through employee health and training could alleviate these predictors of employee turnover.

Effective employee organizational commitment strategies. Organizational leaders need to develop strategies to increase retention and decrease turnover. An employee's commitment to an organization could reduce their intention to leave a company (Kim & Kao, 2014). Employee commitment influences attendance and role behavior (Alniacik et al., 2012). Kim and Hopkins (2015) discussed the role organizational leaders play in employees' organizational commitment through open communication, understanding, and solving problems, particularly around workplace safety. Hwang and Hopkins (2015) concurred on the role of organizational leaders in employee commitment, but focused on fostering inclusion strategies and ongoing supervisor training. Thus, organizational leaders could use retention strategies around employee well-being, education, and promotional opportunities to increase employee commitment to the organization.

However, organizational leaders must first understand the reasons improving organizational commitment among employees. Career motivation also has a strong relationship with affective organizational commitment (Alniacik et al., 2012). The rewards offered to employees for professional development could lead to increased

commitment to the company (Weng & McElroy, 2012). Kim and Hopkins (2015) noted workplace safety and ensuring well-being, especially in the human service sector, have an influence on organizational commitment. Walk et al. (2014) concurred working conditions help recruit and retain quality employees. However, organizational leaders still need to answer the question of why to invest in developing employee commitment.

Committed employees could provide benefits to organizations. Employees become engaged in their work when they have a commitment to the organization (Fukufuka, 2014). Encouraging organizational culture and favorable workplace relationships may contribute to a decrease in employee burnout and encourage employee engagement (Hernandez et al., 2014). To develop these strategies, organizational leaders must understand the factors leading to organizational commitment.

An assessment of previous literature included an evaluation to answer the research question of strategies organizational leaders use to increase employee retention. The literature review comprised the important role of direct care professionals in agencies supporting individuals with intellectual disabilities. Organizational leaders could develop retention strategies focusing on the human capital theory, which emphasize the well-being, education, and promotional opportunities for direct care professionals. Finally, organizational leaders could incorporate previously researched factors pertaining to the human capital theory to attract, motivate, and retain direct care professionals.

Transition

The foundation of this study included the factors influencing employee retention and strategies to reduce turnover; however, officials from USDOL (2015) noted the

problem of voluntary turnover continues year after year. Organizational leaders should manage turnover, rather than just implementing strategies to minimize the issue (Weng & McElroy, 2012). Managing turnover does not mean the elimination of turnover, but balancing turnover and retaining employees to provide a competitive advantage (Shakeel & Butt, 2015). Organizational leaders will never end the vicious cycle without managing turnover (Tnay et al., 2013). Addressing the problem of voluntary employment turnover may result in decreased financial costs, competitive advantage over rival companies, an improved working environment, and better support for individuals receiving services.

The next two sections of this study comprised the collection of data for this study and the presentation of the findings. The project section of this study includes further details of why a qualitative embedded multiple case study was the most appropriate method for completing this study. Additionally, the next section includes a detailed explanation of how data collection occurred. The application to professional practice and implications for change section includes the finding of the data analyze through coding and themes.

Section 2: The Project

Data collection for this study included semistructured interviews, a review of agency policies, and archived records of turnover rates to answer the research question. The primary research question was: What strategies do organizational leaders use to increase employee retention? The conceptual framework for this study was the use of the human capital theory to advance the educational, health related, and promotional opportunities for employees to address turnover intentions.

This section includes a review of the purpose of this study and the role in the completion of the project. This section also includes identification of the population to answer the research question and the strategy used for the participant selection process. Finally, this section includes the identification of the most appropriate research method and design, the data collection, analysis, organization methods, and the reliability and validity of the study.

Purpose Statement

The purpose of this qualitative embedded multiple case study was to explore strategies organizational leaders from agencies supporting individuals with intellectual disabilities use to increase employee retention. The target population comprised organizational leaders from three Pennsylvania agencies supporting individuals with intellectual disabilities who have experience managing employee turnover. An embedded multiple case study reviews multiple units of analysis over more than one situation (Yin, 1984). I selected a qualitative embedded multiple case study to explore three Pennsylvania agencies managing the current phenomenon of direct support professional

turnover.

The study findings may influence positive social change by providing information to organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities about reducing employee turnover. A reduction in turnover could improve the sustainability of the business. Leaders could accomplish sustainability by reducing employee turnover costs, increasing productivity through a positive working environment for their employees, and creating a stable life for the individuals in need of support. Organizational leaders may use the results of this study to develop retention strategies focused on the human capital theory to address high turnover rates.

Role of the Researcher

Each element of the research project including the selection of participants through the final report is a role of the individual completing the study. The individual completing the study should ensure an appropriate match between the research question and the capabilities of the participants selected (Podsakoff, MacKenzie, & Podsakoff, 2012). The individual completing the study has a role in the data collection process because that individual becomes the instrument to complete the study (Marshall & Rossman, 2006). According to Rowley (2012), the researcher's role includes adapting to different situations, engaging participants, and obtaining ample data to answer the research question. During the data collection phase, the role of the researchers becomes imperative.

When using interviews as part of data collection, the individual completing the study is an important part of a qualitative study. The use of interviews may assist with

uncovering the participants' personal experiences and ways of looking at the problem (Doody & Noonan, 2013). The use of interviews enables the exploration of the participants' perspectives and experiences related to the problem under study (Marshall & Rossman, 2006). Laursen (2013) used interviews to obtain a comprehensive evaluation of the weakness in discovering and mitigating Medicaid fraud and abuse. Thus, I used interviews with organizational leaders from three Pennsylvania agencies supporting individuals with intellectual disabilities. The use of interviews was for obtaining a detailed appraisal of strategies used to increase employee retention.

Preparation is in need when conducting interviews as part of data collection. When conducting interviews, the required skills include intensive listening and note taking (Rubin & Rubin, 2012). According to Doody and Noonan (2013), appropriate planning begins the process for successful interviews. Podsakoff et al. (2012) addressed the need to use clear and concise language and define unfamiliar terms, which could ensure motivation of the participants to answer accurately. I carefully planned for each interview, ensured that I had all the equipment tested, and made certain I had the interview questions printed. During the interviews, I listened intently to each participant and took notes on key topics to review and reflect upon later.

The use of an interview protocol aid in conducting semistructured interviews. Cyr, Dion, McDuff, and Trotier-Sylvain (2012) stated using an interview protocol assistances in defining the expectations of the interviewer, helps build a relationship between the interviewer and the interviewee, and can include the use of open-ended questions. Doody and Noonan (2013) supported the use of an interview guide and added

that interview protocol may assist with the interaction between the researcher and the participant. The ability to ask appropriate probing questions allows the researcher to obtain a comprehensive description from the participants (Rubin & Rubin, 2012). Cyr et al. (2012) stated that the use of an interview protocol enhances the quality of the information collected during the interview. I used an interview protocol, which allowed for follow-up and probing questions that focused on the participants' experiences (see Appendix A).

Bias is an issue in academic research. Poortman and Schildkamp (2012) stated that researchers and participants may influence each other during qualitative studies. Bias occurs when unconscious personal motivators influence our perspective (Lieberman, Rock, & Cox, 2014). Holroyd (2012) noted the role of the researcher was not to eliminate bias, but to implement strategies precluding their bias from influencing behaviors or judgments throughout completion of the research study. Therefore, I addressed my potential bias and developed strategies to mitigate them.

Bias could occur through different methods. Marshall and Rossman (2006) addressed how bias could transpire when researchers have a personal interest in the topic. Implicit bias occurs because of the association or connection between parties (Holroyd, 2012). I work with the Commonwealth of Pennsylvania and have a relationship with some agencies supporting individuals with intellectual disabilities. I want to see improvement in managing the problem of employee retention in direct care professionals caring for individuals with intellectual disabilities. This association creates preconceived notions around the research problem; therefore, it was important that I attempt to mitigate

this bias to ensure the production of a quality research study.

Several methods exist to aid mitigate potential bias. Some techniques to mitigate bias include using research partners, cross checking, purposeful examination of results, descriptive field notes, and reviewing previous research related to bias (Marshall & Rossman, 2006). Lieberman et al. (2014) stated that considering all available information, requesting outside opinions, and detaching yourself from the situation could mitigate bias. I used several strategies to mitigate bias in this research study.

The first strategy included asking the interviewee clear and succinct interview questions in a consistent manner using an interview protocol (see Appendix A). The second strategy included detaching myself from the selection process by asking organizational leaders to volunteer to participate in the study by responding to the letter sent out by provider advocacy groups (see Appendix B). I requested that the Pennsylvania Advocacy and Resources for Autism and Intellectual Disability (PAR), The Provider Alliance, and county provider councils send the request to participate to their members (see Appendix B). I also requested to present at their scheduled meetings to request participation in the study. A third strategy included taking descriptive notes during the interviews, which assisted with the development of an audit trail. The fourth and final strategy to mitigate bias included allowing participants to member check the initial findings to determine if the findings accurately reflected their experiences.

Several other skills exist that aid researchers in conducting a rigorous study. Marshall and Rossman (2006) noted the researcher's role is to demonstrate competencies and capabilities in each aspect of the study through a review of previous scholarly and

academic literature. Cronin (2014) noted the need to remain transparent to maintain objectivity while completing the research project. Ketokivi and Choi (2014) added how maintaining transparency occurs when allowing access to both the conclusion in the final report and evidence supporting the establishment of the research finding. I established competencies around strategies to increase employee retention through a continuous review of current literature on the topic. I maintained transparency by notifying participants through the informed consent process (see Appendix C) about the availability of a summary of study findings, recommendations, conclusions, or the entire study if desired.

Preparation is in need to aid in establishing participants' motivation to answer the questions accurately during the interview. Participants' motivation to answer accurately occurs by clarifying how the results may add to the knowledge of the research topic (Elo et al., 2014; O'Reilly & Parker, 2012). Additionally, motivation increases by explaining how the findings might assistance the organization in solving the business problem (Podsakoff et al., 2012). I increased participants motivation to answer accurately by informing the participants how the finding may assist with implementing strategies to increase employee retention.

Maintaining the highest levels of ethical standards when completing the research study was a necessity. The Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research [NCPHSBBR], 1979) includes requirements to respect participants, show compassion, and treat people equally. The accomplishment of ethical standards includes protecting the participants' privacy,

minimizing disruptions, addressing any dangers of participating, and protecting human rights while completing the study (Marshall & Rossman, 2006). I maintained high ethical standards in this study by maintaining the participants' confidentiality through coding of participants' and organizations' names, informing the participants of the risks and benefits of partaking in this study, and treating the participants with respect.

Participants

The criteria for selection of participants are an important part of qualitative research. The Belmont Report (NCPHSBBR, 1979) included requirements for the use of fairness during the selection of participants for research projects. When selecting participants for the study, careful consideration includes indicating the participants most appropriate to answer the research question (Rubin & Rubin, 2012). In order to achieve a comprehensive understanding of the challenges organizational leaders encounter when managing employee retention, the participants must include the individuals experiencing retention challenges (Cascio, 2015). Participants agree to participate in research studies because they believe the study will lead to increasing knowledge of the problem under investigation (Burmeister & Aitke, 2012). The eligibility for participation included organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities who manage turnover.

No vulnerable groups were a part of the study. The selection of participants aligned with the research questions because organizational leaders tracked employee turnover for at least 2 years and had strategies to increase employee retention. The USDOL (2014) officials identified a 29.4% employee annual separation rate from the

health care and social assistance industry during 2013. I selected one agency with turnover below the average, one agency around the average, and one agency above the average. P1 in the first case of this multiple case study reported an annual separation rate of 0% during the fiscal year 2014 and 19.4% during the fiscal year 2015 for O1. P2 in the second case of this multiple case study reported an annual separation rate of 40.42% during 2014 and 29.5% for the first 3 quarters of 2015 for O2. P3 in the third case of this multiple case study reported an annual separation rate of 30% during 2013 and 37% for 2014 for O3. Table 2 includes the participant identification for the three organizations selected for this multiple case study.

