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Strategies for Retaining Employees for Call Centers

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Walden University

College of Management and Technology

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Kimberly Combs

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Walden University
2017

Abstract

Strategies for Retaining Employees for Call Centers

by

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MS, Lindenwood University, 2013

BS, Lindenwood University, 2012

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

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Abstract

Voluntary employee turnover has several adverse consequences for call center managers, including lowered productivity and decreased profitability. The purpose of this descriptive multiple case study was to explore strategies used to reduced voluntary employee turnover among 2 call center managers in the southern United States. These managers had been recommended by the human resource directors of the organizations because of their implementation of strategies to reduce voluntary employee turnover. The conceptual framework for this study was Herzberg's motivation-hygiene theory. Data were collected from semistructured face-to-face interviews and employee handbooks. The data analysis consisted of compiling the data, disassembling the data into common codes, reassembling the data into themes, interpreting the meaning, and reporting the themes. The use of member checking and methodological triangulation increased the trustworthiness of the study. Themes that emerged were job satisfaction, employee compensation, opportunity and advancement, reward and recognition, and employee engagement. Recommendations for action include selecting strategies for reducing voluntary employee turnover and using the strategies to improve the commitment of the workers. The findings from this study may contribute to social change by providing strategies that call center managers can use to reduce voluntary employee turnover, thereby positively improving the standard of living for families, and strengthening community wealth and well-being.

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Dedication

First, I dedicate this doctoral study to my husband, Domonic Combs. Second, I dedicate this doctoral study to my parents, Sylvester Gray and Annie Johnson. My parents have been my biggest supporters and my role models. Mom and Dad, I am forever indebted for the loving support and the sacrifices that you have made. To my children, Demetrius, Denetra, and Stephen, and granddaughter, Dream: Thank you for your unconditional love and I encourage you to dream big.

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Section 1: Foundation of the Study

In this study, I explored strategies used to reduce voluntary employee turnover. Voluntary employee turnover is a significant problem that call center managers face (Seco & Lopes, 2013). To improve employee retention rates, call center managers need to find candidates who are suitable for the existing corporate culture of an organization and who are likely to stay (Ejaz, 2015). According to Seco and Lopes (2013), call center managers face challenges when trying to reduce voluntary employee turnover, such as offering rewards, increasing employee salaries, improving employee work conditions, promoting employee engagement, and increasing employee job satisfaction. Call center managers who use retention strategies reduce voluntary employee turnover. However, some call center managers have minimal or no retention strategies implemented (Legros, Jouini, & Dallery, 2015). In this section, I will describe the background of the problem, problem statement, purpose statement, nature of the study, research questions, and conceptual framework, and I provide a review of the professional and academic literature.

Background of the Problem

Voluntary turnover has negative organizational consequences, such as reduced profitability and productivity (Yongbeom, 2013). Owing to these adverse effects, it is vital for managers to understand the causes of turnover, and develop and implement strategies to reduce it. Call center managers experience some of the highest voluntary employee turnover rates (Kamala, 2013). Poddar and Madupalli (2012) stated that the average annual voluntary employee turnover rate for full-time call center employees in the United States was between 30% and 50%. Call center managers with retention

strategies reduce voluntary employee turnover. However, some call center managers lack strategies to retain employees.

Problem Statement

Voluntary employee turnover negatively affects business managers and their organizations within the call center industry (Tariq, Ramzan, & Riaz, 2013). According to representatives of the U.S. Bureau of Labor Statistics (BLS), more than 4.5 million employees separated in 2014 because of voluntary employee turnover, layoffs, or terminations. The general business problem I addressed in this study was loss of profitability because of voluntary employee turnover. The specific business problem that I addressed in this study was that some managers in call centers lack strategies to reduce voluntary employee turnover.

Purpose Statement

The purpose of this qualitative descriptive multiple case study was to explore the strategies used by call center managers to reduce voluntary employee turnover. The research population consisted of managers selected from two call centers in the southern region of the United States, who developed and implemented retention strategies to reduce voluntary employee turnover. The implications of this study for positive social change include the potential to (a) decrease voluntary employee turnover; (b) sustain organizational profitability; (c) reduce the unemployment rate; and (d) contribute to the prosperity of employees, communities, and the local economy.

Nature of the Study

The research methods considered for this study included qualitative, quantitative, and mixed methods. I chose the qualitative method. A qualitative method is a process of seeking to understand *how* or *what* of the study (Bernard, 2013). Qualitative researchers often use structured, semistructured, and unstructured interviews, focus groups, or participant observations as methods for gathering data (Uluyol & Akçi, 2014). Moreover, Wilson et al. (2014) noted that qualitative researchers use interviews to explore the insights and lived experiences of individuals who have experienced a particular phenomenon. In a qualitative study, the researcher asks questions about the problem, how it affects the participant, and the participant's view concerning the problem, and the researcher grasps the experiences from the views of the participants (Venkatesh, Brown, & Bala, 2013). The purpose of the study was to explore and understand the strategies used by call center managers to reduce voluntary employee turnover. Thus, the qualitative method was appropriate for this study.

In contrast, the quantitative method involves testing hypotheses, setting up a research strategy, and drawing conclusions from data (Hoare & Hoe, 2013). Bernard (2013) declared that quantitative researchers use numerical data to accept or reject a hypothesis. O'Leary (2013) stated that mixed-method researchers use traditional surveys as well as information gathered by interviews and observations. Mixed-methods is an approach to social research in which researchers use both quantitative and qualitative methodologies (Hayes, Bonner, & Douglas, 2013; O'Leary, 2013). Mixed methods and

quantitative methods were not appropriate for this study because I did not test hypotheses, use traditional surveys, or examine variables.

I considered ethnography, phenomenology, and case study designs for this qualitative descriptive multiple case study. An ethnographic design was not appropriate because in this type of design, the researcher focuses on an entire culture during an extended period in a natural setting by observing and conducting interviews (Hazzan & Nutov, 2014; Simpson, Slutskaya, Hughes, & Simpson, 2014). In a phenomenological design, the researcher relies on an individual's perceptions, perspectives, and understandings of a situation, which was not the intent of my study (Letourneau, 2015; Moustakas, 1994; Yin 2013).

I chose the descriptive multiple case study design. Researchers use a descriptive case study design to describe an intervention or phenomenon within the context that it occurred (Yin, 2014). Yin (2014) noted that the descriptive case study design involves an open-ended data collection style in which participants guide the direction of the study with their inputs. A multiple case study is when a researcher collects data from more than one organization (Yin, 2014). Yin (2013) posited that researchers use the case study approach to facilitate the exploration of a phenomenon within its context using a variety of data sources. The purpose of the study was to interact and engage in interviews with the participants, making a descriptive multiple case study design appropriate.

Research Question

The central research question for this study was: What strategies do managers in some call centers use to reduce voluntary employee turnover? From this research question, I developed the following interview questions (see Appendix A):

Interview Questions

Participants answered the following questions:

1. How do you reduce voluntary employee turnover?
2. What factors in your workplace lead to retaining employees and reducing employee turnover?
3. What retention strategies do you use to minimize voluntary employee turnover?
4. What type of training and career opportunities do you offer employees?
5. What factors in your organization cause job satisfaction and job dissatisfaction?
6. What additional information can you share regarding your strategies to reduce voluntary employee turnover?

Conceptual Framework

The conceptual framework for this qualitative descriptive multiple case study was the two-factor theory. Herzberg (1959) and colleagues studied factors that caused employee satisfaction or dissatisfaction in the workplace. Herzberg (1987) listed the two factors that may lead to retaining employees and reducing employee turnover as motivation and hygiene. Motivation and job satisfaction include (a) recognition, (b) achievement, (c) responsibility, (d) work, (e) advancement, and (f) the possibility of employee growth. Hygiene factors and job dissatisfaction include (a) work conditions, (b)

salary, (c) personal growth, (d) company policy, (e) management, (f) job security, (g) relationships with subordinates, and (h) job status.

The Herzberg two-factor theory served as a lens to complement the literature and ground the research study to understand the retention strategies some call center managers use to reduce voluntary employee turnover. The basic proposition of the Herzberg two-factor theory was that managers who try to increase employee job satisfaction and job performance should identify and address the factors that affect not only employee job satisfaction but also job dissatisfaction (Herzberg, 1987). Herzberg's two-factor theory aligned with this study for exploring the strategies that some call center managers use to reduce voluntary employee turnover.

Operational Definitions

Definitions of terms used throughout the research study are:

Hygiene factors: Hygiene factors are workplace factors such as (a) work conditions, (b) relationships with peers, (c) salary, (d) personal growth, (e) company policy, (f) supervision, (g) relationship with supervision, (h) job security, (i) relationships with subordinates, and (j) job status (Ruthankoon & Olu Ogunlana, 2003).

Job satisfaction: Job satisfaction is the positive emotional state a person feels about his or her job (Frey, Bayon, & Totzek, 2013).

Motivation-hygiene theory: Motivation-hygiene theory is a theory that comprises factors that cause job satisfaction and job dissatisfaction (Herzberg et al., 1959; Herzberg, 1987).

Retention: Retention is a result of actions that business managers take to encourage employees to maintain employment with their organization (Deeba, Usmani, Akhtar, Zahra, & Rasool, 2015).

Voluntary turnover: Voluntary employee turnover is when an employee leaves the organization intentionally (Scott, Heathcote, & Gruman, 2011).

Assumptions, Limitations, and Delimitations

Components of the proposal that are essential in explaining and outlining a research study (Roy & Pacuit, 2013). These components are the assumptions, limitations, and delimitations of the study. Assumptions are facts assumed true but the researcher cannot prove them. Limitations are potential weaknesses of the study. Delimitations are those factors that the researcher can control and include the limits of the study.

Assumptions

Assumptions are facts that researchers assume to be true without evidence for verification (Jansson, 2013). Three assumptions affected this qualitative multiple case study. The first assumption was that a qualitative descriptive multiple case study was the best method to research this topic. The second assumption was that all participants would be truthful with their answers and the participant would respond to the questions to the best of his or her ability. Participant dishonesty can skew study results and invalidate the entire study. Finally, the third assumption was that a multiple case study design was a suitable model for this study for collecting comprehensive data related to the business problem.

Limitations

Limitations refer to potential weaknesses of the study (Brutus, Aguinis, & Wassmer, 2013). Two limitations affected this qualitative descriptive multiple case study. One limitation of this study was that my previous employment as a call center employee may have potentially influenced the research approach and analysis of the data. Another limitation was that the population size was limited to two call center managers.

Delimitations

Delimitations are characteristics that limit the scope and define the boundaries of a study (Ody-Brasier & Vermeulen, 2014). Two delimitations affected this qualitative multiple case study. The first delimitation of the qualitative descriptive multiple case study included the geographical location, which included, at least, two managers with hiring responsibilities in the southern region of the United States. The second and final delimitation of the qualitative descriptive multiple case study included call center managers who must have used retention strategies to reduce voluntary employee turnover.

Significance of the Study**Contribution to Business Practice**

This descriptive multiple case study is of significance to the business because the findings may be useful for developing strategies for reducing voluntary employee turnover. Furthermore, managers may share the best strategies on how to reduce costs and increase profitability. Business managers may also use the findings from this study to

evaluate the success of the current strategies organizations are practicing to retain call center employees.

