2017

Retention Strategies for Reducing Voluntary Turnover in a Higher Education Institution

Susan K. Walker
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Susan Walker

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

Review Committee
Dr. Kelly Chermack, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Peter Anthony, Committee Member, Doctor of Business Administration Faculty

Dr. Denise Land, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

Retention Strategies for Reducing Voluntary Turnover in a Higher Education Institution

by

Susan K. Walker

MBA, Avila University, 2005

BA, Park University, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2017

Abstract

Employees who choose to leave employment cause significant challenges for organizations. Compounded challenges exist when employee retention strategies are not effective, affecting job satisfaction and personnel replacement costs as the organization continues to lose qualified and valuable staff. This single case study, built on a psychological contract theory framework, was focused on effective employee retention strategies to reduce voluntary turnover in a for-profit, higher education institution located in the Midwestern United States. The population consisted of 12 employees, 6 Student Success employees and 6 Student Success managers, who shared their unique perspectives. Methodological triangulation was achieved through semistructured interviews with the 12 participants, review of the institution's archival data, and examination of the institution's mission statement. The data analysis process consisted of a manual and systematic coding procedure for the 3 sources of inquiry. Three strategies emerged in the findings: relationship management, work environment, and career development. Moreover, participants agreed that the employee-employer relationship was critically important to job satisfaction and developing effective retention strategies. The study has implications for positive social change, in that higher educational institutions may apply the findings to create a more enjoyable work environment and retain happier employees, thereby promoting financial, economic, and social improvements for communities.

Retention Strategies for Reducing Voluntary Turnover in a Higher Education Institution

by

Susan K. Walker

MBA, Avila University, 2005

BA, Park University, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2017

Dedication

This doctoral study is dedicated to those whom I love the most: my husband, my kids, my grandkids, and my parents.

To my husband, Skip, I dedicate this study to you, for without your love, your patience, and your inspiration, I would never have finished this undertaking. You believed in me when I did not believe in myself, and that belief is what pulled me out of some very dark moments I experienced during this process. I love you forever.

To my daughters, Alicia and Jackie, over the last 4 years, I have been preoccupied, not available, absent, nontalkative, frustrated, and overall, very crabby most of the time. Thank you for understanding how important achieving this goal was to me. As always, you have been my beacons of hope. I love you to the moon and back.

To my grandchildren, Alexandra (Alex), Madeleine (Maddie), John, Jaden, and Jolie, you are the sunshine of my life. Over the past 4 years, I have sacrificed so many softball games, baseball games, dance performances, baton twirling competition, and weekends in St. Louis just so I could finish my doctorate degree. As this process approaches completion, I hope that, in some small way, I have inspired each of you to follow the road less traveled and never give up on your dreams. I love all of you!

Maybe Mom and Dad are looking down and smiling with pride a little, too. If so, "thank you," Mom and Dad, for showing me how to work hard to reach for the stars. Even if I cannot share this moment with you physically, you are always in my heart. I love you.

Table of Contents

i

List of Tables

List of Figures

Section 1: Foundation of the Study

Background of the Problem

Between 2006 and 2015, approximately 284.5 million employees, across all industries, chose to leave employment in the United States (U.S. Department of Labor [USDOL], 2016). During the same decade, approximately 3.9 million employees chose to leave their jobs within education alone (USDOL, 2016). Organization leaders encounter significant costs and reductions in pretax income associated with voluntary turnover (Gurazada & Rao, 2013). In addition, the unexpected loss of highly skilled employees significantly affects the organizational performance and job satisfaction experienced by remaining employees (Park & Shaw, 2013). Employee turnover can create a challenge for higher education managers. As higher education institution leaders adopt more traditional business models (Parker, 2013), these institutions could be in a more vulnerable position to control costs, resulting in added pressure for managers to retain valuable employees. Proactive efforts to retain employees depend upon an organization's capability of understanding the reasons why employees choose to stay working for an employer (Cohen, 2013; Harrison & Gordon, 2014). In this study, I explored the employee retention strategies within a higher education institution aimed at reducing voluntary turnover.

Problem Statement

In the education industry, 3.9 million incidences of voluntary employee turnover occurred between 2006 and 2015 (USDOL, 2016). The cost to replace an employee ranges from 25% to 250% of the employee's annual salary (Gurazada & Rao, 2013). The

general business problem was that when managers' employee retention strategies are not effective, a decrease in job satisfaction occurs, an organization's replacement cost increases, and employees continue to leave employment voluntarily. The specific business problem was that some for-profit, higher education institution managers lack employee retention strategies that reduce voluntary employee turnover.

Purpose Statement

The purpose of this qualitative case study was to explore employee retention strategies that for-profit, higher education institution managers use to reduce voluntary employee turnover. The targeted population for this case study was department managers and employees working in Student Success teams of a for-profit university located in the Midwestern United States. This population was most relevant for this study because this group has in-depth knowledge of the phenomenon, yet members' perspectives may vary depending upon the roles they serve within the organization. Researchers have suggested that organizations' revenue decreases because of voluntary turnover (Gurazada & Rao, 2013) as replacement costs increase (Byerly, 2012), which could affect both employee and manager groups.

Understanding the association between the influences that retention strategies have on turnover may positively influence social change by aiding managers in developing strategies that incorporate the essence of what employees value. Moreover, developing and implementing effective retention strategies may help to create a more enjoyable work environment in order to retain happier employees, thus positively affecting the community through financial, economic, and social improvements.

Nature of the Study

This study was a qualitative case study. The qualitative methodology allows researchers to capture a deeper understanding of multiple individuals' perspectives on a complex phenomenon (Trainor & Graue, 2014). The quantitative method would not have been appropriate for this research project because this methodological approach includes using statistics to examine variables, divergences between two or more groups, and/or the influence that one or more variable(s) has on another (Long, 2014). Mixed methodology links components of both quantitative and qualitative methods to enhance the perception of a unique phenomenon and to quantify significance, tendencies, reasons, and consequences (Pluye & Hong, 2014). This method was also not appropriate because capturing numerical data would not have aligned with the objectives of the research project and its central research question (see Venkatesh, Brown, & Bala, 2013). In this study, I focused on capturing multiple perspectives from management and employees, specifically exploring perspectives related to retention strategies that affect voluntary turnover. Because the goal was to understand participants' perspectives related to these concepts, qualitative research was most appropriate.

A research design aids an investigator in planning a study according to a distinguishing methodology and existing academic theories (Tight, 2015). A case study design allows a researcher to observe a complex event in a practical setting (Yin, 2014). In business research, the researcher can capture data from a holistic organizational perspective or from the perspective of multiple embedded levels or units (Yin, 2014). A

phenomenological approach allows the researcher to understand a specific phenomenon

across multiple settings and individuals' unique lived experiences (Charlick, Pincombe,

McKellar, & Fielder, 2016; Henriques, 2014). An ethnographic design requires a long

observation period during which the researcher studies commonalities of a social group's

actions and views (Jansson & Nikolaidou, 2013; Yin, 2014). Neither of these two

approaches were appropriate for the current research project because the aim of this study

was to explore a complex organizational phenomenon experienced in one location and

did not include studying social groups' culture. I chose a case study approach because it

allowed me to explore an event extensively in a practical environment (bounded case;

Yin, 2014). Moreover, a case study approach allowed me to collect data through a

triangulation process, thereby increasing the reliability and validity of the findings (see

Yin, 2014). I used methodological triangulation (see Yin, 2014) for this study that

included capturing data from interviews (with employees and managers) as well as

document review (from a review of organizational documents and materials) and archival

data.

Research Question

The goal of this qualitative case study was to explore effective retention strategies

used in a higher education setting that may decrease voluntary turnover. The formulation

of the research question stemmed from the literature. The research question was the

following: What employee retention strategies do for-profit, higher education managers

use to reduce voluntary employee turnover? This research question provided the

foundation for the interview questions I developed to ask participants during

semistructured interviews. Each set of participant groups (employees and managers) had different questions to answer during their interviews. The next section includes the interview questions, which are separated into subsections containing questions for employees and questions for managers.

Interview Questions

Interview Questions for Employees

1. In your experience, what generally makes employees want to stay in their jobs?

2. In your experience, what generally makes employees think about leaving?

3. What strategies does your manager use to motivate you to want to stay in your current position?

4. What is an example of an effective strategy and an ineffective strategy?

5. In your experience with these strategies, is there a give and take, where these strategies help foster a reciprocal relationship between you and your manager? If so, how?

6. What other information would you like to share with me about retention strategies that I have not asked?

Interview Questions for Department Managers

1. How many employees have voluntarily left employment over the past year, and what do you think prompted their exit?

2. What strategies do you use to try to retain your employees?

3. What strategies did the organization provide you with, via training, and what strategies have you developed on your own?

4. What is an example of an effective strategy and an ineffective strategy?

5. In your experience with these strategies, is there a give and take, where these strategies help foster a reciprocal relationship between you and your employees? If so, how?

6. What other information would you like to share about employee retention strategies that I have not asked?

Conceptual Framework

The conceptual framework for this qualitative study was psychological contract theory. Leaders of an organization (including its representatives) and employees are the primary participants of a psychological contract. A reciprocal relationship exists between employees and their supervisors (Argyris, 1960). Rousseau (1989) expanded on the concept of a psychological contract by delineating three constructs that center on (a) actions and behaviors of perceived reciprocal obligations, (b) promises, and (c) fulfillment. When a perceived breach of these constructs occurs, the reciprocal relationship changes (Rousseau, 1989). Rousseau's psychological contract theory provides a basis for understanding the employee-employer relationship and indicates a direct relationship between a violation of the contract and voluntary turnover that causes the perception of a nonreciprocal bond. In turn, when a perceived violation occurs involving an employee and employer, a feeling of distrust between the two parties forms, which could damage the relationship (Clinton & Guest, 2014). Equally, managers who

fulfill their commitments to employees are more successful in their efforts to retain valued employees (Clinton & Guest, 2014).

The constructs and propositions of the psychological contract framework provide a cause-and-effect basis for employee-employer relationships concerning retention strategies and voluntary turnover. Psychological contract theory may help to explain why some higher education employees choose to leave their places of employment. In addition, these theories may help to provide a basis for understanding what strategies employers may be able to implement to reduce turnover and increase retention.

Operational Definitions

Job satisfaction: Job satisfaction is a positive feeling that employees have relating to their job tasks or roles within an organization (Hulsheger, Alberts, Feinholdt, & Lang, 2013).

Organizational performance: Organizational performance consists of both tangible and intangible costs that affect an organization's ability to stay competitive and productive (Bandura & Lyons, 2014).

Retention strategies: Retention strategies consist of management's activities to retain valued staff (Butali, Wesang'ula, & Mamuli, 2014).

Voluntary turnover: Voluntary employee turnover occurs when employees make decisions to leave employment (Wallace & Gaylor, 2012).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are basic facts that a researcher considers true and that affect the way in which the researcher designs and carries out a study (O'Brien, Harris, Beckman, Reed, & Cook, 2014). Stated assumptions provide the basis for the preconceived, known situations that may affect the study (O'Brien et al., 2014). In this single case study, I assumed that the outcomes might differ if this research occurred in another higher educational institution located in a different region or if the study occurred in a different industry altogether. Moreover, I assumed that the results of the study could differ with the use of a different methodology. Next, I assumed that a minimum of 6-10 employees and 6-10 managers would be willing to participate. I also assumed that all participants answered the interview questions truthfully and to their best ability. My last assumption was that the managers within higher education institutions desired to retain valuable employees and had implemented retention strategies to mitigate turnover.

Limitations

Limitations include areas of a study that present weaknesses and pose validity challenges, especially during the data collection phase (Merriam, 2015; Simon & Goes, 2013). The generalizability of this study may be limited because the participants were from a single, for-profit higher education institution located in the Midwestern United States. Exploring perceptions of individuals who had knowledge of the complex phenomenon and gathering data from multiple sources increased the validity and the generalizability of this study (Yin, 2014). Another limitation of this study was my

potential personal bias as the researcher during the data collection and analysis process. Following a developed protocol during participant interviews helped to reduce this limitation.

Delimitations

Delimitations pertain to the scope and boundaries of a study and provide an unbiased comparison of the phenomenon (Bilbo, Bigelow, Escamilla, & Lockwood, 2014). I conducted this study in a higher education institution's natural setting. Purposive selection of a small participant pool of employees and managers occurred. Each participant was a full-time employee or manager who had worked in his or her current role for a minimum of 3 years. Each department manager had participated in the development and implementation of retention strategies. I excluded senior-level executives, contractors, and part-time employees. Participants' demographics were not a consideration for this study.

Significance of the Study

Contribution to Business Practice

The study findings may be of value to businesses because the cost to replace a valued employee can be as high as 2 times the employee's annual salary (e.g., Yang, Wan, & Fu, 2013). Effective retention strategies are critical to an organization's ability to reduce its costs, increase organizational performance, and increase job satisfaction (Park & Shaw, 2013). This study could assist higher education institution managers in developing more effective retention strategies by offering greater understanding of which strategies work to reduce voluntary turnover and replacement costs. In addition, this

study could broaden managers' knowledge and understanding of the effect that voluntary turnover has on organizational performance and job satisfaction, thereby assisting managers in proactively mitigating voluntary turnover. Last, the study could add to existing literature on management practices, employee satisfaction, employee retention, and voluntary turnover.

Implications for Social Change

In the fall of 2011, the National Center for Education Statistics (2012) recorded over 3 million individuals working within a higher education institution. By 2021, student enrollment in a 4-year degree program institution is expected to increase by 13% (National Center for Education Statistics [NCES], 2012). These projections support the notion that retention strategies are critical to keeping valuable and skilled workers in place to aid organizations in preparing to meet the demand presented by the increase in student enrollments. When a high voluntary turnover rate exists, production and revenue decrease while risk increases in an organization's ability to achieve long-term sustainability and community involvement (Abid, Zahra, & Ahmed, 2016).

The results of this research project could lead to positive social change by aiding higher education managers in broadening their understanding of the influences that could drive individuals to seek other career opportunities. Moreover, the results of this study may aid managers in becoming more adequately equipped to design and implement effective strategies to retain talented and skilled staff to increase productivity, lower organizational costs, and reduce employee turnover. The information gained from this study could also enhance an institution's ability to increase its long-term sustainability;

therefore, the results could aid the institution in becoming more involved with its

community by providing solid human and financial resources needed to enhance

community activities.

A Review of the Professional and Academic Literature

The purpose of this study was to explore retention strategies and the impact that

these strategies have on voluntary turnover. I began this review by conducting

exhaustive research on the conceptual framework identified for this study. Next, I

reviewed turnover and types of turnover. The last step in this review of literature

consisted of researching four main topics pertaining to this study's research question:

voluntary turnover, organizational performance, job satisfaction, and employee retention

strategies. Walden University's expectations in this area includes a requirement that 85%

of the total number of resources fall within 5 years of graduation, as well as the

requirement that peer-reviewed articles make up 85% of the total number of resources.

Table 1 provides a breakdown of the total number of resources used to complete the

research project, demonstrating compliance with Walden University's guidelines.

Table 1

Overview of the Total Resources Used

Resources	Total	< 5 years of 2017	> 5 years of 2017	% of total resources
Book/seminal work	20	8	12	8%
Dissertation	7	7	0	3%
Peer-reviewed articles	231	207	24	89%
Other resources	3	1	2	1%
Total	261	223	38	
% of total		85%	15%	

Overview of the Literature Review

The strategy I used to perform my review of the literature included searching electronic databases available through the Walden University Library and other Internet sources. The databases I used through the Walden University Library included Business Source Complete, ABI/INFORM Complete, Emerald Management, ProQuest Central, ProQuest Dissertation and Theses, Academic Search Complete and Thoreau. I also used the Internet search engine Google Scholar. Last, the seminal books used in this review were purchased through online bookstores. The specific keywords used in performing this robust search of the literature included *psychological contract, psychological contract breach, retention strategies, employee retention strategies, turnover, involuntary turnover, voluntary turnover, job satisfaction, compensation and benefits, rewards and recognition, training and development, leadership and management, work-life balance, employee welfare, nature of work,* and *work environment.* These keywords helped me to focus on broadening my understanding of the importance of this study's topic and past findings of studies that could help to explain this phenomenon.

My review of the literature for this doctoral study consisted of an examination of peer-reviewed articles, seminal books, and dissertations. Walden University has established guidelines for conducting a robust literature review. I considered 180 total resources to complete the literature review and used 133 resources. Table 2 provides an overview of the resources used to complete the review of literature, indicating alignment with Walden University's guidelines and expectations.

Table 2

Overview of the Literature Review Resources

Resources	Total	< 5 years of 2017	> 5 years of 2017	% of total resources
Book	3	0	3	2%
Dissertation	1	1	0	1%
Peer-reviewed articles	129	116	13	87%
Other resources	0	0	0	0%
Total	133	117	16	
% of total		88%	12%	

Conceptual Framework

Psychological contract theory captures modern researchers' interest as a framework to understand the relationship that exists between an employee and his or her employer (Coyle-Shapiro & Parzefall, 2008). Argyris (1960) first noted the conception of psychological contract in an organizational setting in his study on the relationship between an employee and his or her supervisor. In his psychological work contract framework, Argyris found that employees preform at a higher level when a positive relationship develops between the employee and the employer.

Argyris's (1960) psychological contract involves the notion that an exchange in terms of tangible resources fulfills the needs of the agreeing parties (Coyle-Shapiro & Parzefall, 2008). Levinson, Price, Munden, and Solley (1962) extended Argyris' work by introducing the notion that shared expectations exist in the employee-employer relationship and a psychological contract occurs through reciprocated perceived expectations. In his initial work, Schein (2010) viewed psychological contract through

the lens of an organization and argued that the formulation of a psychological contract occurs through a matching of implied expectations and obligations.

Rousseau (1989) extended psychological contract theory, contributing to renewed interest among modern researchers in understanding the employee-employer relationship in the psychological contract framework (Coyle-Shapiro & Parzefall, 2008). Organizations (represented by individual agents/managers) and employees are the primary participants in a psychological contract, and the unwritten (or implied) contract includes the notion that the parties have a reciprocal obligation to fulfill the contract (Rousseau, 1989). The main characteristics in Rousseau's framework, shown in Figure 1, include (a) a belief that a psychological contract exists between employees and employers; (b) the existence of a promise in return for the completion of an action or behavior, which constitutes a psychological contract; (c) an individualistic perspective from which the promise and action or behavior are derived; (d) an attachment to honesty, fairness, and trust that forms the foundation of the relationship; and (e) an understanding that unfulfilled promises and actions or behaviors result in a breach of the contract, causing a change in the relationship (Rousseau, 1989).

Interactions → Reciprocal expectations → Consistent patterns of inducements and contributions over time → Trust; Experienced relationship → Psychological contract (belief in an obligation of reciprocity)

Example:

Offer and acceptance of employment → Belief that hard work results in continued employment → Retention of satisfactory employees over time, hard work by employee → Trust and confidence in the organization and its management → Belief in an employer's obligation to continue employment into the future

Figure 1. Development of an individual's psychological contract. Reprinted from "Psychological and Implied Contracts in Organizations," by D. Rousseau, 1989, *Employee Responsibilities and Rights Journal, 2*, p. 125. Copyright 1989 by Plenum Publishing Corporation. Reprinted with permission (see Appendix A).

The constructs and propositions of Rousseau's (1989) psychological contract framework provide a cause-and-effect basis for employee-employer relationships concerning retention strategies and voluntary turnover. A positive alignment occurs within the relationship when both parties continue to fulfill their obligation of reciprocity, resulting in the probability that the relationship will grow stronger over time (Rousseau, 1989). Managers who fulfill their commitments to employees are more successful in retaining employees (Clinton & Guest, 2014).

In contrast, unfulfilled obligations and reciprocity, terms used to describe a psychological contract breach (PCB), result in negative outcomes for the employee-employer relationship (Lub, Bal, Blomme, & Schalk, 2015). PCBs' negative effects for employees includes employees' distrust that the organization considers their best

interests, which leads to damage within the employee-employer rapport (Clinton &

Guest, 2014). Cassar, Buttigieg, and Briner (2013) posited that reneging, disruption and

incongruence of the obligation are critical factors that explain how a psychological

contract breach occurs within the employee-employer relationship. Some researchers

have suggested that PCB occurs when discrepancies are present in a promise or in the

fulfillment of a promise (Cassar et al., 2013; Paille & Dufour, 2013).

Researchers have used many theories to aid in understanding the influences of

voluntary turnover on organizational performance and job satisfaction to help managers

develop effective retention strategies. One of the most widely used theories is Herzberg's

two-factor theory (1966), a needs framework that links job satisfaction to factors that

motivate employees to increase performance (as cited in Ross, Young, Sturts, & Kim,

2014; Van der Aa, Bloemer, & Hensler, 2012). Vroom's (1964) expectancy theory is

another prominent framework used by many scholars to understand an employee's

motivation and decision making (as cited in Coyle-Shapiro & Parzefall, 2008). The

expectancy theory posits that an individual will act in a certain way based upon the

outcomes the individual expects; these expectations influence job satisfaction (Friend,

Johnson, Rutherford, & Hamwi, 2013). These two theories have been widely used as

managerial frameworks to help researchers explore, explain, and understand the

dynamics of employees' needs versus employees' expectations.

These theories also aid managers in understanding the complex relationships

between employees and employers regarding motivational factors that increase job

satisfaction while potentially reducing turnover. These theories, however, are lacking in

explanatory power concerning a mutual belief that a reciprocal promise and obligation

exist between the employee and the employer that could help to reduce employee

turnover, increase job satisfaction, and aid managers when they develop effective

retention strategies (Dugguh & Dennis, 2014). Psychological contract theory helps

researchers to understand this complex cause-and-effect relationship (Rousseau, 1989)

and was useful in addressing the general research questions on which this study was

based.

Psychological contract theory aids researchers in understanding factors associated

with an employee's decision to leave employment or the parties' perceived unfulfilled

obligation of the implied contract (Clinton & Guest, 2014; George, 2015; Karagonlar,

Eisenberger, & Aselage, 2016; Paille & Dufour, 2013). Clinton and Guest (2014) found

that employees consider leaving employment up to 2 years after a PCB occurs. However,

Clinton and Guest argued that the relationship between PCB and turnover could be

interceded when organizational trust and fairness exist. In contrast, Paille and Dufour

(2013) studied a different approach as they sought to link unfilled psychological contracts

with turnover cognitions. The basis for Paille's and Dufour's study was the notion that a

contract breach is a result of inconsistent promises and fulfillment and that a violation

exposes an emotional response to the perceived breach. Their findings support the idea

that from an employee's perspective, violation of a contract is problematic, causing the

employee to consider leaving the organization (Paille & Dufour, 2013).

Psychological contract theory is used to explain organizational performance

(Jiang, Probst, & Benson, 2015; McDermott, Conway, Rousseau, & Flood, 2013). Many

researchers have found that the fulfillment of obligations associated with leadership styles practiced by department and human resources managers has positive or negative influences on organizational and employee performance (McDermott et al., 2013). In their study of a higher education institution, Jiang et al. (2015) found that under recent budgetary cost cutting programs experienced by the university, the university expected its faculty to take on more responsibility for the same pay, which resulted in a lower level of employee morale. In addition, the authors found that the faculty members who were least affected by the budget cuts were more likely to experience higher psychological contract breach perception because views on the actual impact of the budget cuts differed greatly between faculty members and administrators (Jiang et al., 2015).

Other researchers have used psychological contract theory as a basis to understand employees' attitudes toward job satisfaction (e.g., Chambel, 2014; Haggard, 2012; Paille & Dufour, 2013). A link exists between psychological contract theory and employees' satisfaction (Chambel, 2014). A lower level of satisfaction connects with whether an employee decides to stay with or leave an organization (Boyd & Nowell, 2014). Chambel (2014) found a direct relationship between an employee's satisfaction and the supervisor's ability to fulfill obligations and promises. When supervisors fulfill their obligations, a higher level of affective commitment occurs (Chambel, 2014; Conway, Kiefer, Hartley, & Briner, 2014; Haggard, 2012), and the positive relationship with the supervisor is stronger (Haggard, 2012).

Kroon and Freese (2013) found evidence that the supervisor relationship strengthens when employees feel that their manager fulfills and supports obligations. A

negative impact on job satisfaction occurs when employees perceive that a breach occurs in promises and fulfillment (Haggard, 2012; Rodwell & Ellershaw, 2016). This concept is best explained by Sherman and Morley's (2015) proposition that employees form a psychological contract by drawing upon experiences that could influence their perception of their satisfaction and attitude toward their job.

Attention has been focused on psychological contract theory and effective retention strategies (Chambel, 2014; Haggard, 2012; McDermott et al., 2013; Paille & Dufour, 2013) because retaining employees reduces turnover costs and increases organizational performance (Paille & Dufour, 2013). Organizations that offer promotional opportunities or job mobility within the organization link obligations to innovative options for employment (Dasgupta, 2014; Karodia, Soni, & Cassim, 2014; Paille & Dufour, 2013). On the other hand, Haggard (2012) found that enhancements of employee-employer relationships occur if the organization is willing to provide mentoring training to its supervisors. Moreover, in relation to a psychological contract, employees can distinguish between an organizational obligation perspective and a supervisor obligation perspective, further supporting the need for supervisory training on what constitutes a psychological contract breach (Chambel, 2014).

