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Strategies for Reducing Voluntary Employee Turnover

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2017

Abstract

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MBA, Walden University, 2009

BS, Walden University, 2007

Doctoral Study Submitted in Partial Fulfillment

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Abstract

The high costs associated with turnover and the loss of skilled employees have a significant adverse effect on organizational performance. The loss of one skilled worker can cost 25-500% of an employee's salary with respect to replacement, training, and productivity. The purpose of this descriptive multiple case study was to explore strategies for frontline managers and human resource managers to reduce voluntary employee turnover. The sample consisted of 5 frontline supervisors and 6 human resource leaders with successful experience designing and implementing strategies to reduce voluntary employee turnover in 8 organizations in Orange County, Florida. The conceptual framework for this study was the competing values framework, which researchers have used to explore turnover in different settings. Methodological triangulation occurred from individual interviews, a focus group, and companies' documents. Interview data were analyzed using the modified van Kaam method and the constant comparative method. Analysis resulted in 4 themes (a) knowledge of your workforce, including what motivates your employees; (b) communication, including addressing communication barriers; (c) employee engagement, including leadership development; and (d) performance evaluations, including using a 360-degree feedback system. Social change implications include the potential to help human resource leaders align employee values with the organizational culture, thus increasing job satisfaction and decreasing voluntary employee turnover, which may contribute to lowering unemployment and minimizing the need for social services due to the loss of income.

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Dedication

For my beautiful daughters Ausjoli and Lexi.

"The strength of a woman is not measured by the impact that all her hardships in life have had on her; but the strength of a woman is measured by the extent of her refusal to allow those hardships to dictate her and who she becomes."—C. JoyBell C.

Acknowledgments

I would like to thank my family and friends for all their support and my chair Dr. D for never giving up on me. Most importantly, I would like to thank God for giving me the perseverance I needed to get through this journey.

Table of Contents

List of Figures

Section 1: Foundation of the Study

Costs associated with replacing a skilled employee may reduce an organization's bottom line. However, leaders can control costs through the implementation of human resource (HR) practices addressing employee retention (Slavich, Cappetta, & Giangreco, 2014). The objective of this qualitative multiple case study was to explore strategies used by business leaders to mitigate voluntary employee turnover by interviewing frontline supervisors and facilitating a focus group with HR managers. Organizational leaders may use the findings of this investigation to mitigate voluntary employee turnover in the private sector.

Background of the Problem

Leaders focus on turnover rate because the high costs associated with losing skilled employees have significant adverse effects on performance (Anvari, JianFu, & Chermahini, 2014; Bothma & Roodt, 2013; Malik & Khalid, 2016). Slavich, Capetta, and Giangreco (2014) suggested that human resource management (HRM) practices can have positive effects on productivity, performance, and employee turnover. Leaders implement HRM strategies to support the organization's plan for competitive advantage (Slavich et al., 2014). The implementation of HR practices may help control the costs incurred when an employee leaves the organization (Slavich et al., 2014). Anvari, JianFu, and Chermahini (2014), Bothma and Roodt (2013), Malik and Khalid (2016), and Slavich et al. agreed that HR strategies have proven integral in mitigating the issue of voluntary employee turnover and its effect on the bottom line. Leaders in the field of human resource development (HRD) lack the mechanisms for managing organizational

behaviors that lead to voluntary turnover (Lopez, 2013). Frontline supervisors and HR

leaders challenged by the financial loss associated with a high turnover rate may use

findings from this study to develop strategies for reducing voluntary employee turnover.

The overarching purpose of this study was to explore strategies HR leaders use to

mitigate voluntary employee turnover.

Problem Statement

Voluntary employee turnover in the private sector increased 55% from 2009 to

2014 (Bureau of Labor Statistics [BLS], 2014). Losing skilled employees results in

increased costs of 25-500% of an employee's salary with respect to replacement, training,

and organizational productivity (Cohen, Blake, & Goodman, 2015; Prasannakumar,

2015; Shaw, Park, & Kim, 2013; Spiegel, 2012). The general business problem for this

study was that voluntary employee turnover increases costs for organizations. The

specific business problem was that some frontline supervisors and HR leaders lack

strategies to reduce voluntary employee turnover.

Purpose Statement

The purpose of this qualitative, descriptive multiple case study was to explore

strategies frontline managers and HR managers use to reduce voluntary employee

turnover. The population consisted of frontline supervisors and HR leaders with

experience designing and implementing strategies to reduce voluntary employee turnover

in eight organizations in Orange County, Florida. The implications for positive social

change include the potential to help reduce employee work-life spillover (Adkins &

Premeaux, 2014; Baruch, Wordsworth, Mills, & Wright, 2015; Campbell, 2015; Lee et

al., 2016; Mas-Machuca, Berbegal-Mirabent, & Alegre, 2016) culminating in voluntary turnover, which may affect their families' lifestyles.

Nature of the Study

Researchers use qualitative studies to capture the experiences of participants (Gergen, Josselson, & Freeman, 2015). Gergen, Josselson, and Freeman (2015) maintained that qualitative inquiry is a framework for incorporating practice-based evidence for the implementation of interventions and has contributed to the identification of implementation strategies. Based on Gergen et al.'s claim, I selected the qualitative approach because of the exploratory nature of the data collection method selected for this study, to enable me to identify practice-based strategies frontline supervisors and HR leaders implement to reduce voluntary employee turnover. I did not select the quantitative approach because this study does not have a statistical purpose; instead, participants of the study shared experiences to identify and explore strategies for reducing voluntary employee turnover. The mixed-method approach was not viable for this study because my purpose was to explore strategies without quantification.

Researchers use case studies to explore and study business interventions, policy developments, and program-based reforms (De Massis & Kotlar, 2014). Using a case study design enables in-depth, multifaceted explorations of complex issues in their real-life settings and may produce insights into many important aspects of business (De Massis & Kotlar, 2014). Researchers have used the case study approach for the in-depth understanding of complex issues in real-life organizational settings (De Massis & Kotlar, 2014; Runfola, Perna, Baraldi, & Gregori, 2016). Accordingly, a case study approach

was the most appropriate for this study. Yin (2014) claimed there were three purposes for case study research: (a) exploratory, (b) descriptive, and (c) explanatory. De Massis and Kotlar (2014) noted that researchers use descriptive case studies when the purpose of the study is describe the phenomenon's relevance to the topic they are investigating. I chose to use a descriptive case study because the purpose of the research question was to identify and explore the different strategies HR professionals use to reduce voluntary employee turnover. De Massis and Kotlar recommended that researchers use case studies to answer *how* and *why* questions or to describe a phenomenon and the real-life context in which it occurred. Other designs such as ethnographic and phenomenological were possible alternatives to the case study design. De Massis and Kotlar suggested researchers using the case study method choose a unit of analysis, or the phenomenon to study. However, ethnographers and phenomenologists study the *experiences* of the participants as the unit of analysis whereas researchers who use case studies focus on the *cases* as the unit of analysis. Researchers need to be explicit about the underlying unit of analysis when using the case study method (De Massis & Kotlar, 2014). In a case study design, researchers can study a single issue with people from different experiences and pool information for a bigger unit of analysis from multiple data sources (Yin, 2014). For this study, I used the experiences of the participants from eight different organizations to identify and analyze the strategies for reducing voluntary employee turnover.

Research Question

The research question for this study was as follows: What strategies do frontline supervisors and HR managers implement to reduce voluntary employee turnover?

Focus Group Questions for HR Managers

Focus groups are a popular method for exploring poorly understood phenomena (Zeldenryk, Gray, Gordon, Speare, & Hossain, 2014). Focus groups are useful for identifying a range of opinions from participants who possess certain characteristics (Krueger & Casey, 2000). Krueger and Casey (2000) suggested focus groups are social experiences and require questions that are conversational to help create and maintain an informal environment. My focus group questions for the HR managers were the following:

1. What are some of the key issues in developing HR strategies for reducing voluntary employee turnover?

   a. A possible follow-up question is as follows: Describe how important the recruitment process is in relation to retention strategies.

2. How does organizational culture influence organizational behavior?

   a. A possible follow-up question is as follows: How may organizational culture influence voluntary turnover intention?

3. How do you as HR leaders detect employee behaviors reflecting competing cultural values of the organization versus personal?

4. What strategies have you and your companies implemented to address turnover intentions when organizational culture conflicts with employee values?

5. How do you as HR leaders catalyze employee engagement in the strategic planning process for addressing voluntary turnover to align organizational culture with employees' values?

6. What external factors, if any, do you feel influence an employee's commitment to the organization?

7. What resources did you find most helpful in developing retention strategies?

8. Considering everything we have discussed, what strategies were most successful in mitigating voluntary employee turnover based on the conflicting values of employees with the organization culture?

   a. A follow-up question is as follows: What processes, if any, did you employ to identify and improve ineffective strategies?

9. Are there any topics we may have missed on strategies for reducing voluntary employee turnover?

Interview Questions for Frontline Supervisors

In qualitative research, interviews are a common means of data collection and facilitate the exploration of important personal issues (Rubin & Rubin, 2005). Englander (2016) and Von Essen and Englander (2013) identified face-to-face interviews as a way to capture the experiences of participants. An advantage of iinterviews is that they are focused and insightful, but the disadvantage is that interview responses could reflect the

possible bias of the participants (Yin, 2014). My interview questions for the frontline supervisors were as follows:

1. What strategies have you used to design strategies to reduce voluntary employee turnover?

2. What processes have you used for implementing strategies to reduce voluntary employee turnover?

3. What strategies have you used for monitoring the success of strategies used to reduce voluntary employee turnover?

4. What additional information would you like to add about strategies you have developed and implemented to reduce voluntary employee turnover?

Conceptual Framework

Conceptual frameworks help reflective researchers link scholarly literature to an observed issue such as exploring strategies to mitigate voluntary employee turnover (Fleet, Burton, Reeves, & DasGupta, 2016). Researchers can use conceptual frameworks to explicate further preexisting concepts and help catalyze various forms of reflexive analysis (Fleet et al., 2016). Researchers have used the competing values framework (CVF) to research turnover in different settings (Fiordelisi & Rocci, 2013). I selected CVF to explore the strategies frontline supervisors and HR managers have used to mitigate voluntary employee turnover.

Fiordelisi and Rocci (2013) connected employee engagement, diversity, and work-life balance to voluntary turnover and suggested managers may use CVF to make changes to the organizational culture. CVF developed from research conducted on the

major indicators of organizational effectiveness (Cameron & Quinn, 2006). In 1983, Quinn and Rohrbaugh created the CVF to provide a larger framework from which managers could more effectively lead others and make organizational decisions (Cameron & Quinn, 2006; Fiordelisi & Ricci, 2013; Quinn, Faerman, Thompson, McGrath, & St. Clair, 2007).

The focus on organizational culture gained popularity in the 1980s when managers recognized organizational culture as a powerful force influencing performance and long-term effectiveness of organizations (Cameron & Quinn, 2006). As a result, business leaders faced with the costs of voluntary employee turnover may use CVF to identify strategies for increasing employee commitment. The participants in this study identified successful strategies for reducing voluntary employee turnover, and I explored and identified the strategies participants have used within the context of the CVF conceptual framework.

Operational Definitions

Employee retention: Employee retention refers to the strategies used to retain employees (Anvari et al., 2014).

Human resources management: Human resource management is the practice of managing the human capital of an organization (Asiedu-Appiah, Kontor, & Asamoah, 2013).

Job satisfaction: Job satisfaction refers to how a person feels about his or her work (Girma, 2016).

Mentor: A mentor is a person who demonstrates strong beliefs in others and offers advice to help push them to realize their fullest potential (Copeland & Calhoun, 2014).

Organizational commitment: Organizational commitment is the level of dedication an individual has that glues him/her to the organization (Nazir, Shafi, Qun, Nazir, & Tran, 2016).

Organizational culture: Organizational culture is the shared beliefs and values directing behavior in an organization (Rawashdeh, Al-Saraireh, & Obeidat, 2015).

Organizational performance: Organizational performance is the achievements of an organization within a timeframe to achieve organizational goals (Girma, 2016).

Turnover: Turnover is when an employee separates from an organization (voluntary, involuntary, or other; BLS, 2014).

Turnover intention: Turnover intention is an individual's desire to leave his or her current job (Nazir, Shafi, Qun, Nazir, & Tran, 2016).

Turnover rate: Turnover rate is the calculation used to identify a number of employees who have separated from an organization within a given time (BLS, 2014).

Assumptions, Limitations, and Delimitations

To establish credibility, a researcher must acknowledge the fundamental components of the investigative process such as assumptions, limitations, and delimitations (Ellis & Levy, 2009). Ellis and Levy maintained that assumptions are information accepted as true, limitations are threats beyond the control of the researcher,

and delimitations are the constraints and scope of the study. This study had the following assumptions, limitations, and delimitations.

Assumptions

My first assumption was that the combination of individual interviews and a focus group was the most suitable data collection method for the study. The second assumption was that participants would respond truthfully. The third assumption was that the findings and recommendations from the study would contribute to social change.

Limitations

The first limitation of this study was that I proposed prospective participants be limited to frontline supervisors and HR managers with experience in the strategic planning process to address voluntary employee turnover. The second limitation was the size of the focus group, which consisted of six participants. Focus groups of up to eight participants are easier to control and allow participants time to share their insights and experiences (Krueger & Casey, 2000). The third limitation was that all prospective participants work in Orange County, Florida.

Delimitations

In this study, I excluded frontline employees because they lack the experience necessary to contribute to the study. Only frontline supervisors and HR managers with experience designing and implementing strategies for mitigating voluntary employee turnover could participate. This study was restricted to a focus group sample size not to exceed eight participants. I based my decision on Kruegar and Casey's (2000) claim that most focus groups range from five to ten people. Allen (2014) similarly asserted that the

median minimum number of participants in a group is five and maximum is eight. The

focus group included only HR managers who have experience in mitigating voluntary

employee turnover and who worked in organizations in Orange County, Florida. The

individual interviews only included frontline supervisors who have experience in

mitigating voluntary employee turnover and who work in organizations in Orange

County, Florida.

Significance of the Study

The field of HR lacks the mechanisms for managing organizational behaviors that

lead to voluntary turnover (Kataria, Garg, & Rastogi, 2013). The results from this

research may assist in the field of HRD by adding insights regarding strategies frontline

supervisors and HR leaders can implement to strengthen employee organizational

commitment and reduce voluntary employee turnover. Reducing voluntary turnover may

help to reduce costs and assist leaders in maintaining the bottom line.