Implications for Social Change

The findings of the descriptive multiple case study may contribute to positive social change as managers use strategies to increase call centers' employee retention or reduce voluntary turnover. De Neve, Diener, Tay, and Xuereb (2013) stated that retention strategies should improve internal and external social interactions. Future researchers may determine that the findings of the descriptive multiple case study may help business managers influence organizational growth, profitability, and promote employment stability to the community.

A Review of the Professional and Academic Literature

The review of the professional and academic literature contains the literature review opening narrative and the application to the applied business problem. The literature review opening narrative contains a brief discussion of the organization of the literature review, literature search strategy, and a summary of the sources retrieved as evidence that a minimum of 60 peer-reviewed articles represents the support of the assertions and 85% of the total sources were published less than 5 years ago.

Organization of the Literature Review

The organization of the review contains five significant topic categories: (a) the literature search strategy; (b) critical analysis and syntheses of the literature, which includes a summary of percentages and publication dates of peer-reviewed articles; (c) application to the applied business problem; (d) the criticism of the two-factor theory and

the supporting and contrasting theories; and (e) call centers, the phenomenon of turnover intention, consequences of turnover and retention strategies, as themes related to the purpose statement.

Literature Search Strategy

My investigation began by reviewing literature published between 2012 and 2016. Database searches resulted in numerous scholarly, peer-reviewed articles and other relevant publications from databases including (a)Walden University Library, (b) Google Scholar, (c) ScienceDirect, (d) ProQuest, (e) Emerald Management Journals, (f) Business Source Complete, (g) ABI/INFORM, Sage Premier, and (h) EBSCO Primary. I used the following search terms: call center managers, call centers, employee commitment, employee engagement, employee motivation, employee retention, employee turnover, job dissatisfaction, job satisfaction, organization commitment, and retention strategies. To expand the topic of the study, I searched other terms, such as dual theory Herzberg's two-factor motivation-hygiene theory, Maslow's hierarchy of needs, and Vroom expectancy motivation theory.

Critical Analysis and Synthesis of the Literature

In the descriptive multiple case study, I explored strategies used to reduce voluntary turnover. The search results consisted of approximately 710 articles. Based on the information in the abstracts, I was able to identify approximately 430 articles containing information relevant to the study. While reading, I noted the major themes in the literature and kept the references pertaining only to employee turnover, the phenomenon that I explored. This study contains 203 references, of which 173 (85%) are

peer reviewed and 174 were published within the last 5 years, confirming 85% of the literature relevant to a current research topic within 5 years of my expected graduation date. The content of the literature review consists of 129 journals, two government reports, seven books, and one dissertation. Of the 139 sources that I incorporated in this review, 112 (87%) were published between 2013 and 2016. Of the total sources, 129 (89%) were peer-reviewed.

Application to the Applied Business Problem

The application to the applied business problem contains a restatement of the purpose statement and (a) the conceptual framework, (b) call centers, (c) the phenomenon of turnover intention, (d) consequences of turnover, and (e) retention strategies. The purpose of this qualitative descriptive multiple case study was to explore the strategies used by call center managers to reduce voluntary employee turnover. The research population consisted of managers selected from two call centers in the southern region of the United States, who have developed and implemented retention strategies to reduce voluntary employee turnover. The implications for positive social change include the potential to (a) decrease voluntary employee turnover; (b) sustain organizational profitability; (c) reduce the unemployment rate; and (d) contribute to the prosperity of employees, communities, and the local economy.

Conceptual Framework

Herzberg's two-factor theory was the conceptual framework for this study. Psychologists Herzberg, Mausner, and Snyderman (1959) developed the two-factor theory, also known as motivation-hygiene theory and dual factor theory. Later, Herzberg

(1966, 1968, 1974) furthered the theory. Herzberg et al. (1959) conducted a series of 12 studies among 203 engineers and accountants in Pittsburgh, Pennsylvania, to identify situations that lead to job satisfaction and job dissatisfaction. The two categories for this theory are motivation and hygiene factors. Motivator factors or satisfiers are intangible rewards that apply to achievement, recognition, the work itself, responsibility, and advancement. Hygiene factors, or dissatisfiers, are relevant to job dissatisfaction that applies to working conditions, supervision, relationships, company policy, and compensation. Herzberg concluded that both factors could motivate employees, but they work for different reasons: motivation factors cause long-term job satisfaction, whereas hygiene factors tend to cause short-term pleasure. Using Herzberg's two-factor theory as the conceptual framework for this study allowed me to explore strategies used by call center managers to reduce voluntary employee turnover. Herzberg's two-factor theory is similar to and supported by Maslow's hierarchy of needs in that both create motivation for the employee.

Research findings using Herzberg two-factor theory. Many researchers (Chien, 2013; Civre, Lovec, & Fabjan, 2013; Datt & Washington, 2015; Derby-Davis, 2014; DeTienne, Agle, Phillips, & Ingerson, 2012; Dhevabanchachai & Wattanacharoensil, 2013; Grégoire & Lachance, 2015; Lukwago, 2014; Shahid, 2013) have used the Herzberg two-factor theory. Civre et al. (2013) investigated the relationship between employee motivation and performance in the tourism sector, and they determined that hygiene factors do not motivate employees but rather prevent dissatisfaction in the workplace. However, Civre et al. found that growth factors significantly influence

employee motivation, whereas hygiene factors—particularly job status—do not.

Therefore, Civre et al. suggested that managers in the tourism industry should focus more on growth factors, such as responsibility and recognition, to increase employee motivation and retention.

Datt and Washington (2015) used the motivation–hygiene model by Herzberg et al. (1959) to test the effect of stress on performance and career development. Datt and Washington compared distress (negative stress) to eustress (positive stress) and offered recommendations on how managers should handle pressure to increase employee motivation and satisfaction levels. Grégoire and Lachance (2015) took a slightly different approach and categorized the three primary forms of distress as (a) psychological disorders, (b) medical illnesses, and (c) behavioral problems. Datt and Washington determined that stressed employees lack motivation, which can lead to demotivation, resulting in a decrease in productivity and profits and an increase in turnover. Therefore, managers and staff must work together to manage distress. Datt and Washington added that eustress leads to career development and growth and helped individuals accomplish goals and meet deadlines. DeTienne et al. (2012) stated that eustress leads to joy, excitement, and improved productivity. Datt, Washington, and DeTienne et al. supported Herzberg in stating that company leaders can reduce stress by providing motivation factors for retaining employees. Specifically, an encouraging work environment for employees reduces workplace stress and increases employee motivation and retention levels (Datt & Washington, 2015).

Derby-Davis (2014) successfully conducted a descriptive study in Florida using Herzberg's theory as a lens to explore the factors of job satisfaction and intention to stay. Derby-Davis suggested that by improving the motivation and hygiene factors in academe, the quality of nursing education becomes sustainable and the retention of current faculty increases. Derby-Davis indicated a significant relationship between motivation and hygiene factors and the intent to stay, indicating that nurses were satisfied with their jobs. Derby-Davis' result supported Herzberg's two-factor theory as a strong predictor that nursing faculty's intent to remain in academe in Florida relates to motivation and hygiene factors.

Contrary to Derby-Davis (2014), Lukwago (2014) grounded research in the two-factor theory as a foundation to explore what motivated employees in an agricultural research organization in the developing country of Uganda. With employee motivation as the dependent variable and job satisfaction as the independent variable in this quantitative study, Lukwago concluded that motivation factors increase job satisfaction. Shahid (2013) conducted a quantitative study among 50 participants and determined that motivation factors help influence employees and motivate management employees, and that employees were happy with their incentive plans. During the same year, Chien (2013) tested the validity of Herzberg's two-factor theory and found it to be appropriate for studying job satisfaction among employees in a Chinese chemical fiber company. Both Shahid and Chien found that motivation factors such as the work itself, personal growth, achievement, and challenging work to be instrumental in enhancing employee

job performance. However, Chien found that hygiene factors, such as work conditions, do not promote employee motivation.

Dhevabanchachai and Wattanacharoensil (2013) examined strategies for improving performance in the Salaya Pavilion Hotel Training Center in Thailand. Data were collected using surveys and semistructured in-person interviews among the participants. The interview data aligned with the result of the hotel surveys, which was a job satisfaction score of 9.02 of 10. Dhevabanchachai and Wattanacharoensil revealed that the Pavilion Hotel Training Center fulfilled all the motivation factors of Herzberg. No matter the type of organization, motivation and hygiene factors can lead to enhanced organizational efficiency and reduced turnover, indicating that evaluation of these factors is necessary.

Criticism of Herzberg's motivation-hygiene theory. Despite its widespread support, the Herzberg theory has some criticisms, including the following: (a) the noninclusion of individual differences, (b) unreliable research, (c) inconsistency in categorizing the causes related to job satisfaction and dissatisfaction, (d) defensiveness, and (e) frequency data utilization (Lin, Cai, Xu, & Fu, 2015; Locke, 1976; Malik & Naeem, 2013). Locke (1976) contended that there are different causes of job satisfaction and dissatisfaction than those outlined in Herzberg's theory and claimed that the sample size of 203 engineers and accountants was too small. After conducting a qualitative empirical study to test Herzberg's theoretical predictions and understand the controversies surrounding the two-factor theory, Malik and Naeem (2013) criticized Herzberg for assuming that motivation and hygiene factors create job satisfaction. Despite these

criticisms and given the extensive support in the literature, the two-factor theory is sound and makes a significant contribution to employee motivation. Herzberg's two-factor theory is similar to and supported by Maslow's hierarchy of needs in that both create motivation for the employee.

Supporting theory: Maslow's hierarchy of needs. Maslow (1943) developed the hierarchy of needs theory based on how people satisfy numerous personal needs in the context of the work environment. Specifically, Maslow theorized that people have five types of needs. Maslow identified the needs, in order of necessary achievement, as (a) physiological, (b) security, (c) love and belonging, (d) esteem, and (e) self-actualization. Physiological needs are at the bottom of the pyramid and are the most essential. Physiological needs include the basic survival essentials such as food, air, water, and shelter and must be satisfied first before the individual can advance to the next level of satisfaction and achievement. According to Maslow, business leaders must provide employees with wages that allow workers to afford suitable living conditions. The next level is safety and security, which means being free from any threats or harms. Love and belonging needs are friendships and affections and activate after the individual meets the safety needs. Esteem needs the necessity of appreciation, respect, and approval of others and activates after the individual meets the love and belonging needs. Self-actualization refers to the need to become all that one is capable of being to develop one's fullest potential.

Fisher and Royseter (2016) used Maslow's theory to deduce a hierarchy of needs based on the responses of four mathematics teachers. Participants' responses

corroborated Maslow's hierarchy and indicated how to support teachers more effectively in various stages of their professions (Fisher & Royseter, 2016). Moffett, Frizzell, Brownlee-Williams, and Thompson (2014) pointed out that basic needs are the physical and safety needs of teachers. For example, a basic need would be for teachers to have suitable, appropriately equipped space both indoors and outdoors. Examples of safety needs for teachers include job security and insurance. A study performed in 2013 by Taormina and Gao using questionnaire results from 386 participants measured satisfaction based on Maslow's theory found a positive correlation between all the need satisfaction measures supporting their hypothesis and indicating Maslow's theory was correct. Herzberg (1959) determined that an employee's physiological needs and satisfactions relate to the environment of the workplace. Herzberg's philosophies aligned with Maslow's; however, Taormina and Gao added that dissatisfied workers do not necessarily lack motivation because of their respective job duties. Maslow (1943) implied that job satisfaction required patterns of fulfillment that were similar to the hierarchy of needs. Consequently, Maslow's theory inspired a range of studies such as the development of Herzberg's motivation-hygiene theory (Herzberg et al., 1959) that attempted to identify motivating factors that affect job satisfaction.