In contrast, McDermott et al. (2013) suggested that effective retention of employees involves human resource systems that incorporate a proper way to recruit candidates while addressing how best to reward an employee for his or her contributions. In addition, fulfillment of a contract could include coaching, supervisor feedback,

information sharing, and employee participation in decision-making processes that could enhance employees' motivation to stay with the organization (Kroon & Freese, 2013).

In summary, psychological contract theory aids in understanding the causal relationship between the employee and employer, coupled with the impact of perceived obligations that organizations form, develop, maintain and breach. Specifically, applying this conceptual framework to this study aided in exploring the influences associated with employees leaving their current jobs, and the connection of fulfilled obligations (or unfilled obligations) to job satisfaction, organizational performance, and retention strategies.

Turnover

Turnover occurs when the employee and employer sever all working relationships (Idris, 2014). Employee turnover presents challenges for organizations (Bateh & Heyliger, 2014) and is a topic of study in numerous industries, including banking (Chitra & Badrinath, 2014; Shukla & Sinha, 2013; Stanley, Vandenberghe, Vandenberg, & Bentein, 2013), hospitality (Liu, Mitchell, Lee, Holtom, & Hinkin, 2012), telecommunications (Tse, Huang, & Lam, 2013), retail (Harrison & Gordon, 2014), government (Selden, Schimmoeller, & Thompson, 2013), and higher education (Amzat & Idris, 2012). Turnover is a global concern for higher education institutions. Scholars located in Korea (Jung & Shin, 2014), Ethiopia (Hailu, Mariam, Fekade, Derbew, & Mekasha, 2013), South Africa (Selesho & Naile, 2014), Malaysia (Bakar, Mohamad, & Sharmeela-Banu, 2015), and the United States (Bateh & Heyliger, 2014; Pelletier,

Kottke, & Reza, 2015) have explored turnover challenges within the higher education industry.

Turnover affects the organization and the employee regardless of whether the organization chooses to layoff or terminate an employee (involuntary turnover) or whether the employee initiates the leave (voluntary turnover) (Manz, Fugate, Hom, & Millikin, 2015). The impact caused by turnover, generally, has a negative effect on an organization (Butali et al., 2014). The negative effects of turnover include an impact on production and cost effectiveness (Wallace & Gaylor, 2012).

Involuntary turnover. Involuntary turnover occurs when the organization has control of and decides which employees leave and which employees stay (Chauhan & Patel, 2013). A direct relationship exists between the economy, an organization's ability to meet its performance goals, and involuntary turnover (Davis, Trevor, & Feng, 2015). Involuntary turnover creates hardship for impacted employees and organizations (Manz et al., 2015). Affected employees experience financial hardship, undue stress, undeveloped career advancement and a decrease in confidence (Manz et al., 2015). Hardship for an organization could consist of losing talent to its competitors, a declining reputation and a decrease in production from the remaining employees (Manz et al., 2015).

Voluntary turnover. Voluntary turnover results when employees initiate the decision making process and choose to leave their place of employment (Chauhan & Patel, 2013; Davis et al., 2015). In their study, Wallace and Gaylor (2012) found that 71% of the staff choosing to leave their employer were classified as good employees,

supporting the notion that voluntary turnover creates the most damaging effect in terms of organizational performance and the organization's ability to achieve returns on employee investment in both assets and equity.

Moreover, a decrease in operational efficiency and a decrease in employee morale occurs because of voluntary turnover (Butali et al., 2014). Many scholars have sought to understand the influences related to why employees decide to sever their relationship with the organization, however, George (2015) argued this mindset needs to shift to capture a better understanding of what makes employees stay. Organizations have a higher probability of predicting why employees choose to leave employment when they enhance their understanding of why valued staff continues to stay (Cohen, 2013; Ross et al., 2014). Managerial ineffectiveness could be a result of high turnover experienced by organizations (Shahid & Azhar, 2013).

Organizational Performance

Voluntary turnover presents challenges for all organizations that aspire to stay competitive in their industry (Judeh, 2013). Employees who choose to leave employment to pursue other career opportunities affects an organization's direct financial costs and indirect costs associated with organizational performance. Organizations can pay anywhere from 15% up to 100% of the employee's annual salary to replace valued staff (Bryant & Allen, 2013; Byerly, 2012). Bandura and Lyons (2014) posited that organizations could pay up to 1.5 to 2.0 times the annual salary. In annual dollars, organizations can exceed a total of $3.5 M, of which, total training cost could equal $1.5M annually (Van der Aa et al., 2012).

Turnover can have both tangible and intangible cost concerns for an organization's performance (Bandura & Lyons, 2014). Tangible direct costs associated with voluntary turnover encompass costs associated with recruitment activities to replace the leaving employee and includes advertising the position, time spent recruiting, interviewing, assessing, and selecting candidates, combined with training new staff (Judeh, 2013; Terera & Ngirande, 2014).

Intangible costs of turnover can also have a devastating impact on an organization's operations regarding decreased productivity and service quality (James, & Mathew, 2012; Van der Aa et al., 2012). Operational costs regarding a loss of working hours, an increase in overtime pay, and an increase in errors made by replacements are costs that cause organizational concern (Judeh, 2013). Further intangible costs concerns for an organization include the time spent managing the gap between the timeframe that an employee leaves their current role and the new employee's ability to satisfactorily perform at the same level as the leaving staff member (Inabinett & Ballaro, 2014).

Job Satisfaction

Studies on job satisfaction emerged at the beginning of the 20th century with findings recorded that job satisfaction factors links the employees' perception of these factors (Ghazi & Shahzada, 2012; Kumar, Dass, & Topaloglu, 2014). The workforce comprises a diverse group of workers who have different needs (Judeh, 2013). Valued staff leave employment for various reasons (Harrison & Gordon, 2014; Ross, Young, Sturts, & Kim, 2014; Yang et al., 2013), however, job satisfaction is the most widely studied determinant of voluntary turnover and organization's attempt to retain valued

workers (Ghazi & Shahzada, 2012; Ross, Young, Sturts, & Kim, 2014; Terera & Ngirande, 2014; Theron, Barkhuizen, & du Plessis, 2014; Weeks & Sen, 2016). Understanding what determinants drive job satisfaction aids management in reducing organizational cost and develop effective retention strategies (Bakar et al., 2015)

 Compensation and benefits. Compensation, in terms of employee pay, is one of the most critical factors that determine whether an employee will leave or stay with an organization (Al-Salemi, 2013; Asaduzzama, Hossain, & Rahman, 2014; James & Mathew, 2012; Michael, Prince, & Chacko, 2016). The reciprocal relationship between paying individuals in return for services performed meets the basic needs of employees (James & Mathew, 2012). Yang et al. (2013) found that higher pay is the primary factor of why some employees in the hotel industry wanted to resign their positions. Moreover, only 43.8% of the faculty who were studied in a South African higher education institution were found to be happy with their compensation, and only 39% reported being happy with their bonus structure (Theron et al., 2014). In their study, Selesho and Naile (2014) found that faculty members who worked for a higher education institution in South Africa thought that the institution did not meet their pay expectations.

 An employee's expectation of pay may have different levels of satisfaction depending upon the position the employee holds with the organization. For example, Mangi, Soomro, Ghumro, Abidi, and Jalbani (2012) found that 70% of nonfaculty staff within a higher education institution were found to be satisfied with their pay and felt that their compensation expectations were met (Mangi et al., 2012).

Monetary compensation is not the only factor in keeping employees satisfied (James & Mathew, 2012; Nazir, Shafi, Qun, Nazir, & Tran, 2016). Receiving fair appraisals from direct supervisors can affect an employee's compensation and provides key considerations for increasing job satisfaction, either directly or indirectly (Chauhan & Patel, 2013). Theron et al. (2014) found that many employees do not receive fair performance appraisals and increase the likelihood that the employee decision to leave. However, the use of other benefits, for example, stock investment options, help stimulate job satisfaction among employees in place of monetary compensation (James & Mathew, 2012).

Rewards and recognition. Rewarding and recognizing staff are critical to employees' motivation to stay with an organization and could increase job satisfaction (Bakar et al., 2015; Vasquez, 2014). Many employees receive recognition for performance (Theron et al., 2014) and a direct link exists between supervisors giving recognition and an increase in satisfaction (Bakar et al., 2015). Furthermore, Bakar et al. (2015) found that job satisfaction increases with employee recognition because the employees think as though their employer appreciates their efforts. Jung and Shin (2014) supports the notion that job satisfaction increases when an organization implements an external rewards systems. However, in their study, Mangi et al. (2012) found that 80% of the nonfaculty members studied felt that their institutions were not rewarding them effectively for their performance supporting the notion that reward systems are a critical component of job satisfaction.

Training and development. Employees place a high value on training and development to allow for promotional opportunities (Bajwa, Yousaf, & Rizwan, 2014; Festing & Schafer, 2014; Yang et al., 2013). Training and development are critical components to increasing employee satisfaction (Akhter, Raza, Ashraf, Ahmad, & Aslam, 2016; Bapna, Langer, Mehra, Gopal, & Gupta, 2013). Employees are more satisfied when they work for an organization that encourages educational opportunities, training and development, and educational repayments (Jehanzeb, Rasheed, & Rasheed, 2013; Laddha, Singh, Gabbad, & Gidwani, 2012). Employees who receive training and development opportunities are more likely to stay with that organization because they feel well equipped to perform their jobs (Ameeq-ul-Ameeq & Hanif, 2013).

Employees consider the number of training opportunities available when they decide to stay or leave an organization (Kennett, 2013). Chauhan and Patel (2013) found that training allows employees to increase their skill level, which creates promotional opportunities and specialized niches for employees. Selesho and Naile (2014) found that academic staff agree that their expectancies on promotional opportunities were not widely available in the higher education institution studied (Selesho & Naile, 2014) and in a world-wide study of higher education institutions only 6% of the faculty felt satisfied with the promotional and professional development opportunities offered them (Maugi, Soomro, Chumro, Abidi, & Jalbani, 2013).

Leadership and management relationships. The relationship between the employee, the organization's leadership team and management has a critical impact on job satisfaction (Bateh & Heyliger, 2014; Parzinger, Lemons, & McDaniel., 2012;

Seleho & Naile, 2014; Tews, Michel, & Stafford, 2013; Tse et al., 2013). The employee's relationship with the organization's leader could negatively affect how motivated the staff member is when performing tasks and could result in the staff member deciding to leave employment (Yang et al., 2013). A significant correlation exists between job satisfaction and transformational leadership (Bateh & Heyliger, 2014; Parzinger et al., 2012; Tse et al., 2013). In a study with 194 banking employees, 65% of the participants agreed that their managers exercised a transformational leadership style (Parzinger et al., 2012).

Transformational leadership inspires employees to perform at a high level and creates a level of employee commitment (Tse et al., 2013). Moreover, Callier (2016) found a link between transformational leadership and the decision to stay or leave the organization. Employees feel empowered when working under a manager that possess transformational leadership attributes because their empowerment results in the employee being inspired to reach higher levels of performance for the organization (Iqbal & Hashmi, 2015; Yi-Ying, 2015). Managers adopting a transformational leadership style that include empowering and inspiring employees may be influential in strengthening the employee-employer relationship by increasing employees' commitment and job satisfaction (Chou, Chang, & Han, 2016).

An employee's level of commitment and satisfaction with the organization and job depends on how well the manager fosters employee growth (Bacea & Bordean, 2016; Cascio, 2014; Malik & Singh, 2014; Nelissen, Forrier, & Verbruggen, 2017). Tharmin (2012) argued that a link does not exist between transformational leadership and job

satisfaction; yet, the author confirms the relationship between organizational commitment and job satisfaction. This notion implies that when an organization (and its managers) fully commits to offering growth opportunities to employees, job satisfaction increases and the likelihood of the employee choosing to leave the organization decreases.

Another leading leadership style theory that appears in the leadership and job satisfaction studies consists of transactional leadership styles and attributes (e.g., Rothfelder, Ottenbacher, & Harrington, 2013). This type of leadership style motivates employees with incentives and performance rather than empowerment and inspiration (Bacea & Bordean, 2016). In contrast, some employees are more satisfied when they work under a transactional leadership style; yet, the most widely used leadership style studied when considering the influences of job satisfaction is transformational leadership (Bateh & Heyliger, 2014).

Work-life balance and employee welfare. A growing interest exists to research and understand work-life balance factors and its influence on job satisfaction and retention strategies (Coetzee & Stoltz, 2015; Pawar, 2013). Managers implement work-life balance programs to help stimulate productivity and job satisfaction (Mohammadi & Shahrabi, 2013; Umamaheswari & Krishnan, 2016). Critical challenges exist when employees are not able to balance commitments between work and family (Pattusamy & Jacob, 2015).

The balance between work and family life is instrumental in instilling harmony among workers. A disconnect of harmony results in an imbalance that causes lower productivity and satisfaction (Lahamar, Glass, Perrin, Hanson, & Anger, 2013). Kumar

and Chakraborty (2013) found both employee and employer perspectives on the impact of work-life imbalance results in lower levels of employee morale, an increase in complaints, a decrease in retaining valued workers, a reduction in performance, and a deprived quality of life.

Job satisfaction increases with flexibility in employees' schedules (James & Mathew, 2012). Moreover, James and Mathew (2012) found that employees who are offered the ability to work from home or telecommute options have a higher probability of being satisfied with their jobs and increases the likelihood they will choose to stay with their employer.

Employees are not the sole recipients of work-life benefits. Chimote and Srivastava (2013) found that employers received employee commitment in reaching higher levels of quality in their work and a decrease in absenteeism and tardiness among work-life balanced employees. Moreover, other components experienced by work-life programs, from an employer's perspective, includes increasing productivity, loyalty, and the organization's ability to keep employees happy and satisfied to reduce turnover (Chimote & Srivastava, 2013). On the other end of the spectrum, employees feel that work-life programs adds to their autonomy, reduces undue stress, increases the security of their positions, and adds to their wellbeing (Chimote & Srivastava, 2013).

Nature of work and work environment. Many researchers have found a link between job satisfaction and the nature of work performed (e.g., Amzat & Idris, 2012; Jung & Shin, 2014; Reineholm, Gustavsson, Liljegren, & Ekberg, 2013; Yang et al., 2013). Yang et al. (2013) found that employees performing repetitive daily tasks are

31% more likely to have a decrease in job satisfaction and resign their position. Amzat and Idris (2012) argued that employees who feel their work has meaning are more intrinsically satisfied with their job, evidenced by their findings that faculty possess a sense of satisfaction when helping students to improve academically.

In contrast, Reineholm et al. (2013) concluded that predicting voluntary turnover includes a direct connection between employees who have high autonomy and variety of work tasks. Maugi et al. (2013) found in his study of higher education employees that 30% of the participants' satisfaction decreased because of unclear rules and policies of the university. Moreover, a decrease in job satisfaction, an increase in conflict, and an increase in work pressure results when employees are not included in organizational change decisions that affect them (Yang et al., 2013).

Employee Retention Strategies

Retaining valuable employees is a challenge for organizations regardless of the size and the number of staff the company employs (Samson, 2013). Retention causes major concerns for organizations specifically during a slowing economy (Milman & Dickson, 2014). Moreover, having a positive relationship with staff will help managers understand why employees decide to stay with the organization (Milman & Dickson, 2014). Some researchers theorize that retaining employees who are less productive or do not work towards the advantage of the organization are careless and an organization's attempt to retain these low-performing employees could be considered counterproductive (e.g., Self & Self, 2014). On the other hand, an organization's ability to create effective strategies to retain employees results in a higher probability of the organization achieving

strategic goals (Frey, Bayon, & Totzek, 2013).

Employees want to feel that their organization appreciates their efforts (James & Mathew, 2012). Organizations should develop, invest, and implement several strategies to increase a feeling of value with its employees (James & Mathew, 2012). In contrast, Harrison and Gordon (2014) argued that a one size fits all strategy will not be effective because employees respond differently to various retention strategy programs (Harrison & Gordon, 2014).

Yang et al. (2013) posited that an organization's success in retaining valued staff depends upon the organization's ability to understand employees' expectations of the job to develop more customized strategies to entice employees to stay with the organization. Conversely, Idris (2014) suggested that implementing effective retention strategies requires organizations to implement the right flexibility to the right employee (Idris, 2014). Huffman, Casper, and Payne (2014) argued that effective retention strategies should include the spouse of the employee to increase spousal buy-in and reduce work intrusions from the family member.

Incentive systems retention strategies. Compensation and other incentive systems are the most widely researched factors that link voluntary turnover to job satisfaction and employee retention (Gupta & Shaw, 2014). The most important component of an organization's retention strategies includes salary strategies, however, Anvari, JianFu, and Chermahini (2013) argued that the most critical components of incentive strategies that are likely to reduce turnover include offering stock options and profit sharing programs. In their study, however, James and Mathew (2012) found that

over 65% of the organizations they studied did not offer stock options or retirement plans as a form of incentive strategies

A direct link exists between employees' compensation and performance, which is critical for an organization when focusing on reducing turnover (Anvari et al., 2013; Chauhan & Patel, 2013; Leider, Harper, Shon, Sellers, & Castrucci, 2016). Yang et al. (2013) supported the notion that compensation strategies are critical to reducing turnover while increasing productivity and found that over 85% of the participants' managers used a compensation strategy to retain employees. However, effective retention strategies should include fair pay decision strategies that could entice employees to stay with a certain organization (George, 2015). In their quantitative study of 150 faculty participants working in a South African higher education institution, Theron et al. (2014) found compensation and bonus structures influenced faculty's decisions to stay with the university.

An employer's ability to develop perceived worthwhile compensation and other benefits strategies can be worthwhile for both the employer and the employee (Terera & Ngirande, 2014). For example, Selesho and Naile (2014) found that implementing and conducting a market wage strategy to retain academic staff increases the likelihood of a reduction in staff turnover. By conducting market wage strategies, organizations are much more equipped to fulfill employee's salary expectations, however, pay and other compensation strategies are equally critical to reducing turnover.

Recognition and rewards. Recognizing and rewarding employees for a job well done is a widely researched topic among scholars (e.g., Callaghan & Coldwell, 2014).

Employees hold a common feeling that they want to believe their efforts make a difference (White, 2014). While 80% of managers working in organizations within the United States stated they have employee recognition and rewards strategy in place, many employees do not know what these programs are or do not understand how the programs directly related to their accomplishments (White, 2014).

Ineffective recognition and rewards strategies cause a decline in employee commitment, job satisfaction, and trust (White, 2015). A one-size fits all strategy to recognize and reward employees does not work effectively because employees differ in how they feel appreciated (Liu et al., 2012; White, 2014). Liu et al. (2012) provided a suggestion that managers need to implement new programs that would be more effective in recognizing and rewarding employees for their efforts. Key elements that foster effective recognition and rewards strategies include managers providing frequent, individualistic and personal feedback that helps to build appreciation (White, 2015). Moreover, White (2015) posited that the recognition must be authentic, and given on a platform that the employee feels most comfortable with (for example, recognition in front of the entire company versus individual recognition). One mistake managers make is to recognize employees for tenure only (White, 2014).

In higher education institutions, the need to recognize and reward staff for the quality of the service they provide is paramount (Kopelman, Gardberg, & Brandwein, 2013). However, rather than faculty receiving continual recognition and rewards many higher education institutions only reward and recognize faculty at the end of the academic year and often, administrative staff are not rewarded and recognized

periodically (Kopelman et al., 2013). Kopelman et al. (2013) concluded that an effective way to recognize staff includes a top-down recognition program that involves receiving nominations across the institution and selecting the staff accordingly, holding a ceremony to award the staff, and reading specific comments about the staff member received.

Training and development. One of the most effective ways an organization can retain employees includes offering training and development programs (McNelis, 2014; Terera & Ngirande, 2014). Organizations can spend over a billion dollars to invest in training and developing its workforce as a way to increase organizational performance and aid in the organization's ability to maintain its competitive advantage (Saks & Burke-Smalley, 2014). Making an investment in employees by offering training and development opportunities increases organizational performance, employee productivity and influences a more positive employee attitude (Memon, Salleh, & Baharom, 2016). Moreover, one of the primary functions of an organization's talent manager is to focus on training and development initiatives (Sawitri & Muis, 2014).

A variety of training and development program offerings enhances employees' skills and introduces employees to newly learned knowledge (Chauhan & Patel, 2013). Employees who work for an organization that invests in training and development increases employee's commitment to the organization (Selden et al., 2013). In the hospitality industry, Liu, et al. (2012) posited that a link exists between training programs and staff tenure. Jung and Shin (2014) found that organizations lacking in career development training increase the likelihood that staff feels trapped in their current positions. In contrast, some researchers found negative results when organizations train

and develop employees because employees feel more marketable once they have gained new knowledge and skills and could potentially choose to seek other employment (Kwon & Rupp, 2013; Smith, Stokes, & Wilson, 2014; Terera & Ngirande, 2014). Minimizing this effect requires organizations to develop and implement various retention strategies that foster employees' personal satisfaction (James & Mathew, 2012).

Training and development programs are critical components of retention strategies and job satisfaction among employees because these programs foster promotional opportunities for employees (George, 2015; James & Mathew, 2012). In slight contrast, while Terera and Ngirande (2014) could not find a direct link between employee training and successful employee retention, the authors validated a direct link between training and employee job satisfaction. Offering on-the-job training, classroom training, and computer-based training are the predominate methods an organization uses, although, on-the-job training was found to be the most effective when relating employee's application of the training to organizational performance (Saks & Burke-Smalley, 2014). Some researchers found that managers and leaders may not understand how to develop and implement retention strategies and suggested organizations implement a leadership and management training on how to increase job satisfaction as a way to increase retention efforts (Bateh & Heyliger, 2014). Organizations that offer mentoring programs as a way to develop staff increases retention because employees have more of a solid career growth path within the organization (Aruna & Anitha, 2015; Hofhuis, Van der Zee, & Otten, 2014).

Work-life and employee welfare. Strategies that include offering a balance between an employee's work and outside life aids organizations in retaining employees and building trust within the employee-employer relationship (Idris, 2014). An organization's ability to maximize work-life balance programs aids the organization in fostering innovative and mutual relationships between the employee and employer (Kowsalyadevi & Kumar, 2013). Moreover, a direct link exists between work-life retention strategies and job satisfaction, positive attitudes among employees, and performance (Campbell, 2015).

One of the primary obstacles organizations has in implementing work-life balance programs include managers learning to trust employees and employees learning to be accountable to perform at a high level to keep manager's trust (Idris, 2014). These challenges may negatively affect job satisfaction (Pawar, 2013). Original thoughts on creating work-life balance were focused primarily on benefiting women in the workplace, although, modern researchers agree that work-life balance programs benefit all staff members regardless of gender or position within the company (e.g., Khan & Agha, 2013). Moreover, Darcy, McCarthy, Hill, and Grady (2012) found that the development of work-life strategies should distinguish between the career stages of employees. Implementing a more personalized strategy needs to be considered if the organization's objective is to maximize positive attitudes within the workplace (Darcy et al., 2012).

An imbalance occurs when employees are not able to control their limited time (Pattusamy & Jacob, 2015). Moreover, conflict often arises resulting in the need for organizations to offer work-life balance programs (Lahamar et al., 2013). Even though

these challenges exist for organizations, some managers are hesitant to offer work-life

programs (Stout, Awad, & Guzman, 2013). Effective strategies influences satisfaction

levels in terms of employee commitment and the employee's decision to stay or leave the

organization (Deery & Jago, 2015). Knowing the signs of when employees experience

work-life imbalance is the first step in finding suitable solutions for a work-life balance

(Deery & Jago, 2015).

The most effective work-life balance retention strategies include organizations

that offer flexible work schedules, telecommuting including the offering of virtual job

opportunities, coupled with job sharing, and programs that allow employees to take care

of members of their family who are elderly (Campbell, 2015). Creating an organizational

culture that fosters work-life balance programs increases job satisfaction and reduces

stress among employees (Deery & Jago, 2015). Campbell (2015) supported the

implications made by Deery and Jago's (2015) and added that managers who allow

employees to make decisions regarding when and where they work help to foster a more

positive attitude which could contribute to an increase in employee job satisfaction and

retention of valued workers (Campbell, 2015).

Management and leadership. Effective retention strategies depend upon a

positive relationship between the employee and the manager or leader (Abualrub &

Alghamdi, 2013; George, 2015; Hofhuis et al., 2014; Rothfelder et al., 2013). Leadership

styles form based upon an individual's principles, ethics, and preferences, which can

influence the culture within an organization and its standards (Abualrub & Alghamdi,

2013). Rothfelder et al. (2013) found a relationship between leadership behavior and job

satisfaction. In their study of 101 hotel employees, the authors found that a positive

relationship between a leader's behavior and job satisfaction results in providing a higher

level of customer service.

The most widely studied leadership style that best explains effective retention

strategies is transformational leadership styles (e.g., Cheng, Bartram, Karimi, & Leggat,

2015; Khalifa & Ayoubi, 2014). Transformational leaders bring meaning to an

employee's work and leaders inspire innovation (Abualrub & Alghamdi, 2013).

