Walden Dissertations and Doctoral Studies

Walden Dissertations and Doctoral Studies Collection

2018

Strategies to Reduce Employee Turnover

Diane Krzan Merla
Walden University

Follow this and additional works at: https://scholarworks.waldenu.edu/dissertations

Part of the Business Commons

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Diane Merla

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

Review Committee
Dr. Karin Mae, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Rocky Dwyer, Committee Member, Doctor of Business Administration Faculty

Dr. Neil Mathur, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Strategies to Reduce Employee Turnover

by

Diane Krzan Merla

MBA, Florida Institute of Technology 2009

BS, Monmouth University, 2003

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2018

Abstract

Businesses that fail to retain knowledgeable employees risk remaining competitive in the marketplace. Approximately 25 million people quit their jobs in 2016, overall. This single case study explored strategies business managers use to reduce employee turnover. The population for this study was 5 business managers from a business and technical personnel support organization in the information and solutions industry in the state of New Jersey who had experience with strategies to improve employee retention. The conceptual framework used in this study was systems theory. Data were collected from company archival documents and semistructured face-to-face interviews with 5 business managers. Moustakas' modified van Kaam method was used for data analysis. Member checking helped to ensure credibility and trustworthiness in the interpretation of interviewee responses. Three major themes emerged: workplace environment, safety, and training. Strategies ascertained in this study may be helpful for business managers who develop ways to reduce employee turnover. The implications for positive social change include retaining valuable employees in critical positions, reducing unemployment rates and unemployment compensation, and the potential to disencumber funds to support additional social services.

Strategies to Reduce Employee Turnover

by

Diane Krzan Merla

MBA, Florida Institute of Technology, 2009

BS, Monmouth University, 2003

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2018

Dedication

First and foremost, I would like to thank God for the path he chose for my life. Although, education is my passion, completing a doctorate was never a thought in my mind as a child. I would like to dedicate this study to my husband Charlie N. Merla, my daughter Dr. Alyssa Lambrese, her husband Kevin, and my grandchildren Bentley and Violet, my son Nunzio Merla, his wife Melissa, and my grandchildren Charlie and Cooper, and my son Vito Merla and his girlfriend Julissa Arias. Thank you for your love, continued support through very late nights completing assignments, missing family functions, and for being my biggest cheerleaders! Without your understanding and encouragement, achieving this degree would have been much more difficult.

Thank you to my mother and father, Juanita and William J. Krzan, II, for instilling the concept of education being a catalyst to open doors for my future and vocalizing their pride in my accomplishments. Thank you to my sister Kathleen (Krzan) Orsi and family, and my brother William J. Krzan, III. Your pride in me helped me through the very arduous process of achieving this degree. I hoped my sister would be present to celebrate my accomplishment with me, but she will be in spirit with me, from heaven.

Finally, to my extended family and friends for your words of encouragement. Thank you for the confidence you showed in me. I greatly appreciate your support! I would also like to acknowledge that I am the fifth Merla family member to achieve a doctorate, to date. The first four Merla family members that achieved doctorate degrees include Dr. Charles Merla, DDS, Dr. Gerard Merla, DDS, Dr. Mary (Merla) Ramos, Ph.D., and Dr. Alyssa (Merla) Lambrese, DPT.

Acknowledgments

I would like to acknowledge Dr. Karin Mae, my chair, for your support and guidance through my doctoral journey. It was through your candid instruction that helped me to reach my terminal degree in business administration. Thank you for your continual encouragement! To Team Mae, through Dr. Mae's positive encouragement we developed a team that encouraged, supported, and shared lessons learned throughout the process. Additionally, I would like to acknowledge Dr. Rocky Dwyer, my SCM, and Dr. Neil Mathur, my URR for your expertise in furthering my scholarly writing.

To Dr. Jason Matyus and Hector Arroyo, two fellow DBA students with whom we developed a team of support after meeting at our first residency. I cannot thank the two of you enough for your encouragement and guidance. To Hector, a special thank you for helping me understand the SPSS statistics software. To Jason Matyus, a special thank you for continually sending a health check and providing guidance well after you achieved your doctorate. I look forward to publishing with you in the future.

I would like to thank my community research partner and interviewees that agreed to participate in my research. The information you provided helped to add to scholarly research on strategies managers use to increase employee retention. I greatly appreciate the time and effort you provided me.

Table of Contents

List of Tables

List of Figures

Section 1: Foundation of the Study

There is little understanding of the reasons for employee turnover (Flint, Haley, & McNally, 2012). Business managers should develop short- and long-term strategies to retain talented employees and minimize turnover (Singh & Sharma, 2015). Maintaining a competitive advantage happens through talent management (Singh & Sharma, 2015). Employees satisfied with their jobs and committed to their organizations were less likely to quit (Schulz, Luthans, & Messersmith, 2014). The employee's insight into organizational development affected intent to turnover (Rahman & Nas, 2013). Organizational support and productive work relationships reduced an employee's intent to leave (Madden, Mathias, & Madden, 2015). Business managers play a role in developing employees and organizational commitment (Singh & Sharma, 2015). Human resources (HR) policies and strategies, training programs, promotional opportunities, and staff engagement are factors for talent management (Deery & Jago, 2015). The objective of this study was to focus on strategies business managers could implement to reduce employee turnover.

Background of the Problem

Turnover is significant for employees and companies as it affects the organization's culture and bottom line (Biron & Boon, 2013). Each organization has unique goals (Jung, 2012). Globally, companies compete for highly skilled workers (Shore, 2013). Business managers need to promote identification of companies' goals and principles for employees through training programs to reduce employee turnover (Jehanzeb, Rasheed, & Rasheed, 2013).

Disruptions occur in intraorganizational and interorganizational relationships when employees leave an organization (Ghosh, Satyawadi, Joshi, & Shadman, 2013). Employee turnover is a critical concern as turnover is very costly and can negatively affect the performance of an organization (Alhamwan & Mat, 2015). Negligent retention of employees not working to their full potential also affects the performance of an organization (Self & Self, 2014).

The work environment affects an employee's decision to stay if the environment is positive, or the decision to leave if the environment is negative (Markey, Ravenswood, & Webber, 2015). Positive workplace environment factors include employee training and family-friendly policies (Wynen & de Beeck, 2014). Family-friendly policies such as flexible workplace policies regarding when, where, and how an employee works may have a positive influence on employees' decisions to stay (Bae & Goodman, 2014). Negative environmental factors include no option for promotion or available training and can positively affect an employee's decision to leave (Wynen & de Beeck, 2014).

Problem Statement

Business managers face financial issues due to employee turnover in the business and technical personnel support industry (Huffman, Casper, & Payne, 2014). Approximately 25 million people quit their jobs in 2016, overall (U.S. Bureau of Labor Statistics, 2017). The general business problem is the inability of some business managers to retain employees in the business and technical personnel support industry. The specific business problem is that some business managers lack strategies to improve employee retention.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies business managers used to improve employee retention. The targeted population was five business managers from a business and technical personnel support organization in the information and solutions industry in the state of New Jersey who had experience with strategies to improve employee retention. Results from this study will help business managers be aware of issues managers encounter in retaining employees. Additionally, organizational leaders may enhance policies and programs with growth opportunities for business managers to improve employee retention. This study supports business managers' discussions of strategies used to retain employees and augment their knowledge of determinants of employee turnover. These discussions may reduce unemployment rates and unemployment compensation, freeing up dollars for other social services.

Nature of the Study

Qualitative research results shows the significance of a phenomenon from a person's experience (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). Studies aligned with this type of research identify a problem, research the problem, and collect and analyze data. The qualitative method was appropriate because I interviewed individuals to apply meaning, understanding, and development of theories comprehending employee turnover.

The quantitative research method was not appropriate for this study because the focus of this method is to answer research questions regarding *how often* and *how many*

times a phenommenom exists in a specific scenario (Yin, 2015). Researchers use surveys or questionnaires to collect and evaluate data using statistical analysis in quantitative research (Malina, Norreklit, & Selto, 2011). The conceptual framework used in this study was systems theory. The quantitative research method was not suitable for this case study, as the results would not show the experiences of business managers in leadership positions who knew of strategic methods to retain employees.

A researcher using mixed methods can incorporate both qualitative and quantitative methods (Malina et al., 2011). Qualitative research and quantitative research methods are less complicated than mixed methods research studies (Yin, 2015). Mixed methods research was not appropriate for this study because of the limited amount of time to complete both methods. The qualitative research method was the best choice for this study because I wanted to interview business managers to garner experiences that improved employee turnover.

Prior scholarly researchers used the case study design to capture an integrated assessment of business practices (Yin, 2014). The results of this approach presents an in-depth analysis of a case or cases (Yin, 2014). Using the grounded theory method is a way to help show a discovery of a theory through consistent progress from an occurrence to a hypothesis formulated from the collective evaluation of data from various resources (Foster, Hays, & Alter, 2013). Ethnography is an examination of cultural and social interpretations of a specific set of people (Koning & Ooi, 2012). The grounded theory and ethnography approaches were not appropriate for this study as the timeframe to

conduct a grounded theory or ethnography study would entail an inordinate amount of time not suitable for the intent of this study.

Research Question

The central research question was: What strategies do business managers use to improve employee retention?

Interview Questions

Interview questions were:

1. How have you used retention strategies to reduce employee turnover?

2. What policies does your organization have to improve employee retention?

3. How do you share effective retention strategies across organizational lines?

4. What are some reasons employees choose to stay with your organization?

5. What are the training and development opportunities available to your employees?

6. How are people in your organization recognized for exceptional performance?

7. What additional information would you like to provide?

Conceptual Framework

The conceptual framework used in this study was systems theory. A system is composed of connected components (Kivijärvi & Toikkanen, 2015). The cooperation of relationships in systems theory results in making the whole greater than its parts (von Bertalanffy, 1952). Systems theory includes a basis to describe commonplace universal observational scientific or natural relationships (Boulding, 1956) and apply that

philosophy to a business environment by integrating the subsystems of an organization into the whole organization (Johnson, Kast, & Rosenzweig, 1964).

My study centered on the strategies business managers used to improve employee retention. A successful system builds on the interconnectivity of subsystems (Mugurusi & de Boer, 2014). Understanding the operation of a whole system versus the disparate parts of the system is a tenet of general systems theory (Montgomery & Oladapo, 2014). As system intricacies rise, different former disparate disciplines of knowledge become interrelated, and systems thinking becomes critical (Sheffield, Sankaran, & Haslett, 2012; Shin & Konrad, 2017). The use of systems thinking explains the interdependence between different parts of an organization (Stephens, Atwater, & Kannan, 2013). Business managers work independently in their respective areas while also working toward the goals developed in their organizations (Hotho, 2014). Systems theory was the most appropriate for my study. Systems theory applied to my study as the five business managers I interviewed from various sub-organizations with the company, identified strategies they used to retain employees. The five business managers shared those strategies with other sub-organization managers, resulting in the five business managers working collectively toward a common organizational goal of retaining employees.

Teams working together are more effective than people functioning independently (von Bertalanffy, 1952). Business managers can view combined sub-organizations within an organization as a system (Kasianiuk, 2016). How business managers view the system influences how the organization works and adjusts to changes in the environment (Kasianiuk, 2016). Systems theory can be an underlying approach to an organization's

business managers promoting continual growth (Opengart, 2015). The application of systems theory showed how business managers improved employee retention by sharing their strategies to reduce employee turnover.

Operational Definitions

Adaptability: The capacity to be productive in dynamic circumstances with a variety of people and factions (Zhu, Wolff, Hall, Heras, & Gutierrez, 2013).

Dysfunctional retention: When an employee with little value chooses to stay with an organization (Renaud, Morin, Saulquin, & Abraham, 2014).

Employee retention: Identification and implementation of long-term human resource programs for managers to select and keep talented employees dedicated to the organizations (Idris, 2014).

Formal network: A group of people who connect with peers and managers within their organization (Cai, Du, Zhao, & Du, 2014).

Functional retention: An organization's ability to retain an employee who adds significant value, or an expert employee who decides to stay with an organization (Renaud et al., 2014).

Informal network: People who interact to perform an organization's mission usually without the recognized structure of a formal network (Saunders & Gray, 2014).

Organizational commitment: The psychological relationship between an employee and their organization (Islam, Khan, Ahmad, & Ahmed, 2013).

Protean careers: Careers involving individuals who self-direct their careers and are not developed by their organization (Lyons, Schweitzer, & Ng, 2015).

Turnover: A ratio measuring the percent of employees leaving an organization over a period (Russell, Humphreys, & Wakerman, 2012).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions in a study include how a person's imagination and perceptions work and may influence their actions (Scherdin & Zander, 2014). My study assumed all participants were honest in their responses. The study also assumed all participants had experience with strategies to reduce employee turnover and obtain archival documents that either supported or refuted organization policies that reduced employee turnover. The final assumption was that I would interview all participants selected for my research.

Limitations

Limitations of a study are aspects that can alter conclusions of a study (Emanuel, 2013). A limitation of my study was the short time limit of the study. The limited time to gather data, interpret the results, and report the findings narrowed the proposal process. Another limitation was the finite population which may confine the study results to one organization. The last limitation was the use of business managers in an organization who provided business and technical personnel support. Using managers in other types of organizations could have had different results.

Delimitations

Delimitations are factors in a researcher's control that confine aspects of their study (Bartoska & Subrt, 2012). I explored strategies business managers used to retain employees. One delimitation of my study was the geographic location of New Jersey.

Another delimitation was only one company was part of this single case study. The final delimitation was business managers had experience with strategic retention of employees.

Significance of the Study

Contribution to Business Practice

Results of this study contribute to effective practices by giving business managers additional strategies to retain employees. The results of this study will help business managers develop an understanding of challenges they face retaining valuable employees. More policies, programs, and opportunities could evolve for business managers to increase employee retention.

Implications for Social Change

The results of my study will have a positive effect on business and technical support organizations in New Jersey by exploring strategies that business managers developed and incorporated to further employee retention. Business managers can apply the information garnered through data collection regarding those understanding how to retain valuable employees in critical positions. Applying retention strategies may reduce unemployment rates and compensation and possibly free up dollars for other social services.

A Review of the Professional and Academic Literature

The goal of this single case study was to explore strategies business managers used to improve employee retention. An objective of a researcher is to add to the body of knowledge of a particular discipline (Kruth, 2015; McCusker & Gunaydin, 2014). Literature reviews are an orderly, subject inspired method of recognizing, analyzing, and

understanding literature produced by scholars (Lambert & Lambert, 2013). This section includes the literature review process I undertook to explore employee retention processes.

When choosing to capture an integrated evaluation of business practices that related to employee retention, some business researchers use a case study design (Yin, 2014). My research centered on electronic resources attained through the following Walden University Library databases: ProQuest, ABI/INFORM Complete, Business Source Complete, and Emerald Insight. The results of my research showed answers to the central question: What strategies do business managers use to improve employee retention? The specific business problem was that business managers lacked strategies to improve employee retention.

Search terms included *turnover*, *retention*, *training*, *networking*, *work-life balance*, and *career*. Results of the searches included peer-reviewed articles and books about business managers' and employees' perceptions and experiences with employee retention. This study included 215 peer reviewed articles, 14 seminal books, and one government source. There were 230 total sources within my study. The Literature Review had 116 articles and nine seminal books. The total number of peer-reviewed sources in the Literature Review published since 2014 was 109 articles and five books. The sources in the Literature Review published since 2014 compared to the total sources in the Literature Review was 93%.

Research Methods

Qualitative, quantitative, and mixed methods research are disparate research methods. Each method has a different theoretical basis where the results may complement each other, without diminishing the value of one method over the other (Landrum & Garza, 2015). A study depends on the use of the most resourceful research methods such as qualitative, quantitative, or mixed methods.

Researchers use qualitative methods to comprehend the experiences of individuals (McCusker & Gunaydin, 2014). Qualitative studies start with a research question (Kruth, 2015) and present an understanding of actual, contemporary cases comprising relevant situations (Yin, 2014). Exploring real life experience of participants is the aim of qualitative research (Carrick, 2014). Data garnered from interviews and formal documents are research methods used in qualitative research (Kruth, 2015). The use of various qualitative methods demonstrates flexibility when a researcher is selecting data for analysis (Kruth, 2015).

The researcher is the data collection tool for qualitative research (Kruth, 2015). Their personality and integrity can have a considerable positive or negative impact in qualitative research (McCusker & Gunaydin, 2014). During research, information garnered may steer the researcher to an enhanced way of exploring or modifying the research question (Kruth, 2015). A qualitative researcher must ensure the importance and quality of the process and interpretation of raw data (McCusker & Gunaydin, 2014). Lack of integrity during the process can lead to inaccuracies of research findings (McCusker & Gunaydin, 2014).