Table 2

Participant Identification

Participant Identification	Organization Identification	Title
Participant 1 (P1)	Organization 1 (O1)	Administrator
Participant 2 (P2)	Organization 2 (O2)	Senior Director Of Human Resources
Participant 3 (P3)	Organization 3 (O3)	Vice President of Human Resources

The availability of participants to answer the research question is a necessity during qualitative studies. The feasibility of a study is in part determined by the ability to access participants for the study (Rubin & Rubin, 2012). Rowley (2012) explained the critical need to select the participants who offer a practical perspective on the research topic. Access to participants depends on their willingness and availability to participate (Rowley, 2012). Therefore, I developed strategies to target the selection of participants

who had the knowledge and experience necessary to answer the research question.

I work with the Commonwealth of Pennsylvania and have an already established working relationship with many organizational leaders supporting individuals with intellectual disabilities. In order to avoid ethical concerns, I asked organizational leaders to choose participation in the study. I emailed PAR, The Provider Alliance, and county provider councils to release to the members of the provider advocacy association a request for consideration to participate in the study (see Appendix B).

The development of relationships with available participants is also an essential component in qualitative studies. Rubin and Rubin (2012) noted additional information about the topic under research increases the determination of the participants most appropriate to discuss their personal experiences. Participants increase motivation to answer accurately if they understand how receiving feedback could gain a greater understanding of themselves (Podsakoff et al., 2012). Doody and Noonan (2013) addressed how participants feel at ease and honestly answer when they develop trust and build a relationship. I developed trust by informing the participants how the finding may assist with implementing strategies to increase employee retention.

Through my work, I already have an established relationship with many organizational leaders from Pennsylvania agencies providing support to individuals with intellectual disabilities. Organizational leaders have confidence in my efforts to provide technical assistance. However, I did not let the connections made through a working relationship influence the selection of participants for this study. Organizational leaders needed to volunteer to have me consider them for the study and the first three

organizations meeting the criteria were selected. I also provided the appropriate organizational personnel with the informed consent document (see Appendix C) and a letter of cooperation (see Appendix D). The organizational leaders who had a role in the agencies employee retention strategies completed the informed consent for the interview and the president or chief executive officer (CEO) completed the letter of cooperation. The informed consent (see Appendix C) and letter of cooperation (see Appendix D) were to notify each agency personnel how the information remained confidential, the study was voluntary, and they may withdraw at any time throughout the study. Both the informed consent (see Appendix C) and letter of cooperation (see Appendix D) should help participants develop confidence in the study and include the importance of participation.

An understanding of the interviewees' objective for participation in the study must exist. A complete understanding of the phenomenon comes from exploring multiple viewpoints (Rubin & Rubin, 2012). Some participants might have apprehensions about participation if they believe they will feel interrupted, uncomfortable, or expected to divulge information considered confidential (Rowley, 2012). Doody and Noonan (2013) emphasized that establishing a relationship with the participant may assist with developing trust, so the participants answer openly and honestly. I selected organizations having low, average, and high turnover rates, as defined by USDOL (2015) officials to look at the issue of employee retention from diverse viewpoints. During this study, I reminded the participants how the information obtained remains strictly private and accurate information may benefit the topic of employee retention.

Research Method and Design

The selection of the research method and design is an important component. The determination of the best research design occurs through the method with the most potential to yield data responding to the research question (Doody & Noonan, 2013). Yin (1984) added how control over events and exploration of current or historical situation also aided in the selection of the research method. A collection of information that increases generalizable and limits bias occurs in a quantitative study, while gaining a deeper understanding of one phenomenon occurs in qualitative research (Augsberger et al., 2012). I discussed the best research method and design for exploring the retention strategies organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities use to address direct support professional's turnover.

Research Method

The research question for this study was to explore individuals' experience with increasing employee retention. Thus, the best research method for this study was a qualitative research approach. Exploration of the significances of ideas and their understandings occur during qualitative studies (Ketokivi & Choi, 2014). The nature of qualitative studies includes exploration, but increases the commitment to improving the problem under research (Marshall & Rossman, 2006). Qualitative research is essential for generating a greater understanding of the internal, complex operations of business practices and routines (Parker, 2014). However, additional methods exist to explore a research question.

A qualitative approach is another method to consider. Examining concepts in

through amounts, intensity, or frequency occurs during quantitative studies (Ketokivi & Choi, 2014). Parker (2014) added hypothesizing results based on premises and searching for broad generalization occurs in quantitative research. Ahrens and Khalifa (2013) concurred that generalized statements and justifiable objectives occur during quantitative research. The purpose of the study was not to generalize or standardize the issue of employee turnover; therefore, a quantitative method did not appear appropriate.

The final approach to answering a research question is a mixed method approach using both a qualitative method and a quantitative method. Mixed method research can offer an alternative method to understanding a phenomenon and foster diversity (Archibald, 2015). Using both methods could provide an intrinsic and diverse understanding of the issue (Augsberger et al., 2012). However, Parker (2014) did note a mixed method appears to face opposition to conducting qualitative and quantitative methods individually. Archibald (2015) also noted the necessity to develop the experience with both qualitative and quantitative research. Therefore, a mixed method approach did not appear sufficient to this study either.

Research Design

After the researcher determines the appropriate research method, the next step includes determining the appropriate research design. Some categories of qualitative research include a focus on individual experiences, exploration of societies or cultures, or investigation of language and communication (Marshall & Rossman, 2006). One qualitative research design would explore a reflective and detailed analysis of individual experiences through a phenomenological approach (Moustakas, 1994). Another research

design would include exploring culture and beliefs of groups and societies through ethnographic studies (Marshall & Rossman, 2006). Another qualitative design is exploring society or cultures in groups, programs, or organizations through a case study design (Marshall & Rossman, 2006; Yin, 1984). Therefore, necessity exists to understand the research design most appropriate to answer the research question.

The primary focus of this study was to explore the experience and knowledge of strategies organizational leaders use to increase employee retention. The primary strategy for exploring individuals and their experiences is through interviews (Marshall & Rossman, 2006). A thorough exploration of employee retention cannot occur by only collecting data from interviews with organizational leaders. Thus, a phenomenology approach did not appear appropriate for this study. Exploration of cultures and societies did not seem suitable for this study, so an ethnography approach did not appear appropriate either. A case study is to explore a precise and comprehensive evaluation of the situation (Cronin, 2014). Exploring the research question within real life context occurs when using multiple sources of evidence during a case study (Yin, 1984). A case study is a detailed exploration of a phenomenon, which should include examination from inside the environment in which it occurs (Keutel, Michalik, & Richter, 2014). Therefore, a case study was the most appropriate for exploring strategies organizational leaders use to retain employees.

Different categories of cases study design exist to take into consideration when selecting that research design. Exploration of a phenomenon can occur by reviewing a single case or comparing multiple cases (Cronin, 2014; Yin, 1984). Examining the

similarities and differences between cases occurs during a multiple case study (Ketokivi & Choi, 2014). Reviewing multiple units of analysis over more than one situation occurs during an embedded multiple case study (Yin, 1984). An embedded multiple case study appeared the most appropriate research design of exploring how organizational leaders manage employee retention.

Reaching saturation is an important component of qualitative research. A sample is adequate based on whether saturation occurs (O'Reilly & Parker, 2012). O'Reilly and Parker (2012) cautioned how relevant data collected should help reach saturation, rather than exclusively relying on the number of participants selected for a study. Saturation can occur through completeness of the data and confident in understanding the phenomenon (Rubin & Rubin, 2012). Yin (1984) noted saturation could occur through literal or theoretical replication logic. Comparable results occur during literal replication and contrasting findings occur during theoretical replication (Keutel et al., 2014; Yin, 1984). Literal replication could occur by exploration of two to three cases and theoretical replication is for exploring four to six cases (Yin, 1984). I achieved saturation through literal replication by exploring three Pennsylvania agencies supporting individuals with intellectual disabilities. Saturation occurred with confidence in understanding strategies organizational leaders use to increase employee retention and no new data emerged during data analysis.

Population and Sampling

The first step to determine the appropriate sample was to identify the entire population available to participate in the research study. The population includes all the

experts who have extensive expertise to build the knowledge of the area for analysis (Totter, 2012). The sample size is the number of participants or procedures under investigation (Haas, 2012). The most beneficial sample is contingent on the purpose of the study and the comprehensiveness of the data collected (Elo et al., 2014; O'Reilly & Parker, 2012). However, the number of participants selected for the study should not occur exclusive of other factors (Elo et al., 2014; O'Reilly & Parker, 2012). Collection of data should come from cases for the purpose of the study and data with meaningful information (Walker, 2012). Unless the population is small enough or a unique case, an intensive and in depth exploration of the entire population might not transpire (Marshall & Rossman, 2006; Yin, 1984). The distinctiveness of each organization selected in this multiple embedded case study warranted treatment of each case as a separate population.

Necessity exists to ensure that saturation occurs while completing a case study. Rubin and Rubin (2012) noted that saturation could occur with detailed data and a thorough understanding of the phenomenon. However, Yin (1984) added the selection of the number of cases to study to achieve saturation could occur through either literal or theoretical replication logic. An expectation of comparable results occurs in literal replication and contrasting findings transpire in theoretical replication (Keutel et al., 2014; Yin, 1984). Literal replication could occur by an exploration of two to three cases and theoretical replication would entail an exploration of four to six cases (Yin, 1984). The population for this study included investigating three Pennsylvania agencies supporting individuals with intellectual disabilities. I selected three cases for this study to achieve saturation of similar findings through literal replication, rather than four of more

cases for contrasting results through theoretical replication. Organizational leaders had the opportunity to volunteer to participate in the study by responding to the letter sent out by PAR, The Provider Alliance, and county provider councils to members of the provider advocacy association (see Appendix B). I also requested to present at their scheduled meetings to request participation in the study. I selected the first three organizations meeting the criteria to participate in the study. The criteria included organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities, tracking employee turnover for at least 2 years, and having strategies to increase employee retention. In addition, I did not target vulnerable groups to participate in the study.

Selection of the three agencies to explore in this embedded multiple case study could occur through several methods. The selection of an appropriate sample must encompass participants who have knowledge of the research topic (Elo et al., 2014). Identifying one or more participants who meet the criteria for the study and then asking those participants to nominate additional participants who then nominate further participants occurs during referral sampling (Marshall & Rossman, 2006; Trotter, 2012). Selection of participants who have the best knowledge of the research topic or theory occurs during purposeful and theoretical sampling (Marshall & Rossman, 2006). When using purposeful sampling, maintaining trustworthiness occurs by providing full details of the participants' selection process (Elo et al., 2014). Convenience sampling occurs when the basis for selecting of participants includes available access to them (Marshall & Rossman, 2006). Selection of the sample could transpire when exploring similarities and

dissimilarities (Rubin & Rubin, 2012). I used dissimilar sampling in this study to select three organizations including one with high turnover rates, one around the average turnover rates, and one with low turnover rates.

The criteria to select the dissimilar sampling could occur through several methods. Officials from the USDOL (2014) reported a 29.4% employee annual separation rate for the health care and social assistance industry during 2013. The average turnover rate equaled 29.4%, with a high turnover rate defined as over the average and low turnover rates defined as under the average. O'Reilly and Parker (2012) argued saturation may not occur in all cases. The objective of qualitative research should include the completeness and depth of the data (O'Reilly & Parker, 2012). Walker (2012) noted achievement of data saturation occurs during sampling and theoretical saturation transpires during analysis. I achieved theoretical saturation through repetition of themes during the analysis of interview transcripts and review of each agencies documentation. When I comprehended the interviewees' insights to strategies increasing employee retention, I ensured completeness and depth of the study.

