

2017

Strategies for Reducing Registered Nurse Voluntary Turnover

Quintin Earl Cain
Walden University

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

 Part of the [Business Commons](#)

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

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Quintin Cain

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. Jaime Klein, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Kelly Chermack, Committee Member, Doctor of Business Administration Faculty

Dr. James Savard, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

Strategies for Reducing Registered Nurse Voluntary Turnover

by

Quintin Earl Cain

MS, Wayland Baptist University, 2012

BS, Wayland Baptist University, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

September 2017

Abstract

The high rate of voluntary employee turnover in nursing has forced business leaders to search for strategies that reduce voluntary employee turnover. The purpose of this single case study was to explore strategies nurse managers used to reduce registered nurse voluntary turnover. Face-to-face semistructured interviews were conducted with 5 nurse managers in the San Antonio, Texas area. The conceptual framework included Herzberg's 2-factor theory and Maslow's hierarchy of needs theory. Data analysis included Yin's 5-step process: (a) compiling the data, (b) disassembling the data into common codes, (c) reassembling the data into themes, (d) interpreting their meaning, and (e) reporting the themes. Member checking and methodological triangulation increased the trustworthiness of interpretations. The interpretations were then triangulated with new themes derived from nurse managers, policies, and procedures. The resulting major themes were job satisfaction, employee compensation, advancement, reward and recognition, and open effective communication. The implications for social change include (a) keeping families together, (b) employing more workers, (c) reducing unemployment, (d) stabilizing communities, (e) helping increase the economy, and (f) improving human and social conditions outside of the workplace. Findings from this study will provide positive social implications including the potential to decrease voluntary employee turnover in businesses, thus contributing to the retention of skilled employees, reducing unemployment, and decreasing revenue losses.

Strategies for Reducing Registered Nurse Voluntary Turnover

by

Quintin Earl Cain

MS, Wayland Baptist University, 2012

BS, Wayland Baptist University, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

September 2017

Dedication

I dedicate this research to my greatest supporter, my wife, Odessa Cain.

Throughout this entire process, you were the reason that I never gave up, and I thank you from the bottom of my heart. I want to thank my daughters, Quashonda, Brittany, and Brittsha for always allowing me to study when needed and for being such supportive children. I want to thank my grandson, Quintin Earl James Cain, for always asking if I was doing my homework. Last but not least, I thank my mother Mrs. Daisy CainBurton for her encouraging words and wisdom. I would also like to thank the following people: Mrs. Sarah Cain, Mr. Jessie Cain, Mrs. Rozelle Lamkin, Mr. OD Mckinney, Mr. Darryl Butler. Last, my Phi Beta Sigma line brother, Brother Robert Meeks who departed this earthly world and entered into the Omega Chapter.

Acknowledgments

First, I would like to thank the Lord and Savior for always watching over me and allowing me to complete this incredible journey in my life. To my committee members, Dr. Jaime Klein, Dr. Kelly Chermack, and Dr. James Savard, I thank you for your knowledge, feedback, professional support, and wisdom throughout this process. I thank the entire Walden University staff for their professional advice and support. Lastly, I thank Dr. Freda Turner for her continuous support and encouraging words throughout this entire process.

Table of Contents

Section 1: Foundation of the Study.....	1
Background of the Problem	1
Problem Statement	2
Purpose Statement.....	2
Nature of the Study	3
Research Question	4
Interview Questions	4
Conceptual Framework.....	5
Operational Definitions.....	6
Assumptions, Limitations, and Delimitations.....	7
Assumptions.....	7
Limitations	7
Delimitations.....	7
Significance of the Study	8
Contribution to Business Practice.....	8
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	9
Conceptual Foundation	10
Registered Nurse Background	12
A Definition of Voluntary Employee Turnover.....	13
Turnover Intentions.....	17

Profitability	20
Compensation	21
Employee Morale.....	23
Employee Motivation.....	24
Job Satisfaction and Organizational Culture.....	25
Employee Commitment	27
Work Environment.....	28
Turnover Strategies.....	30
Transition	34
Section 2: The Project.....	36
Purpose Statement.....	36
Role of the Researcher	36
Participants.....	37
Research Method and Design	38
Research Method	38
Research Design.....	39
Population and Sampling	40
Ethical Research.....	44
Data Collection Instruments	46
Data Collection Technique	47
Data Organization Technique	49
Data Analysis	49

Reliability and Validity.....	51
Reliability.....	51
Validity	52
Transition and Summary.....	54
Section 3: Application to Professional Practice and Implications for Change.....	55
Employee Compensation	57
Advancement	59
Reward and Recognition.....	60
Open Effective Communication	62
Applications to Professional Practice	64
Implications for Social Change.....	64
Recommendations for Action	65
Recommendations for Further Research.....	66
Reflections	67
Conclusion	68
References.....	70
Appendix A: Interview Questions	102
Appendix B: Participants' Reminder	103
Appendix C: Interview Protocol.....	104

Section 1: Foundation of the Study

According to Nowrouzi et al. (2016), registered nurses (RNs) suffer a higher turnover rate than any other industry. Registered nurse turnover was a widely-used measure to analyze the healthcare workforce (Kovner, Brewer, Fatehi, & Jun, 2014). High registered nurse turnover was costly for the healthcare industry and affects the quality of care for all Americans (Van den Heede et al., 2013).

The purpose of this study was to explore the strategies and perceptions of nurse managers who have reduced voluntary employee turnover in their organizations. Using a qualitative single case study, I explored voluntary employee turnover strategies in a real life setting. Nurse managers with supervisory and hiring responsibilities are vital in understanding what strategies are useful in reducing voluntary employee turnover. In Section 1, I discussed why conducting this study may lead to reduced voluntary employee turnover in an organization.

Background of the Problem

Employee turnover continues to be a challenge that contributes negatively to the U.S. economy (Eckardt, Skaggs, & Youndt, 2014; Kehoe & Wright, 2013). In the United States, the cost to replace one employee is between 30% and 50% of the employee's annual salary, with total organizational expenditures as high as \$1 million (Brunetto et al., 2013). In 2015, employers reported the average turnover rate was 6.4% (Holtom & Burch, 2016). The cost of employee turnover in the workplace continues to be a difficult issue to prevent (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013).

Nurse turnover, specifically, is a critical issue facing nurse managers (Brown, Fraser, Wong, Muise, & Cummings, 2013; Peltokorpi, Allen, & Froese, 2015). Although turnover strategies reduce turnover and turnover costs (Park & Shaw, 2013), few organizations have turnover strategies in place to prevent voluntary employee turnover (Lartey, Cummings, & Profetto-McGrath, 2014; Rowlinson, Hassard, & Decker, 2014). Organizational leaders should consider developing strategies to decrease voluntary employee turnover to keep an organization's most valuable asset, the employee (Chau et al., 2015; Flood, Minkler, Lavery, Estrada, & Falbe, 2015).

Problem Statement

Voluntary employee turnover negatively affects organizations resulting in productivity losses costing organizations between 30% and 50% of an employee's annual salary (Roy, 2015). The estimated annual cost of replacing a registered nurse within the United States is \$22,000 to over \$64,000 U.S. for each employee (Brunetto et al., 2013). The general business problem is the inability of nurse managers to retain skilled registered nurses, which negatively affects the profitability of the organization. The specific business problem is that some nurse managers lack strategies to reduce registered nurse voluntary turnover.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies nurse managers use to reduce registered nurse voluntary turnover. The target population for this study consisted of five nurse managers from a hospital in San Antonio, Texas who have implemented strategies to reduce registered nurse voluntary turnover. The implication for

positive social change included reducing employee turnover to facilitate organizations contributing to communities by donating time, resources, money, skills to charity, and keeping people employed. Other implications for positive social change included continuity of patient care, and the safety of the patients, families, and communities (Cleary, Horsfall, & Hayter, 2014).

Nature of the Study

I used a qualitative methodology for the study. A qualitative researcher asks questions and explores in-depth issues (Yin, 2013). Understanding the strategies to reduce voluntary employee turnover was important as this understanding may help promote awareness of reducing voluntary employee turnover (Brueton et al., 2014). Yin (2013) suggested researchers might explore complexities in the process from the viewpoint of participants. A qualitative research method was appropriate for exploring and understanding how individuals have experienced a phenomenon (Bernard, 2013). Brueton et al. (2014) concluded researchers use qualitative methods to discover why something is happening and to improve performance. A quantitative researcher focuses on testing a theory or hypothesis (De Massis & Kotlar, 2014). Therefore, the quantitative method was not appropriate for this study. Mixed methods researchers combine the qualitative and quantitative research methods and use both approaches to enhance the study's efficacy (Tsang, 2014). Therefore, mixed methods was also not appropriate for the study.

Merriam and Tisdell (2015) indicated that a case study design might be suitable to understand a simple or complex issue or object, and may add knowledge or further

reinforce what may be common from past research. A single case study design was the most appropriate design for this study. When asking a *how* or *why* question, the preferred method was a case study (Tsang, 2014). Phenomenological researchers focus on exploring the meaning of human experience from views of those living the phenomenon (Miettinen, 2015). A phenomenological research design was not appropriate because the goal is to explore strategies organizational leaders use to retain registered nurses, not to explore lived experiences. An ethnographic research design was also not appropriate because I am not studying people in their environment through the use of methods such as participant observation (Marion, Eddleston, Friar, & Deeds, 2015). Narrative study designers collect stories, group conversations, and documents as the primary sources of data (McMahon & McGannon, 2016). Therefore, the narrative design was not appropriate this study.

Research Question

The primary objective of this qualitative single case study was to explore strategies nurse managers can use to reduce registered nurse voluntary turnover. The central research question, problem statement, and purpose statement align with each other. The central research question for this study is: What strategies do nurse managers use to reduce registered nurse voluntary turnover?

Interview Questions

The interview questions aligned with the central research question to allow for the participants to share their experiences with their organizations' strategies to reduce voluntary employee turnover. This alignment helped guide the data collection process.

My analysis of the answers led to understanding the central research question. Some questions required additional probing questions to encourage the interview participants to share more information. The interview questions were as follows:

- What is the role of a nurse manager in the organization?
- What is considered voluntary turnover in the organization?
- What strategies have you applied in the organization to reduce registered nurse voluntary turnover?
- What strategies do you use that are most effective in reducing registered nurse voluntary turnover?
- What barriers did you encounter to implementing the strategies to reduce voluntary employee turnover?
- How did you address the barrier to implementing the strategies to reduce voluntary employee turnover?
- How have you assessed the efficacy of the strategies to reduce voluntary employee turnover?
- What further information would you like to add regarding strategies that other nurse managers might use to reduce voluntary employee turnover?

Conceptual Framework

Herzberg's motivation-hygiene theory, also known as Herzberg's two-factor theory, and Maslow's hierarchy of needs theory were the conceptual frameworks for the study. According to Maslow (1943), employees have five levels of needs: physiological, safety, social, ego, and self-actualizing. Maslow posited that employers must assure the

employees satisfy lower needs before the next higher level need could motivate employees. Herzberg categorized motivation into two types of factors: motivators and hygiene factors (Herzberg, Mausner, & Snyderman, 1959). The extent that jobs incorporate elements that satisfy some higher order human needs determines their potential for motivating workers (Boxall, Hutchison, & Wassenaar, 2015). An employee's aspiration to the hierarchy of needs and attitudes determined the route the employee takes for satisfying those needs (Wang, Zhao, & Thornhill, 2015).

Herzberg studied employee retention and motivation and created the dual dimensional job satisfaction theory (McPhail, Patiar, Herington, Creed, & Davidson, 2015). Herzberg performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. Herzberg (1974) believed the two dimensions of factors affecting job satisfaction were *dissatisfiers* and *satisfiers*. Herzberg noted that minimizing dissatisfaction and maximizing satisfaction would help retain employees. Dissatisfiers included administration, company policy, job security, personal life working conditions, supervision, and relationship and salary. Satisfiers include the job, promotion, achievement, growth, and responsibility and recognition. As a conceptual framework, Maslow and Herzberg's theories allowed the ability to compare and contrast the organizations' strategies used to reduce voluntary turnover.

Operational Definitions

The definitions of terms presented within the study reference professional and scholarly sources. The goal of a definition section is to explain the definition to provide

clarity to the readers and to prevent misinterpretation of terms. This study contained no unique terms.

Assumptions, Limitations, and Delimitations

Assumptions

An assumption is a fact not verified in a study (Locke, Spirduso, & Silverman, 2013). This study contains three assumptions. First, I assumed that the participants would be truthful with their answers to the interview questions. The second assumption is that the participating organizations would share documents as a secondary source. Third, I assumed that the five participants provided enough information to reach data saturation.

Limitations

According to Bryman and Bell (2015), limitations in a study are potential gaps and weaknesses that are out of the researcher's control. The first limitation of this study was the availability of five nurse managers from the participating organization. Second, the study sample size was small and may not be representative of the population. Third, the only participants are nurse managers in their current organization.

Delimitations

Locke et al. (2013) defined delimitations as characteristics that describe the scope of the study. The scope of this study included what strategies nurse managers used to reduce registered nurse voluntary turnover. This study contained four delimitations. The first delimitation was using a larger sample would have added more time and cost. The second delimitation was that only one company took part in this study. The third delimitation was the geographical location of the population in the San Antonio, Texas

area. The fourth delimitation was only interviewing nurse managers and not other employees.

Significance of the Study

Contribution to Business Practice

Employees make valuable contributions to business and increase the profitability of organizations (Banerjee, Duflo, Glennerster, & Kinnan, 2015). Sharing information between business leaders may improve the employer and employee relationship and reduce voluntary employee turnover (Hayward, Bungay, & Wolf, 2016). The findings from this study might contribute to improving business practice by providing information that may have a significant effect on registered nurse turnover, as well as raise awareness of nurse turnover strategies. Nurse managers may be able to explore the potential causes of nurse turnover and implement strategies for decreasing nurse turnover. The results of this study may also benefit managers from other organizations by providing strategies they can implement to reduce voluntary employee turnover.

Implications for Social Change

The results of this study might contribute to positive social change by helping organizational leaders decide what strategies influence registered nurses not to consider making a career change. When turnover rates are high, organizational leaders risk a decrease in productivity, performance, profits, growth, and the ability to contribute to the community (Meuris & Leana, 2015). Social change may arise from organizational productivity with the advancement of the quality of life by improving the standard of living in the community (Alaimo, Beavers, Crawford, Snyder, & Litt, 2016). Reducing

voluntary employee turnover could lower the cost of hiring new employees, contributing to the profitability of the organization (Peltokorpi et al., 2015). Information about the effects of nurse turnover can help organizations implement strategies to reduce voluntary employee turnover and increase productivity, growth, and profitability (DeGeest, Follmer, & Lanivich, 2016). In turn, these organizational leaders may contribute to their communities by donating time, resources, money, and skills to charitable organizations.

A Review of the Professional and Academic Literature

The purpose of this qualitative single case study was to explore what strategies nurse managers use to reduce registered nurse voluntary turnover. The primary databases that I searched from the Walden University Library included EBSCOHost, Academic Search Premier, ProQuest, and other web sites from the Walden University Library. The review of literature concluded with a summary of previous research comparing and contrasting research study methods and findings.

I explored publication types including peer-reviewed journal articles and books. The keywords used when searching were *voluntary employee turnover*, *employee turnover*, *job satisfaction*, *turnover*, *salary and turnover*, *employee morale*, and *turnover reduction strategies*. The search filters that I applied to the research were peer-reviewed articles and dissertations from 2013 and later. I organized the research literature in Zotero. The total number of articles contained in the literature review is 205, of which 91% are peer reviewed, and 95% are published within the last 5 years, per Walden University Chief Academic Officer (CAO) expectations.

The central research question was: What strategies do nurse managers use to reduce registered nurse voluntary turnover? The review of literature for this study began with the background of registered nurses as the foundation for understanding the importance of registered nurses' contributions to business practice. I also included references related to the conceptual framework, alternate theories, and voluntary employee turnover strategy.

Conceptual Foundation

Herzberg's (1974) motivation-hygiene theory, also known as Herzberg's two-factor theory, and Maslow's hierarchy of needs theory are the conceptual frameworks. In the early 1960s, Herzberg (1974) used the motivation-hygiene theory first in AT&T's College Recruitment program for employee selection and training purposes. Herzberg (1974) suggested the motivation factors such achievement, rewards and recognition, responsibility, meaningful work, and advancement are intrinsic to the job and reduced turnover. Conversely, Herzberg also asserted that hygiene factors such as inadequate pay and poor working conditions alleviated dissatisfaction and resulted in a turnover.

Using the motivation-hygiene theory, Herzberg (1974) described the factors that promote employees' job satisfaction and job dissatisfaction. The key factors for job satisfaction are (a) achievement, (b) recognition, (c) work-itself, (d) responsibility, and (e) advancement and growth (Smith & Shields, 2013). The key factors for job dissatisfaction are (a) company policy, (b) supervision, (c) interpersonal relationships, (d) working conditions, and (e) salary (Pan, 2015). Maslow's needs hierarchy theory maintained that individuals must first satisfy basic needs before they can reach their

fullest potential (Baumeister, 2016). Needs are categories that individuals create to simplify and guide their experiences in areas related to satisfaction (Nelson, Groom, & Potrac, 2016). Herzberg (1974) described motivation as motivational factors or *satisfiers* and hygiene as *dissatisfiers*.

Herzberg (1974) further explained that employee achievement or a quality performance is a leading factor in employee job satisfaction. In short, employees can achieve higher job satisfaction if they reach their goals or if employees performed well with quality. A happy employee with a positive attitude has a high-performance level (Herzberg, 1974). Also, employee recognition increased employee satisfaction where feedback based on the employee's performance played a vital role (Herzberg, 1974). Herzberg (1974) stressed that both job satisfaction and job dissatisfaction are two different phenomena. Maslow's hierarchy of needs depicted motivation as helping an individual to satisfy their basic needs. Maslow depicted the needs as a pyramid with five levels. The lower level in the hierarchy is a person's core and more powerful need to influence the individual's behavior (Maslow, 1943).