Qualitative researchers conduct semistructured interviews for participants to express their experiences with the topic (Kruth, 2015). Interviewing techniques that engage the participant and continue the conversation depend on the competence of the researcher gathering data (Kruth, 2015). Researchers should minimize their biases, maintain structure of the interview, and focus during the interview process (Kruth, 2015). Using open-ended questions reduces leading participants in their responses by enabling participants to share their experiences in their own words (Eide & Showalter, 2012). The researcher has no control over the articulation of experiences the participants convey and acknowledges that subjectivity is common in a person's recollection of those experiences (Kruth, 2015).

Changes to the research may transpire during information gathering with the researcher properly documenting, managing, and corroborating the data before incorporation into the study (Kruth, 2015). A researcher evaluates, interprets, and explores common themes resulting from the communication, behavior, and significance to the participants through the interview process (Kruth, 2015). Therefore, the quality in gathering the data is critical to the research process (McCusker & Gunaydin, 2014).

There is a continual debate of the strengths and weaknesses of qualitative and quantitative research (McCusker & Gunaydin, 2014). The process of acquiring quantifiable data is comparatively simpler than qualitative research (McCusker & Gunaydin, 2014). Researchers develop a specific hypothesis before the start of any research in quantitative studies (Kruth, 2015). Lacking a defined hypothesis in

quantitative research makes the research unreliable (Kruth, 2015). A hypothesis is statistically tested through quantitative research (Bazeley, 2015).

Researchers use surveys and questionnaires for accurate measurement and assessment of theories in quantitative research (McCusker & Gunaydin, 2014). The quantitative researcher uses raw data for interpretation and can distance participants from the data gathering process when a survey is used (McCusker & Gunaydin, 2014). A researcher collects numerical data to test a hypothesis and analyzes the data through statistical testing (Hoare & Hoe, 2013). Using precise instruments within set parameters is a standard in quantitative research (Kruth, 2015). Quantitative research and subsequent statistical testing validate or disprove a theory (Barnham, 2015).

Through quantitative research, the researcher examines and tests the relationships between variables (Landrum & Garza, 2015). Statistical data rather than individual experiences assess quantitative research (McCusker & Gunaydin, 2014). A researcher using the quantitative method is the preferred method for testing a hypothesis but may omit relative facets of data garnered through qualitative methods (McCusker & Gunaydin, 2014). My focus was to interview business managers to gather data from their experiences for strategies to reduce employee turnover. Quantitative research methods gather statistical data, not data from participant experiences, for these reasons, I did not choose the quantitative research method.

Mixed methods studies incorporate both qualitative and quantitative methods (Archibald, Radil, Xiaozhou, & Hanson, 2015). Researcher aptitude and experience in both qualitative and quantitative research are necessary for mixed methods studies

(Venkatesh, Brown, & Bala, 2013). Distorting one method for the objective of the other deteriorates the advantages of mixed methods research (Landrum & Garza, 2015). Participants may not be able to validate or verify statistical results in mixed methods studies if they lack adequate knowledge (Landrum & Garza, 2015). Mixed methods studies may take an inordinate amount of time and may be expensive (McCusker & Gunaydin, 2014). Because of time constraints and my limited finances, I did not choose the mixed methods study for my research.

The conceptual framework foundation for my study was systems theory. General systems theory is the interrelationships of autonomous systems when combined, make up a whole system (von Bertalanffy, 1952). Using systems thinking aids in outlining and solving relational issues that develop from different viewpoints from stakeholders and organization affiliations (Sheffield et al., 2012). The application of systems thinking becomes more critical as the complexity of a system increases (Sheffield et al., 2012).

Systems comprise smaller entities interacting within a larger system (Montuori, 2013). An organization's success is dependent on all areas of the organization, e.g., human resources, management, and employees, working together toward a common goal of the organization (Yawson, 2013). While autonomously working, managers of the systems should also strive to reach and exceed organizational goals (Witt & Redding, 2013).

The goal of general systems theory is to have a heuristic and methodological assemblage of theories addressing correlations of phenomena (Boulding, 1956). Systems theory is a general purpose method applicable to various types of issues in business

systems (Skyttner, 2005). Using systems thinking can provide enhanced knowledge of a system, and identifying key system issues affecting efficiency (Sheffield et al., 2012).

Critical systemic thinking includes a focus on problem solving, encouraging and aiding organizational sense-making processes (Bednar & Welch, 2012). Business managers use systems theory in decision making that encompasses communication systems, organization structure, growth, and uncertainty (Johnson et al., 1964). Application of systems perspective when making business decisions, evolving, and developing strong alliances was critical for organizations and customers (Opengart, 2015). System theory applied to my study as business managers from diverse areas of an organization shared their experiences of strategies that increased employee retention. The information from these different areas contributed to an assemblage of theories for their organization.

I considered human capital theory and social exchange theory for my study. Human capital theory includes a consideration that investment in employees on education, healthcare, and training are capital (Becker, 1994). Becker noted these investments in human capital might increase employee earnings and productivity and add to employee well-being. Human capital adds value to the organization and is an intangible asset for organizations (Renaud et al., 2014). Employees who take advantage of organizational practices such as educational opportunities, increase their human capital and may receive additional rewards leading to higher career success and job satisfaction (Hennekam, 2016). Human capital theory pertains to investments in employee growth and well being that may result in a benefit to an employee and organization; however,

focusing on personal investments alone may not lead to an increase in employee retention. For this reason, I did not choose human capital theory for my study.

Social exchange theory is based on the concept when employees consider their managers as caring they reciprocate by increasing their productivity (Blau, 1964). Khan & Malik (2017) noted employees worked harder to achieve organizational goals when their managers provided support, thus creating a condition of reciprocity. Employees' organizational commitment increased when they felt empowerment and support when developing themselves in their organization (Mory, Wirtz, & Göttel, 2016). Business managers that applied social exchange theory led to employee commitment to their organization (Mory et al., 2016). However, a feeling of reciprocity between employees and business managers that showed their support may not ensure an increase in employee retention. My study focused on improving employee retention that required many human resource strategies, and for this reason, I did not choose social exchange theory for my study.

This study included two main categories for review: employee involvement and organizational influences. Employee involvement included employee retention, employee turnover, employee motivation, and work-life balance. Organizational influences entailed turnover costs, organizational development, organizational commitment, and organizational mentoring.

Employee Retention

The determinants of retention focusing on the population of experts were the center of very few empirical studies on retaining employees (Renaud et al., 2014).

Implementing retention plans and strategies increased retention of employees (Heavey, Holwerda, & Hausknecht, 2013; Oladapo, 2014). A significant challenge for an organization's leadership team and HR professionals was to capitalize on functional retention (Renaud et al., 2014).

Recruitment and retention of knowledgeable employees were a global concern (Aruna & Anitha, 2015). Two activities used to staff an organization are recruitment and selection (Aladwan, Bhanugopan, & D'Netto, 2015). Retaining employees has been a consideration for organizations (Alhamwan & Mat, 2015;Al-Emadi, Schwabenland, & Qi, 2015; George, 2015; Idris, 2014). Alhamwan & Mat purported that implementation of best practices in retention strategies may reduce employee turnover. Retaining key employees gives an organization a competitive advantage over other organizations (George, 2015). Organizational strategies attracting qualified candidates may lead to increases in productivity and profitability (Idris, 2014). An organization's goal when recruiting and retaining well-qualified employees was employee retention (Idris, 2014).

During difficult times, attracting and retaining the best employees were a challenge for HR (Inabinett & Ballaro, 2014). Organization business managers that aligned employee values with their duties escalated job satisfaction and employee retention (Inabinett & Ballaro, 2014). Employees who executed job responsibilities were the objectives business managers strove for to recruit and retain employees (Strom, Sears, & Kelly, 2014).

The study results about the Canadian information technology sector stated four out of five HR resource policies positively related to functional retention of employees

(Renaud et al., 2014). These policies included fulfillment with training and development, innovative benefits and incentive compensation, motivated work environment, and mutual respect (Renaud et al., 2014). Organization's business managers that retained employees that added value to the organization or that identified as subject matter experts maintained functional retention of those employees (Renaud et al., 2014).

Staying competitive in the global environment requires sustainable personnel strategies to acquire, develop, and retain employees (Oladapo, 2014). Calculated hiring, comprehensive training, and reward systems are processes of HR that promote acquiring human capital (Wei, 2015). Organizations have benefited when retaining employees by developing effective resource management strategies, personal growth advancement, leadership development, and secession planning (Deery & Jago, 2015).

Resource management strategies such as compensation, performance driven salary increases, and team bonuses were related when retaining employees in a study that examined factors associated with employee turnover in United States governments (Selden, Schimmoeller, & Thompson, 2013). However, in a different study examining elements linking with employee turnover, there was no indication of a reduction in turnover from the use of signing bonuses (Selden et al., 2013). Supervisors who failed to explain organizational policies and procedures, and failed to keep employees current, experienced a lower commitment, increased absenteeism, and turnover problems with workers (Srivastava & Dhar, 2016).

Employees deciding to leave an organization have concerned business managers for many years (Yamamoto, 2013). One indicator of employee retention was job

satisfaction (Li, 2015). Job satisfaction and organizational commitment reduced an employee's decision to leave a position (Schulz et al., 2014). Aspects of business managers affecting retention included work environment, job enhancement, training and education options, increased salary and benefits, and work-life balance (Ghosh et al., 2013). There was an increase in employee retention when employees felt respected and content with training opportunities, developmental opportunities, innovative benefits, incentive compensation, and a stimulating workplace (Renaud et al., 2014). Excessive workloads, work-family challenges, and emotional exhaustion decreased retention of employees resulting in reduced customer service (Karatepe, 2013b).

Employee Turnover

The turnover intention, intention to leave, and intent to quit are terms used in conjunction with one another (Memon, Salleh, & Baharom, 2016). Researchers in business have focused on employee turnover; however, no particular theory has indicated the behavior of employee turnover (Shin, Koh, & Shim, 2015). Turnover intention included the intellective process of considering quitting a job, deciding to leave, or sensing the propensity to leave (Campbell, Im, & Jisu, 2014).

Reasons leading to turnover included optional retirement, leaving a position, and fired from a job (Clausen, Tufte, & Borg, 2014). Turnover could be a result of burnout from working long hours contributing to stress (Thomas, Kohli, & Jong, 2014). Employees who worked long hours tended to choose to leave their positions (Mitchell & Zatzick, 2014). The turnover rate should be minimal in an organization even though there is an expectation of turnover (Quartey, 2013).

Previous researchers focused on why employees left an organization and the way in which they left (Shipp, Furst-Holloway, Harris, & Rosen, 2014). Researchers analyzed employee's experiences evaluating the processes in their decision to leave (Shipp et al., 2014). Shipp et al. stated that employees who left an organization and rehired identified different reasons for leaving than those that quit and never returned, which suggested they most likely were on divergent paths in the turnover model.

Turnover intentions included a component of choice and the ability to turnover (Lobene & Meade, 2013). Leaving an organization fell into two categories: voluntary and involuntary (Ghosh et al., 2013; Memon et al., 2016). Voluntary turnover applied when employees chose to leave and provided their business managers with the knowledge of their intentions, while involuntary turnover resulted when business managers let employees go (Ghosh et al., 2013). The global issue of voluntary turnover was developing into an impediment to organizations realizing their strategic objectives (Memon et al., 2016). Death, sickness, and retirement also led to involuntary turnover (Pietersen & Oni, 2014).

Two types of turnover exist: functional and dysfunctional (Renaud et al., 2014). The concept of functional turnover includes when an employee that provides minimum value to the organization leaves their position (Renaud et al., 2014). When a valued employee vacates their position, dysfunctional turnover occurs (Renaud et al., 2014). Turnover is a common, significant aspect of the health and longevity of an organization (Wynen & de Beeck, 2014). Individual, organizational, and environmental factors affected intent to turnover (Harhara, Singh, & Hussain, 2015).

Business managers develop diverse personnel strategies to retain exceptional employees; however, some employees are difficult to satisfy (Singh & Sharma, 2015). Opportunities for advancement have diminished with more employees changing employers to advance their career (Kronberg, 2014). Business managers should obtain a comprehensive knowledge of the impetus behind the reasons employees leave an organization (Mitchell & Zatzick, 2014) because business managers who understand drivers of turnover have reduced turnover in an organization (Jain, 2013). Drivers of turnover included retirement, promotion within the organization, and personal circumstances (Jain, 2013).

Another reason employees chose to leave a firm is the lack of management's strength in leadership (Jain, 2013). Employees' perception of managers' actions and behaviors, and dissatisfaction with their job influenced intention to leave (Rahman & Nas, 2013). Inadequate leadership has increased voluntary turnover, loss of enthusiasm, and dissatisfaction for employees (Ladelsky & Catană, 2013). New employees left a company when their business managers failed to provide an opportunity to engage in challenging tasks (Matsuo, 2015). Appreciative business managers, manageable workload, work environment, and contentment with the position were critical to an employee's intent to turnover (Duxbury & Halinski, 2013). Employee's emotional attachment to their organization reduced employee turnover (Islam et al., 2013). Business managers should provide those employees with an environment where work corresponded to aspirations and autonomy (Matsuo, 2015).

Turnover Costs

Employee turnover has been costly to an organization (Alhamwan & Mat, 2015). Turnover adversely affected productivity and profitability (Khoele & Daya, 2014). Employees leaving an organization were a determinant of reduced productivity (Biron & Boon, 2013; Huffman et al., 2014). Increasing revenue and decreasing expenses were two objectives organizational heads relegated to managers (Strom et al., 2014). Business managers are concerned with high turnover costs, training new employees, and the decreasing talent pool of knowledgeable workers (Khoele & Daya, 2014).

Managing employee turnover costs was one element of a manager's job (Huffman et al., 2014). Costs of recruiting, hiring, and training replacements for those who left an organization have proven to be considerable (Nazir, Shafi, Qun, Nazir, & Tran, 2016; Singh & Sharma, 2015). These turnover costs included gaining the expertise of the employee who vacated the position (Renaud et al., 2014) and training new hires about their prospective positions (Sharma & Nambudiri, 2015). Direct turnover costs included accrued vacation time, agency fees, advertising, relocating new employees, and orientation time (Harrison & Gordon, 2014). Other expenses associated with turnover included headhunting fees, project delays, referral bonuses, sign-on bonuses, and background screenings (Gurazada & Rao, 2013). Additional turnover costs to organizations included productivity, money, and time (Harrison & Gordon, 2014); however, business managers were most concerned when their exceptional employees left (Biron & Boon, 2013). Retaining value added employees contributed to profits by reducing turnover costs (Renaud et al., 2014).

Business managers needed to manage direct turnover costs to increase shareholder value (Renaud et al., 2014). New hires in the business environment usually left very soon after joining an organization, negating recruiting and training investments (Selden et al., 2013). When employees experienced a good fit with their organizations, the costs of risks and loss of human capital lessened (Wei, 2015). Business managers continually tried to find ways to develop job embeddedness to elevate retention and reduce costs with hiring, training, and turnover (Marasi, Cox, & Bennett, 2016).

Reducing turnover was critical in containing organization costs (Nazir et al., 2016). Retaining an organization's current workforce has reduced recruiting and training costs (Laudicina, Moon, Beck, & Morgan, 2014). The use of the Internet has proven to reduce recruiting and hiring costs for advertising open positions, increasing efficiency, and simplifying the employment process (Inabinett & Ballaro, 2014). Job security was becoming obsolete in complex work environments where retaining employees was cheaper and preferred over hiring new employees (Aladwan et al., 2015). Aligning employee values with their duties reduced costs affiliated with employee turnover (Inabinett & Ballaro, 2014). Understanding why employees left an organization was necessary because replacement costs can exceed one and a half times an annual salary (Palanski, Avey, & Jiraporn, 2014). Organizations lose a valuable resource when competitors hire experts who leave an organization (Renaud et al., 2014).

Organizational Development

Human resource managers recognized organizations seek to hire their rivals' star employees affecting organizational performance (Islam et al., 2013). Business managers

who developed a supportive environment attracted preferred candidates that benefited an organization through their knowledge and experience (Wei, 2015). Organizational support and productive work relationships reduced an employee's intent to leave (Madden et al., 2015). Human resource retention strategies should align with the company's organizational goal for talent retention (Singh & Sharma, 2015). Business managers considered offering higher wages and promotions following employees' training fulfillment (Cheng & Waldenberger, 2013). Managers who planned and supported development generated circumstances where employees felt self-enhancement to reveal their organizational worthiness (Norman, Gardner, & Pierce, 2015).

Hiring, managing, and retaining employees were critical HR processes that affected the longevity of business (Collins, 2014). A continual requirement to hire substantial numbers of employees adversely affected the quality of those hired, and organizational effectiveness (Moors, Malley, & Stewart, 2014). Managers created the organization's culture and identified conditions such as ethical standards required to thrive in the organization (Inabinett & Ballaro, 2014). When hiring, recruiters should align an organization's culture to candidates' values to attract and retain the best employees, decrease turnover, and reduce costs (Inabinett & Ballaro, 2014). This practice has increased productivity and revenue while concentrating on advancing the progress of the organization (Inabinett & Ballaro, 2014).