Contribution to Business Practice

Pee, Kankanhalli, Tan, and Tham (2014) identified the costs of new employee

orientation and training as a disruption to meeting organizational performance goals. The

findings of this research may contribute to business practice by contributing HR

strategies to reduce voluntary employee turnover that could influence HRD policies to

achieve employee commitment. Business leaders faced with the challenges of voluntary

employee turnover may lack the strategies and processes for managing organizational

behaviors that could lead to voluntary turnover. Business leaders who lack the resources

for designing and implementing effective strategies may find the recommendations from

this study to be a cost effective way to (a) reduce voluntary employee turnover, (b)

reduce costs, and (c) improve the bottom line.

Implications for Social Change

Social change occurs when barriers are removed from social systems so people

can move in the desired directions (Reeler, 2015). Leaders who are prepared to address

the concerns of their employees may be able to increase employee commitment.

Therefore, the results of this study may help leaders reduce voluntary employee turnover

and consequently reduce costs by increasing employee commitment. The implication for

positive social change includes the potential to reduce the spillover of a negative work

environment, which may benefit their families' lifestyles.

<div align="center">

A Review of the Professional and Academic Literature

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The purpose of this qualitative, multiple case study was to explore the strategies

leaders use to mitigate voluntary employee turnover. The literature review gave me a

better understanding of the research problem and helped to structure this study (Koch,

Niesz, & McCarthy, 2013). The goal of this research was to explore successful strategies

HR leaders implement to increase organizational effectiveness by reducing voluntary

employee turnover. The literature review includes research on (a) organizational culture,

(b) job satisfaction, (c) employee engagement, (d) and organizational commitment, and it

strengthens the rationale for using the conceptual framework selected for the study (Koch

et al., 2013). The themes I identified while reviewing the literature included (a)

organizational culture, (b) leadership, (c) effective communication, (d) job satisfaction,

and (e) quality of work-life. The findings from the literature review provided insights

into the issues surrounding voluntary employee turnover, the roles of business leaders in mitigating voluntary employee turnover, and the strategies business leaders implement to alleviate the voluntary employee turnover phenomenon. Moreover, the literature review will provide insights for readers to link the selected conceptual framework, CVF, to the study's design, and it will emphasize why this study is relevant to the business world.

The keywords I used for data collection were *competing values framework, qualitative research, organizational commitment, turnover, retention, organizational effectiveness, leadership, human resources management,* and *quality of work-life.* I used a variety of sources including (a) peer-reviewed articles, (b) books to reference seminal work, and (c) government websites. The databases I used for the searches were (a) EBSCO host, (b) ABI/INFORM Complete, (c) SAGE Premier, (d) ProQuest Central, (e) Business Search Premier, (f) Academic Search Premier, and (g) Science Direct. I used a total of 183 academic and nonacademic sources to provide a thorough assessment of the reviewed literature. These sources included 161 (88%) peer-reviewed articles published between 2013 and 2017, 107 of which I included in the literature review; 15 (8%) peer-reviewed articles published before 2013; 2 (1%) government published documents, and 5 (3%) books.

Competing Values Framework (CVF)

The workforce environment could be diverse and require an innovative management approach that addresses an organization's most important resource— employees. The management paradigm evolved to a more holistic model that functions with the understanding that employees bring their bodies, minds, and spirits to work

(Ahmed, Arshad, Mahmood, & Akhtar, 2016; Silingiene & Skeriene, 2016). CVF is a tool managers use to lead others more effectively and make organizational decisions (Quinn et al., 2007). Researchers developed CVF based on research of the major indicators of organizational effectiveness (Cameron & Quinn, 2006).

HR leaders could use the concepts of CVF to evaluate organizational culture that can sometimes mirror the cultures outside the work environment. Organizational culture encompasses the values, beliefs, and behaviors of an organization (Adams, Dawson, & Foureur, 2016). Leaders have used CVF for diagnosing and developing organizational culture (Fiordelisi & Ricci, 2013). The CVF illustration (see Figure 1) consists of quadrants containing different roles and competencies, and the quadrants contain the four models (a) rational goal model, (b) internal process model, (c) human relations model, and (d) open systems model. The roles of the different models include (a) mentoring, (b) facilitating, (c) monitoring, (d) coordinating, (e) directing, (f) producing, (g) innovator, and (h) broker (Quinn et al., 2007). Integrating the different roles in each of the quadrants may increase organizational effectiveness. A review of the models within CVF follows.

Human Relations Model	Open Systems Model
• Mentor Role • Facilitator Role	• Innovator Role • Broker Role

Competing Values Framework

Internal Process Model	Rational Goal Model
• Monitor Role • Coordinator Role	• Producer Role • Director Role
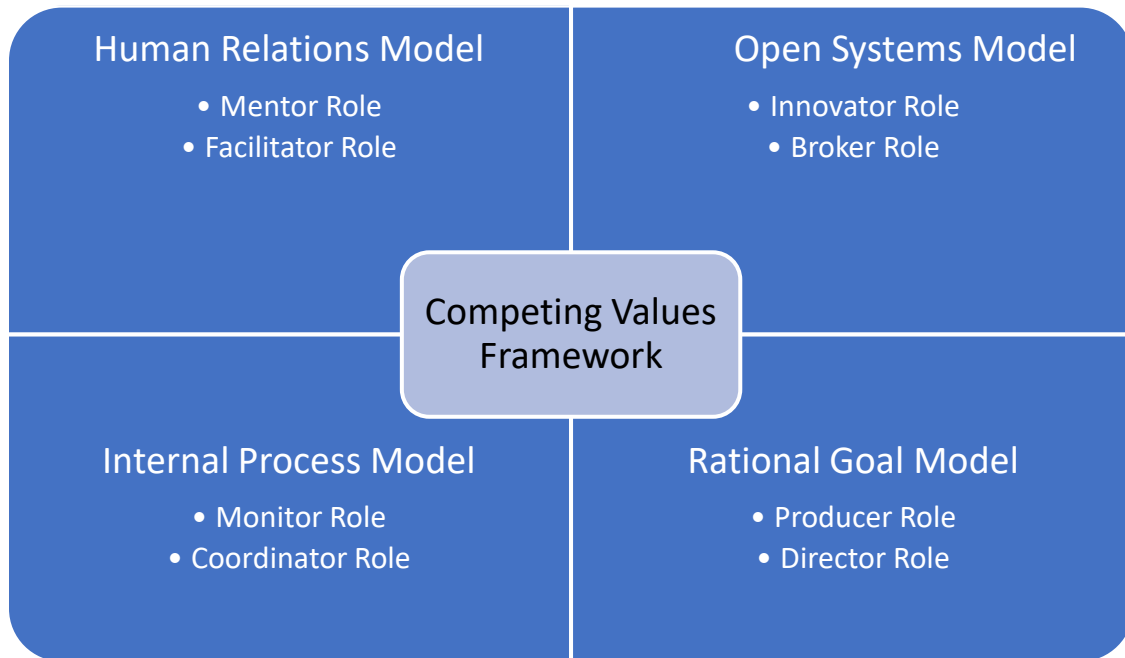
Figure 1. Adapted from "Becoming a Master Manager: A Competing Values Approach,"
by R. E. Quinn, S. R. Faerman, M. P. Thompson, M. R. McGrath, and L. S. St. Clair,
2007, p. 12. Copyright 2007 by John Wiley and Sons.

Human Relations Model

The human relations model, in the upper left quadrant of CVF (see Figure 1), has
a central focus of collaboration (Fiordelisi & Ricci, 2013; Tong & Arvey, 2015). The
criteria in this quadrant are (a) participation, (b) openness, (c) commitment, and (d)
morale. In this quadrant, the leader-member relationships are established and nurtured,
and managers work as mentors and facilitators of the organization by practicing empathy
and communicating effectively to create a participatory environment that builds teams
and manages conflict (Quinn et al., 2007). Flexibility and an internal focus characterize
this quadrant; the emphasis is on the value of people (Quinn, Hildebrandt, Rogers, &

Thompson, 1991). The CVF in this model is relevant to this study because it deals directly with an organization's HR and the direct influence leaders have on the success of their employees.

Certain competencies highlighted in the human relations model define the roles of mentors and facilitators. The first competency under the mentor role is the ability to understand oneself and others (Quinn et al., 2007), in other words, emotional intelligence (Crowne, 2013). The mentor role is linked to emotional intelligence and social competence as it requires the ability to know how to understand people and to share information (Quinn et al., 2007). As managers seek to develop employees, they could benefit from learning how to relate to their employees and establish effective relationships, keeping in mind that their actions may directly influence their subordinates.

The shift in the management paradigm to align the values of the organization with that of its employees may require a more holistic approach to managing people. Emotional and cultural intelligence can help foster a productive corporate culture (Bogilovic & Skerlavaj, 2016; Jafri, Dem, & Choden, 2016). Social cognition is a part of emotional intelligence and the ability to have high emotional perception. Individuals with high emotional perception are likely to have highly effective social relationships (Crowne, 2013). The mentor role in the human relations model of CVF is tasked with establishing and maintaining effective relationships (Quinn et al., 2007). Leaders who encompass a high level of self-awareness and perception of others' emotions will likely master the human relations model.

Business interactions could entail building relationships like those found in the CVF mentor role of the human relations model. Healthy relationships require effective communication for understanding goals especially because effective communication improves the performance of organizations by ensuring engagement, commitment, and the corresponding appropriate behavior (Polito, 2013). Leaders who effectively influence employee behavior must possess high levels of communication skills and the ability to stimulate followers intellectually. Choi, Song, and Oh (2015) found that emotional intelligence played a pivotal role in human communication. Just as important as verbal communication, nonverbal behaviors could serve as an informative method of communication that signals messages among interacting individuals (Tiwari, 2015). Knowing when and how to share information is an important component of the human relations model, and establishing a shared language as a means of enhancing communication and collaboration may prove essential to the knowledge sharing process (Thomas & McDonagh, 2013).

Effective communication is necessary to the success of an organization. As the business environment evolves into a global market, practicing effective communication may require managers to change their established worldviews (Henderson, Barker, & Mak, 2016; Zakaria, 2016). Multinational managers could benefit from adopting sensitivity to the different cultural and religious issues of their global employees, and consider strengthening the corporate culture to one with effective communication (Ravazzani, 2016). For multinational corporations, intercultural communication is critical in achieving a competitive advantage in the global business world (Henderson et

al., 2016; Zakaria, 2016). Effective communication could help leaders in connecting the values of the business with those of the employees. However, connecting the values could belong to a process that may require employee engagement for leaders to learn the value composition of the employees.

      Mentoring. The mentoring role requires effective communication as a basis for the exchange of feedback and is a part of career development (Hall & Maltby, 2013). Mentoring relationships can be with coworkers or other people and require that the mentee is willing to listen to positive and negative feedback (Ragins, 2016). Leaders have found ways to link senior employees with protégés to help the novice worker with such issues as (a) career coaching, (b) decision-making, and (c) leadership development (Mijares, Baxley, & Bond, 2013). For example, in the medical field, nurses have implemented the use of mentors and introduced the idea of *comentors* in which a group of mentors shares the responsibility of one student (Dean, 2013). Mentoring has become a means of knowledge sharing and has helped special groups within the workforce, such as women and minorities, be successful (McDonald & Westphal, 2013). Women have reported mentoring as a major part of their success and leadership development (Copeland & Calhoun, 2014). Feldhaus and Bentrem (2015) found that participants in mentoring programs learned from each other and developed new knowledge resources. Copeland and Calhoun (2014), McDonald and Westphal (2013), and Feldhaus and Bentrem (2015) proposed mentoring programs as a means for career development; however, for a successful mentoring relationship, members must be carefully matched

and be mutually identifiable because each party must acknowledge the mentoring relationship and the reciprocating responsibilities tied to the roles (Hall & Maltby, 2013).

Facilitator role. The second role within the human relations model is the facilitator role. In this role, managers are working with a diverse workforce using participatory decision-making approaches and managing conflict (Quinn et al., 2007). The increasingly diverse workforce requires managers to build their cultural competency and home in on their conflict management skills (Quinn et al., 2007). Empirical evidence exists to support the link between diversity and performance, and leaders can use financial incentives to encourage a culturally competent system because interpretations of the evidence may support the connection to the bottom line (Chin, Desormeaux, & Sawyer, 2016). Chin, Desormeaux, and Sawyer (2016) concluded that leaders who seek to become culturally competent leverage diversity with managerial practices.

Randolph-Seng et al. (2016) asserted that businesses need to hire employees similar to their customers and will be as successful as the extent to which they embrace workforce diversity. Leaders can create a more engaging work culture, increase employees' sense of value, and strengthen employee loyalty by developing leaders' cultural intelligence. Alfes, Shantz, Truss, and Soane (2013) found a positive relationship between HRM practices and employee behaviors. Alfes et al. emphasized the need for HRM professionals' to work with line managers to create a positive and trustful workplace. With the correct framework, the flow of diverse knowledge can have a positive influence on productivity (Hyung-Jin & Overby, 2013). There is value in a diverse workforce, and leaders who encourage employee participation find that

integrating the different voices of their members into the decision-making process fuels

innovation (Macaulay, 2013).

Boyd and Gessner (2013) advocated for partnership-based systems that include

employees in the development of performance metrics. Marin Kawamura (2013)

proposed that *care* is the driver of the economic success and human welfare that can

change the management practices. Integrating care into the organizational culture may

facilitate a pathway to the contemporary business' value creating process. Developing a

care perspective in managers allows organizational members to flourish their capabilities

and generate a positive work environment (Islam, 2013). Islam and Marin Kawamura

supported the integration of care in management practices, which entails including

employees in organizational decisions and allowing employees to experience how

valuable they are to the success of the organization. Creating valuable relationships

within the organization may lead to organizational loyalty and high performing

employees.

Rational Goal Model

In the rational goal model, shown in the lower right quadrant of CVF in Figure 1,

the focus is on productivity and direction (Tong & Arvey, 2015). This model deals with

control and has an external focus (Cameron & Quinn, 2006). Within the rational goal

model, managers are expected to work as producers and directors (Quinn et al., 2007).

The managers' actions are more of setting organizational goals and fostering a productive

environment (Quinn et al., 1991). This lower right quadrant of the CVF differs from the

human relations model because the rational goal model environment requires a

competitive mindset in which managers are more task oriented, not people oriented

(Fiordelisi & Ricci, 2013; Quinn et al., 2007). The human relations model and the

rational goal model are important to this study because both encompass the roles

managers perform when exploring strategies for increasing the effectiveness of the

organization. Participants in this study explored how managers can balance valuing

people and focusing on the organization's productivity.