Contrasting theory: Vroom expectancy theory. Contrary to the two-factor theory, Vroom (1964) developed the expectancy theory of motivation based on four assumptions: (a) people join groups with expectations about their needs, incentives, and skills; (b) people want various things from the organization such as decent salary and advancement; (c) an individual's behavior is a result of an informed choice; and (d)

people will choose alternatives to improve personal results. Vroom developed the theory based on (a) force, (b) valence, and (c) expectancy. *Expectancy* refers to the positive correlation between effort and performance; *instrumentality* refers to the performance–reward relationship; and *valence* is the value an individual associated with the outcome. Unlike Herzberg, Vroom did not describe what motivated employees but provided a process of cognitive variables that reflects individual differences in work expectations. The expectancy theory of motivation contains different constructs than those of the Herzberg’s theory. By fulfilling expectations, managers enhance employees’ motivation levels and increase employee retention. Both Herzberg (1959) and Vroom successfully justified an individual’s incentive and job satisfaction by focusing on two different aspects and methods of motivation.

Expectancy theory concerns the relationship between motivation, performance, and salary (Baumann & Bonner, 2016). In support of expectancy theory, Hechanova (2013) conducted a mixed-methods study to examine the phenomenon of work–life conflict and its influence on turnover intent. Hechanova conducted in-person interviews with 30 call center agents and administered 991 surveys to test the hypothesized relationships between work-life conflict and its effect on turnover intent. Ultimately, employees leave an organization if the management team does not meet their expectations and work–life conflict predicts the intent to leave (Hechanova, 2013). Therefore, it is important to set goals for employees and Hechanova recommended employees have adequate and appropriate training, skills, and working conditions to meet these objectives.

Munoz, Miller, and Poole (2015) reinforced that the expectancy theory and provided a rationale regarding why students might be motivated by the anticipation of rewards. Similarly, employees with high skill levels and experience became more dissatisfied and demotivated if not highly compensated for their work (Chaudhary, 2014). Expectancy theory has important implications for motivating employees, and factors such as skill, ability, personality, knowledge, and self-efficacy determine an employee's performance (Chaudhary, 2014). Upon exploring the literature, key themes began to emerge. The remainder of the literature will contain potential themes and phenomena.

Call Centers

Call centers, a work environment mediated by telephones and computers to conduct business, are becoming the primary point of interaction for customer service and generating revenue in a variety of businesses (BLS, 2015). In 2014, there were 2.5 million call center jobs in the United States, and this number is estimated to increase to more than 2.8 million by 2025 (BLS, 2015). Because call center employees influence the quality of service an organization delivers to its customers, call center managers should focus on developing and utilizing leadership techniques that focus on employee satisfaction.

Call center employees are often the first point of contact between current and potential customers and organizations. Li and Zhou (2013) articulated the importance of call center employees, claiming they provide the customer care and marketing support that sustains modern businesses. Oodith and Parumasur (2014) viewed call center employees as an asset for managing and satisfying customers, noting the primary role of

call center employees is to interact with customers by identifying and meeting their needs. Given the drastic increase in employee turnover, call center managers should develop management best practices such as employee recognition, development, and engagement that enhance employee retention (Nyberg & Sewell, 2014; Wegner, 2011). These best practices will help call center managers customize human resource management strategies to address the factors leading to high employee turnover in the industry.

Effective retention strategy starts with the recruitment process. The strategies involved in hiring, managing, and retaining workers influence the sustainability of business (Collins, 2014). Furthermore, understanding of the reasons behind the phenomenon of turnover is important in management because voluntary employee turnover can be detrimental to an organization's profitability. Common reasons for voluntary employee turnover include job dissatisfaction, age, management, organizational culture and commitment, stress and perception of politics, as well as education and skills (Kasenga & Anna-Karin, 2014; Kramer & Gouthier, 2014; Ladelsky & Catană, 2013; Li & Zhou, 2013; Paillé, 2013; Van Dam et al., 2013).

The Phenomenon of Turnover Intention

Understanding of the reasons for turnover is important to managers because voluntary employee turnover could be detrimental to an organization's profitability. Some specific reasons might include job dissatisfaction, age, management, organizational culture and commitment, stress and perception of politics as well as education and skills (Kasenga & Anna-Karin, 2014; Kramer & Gouthier, 2014; Ladelsky & Catană, 2013; Li

& Zhoe, 2013; Paillé, 2013; Van Dam et al., 2013). In this section, I discuss some of the reasons employees voluntarily leave the organization.

Job dissatisfaction. If employees have a negative attitude toward their jobs, they experience some level of job dissatisfaction (Paillé, 2013). Herzberg (1959) theorized hygiene factors caused employees to be dissatisfied and can lead to turnover. Bajwa, Yousaf, and Rizwan (2014) investigated the relationship between job satisfaction and turnover and found job dissatisfaction contributed to 32% of employee turnover. Derby-Davis (2014) supported the research findings of Bajwa et al. and suggested satisfying the factors leading to job dissatisfaction could reduce employee turnover intentions. Jadoo et al. (2015) and Saeed, Waseem, Rizwan, and Sikander (2014) determined the intention to leave an organization depends on job satisfaction and work conditions. A study of turnover intentions in Indian call centers indicated poor working conditions and job dissatisfaction contribute to high turnover rates (Deery, Nath, & Walsh, 2013). Job dissatisfaction decreases employee motivation and increases turnover intention, which is congruent with Herzberg's theory of motivation (Bajwa et al., 2013; Derby-Davis, 2014; Jadoo et al., 2015; Paillé, 2013; Saeed et al., 2014). An employee who is dissatisfied with his or her job will leave the organization. Furthermore, employees who are unhappy with their jobs decrease the level of organizational commitment and performance because they lack motivation.

Age. An important factor to consider in human resource management is age, as retention becomes challenging when faced with an aging workforce. That said, the BLS (2014) noted the employment rate of workers aged 55 and older rose from 61.9% in 2002

to 64.5% in 2012; BLS projected this rate to increase further. Bloom et al. (2015) and Jeske and Robnagel (2015) noted that workers aged 55 and older are wiser, more responsible, and more experienced than younger employees. These positive attributes offset managers' concerns regarding the risk of turnover associated with retirement. Different variables, such as family, financial matters, and personal and work-related factors, affect the timing and reasons employees retire from the workforce, which makes understanding the decision-making process of employees contemplating retirement a retention strategy (Sabbath, Lubben, Goldberg, Zins, & Berkman, 2015; Szinovacz, Davey, & Martin, 2015; Van Dam, Meewis, & Van der Heijden, 2013).

Arvind and Kubowicz (2013) took a different approach and posited younger and highly educated employees are more likely to resign from call centers because they tend to have more job opportunities than less-educated employees. Younger employees also have higher expectations in their lives and are more likely to leave an organization that does not adequately meet their needs, or if their positions hinder personal growth opportunities (Kraemer & Gouthier, 2014; Po-An, Piyush, Arun, & Parasuraman, 2013). Employees ages 20–24 work in organizations for approximately 1.1 years, compared to 1.5 years in the early 2000s (BLS, 2014). Younger employees are less apt to be loyal to their employers, not intending to spend their entire career with just one company.

Management. Organizational leadership plays a significant role in reducing employee turnover (Gayathri, Sivaraman, & Kamalambal, 2012). Poor management skills can cause employees to become frustrated, leading to voluntary turnover (Tse, Huang, & Lam, 2013). Even the most loyal employees may consider leaving the organization if the

manager creates an uncomfortable work environment. Managers should build morale and support their employees, as poor management is a significant cause of high turnover rates in organizations (Kasenga & Anna-Karin, 2014; Khan & Du, 2014). Kasenga and Anna-Karin conducted a qualitative study to explore factors that motivate staff members at Adventist health facilities in Malawi and determined that unfair treatment by management caused employees to leave their positions voluntarily. Similarly, Khan and Du (2014) concluded 41% of the entire workforce left because of poor management.

Organizational culture and commitment. Employees who share the same values and beliefs as the organization's leadership are more likely to be committed to and show interest in advancing their careers within the company. Not only are organizational culture and commitment strong factors of employee turnover, but turnover rates increase when the corporate culture is negative (Perkins & Arvinen-Muondo, 2013). Turnover rates also increase when workers cannot adapt to the prevailing organizational cultures (Habib, Aslam, Hussain, Yasmeen, & Ibrahim, 2014). When employees do not understand or adopt the corporate culture of their organizations, they may develop poor performance and a desire to leave (Habib et al., 2014).

Organizational commitment is a concept used in numerous studies concerning voluntary turnover in organizations. The commitment an employee has toward an organization can be a substantial factor in how well the organization can retain their most valued employees. As such, turnover rates decrease with an increase in organizational commitment (Patil & Ramanjaneyalu, 2015; Saeed et al., 2014). When assessing different facets of organizational commitment, having an effective commitment to an organization

is the best predictor of retention (Habib et al., 2014; Kwenin, Muathe, & Nzulwa, 2013). Therefore, organizational commitment occurs when the behavior of managers motivates their employees and affects job satisfaction. Within call centers, the organizational commitment of young employees is lower than that of older workers because younger workers plan and desire to gain more skills and expand their personal growth (Simons & Buitendach, 2013). Agreeing with Simon and Buitendach, about employees, Leblanc (2013) further indicated low levels of employee engagement in call centers results in low levels of organizational commitment and high turnover rates.

Stress and perceptions of politics. Workplace stress significantly influences employee performance, job satisfaction, retention, and the intention to leave (Arshadi & Damiri, 2013; Khan & Du, 2014; Qureshi et al., 2013). Stress is a part of any workplace, but Bakker, Demerourti, and Sanz-Vergel (2014) theorized call centers are one of the most stressful work environments in the United States. This stress originates from multiple fronts, such as abusive clients, strict work hours, and a lack of control and engagement in their work (Kramer & Gouthier, 2014; Li & Zhoe, 2013). The two primary sources of stress in call centers are role conflict and ambiguity (Khan & Du, 2014). Role conflict manifests when tension builds between employees and ambiguity occurs when employees do not have adequate information to perform their functions. Oladotun and Öztüren (2013) urged workplace stress be taken seriously and elucidated that stress leads to errors and low performance. Rod and Ashill (2013) conducted a quantitative study of 195 participants in New Zealand to test hypotheses relating to anticipated differences in the stress between inbound and outbound call center agents.

The findings of the study indicated a significant difference between inbound and outbound call center employees regarding the extent to which stress affects depersonalization as well as the extent to which depersonalization influences feelings of reduced individual achievement. Rod and Ashill recommended managers focus on hiring candidates who fit comfortably into the call center environment. Stress can lead to social withdrawal, physical fatigue, sleep disorders, and poor concentration, as well as poor decision-making, increased errors, and voluntary turnover.