Herzberg (1974) also noted the source of employee job satisfaction was because of job content, whereas job dissatisfaction was because of the work context. An employer who makes an employee happy through recognition, achievement, and career growth has a high performing employee (Herzberg, 1974). Maslow's theory is a fulfillment model where internal needs motivate individuals to engage in behaviors to satisfy them and help to reach their full potential (Chiniara & Bentein, 2016). Job context has an indirect relationship with employee job performance and relates to factors under the control of

companies such as salary, working conditions, and security (Herzberg, 1974). Although Maslow's (1943) needs hierarchy theory has intuitive appeal, there is little research evidence supporting its validity (Baumeister, 2016; Ko, Rhee, Walker, & Lee, 2014). Chiniara and Bentein (2016) and Thibodeaux, Labat, Lee, and Labat (2015) had similar findings that some studies do not support Herzberg (1959) and Maslow's (1943) theories.

Registered Nurse Background

Nurses in the United States have played a significant role in providing care for people in hospitals and the community (Davenport, Castle, Brady, Smith, & Keen, 2015). Davenport et al. (2015) and Smolowitz et al. (2015) found that nurses have a role in preventing diseases through education and administration, as well as in the early identification of disease outbreaks. Also, Ko et al., (2014) and Smolowitz et al., (2015) found that an educated registered nurse would holistically approach health, with knowledge of essential theories that form the basis for their diverse roles and responsibilities.

In 1929, there were more than 200,000 registered nurses (RNs) employed in U.S. hospitals (Davenport et al., 2015; Kovner et al., 2014). In the 1920s in the U.S., the shift to hospital-based nursing accelerated (Doyle, 2015; Liu, Rodcumdee, Jiang, & Sha, 2015). By 1939, U.S. hospitals employed 28,000 of the 300,000 RNs in the workforce (Doyle, 2015; Smolowitz et al., 2015). Therefore, RNs provided a role in healthcare in the United States in the 1920s and 1930s (Davenport et al., 2015; Kovner et al., 2014).

Choi and Boyle (2014) and Daskin, Arasli, and Kasim (2015) found voluntary registered nurse turnover was a serious problem for nurse managers. Estimates of

voluntary registered nurse turnover ranged from 48% to 86% in nonprofit hospitals and 20% to 30% in for-profit hospitals (Daskin et al., 2015); Smolowitz et al., 2015).

Furthermore, Choi and Boyle (2014) and Daskin et al. (2015) found nurse managers have not successfully applied knowledge gained in previous research to reduce voluntary RN turnover. Hayward et al. (2016) and Takase, Teraoka, and Kousuke (2015) found there are strategies nurse managers can use to affect changes in employees to reduce voluntary nurse turnover. Therefore, there continues to be serious problems for nurse managers and organizations in the U.S to reduce voluntary registered nurse turnover (Choi & Boyle, 2014; Daskin et al., 2015; Hayward et al., 2016).

A Definition of Voluntary Employee Turnover

Voluntary employee turnover was an important metric that is often central to an organization's workforce planning and strategy (Marion et al., 2015; Zhu et al., 2016). Managing high employee turnover was critical for any organization to stay competitive (De Massis & Kotlar, 2014; Kehoe & Wright, 2013). The Herzberg two-factor theory divided job satisfaction and motivation into two groups of factors in the workplace known as hygiene factors and motivation factors (Diestel, Wegge, & Schmidt, 2014; McPhail et al., 2015).

Maslow's theory consisted of identified needs or motives, whereas Herzberg provided an insight into the goals and incentives that tend to satisfy these needs (Fabi, Lacoursière, & Raymond, 2015; Lavoie-Tremblay et al., 2015). Job satisfaction and status are important in voluntary turnover (Purl, Hall, & Griffeth, 2016). Maslow's theory is a fulfillment model where internal needs motivate individuals to engage in behaviors to

satisfy them and help them to reach their full potential (Chiniara & Bentein, 2016; Lartey et al., 2014). Therefore, voluntary employee turnover arose from a combination of job dissatisfaction and perceived job alternatives (Fabi et al., 2015; Peltokorpi et al., 2015).

Katsikea, Theodosiou, and Morgan (2015) described voluntary employee turnover as people who leave the organization. Voluntary turnover occurred when employees initiated the termination of their employee-organization relationship (Katsikea et al., 2015; Peltokorpi et al., 2015). Kossek, Thompson, and Lautsch (2015) concluded voluntary employee turnover intentions are the antecedents to employee actions, and the measure of intent turnover forecasts turnover.

The implication of Herzberg's theory is that a combination of better hygiene and motivator factors can create a situation where employees have few complaints but are highly motivated (Holton & Burch, 2016; Rondeau, 2015). Siegel, Young, Zysberg, and Santillan (2015) found that nurse managers could not afford the loss of knowledge, revenue, and experience because of voluntary employee turnover. Voluntary employee turnover in nursing affected the daily business operations (Peltokorpi et al., 2015; Rowlinson et al., 2016). Replacing employees required companies' leaders to take an interest in the cost associated with the daily business (Holton & Burch, 2016).

Voluntary employee turnover might result in departing employees migrating to competing organizations (Harris, Brown, Mowen, & Artis, 2014; Rondeau, 2015). Voluntary employee turnover has accelerated over the past decade (Tirelli & Goh, 2015). Organizational leaders must now consider plans to reduce voluntary employee turnover (Borkowski, 2015; Saha, 2014; Tirelli & Goh, 2015). The act of voluntary employee

turnover and the process through which the employee makes a decision may have significant implications toward both the old and new job (Kuranchie-Mensah & Amponsah-Tawiah, 2016; Selden & Sowa, 2015).

Stimuli for voluntary employee turnover in an organization include hiring practices, recognition, and a healthy work environment (Koistinen & Järvinen, 2016; Zopiatis, Constanti, & Theocharous, 2014). Promotions, pay, and employee participation were human resource practice stimuli to prevent voluntary employee turnover (Williams & Adams, 2015; Zopiatis et al., 2014). Koistinen and Järvinen (2016) suggested that human resource systems may help sustain competitive advantage through promoting practices that encourage employees to stay with the organization. The attractiveness of the current job and the availability of other opportunities in the organization are stimuli to reduce voluntary employee turnover (Korschun, 2015; Williams & Adams, 2015).

Professional business relationships fostered and promoted effective working relationships with employees (Koistinen & Järvinen, 2016; Korschun, 2015). The exit of an experienced employee interrupted employee relationships affecting job performance and productivity (Harris et al., 2014; Koistinen & Järvinen, 2016). The gap in the experience between a new employee and an experienced employee reduces productivity and quality, leading to low customer satisfaction (Harris et al., 2014; Tirelli & Goh, 2015).

Voluntary employee turnover often occurred because of a relationship dispute between management and an employee (Cohen, Blake, & Goodman, 2015; Kim, 2014). For an organization to grow and obtain sustainability, the organization's leaders needed to

have better voluntary employee turnover strategies (Allen, 2015; Tirelli & Goh, 2015; Purl et al., 2016). Human resource recruitment in the organization provides the outlet for staffing and resourcing the organization (Flood et al., 2015; Kim, 2014).

Cohen et al. (2015) found that job satisfaction has a significant negative association with voluntary employee turnover. Employees who work hard, but do not gain what they expect, often leave the organization (Campbell, Im, & Jisu, 2014; Harris et al., 2014). Christine et al. (2015) and Ellingson et al. (2016) found that an employee who received a negative performance rating will often think of quitting the organization.

High levels of job satisfaction among employees led to greater employee job performance, whereas a smaller degree of job satisfaction led to poor employee job performance (Mankoff, Rode, & Faste, 2013; Parnell, 2013). Katsikea et al. (2015) found job satisfaction was a reaction to one's job, resulting from the employee's comparison of actual outcomes with those desired. The momentum for job satisfaction may be complete through self-awareness, balancing lifestyle, a sense of purpose, and a positive attitude (Tsang, 2014; Thibodeaux et al., 2015).

On occasion, employees choose to leave a job voluntarily because of personal reasons (Peltokorpi et al., 2015; Zopiatis et al., 2014). Personal reasons included family conflicts, organizational culture, and individual developmental plans (Lai et al., 2016; Peltokorpi et al., 2015). Organizational culture and personal characteristics are two broad categories that may lead to voluntary employee turnover (Katsikea et al., 2015; Peltokorpi et al., 2015).

Turnover Intentions

Organizational leaders must develop the employee workforce to its full potential to help to reduce voluntary employee turnover (Ellingson et al., 2016; Olsen, Harris, Beckham, Reed, & Cook, 2014). Proper administrative and human resource practices are crucial in reducing voluntary employee turnover in organizations (Holtom & Burch, 2016; Yoon Jik & Poister, 2014). Organizational leaders need to work in close collaboration to ensure essential practices such as compensation, training, employee relations, and managing performance are in place to help reduce voluntary employee turnover (Holtom & Burch, 2016; Olsen et al., 2014). Unrealistic expectations of the job can cause employees to question their career choices (Koistinen & Järvinen, 2016; Korschun, 2015).

Cohen et al. (2015) found that an organizational culture may vary from one workplace to another. Saha (2014) and Tirelli and Goh (2015) found that some employees expect managers to act as mentors and role models in the workplace to help the employee better understand the job. Employees who sought and obtained useful career advice from their managers may commit to staying employed with the organization (Salleh & Memon, 2015; Tirelli, & Goh, 2015).

During the interview process, the employee has the choice to ask questions regarding the current job. During the interview, the employee can ask honest questions about the organization and position, which may help to make a decision if the job is a match for her or his career goals (Purl et al., 2016; Salleh & Memon, 2015). Therefore, organizations that offer mentors and other development programs to employees help the

employees achieve her or his goals and may contribute to reducing voluntary employee turnover (Allen, 2015; Borkowski, 2015; Purl et al., 2016; Salleh & Memon, 2015).

Balancing work and family obligations created a happy employee and decreased voluntary employee turnover intentions (Marion et al., 2015; Rousseau, 2015). An employee wellness program that focused on the well-being of the employee and included programs to reduce family conflict issues are positive additions to an organization (Kehoe & Wright, 2013; McMahon & McGannon, 2016). A nonfamily friendly environment at the place of employment may lead to an employee making a personal decision to leave the organization (Kehoe & Wright, 2013; Marion et al., 2015).

McMahon and McGannon (2016) and Miettinen (2015), found employees leave the organization because of the amount of time they spend at the job. An employer who provided time for an employee to spend with the family increased the employee's intention to stay with the organization (McMahon & McGannon, 2016; Miettinen, 2015). Cleary et al. (2014) and Miettinen (2015) found that employees who are happy, productive, and satisfied might help reduce voluntary employee turnover.

Organizational leaders need to find better ways to retain valuable employees (Kehoe & Wright, 2013; Parnell, 2013). Yamamoto (2013) and Yoon Jik and Poister (2014) found approximately 50% of employees leave an organization within the first 5 years of employment. The cost of voluntary employee turnover may have a high financial cost to the organization (Wang et al., 2015; Yoon Jik & Poister, 2014).

Communication is an antecedent of voluntary employee turnover (Allen & Shanock, 2013; Chang, Wang, & Huang, 2013). Communication has either a direct or an

indirect relationship with turnover (Allen & Shanock, 2013). Therefore the direct correlation between communication and turnover implied there is no variable present to mediate the relationship (Allen & Shanock, 2013; Panaccio et al., 2014). Organizations with good communication practices can facilitate employees to complete their tasks successfully, generate a working group environment, and increase job satisfaction (Allen & Shanock, 2013; Chang et al., 2013; Panaccio et al., 2014). Communication is one of the predictors of voluntary employee turnover (Chang et al., 2013). Allen and Shanock (2013) and Chang et al. (2013) found organizational leaders who increased their employee's communication satisfaction can expect that voluntary employee turnover in the organization to decrease.

Chang et al. (2013) provided support that employee turnover was affected by work experience and socialization. An increase in work experience and organizational socialization helped reduce employee turnover (Allen & Shanock, 2013; Panaccio et al., 2014). Therefore, it seemed that multiple factors affected voluntary employee turnover and that the factors are not consistent across previous studies (Allen & Shanock, 2013; Chang et al., 2013; Panaccio et al., 2014).

Voluntary employee turnover may result in several consequences (Panaccio et al., 2014). Leaders must manage effectively to avoid high costs (Kehoe & Wright, 2013; Parnell, 2013). Training and advertising are current investments used in organizations to increase employee recruitment (Allen, 2015; Borkowski, 2015; Purl et al., 2016). Excessive voluntary employee turnover rates not only caused monetary costs and a waste of management effort but became a primary reason for organizations to not implement a

cultural diversity training program (Wang et al., 2015; Yoon Jik & Poister, 2014).

Expenses associated with employee training will be a waste if the new employee intends to leave the organization soon (Kehoe & Wright, 2013; Parnell, 2013). Voluntary employee turnover may also demotivate management effort to train employees (Allen, 2015; Borkowski, 2015).

Profitability

High voluntary employee turnover may affect many parts of the business, most notably profitability (Salleh & Memon 2015; Sangaran & Garg, 2015). An employee who worked for an organization for many years possessed institutional knowledge regarding the infrastructure of the organization (Shirokova, Berezinets, & Shatalov, 2014; Siu, Hung, Lam, & Cheng, 2013). A new employee will need to develop the same skills to keep the organization current with the competition (Sangaran & Garg, 2015; Shirokova et al., 2014).

Profitability is affected when employees engaged in the direct operation of day-to-day directives leave an organization (Ryu & Lee, 2013; Schatten, 2014; Shirokova et al., 2014). Loss of valuable employees may have a noticeable effect on the organization's profitability (Sangaran & Garg, 2015; Shirokova et al., 2014). Organizations may suffer because the organization may not get the opportunity to regain the experience lost because of voluntary employee turnover (Salleh & Memon 2015; Sangaran & Garg, 2015). Voluntary employee turnover may affect the profits of an organization (Meuris & Leana, 2015; Ryu & Lee, 2013; Schatten, 2014; Schaupp & Bélanger, 2014).

Salleh and Memon (2015) found that decreased profits and voluntary employee turnover are associated. A reduction in profits may affect pay raises, training, vacation, and work hours (Saha, 2014; Schatten, 2014). The ability to maintain the cost of doing business is important regardless of the size of the organization (Kwon & Rupp, 2013; Meuris & Leana, 2015; Salleh & Memon 2015).

Kwon and Rupp (2013) and Schaupp and Bélanger (2014) found employee turnover can represent a substantial cost and may lead to the erosion of an organization. A high employee turnover rate may cause an organization to be unable to meet the organization's expectations and overall goals (Kwon & Rupp, 2013; Meuris & Leana, 2015). Kwon and Rupp (2013) and Schaupp and Bélanger (2014) found voluntary employee turnover is expensive and may disrupt business because of the constant hiring and training new employees.

Compensation

Compensation is one of the most important factors influencing voluntary employee turnover (Call, Nyberg, Ployhart, & Weekley, 2015; Gialuisi & Coetzer, 2013). Also, compensation decisions are among the most important decision a company can make to reduce voluntary employee turnover (Call et al., 2015; Harris et al., 2014). Many organizations in the United States have pay for performance strategy to retain professionals that help to reduce voluntary employee turnover (Harris et al., 2014; Peltokorpi et al., 2015). Compensation influences are retaining employees and are a powerful incentive to reduce voluntary employee turnover (Gialuisi & Coetzer, 2013; Peltokorpi et al., 2015).

Compensation is among the highest recommended strategies for preventing voluntary employee turnover (Katsikea et al., 2015; Paillé, 2013). Christine et al. (2015) found organizational leaders must structure the employee compensation systems appropriately to reduce voluntary employee turnover. Christine et al. (2015) and Katsikea et al. (2015) found compensation decisions have significant implications for voluntary employee turnover. Therefore, compensation is a major strategy for retaining employees (Christine et al., 2015; Paillé, 2013).

Gialuisi and Coetzer (2013) found that compensation is a valuable tool organization can use to reduce voluntary employee turnover. Organizations provide compensation in exchange for services rendered (Christine et al., 2015; Harris et al., 2014). Other organizations provide merit increases based on the employee's job performance (Gialuisi & Coetzer, 2013; Harris et al., 2014). Christine et al. (2015) and Gialuisi and Coetzer (2013) found that it is beneficial for organizations to compensate employees based on accomplishments and goals.

Misra, Jain, and Sood (2013) found that compensation and benefits relate to high employee voluntary turnover. Nobuo (2014) and Ghosh, Satyawadi, Prasad Joshi, and Shadman (2013) found compensation allows employees to satisfy recreational and materialistic needs. Nyberg and Ployhart (2013) and Olsen et al. (2013) found pay dissatisfaction significantly predict voluntary employee turnover. An employee with a higher paying job is likely to stay in an organization than an employee with a lower paying job (Milne, 2014; Nobuo, 2014; Olsen et al., 2013).

Employee Morale

Excluding the costs involved, employee turnover can also affect an employees' morale and productivity (Mikesell, Bromley, & Khodyakov, 2013; Penrose, 2015). Cohen et al. (2015) and Penrose (2015) found when voluntary employee turnover increased, other employee's job performance may decrease. High voluntary employee turnover can also affect job performance (Hennes, Leone, & Miller, 2014; Tsang, 2014).

Fu (2014) found that voluntary employee turnover significantly affects an employee's recognition for achievement. Campbell et al. (2014) found employees who did not know what was happening in the organization were not part of the recognition process. Employees who are part of decision-making helped improve the organization's relationship with the employer and employee (Campbell et al., 2014; Cassano, Jõeveer, & Svejnar, 2013; Fu, 2014).