Ethical Research

The informed consent process aids in ensuring research studies occur in an ethical manner. The informed consent process includes details on maintaining ethical practices while completing a study (NCPHSBBR, 1979; Rubin & Rubin, 2012). The informed consent must include information about the participants' basic rights, the purpose of the study, voluntary participation in the study, and the assessed risks and benefits of participating in the study (NCPHSBBR, 1979; Rubin & Rubin, 2012). The participants

could become prepared for their expectations of participating in the study through the informed consent (Doody & Noonan, 2013). Members of the Walden University IRB aided in guiding the ethical practices of data collection for this study. I completed no data collection until I received IRB approval. The Walden University IRB approval number for this study is 08-18-15-0426356. Appendix C is the template of the informed consent document for this research study, which also includes the IRB number and expiration date. Organizational leaders had the opportunity to volunteer to participate in the study by responding to my request PAR, The Provider Alliance, and county provider councils sent out to members of the provider advocacy association (see Appendix B) and letter of cooperation (see Appendix D). I also requested to present at their scheduled meetings to request participation in the study. The president or CEO emailed me the letter of cooperation (see Appendix D) with an electronic signature, a list of employees who have a part in the organizations' employee retention strategies, and the employees contact information. I selected the first three organizational leaders responding to the request and met the criteria for participation to avoid bias selection. Upon selection for the study, I emailed the informed consent document (see Appendix C) to the employees from the list who have a role in the agencies' employee retention strategies. Each participant responded to my email containing the informed consent document with *I consent to confirm agreement and consent to participate*. Once I received the informed consent (see Appendix C), I scheduled a time at the participants' convenience to conduct the telephone interview.

The informed consent process could also aid in providing the participants with

information about the research study. The informed consent includes providing the participants with information about the study necessary to decide if they would like to partake in the study (NCPHSBBR, 1979; Rubin & Rubin, 2012). Disclosing the intent of the study helps interviewees determine if they find the research topic of interest to them of pertinent to them (Rowley, 2012). The informed consent must also include validating the participants understanding the information (NCPHSBBR, 1979). The informed consent document for this study included information about the researcher, the purpose of the study, and the tasks necessary for completion by the participate during the study (see Appendix C). The informed consent also included contact information for any questions or concerns (see Appendix C).

Other methods exist to ensure ethical treatment of participants. Participants must voluntarily participate in the study (NCPHSBBR, 1979; Rubin & Rubin, 2012). Safeguarding participants from intimidation and excessive or improper encouragement to partake in the study must occur (NCPHSBBR, 1979). Coercion occurs when an explicit threat exists of harm and undue influence occurs with excessive or inappropriate reward to participate (NCPHSBBR, 1979). Participants also have the right to withdraw from the study or refrain from answering any questions (Tyldum, 2012). I maintained ethical principles by allowing participants the choice of participation in the study, but ensured they had all the information necessary to make the decision whether to participate. The informed consent (see Appendix C) and letter of cooperation (see Appendix D) for this study included information on the voluntary participation and right to withdraw at any time throughout the study. Participants could have emailed or called me if they wished to

withdraw at any time throughout the study. If participants withdraw after the data collection had already begun, then I did not use any information gathered for the purpose of the study.

Ethical practices must also occur when finishing the data collection phase of the research study. Marshall and Rossman (2006) noted the necessity to have a plan for a thoughtful departure from the organization, rather than collecting the data and leaving. Exit strategies could include discussing the next steps in the completion of the study, offering token gifts of appreciation, or offering assistance prior to exiting (Marshall & Rossman, 2006). An ethical concern includes excessive or inappropriate rewards enticing participants to partake in the study through undue influence (NCPHSBBR, 1979). Laursen (2013) did not provide financial incentives for participation a particular study. Consequently, I informed the participants they received no financial incentives for participation to avoid undue influence of participation (see Appendix C). However, participants received a summary of study findings, recommendations, and conclusions or the entire study if desired (see Appendix C).

A critical task includes informing participants of any risks involved in participating in the research study, as well as minimizing any risks. Showing beneficence occurs through a risk and benefits analysis of the study (NCPHSBBR, 1979). Protecting the participants from harm during the study is a necessity (Rubin & Rubin, 2012). Participants may experience subtle risks either psychological stress from participation in the study or findings from the study (Tyldum, 2012). I informed participants, through the informed consent (see Appendix C), some minor risks during this study included fatigue,

stress, or time constraints. However, the participants' safety and well-being were not a risk factor during the study. I also informed participants, through the informed consent (see Appendix C), of the potential benefits of this research project. The benefits included how the results of this study may assist organizational leaders in addressing high turnover through retention strategies based on the human capital theory (see Appendix C).

Organizational leaders could obtain sustainability by reducing employee turnover costs, increasing productivity through a positive working environment for their employees, and creating a stable life for the individuals in need of support.

Respect for participants is an important factor when conducting research studies. Accomplishment of ethical practices transpires through respect for participants, acts of kindness, and through equal treatment (NCPHSBBR, 1979). Showing respect occurs by maintaining participant's anonymity, explaining no right or wrong answers exist, and validating that each participant has their experiences (Morse, 2015; NCPHSBBR, 1979; Podsakoff et al., 2012). The use of pseudonyms protects the anonymity of the participant (Marshall & Rossman, 2006). I showed respect for the participants by maintaining the privacy of the data obtained with pseudonyms for participants and organizations in the study. I coded each organization O1, O2, and O3 and participant P1, P2, and P3 or more if necessary, to maintain confidentiality. I only mentioned the codes throughout the study and no other person had access to identifiers. The informed consent (see Appendix C) and letter of cooperation (see Appendix D) included information about the privacy of the study. I also maintained honesty with the interviewees by explaining no right or wrong answers exist, just each participants' experiences.

Audio recording interviews is another consideration during research studies. Rubin and Rubin (2012) addressed the need to prevent dishonesty and ask permission to record the interview. Data should include audio or video recordings to circumvent inaccuracies and bias (Poortman & Schildkamp, 2012). Poortman and Schildkamp (2012) documented the necessity to retain the transcribe interviews and observation records. Laursen (2013) addressed the need to maintain and secure data obtained during the research study. Laursen described the necessity to maintain the data obtained in the study for a period of 5 years. I informed participants that information from the study remained confidential by coding both the organizations' names, as well as the participants' names. No other person has access to the code identifiers. I will continue to maintain the raw data in a locked safe for a period of 5 years for future examination, as required. I kept the data secure by placing all documents and interview transcription on a USB drive, with a password-protected file on my personal computer as a backup. I will continue to lock the USB drive in a box for a period of at least 5 years. Once 5 years pass, I will erase all data and destroy the flash drive.

Data Collection Instruments

The instrument used to collect data is an importance consideration when conducting research. According to Marshall and Rossman (2006), the role of the researcher is important in the data collection process because the researcher is the instrument to complete the study. Trustworthiness of the data analysis begins with choosing the most appropriate data collection method to answer the research question (Elo et al., 2014). Yin (1984) noted the need to use multiple sources of evidence to

understand the phenomenon in case study research. The multiple sources of evidence could include documentation, archival records, interviews, direct observations of nature settings, participant observations, and physical artifacts (Keutel et al., 2014; Marshall & Rossman, 2006; Yin, 1984). The foundation of the data collection in this study was semistructured interviews with organizational leaders, review of company policies, and retrieval of organizational documentation on turnover data.

Various considerations exist to contemplate when conducting interviews as a method of data collection. Interviews with participants include one of the most significant data collection methods in qualitative research (Doody & Noonan, 2013). Parker (2014) addressed the need for interviews to do more collect data and should engage participants. Elo et al. (2014) added to remain vigilant not to guide the participant's responses to semistructured questions to obtain the generalized answer. Semistructured interviews should include prepared questions, but allow for clarification where necessary (Doody & Noonan, 2013; Morse, 2015). Cyr et al. (2012) found the use of a standard interview protocol increased the interviewers' performance during an interview and the quality of the data collected during the study. I used semistructured interviews to explore organizational leaders' experiences and perspectives on managing employee turnover. Appendix A lists the interview protocol for this research study. I used an interview protocol to identify the interview time, date, purpose, the interviewee, and an outline of the open-ended questions to ask the organizational leaders (see Appendix A). However, enhancement of the reliability and validity must occur throughout the data collected during interviews.

Different methods exist to aid in enhancing the reliability of interviews conducted as part of the data collection. An interview transcript is a written version of an interview (Rubin & Rubin, 2012). A transcription review occurs by returning the transcript to the interviewee to determine if the transcript reflects the encounter (Rubin & Rubin, 2012). Member checking involves sending the initial findings to the interviewee to confirm the results accurately reflect their knowledge and experiences (Houghton, Casey, Shaw, & Murphy, 2013). Morse (2015) added that through member checking the participant obtain the opportunity to add additional information. I added to the reliability of the data obtained through participants' semistructured interviews through member checking. The process of reliability included asking each participant to evaluate the initial findings and confirm an accurate reflection of their knowledge and experiences.

The use of triangulation is also important to consider when completing a qualitative case study. Triangulation occurs when exploring various perspectives to understand the problem (Marshall & Rossman, 2006; Rubin & Rubin, 2012; Yin, 1984). Bekhet and Zauszniewski (2012) noted triangulation helped ensure the completeness of the study. The use of data triangulation with multiple sources enhances the credibility and validity of the study (Houghton et al., 2013; Poortman & Schildkamp, 2012; Rubin & Rubin, 2012). Mitigation of bias occurs by investigating various sources of evidence (Holroyd, 2012). Drie and Dekker (2013) accomplish theoretical triangulation using multiple theories to analyze the findings of their study. Other methods include using multiple investigators, peer debriefing, or methodological triangulation to collaborate study finding (Archibald, 2015; Bekhet & Zauszniewski, 2012; Houghton et al., 2013). I

also added to the reliability and validity by reviewing multiple data sources to explore strategies organizational leaders utilize to increase employee retention. The foundation of data collection of this study was semistructured interviews with organizational leaders with a role in managing employee turnover. However, I accomplished data triangulation through an assessment of agencies' policies and procedures related to retention strategies and review of archived records of turnover rates. The evaluation included how the organizational leaders use education and training, employee health and wellbeing, and promotional opportunities to increase retention.

Data Collection Technique

Various methods exist to consider when conducting interviews as a method for data collection. Semistructured interviews should occur similar to conversations rather than formal events (Marshall & Rossman, 2006). While face-to-face interviews appear the preferred method of conducting interviews, telephone interviews also provide quality data (Drabble, Trocki, Salcedo, Walker, & Korcha, 2015). Drabble et al. (2015) argued the use of the telephone for interviews creates flexibility for scheduling and rescheduling, as well as allows privacy for interviewees. Therefore, consideration for telephone interviews as a valid qualitative data collection method should transpire (Drabble et al., 2015; Trier-Bieniek, 2012). Rubin and Rubin (2012) addressed a disadvantage of telephone interviews is the lack of nonverbal observations. Rahman (2015) added that another disadvantage of telephone interviews included maintaining participants' involvement in the interview. While disadvantages exist with telephone interviews, I used semistructured telephone interviews with organizational leaders who have a role in

managing employee turnover.

Advantages exist when using telephones as a method to complete telephone interviews. Participants have the added advantage of additional confidentiality during telephone interviews (Drabble et al., 2015; Trier-Bieniek, 2012). Rahman (2015) supplemented the notion that telephone have the advantage of cost effectiveness, less tediousness, and shorter time constraints. In addition, access to participants otherwise unavailable for face-to-face interviews because of the time constraints could occur with telephone interviews (Drabble et al., 2015; Rubin & Rubin, 2012; Trier-Bieniek, 2012). Participants have greater flexibility in scheduling appointments at their convenience when using telephone interviews as a method to collect data (Drabble et al., 2015). Rahman (2015) found that both face-to-face and telephone interviews appeared as valid methods to gather data. I used semistructured telephone interviews with organizational leaders who manage employee retention as a method of data collection for this study. Using telephone interviews allowed flexible scheduling with respect the availability of the participants. In order to select the organizational leaders for the study, I asked organizational representatives to elect participation in the study. I emailed PAR, The Provider Alliance, and county provider councils to announce to their members a request for consideration to partake in the study (see Appendix B) and letter of cooperation (see Appendix D). The president or CEO emailed me the letter of cooperation (see Appendix D) with an electronic signature, a list of employees who have a part in the organizations' employee retention strategies, and the employees contact information. I chose the first three organizational leaders that responded and met the criteria for participation to avoid

bias selection. Upon selection for the study, I emailed the informed consent document (see Appendix C) to the employees from the list who a part in the organizations' employee retention strategies. Each participant responded to my email containing the informed consent document with *I consent* to confirm agreement and consent to participate. Once I received the informed consent (see Appendix C), I scheduled a time at the participants' convenience to conduct the telephone interview. At this point, I coded both the organizations' (O1, O2, and O3) and participants' (P1, P2, and P3) to maintain confidentiality. I only referenced the codes throughout the study and no one else access to identifiers.