  Producer. The producer role complements the director role and requires that

managers foster a productive work environment while managing time and stress as well

as balancing competing demands (Quinn et al., 2007). Within the producer role,

productivity is the fundamental measure of organizational effectiveness, and this role

deals with the challenges of the psychological contract between employer and employee

(Quinn et al., 2007). The psychological contract is an implicit agreement used as the

foundation of employee-employer relationship and governs behavior (Liu, Cai, Li, Shi, &

Fang, 2013). Researchers have found that the issue of psychological contract influences

employee behavior and have positively linked psychological contract breach with

turnover intentions leading HR practices to consider the needs of employees (Chin &

Hung, 2013; Liu et al., 2013; Malik & Khalid, 2016; Mathieu & Babiak, 2016). Leaders

could benefit from recognizing the value of human capital and seeking strategies to

improve the quality of the employees' work-life experience to increase commitment to

the organization.

  Director. The director role within the rational goal model entails developing and

communicating a vision, setting goals and objectives, and designing and organizing

(Quinn et al., 2007). The director role reflects the definition of a leader (Quinn et al., 2007). Much like a director, transformational leaders are known to help employees understand their value and how the employee *fits* into the organization (Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh, 2013). Leaders are a contributing factor to the growth and success of an organization, and transformational leaders can influence employee performance (Hechanova & Cementina-Olpoc, 2013). Transformational leadership behaviors are known to influence employee commitment, motivation, and employee performance (Hechanova & Cementina-Olpoc, 2013).

   Transformational leadership. Transformational leaders possess high levels of emotional intelligence. Leaders who wish to increase organizational commitment must understand that employees bring their minds, bodies, and spirits to work (Ahmed et al., 2016; Silingiene & Skeriene, 2016; Slocum, Lei, & Buller, 2014). This level of intelligence is called spiritual intelligence (Silingiene & Skeriene, 2016). Both emotional intelligence and spiritual intelligence affect turnover (Slocum et al., 2014). Leaders who recognize the value of human capital and consider the cost of turnover when creating organizational retention strategies could benefit from assessing the emotional and spiritual needs of their employees. Transformational leadership skills are essential to the change management process.

   Hechanova and Cementina-Olpoc (2013) highlighted the importance of developing transformational leadership among business leaders to lead organizations more effectively through periods of change. A transformational leader can develop healthy relationships with his or her employees by acting like a coach who empowers and

motivates employees to work to their full potential (Hechanova & Cementina-Olpoc,

2013; Noruzy et al., 2013). McClean, Burris, and Detert (2013) added that

transformational leaders encourage responsiveness and communication from employees

and may help reduce turnover antecedents. Transformational leaders possess the skills to

support the social exchange process used as a 'pull to stay' technique that business

leaders need to manage turnover and turnover intentions (Tse, Huang, & Lam, 2013).

McClean et al. and Tse, Huang, and Lam (2013) asserted that leaders who applied

concepts derived from the transformational leadership style could influence employee

behaviors resulting in a reduction of voluntary employee turnover.

   Quality of work life (QWL). QWL influences the commitment of employees

(Sadat, Aboutalebi, & Alavi, 2016). Sadat, Aboutalebi, and Alavi (2016) related quality

of work life and turnover intention using a four-dimensional model, which included (a)

work life and home life, (b) work design, (c) work context, (d) and work world. Each

dimension includes such issues like (a) family and work-life conflict and balance, (b) job

satisfaction, (c) organizational culture, and (d) the work itself as in pay or job security

(Sadat et al., 2016). Jaiswal and College (2014) supported that QWL affects

organizational culture and is an indicator related to the functionality and sustainability of

an organization. Slocum et al. (2014) observed an increase of leaders who recognized the

intangible value of human capital to the sustainability and competitive advantage of the

organization. Slocum et al. also inferred to the critical role HRM practices play in the

strategic planning process. Sadat et al., Jaiswal and College, and Slocum et al. agreed

that organizations' HRM practices should include aligning quality of work life with

organizational culture as part of their strategic planning process. Aligning employees'
needs with the organizational culture is essential to the employee engagement and
retention process. Leaders are getting creative with how they support their employees,
including offering flexible work arrangements (Quinn et al., 2007).

Ellison (2012) found that there are advantages to providing flexible work
arrangements such as telecommuting; however, when creating and implementing flexible
work arrangements managers need to consider the safety of the remote office, how
coworkers view the treatment of their distant coworkers, and whether the employee is *fit*
to work remotely. The telecommuting trend is increasing but does not come without its
challenges. From a management perspective, safety is a concern; however, from the
standpoint of the office-based coworkers, Gajendran, Harrison, and Delaney-Klinger
(2015) found that office-bound employees are more concerned with fair management and
control of the remote workers. From a telecommuter's perspective, the distance away
from the office may influence the level of communication among employees and affect
how connected an employee feels with his or her coworkers (Dahlstrom, 2013). Ellison
endorsed the idea of telecommuting as an ideal approach to sustainability because of the
cost factors and other societal benefits. Soenanto, Hamzah, Muis, and Brasit (2016) and
Ellison promulgated that the growth in telecommuting was because of factors such as
rising fuel cost, decreased overhead, and other benefits for employers and society.
Telecommuting may seem favorable for some employees, but Soenanto et al. argued that
not everyone has the personality to be a telecommuter.

Although telecommuting is a viable option for leaders who want to reduce overhead costs and provide employee flexibility, leaders must consider how telecommuting may affect unexpected safety costs, job performance, and workplace morale. Workplace flexibility is an example of how leaders are accommodating nontraditional employee demands (Williams, Berdahl, & Vandello, 2016). Offering flexible work arrangements may keep an employee committed to the organization because flexibility may be what the employee needs for work-life balance.

Work-life balance. Jaiswal and College (2014) asserted that managers who focus on employee quality of work life will increase job satisfaction and in turn enhance performance. Mas-Machuca, Berbegal-Mirabent, and Alegre (2016) found some leaders view work-life balance as a necessity for retaining employees, reaching organizational goals, and for long-term development. As part of the work-life balance policies, employers offer employees career development opportunities and flexible work arrangements (Jaiswal & College, 2014; Munsch, 2016). The new *work blending* approach uses technology to allow employees to switch between work and life responsibilities throughout the day (Van Yperen. Wortler, & De Jonge, 2016). Employees need to believe that their leaders are considerate of their values and responsibilities (S & Krishnan, 2016).

Van Yperen, Wortler, and De Jonge (2016) recommended that employers focus more on outcomes rather than ponder on face time with employees. Job satisfaction may increase when employers focus on the quality of work life they provide for their employees. Managers are catering to the demands of their workforce by implementing

policies that help employees with work-life balance (Lee et al., 2016; Mas-Machuca et al., 2016).

Internal Process Model

The internal process model is in the lower left quadrant of the CVF model in Figure 1. Like the human relations model, this model focuses on the internal processes but shares the control qualities of the rational goal model (Tong & Arvey, 2015). In this quadrant, the responsibilities include managing information and control of the organization (Fiordelisi & Ricci, 2013; Quinn et al., 1991; Tong & Arvey, 2015). Managers act as monitors and coordinators to keep the organization compliant and maintain structure (Quinn et al., 2007). The data collected in this study included strategic and operational issues that affect the people side of business, and supported that internal control systems measuring fair treatment can be a challenge. The internal process model is fundamental when dealing with the people of an organization because of the roles managers play within this model like monitoring employee behavior and enforcing the ethical guidelines of the organization (Quinn et al., 2007).

The internal process model also focuses on the organizational effectiveness with an emphasis on process improvement. Business leaders have used CVF to identify which elements were necessary to increase organizational effectiveness and organizational culture was a primary element associated with organizational effectiveness (Cameron & Quinn, 2006; Tong & Arvey, 2015). Awadh and Alyahya (2013), Ballaro and Washington (2016), and Shahzad, Iqbal, and Gulzar (2013) claimed that organizational effectiveness is a result of congruence between social and technical organizational

dimensions. Adams, Dawson, and Foureur (2016) added that leaders plays an important role in the development and changes of the organizational culture and organizational effectiveness. Adams et al. and Shahzad et al. corroborated the correlation among the values of an organization, the environment leaders cultivates, and organizational effectiveness. When leaders foster an organizational culture that is sensitive to the needs of its employees, employees tend to be more satisfied and more productive (Awadh & Alyahya, 2013; Ballaro & Washington, 2016; Shahzad, Iqbal, & Gulzar, 2013).

Monitor and coordinator roles. These two roles within the internal process model demand several competencies for managers to ensure the tasks performed align with the organizational goals. The monitor deals with managing information within the organization, analyzing core processes, and measuring performance and quality (Quinn et al., 2007). The coordinator deals with managing projects, designing work, and cross-functional management (Quinn et al., 2007). In this model, the monitor and coordinator flow within the organization: the monitor must change the flow of information while the coordinator manages the workflow (Quinn et al., 2007). The internal process model serves as a guide for the monitors and coordinators as they support the organization throughout the planning process, which includes managing the organization's human capital. The competencies the monitors and coordinators must have are essential for organizational development.

Organizational development engages employees at all levels of the organization in improving the organizational culture and increasing the effectiveness of work processes. Organizational culture is the system of values and beliefs that characterize and govern

organizational behavior when adapting to external forces and internal integration (Adams et al., 2016; Fiordelisi & Ricci, 2013). Awadh and Alyahya (2013), Ballaro and Washington (2016), and Shahzad et al. (2013) inferred that organizational culture influences employee performance and productivity. Change management goes beyond implementation and requires employee engagement to help employees understand the need for change, the benefits of the change, and how the change will affect everyone in the organization (Hewitt-Taylor, 2013). Kimball (2013) suggested the employee engagement process requires subdividing procedures into simple parts allowing employees to reflect on their understanding and applying the information in their context. Through the employee engagement process, employees understand why changes are occurring and are more receptive to the changes because of their participation in the process. Actively engaging employees may help with increasing their support and decreasing their resistance to change. Change agents in CVF are those in the open systems model quadrant.

HRM and organizational psychology. HR managers need to acknowledge the diversification of their workforce. Contemporary business leaders have grown an interest in the process and challenges of the globalization of business and management practices (Bond & O'Byrne, 2014). The increased workforce diversity requires common strategic HR models to consider the cultural differences between employees (Martin Alcazar, Miguel Romero Fernandez, & Sanchez Gardey, 2013). Organizational diversity management (DM) practices should promote an environment in which minority groups experience inclusion without making others experience exclusion (Guerrero, Sylvestre, &

Muresanu, 2013). Olsen and Martins (2016) supported using an integration strategy to DM to increase staffing and retention policies. Traditionally, managers use HR planning to ensure employees were the *right fit* for the job at the right time. However, the HR role is evolving, and HR managers are facing more responsibilities as they become more involved in the strategic planning process (Jackson & Schuler, 1990). Researchers have identified the need for leaders of multinational businesses to move away from the homogeneous HRM approach and expand on common strategic HR models by adding the cultural component.

Leaders of multicultural organizations should be sensitive to how members of different cultures see, interpret, and evaluate information (Peretz, Levi, & Fried, 2015). Industrial-organizational (I/O) psychologists have helped assess short-term HR issues to maximize employee performance, job satisfaction, and employee retention (Jackson & Schuler, 1990). I/O psychologists are also involved in HR planning to improve the competitiveness of organizations (Jackson & Schuler, 1990). HRM is fundamental to the formulation and implementation of organizational strategies (Asiedu-Appiah et al., 2013). Leaders have unique needs and require different HR practices. Involving I/O psychologists in the HR planning process may help organizational competitiveness.

Organizational culture. Awadh and Alyahya (2013), Ballaro and Washington (2016), and Shahzad et al. (2013) asserted that organizational culture change is necessary to meet the demands of its employees. The values of an organization may affect job satisfaction and organizational effectiveness (Adams et al., 2016; Fiordelisi & Ricci, 2013; Vianen, 2013). Awadh and Alyahya, Ballaro and Washington, and Shahzad et al.

have linked organizational culture with employee performance and productivity. HR managers can use the CVF principles to evaluate the environment within an organization and identify relationships between organizational culture to turnover (Fiordelisi & Ricci, 2013). The main principles and the most challenging elements of CVF are that leaders must be flexible and adaptable, yet maintain stability and control (Adams et al., 2016; Quinn et al., 2007). Using the CVF models, managers can identify which areas to focus on within the organization to increase organizational effectiveness. Leaders can use CVF for the strategic planning process for mitigating voluntary employee turnover.

Retaining talent has become increasingly difficult as managers compete for high performing employees in a global market. HR practices have evolved to address diversity in the workplace (Karin Andreassi, Lawter, Brockerhoff, & Rutigliano, 2014). Values may differ from generations and culture, challenging corporate leaders who hope to retain and develop talent by understanding what motivates their employees (Susaeta et al., 2013). Values serve as hidden motivators for a person's behavior and understanding them may help managers in their decision-making (Hattem, Ossemkop, Dikkers, &Vinkenburg, 2013). Managers have the responsibility to understand employee values to develop and retain employees effectively. As organizations' leaders evolve and globalize, they must concomitantly undertake a deeper look and consideration of their workforce.

Employee engagement. Conway, Fu, Monks, Alfes, and Bailey (2015), Popli and Rizvi (2016), and Kataria, Garg, and Rastogi (2013) found a positive relationship with leaders who foster a participatory organizational culture that encourages employee

engagement, a stronger employee commitment, decreased costs, and a reduction in voluntary turnover. Employee engagement is more than job satisfaction or motivation; it is how committed the employee is to his or her organization and its values (Conway, Fu, Monks, Alfes, & Bailey, 2015). Many variables affect employee engagement and may include HR, organizational values, and organizational culture (Popli & Rizvi, 2016). Leaders who cultivate an environment that is supportive and trusting allow employees to invest themselves in the organization (Kataria et al., 2013). Organizational leaders are keen to how employee engagement increases performance and productivity, and are turning to HRD professionals to help with the development of employee engagement strategies (AbuKhalifeh & Som, 2013). Conway et al., Popli and Rizvi, Kataria et al., and AbuKhalifeh and Som (2013) agreed that it is wise for leaders to invest in employee engagement strategies. Researchers have articulated the value of employee engagement on an organization's bottom line, and recommend leaders promote a participatory culture that encourages employee engagement.

Open Systems Model

The open systems model is the quadrant located on the upper right of CVF. In this quadrant, the emphasis is on *creativity* (Fiordelisi & Ricci, 2013; Tong & Arvey, 2015). Managers are considered brokers and innovators; people with a vision and willing to take risks (Quinn et al., 1991). Managers applying the concepts within the open systems model use their intuition to promote adaptability (Quinn et al., 2007). This quadrant shares the flexibility of the human relations model and the external focus of the

rational goal model. Managers using the open systems model must balance working with people while focusing on external elements that affect the organization.