Overall, employee turnover does not affect the organization's performance directly (Bernard, 2013; Penrose, 2015; Wayne, Casper, Matthews, & Allen, 2013). To reduce turnover costs, organization's leaders must focus on factors that increased employee's commitment to stay in the organization (Mikesell et al., 2013; Wayne et al., 2013). Fu (2014) found employee turnover did not affect the performance of an organization. Job satisfaction is an important issue of workforce numbers because the lack of job satisfaction may lead to a high voluntary employee turnover rate (Bernard, 2013; Boxall et al., 2015).

Employee Motivation

Bernard (2013) and Paillé (2013) found an employee's motivation is a vital role in the employees' success. Call et al. (2015) and Davidson (2013) found the leader of an organization has the responsibility to implement compensation, recruitment, and performance systems to motivate, attract, and retain highly skilled employees. According to Herzberg (1959), the major motivating factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself. Maslow's (1943) hierarchy of needs theory states that people have a pyramid hierarchy of needs that they will satisfy from bottom to top.

According to Maslow (1943), without motivation, an employee loses interest in the organization and finds little reason to stay (Baysal, Holmes, & Godfrey, 2013; Paillé, 2013). Motivation has a significant relationship with the employee's commitment resulting in a positive performance (Paillé, 2013). As the employee's motivation increases, the employee's commitment to the organization increased (Bernard, 2013; Davidson, 2013).

Call et al. (2015) found motivational factors influence the employee's attitude and commitment to the organization. Employees who are happy with their current salary have a higher commitment to stay with the organization (Davidson, 2013; Evans III, Shuqing, & Nagarajan, 2014). Employees who enjoy their current job commit to the organization, therefore, reducing employee turnover (Evans III et al., 2014). An examination of what motivated employees within an organization may help with understanding how to reduce voluntary employee turnover (Call et al., 2015; Wayne et al., 2013).

Job Satisfaction and Organizational Culture

Organizational culture is the behaviors, beliefs, values, and processes that an organization uses to decide and transact business (Denhardt, Denhardt, & Aristigueta, 2015; Farago, Zide, & Shahani-Denning, 2013). Rupp, Wright, Aryee, and Luo (2015) indicated organizational culture encompasses the values and behaviors that contributed to the unique social and psychological environment of an organization. Denhardt et al. (2015) found organizations must develop and maintain a unique culture, which will provide guidelines for the behavior of the employees. Farago et al. (2013) found an organization's togetherness stems from its culture.

Lu and Gursoy (2016) identified an employee's generational cohort, and attitudes toward work are factors of consideration for the employee's level of job satisfaction. There are more generational similarities than differences for job satisfaction, satisfaction with pay, and voluntary employee turnover (Lu & Gursoy, 2016; Lyons & Kuron, 2014). In the federal government, employees that transitioned to jobs within the government can transfer benefits such as vacation time and sick leave (Kim & Fernandez, 2015). Older federal employees are more likely to seek new employment within the federal government rather than leave for jobs outside the government (Denhardt et al., 2015; Farago et al., 2013).

Khalib, Kassim, Ghazali, Jaafar, and Idris (2015) found that job satisfaction is an employee's affective reaction to a job based on comparing desired outcomes with actual outcomes. Davidson (2013) found a positive and friendly workplace environment is an indicator of real job satisfaction. Coward (2014) found the better the fit an employee is

within the organization, the higher the job satisfaction, the greater the organizational commitment, and the lower voluntary employee turnover rate.

Coward (2014) and Denhardt et al. (2015) found that voluntary employee turnover negatively affected job satisfaction and employee productivity. Davidson (2013) found organizational culture to be the beliefs, values, and principles underpinning an organization's management structure. Customs and conduct are also a component of organizational culture (Cronin, 2014; Coward, 2014; Li, Bagger, and Cropanzano, 2016).

Culture is a perception and feelings making it different from other organizational processes (Lartey et al., 2014; Tong, Tak, & Wong, 2015). Marshall and Rossman (2014) found organizational culture is a persuasive and powerful force in any organization. Lartey et al. (2014) found the strength of the employee relationship, job environment, and voluntary employee turnover is dependent on the current level of organizational culture in the organization. It is essential for organizational leaders to identify factors associated with employee satisfaction to prevent voluntary employee turnover (O'Brien, Harris, Beckman, Reed, & Cook, 2014; Tong et al., 2015).

Job performance is the skill of an employee to do various jobs, related to job necessities (Karatepe, 2013; Kehoe & Wright, 2013). Job performance and voluntary employee turnover have been found to be directly linked to each other (Kehoe & Wright, 2013; Schultz & Schultz, 2015). High job performance encouraged the employees and led toward a reward, and voluntary employee turnover decreased (Karatepe, 2013; Kehoe & Wright, 2013; Schultz & Schultz, 2015).

Organizational leaders need to acknowledge employee demographics as a factor that may affect turnover intentions within an organization (Walsh & Bartikowski, 2013). Work outcomes have a different effect on an employee's lifetime (Schultz & Schultz, 2015). Employees who attained levels of education are human capital assets and have better opportunities for personnel development (Coward, 2014; Walsh & Bartikowski, 2013). Therefore, the attainment of the human capital asset could be a factor related to voluntary employee turnover intention (Walsh & Bartikowski, 2013). Employees with length of tenure in an organization increased the employee's firm-specific skills (Coward, 2014; Walsh & Bartikowski, 2013; Tong et al., 2015)

Employee Commitment

Employee commitment is a determinant factor of voluntary employee turnover (Phillips, Dwan, Hepworth, Pearce, & Hall, 2014; Purpora & Blegen, 2015). Employees commit to organizations for various reasons (Purpora & Blegen, 2015; Sangaran & Garg, 2015). Employee engagement is a vital role between the organizational learning culture and voluntary employee turnover (Phillips et al., 2014; Sangaran & Garg, 2015).

Organizational managers must provide a positive environment to reduce employees from attempting to leave the organization (Tsang, 2014; Wang et al., 2015). Employers who increased the employee's salary may motivate the employee to commit to the organization (Wang et al., 2015; Wister & Speechley, 2015). Gialuisi and Coetzer (2013) found an employee's biographical characteristics such as years of service in the organization and age influenced the employee to stay with the organization. To motivate

the employee to commit to the organization, leaders provided a positive environment to keep skilled workers (Tsang, 2014; Wister & Speechley, 2015).

Halabí and Lussier (2014) and Harland (2014) found demographics may affect the relationship between organizational commitment and voluntary employee turnover.

Harland (2014) and Hess (2013) found satisfied employees might commit to an organization because they feel a sense of belonging to the organization. Hess (2013) found some employees had an emotionally link and involvement with the organization and the employees. Houghton, Casey, Shaw, and Murphy (2013) and Li et al. (2016) found employees committed to the job because of work-family enrichment. Therefore, work-family enrichment may be a positive predictor of job satisfaction and a real commitment to stay with the organization (Halabí & Lussier, 2014; Harland, 2014; Hess, 2013; Houghton et al., 2013).

Jaekwon, SeungUk, and Smith-Walter (2013) found that employees stay with the current organization because of the lack new job opportunities. According to Boyas, Wind, and Ruiz (2015) and Kozan and Akdeniz (2014), employees stayed in the current position to prevent stress on their family. Bai and Chang (2015) found an employee who remained in an organization is afraid of losing valuable employment advantages (Bai & Chang, 2015; Kozan & Akdeniz, 2014; Purpora & Blegen, 2015).

Work Environment

Herzberg's central theory is relevant to a modern understanding of employer and employee relationships (Herzberg, 1959). According to Herzberg (1959), factors that motivated people at work are different from factors that cause dissatisfaction. Maslow

(1943) theory described stages that human motivations move through and leaders can respond to the stages and provide a sense of belonging to the employee (Maslow, 1943). Paillé (2013) found the work environment is the most consistent predictor in voluntary employee turnover. A work environment consists of organizational culture, policies, and procedures, which are key factors related to an employee's intention to leave an organization (Jaekwon et al., 2013; Petrou, Demerouti, & Schaufeli, 2016).

A work environment consists of a range of factors, including company culture, management styles, hierarchies, and human resources policies (Paillé, 2013; Petrou et al., 2016). Personal respect for employees at all levels of an organization is an integral part of a positive work environment (Demerouti & Schaufeli, 2016; Jaekwon et al., 2013). A lack of personal respect may cause employees in top positions to quit their job. On the other hand, too much personal respect may cause employee to overlook lower salaries to an increase in job satisfaction (Petrou et al., 2016; Jaekwon et al., 2013)

Many organizations failed to understand the importance of work environment for employee job satisfaction (Paillé, 2013; Petrou et al., 2016). Jaekwon et al. (2013), described job satisfaction as an orientation of emotions an employee perceived toward the workplace. Opportunities to learn new skills, take on new responsibilities, achieve higher compensation and gain new positions may reduce voluntary employee turnover (Phillips et al., 2014; Purpora & Blegen, 2015).

Boyas et al. (2015) found that some organizations ignored the working environment resulting in adverse effect on the performance of the employee. A negative work environment included confusion and stress (Boyas et al., 2015; Kozan & Akdeniz,

2014). Kozan and Akdeniz (2014) found that the workplace consists of employee safety, job security, and positive relations with co-workers, motivation, and job satisfaction. Different factors such as wages and work hours affected job satisfaction (Boyas et al., 2015; Paillé, 2013).

Turnover Strategies

Retaining employees contributed to the success of businesses (Lussier & Corman, 2015; Saha, 2014). Learning strategies that managers used to reduce voluntary employee turnover are a more proactive approach than studying why employee leave the organization (Selden & Sowa, 2015). The most compelling reasons for voluntary turnover are higher wages and career opportunity (Saha, 2014).

Saha (2014) and Olsen et al. (2013) found salary growth had a pronounced effect on voluntary employee turnover. Schaefer and Simpkins (2014) found wage growth significantly reduced the impact of voluntary employee turnover with the organization's high performing employees. Olsen et al. (2013) and Schaefer and Simpkins (2014) found employees stayed with an organization when wages increase and bonuses are offered to continue their employment.

Employees have different types of preferences based on needs such as receiving cash rather than a benefits package (Boyas et al., 2015; Olsen et al., 2013). Employees may leave an organization because of the relationship with management, peers, and job-related stress (Gialuiss & Coetzer, 2013; Olsen et al., 2013). Employers need to listen to employees' needs and implement strategies to make employees feel valued and engaged (Boyas et al., 2015; Gialuiss & Coetzer, 2013).

Ozmen, Oner, Khosrowshahi, and Underwood (2013), posited that voluntary employee turnover strategies are an essential part of an organization's vision, values, and policies. Ozmen et al. (2013) and Watty-Benjamin and Udechukwu (2014) found employers are business leaders and often failed to understand why employees leave the organization. Yoon Jik and Poister (2014) found some employees exited the organization because of lack of professional development, inadequate compensation, poor work environment, and unfair treatment.

High voluntary employee turnover is a key sign of why organizations need to have voluntary employee turnover strategies (Boxall et al., 2015; Yamamoto, 2013). Organizational leaders can work to mitigate turnover of an employee through implementing voluntary employee turnover strategy (Ozmen et al., 2013). Diversity in the workplace is a reason for an employee to leave the organization (Boxall et al., 2015; Yamamoto, 2013). Diversity in the workplace is a strategy that reduced voluntary employee turnover (Boxall et al., 2015; Ozmen et al., 2013; Yamamoto, 2013).

Diversity crosses gender, age, and racial limits (Peltokorpi et al., 2015; Richard, Kirby, & Chadwick, 2013). Gialuiss and Coetzer (2013) found that some organization matched the employee to a job by the worker's culture. Peltokorpi et al., (2015) found that organizations hired employees into fields related to their job skills, not employee culture.

Job embeddedness is the manner in which employees join the organization and the community where the organization operates (Peltokorpi et al., 2015; Richard et al., 2013). Organizational leaders used job embeddedness strategies to increase employee

commitment (Boxall et al., 2015; Yamamoto, 2013). When an employee commits themselves to their organization, fewer incidents of voluntary employee turnover occurred within the organization (Gialuiss & Coetzer, 2013; Richard et al., 2013). Organizational leaders need to develop strategic human resources management practices that facilitate increased employee commitment and reduce voluntary employee turnover (Peltokorpi et al., 2015; Richard et al., 2013).

Paillé (2013) concluded performance, recognition, compensation, job security, training, and opportunities for development are strategies that may reduce voluntary employee turnover. Allen and Shanock (2013) found that different factors motivated people. Meuris and Leanna (2015) found that organizations offering excellent compensation, job security, promotion, and a challenging work environment decreased voluntary employee turnover.

Boyas et al. (2015) concluded that organization benefits from shared sets of strategies to reduce voluntary employee turnover. Allen and Shanock (2013) explored how organizations seek to understand developing other strategies to reduce voluntary employee turnover. Managers at different career levels can make proactive decisions without reacting to the high number of voluntary employee turnover (Allen & Shanock, 2013; Olsen et al., 2013). Siegel et al. (2015) concluded managers should seek to understand how other managers have developed strategies to reduce voluntary employee turnover over time to retain employees.

Peltokorpi et al. (2015) discovered the need to study strategies to reduce voluntary employee turnover. A manager's voluntary employee turnover strategies can influence

employees to stay in the organization for a longer time (Hayward et al., 2016; Peltokorpi et al., 2015). Effective strategies motivated employees to contribute effectively and remain with the organization. Developing effective strategies to reduce voluntary employee turnover increased the chances of retaining employees long-term (Nelson, Groom, & Potrac, 2016; Cohen et al., 2015).

Cohen et al. (2015) concluded that some organizations used employee voluntary turnover strategies to reduce voluntary employee turnover. There are still some leaders in organizations who have not grasped an effective strategy to reduce voluntary employee turnover (Hayward et al., 2016; Peltokorpi et al., 2015). Maslow (1943) found that an employee driving force is different from other employees. Maslow (1943) concluded that an individual's hierarchy flow needs could affect voluntary employee turnover. Employees slowly work their way to satisfy the next higher need once they meet the lower level need (Cohen et al., 2015; Maslow, 1943)

High voluntary employee turnover rates can be an indication of leader's challenge in reducing voluntary employee turnover (Hancock et al., 2013; Herzberg et al., 1959). Cohen et al. (2015) concluded that voluntary employee turnover strategies had become an integral part of the organization's business strategy. Managers need to understand the strategies that help reduce voluntary employee turnover by knowing why employees leave an organization (Peltokorpi et al., 2015).

Managers are not alone in their search to reduce voluntary employee turnover (Nelson et al., 2016, 2016; Fu, 2014). Employees have a stake in the profitability and performance of the organization (Nelson et al., 2016; Siegel et al., 2015). Employees are

important to the organization and managers should know what makes the employee feel valuable (Fu, 2014). Managers can identify a valued employee by the level of productivity (Fu, 2014; Gialuisi & Coetzer, 2013).

Some leaders may provide empirical findings that can help reduce voluntary employee turnover (Nelson, Groom, & Potrac, 2016; Hayward et al., 2016).

Organizations with high voluntary employee turnover rates adopted policies to reduce voluntary employee turnover (Fu, 2014; Hayward et al., 2016). The adoption of these strategies is an effective intervention to reduce voluntary employee turnover (Nelson et al., 2016; Fu, 2014).

Transition

Section 1 contained information focused on strategies that some business leaders might use to reduce voluntary employee turnover rates in San Antonio, Texas. The section began with the background of the problem, the problem and purpose statements followed by the nature of the study, the research and interview questions, conceptual framework, operational definitions, assumptions, limitations, delimitations, and significance of the study. In Section 1, I discussed a review of the academic and professional literature that contained the conceptual framework. Herzberg's (1959, 1974) motivation-hygiene theory and Maslow's needs theory (1943) provided the conceptual foundation for this study.

Section 2 includes the purpose statement, the role of the researcher, participants, research method and design, population and sampling, ethical research, data collection technique, data organization techniques, data analysis, and reliability and validity. In

Section 3, I discuss the presentation of the findings, application to professional practice, the implication for social change, recommendations for action and future research, reflections, and conclusion of the study.

Section 2: The Project

Section 2 contains a reintroduction of the purpose of the study. I will describe the role of the researcher, participants, research method, research design, and population and sampling. Also, I will discuss the ethical research considerations, data collection instruments, collection techniques, organization techniques, analysis, and the reliability and validity of the data.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies nurse managers use to reduce RN voluntary turnover. The target population for the study consisted of five nurse managers from a hospital in San Antonio, Texas, who have implemented strategies to reduce RN voluntary turnover. The implications for positive social change include reducing employee turnover to facilitate organizations, contributing to communities by donating time, resources, money, and skills, and keeping people employed. Other implications for positive social change include continuity of patient care and the safety of the patients, families, and communities (Cleary et al., 2014).

Role of the Researcher

In a qualitative case study, the researcher serves as the instrument for data collection (Kim, Deatrick, & Ulrich, 2016). The researcher must also be able to ask the right questions, and be a good listener and flexible (Cleary et al., 2014). The qualitative researcher needs to describe any bias to qualify their ability to conduct the research (Merriam & Tisdell, 2015).

I served as the primary data collector. The primary data collection method was interviews, which will allow the participants to share their strategies (Kim et al., 2016). An effective qualitative researcher attempts to build a picture using theories from a variety of sources (Mankoff et al., 2013). I gathered information in a trustworthy manner by adhering to the protocols outlined in the Belmont Report to mitigate the bias I might have in the study. The Belmont Report includes three basic ethical principles and the applications of the principles. The principles include respect of persons, beneficence, and justice (Beauchamp, 1979). To mitigate bias, I ethically treated the participants by respecting their lived perceptions and making efforts to secure their well-being.

I am familiar with the topic of this study because I was once a manager with experience in reducing voluntary employee turnover. An interview protocol is a script that details how the interview questions are explored during an interview (Brown et al., 2013). I have experience interviewing and hiring employees. I used the interview protocol located in Appendix C for the interview process.