Another consideration is whether to audio record the interview. A complete transcription of the interview could occur with the digital audio recordings, after content from the participants (Drabble et al., 2015; Marshall & Rossman, 2006; Rubin & Rubin, 2012). Poortman and Schildkamp (2012) stated audio recordings could circumvent inaccuracies and subjectivity of the data, which adds to the reliability of the study. Sharing the transcribed data with participants ensures the transcription accurately represents their experience (Marshall & Rossman, 2006). Once participants consent, I audio recorded the interviews with an audio voice recorder and smartphone recorder as a backup. I used the interview protocol (see Appendix A) during the interview with the organizational leaders to enhance the quality of the interview. I uploaded a transcription of the recorded interviews to NVivo 11 software for data analysis.

Methods exist to enhance the reliability of the data collected during an interview. A transcription review includes asking the participant to evaluate if the interview

transcript accurately reflects the meeting (Rubin & Rubin, 2012). Member checking includes showing preliminary results to the participants and asking them to verify an accurate reflection of their understanding of the phenomenon (Houghton et al., 2013; Morse, 2015). Houghton et al. (2013) acknowledged member checking is one activity for improving the credibility of the study. Therefore, I prepared draft findings and asked each participant to comment on the precision of the data and validate the information accurately reflects their knowledge and experiences.

Additional sources of data collection enhanced interviews with organizational leaders to determine strategies to retain employees. In case study research, triangulation transpires through exploration of multiple perspectives to understand the problem (Marshall & Rossman, 2006; Rubin & Rubin, 2012; Yin, 1984). Marshall and Rossman (2006) explained multiple data sources could include observation, interviews, document reviews, and context reviews. Drie and Dekker (2013) addressed the use of multiple theories to explore the phenomenon. Other strategies to accomplish triangulation include the use of multiple investigators, peer debriefing, or various research methods to collaborate study finding (Archibald, 2015; Bekhet & Zauszniewski, 2012; Houghton et al., 2013). I requested access to organizations' policies, procedures, and archival records of turnover rates to obtain a thorough understanding of strategies used to increase employee retention. Organizational leaders emailed the documents or mailed the documents, if necessary. I will continue to maintain the raw data in a locked safe for a period of 5 years for future examination, as required. I downloaded any electronic data or scanned any hard copy data obtained during the study to a USB drive and will continue to

maintain in the locked box for 5 years. I used a password-protected file on my personal computer as a backup. Once 5 years pass, I will erase all data and destroy the flash drive. I also uploaded any documents to NVivo 11 for assistance with developing themes during data analysis.

Data Organization Technique

The methods used to organize data are an important consideration during research studies. Organized and retrievable data adds to the reliability of the study because data could exist later for further examination if necessary (Rubin & Rubin, 2012; Yin, 1984). Building a case study database is one method to organization data obtained during the study (Yin, 1984). Computerized software is a tool to organize data, as well as coding and analysis for the final report (Poortman & Schildkamp, 2012; Rubin & Rubin, 2012). I used NVivo 11 software for data organization and data analysis of the participants' interviews. Laursen (2013) explained the necessity to maintain and secure the data obtained for a period of 5 years. I will continue to maintain the raw data in a locked safe for a period of 5 years to maintain for future examination, as required. I saved any electronic documents, as well as scanned versions of paper documents received onto a USB drive and a password protected file on my personal computer serves as a backup. I will continue to keep the USB drive secure in a locked box for 5 years. After 5 years, I will erase all data and destroy the USB drive.

Enhancement in data analysis may occur with data organization methods. The most conventional element of the database might include the notes taken during the case study (Yin, 1984). A reflection on the interaction could occur through a review of notes

taking during the interview (Doody & Noonan, 2013). Developing the final themes and enhances the transparency of the study could transpire through a reflective diary, which documents thoughts and ideas during data collection (Houghton et al., 2013).

Trustworthiness of data organization entails an explanation of the creation of themes (Elo et al., 2014). I maintained notes during all interviews, as well as a reflective journal during data analysis to use during the developing themes in the research findings. I moved any electronic data acquired during the case study to a USB drive, with a password-protected file on my personal computer as backup and maintain in the locked box for 5 years. Once 5 years pass, I will erase all data and destroy the flash drive.

Data Analysis

The methods used to analyze data are an important consideration during research studies. The main goal of data analysis is to ensure the structure of the results correspond to the research question (Elo et al., 2014). Conveying the results should occur in an unambiguous and comprehensive method with careful consideration to relationships and themes in the data (Elo et al., 2014). However, analyzing qualitative data includes subjective interpretation (Morse, 2015). Therefore, processes for data collection and analyze must occur to maintain validity and reliability in the findings (Morse, 2015). Drabble et al. (2015) discussed the use of NVivo to aid with managing qualitative data. Davidson (2012) used NVivo to organize and analysis the data collected. I used NVivo 11 to analysis the data in a method that maintains dependability and credibility of the study to answer the research question what strategies organizational leaders use to increase employee retention.

During data analysis, necessity exists to consider methods that increase the reliability and credibility of the research study. The comparison of various data sources, through data triangulation, enhances the credibility and dependability of the qualitative study (Houghton et al., 2013; Poortman & Schildkamp, 2012; Rubin & Rubin, 2012). Additional methods of triangulation include analyzing and comparing data through the viewpoint of multiple theories, with multiple investigators, or through various research methods (Archibald, 2015; Bekhet & Zauszniewski, 2012; Drie & Dekker, 2013). When comparing different data sources and finding consistent results, the credibility of the study increases (Houghton et al., 2013). The basis of data collection for this study was semistructured interviews with organizational leaders to determine strategies used to increase employee retention. I used data triangulation through analyzing and comparing agencies' policies, procedures, and archived records of turnover rates with the interview transcriptions. I uploaded all documents received to NVivo 11 for coding and data analysis. The credibility of the study increased when comparing various data sources. The use of data triangulation was appropriate for determining if the documents sustain a comprehensive understanding of strategies used by organizational leaders to increase employee retention.

Several methods exist to analyze data that enhance the reliability and validity of the research findings. The trustworthiness of the data analysis of the study occurs through a precise explanation of the relationship between the data and reported findings through figures, tables, and attachments (Elo et al., 2014). An audit trail during data analysis can enhance the reliability and validity of the study (Yin, 1984). Computer software

programs, such as NVivo, include the audit trail and enhance the dependability of the study (Houghton et al., 2013). I used NVivo 11 software to support the creation of an audit trail. Providing an audit trail necessary to maintain the credibility, transferability, dependability, and confirmability of the study could occur with the use of a software program, as well as generating themes during data analysis. I downloaded the results to a USB drive, with a backup password-protected file on my personal computer and will continue to maintain in a secure box for 5 years. After 5 years pass, I will purge all data and destroy the USB drive.

Another important consideration in qualitative data analysis is whether to utilize data software to aid in understanding the data and developing themes. Precautions must occur during the interpretation of the data (Holroyd, 2012). Qualitative data becomes beneficial to statistical analysis when coding data into a numerical form (Yin, 1984). Rowley (2012) emphasized how computer software programs aid with implementing multiple methods of analysis and codes to develop themes and relationships. Thus, I used NVivo 11 software to support the data analysis and coding. I uploaded the transcribed interviews, policies, procedures, and other data sources received during data collection to NVivo 11 software. I began the data analysis by identifying nodes and grouping them into tree nodes or free nodes.

Necessity exists to understand the function that a theory will play in the research study. Generating a theory, testing a theory, or elaborating on a theory could occur during a case study (Ketokivi & Choi, 2014). Malterud (2106) addressed the necessity of theories as a tool used for understanding, interpreting, and elaborating a phenomenon.

Yin (1984) focused on analysis through pattern matching, explanation building, and time series, but also discussed analysis through embedded units, repeat observations, and case surveys. I explored the human capital theory to determine whether organizational leaders use the elements of the human capital theory to manage employee retention strategies. I confirmed the themes of employee education, training, health, well-being, and promotional opportunities occurred in the analysis.

Several methods exist to consider when developing themes from the data collected during the research study. The most common method of analysis includes inductive research in theory generation and deductive research in theory testing (Ketokivi & Choi, 2014). The content analysis could occur either inductively or deductively (Elo et al., 2014; Vaismoradi, Turunen, & Bondas, 2013). Laursen (2013) began with deductive coding, but instituted open coding when discovering additional concepts during analysis. Consequently, I started deductive content analysis focusing on the categories of the human capital theory, including employee health, education, and promotional opportunities. However, I allowed for inductive content analysis when other themes emerge during the interviews or review of agency documentation.

Several methods exist to consider when analyzing the data collected for the research study. Onwuegbuzie, Leech, and Collins (2012) discussed several different methods of qualitative data analysis including constant comparison, classical content, keyword-in-context, word count, domain, taxonomic, componential analysis, theme, and comparative analysis. Drabble et al. (2015) used content analysis of interviews used to acquire descriptive data. Laursen (2013) utilized constant comparison analysis and

keyword-in-context, in addition to the content analysis to evaluate data collected. (Onwuegbuzie et al., 2012) explained constant comparison analysis includes reviewing and coding the documents, grouping codes by similarity into themes, and then comparing the codes between documents. I used constant comparison analysis through NVivo 11 to analyze data obtained through interviews and agencies' documentation. I coded all documents and group them into themes to determine if human capital themes assist organizational leaders with employee retention strategies.

Reliability and Validity

Several methods exist to consider when ensuring the reliability and validity of the research study. The rigor of qualitative research study occurs with reliability and validity of a study, which external evaluators use to develop trust or confidence (Morse, 2015). Diligence occurs through the preservation of clarity (Cronin, 2014). Readers could authenticate the study when a systematic approach exists to compare participants results (Poortman & Schildkamp, 2012). Qualitative studies include the terms credibility, transferability, dependability, and confirmability and quantitative studies include the terms internal validity, external validity, reliability, and objectivity (Poortman & Schildkamp, 2012). While the terms used to define the reliability and validity of qualitative studies differ from quantitative studies, the same goal exists (Poortman & Schildkamp, 2012). This section includes the methods selected to enhance the reliability and validity of this qualitative multiple case study.

Reliability

Necessity exists to understand the different methods that improve the reliability of

the research study. The dependability of a qualitative study is similar to the reliability of a quantitative study (Morse, 2015). The dependability of a study increases when the data could maintain constancy over time and under alternate situations (Elo et al., 2014). A study is reliable if multiple researchers find equivalent results when conducting similar studies to answer the same research question (Morse, 2015; Poortman & Schildkamp, 2012; Rubin & Rubin, 2012). The confidence of the study increases by implementing a consistent method to collect data (Poortman & Schildkamp, 2012). Cyr et al. (2012) found the use of a standard interview protocol increased the interviewers' performance during an interview and the quality of the data collected during the study. I used an interview protocol to collect data in a consistent manner (see Appendix A).

Several additional methods exist to consider when attempting to heighten the reliability of the study. Houghton et al. (2013) added that an audit trail enhanced the dependability of the research study. An audit trail includes the rationale for each decision made throughout the research study (Houghton et al., 2013). Computer software programs, such as NVivo, contain the necessary audit trail to ensure the dependability of the study (Houghton et al., 2013). Morse (2015) addressed how the development of a coding system could increase the reliability of a study using semistructured interviews. Drabble et al. (2015) utilized NVivo to manage the coding and data analysis. I used NVivo 11 software to complete the coding and data analysis, as well as contain the audit trail necessary to improve the dependability of this study.