Managers who embrace transformational leadership provide personalized attention to

employees that promotes an employee's wellbeing (Fong & Snape, 2016; Krishnan,

2013). Leaders are more successful in increasing satisfaction when they apply

characteristics of modesty, ethics, power, imagination, and encouragement (Berendt,

Christofi, Kasibhatla, Malindretos, & Maruffi, 2013). In contrast, Tharmin (2012)

concluded that job satisfaction could increase when transformational leaders lead by

example, involve employees in decisions when developing new innovative products, and

provide employees with rewards.

Many researchers have found a relationship between the transformational leader

empowering employees with job satisfaction and employee commitment (e.g., Jung &

Shin, 2014). Empowering employees increase customer satisfaction and has a positive

influence on organizational performance (Jung & Shin, 2014). Employee empowerment

occurs when employees have a clear understanding of the vision, mission, and

organizational objectives (Berendt et al., 2013). In their study of 101 hotel employees,

Rothfelder et al. (2013) found that a positive relationship between a leader's behavior and

job satisfaction exists that results in providing a higher level of customer service because they empower employees to make more rapid decisions to satisfy the customer's needs.

In contrast, other researchers have examined the relationship between transactional leadership styles with job satisfaction and retention strategies (e.g., McDermott et al., 2013). Managers that adopt the transactional leadership style coordinate and monitor work tasks while explaining specific goal expectations (McDermott et al., 2013). The transaction exchange between managers and employees involves some type of compensation consideration (McDermott et al., 2013). Transactional leadership traits include helping to determine goals, they reward effort for achieving goals, and only respond when there is a shared benefit (Masa'deh, Obeidat, & Tarhini, 2016). However, transactional leadership styles may not be preferred style among staff working in a higher education institution. In their higher education institution research, Bateh and Heyliger (2014) found that only 25% of their 104 participants studied indicated they enjoyed working under a manager who has adopted a transactional leadership style. They also found transformational leadership style is a better predictor of job satisfaction within higher education (Bateh & Heyliger, 2014).

Nature of work and work environment. Previous studies have linked the nature of work and the work environment with job satisfaction and turnover (e.g., Amzat & Idris, 2012; Mandhanya, 2015). Employees are more incline to resign their positions when their daily work consist of repetitive job tasks (Yang et al., 2013). Implementing strategies that increase a variety of skills being used, identifying other tasks employees are capable of performing, and ensuring employees understand the significance of the

tasks results in creating a more positive attitude among employees about the nature of their work (Liu, et al., 2012).

The successful use of job design strategies could aid an organization in promoting a learning environment that allows the employee to apply additional tasks, helping the employee become more promotable (Yang et al., 2013). In their attempt to better understand influences that employees consider when deciding to leave employment, Yang et al. (2013) found that only 31% of the participants worked in an organization that offered job enrichment and job enlargement opportunities when they resigned. These findings support the notion that these two job design methods could have a significant influence on employee retention strategies if organizations offered these programs more proactively (Yang et al., 2013). However, disagreement among some researchers exist in the literature regarding the retention effectiveness when organizations offer employees the opportunity to perform several job tasks (e.g., Reineholm et al., 2013). In their study of over 1,000 employees in the Sweden labor market, Reineholm et al. (2013) found that employees would more likely choose to leave their employer when organizations introduce the employee to multiple job tasks.

Communication is an important strategy that organizations use to retain employees (Hofhuis et al., 2014; Yang et al., 2013). Managers who share both positive and negative information with employees reduce the likelihood that staff will leave employment (Yang et al., 2013). Jung and Shin (2014) extended the importance of adopting a communication strategy as the findings of their study support the notion that when employees receive a specific explanation of their job tasks, they are more satisfied

with their job. Holding employee focus groups on a monthly basis to solicit employee's feedback in improving quality measures is one effective measure of communication that aids in increasing retention among employees (Van der Aa et al., 2012).

A supportive environment that begins at the top level and permeates throughout all management levels increases an employee's favorable perception of commitment and aids in developing effective retention strategies (George, 2015). Moreover, creating a work environment that supports a fun and pleasant work environment contributes to employees feeling happy with their job and boosts morale (George, 2015; Han, Kim, & Jeong, 2016; Jernigan, Beggs, & Kohut, 2016; Leeder, 2014). Tews et al. (2013) agreed that an effective retention strategy includes the opportunity for employees to have fun at work, yet, the authors suggested that a balance needs to be established between employees having fun and maintaining performance levels.

In summary, my review of existing literature exploring employee retention strategies to reduce voluntary turnover confirmed that this topic is widely researched across many organizational industries. Key impact indicators emerging from the review of the literature included the effect employee retention strategies have on voluntary turnover, organizational performance, and job satisfaction. Moreover, developing effective retention strategies consist of managers thoroughly understanding the elements associated with job satisfaction and organizational performance (Bakar et al., 2015). Psychological contract theory helps to understand the employee and employer causal relationship pertaining to the impact of perceived obligations that organizations form, develop, maintain and breach. Applying this conceptual framework to the current

research project helped to explore the influences causing employees to leave their current

jobs, and the connection that fulfilled obligations (or unfilled obligations) have on job

satisfaction, organizational performance, and employee retention strategies. Limited

research exists on qualitative case studies exploring employee retention strategies

developed in a for-profit higher education institution located in the Midwestern United

States. Most of the existing research found were quantitative studies to explore retention

strategies in multiple nonprofit higher education institutions (e.g., Bateh & Heyliger,

2014). These gaps validate the importance of conducting a qualitative case study to

explore retention strategies to reduce voluntary turnover in a for-profit higher education

institution located in the Midwestern United States.

Transition

Section 1 of this study contained the key foundational components needed to

explore effective employee retention strategies to reduce employee voluntary turnover

and explore whether these strategies are effective in increasing job satisfaction. Section 1

included a discussion on the background of the problem, details regarding the nature of

the study, identification of the problem statement and formulation of the research

question. As a review, voluntary turnover among employees can affect an organization's

performance and job satisfaction (Park & Shaw, 2013). Managers create and implement

retention strategies, yet, they may not know if these strategies are effective which

supports the notion that a need for further exploration of this problem exists.

Another component included in Section 1 was the introduction of Rousseau's

(1989) psychological contract theory that provides the basis to explore the problem I

addressed in the current research project and research question from an employee-employer relationship perspective. A disclosure of the identified assumptions, limitations, and delimitations of the study was also present in Section 1, which helps increase the validity and reliability of the study while reducing researcher bias. The significance of the study discussion helped to disclose how the current research project might make an impact on organizational and social change. The last component of Section 1 included a thorough review and synthesis of existing literature found on voluntary turnover and its impact on organizational performance, influences of job satisfaction on voluntary turnover, retention strategies.

In Section 2, I provided a more in-depth detail of some of the components introduced in Section 1, as well as a step-by-step process for conducting the current study. Section 2 also contains detail on the chosen methodology and design of the project, the data collection instruments, the data collection techniques, the data organization, and the data analysis. Last, Section 2 contains a thorough explanation of the steps to ensure ethical research exists and provides a solid discussion on ways to increase the validity and reliability of the current research project. Section 3 of this research project includes the presentation of the current study's findings, a discussion on the application for professional practice, implications of the study's findings on social change, and recommendations for action and further research.

Section 2: The Project

Section 2 includes a thorough discussion relating to the structure of the planned research project. The section begins with reiterating the purpose for conducting this study, followed by subsections about the role of the researcher and the process for selecting participants for this study, including eligibility criteria. The chosen research methodology and design are presented in Section 2, coupled with the justification of the number of participants planned for the current research project found in the population and sampling subsection. A discussion of ethical considerations is also a component of this section, as is a thorough description of the data collection instrument, data collection, and organization techniques. The last two subsections in Section 2 address the data analysis process and steps to increase reliability and validity of the current research project.

Purpose Statement

The purpose of this qualitative case study was to explore employee retention strategies that for-profit, higher education institution managers use to reduce voluntary employee turnover. The targeted population for this case study was department managers and employees working in Student Success teams of a for-profit university located in the Midwestern United States. This population was most relevant for this study because this group has in-depth knowledge of the phenomenon yet members' perspectives may vary depending upon the roles they serve within the organization. Researchers have suggested that voluntary turnover leads to decreases in organizations' revenue (Gurazada & Rao,

2013) and increases in replacement costs (Byerly, 2012), which could affect both participant groups.

Understanding the association between the influences that retention strategies have on turnover may positively influence social change by aiding managers in developing strategies that incorporate the true essence of what employees value as a way to create happier employees. Moreover, developing and implementing effective retention strategies may help to create a more enjoyable work environment to retain employees, thereby positively affecting the community in terms of financial, economic and social improvements.

Role of the Researcher

In qualitative research, the researcher has many roles. The general role of a researcher includes (a) designing the study, (b) collecting data, (c) analyzing data, (d) interpreting and disclosing findings, (e) following ethical standards for research, and (f) providing privacy for participants and the institution (Corwin, 2015). My specific role in this qualitative case study combined these roles with the role of instrument for the collection and analysis of data (e.g., Glynne, 2015; Idris, 2014; Pessu, 2015).

Participants whom I purposively selected for this study worked in Student Success teams of a for-profit higher education institution located in the Midwestern United States. The institution as a whole employs approximately 400 full-time staff; the Student Success teams consist of approximately 30 full-time employees, advisors, leads, managers, and directors. I am a full-time employee of the institution who works in the academic department. I had no personal relationship and a limited professional

relationship with the prospective participants selected for my study. The potential participants worked in other capacities within the institution, outside the academic department. My position does not hold any influence in power or administrative title over the individual whom I might have selected for this study. I had previous knowledge of voluntary turnover, job satisfaction, and retention strategies used by managers that I had gained from an employee's and a manager's perspective. I acquired this knowledge from working for 30 years in various organizations and industries.

Ethical standards established by the Belmont Report (U.S. Department of Health and Human Services [USDHHS], 1979) provide a safeguard against the possibility that researchers will cross ethical borders during the research process. The Belmont Report mandates three ethical principles: (a) respect for participants, which includes all viable participants voluntarily consenting to participate in the study under anonymity; (b) beneficence, comprising the researcher conducting the study in an ethical manner to protect participants from harm by keeping their wellbeing in the forefront while accepting their decisions; and (c) justice, the principle that requires researchers to treat all participants equally (USDHHS, 1979). I abided by these principles by ensuring that Walden University Institutional Review Board (IRB) approved the current study's proposal before I conducted the research (approval number 02-09-17-0442754). Moreover, to substantiate my understanding of these ethical boundaries, I completed a training course entitled *Protecting Human Research Participants* provided by the National Institutes of Health Office Extramural Research (see Appendix B).

The responsibility of a qualitative case study researcher is to make every attempt to mitigate biased notions and avoid viewing data through a personal lens (Yin, 2014). Reflective journals help to identify researchers' personal views that may influence the outcome of a study (Edwards & Holland, 2013; Peredaryenko & Krauss, 2013). Skiba and Disch (2014) suggested the use of member checking as a tool to mitigate bias and ensure the accuracy of findings. In contrast, Natsheh, Gbadegeshin, Rimpilainen, Imamovic-Tokalic, and Zambrano (2015) posited that achieving data saturation through the triangulation process aids researchers in increasing the credibility of a study and reducing the likelihood that bias exists during the data collection and analysis phases. I incorporated these strategies to mitigate bias in this current research project and to help reduce the likelihood that I would view the data through a personal lens.

A qualitative researcher chooses to conduct face-to-face interviews to acquire new knowledge from others who share experiences and place meaning on an event (Redlich-Amirav & Higginbottom, 2014). To conduct a successful interview, a researcher needs to possess impressive listening and note-taking skills, which must be coupled with proper planning (Redlich-Amirav & Higginbottom, 2014). Researchers who follow a specific interview protocol are poised to conduct successful interviews because they can ask the same questions in the same order to each interviewee; in this way, they can collect consistent data (Castillo-Montoya, 2016; De Ceunynck, Kusumastuti, Hannes, Janssens, & Wets, 2013). Moreover, the structure of an interview protocol does not allow a researcher to deviate from asking the planned questions, thereby limiting the researcher's ability to ask leading questions based upon preconceived notions (Eisenhardt, Graebner,

& Sonenshein, 2016). As the primary instrument in this case study, I conducted face-to-face, semistructured interviews by closely following a specific interview protocol that I developed for the current research project (see Data Collection Instruments).

Participants

In this qualitative study, my aim was to explore employees' and managers' perspectives on effective retention strategies, which reduce voluntary turnover and organizational costs. In selecting participants, researchers seek those who share expert knowledge about a phenomenon and can inform them concerning specific research questions (Moustakas, 1994). Purposive sampling allows a researcher to select participants who have the best knowledge of a phenomenon and who meet specific criteria in order to explore the phenomenon deeply (Chetty, Partanen, Rasmussen, & Servais, 2014; Elo et al., 2014; Robinson, 2014).

In this study, I chose two groups of interviewees to participate. The first group consisted of employees who worked in Student Success teams of the selected for-profit university located in the Midwestern United States. This group was appropriate to participate in this study because each participant had a unique perspective on the influences that kept him or her satisfied at work and on the effectiveness of the manager's retention efforts. The second group of participants consisted of Student Success managers who had implemented retention strategies to keep valued employees happy and productive. This group was appropriate to participate in this study because each manager had a unique perspective on his or her efforts to retain staff to increase organizational performance and reduce replacement costs. Qualifications for both participant groups

included working a minimum of 3 years in the current full-time position. Additional

qualifications required manager-participants to have a focus on developing effective

retention strategies.

There were no demographic restrictions planned for this study that would have

excluded participants based on their gender, age, race, religion, or educational

background. By not considering the demographics of participants, a researcher has the

ability to capture a broader spectrum of diverse meanings and perspectives in relation to a

phenomenon (Robinson, 2014). I chose the participating for-profit higher education

institution located in the Midwestern United States because of my current knowledge of

the institution, its accessibility in terms of location, and its willingness to have this study

conducted (see Maxwell, 2013). In addition, employees appeared to be generally happy

with their roles within the company.

Gaining access to the participants for this study involved submitting a proposal

for approval, completing an oral exam, and then proceeding to Walden University's IRB

(approval number 02-09-17-0442754) and the research location's IRB (see Appendix C).

Prior to formal submission of the proposal, the research location granted verbal approval

to have the study conducted at the research location. The vice-president of human

resources and the provost were the two parties who granted approval to have the study

conducted at the research location.

Successful completion of this study required solid working relationships with the

participants. Using my past professional experience as a frontline employee and, in later

years, as a manager of a department, I had the ability to build trust with both groups in

order to provide a comfortable environment for the sharing of perspectives and experiences. Palinkas (2014) noted that building a working relationship also encompasses the need for a researcher to exhibit integrity throughout the data collection process while showing respect for participants' personal information, views and perspectives. In contrast, Sanjari, Bahramnezhad, Fomani, Shoghi, and Cheraghi (2014) proposed that a working relationship between a researcher and participants enhances trust between the two parties. I upheld the integrity and respect of the participants by (a) explaining to participants prior to the start of the interview that they could withdraw from the study at any time before, during, or after the interview by simply notifying me of their intention to do so, either verbally or in writing (see Hardicre, 2014); (b) by protecting the participants' personal information through the implementation of a collected data coding system (see Mitchell & Wellings, 2013); and (c) by storing the collection of the data on a password-protected USB flash drive placed in a safety deposit box (see Khan, 2014). I am the only individual with access to the data. After 5 years from the date of the completed research project, destruction of all data will occur (see Khan, 2014) by deleting the USB flash drive and shredding all hard-copy documents collected.

Research Method and Design

Researchers consider three general methods to explore, investigate, examine, or understand a phenomenon. Qualitative and quantitative studies possess characteristics that are unique and are used to aid a researcher in gaining new knowledge (Myers, 2013), whereas a mixed-methods approach includes elements of both. A researcher's ability to determine the most appropriate method depends upon a combination of the expected

objectives for the project, the study's uniqueness, and the subject matter (Bansal &

Corley, 2012). Choosing the appropriate research design for a study depends on the

approach to inquiry that best aligns with the foundational research questions (Yin, 2014).

The purpose of this qualitative case study was to explore perspectives relating to

retention strategies to reduce voluntary turnover obtained from the perspective of both

employees and managers. The remaining portion of this section includes the justification

of the research method and design chosen for this project.

Research Method

Some scholars do not regard the qualitative research approach as a viable method,

although a renewed interest in this research method has emerged among business

investigators (Myers, 2013). Qualitative research places emphasis on immeasurable

meanings, and researchers place importance on relationships between the investigator and

the phenomenon being studied (Denzin & Lincoln, 2011). Researchers who use

qualitative methods are interested in *how* the creation of a social event occurs (Denzin &

Lincoln, 2011). General circumstances for researchers to consider when choosing to

conduct a qualitative study include when there is a lack of knowledge about an event,

when unanswered questions exist as a result of researchers primarily using quantitative

methods to study a topic, when the topic is complex, and when the researcher has an

interest in the participants' views (Starr, 2014). Moreover, qualitative researchers

combine their thoughts with the shared experiences of a small participant sample to

capture the meaning of a phenomenon (Denzin & Lincoln, 2011; Starr, 2014).

Within a qualitative research study, the researcher (a) examines meaning in individual lives from a real-world setting, (b) clearly denotes views of the participants, (c) ensures that the study is conducted in a natural setting, (d) adds insight to the explanation of a human behavior, and (e) ensures that multiple resources are used for evidence (Yin, 2014). In their study on a business-related research topic, Parry, Mumford, Bower, and Watts (2014) added that qualitative research helps investigators to explain quantitative data in a deeper sense and assists investigators in developing assumptions that inspire future quantitative research. The goal of this qualitative research project was to explore effective retention strategies that influence voluntary turnover within a higher education institution by gaining individuals' perspectives about this complex phenomenon.

In contrast, researchers choosing a quantitative approach place emphasis on deductive reasoning, theory testing, making predictions while following consistent data collection techniques, and analyzing data using statistical analysis to explain or confirm a phenomenon (Long, 2014; Yoshikawa, Weisner, Kalil, & Way, 2013). Quantitative methods also help researchers to explain cause-and-effect relationships between two or more variables (Yoshikawa et al., 2013). The outcome of a quantitative study may not easily apply to only one particular location or situation, and researchers could miss a phenomenon because of a narrow focus on testing theory (Yoshikawa et al., 2013). Quantitative methods include collecting data from a large participant sample to generalize the outcome of the study to a larger population; however, quantitative researchers often swap gaining deeper perspectives for the ability to generalize (Myers,

2013). Moreover, quantitative studies are chosen when researchers wish to examine

relationships that relate to many conditions and analyze data with numerical

measurements (Denzin & Lincoln, 2011; Myers, 2013).

I considered using a quantitative research method for this project; however, this

approach was not appropriate for the current study. Collecting statistical data from a

large participant sample did not represent the objective of this project (see Denzin &

Lincoln, 2011). Rather, I chose to conduct a qualitative study. The goal of this study

was to explore a phenomenon in a specific location with a small number of individuals

chosen to participate who experienced the event and who shared their knowledge and

perspective (see Yin, 2014). Last, the research questions served as the foundation for this

current study, which would not have formed the foundation of a quantitative study (see

Denzin & Lincoln, 2011).

The second method for researchers to consider is a mixed methods study.

Researchers who use mixed methods link parts of a qualitative approach with a

quantitative approach to heighten the perception of a unique phenomenon and to measure

significance, tendencies, reasons and consequences using statistical data (Pluye & Hong,

2014). The mixed methods approach allows researchers to possess the ability to create a

comprehensive understanding of a phenomenon and add a deeper understanding to theory

(Johnson & Christensen, 2014; Yoshikawa et al., 2013). Moreover, researchers must

possess a broader knowledge of both qualitative and quantitative approaches and

strategies of inquiry to be able to understand how to balance the approaches appropriately

(Yoshikawa et al., 2013).

The foundation of this research project was the exploration of the research questions and did not require statistical data to explain, explore or relate effective retention strategies with voluntary turnover. Moreover, I did not aim to test theory but to gain an understanding of individual perspectives on this phenomenon. Therefore, a qualitative research approach was most appropriate for this study. The majority of researchers who have studied this phenomenon within higher education institutions have conducted quantitative research or have used a mixed methods approach (e.g., Bakar et al., 2015; Bateh & Heyliger, 2014; Butali et al., 2014; Jung & Shin, 2014). The lack of data indicating the deeper meaning and perspectives on this phenomenon supported the need to conduct further investigation of this phenomenon through a qualitative lens and further justified the qualitative method as the most appropriate approach for this research project (see Starr, 2014).

Research Design

A research design is a blueprint of a project that aligns the research question to data collection and analysis (Yin, 2014). For qualitative studies, the major research designs that researchers consider include case study, ethnography, and phenomenology (Denzin & Lincoln, 2011). Each of these design strategies requires the researcher to move forward with the study in a specific way that centers on the research question (Denzin & Lincoln, 2011).

I chose the case study design as the most appropriate approach for this research project. Yin (2014) described characteristics of case study designs to aid researchers in determining whether this design is appropriate for a research project. Choosing a case

study design is appropriate when (a) researchers aim to explore *how* or *why* an event

occurred, (b) researchers aim to broaden their understanding of an event with contextual

influences, or (c) the problem being studied is a current phenomenon in a natural setting

(Yin, 2014). In addition, a case study design is appropriate when the researcher seeks to

explore individuals' knowledge and perspectives of a complex phenomenon (Morse &

McEvoy, 2014).

An advantage to choosing a case study design is that it enables the researcher to

collect data from several sources to gain a deeper understanding of the phenomenon (Yin,

2014). Moreover, this triangulation process, in business research, allows the investigator

to capture data from a holistic, organizational perspective (Hoon, 2013) through the

process of conducting interviews, observations, surveys, and using archival data (Yin,

2014). I chose a case study design for this research project because I aimed to explore

the effective retention strategies that help to reduce voluntary turnover, which is a

complex phenomenon that I studied in a single, higher education, natural setting (see Yin,

2014). Moreover, I collected data through semistructured interviews from participants

who held multilevel positions within the higher education institution and used archival

data and other organizational documents to aid in capturing multiple perspectives about

the overarching research questions (see Hoon, 2013; Morse & McEvoy, 2014).

I also considered an ethnographic design for this research project. Researchers

choosing to conduct an ethnographic study choose a particular group and conduct the

study over a period of time (Tracy, 2013). In addition, researchers choosing an

ethnographic study explore a group's culture (Herrmann, Barnhill, & Poole, 2013).

Moreover, researchers using ethnography aim to understand a group's behavior, customs, and beliefs (Tracy, 2013). An ethnography design was not appropriate for this study because culture, behavior, customs, and beliefs among a specific group did not align with this study's overarching research question.

The last design option I considered for this research project was a phenomenological design. Researchers who adopt a phenomenological design capture a group of individuals' lived experiences of a specific event that occurs in multiple settings (Moustakas, 1994). A phenomenological design aids researchers in gaining an understanding of how individuals create meaning of an event and allow researchers to cluster themes to present a full explanation of the phenomenon (Yuksel & Yildirim, 2015). A phenomenological design could have been appropriate for this research project if the intent was to explore effective retention strategies to reduce voluntary turnover from a group of individuals in different settings. I rejected this design because this research project centered on exploring this phenomenon through the lens of employees and managers in one single higher education institution.

The majority of the researchers who studied effective retention strategies and voluntary turnover in higher education used a correlational design (e.g., Butali et al., 2014; Pelletier et al., 2015). While these studies statistically related multiple variables pertaining to the phenomenon across a number of institutions and thousands of participants, these studies did not capture perceptions of the phenomenon through the lens of individuals within one setting. This gap further supported my decision to conduct this research project as exploratory, single case study.

Achieving data saturation during the collection stage of a research project is a topic that is widely misunderstood and debated among scholars (Fusch & Ness, 2015). During the data collection stage of a qualitative case study design, saturation must occur to increase the credibility of the study (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014; Fusch & Ness, 2015). Researchers achieve data saturation at the instant where no new information emerges during the interview process (O'Reilly & Parker, 2013). Saturation occurs when there is a duplication of data, and when there is no further need to code themes (Fusch & Ness, 2015). Moreover, a researcher's ability to select the appropriate sample size aids the investigator in a having a greater chance of reaching saturation during the data collection phase (Fusch & Ness, 2015). Last, the triangulation process aids researchers in achieving data saturation and increases the credibility of the research project (Denzin, 2012). I conducted interviews, used archival data and other organizational documents until I reached saturation. I knew when I reached saturation when the responses from participants began to repeat, and no new insights or themes emerged.

Population and Sampling

Determining the appropriate population and sampling size are critical components for any research project. Deciding on the appropriate population and sampling increases the likelihood of the generalizability of the study coupled with increasing credibility and validity (Yin, 2014). Selecting the right sampling method to meet the research project's goals is critical (Acharya, Prakash, Saxena, & Nigam, 2013).