Innovator and broker roles. Within the open systems model, managers act as innovators and brokers. In these roles, managers are required to deal with the elements of change and maintaining power (Quinn et al., 2007). Managers must be creative with their change management strategies and when establishing the power base needed to lead others effectively. Communication is important in this quadrant because the broker role requires the manager to present information to others in the organization. Transformational leaders have the qualities needed to influence the perception and attitudes of employees toward change (Hechanova & Cementina-Olpoc, 2013). Hechanova and Cementina-Olpoc (2013) found that the perception of the employee will determine how they react to change; thus, a positive perception will lead to stronger employee commitment. It is important for leaders to form effective leader-member relationships to alter behaviors (Quinn et al., 2007). Innovators and brokers in the open systems model are required to accept the need for continual change and be creative with how they prepare their organizations for the increasingly changing conditions and accompanying demands (Quinn et al., 2007).

The subtleties of employees can directly influence organizational change. Ashforth, Schinoff, and Rogers (2015) and Shah, Irani, and Sharif (2017) suggested managers experiencing change are aware of the social identities and intergroup dynamics that could influence organizational behavior. With 70% of all major change initiatives failing, leaders need to assess their readiness for change (Vakola, 2013). Babalola,

Stouten, and Euwema (2014) advocated leaders of tomorrow promote the ethical dimensions of change in the interests of the many, rather than the few. Examination of readiness for change at the institutional level provides important insight beyond the individual and focuses on the group, organization, industry, and field influences to change (Amis & Aissaoui, 2013). Managers playing the innovator role are too fraught to deal with change personally while presenting the change to employees in a manner that will help reduce resistance (Quinn et al., 2007).

Researchers have connected the success of organizational transformation to change readiness and mindfulness. Leaders can assess change readiness and mindfulness at the individual and group levels. Change readiness is an important factor in the success of organizational change and viewed as an integral part of the planning, implementing and evaluation process (Ashforth, Schinoff, & Rogers, 2015; Shah, Irani, & Sharif, 2017; Vakola, 2013). Gartner (2013) proposed *mindfulness* as a primary factor for enhancing readiness for change. Gondo, Patterson, and Palacios (2013) asserted mindfulness is a means of altering routine behaviors. Gondo et al. suggested engaging change recipients in the planning process but argued participation is more effective in the implementation stage. As brokers of the organization, managers working on change initiatives use different strategies to assess employee readiness for change and determine how they will influence employee behavior effectively (Quinn et al., 2007).

Organizational mindfulness. Organizational mindfulness may affect employee job performance and turnover intention. Dane and Brummel (2013) identified a link between leaders who helped develop workplace mindfulness through training, practice,

experience, and a positive relationship between employee job performance and organizational loyalty. Organizational mindfulness creates the understanding of emerging threats to respond rapidly in making important business decisions (Voci, Veneziani, & Metta, 2016). In a global economy with the changing aspirations of different stakeholders, leaders need to access knowledge that will help them operate in new ways across cultures (Schimmel, 2016). Mirela and Iulia (2013) contended that emotions affect how people handle changes in the workplace and influence the quality of the organization's work environment. Dane and Brummel, Mirela and Iulia, and Voci, Veneziani, and Metta (2016) suggested managers consider implementing policies for organizational mindfulness preparation to assist employees in managing potential organizational changes while maintaining employee loyalty and job performance. Organizational mindfulness is an important topic as part of DM initiatives that may potentially influence employee loyalty.

Organizational commitment. Organizational commitment affects employees' turnover intentions, job satisfaction, and how employees identify with an organization (Bothma & Roodt, 2013; Malik & Khalid, 2016; Mathieu & Babiak, 2016). Nazir, Shafi, Qun, Nazir, and Tran (2016) found that job satisfaction as the antecedent of organizational commitment and turnover intention. Malik, Ahmed, Saif, and Safwan (2010) suggested that effective leaders foster a culture that encourages employee satisfaction because satisfied employees tend to be more committed to their employers. Smet, Vander Elst, Griep, and De Witte (2016) posited that employees are more receptive to a culture of strong communication integrated with trust, fairness, and equity. Smet et

al. claimed that fostering a culture of communication, trust, and equity will increase organizational commitment and job satisfaction, which may influence employee turnover intentions. Organizational commitment affects organizational outcomes. Managers need to consider employee commitment when searching for organizational development opportunities.

Organizational commitment profiles. Organizational commitment may affect organizational turnover; there are three mindsets to organizational commitment (a) affective commitment, (b) continuance commitment, and (c) normative commitment (Stanley, Vandenberghe, Vandenberg, & Bentein, 2013). Shore and Wayne (1993) found that an employee's commitment depends on how much he or she believes the organization supports them. Nazir et al. (2016) found a correlation between job satisfaction, organizational commitment, and turnover intentions. Liu, Cai, Li, Shi, and Fang (2013) validated the importance of having strong employee commitments because commitment leads to favorable organizational outcomes. Liu et al. urged managers to foster an employee-employer relationship to attain the strongest employee commitment and for better organizational outcomes. The level of organizational commitment directly influences an employee's behavior and organizational outcomes.

Strategic human resource management. Strategic HRM focuses on organizational performance and alignment and is an integral component for sustaining a competitive advantage (Marler & Fisher, 2013; Martin, Farndale, Paauwe, & Stiles, 2016). A firm's performance will increase if everyone is clear about the firm's mission and committed to the goals of the organization (Awadh &Alyahya, 2013; Ballaro &

Washington, 2016; Shahzad et al., 2013). Person-organization fit has important

implications for hiring practices if leaders wish to align the right people with their

institution (Farooqui & Nagendra, 2014). Researchers have noted that unsuccessful

hiring practices contribute to 80% of turnover (Asiedu-Appiah et al., 2013). Business

leaders are using technology to recruit talent and to manage their workforce, also known

as electronic human resource management (e-HRM) (Marler & Fisher, 2013; Stone &

Dulebohn, 2013). Retention begins in the recruiting phase. Leaders who want to lower

voluntary turnover should reexamine every part of the employee lifecycle including the

hiring process (Stone & Dulebohn, 2013).

Part of the hiring process is attracting the right people. Employer branding helps

leaders with recruiting strategies, and improve employee retention and increase employee

commitment (Theurer, Tumasjan, Welpe, & Lievens, 2016). Employer branding is how

leaders can attract value-adding employees by marketing the benefits of working at the

organization (Theurer et al., 2016). Employers have to continually re-engage employees

and remind them of why they should stay (Takawira, Coetzee, & Schreuder, 2014).

Employers are offering employee development programs that help employees develop

new skills (Goyal & Chhabra, 2016; Lockwood & Euler, 2016). The competitive labor

pool is changing the way HR managers attract and retain highly skilled value-adding

employees. Strategic HRM practices include marketing the organization as an ideal place

to work by offering benefits that go beyond compensation.

Talent management (TM). Talent management means managers are focused on

developing the people in the organization to meet organizational objectives (Dries, 2013).

Enhancing employee performance increases organizational performance (Awadh &

Alyahya, 2013; Ballaro & Washington, 2016; Shahzad et al., 2013). As discussed earlier,

employer branding as an HRD strategy could help leaders attract high performing

employees and retain talent (Theurer et al., 2016). TM practitioners take into

consideration how fit a person is for the job (Gallardo-Gallardo, Dries, & González-Cruz,

2013). Strategic HRM and TM are similar, but differ in that managing an organization's

talent pool entails providing opportunities for career advancement, role alignment, and

job training known to increase employee wellness (Tatoglu, Glaister, & Demirbag, 2016).

To attract and retain valuable employees managers must focus on employee development

through continuous training to enhance the skills necessary for meeting organizational

goals.

   Training and development. Employees' skills are not always transferable and, in

some cases, employees may excel in one department, but fail in another (Gallardo-

Gallardo et al., 2013). Investing in ongoing employee training and development may also

increase employee loyalty (Talwar & Thakur, 2016). Training programs may increase

organizational retention rates (Goyal & Chhabra, 2016; Lockwood & Euler, 2016). The

new workforce is composed of employees who desire constant feedback as part of their

learning process (Stewart, Oliver, Cravens, & Oishi, 2016). Employees need to believe

managers support them, they need to believe in job security, and they want employers to

reward them for their hard work (S & Krishnan, 2016). Managers who fail to establish a

clear promotion track neglect to provide career planning for their employees (Goyal &

Chhabra, 2016; Lockwood & Euler, 2016). Investing in training and development is

important to strengthen employee loyalty and allow employees to believe they are part of the success of the organization. Valued employees who see the learning and growth opportunities are more likely to stay with the organization (Goyal & Chhabra, 2016; Lockwood & Euler, 2016; S & Krishnan, 2016; Talwar & Thakur, 2016).

   Job satisfaction. Girma (2016) connected job satisfaction with turnover intentions and an employee's commitment to the organization. Kirkman and Shapiro (2001) advocated that job satisfaction and organizational commitment are important because they affect organizational outcomes. Job satisfaction affects productivity, absenteeism, and turnover (Malik, Ahmad, Saif, & Safwan, 2010). Shore and Martin (1989) found that intent to stay, job satisfaction, and organizational commitment vary according to the profession. Scholars associated organizational outcomes to job satisfaction and organizational commitment; however, the degree to which an employee is satisfied and committed to an organization may vary by profession (Kirkman & Shapiro, 2001; Malik et al., 2010; Shore & Martin, 1989). Managers must implement policies that will increase job satisfaction and organizational commitment and improve organizational outcomes.

   Turnover and turnover intention. Leaders can measure organizational effectiveness and the organization's ability to meet organizational goals by the organization's turnover rate (Jou, Kuo, & Tang, 2013). Turnover is how employers measure the rate at which they gain and lose employees (Anvari et al., 2014). Turnover intention is the intention of an employee to voluntarily leave his or her current job and search for new employment and is the behavior that precedes turnover (Bothma & Roodt,

2013; Lu & Gursoy, 2013; Malik & Khalid, 2016). Researchers related turnover intention to high attrition, which notes that turnover intention is a reflection of (a) an organization's hiring policies, (b) retention strategies, (c) training and development initiatives, and (d) work culture (Cohen et al., 2015). Attrition has the potential to cost an organization up to 500% of an employee's salary to replace that employee (Prasannakumar, 2015). Leaders concede the costs incurred when an employee quits are intricate (Lu & Gursoy, 2013; Mathieu & Babiak, 2016). The loss incurred when an employee leaves directly affects the managers' ability to meet their goals because of the financial loss and the time spent replacing and training the replacement.

Business leaders recognize the negative effects of turnover intentions as antecedents of turnover and are identifying strategies to meet the needs of the workforce (Cohen et al., 2015). Voluntary employee turnover causes negative organizational performance through the loss of employee knowledge and skills (Pee, Kankanhalli, Tan, & Tham, 2014). Sadat et al. (2016) and S and Krishnan (2016) categorized the reasons an employee leaves an organization into distinct groups (a) individual attributes, (b) job-related factors, (c) organizational factors, (d) environmental factors, and (e) psychological factors. Scholars have determined that voluntary turnover is an action taken because of some dissatisfaction employees feel with their employer (Lu & Gursoy, 2013; Mathieu & Babiak, 2016). Deciding to quit involves some inner dialog in which the employee determines his or her job is no longer conducive to his or her unique needs. Leaders can mediate turnover intentions by learning more about what is catalyzing thoughts of quitting.

Antecedents of turnover. The major categories of the antecedents of turnover cover the holistic needs of employees. The major themes deal with (a) individual needs, (b) job-related issues, (c) organizational factors, (d) environmental factors, and (e) psychological factors (S & Krishnan, 2016). Individual needs vary because of basic demographic attributes such as (a) age, (b) gender, (c) race, (d) culture, and (e) marital status (S & Krishnan, 2016; Sadat et al., 2016). Recognizing antecedents to voluntary turnover may help managers control the behavior (Lu & Gursoy, 2013; Mathieu & Babiak, 2016). Leaders are encouraged to learn what motivates an employee because motivation drives employee attitudes and behaviors (Stanley et al., 2013). Leaders must investigate and learn what motivates employees to stay or to quit.

Motivation. Motivation is a multidimensional driving force for behavior (Stanley et al., 2013). Motivation is a primary constituent to voluntary employee turnover because motivation is how a leader can stimulate employees in such a way to strengthen their organizational commitment and decrease turnover intention (Ehimen, Mordi, & Ajonbadi, 2014). Although turnover intention is the most compelling predecessor to turnover (Bhatnagar, 2012), leaders may effectively retain employees if they understand the reasons why people stay (Abii, Rose, & Paul, 2013; Pee et al., 2014). Business leaders should research the reasons their employees stay as well as why they leave as part of the strategic planning process. Addressing why some employees leave and why some employees stay, can help leaders blueprint the behavior modification process necessary for increasing organizational commitment and, as a result, reduce turnover.

The leadership role is important in the behavior modification process and is ascribed as an important antecedent of turnover (Lu & Gursoy, 2013; Mathieu & Babiak, 2016). Scholars have found motivation goes beyond compensation and benefits and motivational factors vary with individuals (Goyal & Chhabra, 2016; Lockwood & Euler, 2016). Employees have different needs which may include a flexible work arrangement, career development opportunities, and career advancement (Ehimen et al., 2014; Goyal & Chhabra, 2016; Lockwood & Euler, 2016). A decline in work motivation may be a cause for lack of job satisfaction (Maier, Laumer, Eckhardt, & Weitzel, 2013). Leaders may enhance their relationships with employees committed to their organizations by learning why people leave and why people stay in their organizations. Motivation is an important component to the antecedents of turnover intentions that consequently lead to actual turnover.

Summary of Literature Review

After reviewing the literature, I had a more profound understanding of voluntary employee turnover. Readers can use the information in the literature review to understand how employee turnover challenges business leaders and how employee turnover affects the organization's bottom line. The elements that drive turnover intention vary by individual; however, scholars and practitioners have been able to categorize the antecedents of turnover into such groups as job satisfaction, organizational culture, quality of life, and lack of commitment. As an extension of those categories, subcategories also exist such as motivation, lack of mentorship and ineffective

communication that lead to a lack of employee engagement and the feeling of a

psychological contract breach.

In a continually changing work environment, transformational leaders deal with

change resistance. The use of CVF allows managers to view the different facets of their

organizations and make decisions to moderate the issues affecting their bottom line. The

multiple roles leaders portray within CVF demand business leaders to be flexible,

empathetic, and creative when dealing with a diverse workforce.

Transition

In Section 1, I mentioned that I used a qualitative multiple case study to explore

strategies frontline supervisors and HR managers can use to mitigate voluntary employee

turnover. For this study, I invited frontline supervisors and HR managers who work in

Orange County, Florida to participate. The conceptual framework for this study was the

competing values framework. I used the interview questions to gain in-depth information

about applied strategies for reducing voluntary employee turnover. Section 2 elaborates

on the components in Section 1 and include details about the data collection tools and

techniques. Section 2 also includes detailed information on the research method and the

research design. In Section 3, I summarize the research to describe how the results apply

to business practices and the implications for social change.