Data organization is another method to consider when enhancing the reliability of the research. Rubin and Rubin (2012) addressed the need to have data organized and

retrievable for further examination, if necessary. Poortman and Schildkamp (2012) concurred in the necessity to retain the raw data for future inspection. Laursen (2013) explained the intention to preserve the data obtain in the study for a period of 5 years. I will also continue to maintain the raw data in a locked safe for a period of 5 years to maintain for future examination, as required. I saved data attained throughout the case study to a USB drive, with a backup password-protected file on my personal computer. Once 5 years expire, I will purge all data and destroy the USB drive.

Validity

Necessity exists to understand the different methods that improve the validity of the research study. The validity of a study occurs when the findings closely reflect actual world situations (Rubin & Rubin, 2012). Credibility is similar to the internal validity of quantitative studies (Morse, 2015). Transferability is similar to the external validity of quantitative studies (Morse, 2015). An accurate identification and description of the participants enhance the credibility of the study (Elo et al., 2014). Some strategies to increase the validity of the study include extended encounter with the phenomenon, observation, triangulation, peer review, external audits, member checking, and development of a coding system (Morse, 2105). I used triangulation, member checking, and development of a coding system to enhance the validity of this qualitative multiple case study.

Several methods exist to consider when improving the credibility of the research study. The credibility of a study may occur when the researcher reflects on their experiences and confirms the findings with the participants (Cope, 2014). Member

checking includes asking the participants to review the initial findings to ensure an accurate representation experiences (Houghton et al., 2013; Morse, 2105). Houghton et al. (2013) added how peer debriefing and member checking enhances the credibility of the study, but add extended interface with the participants and triangulation also increases the study's credibility. However, Houghton et al. (2013) noted reflexivity also adds to the dependability and confirmability of the study. I increased the credibility of the study through member checking of the preliminary research finding. The use of multiple sources of evidence to describe patterns and alternation explanations also added to the credibility of this research study.

Several methods exist to consider when improving the transferability of the research study. Transferability means additional researchers could replicate the findings of the study in other groups or geographic locations (Houghton et al., 2013; Morse, 2105; Poortman & Schildkamp, 2012). The transferability of a study means other settings or situations may benefit from the findings of the study (Elo et al., 2014). Consistency across the different cases increases the credibility of the study (Rubin & Rubin, 2012). Literal replication occurs with the expectation of similar findings (Keutel et al., 2014; Yin, 1984). A determination of whether the finding could appear transferable to other situations could occur with excerpts from the raw data (Houghton et al., 2013). This study included a detailed description of the population for the study. I selected three cases for this study to achieve saturation of similar findings through literal replication. Literal replication occurs through similar findings, which may transfer to additional populations.

Several methods exist to contemplate when developing the confirmability of the

research study. Confirmability during qualitative research occurs similarly to objectivity during quantitative research (Morse, 2015). Confirmability and dependability have similarities, as well as reflexivity (Houghton et al., 2013). A reflective journal could assist with confirmability, dependability, as well as credibility (Morse, 2015). Member checking comprises returning the findings to the participant to ensure the findings are accurately represented their experiences (Houghton et al., 2013; Morse, 2015). Peer debriefing includes determining if an expert would agree with the coding method (Houghton et al., 2013). Through triangulation, a collection of data from various sources occurs to represent a robust representation of the results (Houghton et al., 2013; Zivkovic, 2012). I achieved confirmability for this study when I established credibility, transferability, and dependability in the research. I achieved credibility and dependability through member checking and use of multiple data sources through data triangulation. Literal replication and detailed description of the population added to the transferability of this research study. Additionally, a through reflection on the data during the analysis component of this study increased the confirmability.

Transition and Summary

The project section of this study includes details explaining why a qualitative embedded multiple case study was the most appropriate method for completing the research study. In addition, the project section includes a detailed explanation of how data collection occurred. Section 2 of this study encompasses how I established the confirmability, credibility, transferability, and dependability for the study. The application to professional practice and implications for change section includes the

finding of the data analyze through coding and themes. Section 3 also includes a discussion on how organizational leaders could use the results of the study to increase employee retention.

Section 3: Application to Professional Practice and Implications for Change

Introduction

I conducted a qualitative embedded multiple case study to explore strategies organizational leaders from Pennsylvania agencies supporting individuals with intellectual disabilities use to increase employee retention. The deductive content analysis for this study included exploring retention strategies focused on the human capital theory to address the high direct support professional turnover rates. Additionally, I allowed for inductive content analysis when other themes arose during the interviews and examination of organizational documents. The topic of direct care professional retention is a complex issue and the solution appears just as complex.

The results of the study were that the human capital theory alone would not assist organizational leaders in addressing the issue of elevated employee turnover rates. Demartini and Paoloni (2013) noted a positive relationship between investment in the intangible assets of an organization and the overall performance. Investments in intellectual capital include an emphasis on human capital, as well as structural capital and relational capital (Demartini & Paoloni, 2013; Sydler et al., 2014; Turner, Maylor, & Swart, 2015). Organizational leaders should focus on more than the components of the human capital theory, including employee health, education, and promotion opportunity in order to retain direct support professionals. Organizational leaders could make an investment in intellectual capital to assist with not only developing employees, but also improving organizational cultural and improving relationships.

Presentation of the Findings

The development of themes could enhance the exploration of the research question: What strategies do organizational leaders from agencies supporting individuals with intellectual disabilities use to increase employee retention? Appendix E includes the 11 documents reviewed as part of this multiple case study. I used NVivo 11 to aid in the development of themes and the comparison of themes between each of the three organizations. Deductive content analysis began with the themes from the human capital theory. However, I also allowed for inductive content analysis, which focused on themes around investments in intellectual capital. Table 3 includes the frequency that each of the themes occurred during each of the cases during this multiple case study.

Table 3

Frequency Table for Occurrence of Intellectual Capital Themes

Theme	Case 1	Case 2	Case 3	Total
Human Capital	315	255	203	773
Structural Capital	617	343	240	1,200
Relational Capital	232	103	36	371

Human capital themes include strategies around employee health and well-being, training and education, and promotion opportunities. Structural capital themes include developing organizational culture and is further broken down into subthemes including appropriate recruitment strategies, employee appreciation, and open communication. Relational capital themes are further broken down into subtheme of customer centered and relationships with the community. Inductive content analysis also lead to themes

around a monetary focus and a focus on organizational priorities. I only found these two additional themes in the organizations where leaders reported average turnover rates and high turnover rates. Table 4 includes the frequency that each of the subthemes occurred during each of the cases during this multiple case study.

Table 4

Frequency Table for Occurrence of Intellectual Capital Subthemes

Subtheme	Case 1	Case 2	Case 3	Total
Human Capital: Health and well-being	132	174	79	385
Human Capital: Training and education	159	58	102	319
Human Capital: Promotion opportunity	24	23	22	69
Structural Capital: Recruitment strategies	193	36	87	316
Structural Capital: Appreciation strategies	139	167	104	410
Structural Capital: Open communication	285	140	49	474
Relational Capital: Customer centered	232	90	31	353
Relational Capital: Community relations	0	13	5	18
Monetary Focus	0	123	95	218
Organizational Prioritizes	0	155	43	198

The following figures comprise a visual depiction of the top reoccurring themes for each of the three case studies. Figure 1 includes the top reoccurring theme for case study 1 of this multiple case study. Figure 2 includes the top reoccurring theme for case

study 2 of this multiple case study. Figure 3 includes the top reoccurring theme for case study 3 of this multiple case study.

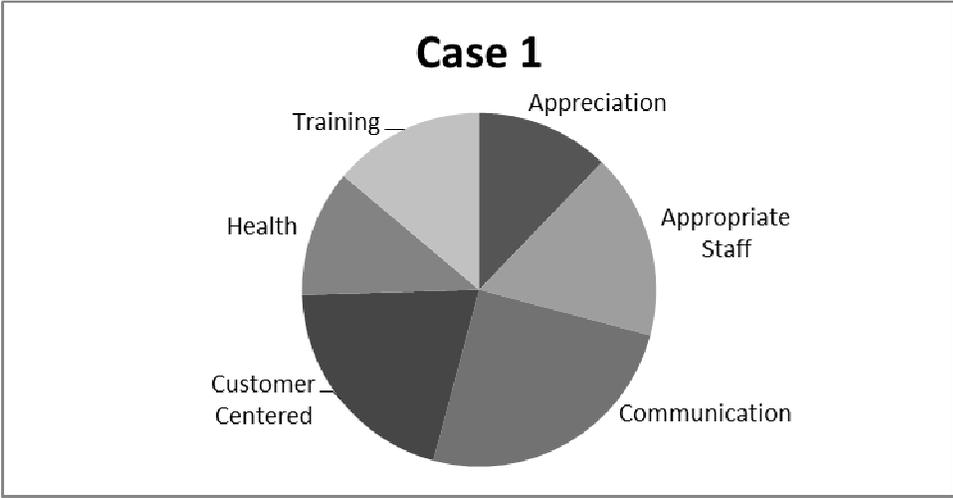


Figure 1. Reoccurring theme for case study 1

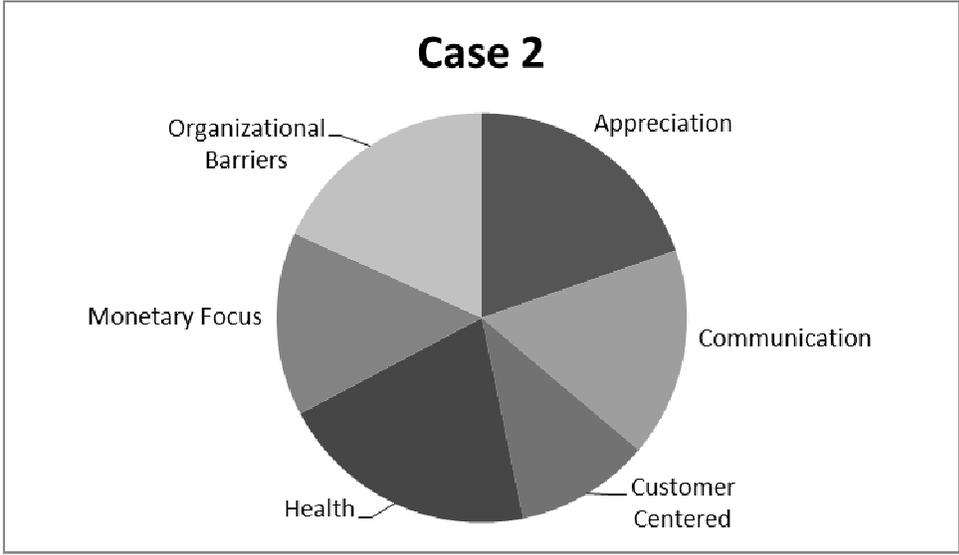


Figure 2. Reoccurring theme for case study 2

Intellectual Capital Theme 1: Human Capital

Organizational leaders need to understand the different themes to develop retention strategies that include these themes. Turner et al. (2015) noted that the human capital component of intellectual capital includes individuals' knowledge. Schultz (1971) stated that advancement of human capital comprises investment in not only employee education, but also in employee health and migration opportunities. I used Schultz's components of human capital theory to develop the human capital themes for this multiple case study. These themes include the strategies that organizational leaders could use to promote employee health and well-being, training and education, and promotion opportunities.

Human capital theme 1: Employee health and well-being. Organizational leaders should employ strategies to invest in employees' well-being over their tenure with the organization. Organizational leaders should enhance the health and well-being of the employees working with individuals with intellectual disabilities to decrease the factors relating to employee burnout (Lin & Lin, 2013). Lizano (2015) stated an evaluation of previous studies including finding that showed adverse consequence on the well-being of employees because of job burnout. All three cases in this multiple case study had findings that included employee health as one of the top reoccurring themes.

As shown in Figure 1, Figure 2, and Figure 3, health was one of the top reoccurring themes during this multiple case study. The most common occurrence of health promotion included offering health insurance to employees. Participant 2 mentioned that what employees are "looking for is health insurance and good health

insurance.” In addition to health insurance, one organization offered an employee assistance program, which allowed employees to gain external support for any personal issues. Leaders from the other two organizations mentioned possibly obtaining an employee assistance program. All three organizations offered various other benefits promoting employee health and well-being, including paid time off to promote a good work life balance, disability insurance, and life insurance.