In this study, I used purposive sampling. Purposive sampling is one of the most widely used sampling methods among scholars (Acharya et al., 2013). Purposive sampling is a sampling method where researchers select participants with purpose and not by random (Acharya et al., 2013). Moreover, purposive sampling allows the researcher to base participating selection on who will best meet the criteria for the study while selecting those who can provide a deep understanding of the event (Acharya et al., 2013; Robinson, 2014; Yilmaz, 2013).

Researchers who choose to use purposive sampling are not selecting participants randomly (Robinson, 2014) but rather, they select participants who can provide the researcher with information that presents richer meaning (Guetterman, 2015). Another advantage of purposive sampling is that this strategy aligns well with the researcher's ability to conduct rigorous interviews with a smaller sample size (Yilmaz, 2013). A primary disadvantage of choosing purposive sampling stems from the researcher having difficulty generalizing findings of the study (Acharya et al., 2013).

Existing researchers (e.g., Guetterman, 2015) have conflicting thoughts on an appropriate sample size for a purposive sampling strategy in a qualitative case study. In qualitative research, some researchers have argued that small sample sizes decrease the validity of the study (e.g., Boddy, 2016; Cozby & Bates, 2012). Guetterman (2015) concluded that how the research project is bound should be a determinant of the chosen sample size (Guetterman, 2015). The appropriate sampling size in qualitative research is a minimum of five and no more than 50 participants (Dworkin, 2012). There is no true consensus found in existing literature relating to an appropriate sample size of qualitative

case studies; researchers agreed that rather than focusing on sample size, the investigator

should focus on the specific research questions and the topic of interest within the

research project (O'Reilly & Parker, 2013; Roy, Zvonkovic, Goldberg, Sharp, &

LaRossa, 2015).

Purposive sampling was appropriate for this study because this sampling provided

the basis for selecting participants who provided critical information and richer meaning

on the influences of voluntary turnover and managerial retention strategies within a

specific for-profit higher education institution located in the Midwestern United States.

Employees and managers who agreed to participate in this study met certain conditions to

qualify as participants. Both employees and managers held a full-time status within the

specific Midwestern United States for-profit higher education institution under study and

held their current position for a minimum of 3 years or more. Moreover, the selection of

managers only included those who have implemented retention strategies. I selected a

minimum of 6-10 participants for each group to interview in this research project, based

upon certain criteria, to aid in exploring the phenomenon under study. The sample size

consisted of 6-10 Student Success employees and 6-10 Student Success managers, who

met the established criteria. The decision to interview a total of 6-10 participants per

group fell between Dworkin's (2012) range of an acceptable number of participants to

interview.

Selecting an interview setting that is noiseless and secluded will create a

comfortable environment for participants (Mellor, Ingram, Abrahams, & Beedell, 2014).

Moreover, researchers choose the interview setting based upon participants' convenience

(Cooper, 2013). Coffey (2013) suggested that an organization's conference room is an appropriate interview setting. For the current study, the research location agreed to allow the interviews to occur in one of the institution's own conference room onsite. The conference room was located away from the participants' work and was equipped with traditional conference room equipment that included a conference table and chairs. Additional advantages to using the research location's conference room included being able to conduct the interview in a setting that was quiet, confidential, and one that was free of any distractions.

A researcher's ability to achieve data saturation in a qualitative case study is critical to the data collection phase of the qualitative research project (Yin, 2014). Rather than determining a total number of samples in a single case study, the researcher should capture data from an adequate number of participants who will aid the researcher in achieving data saturation (Yin, 2014). Saturation occurs when the researcher begins to collect reoccurring data during the collection phase (Marshall, Cardon, Poddar, & Fontenot, 2013). Obtaining data saturation requires the investigator to continue to interview as many participants as necessary until no new information emerges (Marshall et al., 2013). I continued to collect data from participants until I received repeated information and themes emerging during the collection of the data phase of the study.

Ethical Research

Universal guidelines exist to ensure the protection of participants before, during, and after the data collection phase of a study. The researcher has a responsibility to uphold the protection guidelines. The inform consent guideline reinforces a researcher's

ethical responsibility to divulge critical information to prospective participants relevant to their participation (Aluwihare-Samaranayake, 2012; Rubin & Rubin, 2012; Yin, 2014). Specifically, the researcher shares the potential benefits and risks associated with participation, ensures the prospective participants understand that their involvement in the study is a choice rather than an obligation, and reinforces the notion that all data collected will be kept in confidence (Edlund, Hartnett, Heider, Perez, & Lusk, 2014; Hardicre, 2014).

Walden University has a stringent approval process in place that researchers must follow. This process requires the researcher to obtain IRB approval from Walden University to conduct the study (approval number 02-09-17-0442754). In addition, another component of the approval process is to obtain approval from the research location's IRB (see Appendix C). A researcher is not able to recruit participants for the study or perform data collection activities without receiving IRB approval from Walden and the research location. To uphold the integrity in this study, participants received an informed consent document that informed the participants that they could withdraw from the study at any time by expressing their desire to stop either in verbal or written form. Implementation of a coding system was followed (for example, PE01, PE02; PM01, PM02) to protect the participant's identity ensuring confidentiality (see Mitchell & Wellings, 2013). Last, I am the only individual with access to the data collected. The storage of the data collected consisted of a process of downloading the data to a password protected USB flash drive and keeping the data in a safe deposit box for a total of 5 years. After the expiration of the 5-year period, all data will be destroyed (see Khan, 2014) by

erasing the USB flash drive and shredding all hard copy documents collected. Moreover,

reference to the research location's identity consisted of the statement, *a for-profit higher*

education institution located in the Midwestern United States to ensure confidentiality of

the location. Participants did not receive any monetary or non-monetary incentives in

exchange for their participation in this study.

Data Collection Instruments

Researchers who conduct a qualitative study serves as the main instrument to

collect data (Denzin & Lincoln, 2011; Blythe, Wilkes, Jackson, & Halcomb, 2013;

Turner & Norwood, 2013) and uses multiple sources to collect data that aids in increasing

validity and reliability (Yin, 2014). Using multiple data collection sources include the

use of documents, archival data, interviews, and observations (Arendt, et al., 2012;

Denzin & Lincoln, 2011; Yin, 2014). When researchers serve as the primary instrument,

they can capture participants' experiences and perspectives of a phenomenon in a way

that adds meaning (Jacob & Ferguson, 2012). Moreover, researchers who serve as the

primary instrument can lead the communication process and provide a comfortable

environment that encourages participants to be open and honest (Denzin & Lincoln,

2011; Blythe et al., 2013).

Conducting semistructured interviews aids investigators in obtaining a rich

understanding of participants' perspectives and experiences relating to the event under

inquiry (Idris, 2014; McNulty, Zattoni, & Douglas, 2013). Using archival records serves

as a secondary data collection tool that aids researchers in exploring the dynamics of the

study's topic collected from a broader population and strengthens the reliability of the data collection findings (Kotlar & De Massis, 2013).

As the primary data instrument for this research project, I administered face-to-face, semistructured interviews to two levels of participants (employee level and manager level), and used open-ended questions designed to explore effective retention strategies that reduce voluntary turnover. I also obtained archival records and other documents from the research location to explore this study's research question from a broader perspective. This triangulation process will increase the validity and reliability of this research project (see Bekhet & Zauszniewski, 2012; Yin, 2014).

Qualitative research approaches present challenges in terms of developing reliability and validity of a study. Reducing researcher bias is paramount during the collection and analysis phase (Yin, 2014). All investigators have a responsibility to take added measures to enhance the creditability and validity of the study by increasing the accuracy of the data being collected (Koelsch, 2013; Lincoln & Guba, 1985). A detailed interview protocol serves as a tool to increase reliability and validity of a study because the protocol functions as a guide to aid investigators in increasing the likelihood of capturing consistent data (De Ceunynck et al., 2013; Jacob & Ferguson, 2012). The research question is the heart of the interview protocol that helps the investigator collect reliable, in depth data without asking leading questions during the interview (Eisenhardt et al., 2016).

Member checking is another tool used by investigators that decreases the likelihood that a misrepresentation of the participant's responses occurs during the

analysis phase (Birt, Scott, Cavers, Campbell, & Walter, 2016; Harper & Cole, 2012).

Member checking allows investigators to interpret the data collected from interviews,

validate the interpretation of the data with each participant to reduce researcher bias and

increases the likelihood that the researcher is representing the data correctly (Koelsch,

2013). My plan to enhance the reliability and validity of this research project was to

follow the interview protocol (see Appendix D) with no deviation and to use member

checking to solidify that I interpreted the data correctly.

The member checking process I used consisted of sending an email to each

participant with an attached interpretation of the data collected during the interview

process. The email alerted the participants that they had a total of 10 days to review and

provide feedback. On the fifth day during this process, participants received a reminder

email alerting them that they only had 5 days left to review and provide feedback. If no

response was received during the 10 day process, I assumed my interpretation was

accurate. If participants provided feedback that my interpretation was inaccurate, I

allowed participants to provide additional information on the interpretation in question.

Data Collection Technique

For this qualitative case study research project, I conducted face-to-face,

semistructured interviews to explore the overarching primary research question: What

retention strategies do for-profit, higher education managers use to reduce voluntary

employee turnover? Conducting semistructured interviews was the most appropriate for

this research project because this technique allowed me to follow an established interview

protocol yet, ask follow up questions for clarification or probe deeper into an emerging

theme that could arise during the interview (e.g., Doody & Noonan, 2013; Rowley, 2012; Yin, 2014). Moreover, to ensure triangulation process occurred, I obtained archival records and other documents from the research location.

Researchers use multiple techniques to aid them in collecting the data that is most appropriate to answer the study's overarching research questions (Moustakas, 1994; Yin, 2014). Conducting interviews are the most widely accepted qualitative data collection technique used among current qualitative scholars (Doody & Noonan, 2013; Yin, 2014). Advantages to conducting interviews in a qualitative study include researchers having the ability to keep on topic and focused on the study's research questions (Yin, 2014). Disadvantages associated with conducting interviews include the potential for bias on both researchers' and participants' behalf, participants' inability to recall accurate experiences and the responses given to the investigator may not reflect the true perspective of the participants, but rather, the perspective the participants believes the investigator wants to hear (Yin, 2014).

Semistructured interviews are the most widely accepted data collection technique used in qualitative research projects because they provide researchers a forum to ask participants questions that align with the topic under investigation, yet researchers have autonomy to pursue other themes that arise during the interview (Doody & Noonan, 2013; Moustakas, 1994; Yin, 2014). Disadvantages of semistructured interviews include a potential that bias occurs during the semistructured interview that could affect the final findings of the study (Yin, 2014). Moreover, researchers may not know or understand

when to probe deeper into responses and therefore a loss of critical information could occur (Doody & Noonan, 2013).

Obtaining archival data and other documents are another data collection technique that researchers opt to use (Yin, 2014). Archival data and other documents increase the validity and reliability of a research project (Bekhet & Zauszniewski, 2012; Yin, 2014). Archival data and other documents also allow the researcher to look beyond the perceptions of the participants to align with actual outcomes (Barnes, Dang, Leavitt, Guarana, & Uhlmann, 2015). In contrast, archival data and other documents may not be the most appropriate source of evidence to use because of the differences in the purpose of the research and the audience (Yin, 2014). Bryde, Broquetas, and Volm (2013) added that data collected through this method could be inaccurate, not complete, or outdated. Barnes et al. (2015) suspected that archival data and other documents are not widely used because some novice researchers may not have adequate training on the use of this data collection method reinforcing the notion that researchers may have an inability to handle the massive amount of data collected properly. Overcoming these disadvantages requires researchers to determine the relevancy of the archival data while taking into consideration how the data addresses the case study research problem and question.

The data collection phase of the current research study began upon receipt of Walden University's and the research location's IRB approval. The next step in the data collection phase was to work closely with the Human Resource department to gain access to eligible participants' email addresses. After receiving a list of email addresses, I sent an email to each qualified participant to invite them to participate in the study. An

informed consent document was included in the invitation to provide guidelines for the study. Scheduling interviews at a mutually convenient time with participants who responded to the invitation, by stating "I consent" was the next step in the data collection process.

Preparing for the interview and having the ability to adjust to any conditions that could arise will reduce the risk of missing critical data during the interview (Rowley, 2012). To conform to Rowley's (2012) suggestions, I developed a list of open-ended questions to ask both levels of participants (employee and managers). In addition, I created an interview protocol (see Appendix D) to ensure consistency of the collected data (see Stewart, Polak, Young, & Schultz, 2012). I also used an audio recorder to record each interview in its entirety. Using an audio recorder during each interview will enable researchers to document the entire interview that investigators can refer back to for clarification of any misunderstanding that arises during the data transcription phase (Collier, Moffatt, & Perry, 2015).

Employing member checking in the data interpretation phase of a research study helps to reduce researcher bias (Koelsch, 2013; Skiba & Disch, 2014) and increase the likelihood that the data that is represented in the findings is accurate (Birt et al., 2016; Harper & Cole, 2012; Koelsch, 2013). Member checking is an interpretative narrative of the data collected during the interview process (Anney, 2014), which allows an opportunity for the participants to clarify any misinterpreted interpretation of the data and add any additional perspectives that could have been missed during the interview (Denzin & Lincoln, 2011). For the current research project, I used member checking by providing

my interpretation of the findings in summary form and distributed to each participant to review and make corrections. The process for member checking entailed sending participants the interpretation through email to solicit feedback. Participants had a total of 10 days to respond to the interpretation summary. Halfway through the member checking response timeframe participants received a second email to remind them to review the summary and provide feedback. If participants did not respond with feedback after the 10th day, I assumed my interpretation was accurate. Accordingly, if participants provided feedback that my interpretation was inaccurate, I allowed participants to provide additional information and clarification.

Data Organization Technique

Qualitative researchers have the responsibility to organize the data during the collection phase in a way that helps the analysis phase become more efficient and reliable (Mneimneh et al., 2013). Implementing data organization systems preserve the reliability of the data and enhance the integrity of the study (Anyan, 2013). The use of coding techniques helps researchers protect the identity of the participants during and helps to identify and organize emerging themes (Campbell, Quincy, Osserman, & Pedersen, 2013; Pierre & Jackson, 2014; Rosenfeld, Gatten, & Scales, 2013).

Reflective journals are widely used by qualitative researchers to reduce bias (Peredaryenko & Krauss, 2013). Researchers use reflective journals to notate researchers' thoughts, observations and decisions throughout the research project process (Houghton, Casey, Shaw, & Murphy, 2013). Moreover, reflective journals are critical to aiding researchers' in identifying their personal views that may influence the results of

the study (Peredaryenko & Krauss, 2013). I kept notes in a reflective journal throughout this research process to reduce any personal bias.

For this research project, I implemented an alphanumeric coding system to protect participants' identity and ensure confidentiality. This alphanumeric coding started at PE01, then, PE02, PM01, then, PM02 and continued to increase in number until all participants had their own unique code (see McDermid, Peters, Jackson, & Daly, 2014). Transcription of the data entailed the use of Microsoft Office Word® and once completed the upload of the transcription into NVivo 10™ software occurred. NVivo 10™ is a widely accepted software program used to aid researchers to identify emerging themes and organize the data (see Leech & Onwuegbuzie, 2011). A combination of electronic data and paper forms are stored. Electronic data is stored on a password-protected USB flash drive and was placed in a safe deposit for a total period of 5 years.

Data Analysis

The data analysis phase of a study is a process that aids researchers in drawing meaningful conclusions from the collection of the data (Flick, 2014). Data triangulation is a corroborative strategy that incorporates analysis of multiple sources of evidence to aid researchers in formulating different conclusions from a broader perspective (Yin, 2014). Denzin (2012) reinforced the notion that triangulation enables researchers to develop a richer interpretation of an event because researchers can present the complexity of the phenomenon. Out of the four types of triangulation presented by Fielding (2012), methodological triangulation is a type of triangulation commonly used in qualitative case

studies because this process enables researchers to analyze data captured from multiple

methods to increase the credibility of the findings (see Denzin, 1978; Fielding, 2012).

Moreover, methodological triangulation validates findings, and the process is

beneficial to produce an all inclusive, richer understanding (Bekhet & Zauszniewski,

2012). Data collection in the current research project consisted of interview data

obtained from two levels of an organization's staff including a review of archival data

and other organizational documents provided by the research location. As suggested by

Bekhet and Zauszniewski (2012), I used methodological triangulation to evaluate the data

for the current research because this process validated the findings of this study and

enabled me to evaluate comprehensive data to reach a richer understanding of the

phenomenon.

Qualitative researchers must have a versatile plan in place to allow the

investigator to control the manner in which the evaluation occurs (Yin, 2014). Data

analysis techniques involve a thorough completion of the examination of the data to

identify emerging and repetitive patterns and themes and then, investigators can more

readily formulate a deep meaning to these themes (Nassaji, 2015; Yin, 2014; Zheng, Guo,

Dong, & Owens, 2015). Johansson (2013) conducted a qualitative research project using

analysis techniques that included a thorough and multiple reviews of interview transcripts

and included a thorough process of category coding occurred adding to author's ability to

obtain a deep description of the interpreted categories. Borrego, Foster, and Froyd (2014)

suggested that the results of a study have deeper meaning when comparing the themes

that emerge from participants in a particular research project with the conceptual framework

For the current research project, I transcribed the data by typing raw data collected and recorded during each interview into a Word® document. After the completion of the transcription process and during the analysis phase of the study, member checking occurred by asking each participant to review and verify the summary and discussion of the results to increase the accuracy of the findings. Member checking is a process commonly used by qualitative researchers to increase the probability that the findings have minimal researcher bias and the findings are accurate (Birt et al., 2016; Harper & Cole, 2012; Koelsch, 2013).

The next step in this research project's data analysis technique was to review the interpretative summary to code and align patterns that emerge through the interviews. The first coding process was a manual process that entailed highlighting words and short phrases in different colors. The second coding process for this current research project was to upload the interpretative summary and all other data collected through interviews, archival data, and other organizational documents into NVivo 10™ CAQDAS to organize and develop emerging themes further (see Bedos, Loignon, Landry, Allison, & Richard, 2013). Zhao, Peiwei, Ross, and Dennis (2016) recommended the use of NVivo ™ because of its ability to organize, code, and maneuver through the data. Consideration An added benefit to using NVivo 10 ™ is that the emerging codes are considered as evidence research (Bedos et al., 2013).

Once coding is complete and themes emerged through the manual coding process and CAQDAS, a process of matching the emergent themes with the categories identified through this study's conceptual framework and review of literature occurred. In addition, after the approval of this research project, I continued to review new literature pertaining to this research project's research question and added new literature found that aligns with existing themes identified in the data analysis phase.

<div align="center">**Reliability and Validity**</div>

Reliability

Qualitative studies undergo rigid scrutiny among existing researchers that relates to reliability and dependability of the research project because of a common belief that the methodology lacks rigor (Baillie, 2015). Reliability is a critical component that directly relates to the trustworthiness of a study (Elo et al., 2014). To uphold the reliability of a qualitative study, researchers should make every attempt to accurately collect and interpret the data (Noble & Smith, 2015). Dependability refers to the steps investigators follow to increase the likelihood that the findings are consistent and future researchers can duplicate the findings under like circumstances (Cope, 2014; Grossoehme, 2014; Lincoln & Guba, 1985; Yin, 2014). Researchers implement multiple strategies to ensure quality and consistency of qualitative findings (Akerlind, 2012).

One strategy planned for the current research project was to follow a strict interview protocol (see Appendix D). Interview protocols in qualitative research positively relate to increasing a qualitative study's rigor (Dikko, 2016). Interview protocols aid qualitative researchers in collecting consistent data and provides a

procedural guide for future scholars to follow in future studies (Jacob & Ferguson, 2012).

Eisenhardt et al., (2016) recommended using an interview protocol to eliminate leading

participants' responses and to ensure interviews center on the study's research question.

An additional strategy planned for this existing qualitative study was to

implement member checking. Member checking is the process that qualitative

researchers use to ensure accurate interpretation of the findings occur and to reduce

researcher bias (Koelsch, 2013). Lincoln and Guba (1985) considered member checking

as one of the most important steps researchers may take to increase dependability. A

higher degree of generalization occurs when participants participate in the process of

member checking (Fey, Scrandis, Daniels, & Haut, 2014). During the current research

project's analysis stage, the participants were involved in the member checking process

to validate the correct interpretation of the findings.

Implementing data saturation was another strategy to increase dependability for

this study. Data saturation is a process that qualitative researchers use to secure

dependability in a qualitative study (Denzin, 2012; Fusch & Ness, 2015; Marshall et al.,

2013). The achievement of obtaining data saturation relies on the investigator to continue

to interview participants until no new information emerges (Cleary, Horsfall, & Hayter,

2014; Marshall et al., 2013). Achieving data saturation is a helpful process to increase

dependability specifically in qualitative case studies because this process allows the

researcher to capture and interpret data from a smaller sample size yet depict the complex

nature of the phenomenon being studied (Dworkin, 2012).

Validity

The validity of a qualitative research project refers to the process and strategies researchers implement to validate the trustworthiness of the data findings (Cope, 2014). Validity in a quantitative study is the extent to which testing the measurements of variables occurs, whereas, validity in a qualitative study is the acceptability of the findings (Houghton et al., 2013). To increase validity in a qualitative study, the researcher must implement multiple strategies to address credibility, transferability, and confirmability (Kim & Li, 2013; Lincoln & Guba, 1985; Marshall & Rossman, 2014). Two widely accepted strategies qualitative researchers use to address validity concerns include implementing a triangulation process (Kaczynski, Salmona, & Smith, 2013; Yin, 2014), and following member checking procedures (Koelsch, 2013). Another strategy that increases the validity of the research project requires the researcher to provide an in-depth and detailed description of the research project (Houghton et al., 2013). I followed these suggestions to address credibility, transferability, and conformability within the current research project.

Credibility. Credibility refers to the accuracy and the extent to which the findings are believable (Cho & Lee, 2014). Lincoln and Guba (1985) describes credibility as the means to which truthful interpretation of participant's perceptions are certain. In the current research project, I used a triangulation and member checking process to increase this study's credibility. Collecting data from multiple sources aids researchers in formulating a richer meaning of the phenomenon (Yin, 2014). The use of three types of triangulation exists to increase the credibility of the study including data,

methodological and theoretical triangulation. In the current study, I used data triangulation. This process aided me in comparing the data collected through multiple sources to obtain different conclusions and emerging themes (see Yin, 2014).

I also used methodological triangulation by conducting face-to-face, semistructured interviews, implementing member checking, and analyzing archival data including other organizational documents, all approaches that Fielding (2012 recommended. Last, theoretical triangulation enhanced the credibility of the current research project because I aligned the current research study's outcomes with conceptual framework, and other existing published literature (see Yin, 2014).

Transferability. Transferability ensures that the findings of a qualitative study can apply to other settings or environments (Lincoln & Guba, 1985). While transferability is determined by each individual reader of the study (Marshall & Rossman, 2014), including thorough detail on the research study increases the potential that the reader gains a broadened knowledge of the findings and heightens awareness of how the findings transfers to other settings for future studies (Noble & Smith, 2015). In the current research project, I provided specific details on the selection of participants, added justification for the method and instrumentation for the study, provided the data collection process and the data analysis steps to enhance the transferability of the current research, and provided the inclusion of all detail that Marshall and Rossman (2014) and Houghton et al., (2013) recommended.

Confirmability. Confirmability is the component of validity that refers to the ability of other researchers to verify findings of a study to allow for duplication

(Houghton et al., 2013). The basis of confirmability entails the extent that the investigator can reduce bias during the analysis phase, and heightens when participants influence the findings (Lincoln & Guba, 1985). One strategy to enhance confirmability for the current research study was to follow an interview protocol (see Appendix D) as recommended by Jacob and Ferguson (2012) because the protocol will allow the researcher to collect unbiased data. Another planned strategy for the current study to enhance confirmability was to provide justification for the decisions made of the research project (Houghton et al., 2013; Rubin & Rubin, 2012). One other technique that was helpful in enhancing confirmability in the current research study was to ask the participants to engage in member checking and conduct triangulation (Birt et al., 2016; Denzin, 2012; Yin, 2014). Yin (2014) recommended these two techniques to reduce risk associated with confirmability and will enhance the value of the study. The plan for the current research was to incorporate all of these recommended strategies to increase the confirmability of the study.

Data saturation. Data saturation heightens the reliability and validity of a qualitative study (Fusch & Ness, 2015; Yin, 2014). Saturation occurs during the data collection phase and occurs when the collection of new information stalls (Dworkin, 2012; Marshall et al., 2013; Roy et al., 2015). Data saturation is particularly important to qualitative studies because qualitative case studies generally have limited number of participants participating in the study that could threaten the reliability and validity of the study without achieving data saturation (Dworkin, 2012). While there is disagreement among scholars relating to a suitable number of participants to participate in qualitative

studies, most scholars agree that reaching data saturation enhances the trustworthiness and integrity of the study (Fusch & Ness, 2015). Dworkin (2012) recommended that an acceptable number of participants would fall between five and 50. The plan for the current research project was to collect and analyze data from a number of employees that fall into Dworkin's acceptable participant range. For the current study, as long as new information continued to emerge, I continued interviewing participants. If the achievement of data saturation did not occur within the planned 6-10 participants selected for this current research project, I planned to continue to select and interview additional participants until no new information or themes emerge.