Section 2: The Project

Section 2 includes (a) the purpose statement, (b) the role of the researcher, (c) the

research method and the research design used, and (d) information about the participants.

This section also includes the data collection method, the data organization techniques,

and information on the reliability and validity of the data analysis.

Purpose Statement

The purpose of this qualitative, descriptive multiple case study was to explore

strategies frontline managers and HR managers use to reduce voluntary employee

turnover. The population consisted of frontline supervisors and HR leaders with

experience designing and implementing strategies to reduce voluntary employee turnover

in eight organizations in Orange County, Florida. The implication for positive social

change includes the potential to help reduce employee work-life spillover (Adkins &

Premeaux, 2014; Baruch, Wordsworth, Mills, & Wright, 2015; Campbell, 2015; Lee et

al., 2016; Mas-Machuca, Berbegal-Mirabent, & Alegre, 2016) culminating in voluntary

turnover, which may affect their families' lifestyles.

Role of the Researcher

The qualitative researcher acts as the main instrument for data collection process

(Rubin & Rubin, 2005). In this study, I was the primary data collection instrument. I

gathered data in a conference center inside a local public library and questioned

participants for shared understanding, which required me to hone my listening,

observation, and understanding skills. I do not have any experience as a business leader

implementing strategies to reduce voluntary turnover. When I established the researcher-

interviewee relationship, and per my interview protocol, I explained my role as a student

researcher because people tend to understand that students conduct research as part of

their graduation requirements. As the researcher, I ensured that my research met Walden

University's Institutional Review Board (IRB) ethical standards, and my research was

within the boundaries of the basic ethical principles of the Belmont Report (U.S.

Department of Health, Education, & Welfare, 2014). As a means of mitigating

researcher bias, researchers are encouraged to examine how their view of the data

collected through a personal lens may slant the research (Rubin & Rubin, 2005). To

mitigate personal bias, I formulated questions that offset biases while keeping an open

mind to the interviewees' responses, and I did not offer my opinions during the focus

group session or individual interviews. Interviewers create conversational guides to help

stay focused (Rubin & Rubin, 2005), and I made sure the individual interview questions

and focus group questions helped participants stay concentrated on the topics relevant to

the study.

Participants

The prospective participants included frontline supervisors and HR managers who

were certified by the Society for Human Resource Management (SHRM) or Human

Resource Certification Institute (HRCI) and who worked in Orange County, Florida. The

composition of the participant groups was homogeneous because of the commonality of

the experiences, yet participants had contrasting opinions (Krueger & Casey, 2000). The

researcher can enhance the credibility of research findings by ensuring that the

participants reflect a variety of perspectives (Rubin & Rubin, 2005). My responsibility,

therefore, was to include different perspectives for a more in-depth investigation of the outcomes of this study.

Reiser and Milne (2016) and Robinson (2014) agreed that researchers use purposive sampling to ensure that the participants have the knowledge and experience to offer insights on the research topic. I employed purposive sampling to recruit participants for the focus group. Recruiting participants by the recommendations of other participants is called *snowball sampling*, which is a subcategory of purposive sampling (Heintz, 2012; Teddlie & Yu, 2007). I employed the snowball sampling approach for the frontline supervisor interviews, which enabled me to have a contingency plan to recruit potential participants by recommendation of the participants who had agreed to participate in this study.

Yin (2014) identified five components of research design: (a) a study's question; (b) its propositions, if any; (c) its unit(s) of analysis or the *case(s)*; (d) the logic linking data to the propositions; and (e) the criteria for interpreting the findings. Yin noted that a multiple case study might involve more than one unit of analysis, and the resulting design is called an *embedded* single-case study design. In this qualitative, descriptive multiple case study, the main unit or case was the issue of voluntary employee turnover. The eligibility criteria for the study included frontline supervisors and HR managers with experience designing and implementing successful strategies for reducing voluntary employee turnover. The focus group consisted of six HR managers because smaller groups are easier to recruit and control (Krueger & Casey, 2000). Researchers use purposive sampling as a recruiting technique for focus groups to ensure that the

participants have the desired qualities for the research purpose (Ehimen et al., 2014; Robinson, 2014).

Upon the approval of the Walden University Institution IRB, I contacted certified HR professionals in Orange County, Florida with an explanation of the purpose of my study and eligibility criteria for voluntary participation. I also provided each potential participant with a copy of the consent form to inform them about my commitment to adhere to confidentiality for this study. After accepting the invitation for research participation and before conducting the individual interviews or the focus group session, I disclosed, to the potential participants in a group setting, all the parameters of the consent form and confidentiality agreement. I informed the potential participants of the voluntary nature of this study and verbally communicated their right to withdraw from the research without penalty before or after the individual interviews or the focus group session by emailing me or contacting me by phone, using my contact information on the consent form. I provided two copies of the forms for each potential participant; I also signed each copy of the form and provided a signed copy to each potential participant before commencing the interview. I collected the participants' signed consent forms before beginning the individual interviews and focus group session. Obtaining the signed consent form from each participant gave me permission to commence the individual interviews or focus group session.

Research Method

When attempting to identify, examine, or explore variables or themes that influence decision-making, researchers may use either the quantitative research method

or qualitative research method. Researchers may apply a mixed methods approach to embrace both qualitative and quantitative methods when using a case study design (Yin, 2014). Quantitative data are more rigorous and measurable than are qualitative data, which are for exploring new topics and understanding human experience (Wilson, Onwuegbuzie, & Manning, 2016). Qualitative research typically takes place in a natural setting and enables researchers to search for an understanding of a particular human experience or phenomenon from the perspective of the participant and the meaning he or she brings to the phenomenon (Fetters, Curry, & Creswell, 2013). The difference between quantitative and qualitative methodological studies is that quantitative studies typically include numerical data and testing hypotheses, and qualitative researchers focus on obtaining multidimensional data derived from a natural setting (Ellis & Levy, 2009; Fetters et al., 2013).

Researchers use the qualitative methodology to obtain an in-depth understanding of complex human experiences (Englander, 2016; Von Essen & Englander, 2013). Qualitative researchers seek to explore human behavior using interactive research paradigms to guide their data collection approach (Donnelly et al., 2013; Ingham-Broomfield, 2015). In qualitative research, interviews are a common means of data collection and facilitate the exploration of important personal issues (Rubin & Rubin, 2005). Quantitative methods do not include interactive data collection and meaningful communication between researchers and participants (Englander, 2016; Von Essen & Englander, 2013). I asked the participants interview questions to obtain information about successful practice-based strategies to reduce voluntary employee turnover.

Researchers who use the mixed methods approach capitalize on the strengths of

qualitative and quantitative methodologies and obtain numerical data to support the

textual data collected through qualitative research (Fetters et al., 2013). However, since

the focus of this study was not to quantify participant experience but to explore the

successful strategies frontline supervisors and HR managers employ, the qualitative

method was most appropriate for this study.

Research Design

For this qualitative study, I chose the descriptive multiple case study design to

explore strategies to reduce voluntary employee turnover. Qualitative research embodies

several designs that include phenomenology and ethnography (Ingham-Broomfield,

2015). The three designs that could support an exploration model for studying the

strategies a group of leaders has used to improve an outcome of their organization are (a)

phenomenology, (b) ethnography, and (c) case study. Using each of the designs enables

the researcher to explore the lived experiences of the participants. However, the case

study method permits the experiences of the participants to triangulate with additional

data sources. The phenomenological approach would capture the experiences of the

individuals; ethnographers explore an entire cultural group. However, using the case

study method design enabled me to work with different leaders and supervisors across

different settings. Researchers use ethnographic and phenomenological designs to study

and observe the *experiences* of the participants as the unit of analysis, whereas case study

researchers focus on the *cases* the participants have experienced as the unit of analysis.

Runfola, Perna, Baraldi, and Gregori (2016) suggested that, even though some

researchers perceive case studies as less rigorous, findings from case studies could

benefit researchers seeking to describe, illustrate, and explore the participants' opinions

in depth. I considered the three qualitative designs and decided on the case study design

as the best fit based on the overarching research purpose.

Phenomenology

A phenomenological study reflects different approaches to obtaining and

documenting data. Englander (2016) and Von Essen and Englander (2013) identified two

ways of obtaining data from participants: face-to-face interviews or a written account of

their experience. Connelly (2010) identified two approaches to phenomenology

descriptive and *interpretive.* Connelly contended that researchers using the descriptive

approach practice *bracketing* to set aside any biases, whereas researchers using the

interpretive approach reject bracketing because they believe biases are an inherent part of

the person. Connelly's descriptions of phenomenology supported Englander's claim

because a descriptive approach would include a written account of the researcher's

experiences.

Ethnography

Ethnographic researchers explore how the beliefs and attitudes of different

cultural groups influence a community (Ross, Rogers, & Duff, 2016). Ethnography is a

form of qualitative research stemming from anthropology (Ingham-Broomfield, 2015).

Data collection methods include observations, interviewing, and document analysis and

may require the researcher to bracket assumptions and expectations before data collection

(Cane, McCarthy, & Halawi, 2010; Connelly, 2010; Ross et al., 2016). The ethnographic

approach did not align with the purpose of this study because I was not exploring an entire community or the experiences of a group within the community.

Case Study

Researchers use case studies to conduct interventions, policy developments, and program-based reforms studied in detail in a real-life context (De Massis & Kotlar, 2014; Runfola et al., 2016). In business research, researchers employ case studies because any facts relevant to the phenomenon studied may be a source of data because of the role of context and situation (Carolan, Forbat, & Smith, 2015). Researchers use case studies to answer questions of *how* and *why* and require a focus on a phenomenon in a real-life context (De Massis & Kotlar, 2014; Runfola et al., 2016). Researchers do not use case studies to focus on the people involved in a phenomenon, but instead, researchers focus on the *process* or *system* of action (Johnston, Leach, & Liu, 1999). Data saturation occurs when no new emergent patterns arise from the use of multiple sources of data such as interviews, published company policies, and unbiased public documentation (Hennink, Kaiser, & Marconi, 2016). The case study approach was a suitable approach for my study because I was not exploring the meaning of the experiences of the people, but rather the strategies. In qualitative research, data saturation is reached when no new themes or patterns emerge from the data collected (Hennink et al., 2016). The data saturation point for this study occurred when no new information or new themes emerged from the data collected.

Population and Sampling

The participants included frontline supervisors and HR managers with successful experiences designing and implementing strategies for reducing voluntary employee turnover. The focus group participants included certified HR managers. I designed the focus group questions for HR managers who had experience designing and implementing strategies for reducing voluntary employee turnover in eight organizations in Orange County, Florida. The individual interviews included frontline supervisors with experience designing and implementing strategies for reducing voluntary employee turnover. The participants' experience and knowledge included developing (with input from managers, supervisors, and employees) policies and processes for reducing voluntary employee turnover in an organization in Orange County, Florida. Participants had to have experience and knowledge with employee turnover to enhance the credibility of the study (Rubin & Rubin, 2005). The composition of the participants was homogeneous. Homogeneous groups share common experiences yet may have contrasting opinions (Krueger & Casey, 2000). Lyons et al. (2013) noted that using focus groups enables researchers to foster dynamic data collection, as one person's statements may trigger the recollections of others in the group. Back, Hildingsson, Sjoqvist, and Karlstrom (2016) and Lyons et al. (2013) facilitated focus groups with as few as two participants.

Marshall, Cardon, Poddar, and Fontenot (2013) noted that the research design determines the sample size requirements. Robinson (2014) recommended researchers deciding on a sample size should be flexible with an approximate range including a

minimum and a maximum. Robinson and Marshall et al. agreed that researchers and

methodologists rarely justify sample sizes for qualitative interviews. Robinson suggested

that researchers conducting interviews use a guideline of three to 16 participants.

Marshall et al. proposed that case studies use a minimum of four and a maximum of 200

interviewees. Allen (2014) recommended small focus groups with a maximum of six

participants to provide participants more time to respond to the focus group questions as

well as the ideas of other participants. Allen also posited that smaller focus groups of

two to five participants provide rich data and are easier to schedule. Findings from

Campbell's (2015) study substantiated Allen's conclusion by attesting that focus groups

of six participants can produce an abundance of information and demonstrate data

saturation. Qualitative research data saturation occurs when no more patterns emerge

from the data (Hennink et al., 2016). The data saturation point for this study occurred

when no new themes or information emerged from the data collected.

For this study, I intended to understand the *how* and *why* surrounding the

experiences of the frontline supervisors and HR managers who have experience

designing and implementing strategies for reducing voluntary turnover. Researchers

investigating experiences may utilize group interviews (Krueger & Casey, 2000; Yin,

2014). Researchers who have used the purposive sampling approach in a focus group

setting have benefited from access to participants that have the desired qualities for the

research purpose (Ehimen et al., 2014; Robinson, 2014). I collected data from two

different sources: (a) a focus group with HR managers and (b) interviews with frontline

supervisors. I employed a purposive sampling technique in a focus group interview

format. As a contingency plan, in the event I was unable to recruit a minimum of five

participants, I prepared to employ the snowball sampling method. The snowball

sampling method is a subcategory of purposive sampling (Teddlie & Yu, 2007). I

employed a snowball sampling method for the individual interviews by asking the focus

group participants for potential participants for the individual interviews. The interviews

and focus group session were held in a small conference room setting with a round table

providing a professional ambiance. Group interviews are most favorable in an

environment that encourages a participatory environment and conducive to the

naturalistic 'business' mindset (Rubin & Rubin, 2005). Focus groups can be challenging

because some participants may speak more than others (Kruegar & Casey, 2000).

Kruegar and Casey (2000) suggested making eye contact with shyer participants or

calling on them for their insight. I included all the participants by asking each for a

response.

Ethical Research

Researchers are required to follow codes of ethics when dealing with human

subjects (Rubin & Rubin, 2005). To protect the rights of the participants, the process of

sampling and data collecting did not begin until I received official IRB approval. To

ensure participants could make an informed decision, each participant received the IRB

approved consent form containing the purpose of the study, information about me, and a

guarantee of privacy protection. The consent form included the IRB approval number

01-25-16-0031312 and point of contact information for participants to contact the

institution and verify the study's legitimacy. The consent form disclosed that there was

no compensation for participating in the study and the participants' ability to withdraw

from the study at any time. Participants could notify me via email or by telephone. If a

participant chose to withdraw during the focus group session, he or she could have

spoken with me privately and informed me that he or she wanted to withdraw from the

study. To ensure confidentiality, I replaced the names of the participants with an

identifier term from FG P1 through FG P6 for focus group participants and FL P1

through FL P5 for frontline manager participants. Upon completion of the study, the

final document included Walden University's IRB approval number. Data will be locked

and kept safe for 5 years. After 5 years, all papers are shredded, files deleted from any

removable or nonremovable media devices, and all recordings erased.