The relationship between organizational politics, turnover intentions, and performance has received attention in several studies (Aftab, Mughal, & Arif, 2013; Danish, Humayon, Aslam, Usman, & Tariq, 2014; Delle, 2013; Khalid & Ishaq, 2015). As Aftab et al. (2013) and Khalid and Ishaq (2015) concluded, politically charged organizations discourage productivity and encourage turnover intentions. Conversely, Danish et al. (2014) analyzed the influence of employees' perceptions of organizational politics and job stress in the workplace and claimed corporate politics have a positive relationship with job stress at the workplace. According to Delle (2013), negative perceptions of corporate politics positively affect turnover intentions; however, Delle praised the use of rules and procedures in an organization to reduce the perception of organizational politics

Education and skills. Many employees further their education believing a degree will increase their possibilities for advancement. Similarly, White and Bryson (2013) stated an employee's level of education is important for managers to consider when hiring. Carleton (2011) suggested managers should encourage continuous education (a) to

help employees gain knowledge, (b) to ensure their work is purposeful, (c) to provide them adequate skill training so workers can perform their jobs well, and (d) reduce employees' intention to quit. Furthermore, skilled, knowledgeable, and trained employees are most valued in an organization (Neerpal & Kidong, 2015; Oladotun & Öztüren, 2013). In order to reduce voluntary turnover and retain employees, managers should consider what strategies are in place, what they utilize effectively, and what other options exist. By understanding the common reasons for voluntary employee turnover, managers will be able to increase retention and save their organizations the significant cost of employee turnover.

Consequences of Turnover

Robinson, Kralj, Solnet, Goh, and Callan (2013) conducted a study with 327 Australian hotel frontline employees using a survey of job embeddedness. More specifically, they found adverse consequences of employee turnover. Kraemer and Gouthier (2014) found voluntary turnover was negatively correlated with profitability and productivity, such that higher voluntary turnover was related to lower profitability and productivity. Similarly, Park and Shaw (2012) revealed that turnover of any type, whether voluntary, involuntary, or reduction in force, could negatively affect organizational performance. There are two types of turnover cost, direct and indirect (Holtom & Burch, 2016). Holtom and Burch referred to direct costs, as tangible costs; such as recruitment, selection, and training costs and indirect as lost productivity and company morale cost.

The turnover cost has negative implications and can adversely influence operational expenses particularly in call centers. According to Gurazada and Rao (2013), replacement cost ranged from 25% to 250% of the employee's annual salary. Extra costs in recruitment processes consist of the total dollars spent to employ a new hire, from the time of the job posting to when the new employee joins the organization (Flint, Haley, & McNally, 2013; Van der Aa, Bloomer, & Henseler, 2015). Doubtfully, Flint et al. noted quantifying turnover costs effectively from a financial point of view is impossible due to the numerous hidden costs involved. Therefore, it is important not only to identify the reason for voluntary employee turnover but also to develop effective retention strategies.

Retention Strategies

A challenge faced by many organization leaders in the world, developing retention strategies remains the most effective solution for decreasing turnover rates (Gialuiss & Coetzer, 2013). Researchers (Heavey, Holwerda, & Hausknecht 2013; Khan & Du, 2014; Milman & Dickson, 2013; Mone & London, 2014; Park & Shaw, 2013; Ratna & Chawla, 2012; Taylor, D'Cruz, Noronha, & Scholarios, 2013) described several strategies for retaining employees, including reward and recognition, advancement opportunities, employee engagement, proper recruitment, training and development and employee-management relationships. Motivation strategies are essential to employee retention, especially those deemed fun (Milman & Dickson, 2013). A quantitative study with a sample size of 137 participants from inbound and outbound call centers in Pakistan indicated retention strategies, including recognition, compensation, and training and development, decreased employee intent to leave (Khan & Du, 2014). Park and Shaw

added human resource management systems should focus on strategies that build employees' interpersonal skills (i.e., trust, communication, and mutual respect) and have a positive effect on reducing employee turnover. Ratna and Chawla (2012) used the exploratory research design to study employee satisfaction factors and retention strategies and indicated factors such as compensation level and reward and recognition are less motivating, whereas developing training strategies are highly motivating. Creating safe work environments and implementing trust-building strategies can reduce employee turnover (Sengupta & Dev, 2013). According to Kehoe and Wright (2013) and Taylor et al. (2013), call center managers can also reduce turnover by using appropriate leadership and supervisory strategies to ensure leaders build good relationships with employees and promote healthy work environments. Rewarding achievements, offering attractive remuneration packages and training, and other retention strategies, could decrease turnover (Taylor et al., 2013).

Job satisfaction. While critical to an organization's success, job satisfaction has a significant influence on people's lives. Related inversely to employee turnover is job satisfaction with enriching jobs, positive work environment, work–life balance, job security, and relationships (Cerasoli, Nicklin, & Ford, 2014; Karatepe & Vatankhah, 2014; Laddha, Singh, Gabbab, & Gidwani, 2012). Herzberg (1974) posited that job satisfaction is a personal driver that affects employee satisfaction. Similarly, Ezulike noted job satisfaction is a measurement of job gratification. Ghosh, Rai, Chauhan, Gupta, and Singh (2015) conducted a quantitative study to examine the relationship between employees' perception of job characteristics and staff turnover intention based on the job

characteristics model (JCM). Ghosh et al. revealed that enriching job satisfaction is critical to establishing a positive work environment and lessening employees' turnover intentions.

Ramanaiah and Lavanya (2011) conducted a study on employee retention and concluded that proper working conditions, work–life balance, and job security are ways of increasing job satisfaction, while individual values and job expectations influence job satisfaction, organizational commitment, and job involvement. Happy employees are more dedicated and productive, and more likely to remain with an organization (Karatepe & Vatankhah, 2014). Borrowing from Herzberg's two-factor theory, motivation factors such as personal growth, recognition, and advancement contribute to job satisfaction (Datt & Washington, 2015; Sarwar, Mirza, Ehsan, Khan, & Hanif, 2013).

Consequently, Purohit and Bandyopadhyay (2014) compared job satisfaction with job security and compensation and concluded both hygiene and motivation factors equally motivate employees. Ogunnaike, Akinbola, and Ojo (2014) extended the comparison by conducting a study of 138 sales representatives in Nigeria to investigate the effects of intrinsic and extrinsic motivation on job satisfaction. Ogunnaike et al. concluded intrinsic and extrinsic motivation both contributed to job satisfaction in a statistically significant manner ($p < .05$). Oladotun and Öztüren (2013) recognized ensuring high job satisfaction helped managers change the employee's perception about leaving the organization. After examining the relationship between job characteristics and job satisfaction among call center employees, Leblanc (2013) found both extrinsic and intrinsic motivators positively correlated with employee job satisfaction, and that call

center employees measure job satisfaction by how well they meet expectations. Training, employee engagement, and rewards and recognition influence job satisfaction. Employee job satisfaction is the basis upon which employee engagement can develop and increase.

Employee engagement. Business strategy leaders use employee engagement to build partnerships between the organization and its staff, a combination of commitment to the organization and cognitive participation with tasks at work (Carleton, 2011). Employee engagement strategies include communication, rewards, and team building and leadership development activities. Carleton also noted employee engagement is the employees' desire to help the organization become profitable and to help colleagues. Employees who are engaged in the organization are passionate and productive leaders. Keeping employees engaged is the best way to keep them motivated, and could increase job satisfaction and employee retention (Mengue, Aug, Fisher, & Haddad, 2013). An engaged employee is aware of the business environment and works with associates to improve job performance. Furthermore, employees whose engagement goes beyond their primary obligation to satisfy the customers contribute to the success of the business and often aspire to be a leader of the organization (Datt & Washington, 2015; Sharma & Sharma, 2015). Ratna and Chawla (2012) concluded that engagement is the best retention strategy for employees in close contact with clients. Employee engagement is an important motivator and leads to lower voluntary turnover.

Rewards and recognition. Offering rewards and recognizing employee achievements will help increase employee morale, enhance job satisfaction, promote constructive relationships, and encourage employees to do their best (Wang, Noe, &

Wang, 2014). By rewarding and recognizing employees, business leaders enhance productivity and reduce the employee turnover. Employee reward systems refer to programs that reward performance and motivate staff (Wang et al., 2014). In a study of the effects of rewards on job satisfaction and employee retention, Terera and Ngirande (2014) revealed a positive relationship between reward systems and employee retention. De Gieter and Hofmans (2014) also conducted a study using survey data from 179 employees and identified three different reward types: financial (e.g., bonuses), material (e.g., training opportunities), and psychological (e.g., recognition). Employees found material rewards the most satisfying (De Gieter & Hofmans, 2014).

Public recognition of employee achievements may enhance employee satisfaction (Wang et al., 2014). Employees identified recognition as an effective motivator, and Idris (2014) advocated for recognition as a strategy to retain employees. Chew and Entekin (2011) conducted a study using core employees of nine large Australian organizations and found employees who feel appreciated by their team are more likely to value customers.

Training. An important part of human resource practices is training. It improves employee satisfaction, motivation, staff retention, communication, and relationships within the organization, as well as employee and organizational performance (Ramanaiah & Lavanya, 2011). Training is an efficient practice through which an organization's human resources gain knowledge and develop skills by coaching employees and practical activities that result in improved business performance (Gogel, 2011). Call center employees often lack the training and development needed to do an adequate job, which

contributes to increased turnover in the industry (Rod & Ashill, 2013). Rob and Ashill further explained that trained employees would be satisfied and more likely to stay with the organization. Providing training strategies to business leaders could reduce employee turnover, as employees tend to remain in the organization when they see managers working for their career growth and investing in employee development (Ramanaiah & Lavanya, 2011). Ghosh et al. (2015) argued effective employee training would result in a more knowledgeable, motivated workforce and reduce voluntary turnover. Employers who invest in the workforce can hire, retain, and develop the most efficient and inspired employees, which can lower job ambiguity and minimize employee turnover. Through training, managers support employees, accomplish goals, and ensure employees understand their job requirements.

Work–life balance. Managers can promote better work–life balance by developing outside activities, which can help employees replace negative correlations with positive ones and increase retention (Burgard & Lin, 2013; Gbadamosi & Ross, 2012). With effective work–life balance strategies in place, employees can succeed in the workplace, grow personally, and have sufficient time for personal needs, resulting in gains for both the employee and the business leader (Gbadamosi & Ross, 2012). Idris (2014) agreed, noting stressed staff members leave organizations if their work schedules do not allow time for personal activities. Encouraging employees to implement work–life balance strategies, such as spending more time with their family, will contribute to the reduction of voluntary employee turnover and an increase in productivity from a less stressed workforce.

Compensation. Herzberg (1974) indicated compensation is a hygiene factor, not a motivation factor that contributes to job dissatisfaction. Contrary to Herzberg, Kwon (2014) revealed the combination of compensation packages intended to enhance employee output and employee empowerment strategies could decrease the rate of voluntary turnover. That said, under compensating personnel could lead to employee turnover, and overcompensating could lead the organization to spend money superfluously (Kwon, 2014). An appropriate compensation program can increase employee satisfaction and motivation levels. Osibanjo, Adeniji, Falola, and Heirsmac (2014) noted when employers offer an excellent compensation package it not only motivates employees toward higher performance and quality of work but also rewards the variance in performance as validated by the expectancy theory of motivation. Offering fair pay encourages employees to perform in a particular manner and to achieve organizational goals and objectives (Bryant & Allen, 2013). Fair pay in addition to achievement promotes employee satisfaction, making workers less likely to leave their current job (Nyberg & Sewell, 2014). Employers use compensation packages as a strategy for retaining employees. Osibanjo et al. (2014) indicated compensation is not necessarily monetary; employers could offer non-monetary compensation (e.g., benefits, recognition, and appreciation) for services rendered by employees, which could influence employee intent to stay. Ramanaiah and Lavanya (2011) studied employee retention in Chennai, India, and found both monetary and nonmonetary compensation influence performance and increase employee motivation levels.