Transition and Summary

Section 2 contained thorough detail on how the current research project is set up and included justification for the decisions made during the planning of the research project. The purpose of this study was to explore employee retention strategies that help reduce voluntary turnover. I chose a qualitative case study approach for this project to gain an in depth knowledge of this phenomenon. Serving as the data collection instrument for the current qualitative case study, I collected data through the process of conducting semistructured, personal interviews to ask participants in depth questions about employee retentions strategies and voluntary turnover. Data analysis consisted of using NVivo10™ software to help support the coding process and identify emerging themes captured from the collected data. Section 2 ended by addressing the steps required to increase credibility and validity of the study to mitigate researcher bias and increase generalization of the findings.

In Section 3, I present the findings of the current research project, after the collection and analysis of the data. This section also includes suggestions on how the findings apply to professional practice, and a presentation of social change implications will occur. The remaining part of Section 3 includes a discussion on recommendations for action and further research, followed by the researcher's reflections.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative case study was to explore employee retention strategies that for-profit higher education institution managers use to reduce voluntary employee turnover. Many scholars have sought to understand influences related to why employees decide to sever their relationships with an organization; however, George (2015) argued that this mindset needs to shift to capture a better understanding of what makes employees stay. Moreover, understanding this phenomenon more deeply aids organizations in having a higher probability of predicting why employees choose to leave employment when they enhance their understanding of why valued staff members continue to stay (Ross et al., 2014).

I conducted six interviews with employees and six interviews with managers working within the Student Success teams at a for-profit higher education institution located in the Midwest. Through the interviews, a plethora of data emerged as each participant shared his or her perspective on the employee retention strategies that work to keep employees happy and excited to be at work each day. Last, a review of archival data and other organizational documents occurred to increase reliability of the data collected (see Yin, 2014). The findings of this study provided managers with a deeper understanding of the strategies that Student Success employees value and the effective strategies used by managers to retain their valued staff in this specific higher education institution located in the Midwestern United States.

Presentation of the Findings

The overarching research question that was the foundation of this study was the following: What employee retention strategies do for-profit higher education managers use to reduce voluntary employee turnover? Yin (2014) ascertained that collecting data from multiple data sources should occur in qualitative research to increase the reliability and validity of the study. I collected data through the use of three sources: (a) semistructured interviews of six Student Success representatives (PE) and six Student Success managers (PM), (b) review of archival documentation in the form of the 2016 Employee Engagement and Satisfaction survey that the institution distributes to its staff each year, and (c) a review of the institution's VIP[2]® philosophical mission statement created by Hayek (2011, as cited in Buckley, Hayek, & Cookson, 2015).

The for-profit higher education institution research location integrated the VIP[2]® philosophical mission statement across all functional areas, establishing the basis for best practices that all employees should follow when treating and retaining the institution's VIPs (very important people), including both internal and external stakeholders (Buckley, Hayek, & Cookson, 2015). VIP[2]® functions as an acronym indicating that employees and managers should be *visible*, *immediate, proactive*, and *personal.* In collecting and aligning these three sources, I achieved methodological triangulation during the data collection and analysis phase while providing a deeper meaning to this study's research focus on exploring employee retention strategies used to reduce voluntary turnover within this particular for-profit higher education institution (see Yin, 2014). During the data analysis steps, three main themes emerged that described strategies used to retain

employees. These strategies were (a) relationship management, (b) work environment, and (c) career development. Within each theme, I also uncovered several subcategories, or ways that managers make these strategies work. Below is a detailed discussion of the findings concerning these three emerging strategies.

Strategy 1: Relationship Management

The first strategy that emerged through interviews and the review of archival data supported the importance of managing solid relationships with employees by focusing on personal relationships, communication, recognition/awards, and an *I care* strategy. Participants of both study groups agreed that relationships are critical when developing and launching successful employee retention strategies to increase job satisfaction and reduce turnover, as evidenced by the total number of times the concept of relationship management and its subcategories appeared in the interviews (see Table 3).

Table 3

References to Strategy 1 and Subcategories

Participants	Personal relationships	Communication	Recognition awards	*I care* strategy	Total
Managers					
PM01	3	0	8	3	14
PM02	17	1	2	3	23
PM03	3	5	2	4	14
PM04	5	3	3	3	14
PM05	7	4	4	3	18
PM06	3	3	3	4	13
Total	38	16	22	20	96
Employees					
PE01	7	0	4	9	20
PE03	9	0	0	0	9
PE04	3	1	9	2	15
PE05	1	9	3	17	30
PE06	4	1	2	0	7
PE07	5	0	2	2	9
Total	29	11	20	30	90

Personal relationships. Strategies for how PMs develop and manage relationships with their employees differ; however, all PMs expressed the benefit of working hard to build relationships to ensure that employees feel valued and are more than just "numbers." All six PMs confirmed that they formed personal relationships with their employees to increase satisfaction and reduce turnover by getting to know the employees and understanding what motivates them. PM01 and PM06 discussed the idea that they built personal relationships with employees by making and keeping promises; PM05 used a "leading by example" strategy that appeared to be successful. PM02 best described the impact of this strategy by stating, "In order for anyone to feel successful ...

building that relationship is core and it drives success." These ideas align with existing literature from Bateh and Heyliger (2014), who found that relationships developed between managers and employees impact job satisfaction and increase the likelihood that good working relationships will form.

The responses the institution received from the 2016 Employee Engagement & Satisfaction survey uncovered that 93% of the employees working in the institution were satisfied with their relationship with their manager. Interestingly, in the employee interviews, all of the PEs confirmed that their managers did a good job in building a personal relationship with them and the team. For example, PE05 described how a personal relationship with a manager results in the creation of positive feelings toward the manager, which reduces turnover, adding, "I have had some managers that gets on the same level as the employee…they get to know you, they know your kid's name and your dog's name … which makes me feel valued." Feeling valued increases the likelihood that employees will be satisfied, which supports the idea that a manager's ability to form relationships will also reduce voluntary turnover (Teoh, Coyne, Devonish, Leather, & Zarola, 2016). These findings support the *personal* attribute of the VIP$^{2®}$ philosophy mission statement and confirm that a manager who embraces the strategy of developing personal relationships is following a best practice for retaining employees.

Communication. Communication was also an evident subcategory. Although managers build relationships from one end of the spectrum of making promises and keeping them to the other end of the spectrum of getting to know employees on a more personal level, communication can be considered an effective strategy if used properly

with employees to manage relationships. A thorough review of interview transcripts,

archival data, and the institution's VIP$^{2®}$ philosophy gave me insight into the use of how

communication influences a reduction of voluntary turnover and increases retention.

It was evident from each PM's response that communication is a critical tool that

helps managers work with employees to be successful. PM01 and PM02 described using

communication as a way to alert employees concerning performance in a way that is

constructive, while PM01 and PM05 used communication to give employees direction on

achieving goals. Additionally, PM03 used "open communication" as a primary strategy

to retain employees. For example, PM03 stated, "I'm very open with my people. If they

are not doing something right, I'll tell them and show them how to correct it." These

strategies support the results of Jung and Shin (2014), who found a direct link connecting

positive and open communication with job satisfaction and employee retention.

Employees responding to the institution's 2016 Engagement and Satisfaction

survey ranked effective communication within their respective departments above 80%,

indicating overall satisfaction with the communication that flows through and within their

department. Surprisingly, communication as an effective retention strategy did not

appear as a priority in the majority of responses I received from the employee interviews.

However, PE05 and PE06 expressed that they valued receiving communication from

managers. For example, PE05 stated, "I just want my manager to effectively

communicate with me, tell me the truth, even if it sucks, it is better for me."

In addition, PE05 expressed thoughts that a lack of trust could occur if a manager

does not effectively communicate with employees, resulting in employees choosing to

reduce the amount of time they come into work and increasing the feeling that employees feel "like a number." These findings validate Raina's and Roebuck's (2016) results indicating that when employees perceive communication in a positive way, the outcome could include having more satisfied and trusting employees who are likely to embrace the organization's objectives (Raina & Roebuck, 2016). These findings also appear to be inside the scope of Rousseau's (1989) psychological contract, in that a lack of fulfillment of an employee's or employer's perceived obligation could inspire distrust between the two parties, causing efforts to retain valued employees to be limited in nature (see Clinton & Guest, 2014).

As evidenced by the findings of this study, *proactive* and *immediate* communication from managers to employees supports the best-practice component of the VIP$^{2®}$ philosophy. For example, managers are more likely to retain employees when they proactively communicate regarding employees' performance, expectations, and goals. Indirectly, the *immediate* component of VIP$^{2®}$ best practices entails managers using an open line of communication when expressing the direction of the department and organization in an effort to build trust and keep employees informed and happy.

Awards and recognition. Similar to using communication as an effective strategy, awarding and recognizing employees were strategies that emerged from the data. Eleven of the 12 participants I interviewed, in both managers' and employees' groups, described aspects of both strategies. Giving recognition and awards increases job satisfaction to a point where employees feel as though their efforts are rewarded (Bakar et al., 2015).

Along the same lines as Bakar et al. (2015), while all managers interviewed recognized the value of this strategy as being effective, PM01 shared many examples of the importance of making employees feel important through awarding and recognizing them for their contributions. However, PM01 identified some downfalls to certain awards and recognition programs. For example, an awards program implemented early in PM01's managerial tenure consisted of rewarding the top three employees' performance each month by giving gift cards for winning performance contests. The problem, as PM01 identified, was that this type of strategy was counterproductive; for example, if employees did not fall into the top three in the contest each month, the reward then created a de-motivating feeling among employees. PM01 expressed the solution to this dilemma as incorporating more than a dozen different awards and recognition strategies that focused on non-performance-related initiatives in an effort to build strong relationships among the members of the team.

Along the same lines, PM05 expressed a conviction that "everyone likes to be rewarded for a job well done, or rewarding an employee for doing something that was outside the scope of their everyday tasks." PM05 indicated that giving "high fives through public recognition in face-to-face scenarios and through email sent to fellow employees, managers, and directors is very effective." This practice aligns with Sharanya's (2016) study confirming that giving rewards results in employees having a perception that they are valued, creating lasting positive impressions with employees. Moreover, Erturk (2014) found that managers who provide fair rewards to employees for performance are better equipped to retain employees.

Recognizing employees is an initiative that the institution included in the 2016

Engagement & Satisfaction survey, however, as of the timeframe of this survey, only

63% of the institution's employees believed that they received adequate recognition for

strong performance, while the Student Success teams across the department ranked this

initiative between 73% and 81% satisfied. These departmental statistics align with the

analysis conducted from the data collected from the PE interviews, in that five of the six

participants made some type of reference to the importance of managers awarding and

recognizing employees. PE04 and PE06 believed that their managers did a good job of

rewarding their employees. Further, PE04 indicated that the manager's strategy included

> recognizing people even for the smallest task and that should be the norm because
>
> they try to encourage employees to step up, be innovative in their processes, and
>
> speak up when they have an idea … and recognition should not be tied to
>
> performance all the time.

PE06 agreed with the idea that some effective strategies for recognizing and awarding

employees include nonfinancial incentives; incentives could be as simple as allowing

employees to "wear jeans to work." This emerging subcategory aligns with the finding

of Bakar et al. (2015) that employees who receive recognition and awards are more likely

to be satisfied with their jobs and motivated to stay with the organization.

I care **strategy.** Caring for employees emerged consistently throughout the PMs'

interviews. All PMs agreed that showing employees that they truly care about them

could help to build strong teams and drive success in an effort to retain employees. For

example, PM02 expressed, "I want people to know that I genuinely care about them. I

want them to succeed at their job but I also want them to succeed at life … success is more valuable when you share it with individuals." PM04 and PM06 agreed that showing employees how much they care about them by treating them as family members could result in mutual respect between employees and managers that aids the organization and employees in being more successful (see Chou et al., 2016).

From an institution perspective, as evident from a snapshot review of the institution's 2016 Engagement & Satisfaction survey, 83% of employees across the institution believed that their managers did a good job in caring about them. Data collected from the PEs' interviews supported the survey's findings. In particular, PE01 and PE05 expressed the belief that the most effective strategy might involve how managers show that they care. For example, PE01 stated, "I enjoy working with all the managers because they have genuine care and passion for the team," while PE05 expressed the positive feeling of having a manager "that truly cares about me, not just one who only wants me here to just produce."

In alignment with Teoh et al. (2016), when managers extend emotional support in terms of caring for and showing true concern for employees, employees respond by having a higher feeling of being valued. Aligning this idea with Rousseau's (1989) psychological contract conceptual framework, one can conclude that if a manager does not show genuine concern for the employee and the employee perceives that this strategy should occur, a breach of not caring changes the relationship to the point where the employee can decide to leave employment (Lub et al., 2015).

Strategy 2: The Work Environment

The second strategy that emerged from interviews and from a review of the archival survey data supports the importance of creating the type of work environment that encourages employees to be able to thrive. Under this strategy, two subcategories appeared from the analysis including, creating a fun environment and building effective teams. An analysis of the data collected from the 2016 Employee Engagement & Satisfaction Survey showed that 68% of the institution's employees responded that they are satisfied with the work culture/environment, however, there is no alignment to the two subcategories that emerged from the total number of interviews conducted in this study.

Strategy 2 and its subcategories align with the conceptual framework in the sense that if the managers continue to offer a work environment that employees can thrive in, the fulfillment of the psychological contract occurs and the employee is happy. In contrast, however, when the employee feels as though the work environment turns out to be less than what they perceived their manager promised to them, a psychological contract breach occurs, and employees will be more prone to leave employment (see Cassar et al., 2013). Both participant interview groups acknowledged the importance of working in a positive environment as an effective retention strategy and Table 4, below, shows the number of references of concepts for this strategy and subcategories that occurred during the interviews.

Table 4

References for Strategy 2 and Subcategories

Participants	Fun environment	Effective teams	Total
Managers			
PM01	9	15	24
PM02	6	10	16
PM03	0	7	7
PM04	2	4	6
PM05	0	6	6
PM06	3	3	6
Total	20	45	65
Employees			
PE01	0	4	4
PE03	2	7	9
PE04	0	16	16
PE05	5	7	12
PE06	4	0	4
PE07	3	0	3
Total	14	34	48

Fun environment. Following the idea that employees who work in a fun environment are more likely to stay with their employer (George, 2015; Joyce & Barry, 2016), analysis of the interview data indicated that most managers believed that creating a work environment that encourages employees to have fun while performing their job duties can be critical to increasing employee retention. PM04 and PM06 both indicated that a fun environment strategy includes creating an environment that is competitive, yet, one that is absent of stress. PM01 and PM02 instill a fun environment strategy by "playing fun and competitive games with employees within the team and across the department." For example, PM01 stated:

Throughout the year, I record something that my employees did in the year, and

then, I have an annual outing outside of work to share these observations with my

employees. These recordings do not relate to the job or performance, just fun

things I have observed that the employee did. I think the employees like this.

Tews, Michel, and Noe (2017) found that, while there are many ways to create a fun

environment to keep employees wanting to come to work every day, this type of

environment is critical to increasing employee satisfaction and obtain increased

productivity.

The majority of the PEs indicated that an effective strategy exists when managers

create a fun environment at work for employees. Evidence from the interviews show that

most of the employees believe their managers do a good job with creating a non-

threatening and more relaxed environment, resulting in employees staying committed to

the institution. The response received from PE07 supported the notion that an effective

management strategy entails making sure that managers give employees opportunities for

breaks away from their tasks. For example, PE07's manager encouraged them to "play a

lot of Trivia games which is a good idea because it gets the mind off of what we are

working on for hours in the day." George (2015) found that employees who work in a

fun and enjoyable environment appear to have a boost in employee morale and are much

happier employees.

Building effective teams. Having an effective team strategy increases team spirit

and pride while creating a team environment that encourages collaboration (see Hill &

Bartal, 2016). The majority of the PMs interviewed confirmed that developing effective

team building strategies entails managers being creative. For example, PM01, PM02,

PM04, and PM05 believed teams that exhibit competitiveness can help build respect and

trust that enhances collaboration among the team members. PM01 shared that one way to

build trust within an effective team is "…if you say you're going to do something, do it,

I'm not going to check up on you, I will trust you that you will do it." PM02 best

explained this strategy by stating "…my team strategy is giving the team the 'why' to

build trust and respect. If I can give them the 'why' they trust me that I am not going to

steer them wrong." PM03 shared that the way to build effective teams consists of

viewing the dynamics of the team as a:

> two way street … If an individual comes to me with something, and I forget it,
>
> and it never gets done, and they have to keep reminding me, what example is that
>
> setting for them? They're thinking that I'm not trustworthy. [In return] If I'm
>
> bringing something to them, like a coaching moment, and I need them to fix
>
> something, they need to know that if I'm coming to them, it's important, I'm not
>
> just nagging them. This is how you make an effective team and an effective
>
> partnership.

One way PM05 built effective teams to increase employee retention was by giving

employees support and the tools they need to be successful. PM05 shared that support to

the team consists of "….working with each team member individually, to give them the

confidence to continue to do what works well for them and their success, yet, show them

new ways of doing things to be more successful." George (2015) found that having a

supportive environment filters through all levels of an organization helping to increase a

favorability perception with an organization's employees while helping managers build strong strategies.

Effective team strategies emerged in the PE interviews, and PE01, PE03, PE04 and PE05 all described that there was value perceived by working on a cohesive team yet, PE04 shared that managers could improve on this strategy, in general. In fact, PE04 shared that "the managers are so busy keeping the peace among the team that sometimes they fail to have team members get to know each other fully and get feedback from the team to develop a cohesive team." In contrast, some of the more effective strategies that emerged through the interviews with PEs pertaining to how their manager builds effective teams, they agreed that their managers are flexible, supportive way to reduce voluntary turnover, PE01, PE03, PE05, and PE07 all agreed that their managers do a good job in supporting them, personally, and their team as a whole. For example, PE03 believed that "managers are there for support" and stated that "I trust my manager; I think my manager is a good manager, I think he would do anything for our team, he has our back and he would not do anything wrong." In alignment with the conceptual framework, evidence confirms the psychological contract framework according to Clinton and Guest (2014) who found that trust increases when managers fulfill their commitments, however, if managers do not keep commitments a feeling of distrust begins to arise and a perceived feeling of a breach in the relationship exists.

Evidenced by the current study's findings, both participant groups shared their perspective on the importance of managers focusing on creating the type of workplace environment employees enjoy working in every day. Moreover, fun working

environments that include creating effective teams through team building exercises are two widely suggested strategies used to reduce voluntary turnover (e.g., Tews et al., 2013). Han et al. (2016) further confirmed the importance of these strategies and subcategories with their findings that the outcomes of employees having fun at work increases productivity and builds trust resulting in forming a more solid unified team. In contrast, Tews et al., (2013) warned that there is a fine line between having too much fun in the workplace and being productive, however, the authors agree that employees are more apt to stay in the organization when they can have fun while working.

Strategy 3: Career Development

After careful analysis of the data, the last strategy that emerged from data collection through interviews and a review of *The 2016 Employee Engagement & Satisfaction survey* pertained to the importance of developing and implementing strategies to help employees advance their careers by helping them become promotable through training and mentoring programs. The findings of this study were slightly surprising because it appears a gap may exist between managers' and employees' perspectives regarding the importance of this strategy. For example, the references to this strategy on promotion opportunities appear to be more important for employees when reviewing the total recorded references to this strategy, yet, as indicated in Table 5, PE05 was one of few employees who shared much of their perspective on this strategy. Developing employees, according to Akhter et al. (2016), is a critical component to increasing employee satisfaction; however, these findings do not confirm this notion, from the PE's perspective, in general.

Table 5

References to Strategy 3 and Subcategories

Participants	Promotion opportunities	Total
Managers		
PM01	1	1
PM02	0	0
PM03	2	2
PM04	0	0
PM05	3	3
PM06	0	0
Total	6	6
Employees		
PE01	1	1
PE03	0	0
PE04	0	0
PE05	26	26
PE06	0	0
PE07	0	0
Total	27	27

The results of the 2016 Employee Engagement & Satisfaction survey suggested that 71% of the employees across all functional areas were satisfied with their career development and growth. Yet, the analysis of the data collected through PMs' interviews suggested that there could be a difference of opinion on the effectiveness of developing employees as a way to increase job satisfaction and reduce turnover. However, some managers believed that developing employees could help to increase job satisfaction and reduce turnover. For example, PM03 shared that "when employees ask for help to continue to self-develop, I expect that they will take on more responsibility to show me that this is the right move for them" which confirms Akhter's et al. (2016) notion that employee's satisfaction increases when managers take time to develop staff members.

Promotion opportunities. During the interviews with the PMs, PM01, shared that "the reason why the only employee that left in 2016 from the team was to pursue a better opportunity" which supports the importance of managers helping employees continue to hone their abilities to be promotable. PM03 and PM05 both indicated that no employee typically wants to stay in the same position for years; they typically want to move up at some point into a leadership role. As PM03 shared "the most effective strategy I use is to show employees the different routes they can take to advance their careers." This strategy confirms the importance of helping employees reach their promotional aspirations.

In contrast, PM05 shared that "It's up to me to show them how they can meet that goal, and I do this, by working individually with each employee to develop a personal plan for them to help them advance." Working individually with employees to help them increase promotion opportunities can be considered best practices in terms of the VIP$^{2®}$ philosophy, in terms of the manager being *Visible* and *Proactive*. The visible component of this strategy and best practice suggests that by showing promotional opportunities to employees and proactively providing guidance on how to reach those aspirations helps to increase retention through increasing job satisfaction. This strategy directly confirms the premises of psychological contract framework. According to Paille and Dufour (2013), when promotional opportunities or job mobility exists within an organization, the perception of an obligation exists that links the obligation with innovative options for employees; without the perception of the obligation, a breach would occur, which increases the likelihood that employees will choose to leave employment.

Evidenced by the data collected through the interviews with the PEs, promotional opportunities did not come up in every conversation with the exception of PE05 who was very vocal about this strategy. However, PE05 shared that promotional opportunities are lacking within the department and the need for improvement exists. PE05 stated, "promotions are available to those who are in the 'in crowd' specifically…that it's not based on your knowledge, education, or skill."

While this is one employee's perspective, this response and perspective reflects the findings of the 2016 Employee Engagement & Satisfaction survey in the area of career advancement; 45% of the employees institutional wide were satisfied with how the company was performing in this area. This perspective relates to Selesho and Naile (2014) findings that academic staff expectations on promotional opportunities were not widely available in the higher education institution studied which supported the need for improvement in this area. However, in contrast, PE07 shared a slightly different perspective on this topic by indicating that changes occurred quite often within this particular higher education institution and the belief that with change brings opportunities, which have kept PE07 interested in staying with the company.

Emergence of Challenges and Surprises

The findings of this study support the notion that managers within this for-profit, higher education institution indicate that retaining employees, while necessary, can be very challenging due, in part, to employees choosing to stay with an organization for different reasons. However, some surprises emerged from the data collected through the interviews that could also create challenges for managers in their efforts to retain

employees. These surprises included the role pay and compensation plays in retaining

employees, the nature of the job as a motivator, and the lack of training opportunities.

The most critical factor that determines if an employee will leave employment

depends upon the pay they are receiving (James & Mathew, 2012). In contrast, Johnson

and Ng (2016) only found a relationship between pay and retention in their study of

millennial managers working for a non-profit sector and posited that pay may not be a

factor for employees who do not have management responsibilities. In further support of

the data collected through interviewing both employees and managers, pay did not seem

to be a motivator for people to stay or leave in this particular institution and PE03 was the

only employee that shared that money could be a motivator for employees to stay with

the organization.

Another surprise that emerged during the interviews supports the challenges

managers are faced with when developing and implementing retention strategies

consisting of the overwhelming response received from PEs that the nature of the job,

what they do and how they do it keeps them happy and satisfied. For example, PE05

elaborated on this idea further and stated "I come here because I love my students, I am

passionate about my job" and added, "I can't say that any one person on a management

level motivates me because I am independent, I am self-motivated and I love my job."

Some researchers have agreed with these findings and have linked job satisfaction to the

nature of work performed (e.g., Amzat & Idris, 2012; Jung & Shin, 2014).

The last surprise that emerged from the PMs' interviews pertaining to the level of

training received from the institution. Most of the managers and employees agreed that

they received some type of initial training and have ongoing skills type training throughout the year, yet, no evidence appeared during the PMs interviews that the organization's training sessions focus on employee retention strategies. For example, PM02 stated that he "learned and gained the most [training] from coming up through the system" which aligns with Bateh and Heyliger (2014) who found when organizations offer leadership training focused on job satisfaction and retention strategies, voluntary turnover decreases because managers are more equipped to develop and implement retention strategies.

Along the same lines with the psychological contract framework, Chambel (2014) suggested that organization leaders should train supervisors especially as it pertains to what constitutes a breach of the psychological contract because employees have a perception of both organizational and supervisor obligations that constitutes a psychological contract. If a breach does not occur, then, the employee is more prone to stay with the organization (Chambel, 2014). When considering training for employees, PE05 suggested that training initiatives for employees center on enhancing the employee's job performance; however, a lack of formalized organizational leadership training exists within the specific organization studied that could help employees achieve their advancement potential.