Data Collection Instruments

Interviewing has become the main means of data collection in qualitative, human

scientific research (Englander, 2016; Von Essen & Englander, 2013). The researcher's

responsibilities include (a) interviewing, (b) observing, (c) documenting, and (d)

transcribing responses (Fleet et al., 2016; Tijdink et al., 2016). As the researcher, I was

the primary data collection instrument, and I: (a) facilitated the focus group session and

individual interviews, (b) observed, (c) documented, and (d) transcribed the participants'

responses. Participants signed a confidentiality agreement and a consent form, which

stated that I would audio record the interviews. Open-ended interview questions

provided a means to stimulate the knowledge sharing process of the group, restricted the

duration of the session, and eliminated the need to facilitate multiple sessions as a data

management strategy (Krueger & Casey, 2000; Morse 2015; Rubin & Rubin, 2005;

Tijdink et al., 2016). Furthermore, I used semistructured interviews to stimulate

participation to achieve data saturation.

Allowing participants to review the data summary established trust and allowed

participants to check for accuracy of the data summary (Krueger & Casey, 2000; Morse

2015; Rubin & Rubin, 2005; Tijdink et al., 2016). The process for assessing validity and

reliability included *transcript review* and *member checking* to allow participants access to

the raw data collected and allowed them to check the accuracy of my interpretations of

the collective responses.   The individual interview questions and focus group questions

are in Appendix B. Additionally, I used other data sources such as company documents

including information on the company vision and mission, corporate social responsibility,

the formation of the employee engagement committee, meeting agendas, meeting

minutes, organizational communication regarding changes, and documents to support

organizational culture such as the "Team Creed" and peer recognition system.

Data Collection Technique

In case studies, the data collection process requires that a researcher takes

sufficient measures to ensure quality control. However, researchers using case studies

can choose from six sources of evidence to choose from (Yin, 2014). To develop a better

understanding of the phenomenon, I applied the principle of *convergence of evidence*,

which is the triangulation of multiple data sources (De Massis & Kotlar, 2014; Yin,

2014). I interviewed frontline supervisors, facilitated a focus group session with HR

managers, and reviewed company documentation to support my data collection. Based

on Koch, Niesz, and McCarthy's (2013) claim, individual interviews with frontline

supervisors and focus group sessions using open-ended interview questions with participants who share similar experiences can be two sources for methodological triangulation. I used published policies as additional data sources to conduct methodological triangulation.

Each source of evidence has its strength and weakness. An advantage of using interviews is that interviews are intentional and insightful, but the disadvantage is that the data from interviews can include participant or interviewer bias (Yin, 2014). Allowing members to review the summary of the interview data helps researchers assure the data are accurate and establishes trust (Krueger & Casey, 2000; Rubin & Rubin, 2005). I provided participants with the verbatim interview transcript and allowed participants to determine the transcript's accuracy. Moreover, I discussed with participants my interpretations of their responses to account for the member checking process, which could have led to uncovering new data.

Data Organization Technique

Two advantages of recording interviews are the accessibility to review audio for any missed information and ease of transcribing responses using the audio recording (Krueger & Casey, 2000). The individual interviews and the focus group session were audio recorded, which enabled me to review the recordings and transcribe the audio. Reducing bias may occur by implementing quality control systems such as journaling personal reflections and keeping interview notes (Birt, Scott, Cavers, Campbell, & Walter, 2016; Rubin & Rubin, 2005). I kept a journal for personal reflections, help me reduce bias, and to keep interview notes. Once the data collection process is complete,

researchers can transcribe interviews, categorize notes by themes using research logs, and analyze the multiple sources of data for emerging themes using the *constant comparative method* (Fram, 2013; Krueger & Casey, 2000; Olson, McAllister, Grinnell, Gehrke Walters, & Appunn, 2016; Yin, 2014). Upon collection of the focus groups' data and the interviews' data, I used NVivo qualitative analysis software to transcribe the interviews. The NVivo software includes a transcription service capable of transcribing interviews and focus group interviews. Later, I categorized my notes by themes using my research logs and analyzed the three sources of data for emerging patterns using the constant comparative method. I saved the data collected and transcribed in an electronic form on a removable media device. The data will be stored in a secure, fireproof box in my home office for 5 years to ensure confidentiality. After 5 years, I will shred all documents, and delete any data stored in electronic form.

Data Analysis

The data analysis occurs while the researcher becomes immersed in the data collection process (Rubin & Rubin, 2005). I employed thematic data analysis for this case study. Methodological triangulation works as a strategy to ensure trustworthiness by cross-checking multiple data sources such as the data collected from the individual interviews, focus group session, and company documents (Joslin & Muller, 2016; Ingham-Broomfield, 2015; Yin, 2014). In qualitative research, researchers identify core ideas or themes by categorization (Ingham-Broomfield, 2015; Rubin & Rubin, 2005). I applied the modified Van Kaam method for a manual analysis and manual thematic coding of the interview data (Mpuang, Mukhopadhyay, & Malatsi, 2015). I used Word to

store my observation notes and preliminary analysis and Excel for organizing the codes

from my manual analysis before using the NVivo qualitative analysis software to assist

me in organizing the interviews for further analysis and thematic coding. In qualitative

studies, the coding process focuses on the *how* or *what* of the phenomenon as well as the

similarities and differences within and between categories and transcriptions (Morse,

2015; Yin, 2014). For this study, the themes emerged from the (a) focus group

transcriptions, (b) individual interviews, and (c) the company documentation such as

published policies. I compared the emergent themes to the elements of the selected

conceptual framework to either support or not support how organizational culture and

employee values may affect voluntary employee turnover stemming from the competing

values of employees and the organizational culture.

Reliability and Validity

The concepts for establishing quality and trustworthiness vary between qualitative

and quantitative research (Graneheim & Lundman, 2004). The terms used in qualitative

studies for measuring trustworthiness are *dependability, credibility,* and *transferability*

(Creswell & Miller, 2000; Graneheim & Lundman, 2004). Quality and trustworthiness

may be ensured using methodological triangulation, transcript review, and member

checking (Birt et al., 2016). The data examination process included findings from the

focus group session, individual interviews, and company documents such as published

policies.

Reliability

Reliability of a study can be a question of whether or not the researcher provides a sufficiently detailed description of their study's processes to enable other researchers to reproduce the study to confirm the results (Yin, 2014). Transparency and respondent validation or transcript review is meant to assure reliability (Larsen, Nielsen, & Jensen, 2013). Transcript review and member checking help confirm dependability and credibility of the information collected and the findings (Creswell & Miller, 2000). Member checking is the process of letting participants review, confirm, or modify the interpretations made from the data collected in the interview process (Harvey, 2015; Winter & Collins, 2015). I provided participants with the verbatim interview transcript to allow participants to review for accuracy. I discussed with participants my interpretations of their responses to account for the member checking process, which could have lead to uncovering new data, if applicable.

Validity

Validity ensures the models used for the research apply to decisions made based on the outcomes (MacPhail, Khoza, Abler, & Ranganathan, 2015). Member checking may assist in confirming the credibility of the information and review findings through the lens of the participants (Creswell & Miller, 2000). Researchers use methodological triangulation to converge multiple sources of information to assure credibility (Birt et al., 2016; Creswell & Miller, 2000; Yin, 2014). I triangulated the data from the individual interviews, focus group session, and the published company policies. The participants could review the findings and confirm the credibility of the information after the data

analysis. Data saturation occurred when I found no new evidence of additional patterns or themes emerging from the data collected.

The last two components of trustworthiness are *transferability*, or how the findings apply to different settings, and, *confirmability*, or the objectivity of the research (Fetters et al., 2013). The measurement of transferability is the extent to which the findings may fit other populations. Readers determine whether the findings may apply to other situations (Graneheim & Lundman, 2004; Krueger & Casey, 2000). As the researcher, my job was to determine transferability by thoroughly documenting my data collection, organization, analysis processes, and writing my findings with as much detail as possible. For confirmability, researchers may allow participants to review the information found and the researchers' interpretative processes for developing findings, conclusions, and recommendations (Graneheim & Lundman, 2004).

Triangulation

Researchers use methodological triangulation to validate data collected from multiple sources (Urban, Christenson, & Benson, 2015). There are four possible approaches to triangulating case study research: (a) data triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) methodological triangulation (Johnston et al., 1999). Methodological triangulation is the most common form of triangulation for collecting two or more forms of data using the same methodology (Heale & Forbes, 2013; Hussein, 2015; Walsh, 2013). The case study design enables researchers to investigate a phenomenon using multiple types of sources available to obtain a holistic perspective of the problem (Johnston et al., 1999). In qualitative studies, researchers use

methodological triangulation for assuring *trustworthiness*, *validity,* and *accuracy* (Birt et al., 2016; Ingham-Broomfield, 2015; Johnston et al., 1999). The data from the different sources could help validate and reinforce the information collected during the interview process (Leone, Ray, & Evans, 2013; Ramos & Joia, 2013). Heale and Forbes (2013) ascertained that researchers use methodological triangulation to study a single phenomenon using multiple methods to collect data. Researchers use methodological triangulation to strengthen and demonstrate the robust nature of case study results (De Massis & Kotlar, 2014; Johnston et al., 1999). In this study, methodological triangulation was the most relevant approach to triangulating the data and consisted of a focus group session, individual interviews, and company documentation. Methodological triangulation ensured this study had rigor, and that my findings, conclusions, and recommendations were valid.

The qualitative approach to this study permitted triangulation of the data collected, which may or may not support the information in the literature review. The qualitative approach and case study design provided several accounts of experiences dealing with the issue of voluntary turnover from a managerial perspective. The use of the focus group approach for data collection provided an environment of participation in which participants may trigger each other's thoughts by simply sharing their experiences.

Transition and Summary

In Section 2, I reiterated the purpose statement, discussed the eligibility, required criteria and strategies for accessing participants, and supported my reasons for choosing my research method and design. Section 2 includes a description of the population and

sample for this study, and the plans to secure the ethics of the research and the data

collection instrument. I also presented (a) the data collection technique, (b) data

organization technique, (c) a detailed description of the data analysis process, and (d) the

issues of reliability and validity in Section 2. Section 3 includes a summary of the

research, how findings apply to business and how the research findings and

recommendations could catalyze social change.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative, descriptive multiple case study was to explore strategies for frontline managers and HR managers to reduce voluntary employee turnover. I explored the successful employee retention strategies of certified HR managers and frontline supervisors in Orange County, Florida. I facilitated a focus group session with certified HR managers and conducted semistructured face-to-face interviews with frontline supervisors. I triangulated data from the focus group, the individual interviews, and company documents. The company documents I reviewed included information on the company vision and mission, corporate social responsibility, the formation of the employee engagement committee, meeting agendas, meeting minutes, organizational communication regarding changes, and documents to support organizational culture such as the "Team Creed" and peer recognition system. I used a modified Van Kaam model to analyze my interview data and the NVivo qualitative software to organize my analysis. My analysis resulted in a total of 68 codes supporting the significant themes and concept of the study. Of the 68 codes identified, I used 27 codes in the emergent themes. Four major themes emerged from my analysis including (a) know your workforce, (b) communication, (c) employee engagement, and (d) performance evaluations. The four major themes support the conceptual framework, CVF, established by Quinn and Rohrbaugh in 1983. The themes align with the research topic, strategies for reducing voluntary employee turnover.

Presentation of the Findings

I used the following research question to guide this study: What strategies do frontline supervisors and HR managers implement to reduce voluntary employee turnover? According to Yin (2014), researchers using case studies can choose from multiple sources of evidence. To develop a better understanding of the phenomenon, I applied the principle of convergence of evidence, which is the triangulation of multiple data sources (De Massis & Kotlar, 2014; Yin, 2014). I interviewed frontline supervisors, facilitated a focus group session with HR managers, and reviewed company documentation to support my data collection.

Theme 1: Know Your Workforce

Lee et al. (2016) and Mas-Machuca et al. (2016) referenced managers who cater to the demands of their workforce. The first major theme relates to the open systems model within the CVF, which addresses the need for flexibility to work with diverse groups of people (Quinn et al., 2007). More than 50% of the participants in this study mentioned the importance of knowing the workforce including what motivates employees, what their needs are, and what their short- and long-term goals are. In my literature review, I noted Stanley et al.'s (2013) claim that motivation is a multidimensional driving force for behavior and a primary contributor to voluntary employee turnover. Leaders can use what motivates employees to stimulate employees in such a way to strengthen their organizational commitment and decrease turnover intention, thereby reducing turnover (Ehimen, Mordi, & Ajonbadi, 2014).

Focus Group Participant 5 emphasized the importance of "knowing what the people are there for, because then, not only does that help with retention but in creating leaders." Focus Group Participant 1 suggested leaders take the time to research and know their workforce or "You will waste time and money." Focus Group Participant 3 added, "You cannot apply the same strategy you apply to retain engineers that you would maintenance workers." This participant further stated, "To know what programs to implement or what strategies fit the organization, leaders must know their workforce and what motivates them." Participants in both the focus group and the individual interviews agreed that HR professionals must have knowledge of the industry in which they lead, awareness of who their competition is and what they are doing, the public perception of the organization they work for, and the outside forces influencing their people. The published company documents supported the participants' claims regarding their companies' corporate social responsibility strategies and their companies' commitment to a diverse and inclusive work environment.

The management paradigm has evolved into a holistic management approach that requires a deeper understanding of the needs of employees (Ahmed et al., 2016; Silingiene & Skeriene, 2016). In my literature review, I identified antecedents of turnover and five major categories of addressing the holistic needs of employees (a) individual needs, (b) job-related issues, (c) organizational factors, (d) environmental factors, and (e) psychological factors (S & Krishnan, 2016). Focus Group Participant 1 urged leaders to make sure they know what will benefit their workforce before implementing changes or a new program. Employees' socioeconomic situations vary and

interests change (Kumar, Chebolu, & Babu, 2016). Focus Group Participant 2, acknowledged that everyone's needs are unique and what keeps them with an organization is not always money. As supported by my literature review, scholars have found motivation goes beyond compensation and benefits, and motivational factors vary with individuals (Goyal & Chhabra, 2016; Lockwood & Euler, 2016). Most of the focus group participants agreed that money is usually a short-term solution, but knowing your employees' needs will help you find sustainable solutions to retain your most talented and skilled workers. Focus Group Participant 3 noted that leaders must be mindful of the unique needs of a frontline employee and an employee in a managerial or executive position. Frontline Participant 1 encouraged leaders to, "Walk around and intermingle with staff…knowing their problems, and then trying to bridge that gap…leaders must know their workforce and what motivates employees." Frontline Participant 5 added, "If you know your workforce, then you will know who has reached the point in the employee life cycle that requires additional attention."