During 2015, job requirements were a sophisticated understanding of systemic knowledge of arduous business approaches and various personnel capabilities to respond quickly to the requirements to complete duties and responsibilities (Wei, 2015). A

candidate had to show familiarity with the knowledge, skills, and abilities essential to the position through communication and teamwork (Inabinett & Ballaro, 2014). Employees should understand the importance of balancing the marketability of skills and increase in mobility opportunities from additional training (Cheng & Waldenberger, 2013).

Dysfunctional retention of employees that added little value to organizations adversely affected the company's productivity (Renaud et al., 2014). Employees with company expertise added more value to a company than those without the business's knowledge (Renaud et al., 2014). When business managers encountered financial challenges, employees were integral to an organizational change in direction (Karkoulian, Mukaddam, McCarthy, & Messara, 2013). Business managers have adopted personnel policies to affect a positive aspect by their employees (Wei, 2015). Retaining expert employees was more important than non-experts for their value added (Renaud et al., 2014). When business manages supported development and training, the results were employee value and loyalty (Selden et al., 2013).

Business managers should develop practices to capitalize on employees' knowledge, skills, and abilities and raise the value that employees perceived of lower level occupations (Lobene & Meade, 2013). Practical development strategies included networking, training, mentoring and career strategies (Schulz et al., 2014). The development and success of an organization required an innovative workforce (Islam et al., 2013). Selden et al. (2013) showed a connection with recruitment and selection, rewards, and training and development with high-performance work systems and intention to quit for new hires.

Development opportunities provided by organizations indicated care for employees' career advancement (Rahman & Nas, 2013). Employee development was a continuous and cooperative endeavor between the employee and employer to develop the employee's knowledge and skills to enhance their proficiencies (Rahman & Nas, 2013). The organization and employee benefited from employee development programs (Rahman & Nas, 2013). The implementation of these programs resulted in the progression toward career and company goals, and an increase in skills and productivity for the workforce (Rahman & Nas, 2013).

Managers should share their expertise and vision with employees for staff development (Matsuo, 2015). When employees started training programs, they might appreciate the organizational opportunities afforded them to expand their knowledge (Selden et al., 2013). Retaining highly skilled employees minimized the loss of human capital and skills that could adversely affect an organization's objectives (Renaud et al., 2014).

Training was a factor employees considered when making turnover decisions (Wynen & de Beeck, 2014). Availability of training programs and commitment to an organization had a negative connection in employees' intention to leave (Jehanzeb, Rasheed, Rasheed, 2015). Employees had expectations regarding the content, outcome, design, organization, and implementation of training (Cheng & Waldenberger, 2013). The effectiveness of training programs was an enticement for people to join and stay with an organization (Jehanzeb et al., 2015). Selden et al. (2013) stated that new employee turnover would decline once business managers spent notable costs on training; however,

Cheng & Waldenberger (2013) suggested training could strengthen employees' self-assurance in their marketability leading to intentions to quit. Different training methods, such as online or classroom training, and formats such as trainer led, or webcasts, might affect employees differently based on their competencies, intelligence, and their outlook toward training (Bager, Jensen, & Nielsen, 2015). The best employees with higher education, experience, and ambition were not always the best candidates for training; the second best were more likely to receive a benefit from training (Bager et al., 2015).

Results of Karatepe's (2013a) study showed job embeddedness, and the outcomes of high-performance practices and social support in the workplace on turnover intentions supported Rahman and Nas' (2013) study. Employees acknowledged an organization's investment in HR with the implementation of training, empowerment, and reward programs (Karatepe, 2013a). These programs raised employees' knowledge, skills, and abilities that in turn offered rewards in a fair appraisal system (Karatepe, 2013a). Karatepe concluded managers should continually provide training programs that focused on enhancing behavioral skills, empowerment processes, and offered rewards to employees for their performance.

Employer education programs brought more job opportunities to employees and showed a negative relationship between job turnover and training (Renaud et al., 2014). Those with less education had fewer employment possibilities (Wei, 2015). Knowledge has become a rare resource in the highly competitive business environment (Renaud et al., 2014). Continuous learning throughout employee's careers furthered professional excellence (Marques, 2012). In 2012, the workforce understood the role education played

to prepare themselves for unanticipated job changes including layoffs and company closings (Marques, 2012). Education molded employees' abilities to excel in the workplace (Langowitz, Allen, & Godwyn, 2013).

Effective leadership training motivated employees, raised commitment levels, and supported organizational goals and obligations (Srivastava & Dhar, 2016). Training methods included formal training external to the workplace, informal training within the organization, e-learning, network activities, and mentoring (Bager et al., 2015). Time pressure for business managers to attend out of house training adversely affected business managers' participation (Bager et al., 2015). Business managers who worked long hours and had higher workloads tended to be too busy to participate in training (Bager et al., 2015). The business managers who exhibited adaptability handled changes in globalization, technology, and competitive work environments effectively (Zhu et al., 2013).

Employee Motivation

A small number of studies focused on the behavioral aspects of employees (Srivastava & Dhar, 2016). Highly proactive people acknowledged their responsibilities (Prabhu, 2013). Work values were the qualities that employees wished to reap from their work (Aladwan et al., 2015). Without these factors of organizational commitment, support, and communication, no correlation would have existed between a proactive employee and their intent to stay with their company (Prabhu, 2013). Business managers considered productive employees a valued asset to an organization and should ensure valued employees remain with the business (Prabhu, 2013).

The desire for highly functional employees to stay was attributable to their job satisfaction (Renaud et al., 2014). Employees motivated themselves through various methods such as possible promotions, or access to training, resulting in efficient organizational outcomes (Achim, Dragolea, & Balan, 2013). When employees motivated themselves to achieve the goals they set, the organization experienced a higher success rate and effectiveness (Cherian & Jacob, 2013). Employees sought jobs outside of the organization when there was a lack of motivators (Renaud et al., 2014). A motivator in the workplace was a personal penchant to evaluate accomplishments against the achievements of others (Singh & Sharma, 2015). Motivation by employees and their supervisors was a compelling mechanism to retain employees (Chitra & Badrinath, 2014).

Business managers have included employee motivation and turnover rates in their HR strategies (Campbell et al., 2014). The use of effective HR practices have encouraged employees to work in more purposeful and productive ways (Aladwan et al., 2015). A few motivational characteristics identified as job characteristics such as skill variety, task identity, task variety, and task significance (Uruthirapathy & Grant, 2015). Working within company standards and finishing their workload was accomplishments employees achieved through motivation (Benedetti, Diefendorff, Gabriel, & Chandler, 2015).

Issues affecting employees internal and external to the workplace affected organizational goals (Bakotic & Babic, 2013). When skilled and qualified employees were not encouraged and motivated, their effectiveness to the organization was limited

(Aladwan et al., 2015). The increase in job satisfaction and reduction in turnover correlated to employee participation in the workplace (Markey et al., 2015).

A correlation between how Information Technology (IT) and non-IT professionals appertain to motivational and social job characteristics was the focus of Uruthirapathy & Grant's (2015) study. Uruthirapthy and Grant included motivational job characteristics of autonomy, task identity, skill variety, task significance, task variety, and feedback from the job. Their results showed both IT professionals and non-IT workers responded to the motivational and social characteristics in the same manner.

Business managers should take care of the non-IT professionals in an IT environment to reduce turnover, as well as IT professionals, as their loyalty to the organization promotes the company's health (Uruthirapathy & Grant, 2015). Employees expected purposeful duties, although providing work transversing various occupations could be difficult for managers (Uruthirapathy & Grant, 2015). Additionally, the authors stated management should provide job-related feedback on how their contributions to the organization were working. Implementing these practices, the IT and non-IT professionals showed higher job satisfaction, and reduced intentions to leave (Uruthirapathy & Grant, 2015).

Performing at the top level and providing more effort in their duties gave employees the perception that their managers would provide fair compensation and benefits (Aladwan et al., 2015). Motivators such as performance awards may result in enhancing employees' achievements (Chomal & Baruah, 2014). Exceptional performance, satisfaction with one's work, and commitment might be the result of

achievements through an adeptly monitored reward system (Aladwan et al., 2015). A reward system should be useful, elicit appropriate behaviors, and motivate employees, based on individual's performance, and acknowledged throughout the year (Chomal & Baruah, 2014). Managers might use cash rewards for motivation and encouragement (Malik, Butt, & Choi, 2015). The time employees had outside the workplace were as important as pay increases, job security, and work environment as a motivational tool for employees (Aisha & Hardjomidjojo, 2013).

Work-life Balance

Work-life balance is the level in which employees perceive homeostasis within and outside of the workplace (Scanlan, Meredith, & Poulsen, 2013). When employees received acknowledgment of their perceived value added to their organization, they were more likely to experience satisfaction at the job than those not acknowledged for their efforts (Scanlan et al., 2013). An energized workplace promoted inspired, empowered employees, and reduced leave time and turnover (Jain, 2013). Contrary to these findings, Renaud et al. (2014) found no correlation with work life balance and functional retention.

The results of Mas-Machuca, Berbegal-Mirabent, & Alegre's (2016) study focused on work-life balance showed a relationship between manager support of work-life balance and employee achievement of work-life balance. Mas-Machuca et al. noted that employee autonomy positively affected employee productivity and motivation and that millions of people divided their time between the workplace and external to the workplace. The authors identified the synergy between these realms as work-life or work-family. These researchers noted previous studies included the effect of the work-life

conflict having a direct relationship to job satisfaction. Mas-Machuca et al. stated employees given autonomy in decision making had less work-life conflict and higher work-life balance by being able to choose their work processes. When managers supported work-life programs, employees experienced work-life synergy and were comfortable in their positions, and evoked pride in their organization (Mas-Machuca et al., 2016). Mas-Machuca et al. stated a need to implement work-life procedures in organizations including flexible work hours, manager support for work-life balance, and autonomy in decision making by employees.

In a study based on the effects of flexible work practices, Idris (2014) considered job sharing, flex career, flex time, flex leave, and flex place. The interviewees included eight HR managers or executives from Malaysian banks (Idris, 2014). Results showed that although flexible policies contributed to employee retention in Malaysian banks, business managers should recognize other elements such as organizational and socioeconomic characteristics (Idris, 2014). Additionally, results showed not all categories of flex policies have been acceptable in Malaysian banks (Idris, 2014). Business managers in Malaysian banks had challenges when implementing flex place, flex career, and job sharing when trust and accountability were lacking within the organization (Idris, 2014). Inadequate performance evaluations and systems exasperated support of those flexible practices (Idris, 2014). Offering flexible work hours alone did not aid work-life balance (Wichert & Steele, 2013). When HR managers did not fully understand flexible practices, advocacy of those practices waned (Idris, 2014).

Appreciation by management and reduction in workplace stressors led employees to consider their work environment a positive place to work (Markey et al., 2015). Employees recognized the impartiality of managers by how managers treated them with trust, equality, and respect (Harrison & Gordon, 2014). Continually offering details on important decisions, reducing stressors, showing appreciation, and maintaining employee job satisfaction could deter employees from considering quitting their jobs (Markey et al., 2015). Manager support of work-family balance reflected increases in work-family enrichment and decreases in a work-family conflict (Hammond, Cleveland, O'Neill, Stawski, & Jones, 2014). Manager and peer threats, workplace stressors, and lack of appreciation by management led employees to consider their work environment a negative place to work (Markey et al., 2015).

Stress can be experienced through a person's physical or psychological reaction to unique work situations and is a part of life (Hwang, Lee, Park, Chang, & Kim, 2014). Occupational stress was about the workplace because of the increased amount of time employees spent at the job site (Hwang et al., 2014). Markey et al. (2015) stated the quality of the work environment influenced an employee's intent to quit. Employees considering leaving tended to experience an elevated level of stress (Gray & Muramatsu, 2013).

Markey et al. (2015) purported that in a quality work environment, increases in stressors, left out of decision-making information, and less satisfaction in their positions had a positive influence on employees' quitting intentions. The authors stated that these factors affected all employees however even though parents experienced these stressors

they were more likely to stay. Profits and performance decreased when workers had to cover the duties of absent employees, resulting in increases in their workload (Lobene & Meade, 2013).

Burnout, work-family conflict, and conflict between family and work aligned with emotional exhaustion and might negatively affect job embeddedness and performance (Karatepe, 2013b). A mismatch between the work environment including workload, autonomy, impartiality, workplace affiliation, reward, values, and job satisfaction could lead to burnout (Harrison & Gordon, 2014). An employee might experience burnout the higher the mismatch (Harrison & Gordon, 2014). The control an employee had achieving the company's goals was an indication of their autonomy (Harrison & Gordon, 2014). The authors noted the volume of work an employee could manage within a defined period indicated their workload.

The results of a study based on turnover in the grocery industry showed that when employees felt they could make decisions or add to the organization's goals, they experienced a feeling of control (Harrison & Gordon, 2014). Harrison & Gordon noted an employee's perception of control governed their concept of workload. Findings of this study showed that workload correlated to exhaustion (Harrison & Gordon, 2014). Emotional exhaustion could be an extension of conditions of physical and emotional distress attributable to a heavy workload, continual stress, fatigue, overextension, and was a factor of burnout (Roche & Haar, 2013). A lack of balance between heavy workloads, family, and work left some employees emotionally exhausted (Karatepe,

2013b). Exhaustion left workers with less energy and depletion of emotional resources (Karatepe, 2013b).

Employees who experienced emotional exhaustion had difficulty appropriating adequate time to the workplace because of responsibilities at home (Karatepe, 2013b). Because of their emotional state, employees might lose their connection with the organization, managers, and coworkers (Karatepe, 2013b). Exhaustion could lead to depersonalization and a decrease in perception of personal accomplishments (Jasperse, Herst, & Dungey, 2014). Business managers had concerns with how the behaviors of those that wanted to quit the organization affected the culture and environment of the workplace (Johnson, Holley, Moregeson, Labonar, & Stetzer, 2014).

The implementation of family-friendly policies was advantageous to balance work and family life and increased productivity in organizations (Bae & Goodman, 2014). Employees acquired different levels of individual accomplishments; some were content with work conditions, some wanted to advance past their job conditions, others wanted to make progress beyond their current level of achievement (Uruthirapathy & Grant, 2015). Reducing attrition through a quality of work life strategies might be a focus of managers because attrition reduction is a critical component for organizations (Campbell et al., 2014).

Karatepe (2013b) noted business managers should provide family-friendly benefits to include on-site children day care, flexible work policies, and family-supportive managers. Family friendly policies did not decrease turnover rates in public organizations; in the public sector, salaries did not positively affect a reduction in

turnover or increase in productivity (Bae & Goodman, 2014). Results also showed family-friendly policies raised organizational performance in the public sector (Bae & Goodman, 2014).

Employees faced personal challenges when deciding to leave an organization. Social discrimination and childcare issues were factors for women resigning their positions (Bae & Goodman, 2014). Through their research, Bae & Goodman showed a higher relationship existed between the number of family-friendly policies offered and some women in organizations. Providing more family-friendly policies did not always reduce turnover particularly among women (Bae & Goodman, 2014). Bae and Goodman noted managers might consider an employee who used various family-friendly policies as not as efficient as other employees. Implementing and promoting these benefits and programs would enable a work-life balance, reduce turnover, retain high performers, and foster job embeddedness and high performance (Karatepe, 2013b).

Organizational Commitment

Employees who maintained a psychological relationship with their organization committed to their organization (Islam et al., 2013). This relationship was an important employee belief that related to a person's feelings about their company (Prabhu, 2013). Commitment to their organization reduced an employee's desire to leave (Schulz et al., 2014). Employees tended to depart the company when they did not have a good relationship with their organizations (Wei, 2015).

Independence, the ability to perform under minimal supervision, and capability to manage their career determined the levels of employee commitment (Aladwan et al.,

2015). Lack of employee commitment caused low employee performance and was detrimental to organizational operations (Srivastava & Dhar, 2016). When employees were content with supervisor and coworker support, exhibited autonomy, and had input to decisions, there was a positive effect on employee commitment (Nazir et al., 2016; Singh & Sharma, 2015). Professional excellence required commitment (Marques, 2012). Employees who personally took the initiative in their career developed a self-image that distinguished them from others (Laud & Johnson, 2013). Building a self-image included training and education, networking, integrity and reputation, confidence and politics (Laud & Johnson, 2013).