Interestingly, even with the unexpected results I have described here that could create challenges for the institution and its managers, there were indications that the PMs who participated in this study appeared to have some solid, effective employee retention strategies as there were few occurrences of employee voluntary turnover for 2016. In

fact, PM03 reported that no employees left voluntarily in 2016 from the team and PM01 reported only one employee leaving for a better opportunity.

Summary

The findings for this study, in general, supported the notion that retaining employees is important if an institution aims to reduce organizational cost by increasing job satisfaction while reducing voluntary turnover. Three main strategies emerged from the collected data and analysis from both employees' and managers' interviews aiding further exploration of the importance each main strategy plays keeping valued employees happy and excited to come to work. These strategies focused on relationship management, the work environment, and promotional opportunities. Harrison and Gordon (2014) found that an organization's ability to understand why employees leave employment increases the organization's ability to develop and implement effective retention strategies.

The benefit of this study aids in broadening an understanding of what is working in terms of retaining employees to reduce voluntary turnover from the perspective of both managers and employees. The unspoken concept that emerged in each of the identified strategies of this study was the employer-employee relationship that may affect the manager's ability to develop and implement effective retention strategies. Evidenced in the data collection and analysis, a reciprocal employer-employee relationship instills a trust among both parties and establishes the notion that both the employee and the employer have an obligation to fulfill their end of the psychological contract to form a solid working relationship grounded in respect (see Chou et al., 2016). Failure to fulfill

the obligation changes the relationship propelling a possibility that the employee will

choose to leave employment (Karagonlar et al., 2016).

Applications to Professional Practice

The purpose of this study was to explore retention strategies used to reduce

voluntary turnover. Employee retention strategies for reducing voluntary turnover

continue to be concerning for leaders and administrators within for-profit, higher

education institutions (Bateh & Heyliger, 2014**).** The review of the literature consisted of

four main components that helped to explore this study's research question: voluntary

turnover, organizational performance, job satisfaction, and employee retention strategies.

Both managers and employees who worked within the Student Success teams at a for-

profit, higher education institution located in the Midwest shared their perspectives on

effective retention strategies that reduce the likelihood that employees will voluntarily

choose to leave their jobs. While there are many diverse strategies that scholars explore

pertaining to this phenomenon (e.g., Bateh & Heyliger, 2014), the most agreed upon

strategies emerging from the analysis of the findings include: (a) developing and

maintaining relationship (see Selesho & Naile, 2014), (b) creating a positive work

environment (George, 2015), and (c) offering career development (Paille & Dufour,

2013). All three of these emerging strategies support the existing literature on retaining

employees and voluntary turnover and further supports the psychological contract

conceptual framework.

Business leaders and university administrators who understand the importance of

the employee-employer relationship as it pertains to retaining employees will find this

study especially important, as relationship management was the most highly discussed strategy emerging from the data collection and analysis of this study.   The findings of this study include four subcategories that included, building personal relationships, developing open and proactive communication, awarding and recognizing employees for more other achievements outside performance, and adopting an *I Care* strategy.

Managers, leaders, and administrators who understand how the employee-employer relationship relates to job satisfaction will position the institution in developing strategies more effective to reducing turnover among valued employees (Milman & Dickson, 2014). Moreover, these findings are important for managers, leaders, and administrators to understand that a direct link exists between not developing and maintaining relationships with a psychological contract breach resulting in employees not trusting that the organization does not have their best interest at heart, which will damage the reciprocal relationship (Clinton & Guest, 2014). Employees could choose to leave employment when no trust or respect exists within the relationship (Chou et al., 2016).

The findings of this study is also applicable to business leaders and university administrators who wish to create the type of work environment that encourages employees to be able to thrive. Working in a fun environment contributes to employees feeling happy and boosts employee morale (George, 2015). As employees become more satisfied with their work environment their commitment to the organization increases because they believe the organization has fulfilled their obligation to offer the type of work environment they perceive is more conducive for them (Jernigan et al., 2016).

Business leaders, college administrators, and HR managers who want to learn more about further developing employees as an effective strategy to retain staff will find the information in the findings of this study interesting. The availability of training opportunities offered by an organization is a critical factor that influences whether an employee is considering leaving or staying within an organization (Kennett, 2013). Moreover, many researchers have found a link to training and developing employees with the level of employee satisfaction (e.g., Akhter et al., 2016) supporting Jehanzeb et al.'s (2013) findings that employees are more satisfied when they work for an organization that encourages educational opportunities, training and development combined with educational repayments. The findings of this study support the importance of not only providing training and development opportunities but also providing an avenue for employees to have promotional opportunities as well.

Implications for Social Change

One of the challenges that business leaders and managers encounter when developing and implementing employee retention strategies is that they may not have a true understanding of why employees decide to stay or leave an organization (Harrison & Gordon, 2014). Organizations that have high turnover rates pay up to 250% of the leaving employee's salary in replacement cost, which can be detrimental to an organization's overall financial performance (Gurazada & Rao, 2013). The findings of this study could have positive social change by providing leaders and managers with strategies to reduce voluntary turnover to increase employee's happiness and morale.

Ensuring employees work in a fun and better work environment is critical to affecting

social change for the employee.

The results of the study could also influence positive social change in terms of

building solid, working and reciprocal relationships as a focus for retaining employees.

Positive relationships that develop within the workplace may carry over into the

community providing the potential for the community to receive a higher level of support

from the organization and the employee in terms of contributing to the reduction in

unemployment rates, which increases the spending power within the community.

Recommendations for Action

Business managers who wish to retain valued employees from leaving their jobs

to reduce organizational cost, increase organizational performance and enhance job

satisfaction should pay attention to the findings of this study. This study explored

retention strategies and viewed this topic through the lens of managers and employees,

where managers shared the strategies they use to retain employees, and employees shared

strategies that their managers implement that works in keeping them happy and

productive. The findings of this study supported the notion that managers recognize the

importance of retaining employees. As a result, I am committed to sharing the findings

of this study through all available platforms. Dissemination of the results will begin by

writing an Executive Summary for the senior level administrators of the study site, and

then, seek out and share the results of this study at conferences interested in retention

strategies, management best practices, employee-employer relationships, or voluntary

turnover. Additionally, I will seek out opportunities to share the results of this study by

seeking out training opportunities with other organization staff. Moreover, I will seek out

to publish the study in business, management and leadership academic journals.

Organizations incur considerable costs when employees decide to leave

employment (Gurazada & Rao, 2013). Evidenced by the outcome of this study,

managers and leaders should continue to strive to find creative ways to entice and engage

employees to keep them happy and productive. I recommend the below actions found to

help aid managers in retaining employees effectively.

I recommend that managers continue to build personal and supportive

relationships with their employees. Based upon the findings of this study, employees feel

valued and they feel that they are not just a number when their manager supports them,

communicates with them, recognizes them and cares personally about them. Because the

workforce continues to be diverse and employees value different strategies to keep them

happy and productive (Judeh, 2013), managers must find creative and unique ways to

develop and implement diverse strategies, which often requires implementing multiple

strategies at the same time.

The findings supported the notion that managers do different things to engage

their employees. I recommend managers from all departments coming together at a

frequent and specific time to share what strategies are working in their team and obtain

ideas from their peers for additional strategies that their peers are using. Employees often

get in a rut when they are coming into work every day, producing the same amount of

work in the same way. Managers who change their retention strategies periodically, may

be successful in keeping their employees happier and working more productively.

Another recommendation for action that emerged from the findings of this study is for organizations to consistently update and implement employee training that goes beyond job training to fully developing employees to enhance their promotable ability. These recommendations align with Memon et al. (2016) who reinforced the importance of offering employees training opportunities to develop the employee and found that developed employees positively affect organizational performance, employee productivity and creates a more positive employee attitude as well.

In closing, the findings of this study, and the recommendations for action presented above can reduce challenges that organizations currently face when attempting to retain such a diverse workforce (see Judeh, 2013). The recommendations for action can also help reinforce the need to develop and implement change within the organization; change that is beneficial for all stakeholders. Managers can become the agents of change as long as they keep striving to understand the strategies that employees value the most. Only then, can managers, as change agents, act upon the creative strategies that retain employees that will result in receiving a higher return and benefit for the organization and the employee.

Recommendations for Further Research

This study is one of few studies conducted when exploring retention strategies that reduce voluntary turnover within a higher education institution. During the examination of existing literature on this topic, much of the studies previously conducted were quantitative or mixed methods approaches to explore retention strategies used on the faculty in multiple nonprofit higher education institutions (e.g., Bateh & Heyliger,

2014). My first recommendation for future research is to replicate this study further using a qualitative multiple case study approach in for-profit higher education institutions focused on front-line and administrative staff who work in other regional U.S. locations. This replication may not produce the same result; however, the findings will broaden the perspectives of this topic over multiple U.S. settings.

Another limitation was that the managers and employees who worked in their position for three or more years, and those who held their same title for that timeframe, regardless of demographics, participated in the study shared their perspectives on retention strategies they believed to be effective and the impact those strategies had on employees. For future research, I recommend adding the demographic component to future studies on retention strategies because this component could help broaden the perspectives of the topic across multiple dynamics. By conducting this type of research, interesting results could emerge, based upon differences in age, gender, ethnicity, and education level, for example.

Another limitation is collecting data through personal interviews because the researcher relies heavily on participants feeling comfortable enough in the interview to be truthful and honest with their responses (Taj, 2016). I recommend collecting data using different data collection techniques for future studies that include the use of anonymous surveys. Moreover, anonymous surveys may be helpful in studies where the researcher has a connection with the interviewees because the participant's identity is masked, potentially making the participant feel more comfortable in their response.

Reflections

Before I took on this journey 4 years ago, my perspective was the only knowledge I had regarding this topic. I gained this knowledge through the many years I have worked as an employee and a manager. This Doctoral of Business Administration (DBA) Doctoral Study process has helped me realize that as organizations change to stay sustainable, managers must do their part by changing their strategies to stay effective in keeping valued employees happy and productive to be impactful in helping the organization reduce cost (Gurazada & Rao, 2013). During this DBA Doctoral Study process, I have learned that while I have gained knowledge about this topic, I had much to learn through the power of research. Through research, a reduction in my views and bias occurred, and new knowledge emerged about retention strategies used by managers within a for-profit, higher education institution within the Midwest. Moreover, through this process, I have gained the ability to set aside my views by considering new perspectives through the lens of the participants of this study.

This process has given me new confidence in my research capability as well. When I began my DBA Doctoral Study process, I did not have a true grasp on how to start or complete this study. I did not understand the time constraints involved in working on and completing the study. In addition, I did not have any previous experience understanding how to design a business problem that would entice and intrigue organizations to want to read my research. Going through this process has helped me realize that not only am I better researcher, but now, I am a better scholar that

has exceptional expertise knowledge on this topic, which is a tribute to the quality of this DBA Doctoral Study process.

Conclusion

Why employees choose to leave employment is a concern for all organizations challenged with controlling and reducing costs. Challenges exist for managers to develop and implement effective retention strategies to keep employees excited to come to work every day while keeping employees productive. Retaining employees who are in the front-line trenches every day servicing customers become a special focus for managers as they strive to create retention strategies that are effective in keeping employees happy, productive, and excited about coming to work. This focus is especially true for Student Success team managers who work in for-profit, higher education institutions and are working to develop and implement effective and creative strategies that are minimal in cost.

The findings of this study may help managers and business owners understand the importance of the employee-employer relationship in terms of identifying the strategies that work to help retain employees to make them happy and productive. Without this knowledge, managers could spend valuable time creating strategies that do not work. Three strategies and several subcategories emerged in the findings of this study that provide solid insight that will aid organizations in understanding and reducing voluntary turnover. The main emerging strategies of this study include: (a) the importance of relationships within an organization, (b) having a thriving work environment, and (c) creating promotion opportunities with employees.

Based upon the findings of this study, managers who build solid, personal and trusting relationships, who create an environment where employees can thrive, and who work individually with employees to help determine the employee's career path may be successful in reducing turnover in an effort to retain their employees. These efforts by managers specifically contribute to their ability to build strong, reciprocal relationships between the employer and employee, which is a direct link to the psychological contract framework used for this study. A breach of this perceived reciprocal contract changes the relationship creating a higher potential that employees could choose to leave employment (Chambel, 2014). Evidenced by the findings of this study confirm the importance of the employee-employer relationship as it pertains to the retaining employees, reducing voluntary turnover, and creating an environment where employees look forward to coming to work each day.

References

Abid, G., Zahra, I., & Ahmed, A. (2016). Promoting thriving at work and waning

turnover intention: A relational perspective. *Future Business Journal, 2*(2), 127-

137. doi:10.1016/j.fbj.2016.08.001

Abualrub, R. F., & Alghamdi, M. G. (2013). The impact of leadership styles on nurses'

satisfaction and intention to stay among Saudi nurses. *Journal of Nursing

Management, 20*, 668-678. doi:10.1111/j.1365-2834-2011-01320.x

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of

it? *Indian Journal of Medical Specialties, 4*(2), 330–333.

doi:10.7713/ijms.2013.0032

Akerlind, G. S. (2012). Variation and commonality in phenomenography research

methods. *Higher Education Research & Development*, *31*(1), 115-127.

doi:10.1080/07294360.2011.642845

Akhter, N., Raza, H., Ashraf, A., Ahmad, A., & Aslam, N. (2016). Impact of training and

development, performance appraisal and reward system on job satisfaction.

International Review of Management and Business Research, 5, 561-571.

Retrieved from http://www.irmbrjournal.com/index.php

Al-Salemi, A. M. (2013). The impact of organizational justice on employee turnover,

using Total EP Yemen. *African Journal of Business Management, 7*(37), 3810-

3826. doi:10.5897/AJBM12.1424

Aluwihare-Samaranayake, D. (2012). Ethics in qualitative research: A view of the

participants' and researchers' world from a critical standpoint. *International*

Journal of Qualitative Methods, *11*(2), 64-81. Retrieved from

https://ejournals.library.ualberta.ca/index.php/IJQM/index

Ameeq-ul-Ameeq, A., & Hanif, F. (2013). Impact of training on employees' development

and performance in hotel industry of Lahore, Pakistan. *Journal of Business*

Studies Quarterly, 4(4), 68-82. Retrieved from http://jbsq.org/

Amzat, I. H., & Idris, D. A. R. (2012). Structural equation models of management and

decision-making styles with job satisfaction of academic staff in Malaysian

research university. *International Journal of Educational Management, 26*, 616-

645. doi:10.1108/09513541211263700

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research:

Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational*

Research and Policy Students, 5, 272-281. Retrieved from

http://jeteraps.scholarlinkresearch.com/

Anvari, R., JianFu, Z., & Chermahini, S. H. (2013). Effective strategy for solving

voluntary turnover problem among employees. *Procedia Social and Behavioral*

Sciences, 129, 186-190. doi:10.1016/j.sbspro.2014.03.665

Anyan, F. (2013). The influence of power shifts in data collection and analysis stages: A

focus on qualitative research interview. *Qualitative Report*, *18*(36), 1-9. Retrieved

from http://www.nova.edu/sss/QR/

Arendt, S. W., Roberts, K. R., Strohbehn, C., Ellis, J., Paez, P., & Meyer, J. (2012). Use

of qualitative research in foodservice organizations. *International Journal of*

Contemporary Hospitality Management, *24*, 820-837.

doi:10.1108/09596111211247182

Argyris, C. (1960). *Understanding organizational behavior*. Homewood, IL: Dorsey
    Press.

Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees.
    SCMS Journal of Indian Management, 12(3), 94-103. Retrieved from
    http://www.scmsgroup.org/scmsjim/

Asaduzzama, M., Hossain, M. M., & Rahman, M. M. (2014). On identifying the
    motivating factors of job and career satisfaction of IT professionals in Dhaka city
    of Bangladesh. *Information and Knowledge Management. 4*(3), 77-86. Retrieved
    from http://www.iiste.org/Journals/index.php/IKM

Bacea, A., & Bordean, O. N. (2016). Employee job satisfaction and retention factors in
    outsourcing companies. *Managerial Challenges of the Contemporary Society,
    9*(2), 97-101. Retrieved from https://econ.ubbcluj.ro/jmccs/

Baillie, L. (2015). Promoting and evaluating scientific rigour in qualitative
    research. *Nursing Standard*, *29*(46), 36-42. doi:10.7748/ns.29.46.36.e8830

Bajwa, E. U., Yousaf, M., & Rizwan, M. (2014). Employee turnover intention in services
    sector of Pakistan. *International Journal of Human Resource Studies, 4*(2), 164-
    180. doi:10.5296/ ijhrs.v4i2.5905

Bakar, J. A., Mohamad, Z. Z., Sharmeela-Banu, S. A. (2015). Factors affecting female
    lecturer retention in private higher institution in Perak. *International Journal of
    Academic Research in Business and Social Sciences, 5*(1), 137-146.
    doi:10.6007/IJARBSS/v5-i1/1410

Bandura, R. P., & Lyons, P. R. (2014). Short-term fixes fall short when it comes to keeping the best employees. *Human Resource Management International Digest, 22*(5), 29-32. doi:10.1108/HRMD-07-2014-0101

Bansal, P., Corley, K. (2012). Publishing in AMJ- part 7: What's different about qualitative research? *Academy of Management Journal*, *55*, 509-513. Retrieved from http://aom.org/AMJ/

Bapna, R., Langer, N., Mehra, A., Gopal, R., & Gupta, A. (2013). Human capital investments and employee performance: An analysis of IT services industry. *Management Science, 59*, 641-658. doi:10.1287/mnsc.1120.1586

Barnes, C. M., Dang, C. T., Leavitt, K., Guarana, C. L., & Uhlmann, E. L. (2015). Archival data in micro-organizational research: A toolkit for moving to a broader set of topics. *Journal of Management.* Advanced online edition. doi:10.1177/0149206315604188

Bateh, J., & Heyliger, W. (2014). Academic administrator leadership styles and the impact on faculty job satisfaction. *Journal of Leadership Education, 13*(3), 34-49. doi:1012806/V13/I3/R3

Bedos, C., Loignon, C., Landry, A., Allison, P. J., & Richard, L. (2013). How health professionals perceive and experience treating people on social assistance: A qualitative study among dentists in Montreal, Canada. *Biomed Central Health Services Research*, *13*(1), 1-9. doi:10.1186/1472-6963-13-464

Bekhet, A. K., & Zauszniewski, J. A. (2012). Methodological triangulation: An approach to understanding data. *Nurse Researcher, 20*(2), 40–43.

doi:10.7748/nr2012.11.20.2.40.c9442

Berendt, C., Christofi, A., Kasibhatla, K., Malindretos, J., & Maruffi, B. (2013).

Transformational leadership: Lessons in management for today. *International*

Business Research, 5(10), 227-232. doi:10.5539/ibr.v5n10p227

Bilbo, D., Bigelow, B., Escamilla, E., & Lockwood, C. (2014). Comparison of

construction manager at risk and integrated project delivery performance on

healthcare projects: A comparative case study. *International Journal of*

Construction Education and Research, 11(1), 40-53

doi:10.1080/15578771.2013.872732

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A

tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health*

Research, 26, 1802-1811. doi:10.1177/1049732316654870

Blythe, S., Wilkes, L., Jackson, D., & Halcomb, E. (2013). The challenges of being an

insider in storytelling research. *Nurse Researcher, 21*(1) 8-13.

doi:10.7748/nr2013.09.21.1.8.e333

Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative Market Research,*

19, 426-432. doi:10.1108/QMR-06-2016-0053

Borrego, M., Foster, M. J., & Froyd, J. E. (2014). Systematic literature reviews in

engineering education and other developing interdisciplinary fields. *Journal of*

Engineering Education, *103*(1), 45-76. doi:10.1002/jee.20038

Boyd, N. M., & Nowell, B. (2014). Psychological sense of community: A new construct

for the field of management. *Journal of Management Inquiry, 23,* 107-122.

doi:10.1177/1056492613491433

Bryant, P. C., & Allen, D. G. (2013). Compensation, benefits and employee turnover HR strategies for retaining top talent. *Compensation and Benefits Review, 45*, 171-175. doi:10.1177/0886368713494342

Bryde, D., Broquetas, M., & Volm, J. M. (2013). The project benefits of building information modeling (BIM). *International Journal of Project Management*, *31,* 971-980. doi:10.1016/j.ijproman.2012.12.001

Buckley, N., Hayek, C., & Cookson, C. (2015). Reversing the trend: The effect of full-time faculty on student persistence. *The Academic Forum*, *4*(2), 61-66. Retrieved from www.theacademicforum.org

Butali, N. D., Wesang'ula, P. M., & Mamuli, L. C. (2014). Effects of staff turnover on the employee performance of work at Massinde Muliro Univesity of Science and Technology. *International Journal of Human Resource Studies, 4*(2), 25-32. doi:10.5296/ijhrs.v4i2.5787

Byerly, B. (2012). Measuring the impact of employee loss. *Performance Improvement, 51*(5), 40-47. doi:10.1002/pfi.21268

Callaghan, C. W., & Coldwell, D. (2014). Job satisfaction and job performance: The case of research productivity. *Journal of Economics, 5*(1), 97-113. Retrieved from http://www.krepublishers.com/journalofeconomics.html

Callier, J. G. (2016). Do transformational leaders affect turnover intentions and extra-role behaviors through mission valence? *American Review of Public Administration, 46*(2), 226-242. doi:10.1177/0275074014551751

Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding in-depth

    semistructured interviews: Problems of unitization and intercoder reliability and

    agreement. *Sociological Methods & Research*, *42*, 294-320.

    doi:10.1177/0049124113500475

Campbell, K. M. (2015). *Flexible work schedules, virtual work programs, and employee*

    productivity (Doctoral dissertation). Retrieved from ProQuest Dissertations &

    Theses database. (UMI No. 3700954)

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use

    of triangulation in qualitative research. *Oncology Nursing Forum, 41,* 545-547.

    doi:10.1188/14.ONF.545-547

Cascio, W. F. (2014). Leveraging employer branding, performance management and

    human resource development to enhance employee retention. *Human Resource*

    Development International, 17(2), 121-128. doi:10.1080/13678868.2014.886443

Cassar, V., Buttigieg, S. C., & Briner, R. B. (2013). Causal explanations of psychological

    contract breach characteristics. *The Psychologist-Manager Journal, 16*(2), 85-

    106. doi:10.1037/h0094949

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol

    refinement framework. *Qualitative Report, 21,* 811-831. Retrieved from

    http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2337&context=tqr

Chambel, M. J. (2014). Does the fulfillment of supervisor psychological contract make a

    difference? Attitudes of in-house and temporary agency workers. *Leadership &*

    Organization Development Journal, 35(1), 20-37. doi:10.1108/LODJ-03-2012-

0031

Charlick, S., Pincombe, J., McKellar, L., & Fielder, A. (2016). Making sense of

participants' experiences: Interpretive phenomenological analysis in midwifery

180 research. *International Journal of Doctoral Studies*, 11, 205-216. Retrieved

from https://www.informingscience.org/Publications/3486

Chauhan, V. A., & Patel, D. (2013). Employee turnover: A factorial study of IT industry.

Journal of Strategic Human Resource Management, 2(1), 37-44. Retrieved from

http://www.publishingindia.com/jshrm/

Cheng, C., Bartram, T., Karimi, L., & Leggat, S. (2015). Transformational leadership and

social identity as predictors of team climate, perceived quality of care, burnout

and turnover intention among nurses. *Personnel Review, 45*, 1200-1216.

doi:10.1108/PR-05-2015-0118

Chetty, S. K., Partanen, J., Rasmussen, E. S., & Servais, P. (2014). Contextualising case

studies in entrepreneurship: A tandem approach to conducting a longitudinal

cross-country case study. *International Small Business Journal, 32*, 818-829.

doi:10.1177.0266242612471962

Chitra, K., & Badrinath, V. (2014). Motivation: A catalyst to employee retention. *World

Applied Sciences Journal, 32*(4), 605-610. doi:10.5829/idosi.wasj.2014.32.04.376

Chimote, N., & Srivastava, V. N. (2013). Work-life balance benefits: From the

perspective of organizations and employees. *IUP Journal of Management

Research, 12*(1), 62-73. Retrieved from http://www.iupindia.in/705/ijmr.asp

Cho, J. Y., & Lee, E. H. (2014). Reducing confusion about grounded theory and

qualitative content analysis: Similarities and differences. *The Qualitative Report, 19*(32), 1-20. Retrieved from http://tqr.nova.edu/

Chou, S. Y., Chang, T., & Han, B. (2016). A Buddhist application of corporate social responsibility: qualitative evidence from a study of a small Thai family business. *Small Enterprise Research, 23*(2), 116-134. doi:10.1080/13215906.2016.1221359

Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling qualitative research: does size matter? *Journal of Advance* Nursing, *70,* 473-475. doi:10.1111/jan.12163

Clinton, M. E., & Guest, D. E. (2014). Psychological contract breach and voluntary turnover: Testing a multiple mediation model. *Journal of Occupational and Organizational Psychology, 87*, 200-207. doi:10.1111/joop.12033

Coetzee, M., & Stoltz, E. (2015). Employees' satisfaction with retention factors: Exploring the role of career adaptability. *Journal of Vocational Behavior, 89*(1), 83-91. doi:10.1016./j.jvb.2015.04.012

Cohen, S. (2013). Recruitment and retention: How to get them and how to keep them. *Journal of Nursing Management, 44*(4), 11-14. doi:10.1097/01.NUMA.0000428191.14389.ba

Coffey, K. R. (2013). *Increasing the employability of older workers* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3558530)

Collier, D. R., Moffatt, L., & Perry, M. (2015). Talking, wrestling, and recycling: An investigation of three analytic approaches to qualitative data in education

research. *Qualitative Research, 15*, 389-404. doi:10.1177/1468794114538896

Conway, N., Kiefer, T., Hartley, J., & Briner, R. B. (2014). Doing more with less? Employee reactions to psychological contract breach via target similarity or spillover during public sector organizational change. *British Journal of Management, 25*, 737-754. doi:10.1111/1467-8551.12041

Cooper, A. D. (2013). *Affirmative action and women breaking the glass ceiling* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3600129)

Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum, 41*(1), 89-91. doi:10.1188/14.ONF.89-91

Corwin, R. (2015). *Strategies to retain tacit knowledge from baby boomers* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3689125)

Coyle-Shapiro, J. A. M., & Parzefall, M. (2008). Psychological contracts. In C. L. Cooper, & J. Barling, (Eds.), *The Sage handbook of organizational behavior: volume I - micro approaches*. (pp. 17-34). London, UK: SAGE Publications Ltd.