Frontline Participant 4 emphasized on the need to know your competitors and what is going on in the market for your industry that may attribute to your turnover. For example, "When a new competitor opens you may have a huge amount of turnover because they may offer much higher wages than anyone else in the market." Focus group participants and frontline participants agreed that knowing your industry is important. Frontline Participant 4 stated:

You have to be abreast of what's going on. So, being tied into organizations like SHRM because the market is changing, unemployment is low, so it's not like you have the pick of the litter and everyone's fighting for the same people.

Focus Group Participant 1 urged leaders to research what their competitors offer; otherwise, "You get them in for a lesser salary, train them, and you would be training them for other people, and those companies pay them more."

The open systems model within CVF focuses on leaders who can embrace the differences within their workforce and guide change (Lindquist & Marcy, 2016). Within the open systems model, leaders are willing to take risks and create new challenges (Valmohammadi & Roshanzamir, 2015), which may be required for continuous improvement as mentioned by several participants including Focus Group Participant 1 and interview participants 1 and 4. Frontline Participant 1 noted how important it is for leaders to always think of new ways to improve the work environment, "Whatever events that you have, the whole process is to continually keep thinking about it."

Focus Group Participant 6, emphasized how the external forces vary from person to person:

I think that commitment is definitely an individual type of decision because everybody's is going to be different. Some of those outside forces are probably personal. It could be other individuals that leave, and they're talking to their friends. The type of supervisor he has, so on and so forth. Pressures on both sides pulling on each other. So those individuals that keep the equilibrium going between the outside forces and the inside forces and they stay.

Focus Group Participant 3 added, "External forces that you wouldn't think of can impact [commitment]."

The open systems model focuses on flexibility with an external concentration such as studying the competition to increase market share and gain a competitive advantage (Ikramullah, Van Prooijen, Iqbal, & Ul-Hassan, 2016). In summation to the statements made by participants and relating the statements to the conceptual framework of this study, leaders agree that knowing your workforce requires taking the time to find what external forces may influence how decisions are made, such as changes in the economy or government, in the industry, and in the market. Even more, it is critical to know how the same external forces are influencing the socioeconomic needs of your internal workforce and the organizational changes required to address the demands of an ever-changing workforce.

Theme 2: Communication

This theme relates to the rational goal model, more specifically the director role, within the CVF because the director is who communicates the vision and goals of the organization. Communication was among the themes I identified during my literature review and noted as essential for healthy relationships, which require effective communication for understanding goals, especially because effective communication helps with organizational performance by ensuring engagement, commitment, and appropriate corresponding behavior. The rational goal model emphasizes planning and goal setting and represents a relationship between clear goals and performance improvement (Ikramullah et al., 2016), which requires effective communication.

Managers must approach communication in a holistic manner and customize messages based on the audience (Gupta, 2016).

Address communication barriers. Customizing the delivery of messages according to the audience is also important. Fifty percent of the focus group participants and 80% of the frontline participants advised leaders to offer a communication platform in which employees can speak freely and not feel threatened, which was also supported by Smet et al. (2016). Focus Group Participant 1 recalled the following experience:

> We had quarterly staff meetings and they usually were ra-ra, meaning we would feed them, we would say this is what the company is doing now. Then there was this section, which I didn't agree with too much, where the COO would ask questions. The COO thought there's nothing wrong because nobody asked a question, but it was because the management was there and it ended up being just a repetition.

Having managers at the meetings may intimidate employees and prevent them from speaking up. However, that does not mean there is nothing wrong; it means they do not feel comfortable speaking (Focus Group Participant 1). Focus Group Participant 5 agreed with Focus Group Participant 1, stating, "Because then people feel open and they can share. They're not going to be afraid of the retaliation, all those things."

Leaders who foster a culture of communication and trust will increase organizational commitment and positively influence employee turnover (Smet et al., 2016). Communication is an integral part of the knowledge sharing process (Thomas & McDonagh, 2013) and may help reduce turnover antecedents (McClean et al., 2013).

Learning how to communicate with a diverse population is a basic requirement for all supervisors.

My literature review includes Tiwari's (2015) claim that nonverbal behaviors could pose as an informative method of communication just as verbal communication does. Focus Group Participant 6 addressed communication barriers, "Communication barrier sometimes for some employee, cultural was a main stage, like beliefs and just your overall types of cultural aspects, like younger people that are supervisory of an older people." As the business environment evolves into a global market, practicing effective communication may require managers to change their established worldviews (Henderson et al., 2016; Zakaria, 2016). Frontline Participant 1 posited that offering a communication platform for employees to speak freely and feel supported by managers is one component to keeping employees productive and loyal to the organization. Moreover, Frontline Participant 1 added:

A huge part of HR is getting your behind off the chair and walking around and intermingling with the staff and getting to know the staff and knowing their problems, knowing where they are, knowing if they're happy, sad or indifferent and whatnot.

Frontline Participant 1 was implying that engaging with the employees requires HR to interact in a casual, informal manner to understand employees and know what is happening at different levels. Verbal communication and nonverbal behaviors could serve as an informative method of communication that may signal messages among interacting individuals (Tiwari, 2015).

Establish two-way communication. Frontline Participant 3 proposed that leaders should have:

> A strategy to maintain a sensitive two-way communication. For maximum
> employee engagement, our business leaders ensure that communication was not a
> one-way cycle in our company. They tried to listen to feedback such as one-on-
> one meetings or anonymous feedback through our employee's survey, and acted
> based on the results.

Having a system that provides 360-degree feedback will help business leaders capture the pains of their employees and help employees understand the decisions made by leaders (Frontline Participant 5). However, Focus Group Participant 6 warned leaders about the timing of the communication implying that communicating plans while they are still in the research stage can lead to unmet expectations and disappointments. Focus Group Participant 6 pointed out, "I think rushing things with communication too quick and not planned out is a big mistake because you're still researching…start telling people about this, and then they're planning on that, and it changes… it's frustrating in that aspect." Focus Group Participant 6's claim is supported in my literature review, as Thomas and McDonagh (2013) also concluded that knowing when and how to share information is important and may prove essential to the knowledge sharing process. Frontline Participant 5 believed:

> Those same strategies of having open feedback…where there's just a real open
> forum and having a lot of transparency in a company. I think that helps too

because people-- if something's coming down in the pipeline they're prepared either way, no matter what.

Tailor communication to the audience. The rational goal model within the CVF focuses on maximizing performance and productivity (Lindquist & Marcy, 2016). Therefore, leaders need to communicate goals and expectations so that employees can contribute to the success of the organization (Ikramullah et al., 2016). Frontline Participant 5 asserted, "It's my belief that if employees understand what their role is in a larger role, then they'll connect to it, and it should reduce any turnover in the company." Gupta (2016) posited that working with a diverse workforce and employees of different cultural backgrounds requires different communication strategies by tailoring the messages to the different audiences. As noted in my literature review, Henderson et al. (2016) and Zakaria (2016) pointed out that, as the business environment evolves into a global market, practicing effective communication may require managers to change their established worldviews.

Frontline Participant 2 suggested leaders keep the channels of communication available to help employees feel valued and heard, "Just open communication was probably the best strategy I had." Frontline Participant 5 agreed:

> The communication process is just really, really important so that people feel that they can say things that might be frustrating for them and know that it's not going to be--a deaf ear isn't being turned to what they're saying.

Change management is a challenging task and requires effective communication, otherwise, as stated by Focus Group Participant 6, "If the culture changes into something

that individuals do not believe in, they're instantaneously going to look for work elsewhere."

The rational goal model involves setting goals, increasing effectiveness, developing plans, and taking action (Ikramullah et al., 2016). In summation to the statements made by participants and relating the statements to the conceptual framework of this study, leaders agree that communication is integral to change management and the knowledge sharing process. Communicating with employees is necessary to set goals, increase effectiveness, and develop action plans as noted by the rational goal model. Effective communication requires leaders to learn how to communicate with a diverse population and tailor their delivery according to the audience. Even more, knowing *when* to communicate is as important as *how* to communicate to lessen employee frustration and diminish unmet expectations and disappointments, which may lead to turnover antecedents. All participants agreed that leaders must have a system to provide constant feedback and maintain the channels of communication available for employees to feel valued and heard. The company documents used in this study supported how some of the companies used different types of media to communicate with employees including company podcasts and CEO messages delivered as videos on the company intranet site.

Theme 3: Employee Engagement

Employee engagement relates to the human relations model within the CVF. The roles within the human relations model require a high level of emotional intelligence to build relationships and encourage engagement (Polito, 2013). Fiordelisi and Rocci (2013) connected employee engagement to voluntary employee turnover and suggested to

potentially reduce turnover, that managers use the CVF when making organizational

changes. As noted in the literature review, Conway et al. (2015), Popli and Rizvi (2016),

and Kataria et al. (2013) associated leaders who foster a participatory organizational

culture and encourage employee engagement with a stronger employee commitment.

Focus Group Participant 1 noted:

> They have to truly feel engaged in the process and though they might not be at the
>
> table when final decisions are made, but it has to be visible to them of how were
>
> my concerns taken into account in coming up with this final solution to address
>
> the cultural divide.

Participants agreed that managers should engage employees in the decision-

making process while educating them to think bigger than the problem itself. In my

literature review, I found Kimball (2013) suggested the employee engagement process

requires subdividing procedures into simple parts allowing employees to reflect on their

understanding and applying the information in their context. Through the employee

engagement process, employees understand why changes are occurring and are more

receptive to the changes because the employees participate in the process (Frontline

Participant 5). Focus Group Participant 1 added:

> You have to include the employees. If you leave the employees out of the
>
> solution, well, that doesn't make any sense. You're missing a critical piece of
>
> your equation and you have to figure out a way--sometimes it's focus groups.

Leaders who engage employees in the decision-making process find employees have stronger organizational commitment and accept changes with less resistance (Hewitt-Taylor, 2013; Kimball, 2013).

Managers must be mindful that problems are never truly eliminated and that when you resolve one problem, a new one may appear (Focus Group Participant 3). Focus Group Participant 3 suggested starting with the values, "One of the strategies that I've been a part of is completely redoing the corporate values and everything." Focus Group Participant 4 warned, "The focus can't be, I'm making people happy, because that isn't the goal…engage them in process." Every person defines *happy* differently, and it would be impossible to please everyone. Therefore, the focus is not on *happiness* but engagement. Focus Group Participant 4 has created a committee consisting of different employees to develop ideas to engage *other* employees, thereby engaging employees by creating a group that represents employees at all levels. The second part is empowering the small group to engage their peers. The committee is an example of a multilevel employee engagement process.

Frontline Participant 1 encouraged leaders to get creative and find a starting point to bring employees at all levels of the organization on the same page, "Coming up with creative ideas and creative thinking in order to get employees and managers on the same page to create programs that everybody can be involved in." Focus Group Participant 5 mentioned a similar idea, "The other way that I engage people was with the fundraisings or a cancer walk, the heart walk", suggesting that employee engagement is not limited to decision making or voicing suggestions for process improvements, it can be as simple as

bringing people together for the bigger purpose such as creating a team for a fundraiser or a health awareness walk. Frontline Participant 5 agreed, "Being involved in the community nonprofits and causes…having bonding time so that the people in the company can connect." People want to feel proud of where they work and may influence employee behavior, as focus participant 1 stated, "Would you be shocked at what your employees said about your company?" Frontline Participant 1 noted a good indicator that people like their job is when people "Wake up and go into work rain, snow or sleet."

Fostering an organizational culture in which leaders recognize employees for their hard work is also a way to keep employees engaged. Focus Group Participant 4 has implemented an employee recognition program in which employees recognize each other, and she urged managers to ask, "How do we develop systems so that that's something people can do all the time in a cultural way, and not just in an episodic way?" Focus Group Participant 5 also implemented a peer recognition program that allowed peers to recognize each other's work and "Was not created, but came naturally…because retention has a lot to do with how you treat people…it is not so much about the money." Frontline Participant 2 added how "Important it is to make an employee feel that they are part of the decision making in their department including having their peers reward them for going above and beyond."

Another way to recognize hard work and retain the hidden talent within the organization is to develop ways that employees can learn, develop, and grow within the organization. Frontline Participant 4 encouraged managers to ask, "What are those talents we can tap into?" and implement a mentorship program that can help people

develop their skills and understand that "Promotions are not always lateral, but can be

horizontal." Mentoring relationships can be with coworkers or other people and require

that the mentee is willing to listen to positive and negative feedback (Ragins, 2016).

Leaders are finding ways to link senior employees with protégés to help the novice

worker with such issues as (a) career coaching, (b) decision-making, and (c) leadership

development (Mijares et al., 2013). When employees envision themselves working in an

organization in the future, they do not want to see themselves in the same position.

Frontline Participant 1 said, "Everybody wants to go to the next level…nobody wants to

be in a dead-end job…if you do not have these opportunities, they will leave." Frontline

Participant 1 also added, "Training and development is a big component…if an employee

is hopeful that they can advance, it will change their world." Frontline Participant 5

agreed and added, "A leadership opportunity is something else that would be good to

have…so creating opportunities in leadership or in cross-training." Encouraging career

development also helps boost morale especially for employees who struggle with the

negativity nonengaged employees bring to the workplace. Frontline Participant 1 pointed

out "Employees who are not interested in advancement may poison the well for others

who are." Focus Group Participant 3 and 4 both mentioned the fact that not everyone is

worth keeping. Focus Group Participant 3 stated, "There is natural attrition that's going

to happen…some employees are staying and they need to leave because they impact

other employees' intent to leave."

The human relations model has a strong focus on employee development, morale,

and group cohesion (Ikramullah et al., 2016). In summation to the statements made by

participants and relating the statements to the conceptual framework of this study, employee engagement is multifaceted and related to all the elements of the human relations model. Employee engagement entails including employees in the decision-making process, which could mean creating a committee that acts as a liaison between leaders and employees, which can bring employees together and increase morale because employees feel valued. Employee engagement also means developing employees through cross-training or developing leadership opportunities as preparation for advancing employees' careers. The company documents I reviewed supported how the companies engaged employees by providing examples of an employee engagement committee including meeting agendas, meeting minutes, and documents to support the team culture with a "Team Creed" and a peer recognition system.