Opportunity for advancement. Many employees are willing to stay in an organization if adequate advancement opportunities are available, which indicates an opportunity for advancement is a significant factor in voluntary employee turnover (Kang, Gatling, & Kim, 2015). In addition to organizational goals and objectives, employees have personal goals and objectives. If left unmet, personal goals can cause job dissatisfaction and turnover in some instances, such as when employees initially believe performance will lead to reward and later find this belief to be untrue (Pee & Lee, 2015). Adu-Brobbey (2014) determined three primary ways through which employees seek development: (a) financial growth, (b) professional growth, and (c) personal growth. In a study on the relationship between employee turnover and job satisfaction, Saeed et al. (2014) concluded promotion opportunities in an organization increase employee motivation, therefore increasing retention rates. Employee perspective of the availability of career advancement opportunities may render certain organizations more attractive. As validated in Maslow's hierarchy of needs, employees seek security after satisfying their physiological needs; Saeed et al. found job satisfaction levels increase with increased opportunities for professional growth. Robbins, Bergman, and Stagg (2014) claimed providing financial growth opportunities to employees would increase their value in an organization. Financial growth is not the sole reason for employee retention in an organization (Pucher, Candel, Krumeich, Boot, & De Vries, 2015). In order to achieve high retention rates call center managers need to meet employees' career growth requirements. A perceived lack of advancement opportunities may influence an employee's decision to leave voluntarily, especially if she or he recognizes unsolicited

job alternatives with comparatively better advancement opportunities. Providing advancement opportunities for employees will have positive results in addition to reducing voluntary employee turnover.

Leadership. The application of the leader's daily practices tends to motivate or demotivate employees and can determine employee retention, making leadership itself an important function of human resource management (Hemsworth, Muterera, & Buregheh, 2013; Schuh, Zhang, & Tian, 2013). Leadership—the process of inspiring, guiding, and directing subordinates to perform their tasks efficiently and to achieve the desired result—is essential in mobilizing employees to achieve organizational and personal goals and objectives (Elanain, 2014; Waldman, Carter, & Hom, 2015). Leaders must understand what motivates employees to achieve success and higher productivity. As Idris (2014) explained, inappropriate leadership style influences the performance of an organization regarding employee turnover. Achievement of organizational goals and employee retention require effective leadership styles that motivate employees to remain in their organizations. Leaders are responsible for building retention climate and culture by implementing strategies that encourage employees to stay.

Tse et al. (2013) noted employee retention is a product of leadership style within an organization. There is a positive correlation between servant leadership and transformational leadership styles to employee satisfaction (Schuh et al., 2013; Tse et al., 2013). Servant leaders place the needs of employees above all else and help develop a positive work climate, contributing to heightened organizational affinity and decreased thoughts of leaving the organization (Liden, Wayne, Liao, & Meuser, 2014). Conversely,

transformational leaders inspire subordinates and provide all necessary resources to accomplish goals and objectives. Transformational leaders inspire others intellectually and can show individualized consideration (Bass, 1985; Braun, Peus, Weisweiler, & Frey, 2013).

Leadership strategies in an organization influence employee retention either positively or negatively (Chen et al., 2012). Moreover, leadership practices that affect cohesive job satisfaction may increase staff morale and improve employee retention. Implementing effective retention strategies are vital to retaining employees. To foster an environment that motivates and stimulates employees, managers must incorporate retention strategies into the corporate culture. If managers want to retain employees within an organization and reduce costs of turnover, it is crucial to have retention strategies, such as employee engagement, rewards and recognition, training, work–life balance, compensation, advancement opportunities, and leadership.

Transition

Section 1 of this study contained material on strategies that may be used to reduce voluntary employee turnover in call centers. The section began with the foundation of the study, the background of the problem, the problem and purpose statements followed by the nature of the study, the research question along with the interview questions, conceptual framework, operational definitions, assumptions, limitations, delimitations, and significance of the study. In Section 1, I reviewed the academic and professional literature that consisted of the conceptual framework. Herzberg's (1959) motivation-hygiene theory provided the conceptual foundation for this study.

In Section 2, I present in-depth insight, analysis, and justification of the research methodology. I discuss (a) the purpose statement, (b) the role of the researcher, (c) the selected participants, (d) a detailed description of the research methodology and design, (e) the population and sampling, (f) ethical research, (g) data collection instruments and technique, (h) data organization technique, (i) data analysis, and (j) reliability and validity. Section 3 contains the findings of the research study, and I discussed the implications for change.

Section 2: The Project

Section 2 contains the purpose statement, the role of the researcher, description of the participants, research method and design, population and sampling, and description of the ethical steps taken approved by the institutional review board (IRB) administration. I provide in-depth analysis and justification of the chosen research methodology. I justify the use of the descriptive multiple case study design and the purposeful sampling technique. Section 2 also contains a description of the data collection process, data collection instruments, data collection technique, data organization approach, data analysis, and the reliability, and validity of data.

Purpose Statement

The purpose of this qualitative descriptive multiple case study was to explore the strategies used by call center managers to reduce voluntary employee turnover. The research population consisted of managers selected from two call centers in the southern region of the United States, who developed and implemented retention strategies to reduce voluntary employee turnover. The implications of this study for positive social change include the potential to (a) decrease voluntary employee turnover; (b) sustain organizational profitability; (c) reduce the unemployment rate; and (d) contribute to the prosperity of employees, communities, and the local economy.

Role of the Researcher

My role as the researcher included designing the study and selecting participants, as well as collecting, organizing, and analyzing data. Collins and Cooper (2014) confirmed that a researcher in qualitative studies is to gather information accurately and

report all data collected. I had prior experience and knowledge on the research topic after working as a call center employee for 2 years. I set aside any personal experiences, beliefs, attitudes, as recommended by Moustakas (1994), to reduce bias. I used the protocol listed in the Belmont Report (1979) and protected the rights of human participants. Skolnik (2015) noted three core principles that a researcher must take into consideration when dealing with human participants. I followed the three basic ethical requirements of research involving human subjects in my study. The basic ethical requirements of the Belmont Report are (a) the principles of respect for persons, (b) beneficence, and (c) justice (U.S. Department of Health and Human Services, 1979). As written in the Belmont Report, researchers should respect participants and reduce risks for participants by using consent forms. I followed these ethical principles in performing the study. Check, Wolf, Dame, and Beskow (2014) defined the *consent form* as an agreement between the researcher and the participant. Researchers use consent forms to provide participants with the ability to make an informed decision about participating in the study (Check et al., 2014). Similarly, Grady (2015) mentioned that informed consent is an ethical and regulatory requirement in research.

Peck, Olsen, and Devore (2015) recommended that researchers for qualitative studies reduce or eliminate any bias that may potentially affect data collection and data analysis. I minimized errors and potential bias by collecting trustworthy data about the topic. I did not use my personal beliefs or experiences to draw conclusions about this study. To mitigate bias in this study, I did not select participants who have an existing association with me. I used an interview protocol (Appendix B) to ensure consistency in

the interview process as suggested by Peck et al. I used the interview protocol to achieve cohesion and reliability of the study.

Participants

A researcher may conduct a qualitative study using multiple participants within the same setting (Yin, 2013). Before commencing this study, I obtained permission from the Walden University IRB and obtained written permission from the two call center sites to conduct research. I gained access to participants through professional associates of the call centers. The qualifying criteria for inclusion as a participant were as follows: (a) be willing to participate, (b) be older than the age of 18 years, (c) have experience as a manager in a call center in the southern region of the United States, (d) use strategies to reduce voluntary turnover, and (e) be recommended by the human resource director.

Qualitative researchers can establish a working relationship with the participants through trust (Valentine, Nam, Hollingsworth, & Hall, 2014). McNamara (2013) claimed that trust building is a factor that might lead to successful research. I asked the human resource manager for email addresses and telephone numbers of the prospective participants. I developed a relationship with the participant during the initial contact by introducing myself and describing the purpose of the study. I indicated that I would protect his or her confidentiality and anonymity throughout the study. Participants received an invitation to participate via email. The invitation was embedded in the consent form. I conducted all interviews in a natural setting of the participants' choice to allow the interviewee the freedom to speak freely and honestly about their experiences. I

reassured the participants' identities would remain anonymous by designating codes of P1 and P2 for the two participants to ensure confidentiality and privacy.

Research Method and Design

Selection of an appropriate research method is important in answering the research questions (Marshall & Rossman, 2014). Hayes et al. (2013) recommended researchers use the qualitative method to analyze observable events through exploration. The qualitative method is relevant to the study, and the design is a multiple case study.

Research Method

The three research methodologies are qualitative, quantitative, and mixed methods. The qualitative method was suitable for this study because it was the most effective method for understanding the phenomenon. Qualitative research is a descriptive approach that researchers use to explore a given phenomenon, especially in the exploration of observed behaviors (Makrakis & Kostoulas-Makrakis, 2016; Percy, Kostere, & Kostere, 2015). Qualitative researchers concentrate on value, consistency, and the use of raw data (Kaczynski, Salmona, & Smith, 2013). A qualitative research method is an appropriate tool for exploring the subject in its natural setting. As suggested by Berger (2015), a qualitative research method allows the participants to express their experiences in their words. I evaluated strategies that call center managers used to reduce voluntary employee turnover.

Quantitative research involves a more objective approach. Quantitative research includes closed-ended questions or testing hypotheses and examining correlations between variables (Denzin, 2013; Kahlke, 2014). Researchers use the quantitative

method to quantify the relationship between two or more variables (Kavoura & Bitsani, 2014). Kavoura and Bitsani (2014) noted quantitative researchers test hypotheses, make predictions, and evaluate the causes and effects of clinical trials. I was not testing hypotheses or making predictions nor evaluating the causes and effects of a phenomenon and therefore using a quantitative research method was not appropriate, for this study.

Mixed method research consists of both qualitative and quantitative research. Mixed methods researchers emphasize the techniques or methods of collecting and analyzing data (Sparkes, 2014). Using a mixed method approach would not be adequate for this study because I did not administer a survey nor use mathematical statistics.

Researchers may use a qualitative method to gain insight through interaction and observation of behaviors (Astalin, 2013). In order to justify the use of the qualitative method of research over the quantitative method, and mixed method, I researched several qualitative studies, which warranted my choosing the qualitative method and case study design. Das, Nandialath, and Mohan (2013) used the qualitative method to explore high turnover rates in Indian call centers. Poddar and Madupalli (2012) used a qualitative research method to describe problematic customers having an effect of influencing employee turnover in the call center industry.