Participants

In qualitative research, the researcher may choose to conduct a study using multiple participants within the same setting (Katz, 2015). The selected participating organization was an available hospital in San Antonio, Texas. The participants were five nurse managers from this hospital. I used criterion sampling to solicit the participants to take part in the voluntary interview. The criterion sampling method targets a population that meets some predetermined criterion of importance (Robinson, 2014). The eligibility criteria for the interviews are nurse managers in a hospital setting with hiring

responsibilities (Comi, Bischof, & Eppler, 2014; Shaw, 2012; Yin, 2013). Before contacting the participants, I received permission from the research site (Katz, 2015; Overgaard, 2015).

The strategies I used for gaining access to participants were phone, email, and in person (Merriam & Tisdell, 2015). I obtained the contact information for potential participants from a public database from the San Antonio hospital. The participants received an invitation to take part in the interview process (Seidman, 2013). I established a working relationship with the participants through phone and email after they agreed to participate. To ensure the protection of the participants, I received permission from the Walden University Institutional Review Board (IRB) before carrying out any interviews. I gave each participant a consent form to sign before starting the interview process.

Research Method and Design

Research Method

Researchers have three research methods available to them: qualitative, quantitative, and mixed methods (Breuton et al., 2014). Qualitative researchers explore and understand a phenomenon through experiences of the participants. By using interviews as the data collection method, a qualitative researcher will be able to explore a phenomenon through the experiences of the research participants (Scott, 2015). I used the qualitative research method and criterion sampling of nurse managers from San Antonio, Texas. I used a triangulation technique to facilitate validation of data through cross verification from two or more sources (Joslin & Müller, 2016). I explored the

phenomenon and presented data from multiple sources of evidence, interview technique, and documents from the organization (Brown, 2013; Maskara, 2014; Shaw, 2012).

The qualitative research method was appropriate to explore the critical influences of voluntary employee turnover (Breuton et al., 2014). The quantitative research method was not suitable for the study because it involves determining if a theory was genuine (De Massis & Kotlar, 2014). Quantitative and mixed methods were not appropriate because of the time commitment required and the lack of existing data (Scott, 2015).

Research Design

Case studies, narrative, phenomenological, ethnographic, and grounded theory are the five designs used in qualitative research (Yin, 2013). A case study allows the researcher to explore and conduct a comprehensive analysis of a case to gain a full understanding of the real world context (Tang, 2014; Yin, 2013). I aimed to add to the literature and discover strategies nurse managers used to reduce voluntary employee turnover (Clearly et al., 2014). A case study design was the most applicable to this study. A narrative research design was not appropriate because the event does not align with the understanding of organizational processes (see Heinrich & Riedl, 2013).

A phenomenological researcher attempts to understand the participant's perceptions (Van Manen, 2015). This type of study was not appropriate. Ethnographic researchers observe aspects of a cultural system (Clearly et al., 2014), which was not appropriate. Grounded theory researchers concentrate on establishing a new theory (Gandomani, Zulzalil, Ghani, Sultan, & Parizi, 2015), which was also not appropriate.

Data saturation is the point in qualitative research when data contains no new themes or concepts (Fusch & Ness, 2015; Salmons, 2015). Five is a small number of participants that fits within the population of the participating organization and aligns with qualitative research (Salmons, 2015). The sample size should reach the number of participants sufficient to meet data saturation standards (Fusch & Ness, 2015).

Population and Sampling

The population for the study was five nurse managers from San Antonio, Texas. Criterion sampling involves selecting participants who meet certain criteria (Clearly et al., 2014; Maskara, 2014). The criterion sampling was appropriate because the participants must have met the criteria of having hiring responsibilities using leadership qualities (Mayoh & Onwuegbuzie, 2013; Morse, 2015), which are successful in retaining RNs.

Achieving data saturation occurred through the selection of five interview participants (Marshall et al., 2013). To ensure the protection of the participants, I received permission from the Walden University IRB before contacting any participants. Each participant was given a consent form to sign before starting the interview process. Random sampling was not suitable for the study because not every randomly selected participant may have hiring responsibilities in retaining RNs (Clearly et al., 2014; Maskara, 2014). I used criterion sampling to ensure the participants met the criteria of having hiring responsibilities in retaining registered nurses (Robinson, 2014).

I solicited five participants from a hospital in San Antonio, Texas through email. The email introduced me to the participants and contained the consent form. The

participants must be over the age of 18 (Maskara, 2014). The email was to solicit a confirmation of participation, asking selected nurses if they are willing to participate in the study. If they consented to participate, they filled out the entire consent form, sign it, and e-mail it back to me (Clearly et al., 2014; Maskara, 2014). I verified the data on the consent form before setting up the face-to-face interviews. After verifying the consent form, I set a date, time, and location for the interviews based on the preference of the participants. I made the participants comfortable while meeting the requirements of the Walden University IRB (Salmons, 2015).

The participants were informed that their names and the employer's name will remain confidential throughout the interview process. I commenced the interview by asking the questions and recording answers in the same sequence as noted on the research instrument. The interview took 30 to 60 minutes. All notes were handwritten and the interviews recorded. At the end of the interview, I thanked the participant for their time and participation in the study.

Thunder and Berry (2016) defended the use of a population and selection criteria in a study to guarantee the selection of study participants represent the research phenomenon. The population size should be large enough to bring credibility and allow for adequate depth, detail, and richness (Mayoh & Onwuegbuzie, 2013). Westfall, Judd, and Kenny (2015) found that conducting a single case study with a population size of two to five might obtain rich data using interviews and secondary data to achieve an understanding of the phenomenon. A small number of participants in a case study are enough if the theory is straightforward (Westfall et al., 2015). The population and

geographic area selected was suitable for the single case study (Mayoh & Onwuegbuzie, 2013; Thunder & Berry, 2016; Westfall et al., 2015).

The participants in the study have experience implementing voluntary employee turnover strategies in their organization. This helped narrow the population of participants to experienced managers who varied in their perceptions and lived experiences with voluntary employee turnover issues (Westfall et al., 2015). I collected secondary data in the form of documentation that aided in identifying strategies to reduce voluntary employee turnover. The interviews continued until I reached data saturation (Miller et al., 2015).

Miller et al. (2015) found that gathering sufficient amounts of data are critical to support the transferability, dependability, credibility, and confirmability of the study. Reaching saturation in the data will require exploring the experiences of nurse managers and their voluntary employee turnover strategies (Mayoh & Onwuegbuzie, 2013). Triangulation is a technique used to validate data through cross verification from two or more sources (De Massis & Kotlar, 2014; Joslin & Müller, 2016).

I used triangulation to ensure there was sufficient data to analyze. I interviewed the target population and analyzed company documents about voluntary employee turnover until the data reached saturation. Yin (2013) justified the use of a small population size of participants when conducting single case studies. When I identified a candidate as a potential study participant, I made an appointment for a time to meet in-person to review the interview protocol, participants' rights, and the consent to participate.

I asked each participant to meet in a mutually agreed upon and private location outside of the nurse manager's work site and outside of work hours as well. The interview took place in a private and quiet setting that is convenient for each participant. After conducting and transcribing the participant's interview, I asked each participant to perform member checking.

Member checking is a process of the researcher restating, summarizing, or paraphrasing the information received from a study participant to ensure it is accurate (Lee et al., 2015). Member checking allowed the participants to verify the accuracy of the interpretations of their real life experiences (Mayoh & Onwuegbuzie, 2013). The process used was restating or summarizing the participants' views, feelings, and experiences, and asking them to either affirm or correct the interview data.

After data collection and member checking, I provided the preliminary findings to the participants, asking for critical feedback on the findings, and incorporating these critiques. Each participant's interview responses were transcribed and proofread. Each participant received a copy of the interview questions and the summary of the interview responses.

I asked the participant to verify her or his intended response and ensured the response was accurate. The study participants had the opportunity to affirm or correct the accuracy and completeness of their interview responses. Participants had 5 calendar days to review the results. If I had not received a reply from the participants in 5 days, I considered that an acknowledgment of the accuracy of the summary. Following each

interview, the participants received a thank you note for participation. In addition, the participants received a final copy of the study's findings via email or mail.

I protected all participants' data by implementing security measures. I used pseudonyms to report any results to enhance the privacy of the participants (Yin, 2013). I labeled each participant interview with a letter and a number (P1, P2, P3, P 4, and P5). I used secure folders to store the participants' names, consent forms, and interview data. I was the only person with knowledge of the participants' responses from the interviews.

Ethical Research

The researcher has the sole responsibility to protect the participants and strengthen the validity of the research results (Berger, 2015; Matise, 2015). Walden University requires all willing participants to sign a consent form before participating in the study. Brown (2013), Maskara (2014), and Shaw (2014) found researchers should not contact the participants before receiving IRB approval (U.S. Department of Health and Human Services [HHS], 1979; Yin, 2013).

I protected the rights of the participants as summarized in the Belmont Report. The ethical guidelines are respect for persons, beneficence, and justice. The application to conduct research included the informed consent form, assessment of risks and benefits, and the selection of subjects (U.S. DHHS, 1979; Yin, 2013). After receiving approval from the members of the Walden University's IRB, I had the participants sign an informed consent form before beginning the interview.

There was no incentive offered for participation (Brown, 2013). I advised the participant that they could willingly withdraw from participation by verbally informing

me they are no longer interested in taking part and the data will not include the participant's personal information. I selected each participant fairly by using the same criterion sampling. Casteleyn, Dumez, Van Damme, and Anwar (2013) justified the inclusion of precautionary measures to protect the identity of the participants.

I assigned identification markings to identify participants instead of participant names and identification markings to label all participant data referenced in the research results. I obtained consent to use and reproduce documents from the organization's official with authority to release those documents. The consent and document release form outlined the measures I followed to protect the information in those documents, which was confidential and will not be disclosed.

To protect the participants' identities and job descriptions, I was the only person with information on the participants' identification details and access to their personal data. I protected the names of the participants and the organization at all times. I assigned identification numbers to participants in the form of P1 – P5 to distinguish the interview responses for transcribing and coding the data. The data storage and disposal process entailed storing electronic information on a password protected Universal Serial Bus (USB) flash drive locked in a safe in my home. I protected all participants' confidentiality data by implementing security measures. The data protection measures included labeling the collected interview data P1 through P5. I used electronically secured folders to store the participants' names, consent forms, and interview data.

I had sole access to the participant's electronic files. I locked all secondary data documents, which included my reflective journal and company documentation in a safe

that only I can access. All collected data from the interview was safely stored in a password protected safe for 5 years to protect the participants and the organization. I shredded all copies of any documents, and I destroyed any electronic files using software designed to destroy digital data. I kept the participants and organization names private for privacy and ethical reasons.

Data Collection Instruments

As the researcher, I was the primary instrument to collect and analyze data in this qualitative case study research. I gathered information using a semistructured interview technique (Appendix C). After the participant's approval, I used an audio recorder to record the interviews. I recorded handwritten notes in a notebook during the interview process.

I retained the information for recall and analysis by conducting face-to-face interviews. I used the interview questions to explore the nurse managers' perceptions and experiences of strategies used to reduce voluntary registered nurse turnover. The interview was the primary data source, which are the experiences and perceptions of the nurse managers.

I used the NVivo 10 software for Windows to identify codes and themes. I triangulated the result of the interviews with the procedures, policies, and personnel manuals utilized by the nurse managers. The interview and the review of company policies, procedures, and personnel manuals were the two sources of data collection. I used triangulation to facilitate validation of the data through cross verification from more than two sources (Fusch & Ness, 2015; Salmons, 2015). The interview involved

preparing questions as a guide to elicit more elaborate responses from the participants (Salmons, 2015).

I used an interview protocol to include a script to implement successful data collection and member checking (see Appendix C). I obtained, organized, and analyzed the interview data to prevent disclosure of any information, such as the participants' names and organizations. I implemented member checking to ensure the transcripts are representative of the participants expressed experiences and perceptions (Houghton et al., 2013; Yin, 2013). Member checking of the data interpretation included taking the analysis and interpretations back to the participants to request the participants review the results (Mayoh & Onwuegbuzie, 2013). The participants can notify me of consistent findings and if the themes uncovered are accurate and credible. The process of member checking may enhance the validity of the study.

Data Collection Technique

The primary method of data collection was face-to-face interviews (Mallawarachchi, Herath, & Fernando, 2014; Palinkas et al., 2015). Upon approval of the IRB, I interviewed the participants to ask questions and reduce any personal bias to protect the participants. My Walden IRB approval number is 03-13-17-0475332.

I retrieved preapproval for the use of instruments, audio recording device, and handwritten notes. I scheduled interviews with the participants in a designated location to ensure the participant's privacy. I used open-ended interview questions to develop in-depth discussions of the participants' perceptions of the phenomena.

To ensure confidentiality, I labeled each participant interviews by a letter and a number distinctively (for example P1, P2). I used a script (see Appendix C) during the interview process to introduce myself to the participant, as well as to ask the participant to present him or herself. After the introductions, I conducted the interview by asking the interview questions (see Appendix A). The focused interview processes included the utilization of a script to interview five nurse managers. I used member checking throughout the interview to verify the adequacy of the interview format. The use of the member checking follow-up interview provided a strategy for data saturation, reliability, and validity.

Member checking of the data interpretation included taking the analysis and interpretations back to the participants using email (Houghton et al., 2013; Yin, 2013). Participants had 5 calendar days to review the results. I had the participant inform me of any inconsistent findings and if the themes uncovered are accurate and credible. Member checking is a technique used to compare what an interview participant said to ensure the researcher's interpretation is correct (Birt et al., 2016). The advantage of interviews versus mailed questionnaires is that the participants can seek clarity during the interviews and because interviews will be private (Merriam & Tisdell, 2015).

Borron (2013) found that the advantages to interviews include the following up of incomplete answers with clarification, offering detailed information about personal feelings, perceptions, and perceptions. Disadvantages of interviews include the increased cost of traveling to conduct interviews, the participant refraining from answering questions, and breach of privacy with face-to-face contact (Birt, Scott, Cavers, Campbell,

& Walter, 2016; Yin, 2013). I requested other documents including each nurse manager's policies, procedures, and personnel manual. I then triangulated the results of the interviews with these documents.

Data Organization Technique

The data collected will be stored for 5 years on a password-protected computer (Houghton et al., 2013). A backup file will be available in two different locations in the event of a technical mishap or lost data. The storage of data included audio recordings, interview transcriptions, and consent forms in a password encrypted computer file. I labeled the main data files, subfolders for the audio recordings, and consent forms for identification. The stored data was in two secure locations, and after five years, I will destroy the data to protect the confidentiality of participants. The use of the NVivo 10 software for Windows ensured data organization and systematic access to retrieve, view, and manipulate data (Birt et al., 2016; Houghton et al., 2013).

Coding provided a pathway for data analysis during the study. NVivo 10 software for Windows helped to enable the development of the codes to establish synergies between the data collected. I applied the NVivo 10 software for Windows to input and store data for coding and exploration of themes while maintaining the confidentiality of research participants. I used the NVivo 10 software for Windows to simplify the process of identifying themes and pattern recognition as part of an iterative data analysis process.

Data Analysis

I used open-ended interview questions as one part of the methodological triangulation for this qualitative single case study. While the interviews occurred, the

participants shared insights into strategies that could reduce voluntary employee turnover. De Massis and Kotlar (2014) and Joslin and Müller (2016) identified four types of triangulation: methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation. I used methods triangulation for the study. Yin (2013) described triangulation for a qualitative case study as the combination of information for research purposes. Methodological triangulation compares the findings from various data sources to provide a deeper understanding of a phenomenon (De Massis & Kotlar, 2014).

De Massis and Kotlar (2014) described five steps in data analysis that include: compiling, disassembling, reassembling, interpretation, and conclusion. In the compiling phase, I organized all data to create a database with the NVivo 10 software for Windows. I proposed to break down the data using the NVivo 10 software for Windows. I broke down the compiled data into fragments and labels. The NVivo 10 software for Windows stored the data on my personal computer and the NVivo 10 software for Windows. I used the NVivo 10 software for Windows to assist in the reassembling process involving the clustering and categorizing the labels into a sequence of groups. The final stage of interpretation consisted of the creation of narratives from the sequences and groups for conclusions. Data analysis of all data ensured cross-referencing through the use multiple sources (De Massis & Kotlar, 2014; Mayoh & Onwuegbuzie, 2013).

De Massis and Kotlar (2014) found that in qualitative research, data analysis techniques comprise processes of transforming data into categories and themes. I used the methodological triangulation of data sources such as interviews and documentation of voluntary employee turnover documents, and previous research studies to facilitate and

produce understanding. Mayoh and Onwuegbuzie (2013) found that in qualitative research, data analysis techniques comprise processes of transforming data into categories and themes. I had multiple sources of information used to achieve methodological triangulation.

I used methodological triangulation and reflexivity to improve the understanding of the complicated nature of the phenomenon while allowing researchers to explore the subjective experiences and circumstances surrounding a phenomenon (Gabriel, 2015; Popa & Guillermin, 2015). My understanding of concluding themes and patterns deriving from the research question may assist in my findings. During the study, I gained an accurate and comprehensive understanding of the phenomenon with the use of diverse data sources through methodological triangulation.

Reliability and Validity

Dependability, credibility, transferability, and confirmability demonstrate the concepts of reliability and validity in qualitative research (Peltzer & Teel, 2012). To ensure studies are accurate and reproducible researchers need to be able to establish and maintain reliability and validity. Reliability and validity are two factors that a qualitative researcher should be concerned about while designing a study.

Reliability

Creating and implementing reliability and validity strategies are important within any study to ensure the results are valid and trustworthy (Morse, 2015). Reliability is the ability of a researcher to reproduce the results of a previously conducted study if provided the same conditions, and speaks to the dependability of a qualitative study (Peltzer &

Teel, 2012). Deploying strategies in research ensured trustworthiness (Meadows & Vollman, 2016). Qualitative reliability is a process researcher used to check for the accuracy of the findings (Lewis, 2015). Member checking and documenting the processes and recording any changes that may occur will demonstrate dependability (Morse, 2015; Pozzebon & Rodriquez, 2014; Yin, 2013).