Workplace safety appears to increase the health and well-being of employees. Walk et al. (2014) related employee motivation through employee well-being and workplace safety. Kim and Hopkins (2015) noted that workplace safety and safeguarding employees’ well-being, especially in the human service sector, have an influence on employees’ commitment to the organization. Leaders from O1 addressed in Document 1 the need to “provide a safe environment for its employees.” In addition, leaders from O2 acknowledged in Document 3 the necessity of a safe workplace and established a workplace safety program. Leaders from O3 addressed in Document 10 safety guidelines because “employees have a right to expect to be provided with a safe place in which they can devote their energies to their work without unnecessary danger to their health and well-being.”

Additional strategies found to promote employee health and well-being including encouraging healthy meals in the residential setting when employees eat with the consumers. Participant 2 expressed how the leadership “encourage healthy meals at the homes,” especially when “employees do typically enjoys meals with folks living in our homes.” In addition, Participant 2 addressed the encouragement of employees to take

individuals out into the community and become active.

Human capital theme 2: Employee training and education. Organizational leaders could apply the training and education component of the human capital theory to invest in their employees. Kazemi et al. (2015) found that employee training had a strong relationship to employee intention to leave the organization. Bogenschutz et al. (2015) concurred that adequate training opportunities could influence employees turnover or intent to leave an organization. Vassos and Nankervis (2012) addressed how organizational leaders should provide continuous and sufficient training for their employees. As included in Figure 1, Figure 2, and Figure 3, all three cases had findings that included employee training and education as one of the top reoccurring themes. Participant 3 explained that the leadership of O3 invested in hiring a trainer to develop a training program, including an extensive training program for new employees. Leaders from O3 also developed a training video explaining what working as a direct support professional looks like, which could aid in providing a clear description of the job duties. Participant 1 explained that leadership from O1 instituted “orientation, probation, evaluation” and complete multiple evaluations “ before they pass orientation so we can catch them if they are going off track, so we can get them back on track before probation ends.” Participant 1 explained how leadership from O1 utilized “direct college to do online trainings,” as well as “get together every quarter to do training” including asking “outside educators to our staff meetings.”

Organizational leaders could also relate the health and well-being component of the human capital theory with the training and education component. Organizational

leaders could provide formal training focused on client's aggressive behaviors to avoid burnout (Kim & Hopkins, 2015; Ko et al., 2012). Stress management workshops promote the well-being of the employees through stress reduction (McConachie et al., 2012). While none of the participants acknowledged having specific training strategies to alleviate employee burnout, all three participants had strategies they utilize to assist employees when burnout or other issues arise.

Participant 3 noted how leadership in O2 encouraged staff to take time off from work. Document 1, Document 3, and Document 10 included how leadership from all three organizations offered paid time off benefits, as applicable, to encourage employees to take time off. Participant 2 addressed how an appropriate work life balance could aid in preventing employee burnout. However, Participant 2 noted the struggle to maintain an appropriate work life balance when the organization experiences high turnover rates. Participant 2 also mentioned how leadership in O2 conducted weekly staff meeting to discuss situations that might affect employees, as noted through their work performance. As part of the workplace safety program conducted in O2, Document 3 noted how leaders incorporated workplace safety training for all staff. Participant 1 noted a focus on employee safety to maintain the health and well-being of employees.

Mentoring strategies are another strategy to consider in increasing employee retention. Tenured employees in a mentor-mentee relationship could assist in training less skilled staff (Kim & Kao, 2014). Younger employees experience greater perceived success when employees believe organizational leaders make the most of their talents (Stumpf, 2014). Mentoring encompasses both participants learning from each other and

developing relationships and a perception of value within the organization (Stephenson, 2014). A review of Document 1, Document 3, and Document 10 showed that the leaders of all three organizations recognized the need to have open lines of communication with employees and their direct supervisors. As depicted in Figure 4, the term supervisor was one of the words reoccurring throughout this multiple case study. Leaders from O1 acknowledged in Document 1 the need to assign a mentor during the employee evaluation process. Leaders from O2 also address in Document 3 the need to coach or mentor employees. However, both instances of mentoring were options when employees had deficits in their work performance.

Several methods exist to develop employee knowledge that organizational leader should consider when developing employee retention strategies. Employees develop tacit knowledge through practice and personal experience, while explicit knowledge grows through academia (Voronchuk & Starineca, 2014). Organizational leaders could use education programs to increase retention, as well as promote professionalized workforce (Mason et al., 2012). Organizational leaders could encourage employees to pursue a formal education through tuition reimbursement programs (Sherrod, 2014). Leaders from both O1 and O2 offered tuition assistance to employees to promote “professional and personal development through formal education so that employees can maintain and improve job-related skills and enhance career-track potential within the organization.” Leaders from O3 recognized the benefit in offering tuition assistance, but needed to eliminate the benefits because of budget constraints.

Human capital theme 3: Promotion opportunity. Organizational leaders could

use training and education component of human capital theory to develop promotion opportunities for employees within the organization. Promotional opportunities offered to current employees could support employees in meeting their career goals, as well as developing professional skills (Weng & McElroy, 2012). However, Crawshaw et al. (2012) advised organizational leaders to incorporate fairness in career development opportunities and equitable career management procedures, so employees view them positively and sustain commitment to the organization. While, Figure 1, Figure 2, and Figure 3 does not include promotion opportunities as a top reoccurring them, each of the participants addressed how the leadership within the organizations utilize promotion opportunities to retain employees. Participant 1 noted how leadership in O1 did “not hired outside for house managers,” in addition to hiring the program specialist who was a direct support professional. Participant 2 addressed how O2 “integrated a DSP lead staff position” in order to “put in an additional leadership layer in the house to help people gain those skills and add one more step before immediately jumping right up to a manager and run a house.” Participant 3 informed how leadership from O3 try to “make it a practice whenever possible to hire from within.”

Intellectual Capital Theme 2: Structural Capital

Organizational leaders should also consider developing structural capital to retain employees. Sydlar et al. (2014) addressed that structural capital includes the intangible assets that remain with the organization even after employees leave. Turner et al. (2015) noted that organizational capital included operational framework and flexible strategies to address issues or uncertainties. Asiaei and Jusoh (2015) address the vital function of

organizational culture in the success of the organization and the development of intellectual capital, particularly with applying human capital to develop further internal structural capital. The findings of this multiple case study included four subthemes to the structural capital theme. The subthemes include organizational strategies promoting appropriate recruitment, employee appreciation, and strategies for open communication.

Structural capital theme 1: Appropriate recruitment strategies.

Organizational leaders could begin retention strategies with the onset of hiring employees. One of the main challenges for organizational leaders includes how to attract and retain quality employees, especially when competition for these resources increases (Terera & Ngirande, 2014). Fukofuka (2014) noted how employees must have a connection to the mission of the organization. Not every person is sufficiently ready for the job duties in the human service field (Kim & Kao, 2014). Participant 3 noted that “this field is not for everybody.” Participant 1 explained the referral program at O1 included “referring someone for an open position, hopefully they know what type of people they want on their team and they would do a good job at making sure they are a good match of the company.” Likewise, Participant 3 described the recruitment incentive program at O3, which encourages employee “to bring in people that they believe will do the job.”

Organizational leaders need to understand how recruitment strategies could increase employee retention. When organizational leaders promote strategies pertaining to appropriate recruitment of employees, they could assist with increased loyalty and decreased turnover rates (Kim & Kao, 2014). An unsuitable employee selection occurs

when organizational leaders fail to make an appropriate match between the employee's abilities and the job conditions (Juhdi et al., 2013). Figure 1 and Figure 3 include how the organizations with low turnover rates and average turnover rates had a top reoccurring theme pertaining to appropriate staff and recruitment strategies. The organization with the highest turnover did not have a top reoccurring theme pertaining to appropriate staff and recruitment strategies. Participant 2 explained how leadership from O2 would "typically will interview people that have no experience in the industry, but again that would be based on if they have a solid work history on their application." Participant 1 described how when leadership in O1 advertises for new employees they "put on job tasks, so that they know what they are getting into before they even come for an interview." Participant 3 explained the hiring procedure in O3 include rating all applications using an application ranking chart, pick the five highest rated applications for an interview, and go through a team interview that is then also rated, with the highest rated person offered the position.

Organizational leaders should ensure an appropriate match between potential employee and the needs of the organization when hiring new employees. During the job interview process, organizational leaders could provide the candidate with a job description to ensure an appropriate match for the position (Kim & Kao, 2014). Participant 2 explained that the interviewing process for direct support professionals at O2 included standardized questions that "apply to the job duties of that particular position." Participant 3 described how leadership in O3 developed "a preview video/DVD" to show potential direct care employees to explain "what a direct care worker does." Participant 3 explained the necessity to "make sure that they understand

what is going to be required when they come into the position.” Participant 1 described how leadership from O1 the necessity to “work in improving our orientation program, so that people don’t feel lost when they first come into our organization.”

Structural capital theme 2: Employee appreciation strategies. Organizational leaders also need to understand the method used to show employees appreciation, which may increase employee retention. Cottingham et al. (2013) found that a predictor of employee turnover could include lack of appreciation for employees. Ankli and Palliam (2012) connected employee motivation to employee interests, satisfaction, and work challenges rather than external stresses and enticements. As shown in Figure 1, Figure 2, and Figure 3, employee appreciation was one of the top reoccurring themes in all three organizations. Leaders from O3 addressed in Document 10 how “a professional and caring staff is our greatest and most valued resource.” Leadership from O3 strived to create “a warm, welcoming environment” from the onset and “when the person comes on they are from day one greeted enthusiastically.” Leadership from O2 included in Document 3 how they “strives to ensure fair and honest treatment of all employees.” Participant 2 explained that leadership from O2 tries to treat “employees the best that we can.” Participant 1 also described the importance of letting employees know that leadership is “appreciating them for what they do.”

Each of the participants also explained some of the strategies to show employee respect and appreciation. Participant 1 described how leadership in O1 celebrated DSP appreciation “where we give them gifts and stuff and appreciate them.” In addition, the leadership of O1 offers a star award if “an employee had a great idea.” Participant 2 also

described the importance of “reaching out to employees proactively and keeping them engaged.” Participant 3 added how leadership in O3 “recognize employee tenure during regional events” by recognizing “employees who have been here 5, 10, 15, 20, 25, 30 and 35 years.” Additionally, the leadership of O3 “recognize employees who have gone above and beyond” and “feature employees in our agency newsletter who may have made an outstanding contribution.” Participant 3 explained, “each employee is also sent a letter recognizing their anniversary date with the agency.” Participant 3 also described how leadership from O3 participated in staff recognition luncheons annual to “do some of the award presentations, meet staff, talk to staff.” Finally, Participant 3 explained how leadership attended social function “where the staff are also going to be available.”

Structural capital theme 3: Strategies for open communication.

Organizational leaders also need to understand the method used to enhance open lines of communication, which may increase employee retention. Support from supervisors could explain the lowered intention to quit by employees (Gray-Stanley & Muramatsu, 2013; Schroffel, 2012; Vassos & Nankervis, 2012). Hernandez et al. (2014) found transparency and open communication between employees and organizational leaders influence employee intention to stay with an organization. Participant 2 noted the importance for “leadership team visible and accessible and available” so employees “can access people with experience and knowledge if they have any questions and concerns.” The necessity exists for leadership to “come out of our corporate office and get out to the programs and make themselves visible.” Participant 2 experienced how “accessible is always an avenue that helps with retention and success in the employee.” Participant 3 explained that “all

doors are open all the time.” Participant 1 described the importance of “good communication about why we ask them to do what we ask them to do.”