Research Design

There were three designs that I considered; case study, ethnography, and phenomenology. I chose the descriptive multiple case study design for the study. A researcher may use a descriptive multiple case study to understand a phenomenon in detail as noted by Yin (2013). A multiple case study enables the researcher to explore

differences within and between cases (Boblin, Ireland, Kirkpatrick, & Robertson, 2013; Liebman et al., 2014; Yin, 2013). Yin (2013) indicated the six potential sources of evidence: (a) documentation, (b) archival records, (c) interviews, (d) direct observation, (e) participant observation, and (f) physical artifacts. I used a semistructured interview technique and employee handbooks. Yin (2013) indicated that researchers use descriptive case studies to illustrate specific real-life contexts and events especially when the boundaries between the phenomenon and the real-life context are not evident. A case study is the exploration of a case or multiple cases over time. Baškarada (2014) stated a case study research entails an in-depth study of a unit in the effort to provide an understanding of a broad class of similar groups conducted at a particular period. Researchers use a case study to acquire a holistic view of the problem under consideration, as they facilitate the research and provide a description and explanation of the research problem (Leedy & Ormrod, 2013). The case study approach allows the researcher to explore people for uniqueness and to hear their stories (Yin, 2014).

Ethnography is a research strategy involving observation and studying groups or cultures (Letourneau, 2015; Reich, 2015). Reich (2015) specified researchers use ethnography to explore the beliefs and feelings within a culture, which is not appropriate for this study. A phenomenological design is applicable when the researcher intends to explore participants' understanding, views, and behaviors on given events (Conklin, 2013; Erford, 2014; Tomkins & Eatough, 2013), which is not the intent of this study. I did not seek to provide the story of individuals, but rather an overview occurrence in business or workplace environment. Researchers use the phenomenological design when

they want to capture the worldviews or lived experiences of their participants (Moustakas, 1994). In my research study, there was no need to capture worldviews of the participants.

Moll (2012) noted that a research design contains the guidelines and scope for the potential research. A case study design is more appropriate than the other qualitative designs for this study. Yin (2014) suggested researchers use a case study design when (a) the intent of the study is to address a *what* question and (b) the researcher cannot influence the behavior of those involved in the study. The objective of this study was to answer the question what strategies do managers in some call centers use to reduce voluntary employee turnover.

Population and Sampling

The population consisted of managers in two call center companies in the southern region of the United States. Molenberghs et al. (2014) and Yin (2009) clarified that a small population sample is acceptable in a case study; therefore, a sample size of at least two participants is appropriate because they can provide data and insight on how to reduce voluntary turnover. Yin (2014) suggested a population of no more than 10 was appropriate for a case study. I used purposeful criterion sampling because it enabled me to conduct a qualitative inquiry on information-rich cases that focus on the research question of the study. According to Trotter (2012), purposeful criterion sampling is suitable for identifying participants with extensive knowledge in a specific area. I selected participants who met the following qualifications: (a) willing to participate, (b) over the age of 18, (c) manager in a call center in the southern region of the United

States, (d) used strategies to reduce voluntary turnover, and (e) recommended by the human resource director.

Purposeful selection is a sampling technique widely used by researchers to select participants who will provide useful information (Davis, 2013; Perry & Nichols, 2014). Palinkas et al. (2013) described purposeful criterion sampling as a standard technique in qualitative research where researchers use their judgment to select participants appropriate to the study. Marshall and Rossman (2014) noted researchers use this form of purposeful criterion sampling as a guide to obtain information pertinent to the issue under investigation. Moss, Gibson, and Dollarhide (2014) indicated that purposeful criterion sampling is relevant for qualitative research such as case studies. Trotter (2012) stated an advantage of using the purposeful criterion sampling design is that the researcher can reach a targeted population quickly. A disadvantage of using purposeful criterion sampling is there is a limitation of the sample size (Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015).

I used employee handbooks and journals to support methodological triangulation for rich and in-depth data. Researchers use methodological triangulation to improve the validity of their research results by means of evidentiary process (Yin, 2013). Using methodological triangulation helps the researcher overcome the weaknesses and biases, which can arise from the use of only one of the techniques. Methodological triangulation also allows researchers to collect both quantitative and qualitative data from both primary and secondary sources to study a phenomenon (Walsh, 2013). Methodological triangulation is useful in providing validation of findings, data that are more

comprehensive, increased validity and enhanced understanding of the studied phenomenon (Yin, 2013).

Guest, Bunce, and Johnson (2006) defined data saturation as the state of research inquiry when no new or relevant information emerges. To achieve data saturation, I conducted in-depth interviews as well as reviewed the company's employee handbook. When qualitative researchers fail to reach data saturation, the quality, and validity are undermined (Guest et al., 2006). Bernard (2013) noted that researchers achieve data saturation when participant information remains consistent, and there is no new information. Bernard (2013) recommended researchers use structured interview questions, asking multiple participants the same questions; and if the process is not employed, data saturation is unachievable.

Ethical Research

I conducted this study after receiving approval from the IRB at Walden University. The Walden IRB approval number for this study is 10-11-16-0472015 and expires on October 10, 2017. Upon obtaining permission from the IRB, the participants received the Participant Consent Form and signed electronically by replying *I Consent*. The name of the companies and participants remained anonymous to guarantee confidentiality. The Participant Consent Form included (a) an invitation to consent, (b) background information, (c) procedures, (d) voluntary nature of the study, (e) risks and benefits of participating in the study, (f) compensation, (g) confidentiality, (h) contacts and questions, and (i) statement of consent. I was professional and courteous when communicating and interacting with all participants. I showed beneficence by using polite

terms such as *please* and *thank you* when applicable. I demonstrated fairness and justice while communicating with participants and handling the data that I collected from the participants. Participants received an invitation letter via email. The email contained the details concerning the purpose and use of this study. I explained the procedures for the interview process and the right to withdraw from the study at any time by notifying me by email, telephone, or in-person without penalties. As a voluntary study, participants did not receive any compensation or incentives in exchange for their participation. I asked each participant to sign by replying *I Consent*, acknowledging their willingness to participate in the study and agreeing to audio recordings of the interviews.

While gathering and storing data, utmost care is required so that the rights and privacy of the participants are guaranteed (Johnson, 2015). The participants' names and company will not appear on the consent form or the interview form. To protect the identities, I labeled the contributors *P1* and *P2* to ensure the privacy. I stored the data that I collected from the participants in a locked storage cabinet on a password-protected flash drive for a minimum of 5 years. After 5 years, I will delete the electronic data from the hard drive and shred the written data.

Data Collection Instruments

I was the primary data collection instrument in this study. In qualitative research, the researcher is the primary data collection instrument because the investigator hears, sees, and interprets the data (Yin, 2011). Each interview consisted of six audio recorded and open-ended questions. I followed the interview protocol for each participant. A case study protocol consists of (a) determining and defining the research questions, (b)

selecting the cases and determining data gathering and analysis techniques, (c) preparing to collect the data, (d) collecting data in the field, (e) evaluating and analyzing the data, and (f) preparing the report (Yin, 2011). To ensure reliability and validity, I followed all steps and procedure of the process for data collection, interpretation, and analysis.

Houghton, Casey, Shaw, and Murphy (2013) posited that reliability depends on the consistency of the evaluator asking the identical questions of each participant. Houghton et al. further indicated that the validity of the study should be a concern of the investigator.

I examined the reliability and validity of the qualitative descriptive multiple case study through the consistency of the participants' answers by using member checking and methodological triangulation of multiple data sources to validate themes; to reduce bias in the research, and convey reliability to the study. Member checking allows the researcher to approve the credibility of the study and use it as a quality control process to increase accuracy (Marshall & Rossman, 2016). Andraski, Chandler, Powell, Humes, and Wakefield (2014) confirmed that member checking allows the participants to verify the accuracy of the researcher's interpretations of their real-life experiences. Marshall and Rossman (2014) noted that member checking is the process in which the investigator authenticates the accuracy of the data collected. Member checking is a method to confirm the credibility of the data (Houghton et al., 2013). I sent the participants my interpretation of their responses. If I misinterpreted a participant's response, I received clarification, corrected the participant's response, and used the revised information for my data

analysis. Purcher et al. (2015) recommended data cleaning as the means for detecting and correcting errors. In addition to member checking, I completed data cleaning.

Data Collection Technique

The data collection techniques were semistructured face-to-face interviews using the interview protocol (see Appendix B); collecting employee handbooks. The interviews aligned with the interview protocol as recommended by Yin (2013). Interviewing was in this study to permit the collection of insightful information and data from participants. Interviews gave participants the opportunity and freedom to describe the phenomenon (Seidman, 2015). Before meeting the participants for the interview sessions, I confirmed the time, date, and participants' designated location. In addition, before the meeting, I tested the tape recorders to ensure that they were properly working. Testing the devices helped in ensuring that the audio recordings were loud and clear enough so that I could transcribe easily and effectively after the interviews. At the beginning of each interview, I handed the participant a copy of the signed consent form and answered any questions the participant may have had. I reminded the participants about the nominal risk related to participating and the procedure for withdrawing. I asked permission to audio record the interview using my tape recorder before the interview started. I used a pen and journal to note verbal (e.g., long pauses or sighs) and nonverbal (body language). I made comments, recorded the date, time, and meeting location of participant's choice, and made notes on the tone and the environment. I had my iPhone 6 mobile phone with Apple audio recorder application for an audio recorder backup.

Each interview lasted approximately 45 minutes. After the interview, I collected the company's employee handbooks from the participants as supplementary data for analysis. I used the following steps for data collection:

1. I received approval of the interview guide through the IRB and gathered contact information from the potential participants.
2. I made the initial contact with prospective participants via email that contained the invitation letter, and consent form.
3. Upon receipt of the informed consent form, I followed up with potential participants and clarified any questions, and I scheduled the date, time, and participants' designated location for the face-to-face semistructured interview.
4. Prior to conducting the interviews, I sent the participant via email, the interview questions, and a description of how I would conduct the interviews.
5. I reminded each participant 1 day prior to the scheduled interview of the participants' designated location, time, and duration of the interview via email.
6. The day of the interview, I reiterated the details of the study and the participant's rights as listed in the informed consent and answered any questions.
7. After interviewing each participant, I emailed my interpretations to the interviewees to ensure they were correct. Member checking took no more than 45 minutes per participant.

8. If there were any misinterpretations, I made the appropriate changes until no new information was evident to reach data saturation.
9. I received approval from the participants and uploaded the data in NVivo v10 software.
10. I kept all participants' information and answers confidential, and secured.

As outlined in Yin (2013), I (a) compiled the data, (b) disassembled the data, (c) reassembled the data, (d) interpreted the data, and (e) developed conclusions. The advantage of face-to-face interviews using a semistructured interview technique included the (a) accurate screening, (b) capture of nonverbal cues, (c) ability to maintain focus, and (d) capture of emotions and behaviors (McIntosh & Morse, 2015). Vogl (2015) emphasized the disadvantages of face-to-face interviews using a semistructured interview technique. The disadvantages include (a) cost, (b) distractions, and (c) the quality of the data.

Data Organization Technique

Johnson (2015) recommended that a qualitative researcher assign a generic code to each participant. Generic codes allow a researcher to protect the identity of the participants. I masked the identity of the participants by labeling them as P1 and P2. I was the only person with access to the data collected and the analyzed content. Taylor and Land (2014) mentioned to ensure only valid company content; the researcher should carry out data cleaning to eliminate document data that is not relevant to the study. I transcribed the voice-recorded interview to a Microsoft Word document. I stored the collected data in an electronic form, on a password-protected flash drive as recommended

by Camfield and Palmer-Jones (2013). After 5 years, I will delete the electronic data from the hard drive and shred the written paper data to comply with the IRB requirements and protect the privacy and confidentiality of the participants.