Theme 4: Performance Evaluations and Exit Interviews

This theme relates to the internal process model within the CVF because leaders in this model act as monitors to maintain structure, measure performance and quality (Quinn et al., 2007). Performance evaluations help managers reward employees (S & Krishnan, 2016) and help with career development (Goyal & Chhabra, 2016; Lockwood & Euler, 2016). As found in my literature review, Mijares, Baxley, and Bond (2013) claim leaders are finding ways to link senior employees with protégés to help the novice worker with such issues as (a) career coaching, (b) decision-making, and (c) leadership development. Focus Group Participant 5 also believed that evaluations should be conducted multiple times a year and used to measure changes and trends before issues

arise. She noted that all levels should be evaluated including managers to ensure that managers are doing their job as managers as well, in her words:

I don't think the performance should be done once a year. This is constantly an ongoing process, in order to avoid people leaving if you catch the problems when it really happens, you do the due diligence of what's going on because not necessarily has to be the employees fault.

Focus Group Participant 4 agreed and counseled, "I would say the first thing is that the system where performance is a management system and not just a one-time event." Focus Group Participant 5 advised, "Everything has to be measured. You cannot assume because a manager is a manager, they're going to do their job" and Focus Group Participant 6 also enforced a 360-degree evaluation system in which employees evaluate managers. The new workforce desires constant feedback as part of their learning process (Stewart et al., 2016).

Focus Group Participant 3 recommended that evaluations should be tied to the organization's core values as it will hold everyone accountable. Focus Group Participant 4 agreed and added:

From the CEO, down to the guy who puts the toilet paper on the roll…because management must lead by example if they expect employees to live by the values of the organization…the first way that has to influence people's behavior, is that they have to believe that the leadership is bought into the culture.

HR managers must remain objective as Focus Group Participant 5 advocated, "As an HR person, I was very objective because I looked at the feedback from the managers,

but also the employees." Frontline Participant 2 also used a similar approach, "I always had employees critique their supervisors, anonymously, kind of like doing a self-evaluation, but they would do it on their supervisors." The main emphasis for the internal process model is on process-related activities which include evaluating and monitoring employees and providing regular feedback to improve organizational effectiveness (Ikramullah et al., 2016).

More than 50% of participants emphasized the importance of another process, the exit interview. The exit interview can give insight to why people are leaving the organization. Focus Group Participant 1 and Frontline Participant 3 encouraged leaders to use a less intimidating exit interview approach to allow people to speak freely and she emphasized the importance of documenting the data collected from the exit interviews to use for organizational changes. Frontline Participant 2 affirmed that exit interviews helped improve internal processes and assisted in strategizing for retention strategies. Insight from the exit interviews may assist managers with changes needed to implement when hiring a replacement for an employee that left the organization. Frontline Participant 3 urged managers to continue monitoring the effectiveness of all processes. Recruiting and onboarding processes could be changed to ensure managers are hiring the right person and setting the right expectations (Focus group participant 5). Internal changes may start with simply making changes to the job descriptions (Frontline Participant 1). As noted in my literature review, Pee et al. (2014) identified the costs of new employee orientation and training as a disruption to meeting organizational performance goals.

Performance evaluations serve as one method to monitor the performance of current employees and for possibly monitoring changes in behaviors that may lead to turnover (Focus group participant 6). While participants mentioned performance evaluations more frequently than other internal processes, it is important to note all processes that work to improve how managers approach retention strategies. Therefore, it was important to mention the exit interview, recruitment, and the onboarding process as they were mentioned several times throughout my research.

The internal process model within CVF entails control, information management, and continuity with an emphasis on processes-related issues (Ikramullah et al., 2016). In summation to the statements made by participants and relating the statements to the conceptual framework of this study, maintaining control and continuity of the internal processes requires leaders to gather information and make changes based on the data collected. People associate performance reviews with managers reviewing employees. However, it is important that managers are evaluated as well to ensure they are effective leaders who lead based on the organizational values. Exit interviews can therefore serve to evaluate the organization. It is an opportunity for leaders to learn what they are doing or not doing and why employees are leaving or why they are staying. An exit interview can serve as an evaluation tool from which leaders can determine the changes needed for internal processes like the recruitment process, hiring process, the onboarding process, and key processes affecting employees' commitment. The published company documents supported leaders' endorsement for using a 360-degree feedback system to help them improve internal evaluation and feedback processes.

Applications to Professional Practice

The results of this study could be used by current and future business leaders for implementing strategies to mitigate voluntary employee turnover. HR managers, frontline supervisors, and other business leaders can alleviate profit loss associated with the high costs of voluntary employee turnover by applying the findings from this study. Business leaders who lack the resources for designing and implementing effective strategies may find the recommendations from this study to be a cost effective means for reducing voluntary employee turnover, derivative costs, and improving the bottom line.

Implications for Social Change

The implications for positive social change includes effective strategies to help reduce voluntary turnover therefore reducing the potential of employee work-life spillover (Adkins & Premeaux, 2014; Baruch et al., 2015; Campbell, 2015; Lee et al., 2016; Mas-Machuca et al., 2016) culminating in voluntary turnover into the personal lives of employees, which may affect their families' lifestyles. Social change occurs when barriers are removed from social systems so people can move in the desired directions (Reeler, 2015). Leaders who are prepared to address the concerns of their employees may be able to increase employee commitment. The results of this study provide leaders with potential techniques to increase employee commitment and consequently reduce voluntary employee turnover. Voluntary employee turnover affects the unemployment rate and may increase the need for social services until an individual can find work. Furthermore, families of those who leave an organization are directly affected by the loss of income.

My hope is that this study will result in providing strategies that leaders can use to diagnose what is not working within their organizations and help them implement the changes necessary to align employee values with the organizational culture, which could increase job satisfaction and lower unemployment. The information shared in this study could contribute to social change by helping business leaders develop and implement strategies that can increase employee commitment, support employee work-life balance, and help employees maintain a steady income to support their families and contribute to their communities.

Recommendations for Action

The findings from this study encourage leaders to develop and deploy four different techniques for use in employee retention. First, the need for business leaders to know their workforce. Leaders need to take the time to learn what motivates their employees and what employees value the most. There is not a one size fits all solution to retention because every organization is unique. Depending on the industry, demographics of the workforce, location, and cultural or generational differences can all influence peoples' values and how receptive they are to organizational changes. Taking the time to talk to people and learn what their goals are, what motivates them, who is most influential in their lives, or what they have going on outside of work can provide valuable insights to how managers can accommodate employees for a better quality of work life.

Secondly, communication is important. Leaders have to learn *when* and *how* to communicate. Again, if a leader is knowledgeable of the workforce, then communication

should be tailored to the audience. If the workforce is primarily Spanish speaking

employees, then a leader must find a culturally respectful way to relay the message. If

the workforce is predominantly millennials, then the use of social media or other

technologically friendly communication methods could be effective. Moreover, learning

when to communicate is also important to avoid confusion or frustration. As participants

noted, it is not wise to communicate plans for change while in the planning phase.

Third, keeping employees engaged in all aspects of the organization is important.

Employees may not have the final say in the decision-making process, but they should

have an opportunity to voice their opinions and suggestions. However, employee

engagement is not limited to providing insights about what is not working within the

organization, but also what *is* working. Even more, empowering employees to recognize

each other may increase morale and comradery. Any chance leaders can get to bring

people at all levels of the organization together, is an opportunity for employee

engagement and leaders to get to know their workforce. Using creative ways to connect

people such as having a health and wellness club or forming a group to represent the

organization in the community are examples of means to create employee loyalty and

increase the social aspect of the workplace.

Finally, leaders should use performance evaluations as a data collection tool. The

information they gather from the evaluations may reveal antecedents to voluntary

turnover. The data collection process begins with having an evaluation system that

provides feedback to employees and managers. Another tool that monitors performance

is the exit interview. An exit interview can be an evaluation tool to understand why

people leave and why people stay, or what they are doing right and what they are doing wrong, which in turn helps leaders implement change. As noted by the participants in this study, money is not always the reason people leave; and, not everyone is worth retaining. I intend to publish this study in academic journals and add to the existing literature on employee retention.

Recommendations for Further Research

The information in this study contributes to the literature available on strategies for reducing voluntary turnover. Recommendations for further research include focusing on a specific industries. Future researchers should consider studying retention strategies that leaders have used in high turnover industries.

One of the limitations of this study was the participants in this study. The participants were limited to frontline supervisors and certified HR managers. Recommendations for further research would be to include employees' as participants, especially employees who are engaged in the strategic planning process. The second limitation was the size of the focus group, and its exclusivity of certified HR managers participate in the focus group. A final recommendation for further research is to organize and facilitate multiple focus groups that include a mix of leaders and employees who have experience with the topic even if they are not currently in a leadership role.

Reflections

Completing the doctoral study process was a personal goal for me as a single parent of two beautiful girls; I wanted to prove that anything is possible. As I struggled to find an employer that would help me provide for my family and maintain a work-life

balance, I often wondered how employers could let talented employees leave without wondering what they could have done to keep them. The research process challenged me and helped me understand the challenges that investigators face before collecting data. The literature review helped me minimize researcher bias and learn how to immerse myself in the process.

While it was difficult to work with the participants' schedules, the participants were extremely helpful and eager to help me in this process. Many of them congratulated me for my academic achievement. I have a better understanding of the strategic planning process from a managerial perspective and an enhanced business acumen. Developing the findings from this study exposed me to the difference in organizational cultures across different industries, which is helpful to know in my current profession as a recruiter in the workforce development industry. I have never been in a leadership role, but the knowledge I gained has helped me become a more engaged employee and participate in different influential committees within my organization.

Conclusions

HRD leaders lack the mechanisms for managing organizational behaviors that lead to voluntary turnover (Lopez, 2013). Leaders focus on employee turnover rates because of the high costs associated with losing skilled employees that have significant adverse effects on performance (Anvari et al., 2014; Bothma & Roodt, 2013; Malik & Khalid, 2016). Slavich, Capetta, and Giangreco (2014) suggested that HRM practices can have positive effects on productivity, performance, and employee turnover. Leaders

must implement HRM strategies that support the organization's plan for competitive advantage (Slavich et al., 2014).

Organizational culture is recognized to be a powerful force influencing performance and long-term effectiveness of organizations (Cameron & Quinn, 2006). The findings from this study have identified four key themes that leaders can use in developing strategies for increasing employee retention. The four major themes found in this study were (a) know your workforce, (b) communication, (c) employee engagement, and (d) performance evaluations.

The four major themes identified in this study fit within the CVF for diagnosing organizational culture and implementing the necessary changes to reduce voluntary employee turnover. As a result, business leaders faced with the costs of voluntary employee turnover may use CVF to identify strategies for increasing employee commitment.

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Appendix A: Focus Group and Individual Interview Protocol Form

Interview Title: Exploring strategies for human resource leaders to reduce voluntary employee turnover.

I.   The focus group session and individual interviews will begin with greetings and introductions.

II.   I will go over the consent form and have participants sign two copies. Participants will keep a copy and I will keep a copy.

III. I will provide information about the transcript review and member checking process that will follow the focus group session.

IV. I will turn on the audio recorder and I will note the date, time, and location.

V.   The focus group session and individual interviews will include introductory questions to capture additional participant background information.

VI. Questions will include:

    a.   What attracted you to the organization?

    b.   What are some of the benefits your organization offers that you have taken advantage of?

VII. My focus group questions are:

    1.   What are some of the key issues in developing human resource strategies for reducing voluntary employee turnover?

        a.   A possible follow-up to the interview question is as follows: Describe how important the recruitment process is in relation to retention strategies.

2. How does organizational culture influence organizational behavior?

   a. A possible follow-up question is as follows: How may organizational culture influence voluntary turnover intention?

3. How do you as HR leaders detect employee behaviors reflecting competing cultural values of the organization versus personal?

4. What strategies have you and your companies implemented to address turnover intentions when organizational culture conflicts with employee values?

5. How do you as HR leaders catalyze employee engagement in the strategic planning process for addressing voluntary turnover to align organizational culture with employees' values?

6. What external factors, if any, do you feel influence an employee's commitment to the organization?

7. What resources did you find most helpful in developing retention strategies?

8. Considering everything we have discussed, what strategies were most successful in mitigating voluntary employee turnover based on the conflicting values of employees with the organization culture?

   a. A follow-up question is as follows: What processes, if any, did you employ to identify and improve ineffective strategies?

9. Are there any topics we may have missed on strategies for reducing voluntary employee turnover?

VIII. My individual interview questions are:

1. What strategies have you used to design strategies to reduce voluntary employee turnover?

2. What processes have you used for implementing strategies to reduce voluntary employee turnover?

3. What strategies have you used for monitoring the success of strategies used to reduce voluntary employee turnover?

4. What additional information would you like to add about the strategies you have developed and implemented to reduce voluntary employee turnover?

Appendix B: Focus Group and Individual Interview Questions

Focus Group Questions (for Human Resource Managers)

Focus groups are a popular method for the exploration of poorly understood phenomena (Zeldenryk, Gray, Gordon, Speare, & Hossain, 2014). Focus groups are useful to find a range of opinions from participants who possess certain characteristics (Krueger & Casey, 2000). Krueger and Casey suggested focus groups are social experiences and require questions that are conversational to help create and maintain an informal environment. My focus group questions are:

1. What are some of the key issues in developing human resource strategies for reducing voluntary employee turnover?

    a. A possible follow-up to the interview question is as follows: Describe how important the recruitment process is in relation to retention strategies.

2. How does organizational culture influence organizational behavior?

    a. A possible follow-up question is as follows: How may organizational culture influence voluntary turnover intention?

3. How do you as HR leaders detect employee behaviors reflecting competing cultural values of the organization versus personal?

4. What strategies have you and your companies implemented to address turnover intentions when organizational culture conflicts with employee values?

5. How do you as HR leaders catalyze employee engagement in the strategic planning process for addressing voluntary turnover to align organizational culture with employees' values?

6. What external factors, if any, do you feel influence an employee's commitment to the organization?

7. What resources did you find most helpful in developing retention strategies?

8. Considering everything we have discussed, what strategies were most successful in mitigating voluntary employee turnover based on the conflicting values of employees with the organization culture?

    a. A follow-up question is as follows: What processes, if any, did you employ to identify and improve ineffective strategies?

9. Are there any topics we may have missed on strategies for reducing voluntary employee turnover?

Interview Questions (for Frontline Supervisors)

In qualitative research, interviews are a common means of data collection and facilitate the exploration of important personal issues (Rubin & Rubin, 2005). Englander (2016) and Von Essen and Englander (2013) identified face-to-face interviews to capture the experiences of participants. An advantage of using interviews is that interviews are strong because they are intentional and insightful but the disadvantage is that interviews are weak because of the possible bias of the participants (Yin, 2014). My interview questions are:

1. What strategies have you used to design strategies to reduce voluntary employee turnover?

2. What processes have you used for implementing strategies to reduce voluntary employee turnover?

3. What strategies have you used for monitoring the success of strategies used to reduce voluntary employee turnover?

4. What additional information would you like to add about the strategies you have developed and implemented to reduce voluntary employee turnover?