Several strategies exist that organizational leaders could use to increase open lines of communication. Warburton et al. (2014) explained the necessity for open communication to provide organizational leaders with supplementary knowledge through the expertise of experienced workers. Additionally, open communication appears to provide a rewarding experience that employees found to decrease intentions to leave an agency (Warburton et al., 2014). Participant 2 described how leadership from O2 “encourage open communication amongst the supervisory team they work with or whatever program or department they work within, but they also have the opportunity to come to human resources directly.” Leadership from O1 noted that “once a year we have a teamwork building session for all staff,” which also assisted “our middle managers learn how to be better leadership staff.” Participant 3 described how the reach out and survey new employees to allow leadership to learn “some of the things they found good about the job or where they found things lacking.”

Intellectual Capital Theme 3: Relational Capital

Organizational leaders should also consider developing relational capital to retain employees. Asiaei and Jusoh (2015) noted the importance of trust in developing relational capital. Marzo and Scarpino (2016) determined the importance of external stakeholder, especially customers in the development of new knowledge strategies within the organization. Demartini and Paoloni (2013) The findings of this multiple case study included two subthemes to the relational capital theme. The subthemes include customer

centered and relationships with the community.

Relational capital theme 1: Customer centered. Organizational leaders also need to understand the method to maintain focus on the individual receiving service, which may increase employee retention. As shown in Figure 1 and Figure 3, the organizations with low turnover rate and average turnover rate had a top reoccurring theme of maintaining a customer-centered approach. Participant 3 addressed the need to “make sure that the staff we aware of the importance of our consumers’ well-being.” Even though O3 did not have a top reoccurring theme of customer focus, Participant 2 addressed the experience hearing “it’s really not about the money; that feeling good. The fact that you helped someone out.”

Organizational leaders could also incorporate the human capital theme of training to the relational capital theme of customer centered. Leadership from O3 linked the human capital theme of training to the relational capital theme of customer centered by incorporating the training program call “protect and respect.” Leadership from O3 addressed in training Document 4 the importance to “promote the health, safety, rights, and dignity of all individuals to whom we provide service.” Leadership from O3 also included into training Document 6 the importance of “seeing our consumers/participants as individuals deserving dignity and respect who are entitled to Everyday Lives.” In addition, leadership from O3 incorporated into training Document 5, Document 7, and Document 8 the importance of individuals receiving services.

Relational capital theme 2: Relationships with the community. Organizational leaders also need to understand the method used maintain of focus on the community

where individuals are integrated, which may increase employee retention. Figure 1, Figure 2, and Figure 3 does not include a top reoccurring theme of relationships with the external community, but organizational leaders should evaluate their relationships with external stakeholders. Organizational leaders addressed in Document 10 how “partnership with the community is vital to develop, implement, and advocate public policy.” Leaders from O3 acknowledged in Document 3 the need to incorporate the importance of vendors, suppliers, visitors, and members of the community throughout the document.

Monetary Focus Theme

Organizational leaders sometimes use a monetary focus to retain employees. Kazemi et al. (2015) found that pay did not appear to correlate to employee turnover intention. However, Walk et al. (2014) cautioned how cost saving strategies could introduce concerns about sustaining quality services and employees. Participant 2 noted that “very competitive market out there” and the leadership of O2 “review regularly our pays, our pay scales.” However, Participant 2 explained, “it’s not always about money, but money helps.” Participant 1 explained that leadership from O1 implemented monetarily focus strategies including a referral bonus, no call off bonus, weekend incentive bonus, and annual cost of living adjustments. Participant 3 described how the leadership in O3 focused on implementing a “cost of living adjustment, or salary increase, or bonus.” Leadership from O3 also implemented a “recruitment incentive program,” which “allows staff to refer other individuals in a direct care capacity to the agency.” Leaders for O3 included in Document 10 additional strategies with a monetary

focus including no call off bonuses, weekend no call off incentive, This monetary strategy links to the structural capital theme of ensuring appropriate recruiting strategies.

Focus on Organizational Prioritizes

Organizational leaders sometimes incorporate into policies and procedure the organizational priorities, which may influence how an employee views the organization.

Kellner et al. (2106) noted organizational leaders make decisions based on current situations, rather than optimal circumstances. A., Townsend, K., & Wilkinson, A.

(2016As depicted in Figure 2, the organization with the highest turnover had a top reoccurring theme of prioritizing the focus of business over the focus on employees.

Organizational leaders included in Documents 3 several instance of how the organization “may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.” Organizational leaders from O3 also include in Document 3 how the leadership could “request an excuse from jury duty if, in [the agency’s] judgment, the employee's absence would create serious operational difficulties.” Finally, leaders from O3 included in Document 3 several instances of the priority of ensuring employee behaviors does not “jeopardizes the reputation of the company.” Organizational leaders could develop employee policies that describe a balance between the needs of the agency and the employees.

While leaders from the organization with the average turnover rates did not have a top reoccurring theme of organization focus, a few instances exist where the employee policies appeared to prioritize this focus. Leaders for O3 recognized in Document 10 the necessity to ensure “that the agency's interests are protected in every way.” While

organizational leaders need to find a balance between the needs of the organization and the employee, the language included in the employees' policies could be less explicit. Leaders from O3 included in Document 10 expressed the need to "promote the productive functioning of the Agency by recognizing the legitimate interests and needs of both the employee and the employer."

Applications to Professional Practice

Organizational leaders may use the finding from this study to enhance business practices. Organizational leaders should focus on the issue of employee turnover to not only decrease costs to the organization, but also increase the productivity and morale of the remaining employees (Gayathri et al., 2012). The intangible assets of organizations including the knowledge, skills, and experiences of employees assist with obtaining organizational goals (Mohd Noor et al., 2015). Goswami and Ranjan (2015) found that an agencies' human capital could increase the uniqueness of the organization, thus generating a competitive advantage for the organization. Asiaei and Jusoh (2015) explained how increasing the intellectual capital within the organization aligns with the current economic growth of obtaining exhaustive information. Organizational leaders could focus on investments in intellectual capital. Intellectual capital includes human capital, as well as structural capital and relational capital. This theory could assist organizational leaders with not only developing employees, but also improving organizational cultural and improving internal and external relationships.

Additional retention strategies could include a focus on the health and well-being of the employee. When organizational leaders make an investment in employee health

and well-being, they could generate healthy workers who demonstrate dedication to the organization (Kim & Kao, 2014). Organizational leaders could develop retention strategies through offering benefits to employees that promote a healthy life. Miller et al. (2016) found that employee benefits most important and employment practices as the most feasible to implement. Strategies to invest in employee well-being could include fostering teamwork, encouraging the use of support groups, promoting short breaks to unwind, allowing for flexible work schedules, and developing time management skills (Thomas et al., 2014). Therefore, organizational leadership could develop an investment in intellectual capital and promote employee well-being through improving organizational culture. The findings of this study included how organizational leaders develop retention strategies through focusing on employee health and well-being and promoting workplace safety for employees.

Strategies focused on employee training could enhance employee retention. Continuous employee training is significant to the competitive advantage for the organization (Voronchuk & Starineca, 2014). Kim and Kao (2014) suggested the use of personalized training through partnerships with professional associations and education programs. Organizational leaders could use education programs to increase retention, as well as promote professionalized workforce (Mason et al., 2012). Organizational leaders could use on-the-job training programs to develop the skills necessary for the employees' current position (Schulz et al., 2013). Employees who recognize support in their professional development, who have access to learning opportunities, and notice support to achieve career goals show less intention to leave an organization (Augsberger et al.,

2012; Shuck et al., 2014). Organizational leaders could develop training programs to enhance the knowledge of the employees and ensure the employees have the appropriate skills necessary to complete the job duties assigned. Organizational leaders could incorporate tuition reimbursement to entice employees to gain personal and professional growth. Organizational leaders offering this benefit could show employees they respect their personal and professional development and would like employees to have a career path within the organization.

Training could also occur through a mentor relationship. Tenured employees could assist in training less skilled staff through a mentor-mentee relationship (Kim & Kao, 2014). Reciprocal mentoring is beneficial for both participants to gain knowledge from each other and cultivate relationships and a feeling of importance in the organization (Stephenson, 2014). While organizational leaders should recognize the importance of open communication between supervisors and employees, organizational leaders could also develop a mentor relationship with employees. Organizational leaders could develop mentoring programs to occur during employee orientation, as well as in instances when employees had deficits in their work performance and need additional guidance.

Organizational leaders could develop organizational capital through appropriate recruitment strategies, employee appreciation strategies, and strategies for open communication. Engaged employees align with the organization's human capital strategy through their outlooks, actions, and intentions leading to performance, efficiency, and development of organization's policy (Andrew & Sofian, 2012). Employees develop

dedication in their work when they have a commitment to the organization (Fukofuka, 2014). Sydler et al. (2014) supported the idea that organizations that develop intellectual capital influence profitability and competitive advantage over time. Organizational leaders could improve success through developing intellectual capital.

Retention strategies could include developing relational capital. Employees showing engagement also increases the customers' perception of performance (Menguc et al., 2013). Encouraging organizational culture and favorable workplace relationships may contribute to a decrease in employee burnout and encourage employee engagement (Hernandez et al., 2014). Organizational leaders also need to promote relational capital by maintaining a focus on the individuals receiving services, as well as the community where integration occurs.

Organizational leaders also need to understand the importance of direct supervisors in employee retention strategies. Shakeel and Butt (2015) explained the important role of supervisors in employee retention through mentoring, guiding, communicating, and assisting in work-life balance. Kim and Hopkins (2015) discussed the role organizational leaders have in employees' organizational commitment through open communication, understanding, and solving problems. The findings of this multiple case study include how organizational leaders could focus on the role of the supervisor in strategies around the education and training, health and well-being, and open communication themes. In addition to a new employee survey or exit survey sent out by the leadership of O3, organizational leaders could incorporate surveys to find out why employee stay with the organization.

Implications for Social Change

The finding of this multiple case study had several implications for social change. Braddock et al. (2013) quantified the federal, state, and local governments spending of \$2.87 billion for 201,022 individuals with intellectual disabilities in Pennsylvania. Employees' tardiness, absenteeism, and turnover continue at a considerable financial cost to many businesses (Berry et al., 2012). When many of the organizational leaders support individuals with intellectual disabilities receive the majority of funding from federal, state, and local government, finding strategies to decrease the cost of employee turnover becomes a community issue.

Organizational leaders need to understand the importance of employee retention strategies on influencing social change. Mohr et al. (2012) illustrated how increased employee turnover decreases customer service. Frontline employees complete the vital responsibilities through organization procedures, as well as personal interactions with the individual receiving the service (Kumar et al., 2014). The remaining staff endures increased workload until organizational leaders hire replacement staff, which aggravates the issue of employee turnover (Castle, 2013). Kim and Kao (2014) found that employee turnover caused disruption in the lives of vulnerable individuals receiving support continues. Therefore, organizational leaders from agencies supporting individuals with intellectual disabilities should prioritize the necessity to develop strategies to increase employee retention.

The findings of this multiple case study may influence positive social change by providing information to organizational leaders from Pennsylvania agencies supporting

individuals with intellectual disabilities about strategies to reduce employee turnover. A reduction in employee turnover could advance the sustainability of the business. Leaders could obtain sustainability by reducing employee turnover costs, increasing productivity through a positive working environment for their employees, and creating a stable life for the individuals in need of support. Organizational leaders could use the findings of this study to develop retention strategies focused on the investments in intellectual capital, including human capital, structural capital, and relational capital to address the high turnover rates.

Recommendations for Action

Organizational leaders across various industries encounter the necessity to manage factors persuading employee intention to stay with an organization.

Organizational leaders should manage turnover, rather than just implementing strategies to minimize the issue (Weng & McElroy, 2012). Managing turnover does not mean the elimination of turnover, but balancing turnover and retaining employees to provide a competitive advantage (Shakeel & Butt, 2015). With so many factors influencing employee turnover, organizational leaders should determine the factors have the greatest influence on retention within their organization.