Data Analysis

In qualitative studies, a researcher, using a semistructured interview technique, can ask interview questions to collect the data required to answer the research questions (Leskovec, Rajaraman, & Ullman, 2014). Through the established interview protocol, I asked each participant the interview questions listed in Appendix A and below. Asking questions that address the central research question will facilitate the collection of relevant information that will ensure data saturation (Fusch & Ness, 2015).

At the end of the interview, I collected the employee's handbook. Researchers use methodological triangulation (e.g., interviews and document review) to ensure the collection of rich and in-depth data (Pucher et al., 2015; Wilson et al., 2014). Methodological triangulation of the data sources includes the comparison of the organizational documents, and the transcribed interview data (Van Dijk, Vervoort, Van Wijk, Kalkman, & Schuurmans, 2015).

After the interviews, I listened to the audio recordings of the interviews noting each response, and after member checking and validation of participants responses, I imported the data into NVivo v10 software. Zamawe (2015) described NVivo v10 software as a qualitative software application used by researchers for coding thematic categories. Researchers use NVivo v10 to process nonnumerical data such as interviews, surveys, and literature reviews. I used NVivo v10 software to help code and analyze the

remaining interview data (Thomas, 2015). NVivo v10 software allowed me to code, input and store, organize, analyze, visualize, and explore patterns. The advantages of using NVivo v10 include the ability to review, merge, and refine the data (Guo, Porschitz, & Alves, 2013). I used the NVivo v10 software application to create codes to identify patterns as recommended by Thomas (2015). NVivo v10 software allowed me to code, input and store, organize, analyze, visualize, and explore patterns. The advantages of using NVivo v10 software include the ability to review, merge, and refine the data (Guo, Porschitz, & Alves, 2013). The NVivo v10 software application creates codes to identify patterns (Thomas, 2015). I implemented a data cleaning process to detect and correct any errors encountered. Data cleansing is the process of identifying and correcting corrupt or inaccurate records from a record set (Devi & Kalia, 2015).

Reliability and Validity

Babbie (2013) stated validity and reliability are critical in ensuring the precision and accuracy of research. Although the two factors do not have the same meaning in qualitative studies, they both rely on various tools such as interview protocol to ensure that the research outcome is consistent and acceptable. The concepts of internal validity and reliability in quantitative research are equivalent to credibility and dependability of qualitative research (Munn, Porritt, Lockwood, Aromataris, & Pearson, 2014).

Reliability

In qualitative research, the reliability of the study depends on its trustworthiness (Elo et al., 2014). To verify and guarantee the reliability of this study, I used the same questions for the participants. A reliable study can be repeated to get similar results, if the

research settings are similar (Grossoehme, 2014; Hess, McNab, & Basoglu, 2014). As suggested by Yin (2014), I followed four steps to achieve reliability: (a) dependability, (b) creditability, (c) confirmability, and (d) transferability. Dependability also relates to the accuracy of the findings (Hess et al., 2014). I ensured that the transcribed data are accurate by sharing my findings with the participants. As recommended by Hess et al. (2014), confirming alignment between the theory, research questions, evidence, and conclusions help to ensure credibility. I used the member checking process by conducting an initial review, interpreting what the participants shared, and reviewing the interpretation with the participants for validation. Confirmability means others can corroborate results (Houghton et al., 2013). I gave an explicit explanation of the data collection processes and techniques to ensure that future researchers can replicate the study. Houghton et al. (2013) also noted that transferability means the results of the study can be relevant to similar situations or individuals. As noted with dependability, I shared the findings with the participants.

Validity

In qualitative research, the validity of the study depends on the experience and the trustworthiness of the researcher (Merriam & Tisdell, 2015). Elo et al. (2014) noted validity influences how well the instrument tool reflects the examined items. To ensure that a study is valid, a researcher should review the data collected from the participants. Researchers can also carry out a validation process to check on the accuracy of the documentation process (Brysiewicz & Erlingsson, 2013). The validation process ensures internal and external validity of the data. Case study research design was the foundation of

the data collection process. The process supported by methodological triangulation is evidence of data validity. To ensure the validity of the study, I implemented member checking by emailing my interpretations of the participants' responses so that they could confirm accuracy. The participants called me to confirmed accuracy and gave me the permission to proceed.

Transition and Summary

Section 2 contained the purpose statement of my research study, a detailed description of the role of the researcher, the clarifying specifics concerning the participants and sample size. Section 2 also contained the research method and design, data collection, data organization and analysis, and the steps of ensuring the reliability and validity of the data collected. Section 3 contains the presentation of findings applicable to professional practice, the implication for social change, recommendation for action and further study, and a conclusion of the research.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative descriptive multiple case study with purposeful selection was to explore the strategies used by two call center managers to reduce voluntary employee turnover. Using Herzberg's (1959) two-factor theory as the conceptual framework, I explored the strategies of managers from two call centers in the southern region of the United States, who developed and implemented retention strategies to reduce voluntary employee turnover. When asked how to reduce employee turnover, participants claimed numerous factors contributed to the retention of staff, such as innovativeness, offering additional flexibility, providing bonus structures, recognition and rewards, and paying attention to employees' personal needs. Section 3 includes the presentation of the findings, application to professional practice, and the implication for social change. In addition, Section 3 includes recommendations for action and future research, reflections, and the conclusion of the study.

Presentation of the Findings

I used semistructured interviews and reviewed the companies' employee handbooks to gain an in-depth understanding of the strategies the two call center managers use to reduce voluntary employee turnover. My analysis of the employee handbooks provided a clear understanding of the benefits, compensation, career growth, and training procedures. I conducted and recorded semistructured interviews in the participants' offices. During the interview process, participants contributed concepts, experiences, and perceptions regarding strategies used to reduce voluntary employee

turnover. The two call center managers responded to the six open-ended interview questions. I used the interview protocol (see Appendix B) as a guide to help answer the overarching research question: What strategies do managers in some call centers use to reduce voluntary employee turnover?

After the interview, I thanked the participants for partaking in my research study. I then transcribed the recording and performed member checking by providing each participant with my interpretation of the interviews via email to close potential gaps and correct inaccurate statements. I asked the participant to correct and highlight any inaccuracies and email back to me. After participant verification, I imported the verified interview data and the information from the employee handbooks into NVivo 10, a qualitative analysis software, which gave me the ability to code, organize, and analyze data. I then replaced the names of the two call center managers with P1 and P2 to protect their identities.

After importing the data, I analyzed the data and identified five themes related to the research topic: (a) job satisfaction, (b) employee compensation, (c) opportunity and advancement, (d) reward and recognition, and (e) employee engagement. The findings of this study contain basic strategies managers need to retain call center employees. I found congruency of all five themes in the peer-reviewed articles included in the review of the professional academic literature section of this study. Several of the answers made by the participants, such as motivation factors, supported Herzberg's two-factor theory. When asked about factors in the workplace that led to retaining employees and reducing employee turnover, P1 stated, "First off, hiring the right people and training them as

needed will go a long way toward safeguarding employee faithfulness and retention.”

Another factor needed to retain employees mentioned by P1 was to develop an employee-oriented culture by promoting employees and offering opportunities for advancement without micromanaging. P1 further noted offering rewards and giving recognition improves team culture, increases performance, and helps reduce voluntary employee turnover. Last, P1 indicated the development of a compensation package that comprises not only base pay scales but also long-term incentive compensation, such as bonuses, profit-sharing plans, health and welfare issues, non-cash rewards, and perks, will help reduce employee turnover.

Answering the same question, P2 said, “Reducing employee turnover is dependent on job satisfaction. Job satisfaction can be obtained by offering an attractive, competitive benefits package with components such as life insurance, disability insurance, and flexible hours.” P2 also pointed out that providing opportunities for employees to share their talents and knowledge decreases turnover. P2 emphasized engaging and employing the unique talents of each employee can contribute to reduced voluntary turnover. P2 further noted the importance of identifying excellent performance, and P2 claimed another means of reducing voluntary employee turnover is to link pay to performance. Employees are motivated when their efforts are recognized and rewarded. P2 mentioned to retain employees, employers must recognize and celebrate success, provide opportunities for career and personal growth through training and education, and offer challenging assignments and increased responsibility.

As Table 1 indicates, the frequency of occurrence of core themes confirmed that certain retention strategies are favored in retaining call center employees. After reviewing, the employee handbook and the results of participants' responses aligned with the training procedures and compensation benefits. In addition, the congruency between the participants' strategies used to reduce voluntary employee turnover and the key tenets of Herzberg's (1959) theory of motivation were evident and necessary to reduce voluntary employee turnover.

Table 1

Frequency of Themes for Important Strategies for Call Center Employees

Theme	<i>n</i>	% of frequency of occurrence
Job satisfaction	41	33.6%
Employee compensation	12	9.8%
Opportunity and advancement	22	18.0%
Reward and recognition	36	29.5%
Employee engagement	11	9.0%

Note. *n* = frequency.

Job Satisfaction

Job satisfaction is the key to engaging employees, ensuring their commitment, and understanding various approaches to management. P1 and P2 mentioned the lack of job satisfaction as the primary factor behind employee intent to leave. According to Karatepe and Vatankhah (2014), when employers meet the needs of their employees, those workers are more likely to experience job satisfaction than employees whose needs

continue to be unmet. Both P1 and P2 were asked about factors in their organizations that cause job satisfaction and job dissatisfaction. P2 stated, "Increasing employee job satisfaction can reduce turnover, absenteeism, and increase productivity." P1 mentioned not everyone could be satisfied with his or her job, and that it is important for managers to understand what causes job satisfaction and job dissatisfaction. P1 noted several specific causes for job dissatisfaction, such as low compensation, limited advancement opportunities, poor leadership, and the lack of employee engagement. P2 agreed with P1 but also added unsupportive management and the balance between work and life. P1's statement is consistent with the findings of Asaduzzama, Hossain, and Rahman (2014) that pay, promotion, and supervisor influenced job satisfaction. Both participants mentioned increasing job satisfaction as an effective retention strategy because satisfied and motivated employees tend to remain in an organization that meets their needs, which is consistent with Herzberg's theory of motivation.

Employee Compensation

Both P1 and P2's responses correlated with company handbooks regarding the necessity of a compensation package to include benefits, such as healthcare and life insurance, retirement plans, and bonuses. The two call center managers agreed employees are pleased and productive when they are highly compensated. The participants' statements on compensation are not congruent with Herzberg's theory of motivation, as payments and benefits were two of the five job satisfaction areas identified. Herzberg did not consider compensation a motivating factor but a hygiene factor, which adds to job dissatisfaction. P1 indicated salary included health and dental coverage for the employees

and their families and incentives such as quarterly bonuses. P2 agreed that competitive compensation influences retention and added that there is more to compensation than salary or an hourly wage, and that payment can come in the form of employer-paid employee pensions or bonuses, paid holidays, sick pay, and stock options. P1 suggested a lack of adequate compensation would increase employee turnover. P1 and P2 acknowledged that paid time off is a benefit that enriched job satisfaction and morale. While P1 and P2 claimed their organizations do not offer high compensation compared to other similar companies, they both offer other incentives, such as training and retirement benefits, as essential retention strategies used to reduce voluntary employee turnover. Kavitha, Geetha, and Arunachalam (2011) noted that compensation is not always the most important factor. However, Kwon's (2014) research results align with P1 and P2's statements that the amalgamation of compensation packages intended to improve employee output, and employee retention strategies could decrease the rate of voluntary turnover. P2 proposed that employers use compensation to motivate employees to perform in a certain manner to achieve the organizational goals and objectives.