Dependability refers to the content to which a researcher trusts the data (Morse, 2015). The consistency of the data will be achieved when the step in member checking has been verified (Lewis, 2015; Morse, 2015). According to Arain (2010), member checking is carried out when all interview data had been analyzed. Member checking provides an in-depth approach to triangulating data sequentially helping to ensure dependability to enhance dependability (Arian, 2010). Member checking will also assist in ensuring creditability. I kept all papers and interviews safe to ensure the reports reliable, trustworthy, valid, and there are no mistakes (Morse, 2015; Pozzebon & Rodriquez 2014). Reliability procedures included checking transcripts for errors and ensuring there were no changes in codes and cross checking (Flood et al., 2015). Marks, Babcock, Cillessen, and Crick (2013) found that external reliability is a consistency or stability of a measure when repeated measurement gives the same result. Ensuring reliability by documenting all steps, ensured the method and design were consistent throughout the study (Morse, 2015).

Validity

Qualitative validity is a process a researcher can use to check for accuracy by using certain procedures (Flood et al., 2015). Bresman and Zellmer-Bruhn (2013) and

Morse (2015) described validity in qualitative research as centering on credibility and the ability to use results to make decisions. Validity is the demonstrated accuracy of the analysis results related to confirmability (Ali & Yusof, 2011). The validity procedures involved cross-checking documents, using member checking, present negative or discrepant information, and use of an external auditor (Flood et al., 2015). Validity in qualitative research deals with the appropriateness of the tools, data, and processes used in the study (Bresman, & Zellmer-Bruhn, 2013; Cho & Trent, 2011; Morse, 2015). Validity is an overview of the findings that are relevant to participants (Morse, 2015).

The concurrent and construct validity within a study determined the validity, correlation, and relationship between the variables (Bresman & Zellmer-Bruhn, 2013; Mijnaerends et al., 2013). Credibility involves establishing that the results of the qualitative study are credible and believable (Bresman & Zellmer-Bruhn, 2013). Transferability involves the results of the qualitative study can be transferred to other findings or context (Bresman & Zellmer-Bruhn, 2013; Mijnaerends et al., 2013). I meticulously adhered to the data collection and analysis techniques for the research design, using interview protocol and documentation to reach data saturation. Confirmability refers to the degree in which the result of the study is confirmed or corroborated by other researchers (Anney, 2014). I used probing during interviews and follow-up member checking interviews and triangulation to enhance the confirmability of the study. I continued until the data collected provided no more relevant information about the study (Ando, Cousins, & Young, 2014).

Transition and Summary

The purpose of this qualitative single case study was to explore strategies nurse managers used to reduce voluntary employee. The two sources of data for the study were face-to-face, semistructured interviews, and documentation (Maskara, 2014; Yin, 2013). Reliability and validity of the data collection process used member checking during each interview (Birt et al., 2016; Peltzer & Teel, 2012). This study followed the Walden IRB process. Reliability and validity of the data collection process used member checking during each interview (Houghton et al., 2013; Yin, 2013). Section 3 contains the presentation of findings, application to professional practice, implications for social change, recommendations for action, recommendations for further research, reflections, and a conclusion.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative single case study was to explore strategies nurse managers use to reduce RN voluntary turnover. The data came from interviews with five nurse managers and company documentation from a hospital in the San Antonio, Texas area. The findings showed methods that the nurse managers used to reduce voluntary employee turnover in the respective areas in the hospital. The major themes in the results were job satisfaction, employee compensation, advancement, reward and recognition, and effective communication. The results were in contrast to the main themes discovered in the literature review, which were turnover intentions, profitability, compensation, employee morale, employee motivation, job satisfaction and organizational culture, employee commitment, work environment, and turnover strategies. Section 3 will include the presentation of the findings, applications to professional practice, implications for social change, recommendations for action, recommendations for further research, reflections, and the conclusion.

Presentation of the Findings

I used a qualitative research methodology and a single case study design. I used a case study design as the structure for exploratory research in a real life working environment (Cronin, 2014). For this case study, I used semistructured interviews and reviewed company documents to answer the study's overarching research question: What strategies do nurse managers use to reduce RN voluntary turnover? Several recurring themes emerged from participant responses regarding the best strategies used to reduce

voluntary employee turnover and keep their best employees. The results aligned with the five primary themes. The participants stressed the importance of organizations having voluntary employee turnover strategies to help keep the most qualified employees.

Job Satisfaction

After interviewing P1, P2, P3, P4, and P5, the theme of job satisfaction emerged. Job satisfaction is the key to engaging employees, ensuring their commitment, and understanding various approaches to management. Job satisfaction is the most studied precursor to turnover among nursing employees (Herzberg, 1974; Maslow, 1943; Zopiatis et al., 2014). P1, P2, P3, P4, and P5 confirmed the lack of job satisfaction was the primary reason an employee left the organization. According to Denhardt, Denhardt, and Aristigueta (2015), when employers meet the needs of their employees, those workers are more likely to experience job satisfaction than employees whose needs are not fulfilled.

P1, P3, and P4 cited the nurse manager as responsible for increasing employee job satisfaction to help reduce voluntary employee turnover. P2 said, "Reducing employee turnover is dependent on job satisfaction." Zopiatis et al. (2014) posited that employees would stay longer with their company if they were satisfied with their jobs. P1 noted several specific causes for job dissatisfaction, such as low pay, limited advancement opportunities, poor leadership, and the lack of employee engagement. According to Herzberg (1959) and Maslow (1943), leaders with certain characteristics help an employee obtain their desired objectives for job satisfaction. Cohen, Blake and Goodman (2016) added that increased job satisfaction would lead to decreased turnover rates.

Herzberg's (1959) and Maslow's (1943) theories of motivation affirmed the connection between the understanding of employee turnover and job satisfaction.

Employee Compensation

Employee compensation, consisting of salary wages, incentives, and commissions paid to an employee for their services, is one influential factor contributing to job satisfaction among nursing professionals, reflecting past research (see Holtom & Burch, 2016; Olsen et al., 2014). Herzberg said employees and employers need to address the motivating factors associated with work. Herzberg called this job enrichment. According to Herzberg, every position should be examined to determine how it could be made better and more satisfying to the person doing the work.

According to Call et al. (2015), compensation is the most important factor influencing voluntary employee turnover. Maslow (1943) stated that people, including employees at organizations, are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest. Both P1 and P2's responses correlated with company handbooks regarding the necessity of compensation, which included bonuses, discounts, flexible work hours, and perks to provide a strategic advantage to retain employees. P1, P2, P3, P4, and P5 agreed that employees who are happy and committed to the job would often continue to work with the organization. P1, P2, P3, P4, and P5's statements on compensation are not congruent with Herzberg's theory of motivation, as payments and benefits were two of the five job satisfaction areas identified. Herzberg did not consider compensation a motivating factor but a hygiene factor, which adds to job dissatisfaction.

P4 asserted some nurse professionals leave one job for another job with lesser pay, which implies that nurse professionals leave for other reasons than pay. P2, P3, and P5 agreed that competitive compensation influences retention and there is more to compensation than salary or an hourly wage. Payment can come in the form of employee pensions or bonuses, paid holidays, and sick pay. P1 and P4 suggested a lack of adequate compensation would increase employee turnover. Participant responses associated with employee compensation tied back to the conceptual framework.

P2 stated:

Nurse professionals leave organizations when they do not feel supported. When managers do not feel supported by their direct supervisor and both are not aligned with the strategy, or know what the development strategy may be, this hurts staffing. Employees have left a job when they felt they were not able to be creative in their job. Being creative is important, and people would stay if they were given a chance to be creative. For example, if the employee was given a matching offer from this organization, the offer or something more appealing could cause the employee to stay and not leave.

The new theme employee compensation coincides with Herzberg's two-factor theory on job satisfaction. Herzberg asserted that motivation factors are intrinsic to the job and include recognition and advancement which increases employee's job satisfaction. Nurse professionals may become dissatisfied with their compensation and leave for another job that offered a better package. P2, P4, and P5's suggestions on strategies to reduce turnover rates are consistent with the Herzberg two-factor theory. P1 and P3 suggested

that leaders should develop strategies that include competitive pay, recognition, rewards, and advancement to create an organizational culture that fosters creativity and innovation. Leaders have the ability to achieve strategies that reduce turnover intentions (Herzberg, 1959; Maslow, 1943).

Advancement

The lack of advancement opportunities for nurse professionals has contributed to turnover. A stimulus for voluntary employee turnover in organizations includes hiring practices and employee advancement (Koistinen & Jarvinen, 2016; Zopiatis et al., 2014). P1, P2, P3, P4, and P5 agreed that each employee receives a complete employee training program with the expectation and skills required to perform their job functions.

According to Maslow's theory, needs for self-actualization apply to the roles of organizational culture and human resource management in improving employees' performance for advancement. Herzberg's motivation-hygiene theory includes advancement and job satisfaction, which are considered factors for satisfaction.

P1 and P3 said that providing nurse professionals with the opportunity to advance and grow within the organization influenced their job satisfaction. P2, P4, P5 mentioned the importance of the opportunity for advancement in the organization. P1 and P3 noted career advancement opportunities help keep the employee in the organization. P2 and P5 suggested only a few employees stay in the organization if they are unable to receive advancement. A review of the employee handbooks validated these remarks by both participants. P2 indicated workshops or other tools to help employees increase their knowledge of the job description. Providing workshops helps employees decide what

they want from their careers. Workshops provide employees with suitable job challenges that will expand their knowledge in their field.

The participants noted the organization offers workshops and continued education training for all employees. P2 said, "Sitting down monthly with my employees helps the employees with any opportunities to set goals for job advancement in the organization." P3 and P4 said, "There are times when there is no money in the budget. Therefore there are no offers for any advancement in the section." P1, P2, P3, P4, and P5 noted advancement might not include a pay raise in the organization. P2 and P3 indicated advancement does not always come with a promotion. P1, P2, P3, P4, and P5 suggested that if the organization does not foster a culture of innovation and creativity, some nurse professionals might leave. According to Herzberg (1974) and Maslow (1954), people have problems consistently articulating what they want from a job. Therefore, employers have ignored what individuals say that they want, instead of telling employees what they want, based on what managers believe most people want under the circumstances.

Reward and Recognition

P1, P2, P3, P4, and P5 indicated that a lack of recognition is a significant factor in turnover among nurse professionals (Herzberg, 1974). Documentation and the participants' responses showed reward and recognition as an important strategy used to reduce voluntary employee turnover. P1, P2, P3, and P4 noted that the organization showed appreciation by awarding the employee of the quarter with a parking space. P5 said, "Employees are given surprise awards (incentive) during award ceremonies that are not usually given out to employees." P5 said, "Employees may not receive the

recognition of a person who won the employee of the quarter, but the nurse manager can still recognize an employee.” P1 said, “I am not a party person, but I have a nurse on my staff that is the social person who schedules after work time for team members if they want to come.” P5 said, “After hour events are not mandatory for everyone, but they can come and have fun with other employees who do want to meet after work.” At a minimum, employees expect the organization to provide fair pay, safe working conditions, and fair treatment (Herzberg, 1974). Employees often expect more, depending on the strength of their needs for security, status, involvement, challenge, power, and responsibility (Maslow, 1954).

P2 and P4 mentioned employees view rewards and recognition as incentives that increase motivation and decrease turnover. P1 said, “Public recognition leads to enhanced job satisfaction, motivation, and employee engagement.” P4 said, “There is a positive relationship between reward systems and retaining employees. Employees who stayed, stayed because of the recognition they received from the organization and coworkers.” P5 said, “When working with patients, the reward they receive is seeing the patient leave the hospital better than they were when they came.” Maslow (1954) postulated that people are motivated to satisfy needs and that these requirements are arranged in a hierarchy of importance. According to Maslow, people constantly desire better circumstances; they always want what they do not yet have.

Open Effective Communication

The findings from the interviews indicate that nurse professionals become frustrated with the lack of communication from their supervisors, which leads to employee turnover. Communication concepts were the topic of discussion by all of the participants in the interviews. Zheng, Faubion, Talley, and Lankford (2017) found that Herzberg's motivation factors correlated significantly with Maslow's theory of needs with the exception of sociability, which Herzberg referred to as interpersonal relations, a hygiene factor.

P1 said, "Open effective communication influenced job embeddedness and loyalty." P3 said, "Providing an employee with the opportunity to vent and move on allowed the employee to get back on track." P3, P4, and P5 noted venting helped remove any stress associated with an issue the employee may have had like a mistake they had made. P1 said, "Communication has to be clear to the other employees or managers to understand." P2 said, "Being concise is important but make sure the information communicated was understood." Allen and Shanock (2013) and Chang, Wang, and Huang (2013) posited that improving personal communication between the employees and supervisor would increase employee organizational commitment. Communication increases job satisfaction and effective communication is essential on a daily basis to reduce turnover and increase productivity (Herzberg, 1974; Maslow, 1943)

Allen and Shanock (2013) and Panaccio et al. (2014) added that when employees are directly involved in the decision-making process, the work environment has shown improvement as well as motivational and attitudinal changes. Communication builds

credibility among employees, and leaders who use concise, clear, honest, and consistent communication methods to interact with their followers. P2 said, “Leaders need to take more time to communicate with employees. I come in at night to see my employees I do not see during the day. I stay as long as I can so they know I am there for them. I will even work the floor if I need to come in at night. I am responsible for the employee and patients.” P4 said, “Being transparent is important as a manager in a hospital because we all are registered nurses, and we all do the same job, but I am the one responsible for the workflow and safety of all of my employees and patients.” P1 said, “Honest, open, and respectful communication is necessary to reduce voluntary employee turnover.”

P5 said, “The section I am responsible for has a monthly newsletter that is done by a staff member who volunteered to do the newsletter to keep all of the staff up to date on any news that is found to be important to the organization. It could be something that was said during the day and this gives the night shift staff the same information but in a different form.” P2 said, “The organization uses surveys to gauge the communication in the organization. Because of the various shifts the employees can complete the survey and leave it in the drop box at the front desk.” P5 said, “Useful feedback is also important when you are discussing communication.” Clear open regular communication supports the Herzberg motivation-hygiene theory, while honest and objective feedback and open exchanges by leaders and employees align with the Maslow (1943) hierarchy of needs theory.

Applications to Professional Practice

The results of this study can apply to human resource strategies to reduce turnover rates among nurse professionals. Leaders can implement strategies to reduce voluntary employee turnover if they have a better understanding of why nurse professionals leave. For example, the participants indicated that job satisfaction is a common precursor to high turnover for nurses. Business leaders can offer competitive pay, advancement, and efficient open communication options as a strategy to reduce voluntary employee turnover and retain their most talented employees.

Koistinen and Järvinen (2016) and Kruzich et al. (2014) added that effective open communication caused employees to have a sense of emotional attachment to the organization by giving the perception that the organization cares about employees' well-being, and the employees were less likely to quit. Leaders should use a human resource tool to help reduce voluntary employee turnover (Paillé, 2013; Petrou et al., 2016). Previous studies have indicated that employees will leave if there is a lack of job satisfaction in the organization. Managers should develop strategies to help improve the relationship between the employee and employer (Gialuiss & Coetzer, 2013; Olsen et al., 2013).

Implications for Social Change

The findings contribute to social change by adding knowledge about the overall study of turnover, which could help reduce turnover rates in different industries. Business leaders may gain a better understanding of ways to reduce turnover rates among employees. Turnover affects, employees, employers, individuals, families, communities,

organizations, and the economy. Findings from this study may contribute to business leaders, retail industries, and another manager the understanding about employee turnover and strategies to help reduce the problem of voluntary employee turnover. The implications for positive social change include the potential for leaders to apply strategies useful for reducing employee turnover. By developing strategies to reduce employee turnover leaders might help keep families together, workers employed, reduce unemployment, stabilize communities, help increase the economy, and improve the human and social conditions outside of the workplace.

Recommendations for Action

The purpose of this study was to identify strategies that nurse managers use in their organization to reduce voluntary employee turnover. Study participants identified the importance of offering competitive wages, providing growth opportunities, maintaining open communication and understanding the needs of the employees to reduce voluntary employee turnover. Based on the results of this study, implementing appropriate voluntary employee turnover strategies are important if managers want to reduce voluntary employee turnover. After exploring the strategies used by nurse managers to reduce voluntary employee turnover, I have four specific recommendations for action. First, nurse managers should choose strategies for reducing voluntary employee turnover and use the strategies to improve the organization's commitment to their workers. Nurse managers must utilize these strategies to reduce employee turnover and increase the expert knowledge in an organization to earn competitive advantages in the nursing industry. Second, nurse managers should share their voluntary employee

turnover strategies with other managers within the organization to help keep employees. Third, nurse managers should use this study as a tool to implement identified voluntary employee turnover strategies before employee turnover becomes disruptive to their organization. Also, nurse managers should consider optional job alignment choices for employees that result in reduced employee turnover, such as a positive work environment and ways to motivate and enhance the employees' capabilities in the organization. Findings of the study are relevant to all leaders within various industries because the consistent use of identified strategies could reduce voluntary employee turnover, which disrupts productivity in organizations. Findings of the study can be disseminated at professional conferences, leadership conferences, and training for various organizations to provide strategies to reduce voluntary employee turnover.

Recommendations for Further Research

The purpose of this qualitative multiple case study was to explore strategies nurse managers use to reduce voluntary employee turnover. The results of this study highlighted the strategies a hospital in San Antonio, Texas used to reduce voluntary employee turnover. This study could be replicated for different geographic areas to extend the knowledge in this industry. An opportunity may exist to conduct similar studies regarding the effectiveness of voluntary employee turnover strategies when implemented consistently in business. A follow-up study would entail identifying employees who have been retained for a specified amount of time and asking them specific questions about why they remain in their current role in the organization.