Official from USDOL (2015) reported no improvement to the problem of voluntary employee separation in the health care and social assistance industry over the last several years. Organizational leaders supporting individuals with intellectual disabilities could develop retention strategies focused on developing the intellectual capital within the organization. Organizational leaders could develop the human capital

within the organization through investment in the health, education, and promotion opportunity for employees. Organizational leaders could then develop the structural capital through improvements in the organizational culture by promoting appropriate recruitment, showing employee appreciation, and creating strategies for open communication. Finally, organizational leaders could develop the relational capital by maintaining a customer centered approach to business strategies and expanding relationships with the community where integration with individual with intellectual disabilities occur. The dissemination of the findings could occur through publication in various journals focused on supporting the intellectually disabled. The American Association on Intellectual and Developmental Disabilities (AAIDD) has several publications focused on supporting individuals with intellectual disabilities. I will work with the chair of my doctoral study committee to submit a manuscript for publication. Also, the participants, provider associations, and county alliances that disseminated the request to participate will receive the result of this study.

Recommendations for Further Research

Employee retention is a complex issue and further research could aid organizational leaders in addressing this phenomenon. Additional strategies for developing the group of candidates and recruiting potential employees could occur through outreach programs, such as projects or internships completion (Walk et al., 2014). Organizational leaders could openly express to new employees agency career plans and training programs with the intent to develop skills and create career paths in the organization (Weng & McElroy, 2012). The finding of this multiple case study did not

include outreach programs or open communication about career paths within the organization. Future research could include how these strategies could assist organizational leaders with increasing employee retention.

Organizational leaders also need to focus on role direct supervisors in influencing employee retention. Hwang and Hopkins (2015) noted the role of organizational leaders in employee commitment, but focused on fostering inclusion strategies and ongoing supervisor training. Training for organizational leaders could comprise employees' understanding of respect at the workplace, including factors such as support, communication, rewards, and fairness (Augsberger et al., 2012). Future research could also include strategies organizational leaders use to develop the skills and abilities of the direct support professionals' supervisors, which may also increase employee retention.

A discrepancy between the relationship between money and rewards play in the retention of employees occurred. Terera and Ngirande (2014) found rewards alone do not improve employees' satisfaction with the job. Walk et al. (2014) agreed pay is not the only factor to motive employees. Schroffel (2012) established low pay and benefits do play a role in employee retention. The finding of this study included themes around the monetary focus to retain employees. Further research could include the relationship between employee pay and employee retention.

Limitations of this multiple case study include the selection of the Pennsylvania as the geographic area, human services as the industry, and the variety of participates interviewed during the study. The choice of Pennsylvania organizations creates a weakness in the diversity of opinion and perspectives of other geographic areas. Thus,

further research could include other geographic regions. The selection of agencies supporting intellectual disabilities creates an uncertain correlation between other human service areas and other industries. Therefore, future research could include if the findings from this multiple case study could generalize to other industries experiences high turnover rates. Finally, the selection of participants could lead to limitations in the coding and themes during the data analysis component of this proposed case study. Future research could expand the selection of participants to more than three organizations in Pennsylvania supporting individuals with intellectual disabilities with strategies to decrease employee turnover.

Reflections

When I made the decision to begin this Doctor of Business Administration (DBA) program, people would ask me why. People would ask why I wanted to further my education when I already had an MBA. People would ask why I wanted to put more burdens into my already complicated life. Each time I would say, why not? I like to learn and I like to keep busy. Throughout my DBA journey, I learned so much more than I ever imaged, especially around the issue of direct support professional retention strategies.

Employee turnover is not a new issue for business leaders. Other scholars researched the factors influencing employee retention from different viewpoints in different industries (Basford & Offermann, 2012; Cottingham et al., 2013; Schroffel, 2012). However, the problem continues and in some industries grows every year. Strategies to increase employee retention is not a new issue, so I asked myself why I wanted to assist organizational leaders supporting individuals with intellectual disabilities

to develop strategies to increase employee retention?

I currently work with the Commonwealth of Pennsylvania and have a relationship with some agencies supporting individuals with intellectual disabilities. I remained mindful of this relationship, the preconceived notions around the research problem, and personal bias to ensure a quality research study. My experience taught me that the topic of direct care professional retention is a complex issue.

Conclusion

In the health and human service industry, employee retention effect more than just business practices. Vulnerable individual with intellectual disabilities also feel the impact when employees they trust and develop relationships with leave the organization (Kim & Kao, 2014). The remaining employees also experience added workload until organizational leaders replace staff, which compounds the issue of employee turnover (Castle, 2013); in addition to compounding the effects on the individuals receiving services. The findings of this multiple case study included themes around how organizational leaders could make an investment in intangible assets through a focus on intellectual capital.

Organizational leaders could focus on developing the intellectual capital by focusing on the human capital, structural capital, and relational capital of the organization when developing strategies to increase employee retention. An increase in employee retention could assist in improving the sustainability of the organization. Organizational leaders could obtain sustainability through several methods. Sustainability could occur by reducing employee turnover costs, increasing productivity through a positive working

environment, creating a stable life for the individuals in need of support, and developing relationships with the community where integration occurs.

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Appendix A: Interview Protocol

Time of Interview:

Date:

Interviewee:

Purpose of Interview:

I will use an embedded multiple case study to research strategies to increase employee retention. The interviewees will consist of organizational leaders who are responsible for developing employee retention strategies. The intent of the study is to obtain information to enhance the sustainability of agencies supporting individuals with intellectual disabilities. Organization could obtain sustainability by reducing employee turnover costs, increasing productivity through a positive working environment, and expanding services by creating a stable life for the individuals in need of support.

Semistructured interview questions, in addition to follow-up and probing questions focusing on the participants' experiences:

1. What strategies does your organization utilize to retain direct care professionals?
2. How does the recruitment process ensure an appropriate match between potential employees and their job duties to increase employee retention?
3. What successful strategies does the leadership of your company utilize to motivate direct care professionals to increase employee retention?
4. How have the leadership of your organization successfully developed the skills and abilities of direct care professionals to increase employee retention?
5. How has your organization's leadership encouraged the health and wellbeing of the direct care professionals to increase employee retention?
6. How has the leadership of your agency successfully advanced the education

and knowledge of the direct care professionals to increase employee retention?

7. How does your agency successfully ensure consistent implementation of strategies to increase employee retention?
8. What additional information has proven beneficial to the study of employee retention in Pennsylvania agencies supporting individuals with intellectual disabilities?

Appendix B: Cover Letter to Participate in Study

To whom it may concern,

My name is Melanie Opalka-Bentler, a candidate for a Doctor of Business Administration (DBA) degree at Walden University. You may already know me as a XXXXX XXXXXXXX working with the XXXXXXXXXXXX XX XXX XXXXX XX XXXXXXX XXXXXXXX, but this study is separate from that role. I am conducting a doctoral study to explore the following question: What strategies do organizational leaders utilize to increase employee retention? I invite organizational leaders with experience managing employee turnover from Pennsylvania agencies supporting individuals with intellectual disabilities to participate in the study. I will look for agencies tracking employee turnover and have strategies to increase employee retention. I will use dissimilar sampling in this study to select three organizations. I will look for one agency with turnover rates higher than 29.4%, one with the average turnover rates, and one with turnover rates lower than 29.4%.

Your participation in this study will assist in confirming that I gather data from different perspectives of organizational leaders who develop strategies to increase employee retention. If you wish I consider your organization for this study, please review the attached letter of cooperation please email me at melanie.opalka@waldenu.edu. Please feel free to contact me if you have any questions or require additional information. I kindly request you review the attached Letter of Cooperation from a Research Partner and response with your electronic signature indicating your agreement to participate by September 1, 2015. I thank you in advance for your attention and together we can explore strategies to decrease employee turnover, develop a positive working environment for employees in social services, strengthen the lives of intellectually disabled individuals receiving services. In addition, potentially attract additional intellectually disabled individuals to services within your organization.

Sincerely,

Melanie Opalka-Bentler

Appendix C: Informed Consent Form

You are invited to take part in a research study to explore the strategies organizational leaders use to increase employee retention. The researcher received a list from the president or CEO of employees in your agencies with experience managing employee turnover from Pennsylvania agencies supporting individuals with intellectual disabilities to participate in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

Melanie Opalka-Bentler, a Doctorate of Business Administration student at Walden University, is conducting this study. You may already know the researcher as a XXXXX XXXXXXXX working with the XXXXXXXXXXXX XX XXX XXXXX XX XXXXXXX XXXXXXXX, but this study is separate from that role.

Background Information:

The purpose of this proposed qualitative embedded multiple case study is to explore the strategies organizational leaders use to increase employee retention. The criteria for participation include any Pennsylvania agencies supporting individuals with intellectual disabilities tracking employee turnover and having strategies to increase employee retention.

Procedures:

If you agree to partake in this study, your tasks will include:

- Partake in an initial telephone interview, scheduled at your convenience, which should last no longer than 30 minutes and digital audio tapping will occur
- Participate in a subsequent telephone conversation, if required to obtain clarifying information
- Review the initial findings, which should take no longer than 20 minutes
- Provide agency documentation (policies, procedures, turnover data) pertaining to employee recruitment, retention, and motivation related to promoting employee health, education, and promotional opportunities

Here are some sample questions:

1. What strategies do you utilize to retain direct care workers?
2. How do the organizational leaders of your agency recruit for direct care workers?
3. How does the leadership of your organization develop the skills and abilities of direct care workers?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to participate in the study. No one at the provider association where I obtained your contact information will know whether you decided to participate in the study. If

you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Participants in this type of study may encounter some risk of the minor discomforts in daily life, such as fatigue, stress, or time constraints. Being in this study would not pose a risk to your safety or well-being.

The potential benefits of this research project include how organizational leaders may use the results of this study to develop retention strategies focused on the human capital theory to address the high employee turnover rates. Leaders could obtain sustainability by reducing employee turnover costs, increasing productivity through a positive working environment for their employees, and creating a stable life for the individuals in need of support.

Payment:

Participation in the study will not include financial incentives, but each participant will receive a summary of study findings, recommendations, and conclusions or the entire study if desired.

Privacy:

The researcher will keep any information you provide confidential by coding both the organizations' names and the participants' names. In addition, no one else will have access to the identifiers. The researcher will not use your personal information for any purposes outside of this research project. In addition, the researcher will not include your name or anything else identifying you in the study reports. I will keep data secure by placing all documents and interview transcription in a locked box. I will keep the data for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. If you have questions later, you may contact the researcher via email at melanie.opalka@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the research participant advocate at 1-800-925-3368 ext. 312-1210. Walden University's approval number for this study is **08-18-15-0426356** and it expires on **August 17, 2016**.

Please print or save this consent form for your records.

Statement of Consent:

I have read the above information and feel I understand the study well enough to make a decision about my involvement. By replying to this email with the words, "I consent," I understand that I agree to the terms described above.

Appendix D: Letter of Cooperation from a Research Partner

[Please enter the Community Research Partner/Agency Name Here]

[Please Enter Contact Information Here]

[Please Enter Date Here]

Melanie Opalka-Bentler,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Retention of Direct Care Workers Supporting Intellectually Disabled Individuals within the [Please enter the name of Community Partner/agency here]. As part of this study, I authorize you to interview employees who have a role in employee retention, send the initial findings to the interviewee to verify accurate representation of their experience. I also authorize access to agency policies and procedures pertaining to employee recruitment, retention, and motivation. In addition to agency policies and procedure relating to promoting employee health, education, and promotional opportunities, and access agency archived records related to employee turnover rates. Individuals' participation is voluntary and at their discretion.

We understand our organization's responsibilities include: send a list of employees who have a role managing employee turnover in the agency and their contact information, send policies and procedures, and send the agencies historical turnover data. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm I am authorized to approve research in this setting and this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and I will not provide to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

[Delete and replace with authorization official signature]

Authorization Official

Appendix E: Case Study Documents

Document Identification	Description
Document 1	Organization 1 employee handbook
Document 2	Organization 1 employee history report
Document 3	Organization 2 official handbook
Document 4	Organization 2 incident management training
Document 5	Organization 2 individual rights training
Document 6	Organization 2 positive approaches training
Document 7	Organization 2 preventing abuse and neglect training
Document 8	Organization 2 quality management training
Document 9	Organization 2 turnover report
Document 10	Organization 3 personal policies
Document 11	Organization 3 onboard training matrix for new hires