Cozby, P. C., & Bates, S. C. (2012). M*ethods in behavioral research.* Boston, MA: McGraw Hill Higher Education.

Darcy, C., McCarthy, A., Hill, J., & Grady, G. (2012). Work-life balance: One size fits all? An exploratory analysis of the differential effects of career stage. *European Management Journal, 30*, 111-120. doi:10.1016.j.emj.2011.1.001

Dasgupta, P. (2014). Nurses' intention to leave: A qualitative study in private hospitals.

Globsyn Management Journal, 8(1), 77-87. Retrieved from

http://www.globsyn.edu.in/research/globsyn-management-journal.php

Davis, P. R., Trevor, C. O., & Feng, J. (2015). Creating a more quit-friendly national

workforce? Individual layoff history and voluntary turnover. *Journal of Applied

Psychology, 100,* 1434-1455. doi:10.1037/ap10000012

De Ceunynck, T., Kusumastuti, D., Hannes, E., Janssens, D., & Wets, G. (2013).

Mapping leisure shopping trip decision making: Validation of the CNET

interview protocol. *Quality & Quantity*, *47*, 1831-1849. doi:10.1007/s11135- 011-

9629-4

Deery, M., & Jago, L. (2015). Revisting talent management, work-life balance and

retention strategies. *International Journal of Contemporary Hospitality

Management, 27*, 453-472. doi:10.1108/IJCHM-12-2013-0538

Denzin, N. K. (1978) *The research act: A theoretical introduction to sociological

methods*. (2nd ed.). New York, NY: McGraw-Hill.

Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, *6*(2), 80-

88. doi:10.1177/1558689812437186

Denzin, N. K., & Lincoln, Y. S. (2011). *The sage handbook of qualitative research*.

Thousand Oaks, CA: Sage Publications, Inc.

Dikko, M. (2016). Establishing Construct Validity and Reliability: Pilot Testing of a

Qualitative Interview for Research in Takaful (Islamic Insurance). *The Qualitative

Report, 21*, 521-528. Retrieved from http://tqr.nova.edu/

Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data.

Nurse Researcher, 20(5), 28-32. doi:10.7748/nr2013.05.20.5.28.e327

Dugguh, S. I., & Dennis, A. (2014). Job satisfaction theories: Traceability to employee

performance in organizations. *ISOR Journal of Business and Management, 16*(5),

11-18. Retrieved from http://www.iosrjournals.org/iosr-jbm.html

Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth

interviews. *Archives of Sexual Behavior, 41*, 1319-1320. doi:10.1007/s10508-012-

0016-6

Edwards, R., & Holland, J. (2013). *What is qualitative interviewing? Research methods*

series. London, England: Bloomsbury Publishing

Edlund, J. E., Hartnett, J. L., Heider, J. D., Perez, E. J., & Lusk, J. (2014). Experimenter

characteristics and word choice: Best practices when administering an informed

consent. *Ethics & Behavior, 24*, 397-407. doi:10.1080/10508422.2013.854171

Eisenhardt, K. M., Graebner, M. E., & Sonenshein, S. (2016). Grand challenges and

inductive methods: Rigor without rigor mortis. *Academy of Management Journal,*

59, 1113-1123. doi:10.5465/amj.2016.4004

Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014).

Qualitative content analysis: A focus on trustworthiness. *Sage Open, 4*(1), 1-10.

doi:10.1177/2158244014522633

Erturk, A. (2014). Influences of HR practices, social exchange, and trust on turnover

intentions of public IT professionals. *Public Personnel Management, 43*(1), 140-

175. doi:10.1177/0091026013517875

Fey, M. K., Scrandis, D., Daniels, A., & Haut, C. (2014). Learning through debriefing: Students' perspectives. *Clinical Simulation in Nursing,* 10, e249-e256. doi:10.1016/j.ecns.2013.12.009

Festing, M., & Schafer, L. (2014). Generational challenges to talent management: A framework for talent retention based on the *psychological*-contract perspective. *Journal of World Business, 49*(2), 262-271. doi:10.1016/j.jwb.2013.11.010

Fielding, N. G. (2012). Triangulation and mixed methods designs: Data integration with new research technologies. *Journal of Mixed Methods Research, 6*(2), 124-136. doi:10.1177/1558689812437101

Flick, U. (2014). *The SAGE handbook of qualitative data analysis* (Eds). London, England: Sage Publications

Fong, K. H., & Snape, E. (2016). Empowering leadership, psychological empowerment and employee outcomes: Testing a multi-level mediating model. *British Journal of Management, 26*(1), 126-138. doi:10.1111/1467-8551.12048

Frey, R. V., Bayon, T., & Totzek, D. (2013). How customer satisfaction affects employee satisfaction and retention in a professional services context. *Journal of Service Research, 16*, 503-517. doi:10.1177/1094670513490236

Friend, S. B., Johnson, J. S., Rutherford, B. N., & Hamwi, G. A. (2013). Inside sales model: A facet-level job satisfaction model among sales people. *Journal of Personal Selling & Sales Management, 33*, 419-438. doi:10.2753/PSS0885-3134330405

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative

research. *The Qualitative Report, 20*, 1408-1416. Retrieved from

http://tqr.nova.edu/

George, C. (2015). Retaining professional workers: What makes them stay? *Employee*

Relations, 37(1), 102-121. doi:10.1108/ER-10-2013-0151

Ghazi, S. R., & Shahzada, G. (2012). School location and size as predictors of head

teachers' job satisfaction. *Mediterranean Journal of Social Sciences, 3*, 613-625.

doi:10.5901/mjss.2012.03.01.613).

Glynne, M. T. (2015). *Exploring the efficacy of school-based professional development*

(Doctoral Dissertation). Retrieved from ProQuest Dissertations & Thesis Full

Text Database. (UMI No. 3732646)

Grossoehme, D. H. (2014). Research methodology: Overview of qualitative research.

Journal of Health Care Chaplaincy, *20*(3), 109-122.

doi:10.1080/08854726.2014.925660

Guetterman, T. C. (2015). Descriptions of sampling practices within five approaches to

qualitative research in education and health sciences. *Forum Qualitative*

Sozialforschung/Forum: Qualitative Social Research, 16(2). Retrieved from

http://www.qualitative-research.net/index.php/fqs

Gupta, N., & Shaw, J. D. (2014). Employee compensation: The neglected area of HRM

research. *Human Resource Management Review, 24*(1), 1-4.

doi:10.1016/j.hrmr.2013.08.007

Gurazada, A., & Rao, T. (2013). Employee turnover costs in IT industry: A critical

analysis. *International Journal of Innovative Research and Practices, 1*(8), 23-27.

Retrieved from http://www.forum4researchers.com/mission.php

Haggard, D. L. (2012). Mentoring and psychological contract breach. *Journal of Business Psychology, 27*, 161-175. doi:10.007/s10869-011-9237-2

Hailu, A., Mariam, D. H., Fekade, D., Derbew, M., & Mekasha, A. (2013). Turn-over rate of academic faculty at the College of Health Sciences, Addis Ababa University: A 20-year analysis (1991 to 2011). *Human Resources for Health, 11*(61), 1-6. Retreived from http://www.human-resources-health.com/

Han, H., Kim, W., & Jeong, C. (2016). Workplace fun for better team performance: Focus on frontline hotel employees. *International Journal of Contemporary Hospitality Management, 28*, 1391-1416. doi:10.1108/IJCHM-11-2014-0555

Hardicre, J. (2014). Valid informed consent in research: an introduction. *British Journal of Nursing, 23*, 564–567. doi:10.12968/bjon.2014.23.11.564

Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy? *The Qualitative Report, 17*, 510-517. Retrieved from http://www.nova.edu

Harrison, S., & Gordon, P. A. (2014). Misconceptions of employee turnover: Evidence-based information for the retail grocery industry. *Journal of Business & Economics Research, 12*, 145-152. doi:10.19030/jber.v12i2.

Henriques, G. (2014). In search of collective experience and meaning: A transcendental phenomenological methodology for organizational research. *Human Studies, 37*, 451-468. doi:10.1007/s10746-014-9332-2

Hill, N. S., & Bartal, K. M. (2016). Empowering leadership and effective collaboration in geographically dispersed teams. *Personnel Psychology, 69*(1), 159-198. doi:10.1111/peps.12108

Herrmann, A. F., Barnhill, J. A., & Poole, M. C. (2013). Ragged edges in the fractured future: A co-authored organizational autoethnography. *Journal of Organizational Ethnography*, *2*(1), 57-75. doi:10.1108/JOE-11-2011-0002

Hofhuis, J., Van der Zee, K. I., & Otten, S. (2014). Comparing antecedents of voluntary job turnover among majority and minority employees. *Equality, Diversity and Inclusion: An International Journal, 33*, 735-749. doi:10.1108/EDI-09-2013-0071

Hoon, C. (2013). Meta-synthesis of qualitative case studies: An approach to theory building. *Organizational Research Methods*, *16*, 522-556. doi:10.1177/1094428113484969

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case study research. *Nurse Researcher*, *20*(4), 12-17. doi:10.7748/nr2013.03.20.4.12.e326

Huffman, A. H., Casper, W. J., & Payne, S. C. (2014). How does spouse career support relate to employee turnover? Work interfering with family and job satisfaction as mediators. *Journal of Organizational Behavior, 35*, 194-212. doi:10.1002/job.1862

Hulsheger, U. R., Alberts, H. M., Feinholdt, A., & Lang, J. B. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology, 98*, 310-325.

doi:10.1037/a0031313

Idris, A. (2014). Flexible working as an employee retention strategy in developing

countries: Malaysian bank managers speak. *Journal of Managemenet Research,*

14(2), 71-86. Retreived from http://www.macrothink.org/journal/index.php/jmr

Inabinett, J. M., & Ballaro, J. M. (2014). Developing an organization by predicting

employee retention by matching corporate culture with employee's values: A

correlation study. *Organization Development Journal, 32*(1), 55-74. Retrieved

from http://www.isodc.org/

Iqbal, S., & Hashmi, M. S. (2015). Impact of perceived organizational support on

employee retention with mediating role of psychological empowerment. *Pakistan*

Journal of Commerce and Social Sciences, 9(1), 18-34. Retrieved from

http://www.jespk.net/

Jacob, S. A., & Ferguson, S. P. (2012). Writing interview protocols and conducting

interviews: Tips for students new to the field of qualitative research. *The*

Qualitative Report, 17(6), 1-10. Retrieved from http://tqr.nova.edu/

James, L., & Mathew, L. (2012). Employee retention strategies: IT iindustry. *SCMS*

Journal of Indian Management, 9(3), 79-87. Retrieved from

http://www.scmsgroup.org/scmsjim/

Jansson, G., & Nikolaidou, Z. (2013). Work-identity in ethnographic research:

Developing field roles in a demanding workplace setting. *International Journal of*

Qualitative Methods, 12, 152–167. Retrieved from

http://ejournals.library.ualberta.ca/

Jehanzeb, K., Rasheed, A., & Rasheed, M. F. (2013). Organizational commitment and turnover intentions: Impact of employee's training in private sector of Saudi Arabia. *International Journal of Business and Management, 8*(8), 79-90. doi:10.5539/ijbm.v8n8p79

Jernigan, E., Beggs, J. M., & Kohut, G. F. (2016). An examination of nurses' work environment and organizational commitment. *Journal of Organizational culture, Communication and Conflict, 20*(1), 112-131. Retrieved from http://www.alliedacademies.org/journal-of-organizational-culture-communications-and-conflict/

Jiang, L., Probst, T. M., & Benson, W. L. (2015). Organizational context and employee reactions to psychological contract breach: A multilevel test of competing theories. *Economic and Industrial Democracy.* Advanced online edition. doi:10.1177/0143831X15579288

Johansson, C. (2013). Views on and perceptions of experiences of touch avoidance: An exploratory study. *Current Psychology*, *32*(1), 44-59. doi:10.1007/s12144-012-9162-1

Johnson, R. B., & Christensen, L. (2014*). Education research: Quantitative, qualitative, and mixed approaches,* (5th Ed.). Thousand Oaks, CA: Sage Publications.

Johnson, J. M., & Ng, E. S. (2016). Money talks or millennials walk: The effect of compensation on nonprofit millennial workers sector-switching intentions. *Review of Public Personnel Administration, 36*(3), 283-305. doi:10.1177/0734371X15587980

Joyce, C., & Barry, D. (2016). 6 recommendations for successfully hiring (and retaining) millennial. *Journal of Financial Planning, 29*(9), 22-23. Retrieved from https://www.onefpa.org/journal/Pages/default.aspx

Judeh, M. (2013). Emotional intelligence and retention: The moderating role of job involvement. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 7*, 255-260. Retrieved from https://www.waset.org

Jung, J., & Shin, J. C. (2014). Administrative staff members' job competency and their job satisfaction in a Korean research university. *Studies in Higher Education*, *40,* 880-901. doi:10.1080/03075079.2013.865161

Kaczynski, D., Salmona, M., & Smith, T. (2013). Qualitative research in finance. *Australian Journal of Management, 39*(1), 127-135. doi:10.1177/031289621246961

Karagonlar, G., Eisenberger, R., & Aselage, J. (2016). Reciprocation way employees discount psychological contract fulfillment. *Journal of Organizational Behavior, 37*(1), 23-40. doi:10.1002/job.2016

Karodia, A. M., Soni, D. S., & Cassim, N. (2014). Organizational development to increase an organizations effectiveness and competitiveness to improve employee satisfaction, productivity in order to strengthen the human process. *Singaporean Journal of Business Economics, and Management Studies, 2*(8), 15-23. doi:10.12816/0003895

Kennett, G. (2013). The impact of training practices on individual, organisation, and

industry skill development. *Australian Bulletin of Labour*, *39*(1), 112-135.

Retrieved from http://www.flinders.edu.au/sabs/nils/home.cfm

Khalifa, B., & Ayoubi, R. M. (2014). Leadership styles at Syrian higher education: What

matters for organizational learning at public and private universities?

International Journal of Education Management, 29, 477-491. doi:10.1108/IJEM-

03-2014-0036

Khan, S. A., & Agha, K. (2013). Dynamics of the work life balance at the firm level:

Issues and challenges. *Journal of Management Policy & Practice, 14*(4), 103-114.

Retrieved from http://www.na-businesspress.com/jmppopen.html

Khan, S. N. (2014). Qualitative research method: Grounded theory. *International Journal

of Business and Management, 9*(11), 224-233. doi:10.5539/ijbm.v9n11p224

Kim, D., & Li, X. R. (2013). Introduction to the special issue on advancing research

methods in marketing: Editorial. *Journal of Business Research, 66*, 1243-1244.

doi:10.1016/j.jbusres.2012.02.019

Koelsch, L. E. (2013). Reconceptualizing the member check interview. *International

Journal of Qualitative Methods, 12*(1), 168-179. Retrieved from

http://ijq.sagepub.com/

Kopelman, R., Gardberg, N. A., & Brandwein, A. C. (2013). A quasi-experiemental field

study in a public higher education institution. *Public Personnel Management,

40*(2), 133-149. doi:10.1177/009102601104000204

Kotlar, J., & De Massis, A. (2013). Goal setting in family firms: Goal diversity, social

interactions, and collective commitment to family-centered goals.

Entrepreneurship Theory and Practice, *37,* 1263-1288. doi:10.1111/etap.12065

Kowsalyadevi, S., & Kumar, N. S. (2013). Balancing work and life in textile industry at Perundurai Tamilnadu. *Asian Journal of Research in Business Economics & Management, 3*(12), 180-190. Retrieved from http://www.indianjournals.com/ifor.aspx

Krishnan, V. R. (2013). Transformational leadership and personal outcomes: Empowerment as mediator. *Leadership & Organization Development Journal, 33*, 550-563. doi:10.1108/01437731211253019

Kroon, B., & Freese, C. (2013). Can HR practices retain flex workers with their agency? *International Journal of Manpower, 34*, 899-917. doi:10.1108/IJM-07-2013-0169

Kumar, H., & Chakraborty, S. (2013). Work-life balance (WLB): A key to organizational efficacy. *Aweshkar Research Journal, 15*(1), 62-70. Retrieved from http://welingkar.org/corporates/researchJournalAweshkar.asp

Kumar, P., Dass, M., & Topaloglu, O. (2014). Understanding the drivers of job satisfaction of frontline service employees: Learning from "lost employees". *Journal of Service Research,* 17, 367-380. doi:10.1177/1094670514540981

Kwon, K., & Rupp, D. E. (2013). High-performer turnover and firm performance: The moderating role of human capital investment and firm reputation. *Journal of Organizational Behavior, 34*(1), 129-150. doi:10.1002/job.1804

Laddha, A., Singh, R., Gabbad, H., & Gidwani, G. D. (2012). Employee retention: An art to reduce turnover. *International Journal of Management Research and Reviews, 2*, 453-458. Retrieved from http://ijmrr.com/

Lahamar, N., Glass, N., Perrin, N., Hanson, G., & Anger, K. (2013). A training intervention for supervisors to support a work-life policy implementation. *Safety and Health at Work, 4*, 166-176. doi:10.1016/j.shaw.2013.07.001

Leech, N. L., & Onwuegbuzie, A. J. (2011). Beyond constant comparison qualitative data analysis: Using NVivo. *School Psychology Quarterly*, *26*(1), 70-84. doi:10.1037/a0022711

Leeder, K. (2014). The play time manifesto: Why having fun makes us better workers. *Journal of Library Administration, 54*, 620-628. doi:10.1080/01930826.2014.964032

Leider, J. P., Harper, E., Shon, J. W., Sellers, K., & Castrucci, B. C. (2016). Job satisfaction and expected turnover among federal, state, and local public health practioners. *Americal Journal of Public Health, 106*, 1782-1788. doi:10.2105/AJPH.2016.303305

Levinson, H., Price, C. R., Munden, K. J., & Solley, C. M. (1962). *Men, management and mental health*. Cambridge, MA: Harvard University Press.

Lincoln, Y. S., & Guba, E. A. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Liu, D., Mitchell, T. R., Lee, T. W., Holtom, B. C., & Hinkin, T. R. (2012). When employees are out of step with coworkers: How job satisfaction trajectory and dispersion influence individual-and unit-level voluntary turnover. *Academy of Management Journal, 55*, 1360-1380. doi:10.5465/maj.2010.0920

Long, H. (2014). An empirical review of research methodologies and methods in creativity studies. *Creativity Research Journal, 26*, 427-438.

doi:10.1080/10400419.2014.961781

Lub, X. D., Bal, P. M., Blomme, R. J., & Schalk, R. (2015). One job, one deal…or not:

Do generations respond differently to psychological contract fulfillment? *The*

International Journal of Human Resource Management, *27*, 653-680.

doi:10.1080/09585192.2015.1035304

Malik, A. R., & Singh, P. (2014). 'High potential' programs: Let's hear it for 'b' players.

Human Resource Management Review, 24, 330-346.

doi:10.1016/j.hrmr.2014.06.001

Mandhanya, Y. (2015). A study of impact of working environment on retention of

employees. *Global Management Review, 9*(4), 115-128. Retrieved from

http://www.sonamgmt.org/research/publication-gmr.php

Mangi, R. A., Soomro, H. J., Ghumro, I., Abidi, A. R., & Jalbani, A. A. (2012). A study

of job satisfaction among non PhD faculty in universities. *Australian Journal of*

Business Management Research, *1*(7), 83-90.

Manz, C. C., Fugate, M., Hom, P. W., & Millikin, J. P. (2015). When having to leave is a

"good thing": A case for positive involulntary turnover. *Organizational Dynamic,*

44(1), 57-64. doi:10.1016/j.orgdyn.2014.11.007

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in

qualitative research: A review of qualitative interviews in IS research. *Journal of*

Computer Information Systems, 54(1), 11–22. Retrieved from

http://www.iacis.org/jcis/jcis.php

Marshall, C., & Rossman, G. (2014). *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage.

Masa'deh, R., Obeidat, B. Y., & Tarhini, A. (2016). A Jordanian emperical study of the associations among transformational leadership, transactional leadership, knowledge sharing, job performance, and firm performance. A structural equation modelling approach. *Journal of Management Development, 35*, 681-705. doi:10.108/JMD-09-2015-0134

Maugi, R. A., Soomro, H. J., Chumro, I. A., Abidi, A. R., & Jalbani, A. A. (2013). A study of job satisfaction among non PhD faculty in universities. *Australian Journal of Business and Management Research, 1*(7), 83-90. Retrieved from http://www.ajbmr.com/

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. (3rd ed.). V. Knight, L. Habib, L. Larson, & C. Bowman (Eds.). Thousand Oaks, CA: Sage Publications, Inc.

McDermid, F., Peters, K., Jackson, D., & Daly, J. (2014). Conducting qualitative research in the context of pre-existing peer and collegial relationships. *Nurse Researcher, 21*(5), 28-33. doi:10.7748/nr.21.5.28.e1232

McDermott, A. M., Conway, E., Rousseau, D. M., & Flood, P. C. (2013). Promoting effective psychological contracts through leadership: The missing link between HR strategy and performance. *Human Resource Management, 52*, 289-310. doi:10.1002/hrm.21529

McNelis, J. (2014). An exploratory study into virtual learning environments as a training

platform in the workplace. *International Journal of Advanced Corporate Learning, 7*(3), 8-11. doi:10.3991//ijac.v7i3.3985

McNulty, T., Zattoni, A., & Douglas, T. (2013). Developing corporate governance research through qualitative methods: A review of previous studies. *Corporate Governance: An International Review, 2*, 183-198. doi:10.1111/corg.12006

Mellor, J., Ingram, N., Abrahams, J., & Beedell, P. (2014). Class matters in the interview setting? Positionality, situatedness and class. *British Educational Research Journal, 40*, 135-149. doi:10.1002/berj.3035

Memon, M. A., Salleh, R., & Baharom, M. N. R. (2016). The link between training satisfaction, work engagement and turnover intention. *European Journal of Training and Development, 40*, 407-429. doi:10.1108/EJTD-10-2015-0077

Merriam, S. B. (2015). *Quantitative Research: A Guide to Design and Implementation* (4th Ed.). San Francisco, CA: Jossey-Bass Publishers.

Michael, B., Prince, A. F., Chacko, A. (2016). Impact of compensation package on employee retention. *International Journal of Research in Commerce & Management, 7*(10), 36-40. Retrieved from http://ijrcm.org.in/commerce/index.php

Milman, A., & Dickson, D. (2014). Employment characteristics and retention predictors among hourly employees in large US theme parks and attractions. *International Journal of Contemporary Hospitality Management, 26*, 447-469. doi:10.1108/IJCHM-04-2013-0178

Mitchell, K. R., & Wellings, K. (2013). Measuring sexual function in community

surveys: Development of a conceptual framework. *Journal of Sex Research, 50*(1), 17-28. doi:10.1080/00224499.2011.621038

Mohammadi, H., & Shahrabi, M. A. (2013). A study on relationship bewtween quality of work life and job satisfaction. *Management Science Letters, 3*, 2675-2680. doi:10.5267/j.msl.2013.08.034

Morse, A., & McEvoy, C. D. (2014). Qualitative research in sport management: Case study as a methodological approach. *The Qualitative Report, 19*, 1-13. Retrieved from http://www.nova.edu/ssss/QR/

Mneimneh, A. S., Boulet, S. L., Sunderam, S., Zhang, Y., Jamieson, D. J., Crawford, S., & Cohen, B. (2013). States monitoring assisted reproductive technology (SMART) collaborative: Data collection, linkage, dissemination, and use. *Journal of Women's Health*, *22*, 571–577. doi:10.1089/jwh.2013.4452

Moustakas, C. (1994). P*henomenological research methods*. Thousand Oaks, CA: Sage.