Employees felt pride when working for their organizations and were likely to stay when they experienced work-life balance and satisfaction with their jobs (Mas-Machuca et al., 2016). As employees gained company experience over time, they became confident in their value to the organization (Harhara et al., 2015). Experience expanded an employee's knowledge and skill rendering their knowledge more elaborate and purposeful (Matsuo, 2015). A high appreciation for their organization and development of a consistent emotional attachment elevated organizational pride (Mas-Machuca et al., 2016). Company pride promoted enthusiasm, creativity and a commitment to customer service (Mas-Machuca et al., 2016).

Employees who looked for work that was personally fulfilling pursued a career calling (Lobene & Meade, 2013). Outcomes of this calling from a study involving educators in a mid-Atlantic school system were stronger than perceived over-qualification variables such as characteristics of the participant and position demands

(Lobene & Meade, 2013). Employees who had a career calling sacrificed family time, higher pay, and less stringent jobs to follow their calling (Lobene & Meade, 2013). Other over qualification variables in this study included job satisfaction, emotional commitment, and turnover attitudes. Employees affected by perceived over-qualification were more likely to leave an organization (Lobene & Meade, 2013).

When an organization was growing, employees felt a sense of job security and believed there were small chances of workforce cuts (Deery & Jago, 2015). Workplace affiliation identified the relationships with workers and managers (Harrison & Gordon, 2014). Where congruity existed between the work environment and the employee, there was an increase in employee involvement (Harrison & Gordon, 2014).

Organizational-based self-esteem (OBSE) related to an employee's self-perception of their organizational worth, value, and contribution (Norman et al., 2015). Self-esteem was one part of the conception that arranged memories of oneself and contributed to the processing of information about oneself (Norman et al., 2015). Job satisfaction and organizational commitment correlated positively to OBSE and correlated negatively to quitting and employee absence plans (Norman et al., 2015).

Norman et al. (2015) purported that working for an organization early on, an employee's OBSE was moldable and impressionable. Over time and experiences, OBSE became more static in an individual's belief in their organizational worth (Norman et al., 2015). The lack of circumstances in which people succeeded in self-regulation most likely led to employees believing there was a lack of trust in their capability to self-direct and self-control (Norman et al., 2015). Lacking confidence in employees led to their low

individual OBSE as managers introduced barriers such as structured work environments for developing organizational worthiness, competence, and integrity (Norman et al., 2015). Norman et al. concluded individuals with high self-esteem were more confident in their perspectives and experienced more self-worth than those who considered themselves less competent and had a lower perception of self-liking.

Promoting organizational pride was a challenge for managers (Mas-Machuca et al., 2016). Managers showed trust when they developed circumstances for employees to portray self-direction and self-control, achieve success, and worth in their organizations (Norman et al., 2015). Increasing employees' commitment and perception of organizational support heightened the probability of retention (Renaud et al., 2014). Employees expected supervisors to be accessible, provide recognition, elicit trust and empowerment, define clear objectives, and promote their professional development (Renaud et al., 2014).

Managing employee capital required effective personnel strategies when advocating individual advancement and growing leadership skills (Singh & Sharma, 2015). Business managers, in the short term, looked for a commitment from employees by offering higher salaries as compared to peer industry companies and providing performance-based rewards (Schulz et al., 2014). Understanding the logic of the allocation of rewards and compensation enabled employees to perform their tasks and achieve their goals (Aladwan et al., 2015).

When business managers empowered employees to make decisions, the employees engaged in the organization (Karatepe, 2013a). Karatepe (2013a) noted

employees who had quality relationships and had trust in their supervisors and coworkers reaped emotional and job support. Through encouragement, employees were embedded in their jobs, committed to the organization, and were less likely to leave (Karatepe, 2013a). Employees might look for another position if managers did not optimize their skills (Mitchell & Zatzick, 2014). Skill underutilization and lack of opportunities for development affected an employee's commitment to an organization (Rahman & Nas, 2013).

Managers should enhance employees' contributory, intrinsic, and reward values (Renaud et al., 2014). Performance evaluation systems should link to a type of compensation or reward (Chomal & Baruah, 2014). Employee performance appraisals provided managers an occasion to exhibit personal interest and encouragement by identifying employee's strengths and areas for improvement through development opportunities (Selden et al., 2013). When managers routinely conducted performance appraisals, they promoted organizational membership critical for new employees (Selden et al., 2013). Rewards might include monetary and nonmonetary remuneration an employee received for accomplishing their duties (Harrison & Gordon (2014). Contrary to Idris' (2014) results, Selden et al. concluded performance appraisals were not predictors of employee turnover. Employees who received rewarding reactions such as information sharing (Memon et al., 2016; Selden et al., 2013) and performance appraisals (Selden et al., 2013), put forth more effort.

Results of a study of a sample in a public sector service company in India showed leader-member exchange, psychological empowerment, and HR management policies

positively affected organizational commitment (Srivastava & Dhar, 2016). Employees

experienced psychological empowerment when they believed they were empowered to

develop their work roles (Srivastava & Dhar, 2016). Employees who performed beyond

their normal scope of duties increased organizational efficiency, creativity, and

innovativeness and depended on their level of commitment and alacrity to perform

(Srivastava & Dhar, 2016). Non-committed employees tended to not perform their daily

duties (Srivastava & Dhar, 2016).

　　　　While working in an organization, employees should adapt to an organization's

culture (Hwang et al., 2014). When employees believed in values and goals of the

organization, took pride in membership and showed commitment, they achieved higher

productivity and performance results (Aladwan et al., 2015; Mas-Machuca et al., 2016).

Employees who received positive messages from others in the workplace received

support and acknowledgment of their accomplishments, and experienced an elevation in

their organizational-based self-esteem (Norman et al., 2015). Pride correlated to self-

esteem and self-worth (Mas-Machuca et al., 2016). One psychological resource managers

should cultivate, as a motivator for their employees, is pride (Mas-Machuca et al., 2016).

Elevating commitment necessitated the incorporation of cultural management,

organizational planning, leadership development, and positive redesign (Islam et al.,

2013).

　　　　Effective HR policies and practices such as autonomy and empowerment

promoted organizational commitment and employee contentment (Schulz et al., 2014).

Harrison and Gordon (2014) stated when an employee exhibited autonomy, this

supported workplace affiliation, impartiality, and reward. Harrison and Gordon's (2014) results showed workplace alliance, fairness and recognition molded employees' values. Elevated involvement was an indication of motivation, importance, and excitement (Harrison & Gordon, 2014). Employees who experienced a continual learning culture and had supervisor support showed more commitment to the organization, reducing turnover intentions (Islam et al., 2013). Karatepe (2013a) showed high-performance work practices improved employees' commitment to an organization. Articulating an organization's values, philosophy, and principles nurtured employees' commitment to their companies and were focuses of training (Enache, Salla'n, Simo, & Fernandez, 2013).

Employees developed human capital through experience and on-the-job training; they brought human capital to new positions and took human capital when they left organizations (Wei, 2015). Wei stated general human capital could firmly predict an employee's intention to leave. The study results showed that a person-organization fit supported a good relationship between general human capital and intent to stay because of a constructive fit strengthening a resolve to stay. High-performance human resource policies such as extensive training and incentive compensation associated positively with general human capital and reduced turnover intentions, suggesting business managers should confirm that employees positively matched with the organization mission to minimize the effect of losing high-performing individuals (Wei, 2015). Valuing employees, offering coaching and mentoring programs, and providing comprehensive

training programs elicited continuous employee commitment for the long-term (Singh & Sharma, 2015).

Organizational Mentoring

Mentoring programs were informal networks to further learning in an organization (Saunders & Gray, 2014). Theoretical contexts framed mentoring programs and were used to identify how new mentoring programs were conceived (Dominguez & Hager, 2013). A mentoring program might garner advantages (Pigeon, Cook, & Nimnicht, 2012) such as professional growth (Marques, 2012). Traditional mentoring had the mentor as the instructor, and the mentee as the student (Dominguez & Hager, 2013). Mentors should obtain training before starting a mentoring collaboration to gain an understanding of the behaviors that created trust and the benefits of mentoring (Leck & Orser, 2013). Providing training to advisors aided in understanding how to stimulate these aspects of the mentoring relationship (Leck, Eliiott, & Elliott, & Rockwell, 2012).

Self-directed training and constructive effects through formidable tasks, support, encouragement, advice, and eluding unfavorable performance were the focus of this method (Dominguez & Hager, 2013). Mentees should seek out and forge relationships with mentors (Kim, 2013). Employees who sought knowledge had more success through informal networks than obtained through formal networks (Cai et al., 2014). Mentoring aided lower ranking employees in career advancement and in understanding the intricacies of an organization (Pigeon et al., 2012). Effective mentoring programs might combine two or more developmental, learning, or social mentoring models (Dominguez

& Hager, 2013). No one mentoring program method was relevant to all people or organizations (Dominguez & Hager, 2013).

Examining the correlation between knowledge transfer and knowledge creation was the focus of a study about engineering departments of a large automotive manufacturing company (Matsuo, 2015). Matsuo concluded the importance of establishing the crucial knowledge of an organization's core competencies specified to a profession, conveying that knowledge from experts to novice employees to develop new insights implementing those skills. Matsuo also stated on-the-job training could transfer tacit knowledge and off-the-job training could transfer explicit knowledge. On-the-job training involved the moving of tacit knowledge through the instruction of advisors (Matsuo, 2015). An example of off-the-job training included attending a lecture (Matsuo, 2015). Both training scenarios needed to complement each other to promote the transfer of explicit knowledge gained from off-the-job training to develop the tacit knowledge through on-the-job training (Matsuo, 2015). Selden et al. (2013) identified information sharing was not an essential indicator of new hire turnover and contradicted Matsuo's findings of the importance of knowledge sharing among new employees.

Skilled workers were critical to the success of an organization (Khoele & Daya, 2014). Feedback was a fundamental factor for self-efficacy (Schulz et al., 2014). Protean career attitudes directly correlated with people's emotional attachment to their companies (Enache et al., 2013). When people were responsible for their career advancement, they committed to their organization (Enache et al., 2013). Mentors helped mentees cultivate appropriate conduct for success by acting as role models (Dominguez & Hager, 2013).

Managers might support social exchange to reduce the loss of experts (Renaud et al., 2014). Rotational assignments could lead to social exchange and increasing employee retention (Selden et al., 2013). Job rotation engaged, stimulated, and energized employees and promoted career management (Kim, Um, Kim, & Kim, 2016).

The networking process helped a mentor develop a mentee's career (Kim, 2013). Networking was more than just interacting with coworkers (Marques, 2012). Communication with others external to their organizations cultivated collaboration and expanded an employees' knowledge base (Marques, 2012). Information sharing usually resulted in lower quit rates (Marques, 2012). However, Selden et al. (2013) identified the exchange of information was not a factor in new hire turnover.

Networking was an intricate career strategy aided by mentors that had an interest in developing a person's career early on (Kim, 2013). Access opportunities, compatible interests, and positive perceptions facilitated networking (Kim, 2013). Lack of common interests limited networking (Kim, 2013). Employees should learn from leaders, provide feedback to business managers, be a team player, develop innovative ideas, assume increasingly difficult tasks, and cultivate a network to provide mutual guidance and comments (Allio, 2013).

A study by Islam et al. (2013) on the relationship of an organization's learning culture, communication between business managers and company members, employee commitment, and turnover, resulted with a correlation of communication between business managers and employees, a team learning culture, and employee commitment. The work environment should be a social organization stimulating learning (Islam et al.,

2013). Islam et al. purported talented, skilled employees seek organizations where there are opportunities to learn.

Transition

Section 1 included the purpose statement, nature of the study, research question, and interview questions. I discussed the conceptual framework, technical terms used in the study, and assumptions, limitations, and delimitations were noted. Finally, I included the significance of the study and a critical analysis and synthesis of potential themes and phenomena relative to my study.

The objective of Section 2 of my study is to describe my familiarization with organization retention strategies. I detail how I mitigate bias and ensure ethical practices when interviewing and reporting research results, and the collection, organization, analysis, and reporting of data. Finally, I discuss reliability and validity.

Section 3 details the findings of my research. There is a comparison of themes that emerged from my findings and results of other peer reviewed studies. I identify benefits of social change from my findings and recommendations for future research. Finally, the conclusion statement includes a reflection on my experience with the DBA doctoral study process.

Section 2: The Project

The target group for this study included business managers who can influence or establish effective retention strategies. I conducted interviews with five business managers from an organization in New Jersey who have experience with strategies to retain employees. This section includes specifics detailing additional information germane to participant recruitment, the research method and design, data organization and design, and ethical procedures.

Purpose Statement

The purpose of this qualitative single case study was to explore personnel strategies business managers used to improve employee retention. The targeted population was five business managers from a business and technical personnel support organization in the information and solutions industry in New Jersey who had experience with strategies to improve employee retention. Results from this study can help business managers be aware of issues the business managers encounter in retaining employees. Additionally, organizations may enhance policies and programs with growth opportunities for business managers to improve employee retention. This study will lead to positive social change by supporting business managers' discussions regarding strategies used to retain employees and augmenting their knowledge of determinants of employee turnover. Having these discussions may reduce unemployment rates and unemployment compensation, potentially freeing up dollars for other social services.

Role of the Researcher

Adding to a body of knowledge is the goal of a researcher (Kruth, 2015; McCusker & Gunaydin, 2014). I was the instrument for data collection in this qualitative case study. The data collection process included conducting interviews to obtain data, analyzing, triangulating, and validating the data regarding the research question as noted by Ibrahim & Edgley, 2015, then developing comprehensive descriptions of the data to validate the results. An acute researcher poses questions and interacts with participants to make sense of the experiences reported (Sherry, 2013). Using multiple sources including interviews and company archival documents helped me to ensure triangulation of data.

Throughout my career, I have experienced the effects of turnover as both an employee and business manager. These experiences have shaped my personal lens. Interviewees who worked in the same field as me and were not a subordinate were part of my study. The Belmont Report is a document that includes ethical standards for research involving humans. Ethical standards include respect for persons, beneficence, and justice. Respect for persons involves respect for autonomy and protection of individuals during research. Autonomy includes a person's individuality and independence without influence from another. Individuals requiring protection include those with diminished mental capacity, ill health, and critically limited freedoms, as well as children. Applying the ethical criteria to my study mitigated conflicts of interest or ethical issues.

The Belmont Report includes ethical guidelines that assist in resolving ethical problems regarding research conducted with human subjects. The ethical guidelines include a mandate that participants should receive comprehensive information regarding

the study to decide if they would like to participate. Researchers have a requirement to ensure minimization of risks and maximization of benefits by considering the risk-benefit ratio for research participants.

Using triangulation and member checking mitigated personal bias in my study. A researcher can affect a study through their biases and prejudices (Bernard, 2012). Strategies for limiting biases in a study include triangulation, peer review, evaluating researcher bias, and member checking (Merriam & Tisdell, 2015). Demonstrating proven, suitable, and dependable research techniques and thoroughly documenting the collection of data is part of procedural reliability (Kihn & Ihantola, 2015). Including triangulation from different sources validated my results and helped to mitigate bias.

A written interview protocol is a guide for the interview process (Merriam & Tisdell, 2015). Each participant received the list of questions via email a week before the interview. Before the start of the interview, I discussed the study with each participant to address their questions or concerns regarding their and my expectations. A researcher uses protocols to obtain sound data for case studies (Yin, 2014). Developing protocols helps to maintain focus on the research question by providing a guide to follow throughout the interview process (Yin, 2014). Asking open-ended questions reduces leading the participants' responses (Eide & Showalter, 2012) and reduced my personal lens bias.

Participants

Developing a sufficient sample is a requirement in producing credible research (Marshall, Cardon, Poddar, & Fontenot, 2013). The criteria for participants was that they

were business managers and had experience with retention strategies. Purposeful

sampling was appropriate for this type of study as purposeful sampling helps scholarly

researchers identify cases that provide knowledgeable participants with the researched

phenomenon. I contacted a former colleague and requested he discuss my study with a

vice president of the organization. My colleague agreed to contact him and discussed the

intent of my study. Upon receiving notice that my colleague spoke to the vice president, I

called and personally conferred with the him. During the conference call, I requested

approval to contact potential participants within the organization as well as access to

organization documents. Additionally, I asked the vice president for a list of personnel

who met the required criteria for my study, their email addresses, and phone numbers.

After the conference call, I provided him the letter of cooperation (see Appendix B) via

email asking him to return the form within 5 business days. When I received the signed

letter of cooperation, I contacted potential participants through phone calls or emails.

Additionally, I contacted the HR department for company documents. Permission to

contact the HR department was part of the letter of cooperation.

Recruiting participants is part of the research process (Newington & Metcalfe,

2014). Yin (2012) noted purposeful sampling is a valid sampling technique for a case

study. Purposeful sampling was used to invite participants with knowledge and

experience of retaining employees to answer the research question (Poulis, Poulis, &

Plakoyiannaki, 2013).