Researchers should conduct further studies to address the two limitations of this study, bias and sample size. Despite following all procedures to manage any prejudice and not allowing my thoughts and practices to confirm the analysis and conclusions, bias may be present because I have experience as a nurse manager. Second, I collected the data from five participants, so future researchers should use a larger sample population to gather additional data. Future researchers should expand the geographical location outside San Antonio, Texas. I recommend future researchers use the same sample population but employ a quantitative or mixed method to gather additional data.

Reflections

The opportunity to conduct research exceeded all expectations. The thought that the participating organization may find value in this research added to the reward for completing this study. This journey has been full of challenges and disappointments and has required a significant sacrifice of my time and resources. Every week I was reminded by my classmates to remain focused and believe my purpose of completing my study to become a Doctor of Business Administration. The DBA Doctoral Study process was a challenge. I wanted to become a DBA to help my community.

After I had attended my first residency in Houston, Texas, I was able to identify a business problem and a problem statement. By completing this study, I realized the importance of reducing employee turnover strategies. During the interview process, I was amazed by the participants' love for their job, employees, and patients. I minimized errors and bias by not having any prejudiced beliefs about the nurse managers. I followed the interview protocol while conducting this research (see Appendix C). After completing

the study, my level of information and understanding improved as my research expanded. I expanded my experiences, and now the findings of this study have added to my knowledge of strategies. I can use these strategies in my current and future profession.

Conclusion

Reducing voluntary employee turnover within organizations is critical to upholding profitability, productivity, and sustainability. Voluntary employee turnover plagues many organizations, which can lead to decreased productivity and loss of profits. However, some nurse managers do not utilize effective strategies to reduce voluntary employee turnover. The purpose of this qualitative single case study was to explore the strategies nurse managers used to reduce voluntary employee turnover and answer the following research question, what strategies do nurse managers use to reduce registered nurse voluntary turnover?

Nurse managers from a hospital in San Antonio, Texas participated in semistructured interviews, and a review of the companies' employee handbooks augmented the data. Study participants were nurse managers who responded to 8 open-ended interview questions as well as additional follow-up questions when necessary. Their verbal and nonverbal expressions revealed an interest in the topic. The study's findings supported Herzberg's motivator-hygiene theory with five motivators that were identical or very similar in nature to Herzberg's motivators. The five themes that were identified as voluntary employee turnover strategies were: (a) job satisfaction, (b) employee compensation, (c) advancement, (d) reward and recognition, and (e) open effective communication. Determining the scope of talent management practices within

an organization may ensure that retaining the right person for a position can maximize outputs and save time, and can cut costs. The findings indicated nurse managers who use voluntary employee turnover strategies succeed in reducing voluntary employee turnover.

References

- Alaimo, K., Beavers, A. W., Crawford, C., Snyder, E. H., & Litt, J. S. (2016). Amplifying health through community gardens: A framework for advancing multicomponent, behaviorally based neighborhood interventions. *Current Environmental Health Reports*, 3, 302-312. doi:10.1007/s40572-016-0105-0
- Allen, D. G., & Shanock, L. (2013). Perceived organizational support and embeddedness as key mechanisms connecting socialization tactics to commitment and turnover among new employees. *Journal of Organizational Behavior*, 34, 350-369. doi:10.1002/job.1805
- Allen, M. (2015). *Strategic communication for sustainable organizations: Theory and Practice*. New York City, NY: Springer.
- AlMaian, R. Y., Needy, K. L., Walsh, K. D., & Alves, T. D. C. (2015). A qualitative data analysis for supplier quality-management practices for engineer-procure-construct projects. *Journal of Construction Engineering and Management*, 142(2), 04015061.
- Ando, H., Cousins, R., & Young, C. (2014). Achieving saturation in thematic analysis: Development and refinement of a codebook. *Comprehensive Psychology*, 3(4), 1-7. doi:10.2466/03.CP.3.4
- Anney, V. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emergency Trends in Educational Research and Policy Studies*, 5, 272-281. Retrieved from <http://jeteraps.scholarlinkresearch.com>

- Bai, X., & Chang, J. (2015). Corporate social responsibility and firm performance: The mediating role of marketing competence and the moderating role of market environment. *Asia Pacific Journal of Management*, *32*, 505-530.
doi:10.1007/s10490-015-9409-0
- Banerjee, A., Duflo, E., Glennerster, R., & Kinnan, C. (2015). The miracle of microfinance? Evidence from a randomized evaluation. *American Economic Journal: Applied Economics*, *7*, 22-53. doi:10.1257/app.20130533
- Baumeister, R. F. (2016). Toward a general theory of motivation: Problems, challenges, opportunities, and the big picture. *Motivation and Emotion*, *40*, 1-10.
doi:10.1007/s11031-015-9521-y
- Baysal, O., Holmes, R., & Godfrey, M. W. (2013). Developer dashboards: The need for qualitative analytics. *IEEE Software*, *30*, 46-52. doi:10.1109/MS.2013.66
- Beauchamp, T. L. (2008). The Belmont Report. *Oxford Textbook of Clinical Research Ethics*, 21-28. doi:10.1001/jama.300.12.1466-b
- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, *15*, 219-234.
doi:10.1177/1468794112468475
- Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N. V. (2013). Digital business strategy: Toward the next generation of insights. *MIS Quarterly*, *37*, 471-482. doi:10.2139/ssrn.2510111

- 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:1049732316654870.
- Boix, C., & Svulik, M. W. (2013). The foundations of limited authoritarian government: Institutions, commitment, and power-sharing in dictatorships. *The Journal of Politics, 75*, 300-316. doi:10.1017/s0022381613000029
- Borkowski, N. (2015). *Organizational behavior in health care*. Burlington, MA: Jones & Bartlett Publishers.
- Borron, A. S. (2013). Picturing the underserved audience: Photovoice as method in applied communication research. *Journal of Applied Communications, 97*, 6-19. doi:10.1080/00909882.2016.1192292
- Bouncken, R. B., Gast, J., Kraus, S., & Bogers, M. (2015). Competition: A systematic review, synthesis, and future research directions. *Review of Managerial Science, 9*, 577-601. doi:10.1007/s11846-015-0168-6
- Boxall, P., Hutchison, A., & Wassenaar, B. (2015). How do high-involvement work processes influence employee outcomes? An examination of the mediating roles of skill utilization and intrinsic motivation. *International Journal of Human Resource Management, 26*, 1737-1752. doi:10.1080/09585192.2014.962070
- Boyas, J. F., Wind, L. H., & Ruiz, E. (2015). Exploring patterns of employee psychosocial outcomes among child welfare workers. *Children and Youth Services Review, 52*, 174-183. doi:10.1016/j.childyouth.2014.11.002
- Brakewood, B., & Poldrack, R. A. (2013). The ethics of secondary data analysis:

- Considering the application of Belmont principles to the sharing of neuroimaging data. *Neuroimage*, 82, 671-676. doi:10.1016/j.neuroimage.2013.02.040
- Bresman, H., & Zellmer-Bruhn, M. (2013). The structural context of team learning: Effects of organizational and team structure on internal and external learning. *Organization Science*, 24, 1120-1139. doi:10.1287/orsc.1120.0783
- Brown, A. (2013). Quality: Where have we come from and what can we expect? *The TQM Journal*, 25, 585–596. doi:10.1108/TQM-04-2013-0045
- Brown, D. A., Lamb, M. E., Lewis, C., Pipe, M. E., Orbach, Y., & Wolfman, M. (2013). The NICHD investigative interview protocol: An analog study. *Journal of Experimental Psychology: Applied*, 19, 367. doi:10.1037/a0035143
- Brown, P., Fraser, K., Wong, C. A., Muise, M., & Cummings, G. (2013). Factors influencing intentions to stay and retention of nurse managers: A systematic review. *Journal of Nursing Management*, 21, 459-472. doi:10.1111/j.1365-2834.2012.01352.x
- Brueton, V. C., Stevenson, F., Vale, C. L., Stenning, S. P., Tierney, J. F., Harding, S., & Rait, G. (2014). Use of strategies to improve retention in primary care randomized trials: A qualitative study with in-depth interviews. *BMJ Open*, 4. doi:10.1136/bmjopen-2013-003835
- Brunetto, Y., Xerri, M., Shriberg, A., Farr-Wharton, R., Shacklock, K., Newman, S., & Dienger, J. (2013). The impact of workplace relationships on engagement, well-being, commitment and turnover for nurses in Australia and the USA. *Journal of Advanced Nursing*, 69(12), 2786-2799. doi:org/10.1111/jan.12165

- Bryman, A., & Bell, E. (2015). *Business research methods*. Oxford, UK: Oxford University Press, USA.
- Call, M. L., Nyberg, A. J., Ployhart, R. E., & Weekley, J. (2015). The dynamic nature of collective turnover and unit performance: The impact of time, quality, and replacements. *Academy of Management Journal*, *58*, 1208-1232.
doi:10.5465/amj.2013.0669
- Campbell, J. W., Im, T., & Jisu, J. (2014). Internal efficiency and turnover intention: Evidence from local government in South Korea. *Public Personnel Management*, *43*, 259-282. doi:10.1177/0091026014524540
- Cassano, F., Jõeveer, K., & Svejnar, J. (2013). Cash flow vs. collateral-based credit cash flow vs. collateral-based credit: Performance of micro, small and medium-sized firms in transition economies. *Economics of Transition*, *21*, 269-300.
doi:10.1111/ecot.12016
- Casteleyn, L., Dumez, B., Van Damme, K., & Anwar, W. A. (2013). Ethics and data protection in human biomarker studies in environmental health. *International Journal of Hygiene and Environmental Health*, *216*(5), 599-605.
doi:10.1016/j.ijheh.2013.03.016
- Chang, W. J. A., Wang, Y. S., & Huang, T. C. (2013). Work design–related antecedents of turnover intention: A multilevel approach. *Human Resource Management*, *52*, 1-26. doi:10.1002/hrm.21515
- Chau, J. P., Lo, S. H., Choi, K. C., Chan, E. L., McHugh, M. D., Tong, D. W., & Lee, D. T. (2015). A longitudinal examination of the association between nurse staffing

levels, the practice environment and nurse-sensitive patient outcomes in hospitals.

BMC Health Services Research, 15, 1. doi:10.1186/s12913-015-1198-0

Chiniara, M., & Bentein, K. (2016). Linking servant leadership to individual performance: Differentiating the mediating role of autonomy, competence and relatedness need satisfaction. *The Leadership Quarterly*, 27, 124-141.

doi:10.1016/j.leaqua.2015.08.004

Choi, J., & Boyle, D. K. (2014). Differences in nursing practice environment among US acute care unit types: A descriptive study. *International Journal of Nursing Studies*, 51(11), 1441-1449. doi:10.1016/j.ijnurstu.2014.03.001

doi:10.1016/j.ijnurstu.2014.03.001

Cho, J. & Trent, A. (2011). Validity in qualitative research revisited. *Qualitative Research*, 6, 319-340. doi:10.1177/1468794106065006

doi:10.1177/1468794106065006

Christine, D., Devie, W., & Tarigan, J. (2015). The impact of employee satisfaction on profitability in fashion retail business in Indonesia. *World Applied Sciences Journal*, 33(9), 1533-1538. doi:10.5829/idosi.wasj.2015.33.09.129

doi:10.5829/idosi.wasj.2015.33.09.129

Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling in qualitative research: Does size matter? *Journal of Advanced Nursing*, 70, 473-475.

doi:10.1111/jan.12163 Cohen, G., Blake, R. S., & Goodman, D. (2016). Does turnover intention matter? Evaluating the usefulness of turnover intention rate as a predictor of actual turnover rate. *Review of Public Personnel Administration*, 36(3), 240-263.

doi:10.1177/0734371x15581850

Cohen, G., Blake, R. S., & Goodman, D. (2015). Does turnover intention matter?

Evaluating the usefulness of turnover intention rate as a predictor of actual turnover rate. *Review of Public Personnel Administration*. 32, 4-23.

doi:10.1177/0734371x15581850

Comi, A., Bischof, N., & Eppler, M. J. (2014). Beyond projection: Using collaborative visualization to conduct qualitative interviews. *Qualitative Research in Organizations and Management: An International Journal*, 9, 110–133.

doi:10.1108/QROM-05-2012-1074

Coward, C. (2014). Private then shared? *Communications of the ACM*, 57, 29-30.

doi:10.1145/2633033

Cronin, C. (2014). Using case study research as a rigorous form of inquiry. *Nurse Researcher*, 21, 19-27. doi:10.7748/nr.21.5.19.e1240

Daskin, M., Arasli, H., & Kasim, A. (2015). The impact of management commitment to service quality, intrinsic motivation, and nepotism on front-line employees' effective work outcomes. *International Journal of Management Practice*, 8, 269-295. doi:10.1504/ijmp.2015.073492

Davenport, M., Castle, R., Brady, M., Smith, P., & Keen, M. (2015). Choosing the right field of nursing. *Getting into Nursing*, 45, 20-24.

doi:10.1097/01.nurse.0000469245.89222.6e

Davidson, D. (2013). *On the very idea of a conceptual scheme*. *The American philosophical association centennial series*, 209-222. Oxford, UK: Oxford University Press

DeGeest, D. S., Follmer, E. H., & Lanivich, S. E. (2016). Timing matters when high-

- performance work practices enable new venture growth and productivity. *Journal of Management*, 20, 1-26. doi:10.1177/0149206316652481
- De Massis, A., & Kotlar, J. (2014). The case study method in family business research: Guidelines for qualitative scholarship. *Journal of Family Business Strategy*, 5, 15-29. doi:10.1016/j.jfbs.2014.01.007
- Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2015). *Managing human behavior in public and nonprofit organizations*. Thousand Oaks, CA: Sage Publications.
- Diestel, S., Wegge, J. & Schmidt, K. (2014). The impact of social context on the relationship between individual job satisfaction and absenteeism: The roles of different foci of job satisfaction and work-unit absenteeism: Absenteeism. *Academy Of Management Journal*, 57, 353-382. doi:10.5465/amj.2010.1087
- Dixon, G., Mercado, A., & Knowles, B. (2013). Followers and generations in the workplace. *Engineering Management Journal*, 25, 62-72. doi:10.1080/10429247.2013.11431996
- Doyle, B. M. (2015). *The politics of hospital provision in early twentieth-century Britain*. Abingdon-on-Thames, UK: Routledge.
- Eckardt, R., Skaggs, B. C., & Youndt, M. (2014). Turnover and knowledge loss: An examination of the differential impact of production manager and worker turnover in service and manufacturing firms. *Journal of Management Studies*, 51, 1025-1057. doi:10.1111/joms.12096
- Ellingson, J. E., Tews, M. J., & Dachner, A. M. (2016). Constituent attachment and voluntary turnover in low-wage/low-skill service work. *Journal of Applied*

Psychology, 101, 129. doi:10.1037/apl0000028

Evans III, J., Shuqing, L., & Nagarajan, N. J. (2014). CEO turnover, financial distress, and contractual innovations. *Accounting Review*, 89, 959-990. doi:10.2308/accr-506882014

Fabi, B., Lacoursière, R., & Raymond, L. (2015). Impact of high-performance work systems on job satisfaction, organizational commitment, and intention to quit in Canadian organizations. *International Journal of Manpower*, 36, 772-790. doi:10.1108/ijm-01-2014-0005

Farago, B., Zide, J. S., & Shahani-Denning, C. (2013). Selection interviews: Role of interviewer warmth, interview structure, and interview outcome in applicants perception of organizations. *Consulting Psychology Journal: Practice & Research*, 65, 224-239. doi:10.1037/a0034300

Fiske, S. T., & Hauser, R. M. (2014). Protecting human research participants in the age of big data. *Proceedings of the National Academy of Sciences*, 111(38), 13675-13676. doi:10.1073/pnas.1414626111

Flood, J., Minkler, M., Lavery, S. H., Estrada, J., & Falbe, J. (2015). The collective impact model and its potential for health promotion overview and a case study of a healthy retail initiative in San Francisco. *Health Education & Behavior*, 42, 654-687. doi:1090198115577372.