Myers, M. D. (2013). *Qualitative research in business and management*. Thousand Oaks, CA: Sage Publications, Inc.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19,* 129-132. doi:10.1177/1362168815572747

National Center for Education Statistics. (2012). *Digest of education statistics, 2012*. Retrieved April 20, 2012 from http://nces.ed.gov/

Natsheh, A. A., Gbadegeshin, S. A., Rimpilainen, A., Imamovic-Tokalic, I., & Zambrano, A. (2015). Identifying the challenges in commercializing high technology: A case study of quantum key distribution technology. *Technology*

Innovation Management Review, 5(1), 26-36. Retrieved from http://timreview.ca/

Nazir, S., Shafi, A., Qun, W., Nazir, N., & Tran, Q. D. (2016). Influence of organizational rewards on organizational commitment and turnover intentions. *Employee Relations, 38*, 596-619. doi:10.1108/ER-12-2014-0150

Nelissen, J., Forrier, A., & Verbruggen, M. (2017). Employee development and voluntary turnover: Testing the employability paradox. *Human Resource Management Journal, 27*(1), 152-168. doi:10.1111/1748-8583.12136

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing, 18*(2), 34-35. doi:10.1136/eb-2015-102054

O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine, 89*, 1245-1251. doi:10.1097/acm.0000000000000388

O'Reilly, M., & Parker, N. (2013). "Unsatisfactory saturation": A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research*, *13*, 190–197. doi:10.1177/1468794112446106

Paille, P., & Dufour, M-E. (2013). Employee responses to psychological contract breach and violation: Intentions to leave the job, employer or profession. *The Journal of Applied Business Research, 29*, 205-216. Retrieved from http://www.cluteinstitute.com/journals/journal-of-applied-business-research-jabr/

Palinkas, L. A. (2014). Qualitative and mixed methods in mental health services and implementation research. *Journal of Clinical Child & Adolescent Psychology, 43*, 851-861. doi:10.1080/15374416.2014.910791

Park, T. Y., & Shaw, J. D. (2013). Turnover rates and organizational performance: A

    meta-analysis. *Journal of Applied Psychology, 98*, 268-309.

    doi:10.1037/a0030723

Parker, L. D. (2013). Contemporary university strategizing: The financial imperative.

    Financial Accountability & Management, 29, 1-25. doi:10.1111/faam.12000

Parry, K., Mumford, M. D., Bower, I., & Watts, L. L. (2014). Qualitative and

    historiometric methods in leadership research: A review of the first 25 years of

    The Leadership Quarterly. *The Leadership Quarterly, 25*, 132-151.

    doi:10.1016/j.leaqua.2013.11.006

Parzinger, M. J., Lemons, M. A., & McDaniel, K. (2012). The impact of organizational

    context on turnover and job satisfaction: A multi-analysis study of bank

    employees. *International Journal of the Academic Business World, 6*(1), 39-50.

    Retrieved from http://jwpress.com/IJABW/IJABW.htm

Pattusamy, M., & Jacob, J. (2015). Testing the mediation of work-family balance in the

    relationship between work-family conflict and job and family satisfaction. *South

    African Journal of Psychology, 46*(2), 218-231. doi:10.1177/0081246315608527

Pawar, I. A. (2013). Quality work-life and job satisfaction of employees in VTPS.

    International Journal of Management Research and Reviews, 3, 2547-2556.

    Retrieved from http://imjrr.com/

Pelletier, K. L., Kottke, J. L., & Reza, E. M. (2015). During furloughs, who is more

    attached to a public university? staff? faculty?...managers. *Public Peronnel

    Management, 44*, 120-142. doi:10.1177/0091026014558155

Peredaryenko, M. S., & Krauss, S. E. (2013). Calibrating the human instrument: Understanding the interviewing experience of novice qualitative researchers. *The Qualitative Report*, *18,* 1-17. Retrieved from http://www.nova.edu

Pessu, N. (2015). *Technological factors for the sustainability of the small business entrepreneur* (Doctoral Dissertation). Retrieved from ProQuest Dissertations & Thesis Full Text Database. (UMI No. 3683336)

Pierre, E. A. S., & Jackson, A. Y. (2014). Qualitative data analysis after coding. *Qualitative Inquiry*, *20*, 715–719. doi:10.1177/1077800414532435

Pluye, P., & Hong, Q. N. (2014). Combining the power of stories and the power of numbers: Mixed methods research and mixed studies reviews. *Annual Review of Public Health, 35*, 29-45. doi:10.1146/annurev-publhealth-032013-182440

Raina, R., & Roebuck, D. B. (2016). Exploring cultural influence on managerial communication in relationship to job satisfaction, organizational commitment, and the employees' propensity to leave in the insurance sector of India. *International Journal of Business Communication 53*(1), 97-130. doi:10.1177/2329488414525453

Redlich-Amirav, D., & Higginbottom, G. (2014). New emerging technologies in qualitative research. *The Qualitative Report, 19*(26), 1-14. doi:10.1111/j.1083-6101.1997.tb00078.x

Reineholm, C., Gustavsson, M., Liljegren, M., & Ekberg, K. (2013). The importance of work conditions and health for voluntary job mobility: A two-year follow-up. *BMC Public Health, 12*(692), 2-7. doi:10.1186/1471-2458-12-682

Rodwell, J., & Ellershaw, J. (2016). Fulfill promise and avoid breaches to retain satisfied, committed nurses. *Journal of Nursing Scholarship, 48*, 406-413. doi:10.1111/jnu.12215

Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology, 11*, 25-41. doi:10.1080/14780887.2013.801543

Rosenfeld, J., Gatten, R., & Scales, B. J. (2013). Qualitative analysis of student assignments: A practical look at ATLAS.ti. *Reference Services Review, 41,* 134–147. doi:10.1108/00907321311300956

Ross, C. M., Young, S. J., Sturts, J. R., & Kim, K. T. (2014). Personal correlates impacting job satisfaction among campus recreational sport employees. *International Journal of Sport Management, Recreation & Tourism, 14*(d), 68-96. doi:10.5199/ijsmart-1791-874X-14d

Rothfelder, K., Ottenbacher, M. C., & Harrington, R. J. (2013). The impact of transformational, transactional and non-leadership styles on employee job satisfaction in the German hospitality industry. *Tourism and Hospitality Research, 12*, 201-214. doi:10.1177/1467358413493636

Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal, 2*, 121-139. doi:10.1007/BF01384942

Rowley, J. (2012). Conducting research interviews. *Management Research Review, 35*, 260-271. doi:10.1108/01409171211210154

Roy, K., Zvonkovic, A., Goldberg, A., Sharp, E., & LaRossa, R. (2015). Sampling

richness and qualitative integrity: Challenges for research with families. *Journal of Marriage and Family, 77*, 243–260. doi:10.1111/jomf.12147

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA. Sage

Saks, A. M., & Burke-Smalley, L. A. (2014). Is transfer of training related to firm performance?. *International Journal of Training & Development, 18*, 104-115. doi:10.1111/ijtd.12029

Samson, S. M. (2013). Attrition issues and retention challenges of employees. Asia Pacific *Journal of Research in Business Management, 3*(4), 1-6. Retrieved from http://www.skirec.com/index.html

Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. *Journal of Medical Ethics & History of Medicine, 7*(14), 1-6. Retrieved from http://jmehm.tums.ac.ir/

Sawitri, D., & Muis, M. (2014). Human resource management: A strategic theoretical perspective. *International Journal of Organizational Innovation, 6*(3), 6-20. Retrieved from http://www.ijoi-online.org/

Schein, E. H. (2010). *Organizational culture and leadership* (2nd ed.). San Francisco, CA: John Wiley & Sons.

Selden, S., Schimmoeller, L., & Thompson, R. (2013). The influence of high performance work systems on voluntary turnover of new hires in US state governments. *Personnel Review, 42*, 300-323. doi:10.1108/00483481311320426

Selesho, J. M., & Naile, I. (2014). Academic staff retention as a human resource factor: University perspective. *International Business & Economics Research Journal, 13*, 295-304. Retrieved from http://www.cluteinstitute.com/journals/international-business-economics-research-journal-iber/

Self, D. R., & Self, T. B. (2014). Negligent retention of counterproductive employees. *Interantional Journal of Law & Management, 56*, 216-230. doi:10.1108/IJLMA-07-2012-0021

Shahid, A., & Azhar, S. M. (2013). Gaining employee commitment: Linking to organizational effectiveness. *Journal of Management Research, 5*, 250-268. doi:10.5296/jmr.v5i1.2319

Sharanya, T. (2016). A study on factors influencing on employee retention in CMR College of Engineering & Technology. *SUMEDHA Journal of Management, 5*(3), 133-144. Retrieved from http://www.indianjournals.com/ijor.aspx?target=ijor:sjm&type=home

Sherman, U. P., & Morley, M. J. (2015). On the formation of psychological contract: A schema theory perspective. *Group & Organization Management, 40*, 160-192. doi:10.1177/1059601115574944

Shukla, S., & Sinha, A. (2013). Employee turnover in banking sector: Empirical evidence. *IOSR Journal of Humanities and Social Science, 11*(5), 57-61. Retrieved from http://www.ijhssnet.com/

Simon, M. K., & Goes, K. (2013). *Dissertation and Scholarly Research: A Practical Guide to Start and Complete Your Dissertation, Thesis, or Formal Research*

Project. Seattle, WA: Create Space Independent Publishing Platform.

Skiba, J. M., & Disch, W. B. (2014). A phenomenological study of the barriers and challenges facing insurance fraud investigators. *Journal of Insurance Regulation, 33*, 87-114. Retrieved from http://www.naic.org/prod_serv_jir.htm

Smith, S. M., Stokes, P., & Wilson, J. F. (2014). Exploring the impact of investors in people: A focus on training and development, job satisfaction and awareness of the standard. *Employee Relations, 36*, 266-279. doi:10.1108/ER-09-2012-0064

Stanley, L., Vandenberghe, C., Vandenberg, R., & Bentein, K. (2013). Commitment profiles and employee turnover. *Journal of Vocational Behavior, 82*(3), 176-187. doi:10.1016/j.jvb.2013.01.011

Starr, M. A. (2014). Qualitative and mixed-methods research in economics: Surprising growth, promising future. *Journal of Economic Surveys, 28*, 238-264. doi:10.1111/joes.12004

Stewart, A. M., Polak, E., Young, R., & Schultz, I. Z. (2012). Injured workers' construction of expectations of return to work with sub-acute back pain: The role of perceived uncertainty. *Journal of Occupational Rehabilitation, 22*, 1-14. doi:10.1007/s10926-011-9312-6

Stout, M. S., Awad, G., & Guzman, M. (2013). Exploring managers' attitudes toward work/family programs in the private sector. *Psychologist-Manager Journal, 16*, 176-195. doi:10.1037/mgr0000005

Taj, S. A. (2016). Application of signaling theory in management research: Addressing major gaps in theory. *European Management Journal, 34*, 338-348.

doi:10.1016/j.emj.2016.02.001

Teoh, K. R. H., Coyne, I., Devonish, D., Leather, P., & Zarola, A. (2016). The interaction between supportive and unsupportive manager behaviors on employee work attitudes. *Personnel Review, 45*, 1386-1402. doi:10.1108/PR-05-2015-0136

Terera, S. R., & Ngirande, H. (2014). The impact of training on employee job satisfaction and retention among administrative staff members: A case of a selected tertiary institution. *Journal of Social Sciences, 39*, 43-50. Retrieved from http://thescipub.com/journals/jss

Tews, M. J., Michel, J. W., & Noe, R. A. (2017). Does fun promote learning? The relationship between fun in the workplace and informal learning. *Journal of Vocational Behavior, 98*(1), 46-55. doi:10.1016/j.jvb.2016.09.006

Tews, M. J., Michel, J. W., & Stafford, K. (2013). Does fun pay? The impact of workplace fun on employee turnover and performance. *Cornell Hospitality Quarterly, 54*, 370-382. doi:10.1177/1938965513505355

Tharmin, H. (2012). The influence of transformational leadership and organizational commitment on job satisfaction and employee performance. *International Journal of Innovation, Management and Technology, 3*, 566-572. doi:10.7763/IJIMT.2012.V3.299

Theron, M., Barkhuizen, N., & du Plessis, Y. (2014). Managing the academic talent void: Investigating factors in academic turnover and retention in South Africa. *SA Journal of Industrial Psychology, 40*(1), 1-14. doi:10.4102/sajip.v40i1.1117

Tight, M. (2015). Phenomenography: The development and application of an innovative

research design in higher education research. *International Journal of Social Research Methodology, 19,* 319-338. doi:10.1080/13645579.2015.1010284

Tracy, S. (2013). *Qualitative research methods.* Malden, MA: Wiley-Blackwell.

Trainor, A. A., & Graue, E. (2014). Evaluating rigor in qualitative methodology and research dissemination. *Remedial and Special Education, 35*(5), 267-274. doi:10.1177/0741932514528100

Tse, J. J. M., Huang, X., & Lam, W. (2013). Why does transformational leadership matter for employee turnover? A multi-foci social exchange perspective. *The Leadership Quarterly, 24*, 763-776. doi:10.1016/j.leaqua.2013.07.005

Turner, P. K., & Norwood, K. M. (2013). Body of research: Impetus, instrument, and impediment. *Qualitative Inquiry, 19*, 696-711. doi:10.1177/1077800413500928

U.S. Department of Health & Human Services [USDHHS]. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research.* Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

U.S. Department of Labor [USDOL]. Bureau of Labor Statistics. (2016). *Job Openings and Labor Turnover – July 2016.* Retrieved from http://www.bls.gov

Umamaheswari, S., & Krishnan, J. (2016). Retention of employees in ceramic sanitary ware factories in India: Role of work life balance, career development, and supervisor support. *TEM Journal, 5*(2), 217-225. doi:10.18421/TEM52-15

Van der Aa, Z., Bloemer, J., & Hensler, J. (2012). Reducing employee turnover through customer contact center job quality. *The International Journal of Human Resource Management, 23*, 3925-3941. doi:10.1080.09585192.2012.669782

Vasquez, D. (2014), Employee retention for economic stabilization: A qualitative phenomenological study in the hospitality sector. *International Journal of Management, Economics and Social Sciences, 3*(1), 1-17. Retrieved from http://www.ijmess.com/

Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS Quarterly, 37*, 21-54. Retrieved from http://www.misq.org

Wallace, J., & Gaylor, K. P. (2012). A study of the dysfunctional and functional aspects of voluntary employee turnover. *SAM Advanced Management Journal, 77*(3), 27-36. Retrieved from http://samnational.org/publications/sam-advanced-management-journal/

Weeks, K., & Sen, K. (2016). The modertaing effect satisfaction ohas on turnover intentions and organizational citzenship behavior. *Journal of Management Policy and Practice, 17*(2), 78-84. Retrieved from http://www.na-businesspress.com/jmppopen.html

White, P. (2014). Improving staff morale through authentic appreciation. *Development and Learning in Organizations: An International Journal, 28*(5), 17-20. doi:10.1108/DLO-05-2014-0034

White, P. (2015). Appreciating your staff makes sound business sense. *Human Resource Management International Digest, 23*(2), 31-33. doi:10.1108/HRMID-01-2015-0014

Yang, J. T., Wan, C. S., & Fu, Y. J. (2013). Qualitative examination of employee

turnover and retention strategies in international tourist hotels in Taiwan.

International Journal of Hospitality Management, 31, 837-848.

doi:10.1016/j/ijhm.2011.10.001

Yi-Ying, C. (2015). High-performance work systems, joint impact of transformational

leadership, an empowerment climate and organizational ambidexterity: Cross

level evidence. *Journal of Organizational Change Management, 29*, 424-444.

doi:10.1108/JOCM-09-2015-0150

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions:

Epistemological, theoretical, and methodological differences. *European Journal

of Education*, *48*, 311-325. doi:10.1111/ejed.12014

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks,

CA: Sage Publications, Inc.

Yoshikawa, H., Weisner, T. S., Kalil, A., & Way, N. (2013). Mixing qualitative and

quantitative research in developmental science: Uses and methodological choices.

Qualitative Psychology, 1(S), 3-18. doi:10.1037/2326-3598.1.S.2

Yuksel, P., & Yildirim, S. (2015). Theoretical frameworks, methods, and procedures for

conducting phenomenological studies in educational settings. *Turkish Online

Journal of Qualitative Inquiry, 6*(1), 1-20. Retrieved from

http://dergipark.ulakbim.gov.tr/tojqi/

Zhao, P., Peiwei, L., Ross, K., & Dennis, B. (2016). Methodological tool or

methodology? Beyond instrumentality and efficiency with qualitative data

analysis software. *Forum Qualitative Sozialforchung/Forum: Qualitative Social*

Research, 17(2), 1-21. Retrieved from http://www.qualitative-

research.net/index.php/fqs

Zheng, R. S., Guo, Q. H., Dong, F. Q., & Owens, R. G. (2015). Chinese oncology nurses'

experience on caring for dying patients who are on their final days: A qualitative

study. *International Journal of Nursing Studies*, 52, 288-296.

doi:10.1016/j.ijnurstu.2014.09

Appendix A: Permission to Reprint Figure 1

Development of an individual's psychological contract

2 messages
Mon, Jul 20, 2015 at 6:40 PM

From: Susan Walker

To: Dr. Rousseau

Hello, Dr. Rousseau:

My name is Susan Walker. I am a Doctor Business Administration student at Walden University.

I am using psychological contracts theory in my work on turnover. I am writing to ask permission to reprint your Figure 1: Development of an individual's psychological contract, from page 125 of Rousseau, D. M. (1989). Psychological and implied contracts in organizations. Employee Responsibilities and Rights Journal, 2(2), 121139. doi:10.1007/BF01384942. I would like to reprint this figure in my doctoral study.

Thank you for your consideration, and I look forward to your response.

Sincere regards,
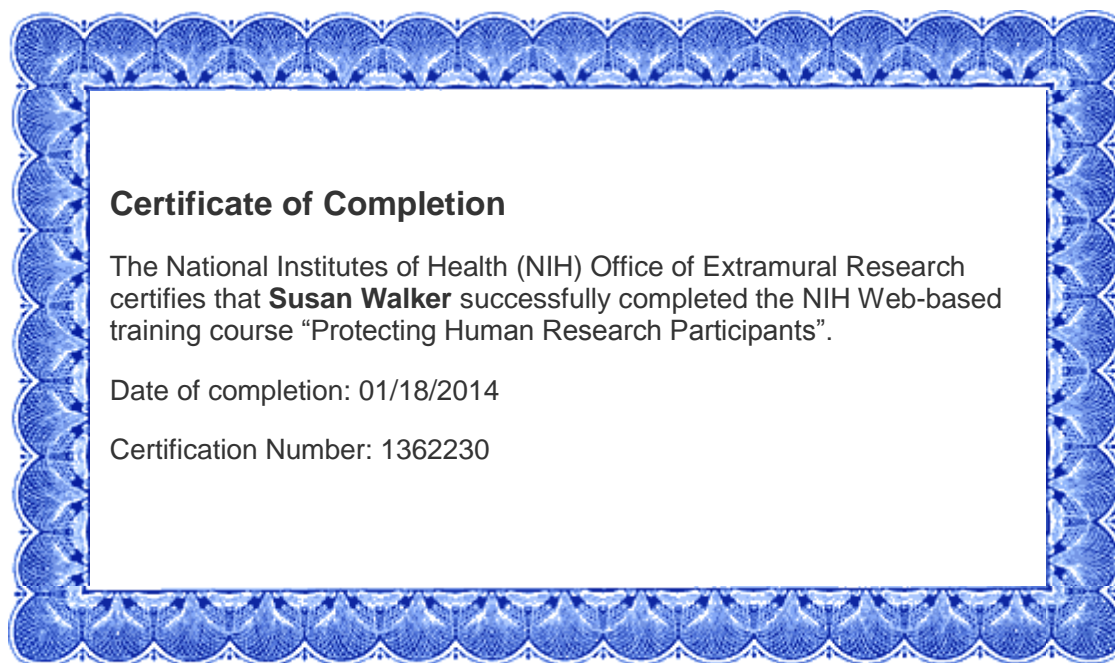Susan Walker
DBA Student
Walden University

Mon, Jul 20, 2015 at 6:56 PM

From: Denise Rousseau

To: Susan Walker

Of course. Pleased you find it useful.
Sent from my iPad
[Quoted text hidden]

Appendix B: NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Susan Walker** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 01/18/2014

Certification Number: 1362230

Appendix C: Research Location's IRB Approval

Subject: IRB Review of Ms. Susan Walker's dissertation research:

To Whom it May Concern:

University's Institutional Review Board and the Vice President of Human Resources have met with Ms. Walker and understand the dissertation research is involving surveying a set of University employees using the questions provided to us in this review for the purpose of completion of her dissertation.

We are pleased to inform you that the above referenced human-subjects research project has been approved by the   University Institutional Review Board (IRB) and the Vice President of Human Resources. This approval is limited to the activities described in the proposal provided to the Board. In accordance with this approval, the specific conditions for the conduct of this research including informed consent from participants must be obtained as indicated. The level of review was an expedited review as the research involves no more than minimal risk to participants.

Ms. Walker will not have access to conduct the research until she has presented written approval from the Walden University IRB. This approval is granted from time of that received letter through December 31, 2017. After that, a new IRB review will be required.

Should you have any questions, please contact us.

Good luck on your research Ms. Walker. We are proud to support your efforts, as you add to the knowledge community of scholars in higher education.

Appendix D: Interview Protocol

Participant #: _____

Date of Interview: _____

Interview Protocol Script

Hello. I am Susan Walker. I am a doctoral student at Walden University. Part of my requirements to complete my Doctorate of Business Administration degree program is to conduct a research study on the topic of effective retention strategies used to reduce voluntary turnover in a higher education institution, a study, when completed, will be presented to partially fulfill the requirements of the DBA program at Walden University.

First, I would like to say thank you for your willingness to participate in this research study to allow me to explore effective retention strategies used to reduce voluntary turnover and increase job satisfaction. This interview will be audio recorded to ensure that representation and transcription of your perspectives are accurate. I want to reiterate that at any time during the interview that you have changed your mind and wish not to be recorded, please let me know and I will stop the recording of the interview. [*Get participant's verbal agreement to record interview and begin recording*.]

Your responses to the interview questions will be confidential. Your responses to the interview question I will ask you today will help me explore your perspective on management retention strategies and your views on the effectiveness of these strategies on increasing your job satisfaction and if these strategies play a role in decreasing your desire to leave employment voluntarily.

Before we get started with the actual interview, I want to make sure you have reviewed the Consent to Participate form that was sent to you with your invitation email. Do you have any other questions you would like to ask regarding the form, or your participation in this study? *[answer any further questions]* Be sure to keep print or save a copy of the Consent to Participate document for records. Just to reiterate some of the key points about your participation in this study before we get started with the interview: (a) participation in this research study is strictly voluntary, (b) you can withdraw from the study at any time before, during or after the interview (c) the audio recording of this interview along with any other electronic document pertaining to you or data collected for this study will be downloaded on a password protected USB Flash drive. Any manual documents and the USB Flash Drive will then be maintained in a locked deposit box for a period of 5 years. At the end of the 5-year period all data and other documents will be destroyed.

. Are there any additional questions you have that I can answer? [*If yes, then answer the questions; if no, proceed to the interview questions below*].

Interview Questions for Employees:

1. In your experience, what generally makes employees want to stay in their jobs?

2. *In your experience, what generally makes employees think about leaving?*

3. What strategies does your manager use to motivate you to want to stay in your current position?

4. What is an example of an effective strategy and an ineffective strategy?

5. In your experience with these strategies, is there a give and take, where these strategies help foster a reciprocal relationship between you and your manager? If so, how?

6. What other information would you like to share with me about retention strategies that I have not asked?

   Thank you for your time and willingness to provide your perspective for this research study. I will begin to analyze the data that I have collected and interpret the findings of the information I have received from you. Once the interpretation process is complete, I will email an interpretative summary of the results to you and ask that you review the summary to confirm my interpretation of the information you provided is accurate. You will have 10 days to review and respond to me via email. If you have find there is an inaccuracy, please provide additional information to me. If I do not receive a response from you within the allotted timeframe, I will consider that the interpretive summary is accurate.

Interview Questions for Department Managers

1. How many employees have voluntarily left employment over the past year and what do you think prompted their exit?

2. What strategies do you use to try to retain your employees?

3. What strategies did the organization provide you with, via training, and what strategies have you developed on your own?

4. What is an example of an effective strategy and an ineffective strategy?

5. In your experience with these strategies, is there a give and take, where these strategies help foster a reciprocal relationship between you and your employees? If so, how?

6. What other information would you like to share about employee retention strategies that I have not asked?

Thank you for your time and willingness to provide your perspective for this research study. I will begin to analyze the data that I have collected and interpret the findings of the information I have received from you. Once the interpretation process is complete, I will email an interpretative summary of the results to you and ask that you review the summary to confirm my interpretation of the information you provided is accurate. You will have 10 days to review and respond to me via email. If you have find there is an inaccuracy, please provide additional information to me. If I do not receive a response from you within the allotted timeframe, I will consider that the interpretive summary is accurate.