Developing a working relationship requires communication skills throughout the

research process (Hogue, Levashina, & Hang, 2013). Contact with potential participants

consisted of ongoing emails and phone calls to develop a working relationship with business managers within the organization who helped shape it. Working relationships between the interviewer and interviewee evolve beginning with the acknowledgment from the interviewee to participate in scholarly research, and the working relationship may develop into one of trust (Hadidi, Lindquist, Treat-Jacobson, & Swanson, 2013).

I ensured confidentiality and ethical standards and elucidated them to the participants. Assigning pseudonyms to each participant and using those pseudonyms when referring to their experiences in my study upheld confidentiality and protection of their identities. Keeping confidentiality, no one other than me knew the participants' responses. All raw data is in a filing cabinet with a lock, and all documents are stored in encrypted folders on my computer in my home office. The thumb drive and data are in a filing cabinet with a lock. After 5 years, I will shred all documents using a cross-cut shredder and destroy the thumb drive via burning.

Research Method and Design

Research Method

Qualitative researchers build and test perceptions and assumptions and explain a phenomenon through a methodical process of inquiry (McCusker & Gunaydin, 2014). Defining a particular research method depends on the intention of the study as different research methods apply to different research objectives (McCusker & Gunaydin, 2014). Research methods include qualitative, quantitative, and mixed methods approaches (Kruth, 2015).

I chose a qualitative research method to align with the central research question: What strategies do business managers use to improve employee retention? The *what*, *how*, or *why* of a phenomenon are part of qualitative research (McCusker & Gunaydin, 2014). Qualitative research results present detailed narratives about meanings of a phenomenon (Landrum & Garza, 2015). The significance of an event from a person's experience is a cornerstone of qualitative research (Wisdom et al., 2012).

Quantitative research results indicate the measurement of *how many* or *how much* of a hypothesis (McCusker & Gunaydin, 2014). The analysis and interpretation of raw data through statistical tests are apart from the participants as participants in a quantitative study respond to questionnaires regarding the study (McCusker & Gunaydin, 2014). Quantitative researchers use precise instruments such as questionnaires within set parameters (Kruth, 2015). Researchers use a quantitative design to examine and test relationships between variables (Landrum & Garza, 2015). A quantitative research method did not align with the intent of my research question requiring articulation of experiences from the participants and therefore was not suitable for my study.

The mixed-method research incorporates both qualitative and quantitative methods (Landrum & Garza, 2015). Researchers conducting mixed methods studies use an inordinate amount of time and expense (McCusker & Gunaydin, 2014), and time constraints and costs may limit mixed-method research (Mayoh & Onwuegbuzie, 2015). I considered a mixed-method approach using a qualitative process with interviews of a small sample size and a quantitative process incorporating statistical analysis of a larger

sample size (Venkatesh et al., 2013). The time constraints for my research were not conducive for using a mixed methods study.

Research Design

An advancement of qualitative analysis practices has been around since the 1980's (Aborisade, 2013; Kruth, 2015; Yin, 2012). Qualitative research designs incorporate case study, grounded theory, phenomenology, narratives, and ethnography (Foster et al., 2013; Kruth, 2015). Multiple case studies are more challenging to accomplish than a single case study as they are not as time consuming as a multiple case study (Yin, 2014).

Case studies present descriptions of participants' experiences articulated through interviews, documents, and artifacts (Yin, 2014). A case study design has a structure to allow researchers to gather, analyze, and report qualitative data from those experiences (Raeburn, Schmied, Hungerford, & Cleary, 2015). I used a single case study to research the strategies managers used to increase employee retention.

Results of a grounded theory design presents an elucidation of practice as garnered through data from a copious group of participants (Johnson, 2015). This theory is the focus when researchers pursue the generation of a theory (Standmark, 2015). The focus of this design is about progressing from an occurrence to assumed hypotheses developed from a combined evaluation of data from all participants (Foster et al., 2013). I was not attempting to generate a theory, so I did not use the grounded theory design.

Phenomenological study results show an understanding of lived experiences of participants through their stories (Rodger, Neill, & Nugent, 2015). Subjective and intersubjective facets of interviewees' life experiences are a basis for this method

(Tomkins & Eatough, 2013). Researchers use a phenomenological design when they want to study experiences of participants about a phenomenon (Yin, 2012). A phenomenological approach was not appropriate for my study because I did not research how a phenomenon influenced the experiences of individuals.

Narrative inquiry includes autobiographies, art, storytelling, and application of field notes (Scutt & Hobson, 2013). Personal stories of the participants are a focus of narrative research (Wexler et al., 2014). A critical part of narrative research is the application of frequent interactions with participants (Foster et al., 2013). I did not choose the narrative inquiry design because storytelling was not appropriate for my study.

Ethnographic studies may include bias from the researcher because of the researcher experiencing the subject's daily lives (Kruth, 2015). Ethnography requires immersion of the researcher in the culture studied (Bernard, 2012; Merriam & Tisdell, 2015). Continued communication with study participants is a part of ethnographic data collection (Foster et al., 2013). An ethnographical design was not appropriate for this study as the design centers on an entire culture to garner their experiences.

Achieving data saturation occurs with the collection of a sufficient amount of data with the provision of no new information, and replication of information (Fusch & Ness, 2015; Habersack & Luschin, 2013). Analogous themes, replication of the study, and no new coding are also factors of data saturation (Marshall et al., 2013). I achieved saturation by collecting additional information until no new themes emerged.

Population and Sampling

The population consisted of business managers from a company in the information and solutions industry in New Jersey. Participant interviews to gather data for my study focused on business managers meeting the criteria of having experience in strategies to increase employee retention. I used purposeful sampling to concentrate on specific characteristics, such as experience with retaining employees, of the chosen population adequately supporting my research question. Qualitative research experts recommend purposeful sampling to provide data supporting the research question (Poulis et al., 2013). Gaining access to potential participants for my study was through a request for permission from the vice president of the organization. This purposeful sampling technique is appropriate for qualitative research and used when the qualitative researcher has a specific intention (Ishak & Bakar, 2013).

Sample sizes in case studies are contingent on competency to obtain a rich description of the phenomena (Yin, 2014). The sample size for this qualitative single case study was five business managers who met the criteria of developing or implementing strategies to retain employees (Marshall et al., 2013). There have been qualitative case studies with sample sizes with less than four interviewees in scholarly research (Callary, Werthner, & Trudel, 2013). Gathering a rich description in case studies is dependent on the sample size of the chosen cases (Yin, 2014). Defining an adequate sample size for a study leads to a robust analysis (Kruth, 2015). Sample sizes should be clear before the beginning of a study allowing researchers to collect all pertinent data for the study (Kruth, 2015).

Data saturation occurs when no new themes emanate, when no new information develops, and when a researcher can achieve replication of a study (Fusch & Ness, 2015). Before completion of data collection, researchers must ensure they obtain enough information, including endeavors to uncover conflicting findings to ensure data obtained is germane to the topic (Baškarada, 2014). A researcher must achieve a level of confidence in data saturation before the end of the research (Kruth, 2015). The emergence of no new themes from the data from the participants of my study indicated data saturation.

Ethical Research

Ethical research includes articulation between the researcher and participants stressing the researcher's accountability when informing participants about the various facets of the research (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). I recruited potential participants via email for my study upon receiving Institutional Review Board (IRB) approval (12-12-17-0385647). Open and honest communication and keeping the participant immersed in the research is important (Hadidi et al., 2013). Asking the participant to explain in their words their interpretation of what their involvement in the study entails is part of open communication (Hadidi et al., 2013).

Participants engaging in scholarly studies for different reasons such as the desire to participate in something that will matter in others' lives (Hadidi et al., 2013). An ethically sound study includes the tenet of the right to withdraw from the study anytime without pressure or coercion to stay (Hadidi et al., 2013). There were no incentives for participants taking part in this study. Interviewees had a pseudonym code such as P1 or

P2, and the company had a pseudonym code of Company X. Participants can withdraw from a study without repercussions, such as undue pressure from the researcher (Tam et al., 2015). I advised participants at the beginning of the interview that they had the right to withdraw from my study at any time either verbally or in writing, without penalty, and I will not include any of their comments in my study. The NIH training course included instruction on how to protect human participants in the research process. Verbal withdrawals could be through face-to-face contact, or over the phone. Written withdrawals would be accepted via email at any time during the research process. No participants withdrew from my study.

Participants received ethical assurances to take part in my study, such as privacy protection measures (Mero-Jaffe, 2011). The researcher has the responsibility to protect the participant's identity (Saunders, Kitzinger, & Kitzinger, 2014). The use of alphanumeric codes to create file names identifying participants and their organization helped to ensure and protect their privacy (Yin, 2012). A cabinet with a lock and a computer with password protection will secure the data collected for my study for five years. The physical destruction of the collected data will be in a cross-cut shredder or similar device.

Data Collection Instruments

I was the primary data collection instrument during the research process. Qualitative researchers, as the primary data collector interacting with participants in the natural environment, can capture the perception of the phenomena observed (Mansfield,

2013). Data collection is through interviews when the researcher is the principal data-collecting instrument (Hedlund, Börjesson, & Österberg, 2015).

Interviewing business managers and using archival documentation were the instruments I used to collect data for my study. Using open-ended questions during semistructured interviews is a way to gather data during qualitative research (McIntosh & Morse, 2015). The use of open-ended questions (Appendix A) in a semistructured interview allowed participants in my study to respond candidly and comprehensively. I used semistructured interviews in my single case study. The interview questions for my study are in Appendix A.

The case study synopsis, data collection process, data collection questions, and a case study report guide are part of a case study protocol (Yin, 2014). When conducting semistructured interviews, the researcher should follow the protocol of refraining from monopolizing the conversation, not leading the interviewee, remaining unbiased, maintaining and adhering to protocol, and developing pertinent corollary questions during the interview (Yin, 2015). The data collection process entailed the use of company's archival records, along with semistructured interviews.

Archival data such as the Employee Handbook, professional development strategies, and annual reports should be part of research in a case study (Gawer & Phillips, 2013). Qualitative researchers use interviews and other sources to triangulate data from interviews and elevate the validity of a study (Yin, 2014). Conducting extensive interviews and using various data sources effect data saturation in qualitative studies (Yin, 2014). I requested access to organization archival data from the vice

president of the organization. Information such as organization flex policies, training programs, and turnover rates from these organization documents were of value to my study. Data saturation occurs with the exhaustion of data, and derivation of no new themes (Higginbottom, Rivers, & Story, 2014).

The use of transcript checking through member checking advances the relevance and accuracy of study participants' responses in interviews (Walker & McNamara, 2013). I provided interviewees with my interpretations of the interviews to support the validity of the transcripts through the feedback from the study participants through their review. I achieved triangulation by gathering data through interviews and archival documents from the organization (Yin, 2014).

Data Collection Technique

Upon receiving approval from the Institutional Review Board (IRB), I emailed the vice president of the company my intent to begin my research. The techniques to collect data were from various sources to include semistructured interviews, audio recordings, and review of company archival documents.

I was the data collection instrument for my study. Data collection can include semistructured interviews using open-ended questions, archival materials, focus groups, and observation (Yin, 2014). A request for the use of archival records appears in the Letter of Cooperation (see Appendix B).

The first steps in data collection was to contact potential participants, then set up the semistructured interviews at a date, time, and place agreed upon by the willing participant and myself. The Letter of Cooperation (see Appendix B) included the

information for the requirement for a secluded conference room at the company's facility

to conduct the interviews, to protect the interviewees' privacy and confidentiality. I

carried out the interviews strictly adhering to the interview protocol (see Appendix C) to

ensure consistency of asking the interview questions to all participants in the same order

and manner.

Interviewing study participants in a familiar environment allows the participant to

articulate experiences more candidly (Moustakas, 1994). Using a secluded conference

room within the organization to interview selected participants attempted to mitigate

association with my study to protect the anonymity of the participants. Conducting face-

to-face interviews in a location with few interruptions advances the quality of the

interview process (Ogle, Park, Damhorst, & Bradley, 2016).

The increasing global ownership and usage of smartphones is enhancing mobile

qualitative research for interviews (Roller & Lavrakas, 2015). There are applications on a

tablet and smartphone to record interviews to collect data (Moylan, Derr, & Lindhorst,

2013). Advantages of digital voice recorders for qualitative interviews include longer

recording times, built-in memory capabilities, and improved efficiency (Fernandez &

Griffiths, 2007). I recorded the interviews with the participant's approval on my

smartphone's audio recorder, Voice Memos application, using a tablet with a Voice

Memos audio recorder application as the backup in case the smartphone's audio recorder

failed.

I considered using Skype to record the interviews. Skype is a free software video-

based program (Seitz, 2016). Skype is useful for audio and visual interviews especially

for participants in distant locations (Moylan et al., 2013). Problems associated with using Skype are dropping calls, pauses, and inaudible segments (Seitz, 2016). Additional disadvantages of using Skype include coordination of availability of study participants in different time zones, and slow videos interrupting the flow of the interview (Redlich-Amirav & Higginbottom, 2014). I chose not to use Skype because all the interviewees were at the same location, and my research did not require conducting interviews with participants in remote locations.

Data collection began only after receiving IRB approval and permission by the study participant to record the interview. At the beginning of each interview, I explained the purpose of my study, discussed the participant's rights reiterating the voluntary aspect of participation, and ensuring the interviewee understood they could withdraw from the interview at any time during the process, without penalty. Additionally, I let the participants know that if they withdrew, their comments would not be part of my study.

Uniformity from using established questions and capturing participants' experiences are advantages of semistructured interviews (Fitzgerald, Platt, Heywood, & McCambridge, 2015). Using open-ended questions during semistructured interviews allowed me to develop a rapport with participants and aid in the exchange of information. The interviews lasted approximately one hour and allowed exploration of the research question through the experiences of the participants focusing on the problem statement.

There is a time requirement of collecting and analyzing the data in semistructured interviews (Topkaya, 2015). Semistructured interviews do not produce objective or quantifiable data, however; interviewees apply meaning to their experiences (Adams,

2010). The qualitative researcher may influence data collection during interviews when analyzing participants' beliefs and assumptions (Chakraverty & Tai, 2013), a disadvantage of the researcher as the data collection instrument. The use of member checking enhanced mitigation of my beliefs and assumptions by the participants of my interpretation of data garnered in the interview process.

A pilot study was not part of my study. A researcher uses pilot studies to determine whether a large-scale study is sensible (Craig et al., 2013). Another reason for using a pilot study is to practice different techniques (Yin, 2014). Performing a pilot study does not ensure a successful full-scale study (Hazzi & Maldaon, 2015). The intent of my study did not require a pilot study to determine the need for a single case study, nor was there a requirement to practice various interviewing techniques before beginning my study.

Researchers should share the interpretation of the information garnered by researchers with participants to ensure accuracy (Harvey, 2015). A researcher uses member checking for study participants to review the researcher's interpretation of the data from the interview process (Patton, 2015). After completion of the interview, I emailed each participant my understanding of the data garnered from the interview. Emailing each participant gave the participant the opportunity for member checking to verify my paraphrasing of the participant's responses.

Data Organization Technique

Researchers use computer programs to code, track and group participants' response to interview questions (Myers & Lampropoulou, 2013). Using computer

software helps to organize and track data (Gibson, Webb, & Lehn, 2014). Researchers use software programs to transcribe, classify, and organize data (Patterson et al., 2014). I input a list of data sources into a Microsoft Excel database to capture the receipt and tracking of the documents (Yin, 2014). I labeled the business Company X and developed an overarching electronic folder for the company and subfolders for the transcription of each interview that used a password for access. A locked cabinet in my home office houses the flash drive and hard copy company archival documents. Maintaining confidentiality, I used an alphanumeric code such as P1, P2 to identify each participant and labeled his or her folder accordingly. Microsoft Word was the software program used for transcription of the interviews and data from archival business documents. After transcription of each interview, I used a computer and NVivo 11 software to organize the data gathered during interviews. I coded, arranged, and categorized the data into themes using this software. Keeping an organized database of case study artifacts is helpful for subsequent researchers to access the artifacts (Yin, 2014). I will destroy the data I gathered from the interview process after five years via a cross-cut shredder for paper documents, and full destruction of the thumb drive via burning.

Data Analysis

I used Moustakas' modified van Kaam method for data analysis of my interpretation of the interviews. This process included the researchers evaluate data to elicit themes, patterns, and participant accounts answering grouping of information gathered from interviews and company archival documents, eliminating irrelevant data, capturing the essence of the experiences of the participants, and theme based clustering of

data, and aligning with the central research question (Yin, 2014). Methodological

triangulation is a strategy to incorporate more than one resource to assemble data

(Denzin, 1978). Using methodical triangulation, I examined data from my interpretation

of the interviews and organization archival documents and coded into emerging themes.