Fu, W. (2014). The impact of emotional intelligence, organizational commitment, and job satisfaction on ethical behavior of Chinese employees. *Journal of Business Ethics*, 122, 137-144. doi:10.1007/s10551-013-1763-6

- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408. Retrieved from <http://nsuworks.nova.edu/tqr>
- Gabriel, Y. (2015). Reflexivity and beyond—a plea for imagination in qualitative research methodology. *Qualitative Research in Organizations and Management: An International Journal*, 10(4), 332-336. doi:10.1108/qrom-07-2015-1305
- Gandomani, T. J., Zulzalil, H., Ghani, A. A. A., Sultan, A. B. M., & Parizi, R. M. (2015). The impact of inadequate and dysfunctional training on Agile transformation process: A grounded theory study. *Information and Software Technology*, 57, 295-309. doi:10.1016/j.infsof.2014.05.011
- Ghosh, P., Satyawadi, R., Prasad Joshi, J., & Shadman, M. (2013). Who stays with you? Factors predicting employees' intention to stay. *International Journal of Organizational Analysis*, 21, 288-312. doi:10.1108/ijoa-sep-2011-0511
- Gialuisi, O., & Coetzer, A. (2013). An exploratory investigation into voluntary employee turnover and retention in nurse managers. *Small Enterprise Research*, 20, 55-68. doi:10.5172/ser.2013.20.1.55
- Grote, G., & Guest, D. (2016). The case for reinvigorating quality of working life research. *Human Relations*, 1, 1-14. doi:10.1177/0018726716654746
- Guiso, L., Sapienza, P., & Zingales, L. (2015). The value of corporate culture. *Journal of Financial Economics*, 117, 60-76. doi:10.1016/j.jfineco.2014.05.010
- Gumussoy, C. A. (2016). The effect of the five-factor model of personality traits on turnover intention among information technology (IT) professionals. *AJIT-e*, 7, 7-

15. doi:10.5824/1309-1581.2016.1.001.x

- Halabí, C. E., & Lussier, R. N. (2014). A model for predicting small firm performance: Increasing the probability of entrepreneurial success in Chile. *Journal of Nurse Managers and Enterprise Development*, 21, 4–25. doi:10.1108/JSBED-10-2013-0141
- Halvorsen, B., Treuren, G. J., & Kulik, C. T. (2015). Job embeddedness among migrants: Fit and links without sacrifice. *International Journal of Human Resource Management*, 26, 1298-1317. doi:10.1108/ijm-12-2015-0213
- Hancock, J. I., Allen, D. G., Bosco, F. A., McDaniel, K. R., & Pierce, C. A. (2013). Meta-analytic review of employee turnover as a predictor of firm performance. *Journal of Management*, 39(3), 573-603. doi:10.1177/0149206311424943
- Harland, T. (2014). Learning about case study methodology to research higher education. *Higher Education Research & Development*, 33, 1113-1122. doi:10.1080/07294360.2014.911253
- Harris, E. G., Brown, T. J., Mowen, J. C., & Artis, A. (2014). Exploring the role of productivity propensity in frontline employee performance: its relationship with customer orientation and important outcomes. *Psychology & Marketing*, 31, 171-183. doi:10.1002/mar.20685
- Hayward, D., Bungay, V., Wolff, A. C., & MacDonald, V. (2016). A qualitative study of experienced nurses' voluntary turnover: Learning from their perspectives. *Journal of Clinical Nursing*, 25, 1336-1345. doi:10.1111/jocn.13210
- Heinrich, L. J., & Riedl, R. (2013). Understanding the dominance and advocacy of the

- design-oriented research approach in the business informatics community: A history-based examination. *Journal of Information Technology*, 28, 34-49.
doi:10.1057/jit.2013.1
- Hennes, K. M., Leone, A. J., & Miller, B. P. (2014). Determinants and market consequences of auditor dismissals after accounting restatements. *Accounting Review*, 89, 1051-1082. doi:10.2308/accr-50680
- Herzberg, F. (1974). Motivation-hygiene profiles: Pinpointing what ails the organization. *Organizational Dynamics*, 3, 18-29. doi:10.1016/0090-2616(74)90007-2
- Herzberg, F. (1987). One more time: How do you motivate employees? *Harvard Business Review*, 65, 109-120. Retrieved from <http://www.hbr.org>
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New Brunswick, NJ: Transaction.
- Herron, M. C., & Quinn, K. M. (2014). A careful look at modern case selection methods. *Sociological Methods & Research*, 45, 458-492. doi:10.1177/0049124114547053
- Hess, K. P. (2013). Investigation of nonverbal discrimination against women in simulated initial job interviews. *Journal of Applied Social Psychology*, 43, 544-555.
doi:10.1111/j.1559-1816.2013.01034.x
- Holtom, B. C., & Burch, T. C. (2016). A model of turnover-based disruption in customer services. *Human Resource Management Review*, 26, 25-36.
doi:10.1016/j.hrmr.2015.09.004
- Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigor in qualitative case-study research. *Nurse Researcher*, 20, 12-17. doi:10.7748/nr2013.03.20.4.12.e326

- Jaekwon, K., SeungUk, H., & Smith-Walter, A. (2013). Family-friendly work practices and job satisfaction and organizational performance: Moderating effects of managerial support and performance-oriented management. *Public Personnel Management, 42*, 545-565. doi:10.1177/0091026013505503
- Joslin, R., & Müller, R. (2016). Identifying interesting project phenomena using philosophical and methodological triangulation. *International Journal of Project Management, 34*, 1043-1056. doi:10.1016/j.ijproman.2016.05.005
- Kapoulas, A., & Mitic, M. (2012). Understanding challenges of qualitative research: Rhetorical issues and reality traps. *Qualitative Market Research: An International Journal, 15*, 354–368. doi:10.1108/13522751211257051
- Katsikea, E., Theodosiou, M., & Morgan, R. E. (2015). Why people quit: Explaining employee turnover intentions among export sales managers. *International Business Review, 24*, 367-379. doi:10.1016/j.ibusrev.2014.08.009
- Katz, J. (2015). A theory of qualitative methodology: The social system of analytic fieldwork. *Méthod (e): African Review of Social Sciences Methodology, 1*, 131-146. doi:10.1080/23754745.2015.1017282
- Kehoe, R. R., & Wright, P. M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. *Journal of Management, 39*, 366-391. doi:10.1177/0149206310365901
- Khalib, L. H., Kassim, N. A., Ghazali, F. I., Jaafar, N., & Idris, A. (2015). Organizational learning capabilities (OLC) toward job satisfaction among librarians: A conceptual framework. *Academic Research International, 6*, 169.

doi:10.6007/IJARBSS/v6-i7/2224

- Kim, N. (2014). Employee turnover intention among newcomers in the travel industry. *International Journal of Tourism Research*, 16, 56-64. doi:10.1002/jtr.1898
- Kim, H., Deatrck, J. A., & Ulrich, C. M. (2016). An ethical framework for surrogates' end-of-life planning experiences a qualitative systematic review. *Nursing Ethics*, 23(4), 722-730. doi:0969733016638145.
- Kim, S. Y., & Fernandez, S. (2015). Employee empowerment and turnover intention in the U.S. federal bureaucracy. *The American Review of Public Administration*, 4, 125-135. doi:0275074015583712.
- Ko, Y. J., Rhee, Y. C., Walker, M., & Lee, J. H. (2014). What motivates donors to athletic programs a new model of donor behavior. *Nonprofit and Voluntary Sector Quarterly*, 43, 523-546. doi:10.1177/0899764012472065
- Koistinen, K., & Järvinen, R. (2016). Comparing perceived insecurity among customers and retail staff during service encounters. *Journal of Retailing and Consumer Services*, 31, 80-92. doi:10.1016/j.jretconser.2016.03.014
- Korschun, D. (2015). Boundary-spanning employees and relationships with external stakeholders: A social identity approach. *Academy of Management Review*, 40, 611-629. doi:10.5465/amr.2012.0398
- Kortmann, S. (2015). The mediating role of strategic orientations on the relationship between ambidexterity-oriented decisions and innovative ambidexterity. *Journal of Product Innovation Management*, 32(5), 666-684. doi:10.1111/jpim.12151
- Kossek, E. E., Thompson, R. J., & Lautsch, B. A. (2015). Balanced workplace flexibility.

California Management Review, 57, 5-25. doi:10.1525/cm.2015.57.4.5

Kovner, C. T., Brewer, C. S., Fatehi, F., & Jun, J. (2014). What does nurse turnover rate mean and what is the rate? *Policy, Politics, & Nursing Practice*, 15, 64-71.

doi:10.1177/1527154414547953

Kozan, M., & Akdeniz, L. (2014). The role of strong versus weak networks in nurse managers' growth in an emerging economy. *Administrative Sciences*, 4, 35-50.

doi:10.3390/admsci4010035

Kruzich, J. M., Mienko, J. A., & Courtney, M. E. (2014). Individual and workgroup influences on turnover intention among public child welfare workers: The effects of work group psychological safety. *Children and Youth Services Review*, 42, 20-

27. doi:10.1016/j.chilyouth.2014.03.005

Kuranchie-Mensah, E. B., & Amponsah-Tawiah, K. (2016). Employee motivation and work performance: A comparative study of mining companies in Ghana. *Journal of Industrial Engineering and Management*, 9, 255-309. doi:10.3926/jiem.1530

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, 129-150. doi:10.1002/job.1804

Lai, J., Lui, S. S., & Tsang, E. W. (2016). Intrafirm knowledge transfer and innovative employee behavior: The role of total and balanced knowledge flows. *Journal of Product Innovation Management*, 33, 90-103. doi:10.1111/jpim.12262

Lartey, S., Cummings, G., & Profetto-McGrath, J. (2014). Interventions that promote retention of experienced registered nurses in health care settings: A systematic

review. *Journal of Nursing Management*, 22, 1027-1041.

doi:10.1111/jonm.12105

Lavoie-Tremblay, M., O'Connor, P., Lavigne, G. L., Briand, A., Biron, A., Baillargeon, S., & Cyr, G. (2015). Effective strategies to spread redesigning care processes among healthcare teams. *Journal of Nursing Scholarship*, 47, 328-337.

doi:10.1111/jnu.12141

Lee, A., O'Donnell, A. M., & Rogat, T. K. (2015). Exploration of the cognitive regulatory sub-processes employed by groups characterized by socially shared and other regulation in a CSCL context. *Computers in Human Behavior*, 52, 617-627. doi:10.1016/j.chb.2014.11.072

Lewis, S. (2015). Qualitative inquiry and research design: Choosing among five approaches. *Health Promotion Practice*, 16, 473-475. doi:1524839915580941.

Li, A., Bagger, J., & Cropanzano, R. (2016). *The impact of stereotypes and supervisor perceptions of employee work-family conflict on job performance ratings*. Thousand Oaks, CA: Sage.

Liedtka, J. (2015). Perspective: Linking design thinking with innovation outcomes through cognitive bias reduction. *Journal of Product Innovation Management*, 32, 925-938. doi:10.1111/jpim.12163

Liu, Y., Rodcumdee, B., Jiang, P., & Sha, L. Y. (2015). Nursing education in the United States, Thailand, and China: Literature review. *Journal of Nursing Education and Practice*, 5, 100-112. doi:10.5430/jnep.v5n7p100

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2013). *Proposals that work: A guide*

for planning dissertations and grant proposals. Thousand Oaks, CA: Sage Publications.

- Lu, A. C. C., & Gursoy, D. (2016). The impact of job burnout on satisfaction and turnover intention do generational differences matter? *Journal of Hospitality & Tourism Research*, *40*, 210-235. doi:10.1177/1096348013495696
- Lussier, R. N., & Corman, J. (2015). A business success versus failure prediction model for entrepreneurs with 0-10 employees. *Journal of Small Business Strategy*, *7*, 21-36. doi:10.5296/ber.v4i2.5997
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, *35*, 139-157. doi:10.1002/job.1913
- Mallawarachchi, A. P., Herath, O., & Fernando, N. (2014). Conflict resolution, reporting and its implication on the recipient's mentality: A case study of reporting conflicts through printed media. *Journal of Global Communication*, *7*, 135-139. doi:10.5958/0976-2442.2014.00006.8
- Mankoff, J., Rode, J. A., & Faste, H. (2013, April). Looking past yesterday's tomorrow: Using futures studies methods to extend the research horizon. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*. New York, NY: ACM.
- Marion, T. J., Eddleston, K. A., Friar, J. H., & Deeds, D. (2015). The evolution of inter-organizational relationships in emerging ventures: An ethnographic study within the new product development process. *Journal of Business Venturing*, *30*, 167-

184. doi:10.1016/j.jbusvent.2014.07.003

- Marks, P. E., Babcock, B., Cillessen, A. H., & Crick, N. R. (2013). The effects of participation rate on the internal reliability of peer nomination measures. *Social Development, 22*, 609-622. doi:10.1111/j.1467-9507.2012.00661.x
- 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*, 11-22. doi:10.1080/08874417.2013.11645667
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Thousand Oaks, CA: Sage Publications.
- Maskara, A. (2014). *A process framework for managing the quality of service in private cloud* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3636194)
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*, 370. doi.org/10.1037/h0054346
- Mayoh, J., & Onwuegbuzie, A. J. (2013). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research, 9*, 91-107. doi:1558689813505358.
- McMahon, J., & McGannon, K. R. (2016). Whose stories matter? Revising, reflecting and re-discovering a researcher's embodied experience as a narrative inquirer. *Sport, Education, and Society, 21*, 96-113. doi:10.1080/13573322.2015.1076779
- McPhail, R., Patiar, A., Herington, C., Creed, P., & Davidson, M. (2015). Development and initial validation of a hospitality employees' job satisfaction index: Evidence

- from Australia. *International Journal of Contemporary Hospitality Management*, 27, 1814-1838. doi:10.1108/ijchm-03-2014-0132
- Meadows, L., & Vollman, A. R. (2016). *Evaluating qualitative health research from inside and outside. Handbook of qualitative health research for evidence-based practice* (pp. 93-105). New York City, NY: Springer.
- Meer, J., & West, J. (2015). Effects of the minimum wage on employment dynamics. *Journal of Human Resources*, 51, 500-522. doi:10.3368/jhr.51.2.0414-6298r1
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. Hoboken, NJ: John Wiley & Sons.
- Meuris, J., & Leana, C. R. (2015). The high cost of low wages: Economic scarcity effects in organizations. *Research in Organizational Behavior*, 35, 143-158. doi:10.1016/j.riob.2015.07.001
- Miller, A., Moon, B., Anders, S., Walden, R., Brown, S., & Montella, D. (2015). Integrating computerized clinical decision support systems into clinical work: A meta-synthesis of qualitative research. *International Journal of Medical Informatics*, 84, 1009-1018. doi:10.1016/j.ijmedinf.2015.09.005
- Mijnarends, D. M., Meijers, J. M., Halfens, R. J., ter Borg, S., Luiking, Y. C., Verlaan, S., & Schols, J. M. (2013). Validity and reliability of tools to measure muscle mass, strength, and physical performance in community-dwelling older people: A systematic review. *Journal of the American Medical Directors Association*, 14, 170-178. doi:10.1016/j.jamda.2012.10.009
- Misra, P., Jain, S., & Sood, A. (2013). Compensation: impact of rewards and

organizational justice on turnover intentions and the role of motivation and job satisfaction: A study of retail store operations in NCR. *International Journal of Human Resources Development and Management*, 13, 136-152.

doi:10.1504/ijhrdm.2013.055414

Miettinen, T. (2015). Husserl's phenomenology of poiesis: Philosophy as production.

Journal of Speculative Philosophy, 29, 356-365. doi:10.5325/jspecphil.29.3.0356

Maise, M. (2015). An exploration of the personal experiences and effects of counselors' crying in session. *The Professional Counselor*, 5, 28-38.

doi:10.15241/mm.5.1.28

Mikesell, L., Bromley, E., & Khodyakov, D. (2013). Ethical community-engaged

research: A literature review. *American Journal of Public Health*, 103, 7-14.

doi:10.2105/AJPH.2012.301605

Milne, B. (2014). Using photovoice to enrich appreciative inquiry interviews in action

research projects. *AI Practitioner*, 16, 59-63. doi:10.12781/978-1-907549-

20002Dz 5-9

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative

inquiry. *Qualitative Health Research*, 25, 1212-1222.

doi:10.1177/1049732315588501

National Commission for the Protection of Human Subjects of Biomedical and

Behavioral Research. (1979). *The Belmont Report: Ethical principles and*

guidelines for the protection of human subjects of research. Washington, DC:

Department of Health and Human Services. Retrieved from

<http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>

- Nelson, L., Groom, R., & Potrac, P. (2016). *Learning in sports coaching: Theory and application*. Abingdon-on-Thames: UK: Routledge.
- Niemietz, H., & de Kinderen, S. (2013, July). Communication breakdowns in architecture driven transformations: The result of cultural diversity? A theoretical grounding of findings from qualitative interviews. In *2013 IEEE 15th Conference on Business Informatics* (pp. 298-305). Retrieved from <https://www.researchgate.net/publication/260255746>
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing, 18*, 34-35. doi:10.1136/eb-2015-102054
- Nobuo, T. (2014). Future parameter explains job satisfaction and turnover candidates in Japanese companies. *Annals of Business Administrative Science, 13*, 129-140. doi:10.7880/abas.13.129
- Norris, M. (2015). The complexities of ‘otherness’: Reflections on the embodiment of a young white British woman engaged in cross-generation research involving older people in Indonesia. *Aging and Society, 35*, 986-1010. doi:10.1017/s0144686x14001366
- Nowrouzi, B., Giddens, E., Gohar, B., Schoenenberger, S., Bautista, M. C., & Casole, J. (2016). The quality of work life of registered nurses in Canada and the United States: A comprehensive literature review. *International Journal of Occupational and Environmental Health, 22*, 341-358. doi:10.1080/10773525.2016.1241920
- Nyberg, A. J., & Ployhart, R. E. (2013). Context-emergent turnover (CET) theory: A

theory of collective turnover. *Academy Of Management Review*, 38, 109-131.

doi:10.5465/amr.2011.020

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

Olsen, R. B., Orr, L. L., Bell, S. H., & Stuart, E. A. (2013). External validity in policy

evaluations that choose sites purposively. *Journal of Policy Analysis &*

Management, 32, 107-121. doi:10.1002/pam.21660

Overgaard, S. (2015). How to do things with brackets: The epoché explained. *Continental*

Philosophy Review, 48, 179-195. doi:10.1007/s11007-015-9322-8

Ozmen, E. S., Oner, M., Khosrowshahi, F., & Underwood, J. (2013). SME buying

behavior: Literature review and an application agenda. *Marketing Review*, 13,

207-227. doi:10.1362/146934713X13699019904768

Paillé, P. (2013). Organizational citizenship behavior and employee retention: How

important are turnover cognitions? *International Journal of Human Resource*

Management, 24, 768-790. doi:10.1080/09585192.2012.697477

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K.