Training and Opportunity for Advancement

Analysis of P1's employee handbook revealed each worker receives a complete employee-training program, including instruction regarding the work expectations and performance skills needed to perform job functions. P2's employee handbook aligned with P1's, but indicated each new associate will directly train with an existing associate for 90 days. P2 noted scheduling training sessions promotes good discussion, which increases job satisfaction. The participants spoke about the importance of the opportunity

for advancement. P1 noted career advancement opportunities keep employees devoted to their jobs and the organization's mission, and that few people want to remain in a position that does not let them advance or grow in some way. A view shared by Kang et al. (2015), who claimed that for an employee to feel motivated, the job should be fully enriched in such a way that employees have an opportunity for advancement, recognition, stimulation, and responsibility. A review of the employee handbooks validated these remarks by both participants. P2 indicated,

I offer workshops, software, or other tools to help employees increase their knowledge of the job description. Providing workshops also helps employees decide what they want from their careers and enhances their goal-setting efforts. It is important to provide employees with suitable job challenges that will expand their knowledge in their field.

P1 stated, "I set goals with each employee and provide employees with resources such as cross training to advance. I base promotions on the employee's performance rather than tenure. I also offer career workshops twice a year." P2's response differed from that of P1, who indicated advancement does not always mean promotion; it could mean both personal and professional growth because employees want to be better tomorrow than they are today.

Reward and Recognition

The theme of reward and recognition emerged from interview questions one and three. Participant responses and company documents showed reward and recognition as a retention strategy. P1 noted that the company provides annual recognition banquets for

employees and that appreciating employees for work done well reinforces expectations and raises morale. P2 discussed having people rewarded with paid time off for a job well done, and noted employees who feel appreciated and respected would not only be more productive and motivated, but more likely stay with the organization. Herzberg et al. (1959) discovered recognition and reward systems as important factors to improving job satisfaction, motivation, and employee retention. Both P1 and P2's responses aligned with Herzberg's research findings that using a reward and recognition system when implemented as a strategy increased employee productivity. Terera and Ngirande (2014) indicated there is a positive relationship between reward systems and employee retention, which supports P1's claim that offering rewards and recognizing call center employees increased loyalty and retention and lowered turnover. P2 mentioned employees view rewards and recognition as incentives that increase motivation and decrease turnover, and claimed public recognition leads to enhanced job satisfaction, motivation, and employee engagement.

Employee Engagement

In answering question one, P2 mentioned one way to get employees motivated is to challenge them to be involved in the organization. Similarly, Mengue et al. (2013) claimed keeping employees engaged is the best way to keep them motivated, less stressed, and could increase job satisfaction and employee retention. Datt and Washington (2015) determined employee engagement reduced workplace stress and increased employee motivation and decreased turnover. P2 mentioned employee

motivation as another factor that influences employee turnover and suggested using team-building activities to keep employees enthused.

P1 stated urging employees to contribute all their ideas during weekly meetings helps motivate them. P1 claimed the employee feedback received during these meetings confirmed employees want more than a paycheck from their job. Participants 1 and 2 strongly encouraged the use of an employee opinion survey to allow employees to voice their views and concerns. According to P2, engaged employees stand apart from those that are disengaged because of the discretionary effort engaged workers consistently bring. Similarly, P1 said engaged employees willingly go further, work with passion, and feel a deep connection to the company.

Companies may retain call center employees by including them in various management activities, such as decision-making and problem solving. P2 noted employees who are engaged in the organization tend to be enthusiastic and have positive attitudes in the workplace. P1's response aligned with the findings of Carleton (2011), who defined employee engagement as an engaged worker "who is passionate about their work and has similar vision as the organization." P2 stressed that employee engagement relates to increased job satisfaction and employee retention.

Findings Related to the Conceptual Framework

I chose Herzberg's two-factor theory to increase my understanding of the causes of employee job satisfaction and job dissatisfaction. In this study, I used Herzberg's two-factor theory to explore strategies call center managers use to reduce voluntary employee turnover. Herzberg (1974) confirmed motivation factors and hygiene factors

influence an employee's intent to leave a job. Herzberg posited that motivation factors, such as (a) opportunity for advancement, (b) reward and recognition, and (c) employee engagement, lead to employee job satisfaction. Hygiene factors such as inadequate salary cause employee dissatisfaction. Herzberg's findings are consistent with other research in this study. For example, Kwon (2014), Hemsworth et al. (2013), and Wang et al. (2014) affirmed that employee compensation, leadership, and rewards and recognition influenced the job satisfaction of employees. Similarly, Burgard and Lin (2013) and Kang et al. (2015) hypothesized that work-life balance and opportunities for advancement provide employee job satisfaction. Equally, P1 and P2 agreed with Herzberg's theory that motivational factors lead to job satisfaction and hygiene factors can lead to an increase in turnover rates. The results of this study provided information to implement, modify, encourage, and retain employees. All five of the themes outlined in this study, (a) job satisfaction, (b) employee compensation, (c) opportunity and advancement, (d) reward and recognition, and (e) employee engagement, indicated a connection to the conceptual framework of Herzberg's motivation and hygiene factors.

Applications to Professional Practice

Exploring strategies that influence the reduction of voluntary employee turnover, I used Herzberg's (1959) two-factor theory to guide my research. The specific business problem was that some managers in call centers lack strategies to reduce voluntary employee turnover. The results of this study indicate what strategies managers of some call centers use to reduce voluntary employee turnover. The findings of this study are critical to improving business practices because the results contain accurate information

concerning job satisfaction and job dissatisfaction factors that influence voluntary employee turnover. Participants claimed job satisfaction, employee compensation, opportunity and advancement, reward and recognition, and employee engagement improve employee retention. The results from this study may indicate resources managers can use to develop and implement retention strategies. Developing and implementing retention strategies that improve employee job satisfaction could lead to a decrease in employee turnover. Findings from this study may be helpful to managers who have been unsuccessful in employee retention. According to both P1 and P2, managers must ensure the employees are satisfied to retain them.

Implications for Social Change

The results from this study may contribute to positive social change within call centers if the findings improve employee morale, which may lead to the prosperity of the employees and community. Findings from this study might also positively impact social change through increasing awareness of employee retention strategies, concentrating on employees, and enhancing employee engagement, which could lead to an overall decrease in employees' intent to leave their organizations. Therefore, the unemployment rate might decrease, which could decrease poverty and crime rates in the community. According to Herzberg et al. (1959), motivated employees in a high hygiene environment had the greatest job satisfaction and retention results. The findings from this study may enhance call center managers' awareness of basic retention strategies. Managers should focus on refining company performance, which may lead to career opportunities that

affect social change and behavior to the benefit of their organizations, employees, and communities.

Recommendations for Action

Based on the results of this study, implementing an appropriate retention strategy is important if call center managers want to reduce voluntary employee turnover. After exploring the strategies used by call center managers to reduce voluntary employee turnover, I have three specific recommendations for action. First, call center managers should pick strategies for reducing voluntary employee turnover concerns and use them to improve the organization commitment of their workers. Business managers must utilize these strategies to enhance sustainability, reduce employee turnover, and increase the available expert knowledge in an organization to yield sufficient innovative capacity and earn competitive advantages in the call center industry. Second, call center managers should share their retention strategies with other managers within the organization to help retain employees. Last, call center managers should create and implement new strategies to decrease voluntary employee turnover. Furthermore, managers should consider adopting optional job alignment choices for call center employees that result in high employee retention, such as flexible and pleasant work environments and finding alternative ways to motivate and enhance employees' capabilities.

The participants will receive a copy of this study, as stated in the invitation to participate. This study will be published in the ProQuest Dissertations and Theses Database for anyone to review and use. I will also seek opportunities to present the research findings at relevant forums, conferences, and business-related events.

Recommendations for Further Research

I used a qualitative multiple case study to explore what retention strategies call center managers use to reduce voluntary employee turnover. Researchers should conduct further studies to address the two limitations of this study, bias and sample size. Despite following all procedures to manage any prejudice and not allowing my personal thoughts and practices to confirm the analysis and conclusions, bias may be present because I have experience as a call center worker. Second, I collected the data from only two participants, so future researchers should use a larger sample population to gather additional data.

Future researchers should expand the geographical location outside of the southern region of the United States, which was a delimitation of this study. I recommend future researchers use the same sample population but employ a quantitative or mixed method to gather additional data. Future researchers could also obtain data from employees in the call centers to determine the congruence of their statements regarding work commitment and the strategies offered by managers to reduce voluntary employee turnover.

Reflections

During the research process, my perception and understanding of doctoral-level research expanded enormously. At various stages of the process, I felt overwhelmed by the data. However, I was reminded to remain focused and true to my purpose of becoming a Doctor of Business. My experience with the DBA Doctoral Study process was challenging, yet rewarding and life changing. After attending Residency 1, I could

identify a business problem and establish a problem statement. During my interviews with the participants, I realized the importance of retention strategies and was fascinated by participants' flexibility and love for their organizations. I minimized errors and bias by not having any prejudiced beliefs about call centers. I followed the interview protocol while conducting this research (see Appendix B). After completing the study, my level of information and understanding improved as my research expanded. I broadened my experiences, and now the findings of this study have added to my repertoire of strategies. I can use these strategies my current and future profession.

Conclusion

Reducing voluntary employee turnover within call centers is critical to upholding profitability, productivity, and sustainability. However, some call center managers do not utilize effective strategies to reduce voluntary employee turnover. The purpose of this qualitative descriptive multiple case study was to explore the strategies used by call center managers to reduce voluntary employee turnover and answer the following research question, what strategies do managers in some call centers use to reduce voluntary employee turnover? Managers from two call centers in the southern region of the United States participated in semistructured interviews, and a review of companies' employee handbooks augmented the data. Five main themes emerged after collecting and analyzing the data: (a) job satisfaction, (b) employee compensation, (c) opportunity and advancement, (d) reward and recognition, and (e) employee engagement. The findings indicated managers who use retention strategies succeed in reducing voluntary employee turnover.

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Appendix A: Interview Questions

1. How do you reduce voluntary employee turnover?
2. What factors in your workplace lead to retaining employees and reducing employee turnover?
3. What retention strategies do you use to minimize voluntary employee turnover?
4. What type of training and career opportunities do you offer employees?
5. What factors in your organization cause job satisfaction and job dissatisfaction?
6. Would you like to elaborate more on the topic of this interview?

Appendix B: Interview Protocol

- I. Introduce myself to the participant(s).
- II. Give participant copy of consent form
 - I. Go over contents, answer questions, and concerns of participant(s).
 - II. Ask permission to turn on the audio recording device
- III. Turn on the audio recording device.
- IV. Introduce participant(s) with pseudonym and coded identification; note the date and time
- V. Begin interview with question #1; follow through to the final question.
- VI. Follow up with additional questions and collect company documents.
- VII. End interview sequence; discuss member checking with participant(s).
- VIII. Reiterate contact numbers for follow up questions and concerns from participants
- IX. Thank the participant(s) for their part in the study.

End interview protocol.