NVivo 11 software analyzed data from interviews and archival documents by

comparing the responses and information to identify themes. Analyzing and interpreting

data are part of conducting research (Yin, 2014). Data analysis includes compiling data,

grouping data, arranging data into themes, assessing data, and developing conclusions

(Yin, 2015). Coding data starts early in the analysis process after the research puts all the

information into the NVivo 11 program (Baškarada, 2014). This process continued until

achievement of saturation when no new themes emerged.

Technological advances further the development of software for qualitative data

analysis minimizing the need for manual analysis of data (Talanquer, 2014). Manual

evaluation of a few pages of data may be effortless; however, multiple readings of

documents help to develop themes between categories and relationships (Odena, 2013).

Evaluating larger quantities of data requires a dynamic software program (Odena, 2013).

Qualitative data analysis software (QDAS), such as NVivo, supports diverse research

designs with the analysis of data gathered through documents, field notes, interviews, and

focus groups (Woods, Paulus, Atkins, & Macklin, 2016). Most researchers use a QDAS

for data management and analysis, while fewer researchers use QDAS for collection or

data, or displaying their methods and results (Woods et al., 2016). Qualitative software

for data analysis and management reduces laborious management tasks, dynamic

concurrent access to various components of data analysis, and focusing researchers' attention to relationships and identifying themes emanating from the analysis (Talanquer, 2014).

Results of a study based on 763 empirical research articles showed NVivo use was higher for developing general qualitative studies, thematic analysis, and analyzing interview data and documents as compared to Atlas.ti use (Woods et al., 2016). Excel spreadsheets did not support data management as did Atlas.ti and Nvivo, although Excel had better graphs (Woods et al., 2016). Through this evaluation, I chose to use NVivo 11 data analysis software for my study, as Excel did not have the dynamic software properties I needed. NVivo 11 was the best fit for my research goals and methodological direction.

The classic approach most commonly used in qualitative data analysis consists of compiling, disassembling, reassembling, interpreting, and concluding (Yin, 2014). I input information gathered from my interview interpretations, and company archival documents into NVivo 11 to assist in managing and organizing various types of unstructured data before the formal analysis. Thematic analysis is a qualitative approach to organizing data, as opposed to a quantitative analysis that uses quantitative variables (Vaismoradi, Turunen, & Bondas, 2013). The data disassembling of the written interpretation of the interviews ensued, then the color-coding of themes.

The coding process began by reviewing the substantive data from my research into separate words, phrases, and text to identify themes supporting my research question. After the identification of themes, I disassembled my interpretation of each interview,

then reassembled the data for each theme in a separate database file. I input data into the NVivo 11 software program to capture the information for the coded and identified themes. The use of these software programs allowed me to search and query for relevant information for my study. A Microsoft word memo about the analysis process includes decisions I made in the coding process and kept with the study documents. Using NVivo 11, the software aided storing, organizing, and coding the data. The use of NVivo 11 software enhanced the identification of data into themes. I reviewed the reassembled data, interpreted the results, developed, and reported my conclusions.

I correlated information from relevant literature I researched with my findings. Alignment of my interpretation of data analysis may add to the existing literature. Conversely, such alignment may identify an uncovered niche within existing studies.

Reliability and Validity

Reliability

Ensuring the accuracy of information is important for reliability in research (Sayed & Nelson, 2015). I established the reliability of information gathered through member checking of my interpretation of data from the interviews (Moustakas, 1994). Supporting reliability in my study consisted of asking study participants to check my perception of data from the interview and adhering to the interview protocol (see Appendix C) ensuring the interview process was static throughout.

Validity

Four recommended comparable principles for qualitative studies are credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Marshall &

Rossman, 2016). Validity is congruence between the research question, the researcher's perspective, data, and findings (Landrum & Garza, 2015). Researchers use validity to diminish challenges that could affect the results of a study (Humphry & Heldsinger, 2014).

When the researcher provides data in context to the phenomenon studied, they achieve credibility (Moriarty, 2014). Obtaining supporting data from various data resources lends credibility to a study (Yin, 2014). After I interpreted the participants' interviews, I provided the participants a written copy of their interviews. Providing this document to the participants allowed the participant to review my analysis, interpretation, and conclusion, and ensured accuracy and credibility of my findings by member checking. Through member checking, there were no corrections by participants to the document and all thought I captured the intent of their responses to the interview questions.

I achieved transferability by adhering to the interview protocol (see Appendix C) and reaching data saturation. Optimum use of protocols supports qualitative research (Sanjari et al., 2014). Transferability occurs when information explored from the original case confers to future research studies (Byrne, 2013). The particulars of developing an original case are a starting point for future research studies with similar research questions (Marshall & Rossman, 2016). Extrapolation of a researcher's results to other studies defines transferability (Elo et al., 2014).

A way to reproduce prior study results is through confirmability (Poortman & Schildkamp, 2012). Compiling data from multiple sources achieves confirmability and

dependability (Houghton, Casey, Shaw, & Murphy, 2013). I achieved confirmability using company archival documents and through participant interviews. Clarifying processes for data gathering and mitigating researcher biases supports confirmability (Cope, 2014).

Dependability is the consistency of data and information through time under various events (Elo et al., 2014). When quality research is replicable, there is achievement of dependability (Matamonasa-Bennett, 2015). Member checking with participants of my interpretation of interviews was part of my strategy to ensure dependability. Realization of data saturation occurred when no new themes emerged through the data analysis process. Centering data collection heightens data saturation (Merwe, 2015). Not realizing data saturation affects the quality of a research study (Fusch & Ness, 2015).

Transition and Summary

Section 2 included my familiarity with organization retention strategies. I detailed how I ensured ethical practices in interviewing participants and reporting my research results. I explained the collection, organization, and analysis of the data. Finally, I discussed how I established reliability and validity.

Section 3 includes a presentation of the findings of my research. I compare themes emerging from my findings to themes identified in other studies confirming or disputing results to the existing literature on sound business practices. This section includes an explanation of the implications for how the findings will benefit social

change and recommendations for future research. I reflect on my experience with the

DBA doctoral study process and provide a conclusion statement.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative single case study was to explore strategies business managers used to improve employee retention. Business managers from a business and technical support organization in New Jersey who had experience with strategies to improve employee retention participated in this study. The data came from semistructured interviews using seven open-ended questions (see Appendix A) with five managers from a business and technical support organization in New Jersey. I reviewed company archival documents including the mission statement, quarterly newsletter, code of ethics and compliance program policy, and safety disciplinary program for safety to triangulate data from interviewees' responses with the documents. The analysis of the collected data showed three themes to describe how managers used strategies to retain employees: Workplace environment, safety, and training. I used NVivo 11 software for coding and analyzing the data.

The participants indicated the value of treating employees fairly, the importance of safety in the workplace, and training to increase the knowledge base of employees to perform their duties. Results indicated that retention strategies are required to maintain an effective and productive company. The literature and conceptual framework of this study showed alignment of my analysis between interviewee responses and company archival documents.

Presentation of the Findings

The overarching research question was: What strategies do business managers use to improve employee retention? I performed interviews with business managers from upper management, business development, project management, and HR departments. Five participants answered seven interview questions during semistructured interviews. Three major themes emerged from analyzing data from the interviews and company archival documents: Workplace environment, safety, and training.

The most frequently used words identified in the interview transcripts included *family*, *safety*, and *training* (see Figure 1). Initial analysis of the data showed words that related to some of the identified themes. Applying the same analysis to the company's archival documents and the literature review indicated similar words (see Figure 2).

Figure 1. Most frequently used words identified in interview transcripts. Developed with NVivo v11.

Figure 2. Most frequently used words identified in the literature review and company archival documents. Developed with NVivo v11.

Theme 1: Work Environment

Evaluating the relationship between work environment and employee commitment attributes can result in determining the level of employee job satisfaction (Valaei & Rezaei, 2016). Reviewing the data from the interviews, I found information supporting that employees experienced a positive work environment at Company X. Three subcategories of the first theme emerged from the data analysis of the interviews. The subcategories of the first theme included compensation, sense of family, and caring.

Compensation

All five participants discussed compensation for employees through words such as *pay*, *bonus*, and *compensation*. There were commonalities amongst the five

participants regarding the high level of salary employees received. P1 mentioned

employees receive compensation in addition to acknowledgment of excellent work. P2

stated everyone gets a bonus based on performance. P4 and P5 also spoke of bonuses

employees receive. Company X's leaders agreed with Murray, Elliot, Simmonds,

Madeley, and Taller (2017) that competitive business organizations create wage

structures and afford equality in compensation to employees in the workforce. A high-

performance work system using performance-based compensation as a tenet results in an

increase in employee retention (Kundu & Gahlawat, 2016). P1, P2, and P3 purported the

leaders pay well. Additionally, P4 stated employees receive additional pay because of

their advanced knowledge base.

Sense of Family

Company X started with a father and son and one truck and has grown over the

years. All five participants discussed feeling like family members or being treated like

family. P1 noted Company X's leadership treats every employee as a family member of

the company. P1 stated, "The reason why I'm bringing this up is a family-owned

operation is a little different than a corporate structure, and they treat us like their family

and that means something." P2 mentioned there is a sense of family instilled in the

workers. Company X employs second and third generation workers. P1 said, "We are

very fortunate that we have a lot of retention with second and third generation employees

from families." P1 noted, "We've hired family members, and there's nobody that'll look

out for another person like your dad or your mom or your brother or your sister." P4

disclosed hiring family members supported employee retention and stated, "People have

been working here 20, 25 years, and now their kids are coming in. So it shows that it kind of works." These findings align with Khan & Malik (2017) that employees who have a good relationship with their leaders have a positive affiliation with their organization.

Caring

All five participants discussed a sense of caring in the company. Leaders' behaviors influence how employees act in the workplace (Lee & Jensen, 2014). P4 and P5 talked about fair treatment of all employees. P3 mentioned the company provides lunch every day at no cost, employees receive good pay, and fringe benefits are available to entice people to stay. One of the fringe benefits offered is a masseuse who provides weekly chair massages, as noted by P3. Additionally, P3 said, "Employee retention comes from caring about your employees, caring about their well-being, caring about them and their families, about raising them up."

P1 stated each member is encouraged to support each other, to seek ways in which to balance out each company member's strengths and weaknesses. P3 and P5 mentioned the work is exciting and diverse, and there is always something to do. P2 and P4 stated when the workload gets slow they do not lay people off. The company finds other work for them to do, providing job security.

Company documents substantiated the data obtained from the interviews. Company X's Ethics and Compliance Program documents support the data that shows:

(The company) is committed to a strong and consistent relationship with all employees. Mutual respect and dignity is of vital importance to (the company). Employment conditions offered to employees with exceed the minimum

requirements of national legislation and relevant International Labor Organization

conventions. We are constantly striving to develop new programs to encourage

high employee morale and award outstanding achievements.

One indication that leaders' value and care about their employee's well-being is a healthy

work environment (Sadatsafavi, Walewski, & Shepley, 2015). An article in the

company's quarterly newsletter ("Combating Fatigue", 2018) stated the importance of

caring for oneself and their well-being. Company X's Mission Statement includes:

The company is pleased to announce that we have put together a program to

recognize and promote our most valuable asset: those that we employ. Each

month a peer committee will select a quality award winner, someone who has

gone above, and beyond the call of duty. The monthly winner will receive a

recognition quality pin, a quality hardhat sticker, a letter sent home to their family

along with a $100 bill for their achievement and recognition in the company

newsletter. The safety award winner is congratulated at our August Summer

Client/Customer Appreciation Party and the annual December Holiday Gala

(Company X, 2018, pp. 1).

The mission statement substantiates the caring management Company X has for their

employees by including the most valuable asset they have is those they employ.

Table 1

Subcategories of Emergent Theme 1 Found Through Interviews

Work Environment	Number of sources	Frequency
Compensation	6	126
Family	5	76
Caring	6	68

Theme 2: Safety in the Workplace

The interaction between leaders and employees influences employee decisions and performance safety climate (Lu, Weng, & Le, 2017). Upon review of the data, two sub-themes emerged for the second major theme of safety in the workplace. The sub-themes included safety as a priority and recognition for safe work practices. Table 2 shows results obtained from interviews supporting the theme of safety in the workplace.

Safety as a Priority

Five participants noted safety in the workplace was a priority working for Company X. P1 and P2 purported Company X's leaders provide a safe work environment because the industry in which they work can be extremely hazardous due to working with heavy equipment. P1 mentioned the success of Company X depends on the training, tools, and ability to perform the work successfully. The company provides personal protective equipment (PPE) such as hardhats, safety glasses, and steel-toe foot protection. Company X's management declines jobs where the client does not put safety as the main objective. There are dangerous and unhealthy conditions, and company managers do not subject employees to those situations. P2 stated leaders only take jobs where the client

cares about the safety of the employees and success of the project, one of the reasons

employees want to stay at the company. Providing safety management at a construction

job site is key for a safe workforce (Teizer, 2015). Employees know Company X's

leaders put their health and safety as a top priority.

Identifying potential job hazards early in a project reduces the level of safety

incidents (Saunders et al., 2016). Ensuring safety at a work-site can be a challenging,

time-intensive, and mostly manual task (Teizer, 2015). Each work team completes a daily

job hazard safety analysis which depicts the activity of the job, hazard, risks, and the

person responsible. There is a site assessment performed each day of a project. P1 stated,

"Employees have to be on their toes at all times, they have to be motivated, they have to

be thinking ahead, and one of the keys of all this is safety." Communication of safety

awareness, identifying causes and mitigation strategies among stakeholders is key to

saving lives and costs (Teizer, 2015). Every employee is responsible for safety and

participates in the site safety assessment. P1 mentioned participation in the site safety

assessment empowers employees and makes them feel as if they are part of the safety

process and success of the job. All employees sign off on the site safety assessment

checklist, before starting the job, so they know what will happen that day.

Documentation supporting the safe work environment includes an extensively

detailed safety manual, safety mission statement, and a non-retaliation whistleblower

policy. P1 stated successful participation in the whistleblower program ensures the

protection of the employee. Management encourages employees to identify situations

where an employee who sees another employee acting in a non-professional, unsafe

manner, brings the issue to Company X's leaders for evaluation. Company X's management has a zero tolerance for company employees who do not comply with the code of conduct, code of ethics, or safety policies. There is a formal company safety disciplinary program if any employee violates provisions of the safety program or works in a manner that threatens his health and safety and the health and safety of other employees; they face disciplinary actions, up to and including termination of employment. The safety disciplinary program documentation includes verbiage that lists safety as a core value and a condition of employment at Company X.

Recognition for Safe Work Practices

Four (80%) participants noted Company X employees receive recognition for exceptional safety performance. P1 elaborated by mentioning employees receive recognition in the quarterly newsletter, receive a monetary award, and insignias. Additionally, employee recognized for safety receives a letter sent to their home to notify their family of their accomplishments. P2 supported P1's statement by mentioning the safety award incentives such as recognition in the quarterly newsletter. P1 also noted safety acknowledgments at summer and holiday parties

P3 stated, "It's a dangerous business, what we're doing. So, if there's a problem, it can potentially be fatal. So everything is always looked at from every single angle and rewarded the same way." P2 purported Company X's employees are encouraged to give feedback regarding safe work conditions at all levels of the workforce. P1 mentioned Company X's safety program is peer-to-peer where co-workers recommend those that exceeded protocols to ensure a safe workplace receive recognition.

Table 2

Subcategories of Emergent Theme 2 Found Through Interviews

Safety in the Workplace	Number of sources	Frequency
Safety as a Priority	7	451
Recognition for Safe Practices	4	43

Theme 3: Training

Maintaining a pragmatic equilibrium of employee's technical and general skill development is critical in ensuring workplace competence to a necessary level (Detsimas, Coffey, Sadiqi, & Li, 2016). Results of data analysis showed three sub-themes emerging for the third major theme of training. The three sub-themes included company provided, external, and on-the-job training. Table 3 shows results obtained from interviews supporting the theme of training.

Company Provided

One of the reasons Company X retains employees is training, as noted by P1. P1 mentioned the success of the company depends on the training, tools, and ability to perform the work successfully. P1 and P2 disclosed management provides and pays for training for employees to complete the work efficiently and in a safe manner. Training improves occupational health and is instrumental in affecting decisions for healthy and safe work environments (Ricci, Chiesi, Bisio, Panari, & Pelosi, 2016). P1 stated they are very organized about training due to the dangerous nature of the business, to include first aid and CPR training. Company X's Ethics and Compliance Program shows the company provides training and educational opportunities supporting employee's current

and future work plans. P2 purported "So whenever something fits the need or the desire of the worker, we'll provide them with - we'll pay for it and provide them the time to go do it, whether it's online, or in a class, or on-site training."