(2015). Purposeful sampling for qualitative data collection and analysis in the

mixed method implementation research. *Administration and Policy in Mental*

Health and Mental Health Services Research, 42, 533-544.

doi.org/10.1007/s10488-013-0528-y

Palomino, F., & Peyrache, E. (2013). Internal versus external CEO choice and the

- structure of compensation contracts. *Journal of Financial and Quantitative Analysis*, 48, 1301-1331. doi:10.1017/s0022109013000434
- Pan, F. C. (2015). Practical application of importance-performance analysis in determining critical job satisfaction factors of a tourist hotel. *Tourism Management*, 46, 84-91. doi: 10.1016/j.tourman.2014.06.004
- Panaccio, A., Vandenberghe, C., & Ayed, A. K. B. (2014). The role of negative affectivity in the relationships between pay satisfaction, affective and continuance commitment and voluntary turnover: A moderated mediation model. *Human Relations*, 67, 821-848. doi:10.1177/0018726713516377
- Park, T. Y., & Shaw, J. D. (2013). Turnover rates and organizational performance: A meta-analysis. *Journal of Applied Psychology*, 98(2), 268. doi:10.1037/a0030723
- Parnell, J. A. (2013). Uncertainty, generic strategy, strategic clarity, and performance of local SMEs in Peru, Argentina, and the United States. *Journal of Nurse Managers Management*, 51, 215-234. doi:10.1111/jsbm.12010
- Peltokorpi, V., Allen, D. G., & Froese, F. (2015). Organizational embeddedness, turnover intentions, and voluntary turnover: The moderating effects of employee demographic characteristics and value orientations. *Journal of Organizational Behavior*, 36, 292-312. doi:10.1002/job.1981
- Penrose, J. M. (2015). Understanding and using the relationships between business and professional communication and public relations. *Business and Professional Communication Quarterly*, 78, 494-510. doi:10.2329490615593370.
- Petrou, P., Demerouti, E., & Schaufeli, W. B. (2016). Crafting the change the role of

- employee job crafting behaviors for successful organizational change. *Journal of Management*, 39, 5-13. doi:10.1177/0149206315624961
- Phillips, C. B., Dwan, K., Hepworth, J., Pearce, C., & Hall, S. (2014). Using qualitative mixed methods to study small health care organizations while maximizing trustworthiness and authenticity. *BMC Health Services Research*, 14, 559. doi:10.1186/s12913-014-0559-4
- Popa, F., & Guillermin, M. (2015). Reflexive methodological pluralism the case of environmental valuation. *Journal of Mixed Methods Research*, 2, 1-42. doi:10.1177/1558689815610250
- Purl, J., Hall, K. E., & Griffeth, R. W. (2016). A diagnostic methodology for discovering the reasons for employee turnover using shocks and events. *Research Handbook on Employee Turnover*, 34, 213–246. doi:10.4337/9781784711153.00016
- Purpora, C., & Blegen, M. A. (2015). Job satisfaction and horizontal violence in hospital staff registered nurses: The mediating role of peer relationships. *Journal of Clinical Nursing*, 24, 2286-2294. doi:10.1111/jocn.12818
- Rondeau, K. (2015, April). Social capital accumulations and employer of choice status: What is their role in reducing voluntary employee turnover? In *European Conference on Intellectual Capital* (p. 279). *Academic Conferences International Limited*. Retrieved from <https://www.researchgate.net/publication/275523022>
- Rousseau, D. (2015). General systems theory: It is present and potential. *Systems Research and Behavioral Science*, 32, 522-533. doi:10.1002/sres.2354
- Rowley, J. (2012). Conducting research interviews. *Management Research Review*, 35,

260–271. doi:10.1108/01409171211210154

- Rowlinson, M., Hassard, J., & Decker, S. (2014). Research strategies for organizational history: A dialogue between historical theory and organization theory. *Academy of Management Review*, *39*, 250-274. doi:10.5465/amr.2012.0203
- Roy, B. (2015). A study on employee retention factors in the Indian banking industry—An empirical study. *International Journal of Advanced Research in Computer Science and Management Studies*. Retrieved from <http://www.ijarcsms.com>
- Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Research in Psychology*, *11*, 25-41.
doi:10.1080/14780887.2013.801543
- Ryu, S., & Lee, Y. (2013). Examining the role of management in turnover. *Public Performance & Management Review*, *37*, 134-153. doi:10.2753/PMR1530-9576370106
- Rupp, D. E., Wright, P. M., Aryee, S., & Luo, Y. (2015). Organizational justice, behavioral ethics, and corporate social responsibility: Finally the three shall merge. *Management and Organization Review*, *11*, 15-24.
doi:10.1017/mor.2015.8
- Richard, O. C., Kirby, S. L., & Chadwick, K. (2013). The impact of racial and gender diversity in management on financial performance: How participative strategy making features can unleash a diversity advantage. *International Journal of Human Resource Management*, *24*, 2571-2582.
doi:10.1080/09585192.2012.744335

- Saha, S. K. (2014). Social change research the relationship between appreciative inquiry and social construction. *AI Practitioner, 16*, 41-46. doi:10.12781/978-1-907549-20-5-6
- Salleh, R., & Memon, M. A. (2015). A review on the effects of pay satisfaction on employee engagement and turnover: A mediating framework. *International Business Management, 9*, 344-348. doi:10.3923/ibm.2015.344.348
- Salmons, J. (2015). *Qualitative online interviews* (2nd ed.). Thousand Oaks, CA: Sage.
- Sangaran, G., & Garg, A. (2015). Magnetizing & retaining the finest talent in the hospitality sector, an empirical study of determinants of job satisfaction and effects on employee turnover in the hotels of Kuala Lumpur city center. *International Journal of Hospitality and Tourism Systems, 5*, 1-8. doi:10.4172/2167-0269.1000142
- Schaefer, D. R., & Simpkins, S. D. (2014). Using social network analysis to clarify the role of obesity in selection of adolescent friends. *American Journal of Public Health, 104*, 1223-1229. doi:10.2105/AJPH.2013.301768
- Schatten, M. (2014). Smart residential buildings as learning agent organizations in the internet of things. *Business Systems Research, 5*, 34-46. doi:10.2478/bsrj-2014-0003
- Schaupp, L., & Bélanger, F. (2014). The value of social media for small businesses. *Journal of Information Systems, 28*, 187-207. doi:10.2308/isys-50674
- Schultz, D., & Schultz, S. E. (2015). *Psychology and work today*. Abingdon-on-Thames, UK: Routledge.

- Scott, M. E. (2015). *Strategies for retaining employees in the hospitality industry* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3738026)
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York, NY: Teachers College Press.
- Selden, S. C., & Sowa, J. E. (2015). Voluntary turnover in nonprofit human service organizations: The impact of high-performance work practices. *Human Service Organizations: Management, Leadership & Governance*, 39, 182-207.
doi:10.1080/23303131.2015.1031416
- Sharma, S., & Conduit, J. (2016). Cocreation culture in health care organizations. *Journal of Service Research*, 8, 149-161. doi:1094670516666369.
- Shaw, B. T. (2012). *Exploring the factors of an enterprise resource planning system in a local government organization* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3510463)
- Shirokova, G., Berezinets, I., & Shatalov, A. (2014). Organizational change and firm growth in emerging economies. *Journal for East European Management Studies*, 19, 185-212. doi:10.1688/JEEMS-2014-02-shirokova
- Siegel, E. O., Young, H. M., Zysberg, L., & Santillan, V. (2015). Securing and managing nursing home resources: Director of Nursing tactics. *Gerontologist*, 55, 748-759.
doi:10.1093/geront/gnu003
- Siu, A. H., Hung, A., Lam, A. L., & Cheng, A. (2013). Work limitations, workplace concerns, and job satisfaction of persons with chronic disease. *Work*, 45, 107-115.

doi:10.3233/WOR-121550Smith, D. B., & Shields, J. (2013). Factors related to social service workers' job satisfaction: Revisiting Herzberg's motivation to work. *Administration in Social Work, 37*(2), 189-198.

doi:10.1080/03643107.2012.673217

Sorescu, A., & Sorescu, S. M. (2016). Customer satisfaction and long-term stock return. *Journal of Marketing, 80*, 110-115. doi:10.1509/jm.16.0214

Starbuck, C. R. (2015). An investigation of the relationship between follower perceptions of leader openness to experience and follower job satisfaction. *Journal of Organizational Culture, Communication, and Conflict, 19*, 118.

doi:10.1080/10967494.2015.1106993

Stefancyk, A., Hancock, B., & Meadows, M. T. (2013). The nurse manager: Change agent, change coach? *Nursing Administration Quarterly, 37*, 13-17.

doi:10.1097/naq.0b013e31827514f4

Takase, M., Teraoka, S., & Kousuke, Y. (2015). Investigating the adequacy of the competence-turnover intention model: How does nursing competence affect nurses' turnover intention? *Journal of Clinical Nursing, 24*, 805-816.

doi:10.1111/jocn.12711

Thibodeaux, A. K., Labat, M. B., Lee, D. E., & Labat, C. A. (2015). The effects of leadership and high-stakes testing on teacher retention. *Academy of Educational Leadership Journal, 19*, 227. doi:10.1177/1741143214558577

Thomas, K., Wright, S. E., Watson, G., Baker, C., Stafford, V., Wade, C., & Deverill, M. (2015). Extra physiotherapy in critical care (EPICC) trial protocol: A randomized

controlled trial of intensive versus standard physical rehabilitation therapy in the critically ill. *BMJ Open*, 5, 1-12. doi:10.1136/bmjopen-2015-008035

- Thomas, S. J. (2015). *Exploring strategies for retaining information technology professionals: A case study* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3681815)
- Thorne, S. E. (2016). *Interpretive description: Qualitative research for applied practice*. Abington-on-Thames, UK: Routledge.
- Thunder, K., & Berry III, R. Q. (2016). The promise of qualitative meta-synthesis for mathematics education. *Journal of Research in Mathematics Education*, 47, 318-337. doi:10.5951/jresmetheduc.47.4.0318
- Tirelli, A., & Goh, S. C. (2015). The relationship between trust, learning capability, affective organizational commitment and turnover intentions. *International Journal of Human Resources Development and Management*, 15, 54-68. doi:10.1504/ijhrdm.2015.069971
- Tong, C., Tak, W. I. W., & Wong, A. (2015). The impact of knowledge sharing on the relationship between organizational culture and job satisfaction: The perception of information communication and technology (ICT) practitioners in Hong Kong. *International Journal of Human Resource Studies*, 5, 19. doi:10.5296/ijhrs.v5i1.6895
- Tsang, E. W. (2014). Case studies and generalization in information systems research: A critical realist perspective. *Journal of Strategic Information Systems*, 23, 174-186. doi:10.1016/j.jsis.2013.09.002

- Tsang, E. W. (2014). Generalizing from research findings: The merits of case studies. *International Journal of Management Reviews*, *16*, 369-383.
doi:10.1111/ijmr.12024
- Van den Heede, K., Florquin, M., Bruyneel, L., Aiken, L., Diya, L., Lesaffre, E., & Sermeus, W. (2013). Effective strategies for nurse retention in acute hospitals: A mixed method study. *International Journal of Nursing Studies*, *50*(2), 185-194.
doi:10.1016/j.ijnurstu.2011.12.001
- Van Manen, M. (2015). *Researching lived experience: Human science for an action sensitive pedagogy*. Abingdon-on-Thames, UK: Left Coast Press.
- Wang, T., Zhao, B., & Thornhill, S. (2015). Pay dispersion and organizational innovation: The mediation effects of employee participation and voluntary turnover. *Human Relations*, *68*, 1155-1181. doi:10.1177/0018726715575359
- Watty-Benjamin, W., & Udechukwu, L. (2014). The relationship between HRM practices and turnover intentions: A study of government and employee organizational citizenship behavior in the Virgin Islands. *Public Personnel Management*, *43*, 58-82. doi:10.1177/0091026013508546
- Wayne, J. H., Casper, W. J., Matthews, R. A., & Allen, T. D. (2013). Family-supportive organization perceptions and organizational commitment: The mediating role of work-family conflict and enrichment and partner attitudes. *Journal of Applied Psychology*, *98*, 606. doi:10.20885/jsb.vol18.iss2.art1
- Westfall, J., Judd, C. M., & Kenny, D. A. (2015). Replicating studies in which samples of participants respond to samples of stimuli. *Perspectives on Psychological Science*,

10, 390-399. doi:10.1177/1745691614564879

- Williams, S. J., & Adams, C. A. (2013). Moral accounting? Employee disclosures from a stakeholder accountability perspective. *Accounting, Auditing & Accountability Journal*, 26, 449-495. doi:10.1080/02664763.2016.1214242
- Willis, D. G., Sullivan-Bolyai, S., Knafl, K., & Zichi-Cohen, M. (2016). Distinguishing features and similarities between descriptive phenomenological and qualitative description research. *Western Journal of Nursing Research*, 38, 1185-1204. doi:0193945916645499.
- Wister, A. V., & Speechley, M. (2015). Inherent tensions between population aging and health care systems: What might the Canadian health care system look like in twenty years? *Journal of Population Ageing*, 8, 227-243. doi:10.1007/s12062-015-9123-1
- Wu, X. V., Heng, M. A., & Wang, W. (2015). Nursing students' experiences with the use of authentic assessment rubric and case approach in the clinical laboratories. *Nurse Education Today*, 35, 549-555. doi:10.1016/j.nedt.2014.12.009
- Yamamoto, H. (2013). The relationship between employees' perceptions of human resource management and their retention: From the viewpoint of attitudes toward job-specialties. *International Journal of Human Resource Management*, 24, 747-767. doi:10.1080/09585192.2012.697478
- Yin, R. K. (2013). *Validity and generalization in future case study evaluations* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA:

Sage Publications.

Yoon Jik, C., & Poister, T. H. (2014). Managerial practices, trust in leadership, and performance: Case of the Georgia Department of Transportation. *Public*

Personnel Management, 43, 179-196. doi:10.1177/0091026014523136

Zopiatis, A., Constanti, P., & Theocharous, A. L. (2014). Job involvement, commitment, satisfaction and turnover: Evidence from hotel employees in Cyprus. *Tourism*

Management, 41, 129-140. doi:10.1016/j.tourman.2013.09.013

Zheng, L. X., Faubion, C. W., Talley, W. B., & Lankford, G. M. (2017). The climate of job satisfaction: The relationship between extrinsic job factors and satisfaction

among community rehabilitation program professionals. *Journal of*

Rehabilitation, 83(1), 23. Retrieved from <http://www.questia.com>

Zhu, X., Seaver, W., Sawhney, R., Ji, S., Holt, B., Sanil, G. B., & Upreti, G. (2016).

Employee turnover forecasting for human resource management based on time series analysis. *Journal of Applied Statistics*, 3, 1-20.

doi:10.1080/02664763.2016.1214242

Appendix A: Interview Questions

Interview Questions

1. What is the role of a nurse manager in the organization?
2. What is considered voluntary turnover in the organization?
3. What strategies have you applied in the organization to reduce registered nurse voluntary turnover?
4. What strategies do you use that are most effective in reducing registered nurse voluntary turnover?
5. What barriers did you encounter to implementing the strategies to reduce voluntary employee turnover?
6. How did you address the barrier to implementing the strategies to reduce voluntary employee turnover?
7. How have you assessed the efficacy of the strategies to reduce voluntary employee turnover?
8. What further information would you like to add regarding strategies that other nurse managers might use to reduce voluntary employee turnover?

Appendix B: Participants' Reminder

Dear Participants,

Please be informed that this is only a cordial invitation or a friendly reminder about your study research participation. Your participation to share your experiences and insights toward aspects of job or job as a whole can help improve the employees' situation.

Please accept my apology for this reminder if you have already responded to this reminder. Please accept my sincere thanks and gratitude for your insights, time, effort, and support. Thanks again for your continued support in this study, researching for strategies for reducing registered nurse voluntary turnover.

For further information about the research study, please do not hesitate to contact me at 210-296-1431, or email me at quintin.cain@waldenu.edu. You may also contact Dr. Jaime Klein at jaime.klein@waldenu.edu. The university's Research Participant Advocate is also available at 1-612-312-1210 within the USA, or email address irb@waldenu.edu. Thank you for your participation.

Sincerely,

Quintin Cain
Doctor of Business Administration Candidate

Appendix C: Interview Protocol

This interview is aimed at exploring the phenomenon of nurse managers' strategies used to, reduce voluntary employee turnover. Participants in the interview will be nurse managers in the San Antonio, Texas area. Each participant will be asked the same set of questions in the same protocol outlined below:

1. I will introduce myself to participants as a doctoral student at Walden University and give a brief overview of the purpose and time required for the interview.
2. I will then present a copy of the consent form for the participants to read and sign before any interview starting. The participants will be encouraged by the researcher to ask any questions or seek any clarifications they deem necessary.
3. Once the consent form is signed, I will give a copy to the participants.
4. The participants will be reminded that the interview will be audio recorded and the recorder will be started with only the specific date and time, for example, Monday, November 1, 2016, at 10:00 A.M. I will speak as the use of an identification mark for the interview.
5. I will commence the interview by asking the questions and recording answers in the same sequence as noted on the research instrument. The anticipated of completion is thirty to sixty minutes.
6. To conclude, the interview will extend a note of gratitude to the participant, stop the audio recording and conclude the appointment.
7. An appointment will be set at the end of the interview for a member checking follow-up interview.

Introduction, Interview, and Follow-up

- Welcome, and thank you for your participation. My name is Quint Cain. I am a doctoral student at Walden University. This interview is aimed at exploring the phenomenon of nurse managers' strategies to reduce voluntary employee turnover. Each participant will be asked the same set of questions in the same protocol outlined below. Follow-up questions will be invited to probe and obtain in-depth answers. The anticipated time of this interview is thirty to sixty minutes. I would like your permission to tape record this interview, so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or interview, please feel free to let me know.
- At this time, I would like to remind you of your written consent to participate in this study. You and I have both signed and dated each copy, certifying that we agree to continue this interview. You will receive one copy, and I will keep the other under lock and key, separate from your reported responses. Thank you.
- Your participation in this interview is completely voluntary. If you need to stop or take a break, please let me know. You may also withdraw your participation at any time without consequence. Do you have any concerns before we begin? At the end of the interview, we will make an appointment for a follow-up interview for member checking. If there are no other questions, then with your permission we will begin the interview.