P1 disclosed there is training for Company X's employees on specific technical trades to ensure knowledgeable employees and safe practices. Detsimas et al. (2016) noted that training is a means for development and an essential factor in fostering advancement. P2 purported there are always seminars or webinars offered to Company X's employees. Three (60%) participants mentioned when employees require specific training, technical or professional; they notify management to request approval. P3 stated there has never been a time where the administration denied an employee a class due to the cost.

Company X's management supports training for growth. Detsimas et al. (2016) noted training supports development and promotes advancement. P1 mentioned, "We train them, and then we try to help them grow." P2 supported P1's statement of growth stating management provides the opportunity to take classes and time to study to employees who want to train for a higher paying position.

External

External training is required to supplement the knowledge, skills, and abilities of Company X's employees. Developing an ever-changing, skilled, and knowledgeable workforce is key to the progress and development of an organization that relies on the work performance of its employees (Gil & Mataveli, 2016). P5 stated, "Safety is a very, very big issue with what we do. So people are always going for- there are so many

different types of things that they need to be qualified for or trained for." Jurisdictive, governing, and certifying mandates are decisive in developing skills (Barrett, 2015). Business employers' ensure certifications and qualifications for workplace skillset mandates are met (Barrett, 2015). P1 and P5 discussed the Occupational Safety and Health Administration's (OSHA) mandates for workplace safety and health hazard protections. Two (40%) participants mentioned all employees must be OSHA certified, and most of Company X's employees have taken additional OSHA training besides the basic training. Company X's safety manual includes verbiage that all employees receive annual training and upon beginning employment at the company. P1 disclosed the importance of first aid and Cardio Pulmonary Resuscitation (CPR) training due to the potentially hazardous working conditions Company X's employees' encounter. Three (60%) participants stated management hires external companies to train employees on the safe and effective use of equipment that Company X's employees use in their daily tasks.

On-the-job

On-the-job training is critical in the continual knowledge building of employees (Roshchin & Travkin, 2017). There has been constant employee on-the-job training since the start of Company X. The first owner of Company X taught his son, who subsequently showed his sons as noted by P5. P2 and P5 mentioned managers give employees the opportunity to learn on-the-job. New employees to Company X partner with an experienced employee. Co-workers are encouraged to teach employees who show a desire to learn the different skill set as noted by P2 and P4. Learning different skill sets can lead to a higher paying position. P4 discussed the growth of an employee that led to

the employee making more money from on-the-job and formal training. Employee training is critical to ensuring health and safety in the workplace (Ricci et al., 2016). P5 supported Ricci et al. study findings in his statement "You can't just throw anybody in there and go do it. And, usually, when they do go to work, start working with us, they'll work under somebody who's been doing it and knows pretty much what has to be done."

Table 3

Subcategories of Emergent Theme 3 Found Through Interviews

Training	Number of sources	Frequency
Company Provided	5	30
External	5	23
On-the-job	3	19

Ties to Conceptual Framework

Systems theory was the conceptual framework for this single case qualitative study. von Bertalanffy developed the framework in 1952 that posits the interrelationship of parts of a system leads to the effectiveness of the whole system. A systemic approach to employee retention focuses on a combination of managerial retention strategies. Three major themes revealed in this study showed a tie to the conceptual framework; work environment, safety, and training.

The conceptual framework ties to the first theme, work environment. Five (100%) respondents purported reasons for staying with the company included compensation, caring, and feelings of a sense of being part of a family. These practices are in accord with von Bertalanffy's systems theory in that systems theory is a conceptual way of

explaining why different employee relations practices work in aggregate to attain a final goal, in this case, employee retention (Shin & Konrad, 2017).

The second theme, safety, ties to the conceptual framework where a system approach supports a holistic view of observed phenomena, clarifying system behavior exceeding the basic boundaries of the system (Barile, Lusch, Reynoso, Saviano, & Spohrer, 2016). Research results of my study connected to general systems theory by identifying safety evaluation and safety precaution strategies implemented by business managers. P1 and P2 discussed the hazardous conditions employees face working with heavy equipment. Five (100%) participants acknowledged the requirement for in-depth understanding of safety at the worksite where employees evaluated each task and piece of material for safety protocols and potential safety hazards every day.

The final theme, training, relates to systems theory where business managers require systemic thinking to further sustainable change (Cordon, 2013). Company X's management achieves lasting change through training. P1 purported the success of Company X resides on managers understanding the importance of providing company employees with training, tools, and abilities to perform efficiently and safely. P3 stated there is never an issue from management for employees to attend professional or technical training. Finally, three (60%) participants discussed manager's support of encouraging employees to train for growth and development.

Ties to Existing Literature on Effective Business Practice

Results of this study tie to existing literature on effective business practices used to retain employees. Methods aiding in employees' well-being include promoting mental

health, effective management styles, endorsing positive communication, supporting and developing employees, and advocating well-being initiatives as identified by Davenport, Allisey, Page, LaMontagne, & Reavley (2016). Valaei & Rezaei (2016) highlighted the importance that fringe benefits, compensation, communication, and operating procedures associate with employee commitment. Additionally, Kellner, Townsend, Wilkinson, Greenfield, & Lawrence's (2016) study results showed communication within high-performance work organizations promote continuous improvement, efficient methods, and innovation. Contrarily, Panahi, Moezzi, Preece, & Zakaria, (2017) purported employees with minimal interests and attributes relating to the workplace may exhibit personal values that do not coincide with the value structure of the organization. Similarities exist relating to von Bertalanffy's system theory. Bone (2015) applied the systems approach in a study addressing workplace well-being. Study results from Bone's research indicated business owners and upper management are influential in affecting employee well-being. The results of Shahzad, Bajwa, Siddiqi, Ahmid, & Sultani's (2016) study indicated a system-oriented knowledge management systems strategy positively affects organizational knowledge management processes, ingenuity, and performance. The findings of Yanine, Valenzuela, Tapia, & Cea, (2016) study showed business managers must follow defined strategies and manage limited resources efficiently and effectively especially when facing ongoing unpredictable events in the workplace. Gil & Mataveli's (2017) study showed an organization's learning culture promotes organizational change, growth, creativity, motivates individuals, and enhances the company's performance.

Applications to Professional Practice

Findings of my study apply to business managers by focusing on developing effective retention strategies. The themes found in this study explicitly pertain to practices business managers develop to retain employees. Results of this study aid in improving business managers' approach to employee retention due to the workplace environment, safety, and training.

A result of the findings showed workplace environment, safety, and training are critical in retaining employees. These strategies might help business managers in developing or enhancing company strategies and provide a better understanding and appreciation for innovative approaches to employee retention. Unique, forward-thinking leadership practices such as implementing atypical retention practices can be a source of competitive advantage (Elshaer & Augustyn, 2016).

Implications for Social Change

The results of this research may directly influence employees, businesses, and society and have implications for positive social change. There are opportunities for management to prioritize hiring, motivating, and retaining employees through effective employee management practices (Kamasak, 2017). The implication for positive social change includes retaining valuable employees in critical positions, reducing unemployment rates and unemployment compensation, and possibly freeing up dollars for other social services. Findings of my study can help organizations' understand the concerns of employee's needs, and advocate for employees' well-being.

Recommendations for Action

Business managers may apply my study results reducing turnover in organizations. The findings of this study frame three recommendations to assist managers in improving employee retention that include promoting a positive work environment, ensuring safety in the workplace, and providing technical and professional training. Implementing these recommendations may directly affect reductions in employee turnover.

A positive work environment maintained by business managers should include fair compensation, promote a sense of family, and demonstrate a feeling of caring for employees. P3 indicated Company X was a very good place to work and employees were "happy as clams." These statements support Brett, Branstetter, & Wagner's (2014) study results where employees tend to stay with their organizations the more satisfied they are with their workplace.

Business managers should ensure a safe workplace that is fundamental to employees in hazardous working conditions. P2 stated, "They know that they're working - we provide a safe work environment because my industry can be extremely hazardous, and employees a lot of times are put in dangerous positions and unhealthy positions, and we don't do that." Providing a safe workplace in hazardous environments will reduce mortality rates.

Business managers must commit to providing on-the-job or specialized training to enhance the knowledge base of employees. P1 mentioned one of the critical factors for the company retaining employees is the training provided. Incorporating both on-the-job

and specialized training into a company's training programs will ensure inclusion of both tacit and explicit knowledge of employees, expanding the knowledge base of employees.

Publication and subsequent distribution of study conclusions is key to advancing research (Saracho, 2013). I will disseminate my research findings to the participants of my study to share with Company X's employees and organizational leaders. Publishing the study in the ProQuest/UMI dissertation repository furthers research in academic, corporate, civil, and government entities. Opportunities to share my research findings will be through professional conferences, symposiums, or seminars.

Recommendations for Further Research

Limitations of a study are aspects that can alter conclusions of research (Emanuel, 2013). A limitation of my study was the short time limit of the study. The limited time to gather data, interpret the results, and report the findings narrowed the proposal process. Although a qualitative single case study was the most appropriate for my research, future researchers could choose a mixed method approach. A mixed methods approach incorporates both qualitative and quantitative methods. Using a quantitative method can garner data that can use statistical methods to validate the results of my study.

Another limitation was the finite population that confined the study results to one organization. Future researchers can use a multiple case study design that can garner data from different organizations. A multiple case study design can offer diverse strategies that may apply to different situations in reducing employee turnover.

The last limitation was the use of business managers in an organization that provided business and technical personnel support. Using managers in other types of

organizations could have different results. Recommendations for future research could focus on other business industries.

Reflections

The impetus for my study was the experiences I had as a manager and employee experiencing employee turnover. I was intrigued to learn more about reducing employee turnover and what retention strategies other managers used. During the research process, I reduced my personal bias by triangulating multiple data sources, adhering to the interview protocol, and member checking.

Participants expressed positive comments relating to participation in my study. The participants were enthusiastic responding to the interview questions. The eagerness to answer questions and share experiences were apparent throughout the interviews. I was aware of many of the strategies managers articulated in the interviews. Some responses from interviewees were surprising and added to my knowledge base of effective retention strategies. Those strategies include the weekly chair massages provided employees, and retaining employees during down times.

Completing this study provided changes to my thinking in a better understanding of what scholarly writing entails. Before starting my study, my peers considered me an exceptional writer. Understanding and applying the nuances of scholarly writing elevated my level of writing.

Conclusion

An essential part of a successful organization is the employees (Čančer & Žižek, 2017). The purpose of this qualitative single case study was to explore strategies

managers use to reduce employee turnover. The general business problem is the inability of some business managers to retain employees in the business and technical personnel support industry. The specific business problem is that some business managers lack strategies to improve employee retention. The central research question was: What strategies do business managers use to improve employee retention?

I interviewed managers from a business and technology company in New Jersey. Using NVivo 11 software, I coded and analyzed the data resulting in the themes applicable to the research topic. The results of data analysis elicited three themes: workplace environment, safety, and training. Through data analysis, I identified strategies business managers use to reduce employee turnover in my study. Using semistructured interviews and the mission statement, quarterly newsletter, anti-discrimination and harassment policy, code of ethics and compliance program policy, equal employment opportunity policy, a safety award letter, and the disciplinary program for safety company documents I triangulated data collected.

References

Aborisade, O. P. (2013). Data collection and new technology. *International Journal of Emerging Technologies in Learning, 8*, 48-52. Retrieved from http://www.online-journals.org/index.ph

Achim, I. M., Dragolea, L., & Balan, G. (2013). The importance of employee motivation to increase organizational performance. *Annales Universitatis Apulensis*: *Series Oeconomica*, *15*, 685-691. Retrieved from http://www.oeconomica.uab.ro/index.php?p=home&l=ro

Adams, E. (2010). The joys and challenges of semistructured interviewing. *Community Practitioner, 83*, 18-21. Retrieved from http://www.scie-socialcareonline.org.uk

Aisha, A. N., & Hardjomidjojo, P. (2013). Effects of working ability, working condition, motivation and incentive on employees' multi-dimensional performance. *International Journal of Innovation*, *Management and Technology*, *4*, 605-609. doi:10.7763/IJIMT.2013.V4.470

Aladwan, K., Bhanugopan, R., & D'Netto, B. (2015). The effects of human resource management practices on employees' organizational commitment. *International Journal of Organizational Analysis, 23*, 472-492. doi:10.1108/IJOA-11-2014-0822

Al-Emadi, A. Q., Schwabenland, C., & Qi, W. (2015). The vital role of employee retention in human resource management: A literature review. *IUP Journal of Organizational Behavior*, *15*, 7-32. Retrieved from http://www.iupindia.in/Organizational_Behavior.asp

Alhamwan, M., & Mat, N. (2015). Antecedents of turnover intention behavior among

    nurses: A theoretical review. *Journal of Management and Sustainability*, *5*, 84-89.

    doi:10.5539/jms.v5n1p84

Allio, R. J. (2013). Leaders and leadership – many theories, but what advice is reliable?

    Strategy & Leadership, 41(1), 4-14. doi:10.1108/10878571311290016

Archibald, M. M., Radil, A. I., Xiaozhou, Z., & Hanson, W. E. (2015). Current mixed

    methods practices in qualitative research: A content analysis of leading journals.

    International Journal of Qualitative Methods, *14*(2), 5-33. Retrieved from

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

Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees.

    SCMS Journal of Indian Management, *12*, 94-103. Retrieved from

    http://www.scmsgroup.org/scmsjim/about-us.html

Bae, K. B., & Goodman, D. (2014). The influence of family-friendly policies on turnover

    and performance in South Korea. *Public Personnel Management, 43*, 520-542.

    doi:10.1177/0091026014536055

Bager, T. E., Jensen, K. W., & Nielsen, P. S. (2015). Enrollment of SME managers to

    growth-oriented training programs. *International Journal of Enterpreneurial*

    Behavior & Research, 21, 578-599. doi:10.1108/JEBR-12-2014-0224

Bakotic, D., & Babic, T. (2013). Relationship between working conditions and job

    satisfaction: The case of Croatian shipbuilding company. *International Journal of*

    Business and Social Science, *4*2, 207-213. Retrieved from

    http://www.ijbssnet.com/update/

Barile, S., Lusch, R., Reynoso, J., Saviano, M., & Spohrer, J. (2016). Systems, networks, and ecosystems in service research. *Journal of Service Management, 27*, 652-674. doi:10.1108/JOSM-09-2015-0268

Barnham, C. (2015). Quantitative and qualitative research. *International Journal of Market Research*, *57*, 837-854. doi:10.2501/IJMR-2015-070

Barrett, R. (2015). Small firm training: Just meeting the day-to-day needs of the business. *Employee Relations, 37*, 547-567. doi:10.1108/ER-05-2014-0048

Bartoska, J., & Subrt, T. (2012). The effect of human agent in project management. *Central European Journal of Operations Research*, *20*, 369-382.doi:10.1007/s10100-011-0209-4

Baškarada, S. (2014). Qualitative case study guidelines. *Qualitative Report*, *19*(40), 1-25. Retrieved from http://tqr.nova.edu/

Bazeley, P. (2015). Mixed methods in management research: Implications for the field. *Electronic Journal of Business Research Methods*, *13*, 27-35. Retrieved fromhttp://www.ejbrm.com/main.html

Becker, G. S. (1994). *Human capital: A theoretical and empirical analysis with special reference to education* (3[d] ed.). Chicago, IL: The University of Chicago Press.

Bednar, P., & Welch, C. (2012). Critical systemic thinking as a foundation for information systems research practice. *Journal of Information, Communication and Ethics in Society, 10*, 144-155. doi:10.1108/14779961211261058

Benedetti, A. A., Diefendorff, J. M., Gabriel, A. S., & Chandler, M. M. (2015). The effects of intrinsic and extrinsic sources of motivation on well-being depend on

time of day: The moderating effects of workday accumulation. *Journal of Vocational Behavior*, *88*, 38-46. doi:10.1016/j.jvb.2015.02.009

Bernard, R. H. (2012). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Bertalanffy, L. V. (1952). *Problems of life: An evaluation of modern biological thought.* New York, NY: John Wiley & Sons.

Biron, M., & Boon, C. (2013). Performance and turnover intentions: A social exchange perspective. *Journal of Managerial Psychology, 28*, 511-531. doi:10.1108/JMP-09-2011-0054

Blau, P. (1964), Exchange and Power in Social Life, Wiley J. and Sons, New York, NY.

Bone, K. D. (2015). The Bioecological Model: applications in holistic workplace well-being management. *International Journal of Workplace Health Management, 8*, 256-271. doi.org/10.1108/IJWHM-04-2014-0010

Boulding, K. E. (1956). General systems theory – the skeleton of science. *Management science (pre-1986), 2*, 197-208. doi:10.1287/mnsc.2.3.197

Brett, A. L., Branstetter, J. E., & Wagner, P. D. (2014). Nurse educators' perceptions of caring attributes in current and ideal work environments. *Nursing Education Perspectives*, *35*, 360-366. doi:10.5480/13-1113.1

Byrne, D. (2013). Evaluating complex social interventions in a complex world. *Evaluation*, *19*, 217-228. doi:10.1177/1356389013495617

Cai, M., Du, H., Zhao, C., & Du, W. (2014). Relationship between employees' performance and social network structure. *Chinese Management Studies, 8*, 85-108. doi:10.1108/CMS-09-2013-0156

Callary, B., Werthner, P., & Trudel, P. (2013). Exploring coaching actions based on developed values: A case study of a female hockey coach. *International Journal of Lifelong Education, 32*, 209-229. doi:10.1080/02601370.2012.733974

Campbell, J. W., Im, T., & Jisu, J. (2014). Internal efficiency and turnover intention: Evidence from local government in South Korea. *Public Personnel Management*, *43*, 259-282. doi:10.1177/0091026014524540

Čančer, V., & Žižek, S. S. (2017). A multiple-criteria approach to human resource management assessment in organizations with respect to industry. *Kybernetes, 46*, 419-432. doi.org/10.1108/K-09-2016-0236

Carrick, L. (2014). Person-centred counsellors' experiences of working with clients in crisis: A qualitative interview study. *Counselling & Psychotherapy Research*, *14*, 272-280. doi:10.1080/14733145.2013.819931

Chakraverty, D., & Tai, R. H. (2013). Parental occupation inspiring interest: Perspectives from physical scientists. *Bulletin of Science Technology & Society, 33*, 44-52. doi:10.1177/0270467613509367

Cheng, Y., & Waldenberger, F. (2013). Does training affect individuals' turnover intention? Evidence from China. *Journal of Chinese Human Resources Management, 4*, 16-38. doi:10.1108/JCHRM-10-2012-0024

Cherian, J., & Jacob, J. (2013). Impact of self-efficacy on motivation and performance of employees. *International Journal of Business & Management*, *8*, 80-88. doi:10.5539/ijbm.v8n14p80

Chitra, K., & Badrinath, V. (2014). Motivation: A catalyst to employee retention. *World Applied Sciences Journal, 32*, 605-610. doi:10.5829/idosi.wasj.2014.32.04.376

Chomal, N., & Baruah, P. (2014). Performance linked reward and job satisfaction: Banking sector. *SCMS Journal of Indian Management*, *11*, 53-60. Retrieved from http://www.scmsgroup.org/scmsjim/about-us.html

Clausen, T., Tufte, P., & Borg, V. (2014). Why are they leaving? Causes of actual turnover in the Danish eldercare services. *Journal of Nursing Management*, *22*, 583-592. doi:10.1111/j.1365-2834.2012.01484.x

Collins, D. (2014). Toward mature talent management: Beyond shareholder value. *Human Resource Development Quarterly, 25*, 301-319. doi:10.1002/hrdq.21198

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

Cordon, C. P. (2013). System theories: An overview of various system theories and its application in healthcare. *American Journal of Systems Science, 2*, 13-22. doi:10.5923/j.ajss.20130201.03

Craig, P., Dieppe, P., Macintyre, S., Michie, S., Nazareth, I., & Petticrew, M. (2013). Developing and evaluating complex interventions: The new Medical Research Council guidance. *International Journal of Nursing Studies, 50*, 587-592. doi:10.1016/j.ijnurstu.2012.09.010

Davenport, L. J., Allisey, A. F., Page, K. M., LaMontagne, A. D., & Reavley, N. J. (2016). How can organisations help employees thrive? The development of guidelines for promoting positive mental health at work. *International Journal of Workplace Health Management, 9*, 411-427. doi:10.1108/IJWHM-01-2016-0001

Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management, 27*, 453-472. doi:10.1108/IJCHM-12-2013-0538

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological Methods*. New York, NY: McGraw-Hill.

Detsimas, N., Coffey, V., Sadiqi, Z., & Li, M. (2016). Workplace training and generic and technical skill development in the Australian construction industry. *Journal of Management Development, 35*, 486-504. doi:10.1108/JMD-05-2015-0073

Dominguez, N., & Hager, M. (2013). Mentoring frameworks: Synthesis and critique. *International Journal of Mentoring and Coaching in Education, 2*, 171-188. doi:10.1108/IJMCE-03-2013-0014

Duxbury, L., & Halinski, M. (2013). Dealing with the "Grumpy Boomers": Re-engaging the disengaged and retaining talent. *Journal of Organizational Change Management, 27*, 660-676. doi:10.1108/MRR-09-2013-0228

Eide, E. R., & Showalter, M. H. (2012). Methods matter: Improving causal inference in educational and social science research: A review article. *Economics of Education Review, 31,* 744-748. doi:10.1016/j.econedurev.2012.05.010

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014).

Qualitative content analysis: A focus on trustworthiness. *Sage Open, 4*(1), 1-10.

doi:10.1177/2158244014522633

Elshaer, I. A., & Augustyn, M. M. (2016). Direct effects of quality management on

competitive advantage. *International Journal of Quality & Reliability

Management, 33*, 1286-1310. doi:10.1108/IJQRM-07-2014-0086

Emanuel, J. (2013). Usability testing in libraries: Methods, limitations, and implications.

OCLC systems & Services: International digital library perspectives, 29, 204-

217. doi:10.1108/OCLC-02-2013-0009

Enache, M., Salla'n, J. M., Simo, P., & Fernandez, V. (2013). Organizational

commitment within a contemporary career context. *International Journal of

Manpower, 34*, 880-898. doi:10.1108/IJM-07-2013-0174

Fernandez, R., & Griffiths, R. (2007). Portable MP3 players innovative devices for

recording qualitative interviews. *Nurse Researcher, 15*, 7-15.

doi:10.7748/nr2007.10.15.1.7.c6050

Fitzgerald, N., Platt, L., Heywood, S., & McCambridge, J. (2015). Large-scale

implementation of alcohol brief interventions in new settings in Scotland: A

qualitative interview study of a national programme. *BMC Public Health*, *15*(1),

1-11. doi:10.1186/s12889-015-1527-6

Flint, D., Haley, L. M., & McNally, J. J. (2012). Individual and organizational

determinants of turnover intent. *Personnel Review, 42*, 552-572. doi:10.1108/PR-

03-2012-0051

Foster, D., Hays, T., & Alter, F. (2013). Facing the methodological challenges of re-using

previously collected data in a qualitative inquiry. *Qualitative Research Journal,*

13, 33-48. doi:10.1108/14439881311314522

Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative

Research. *Qualitative Report*, *20*, 1408-1416. Retrieved from http://tqr.nova.edu/

Gawer, A., & Phillips, N. (2013). Institutional work as logics shift: The case of Intel's

transformation to platform leader. *Organization Studies, 34*, 1035-1071.

doi:10.1177/0170840613492071

George, C. (2015). Retaining professional workers: What makes them stay? *Employee*

Relations, 37, 102-121. doi:10.1108/ER-10-2013-0151

Ghosh, P., Satyawadi, R., Joshi, J. P., & Shadman, M. (2013). Who stays with you?

Factors predicting employees' intention to stay. *International Journal of*

Organizational Analysis, 21, 288-312. doi:10.1108/IJOA-Sep-2011-0511

Gibson, W., Webb, H., & Lehn, V. D. (2014). Analytic affordance: Transcripts as

conventionalised systems in discourse studies. *Sociology, 48*, 780-794.

doi:10.1177/0038038514532876

Gil, A. J., & Mataveli, M. (2016). Rewards for continuous training: A learning

organisation perspective. *Industrial and Commercial Training, 48*, 257-264.

doi:10.1108/ICT-11-2015-0076

Gil, A. J., & Mataveli, M. (2017). Learning opportunities for group learning: An

empirical assessment from the learning organization perspective. *Journal of*

Workplace Learning, 29, 65-78. doi.org/10.1108/JWL-02-2016-0009

Gray, J. A., & Muramatsu, N. (2013). When the job has lost its appeal: Intentions to quit among direct care workers. *Journal of Intellectual & Developmental Disability*, *38*, 124-133. doi:10.3109/13668250.2012.760728

Gurazada, A., & Rao, T. (2013). Employee turnover costs in IT industry: A critical analysis. *International Journal of Innovative Research and Practices, 1*, 23-27. Retrieved from http://www.forum4researchers.com/mission.php

Habersack, M., & Luschin, G. (2013). Insecurities of women regarding breast cancer research: A qualitative study. *Plos ONE*, *8*, 1-6. doi:10.1371/journal.pone.0081770

Hadidi, N., Lindquist, R., Treat-Jacobson, D., & Swanson, P. (2013). Participant withdrawal: Challenges and practical solutions for recruitment and retention in clinical trials. *Creative Nursing, 19*, 37-41. doi:10.1891/1078-4535.19.1.37

Hammond, M., Cleveland, J. W., O'Neill, J. W., Stawski, A., & Jones, T. (2014). Mediators of transformational leadership and the work-family relationship. *Journal of Managerial Psychology, 30*, 454-469. doi:10.1108/JMP-10-2011-0090

Hennekam, S. (2016). Competencies of older workers and its influence on career success and job satisfaction. *Employee Relations, 38*, 130-146. doi:10.1108/ER-05-2014-0054

Harhara, A. F., Singh, S. K., & Hussain, M. (2015). Correlates of employee turnover intentions in oil and gas industry in the UAE. *International Journal of Organizational Analysis, 23*, 493-504. doi:10.1108/IJOA-11-2014-0821

Harrison, S., & Gordon, P. A. (2014). Misconceptions of employee turnover: Evidence-based information for the retail grocery industry. *Journal of Business & Economics Research, 12*, 145-153. doi:10.19030/jber.v12i2.8528

Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview. *International Journal of Research & Method in Education, 3*, 23-38. doi:10.1080/1743727X.2014.914487

Hazzi, O. A., & Maldaon, I. (2015). A pilot study: Vital methodological issues. *Business Theory and Practice, 16*, 53-62. doi:10.3846/btp.2015.437

Heavey, A. L., Holwerda, J. A., & Hausknecht, J. P. (2013). Causes and consequences of collective turnover: A meta-analytic review. *Journal of Applied Psychology, 98*, 412-453. doi:10.1037/a0O32380

Hedlund, E., Börjesson, B., & Österberg, J. (2015). Team learning in a multinational military staff exercise. *Small Group Research, 46*, 179-203. doi:10.1177/1046496414568462

Higginbottom, G., Rivers, K., & Story, R. (2014). Health and social care needs of Somali refugees with visual impairment (VIP) living in the United Kingdom: A focused ethnography with Somali people with VIP, their caregivers, service providers, and members of the Horn of Africa Blind Society. *Journal of Transcultural Nursing, 25*, 192-201. doi:10.1177/1043659613515715

Hoare, Z., & Hoe, J. (2013). Understanding quantitative research: Part 2. *Nursing Standard, 27*, 48-55. doi:10.7748/ns2013.01.27.18.48.c9488

Hogue, M., Levashina, J., & Hang, H. (2013). Will I fake it? The interplay of gender, Machiavellianism, and self-monitoring on strategies for honesty in job interviews. *Journal of Business Ethics*, *117*, 399-411. doi:10.1007/s10551-012-1525-x

Hotho, J. J. (2014). From typology to taxonomy: A configurational analysis of national business systems and their explanatory power. *Organization Studies*, *35*, 671-702. doi:10.1177/0170840613502767

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigor in qualitative casestudy research. *Nurse Researcher, 20*, 12-17. Retrieved from http://rcnpublishing.com

Huffman, A. H., Casper, W. J., & Payne, S. C. (2014). How does spouse career support relate to employee turnover? Work interfering with family and job satisfaction as mediators. *Journal of Organizational Behavior, 35,* 194-212. doi:10.1002/job.1862

Humphry, S. M., & Heldsinger, S. A. (2014). Common structural design features of rubrics may represent a threat to validity. *Educational Researcher, 43*, 253-263. doi:10.3102/0013189X14542154

Hwang, J., Lee, J. J., Park, S., Chang, H., & Kim, S. S. (2014). The impact of occupational stress on employee's turnover intention in the luxury hotel segment. *International Journal of Hospitality & Tourism Administration*, *15*(1), 60-77. doi:10.1080/15256480.2014.872898

Ibrahim, N., & Edgley, A. (2015). Embedding researcher's reflexive accounts within the analysis of a semistructured qualitative interview. *Qualitative Report*, *20*, 1671-1681. Retrieved from http://tqr.nova.edu/

Idris, A. (2014). Flexible working as an employee retention strategy in developing

    countries: Malaysian bank managers speak. *Journal of Management Research*, *13*,

    71-86. Retrieved from http://www.macrothink.org/journal/index.php/jmr

Inabinett, J., & Ballaro, J. (2014). Developing an organization by predicting employee

    retention by matching corporate culture with employee's values: A correlation

    study. *Organization Development Journal, 32*, 55-74. Retrieved from

    https://www.highbeam.com/doc/1P3-3241273321.html

Ishak, N. M., & Bakar, A. Y. A. (2013). Developing sampling frame for case study:

    Challenges and conditions. *World Journal of Education, 4*, 29-35.

    doi:10.5430/wje.v4n3p29

Islam, T., Khan, S. U., Ahmad, U. N., & Ahmed, I. (2013). Organizational learning

    culture and leader-member exchange quality: The way to enhance organizational

    commitment and reduce turnover intentions. *The Learning Organization, 20*, 332-

    337. doi:10.1108/TLO-12-2012-0079

Jain, M. (2013). Employee attrition-causes and remedies. *Journal of Social Welfare &*

    Management, *5*, 69-74. Retrieved from

    http://journalseek.net/cgibin/journalseek/journalsearch.cgi?field=issn&query=097

    5-0231

Jasperse, M., Herst, P., & Dungey, G. (2014). Evaluating stress, burnout and job

    satisfaction in New Zealand radiation oncology departments. *European Journal of*

    Cancer Care, *23*, 82-88. doi:10.1111/ecc.12098

Jehanzeb, K., Hamid, A., & Rasheed, A. (2015). What is the role of training and job

    satisfaction on turnover intentions? *International Business Research, 8*, 208-220.

    doi:10.5539/ibr.v8n3p208

Jehanzeb, K., Rasheed, A., & Rasheed, M. F. (2013). Organizational commitment and

    turnover intensions: Impact of employee's training in private sector of Saudi

    Arabia. *International Journal of Business and Management, 8*, 79-90.

    doi:10.5539/ijbm.v8n8p79

Johnson, J. S. (2015). Qualitative sales research: An exposition of grounded theory.

    Journal of Personal Selling & Sales Management, *30*, 262-273.

    doi:10.1080/08853134.2014.954581

Johnson, M. D., Holley, E. C., Moregeson, F. P., Labonar, D., & Stetzer, A. (2014).

    Outcomes of absence Control initiatives: A quasi-experimental investigation into

    the effects of policy and perceptions. *Journal of Management, 40*, 1075-1097.

    doi:10.1177/0149206311423822

Johnson, R. A., Kast, F. E., & Rosenzweig, J. E. (1964). System theory and management.

    Management Science, *10*, 367-384. doi:10.2307/2282763

Jung, C. S. (2012). Why are goals important in the public sector? Exploring the benefits

    of goal clarity for reducing turnover intention. *Journal of Public Administration*

    Research and Theory, 24, 209-234. doi:10.1093/jopart/mus058

Kamasak, R. (2017). The contribution of tangible and intangible resources, and

    capabilities to a firm's profitability and market performance. *European Journal*

of Management and Business Economics, 26, 252-275. doi.org/10.1108/EJMBE-07-2017-015

Karatepe, O. M. (2013a). High-performance work practices, work social support and their effects on job embeddedness and turnover intentions. *International Journal of Contemporary Hospitality Management, 25*, 903-921. doi:10.1108/IJCHM-06-2012-0097

Karatepe, O. M. (2013b). The effects of work overload and work-family conflict on job embeddedness and job performance: The mediation of emotional exhaustion. *International Journal of Contemporary Hospitality Management, 25*, 614-634. doi:10.1108/09596111311322952

Karkoulian, S., Mukaddam, W., McCarthy, R., & Messara, C. M. (2013). Job insecurity: A whirlpool of chronic powerlessness. *Education, Business and Society: Contemporary Middle Eastern Issues*, *6*, 55-70. doi:10.1108/17537981311314727

Kasianiuk, K. (2016). White box, black box and self-organization. *Kybernetes, 45*, 126-140. doi:10.1108/K-02-2015-0057

Kellner, A., Townsend, K., Wilkinson, A., Greenfield, D., & Lawrence, S. (2016). The message and the messenger: Identifying and communicating a high performance "HRM philosophy", *Personnel Review, 45*, 1240-1258. doi.org/10.1108/PR-02-2015-0049

Khan, M. N., & Malik, M. F. (2017). My leader's group is my group. Leader-member exchange and empoyees' behaviours. *European Business Review, 29*, 551-571. doi:10.1108/EBR-01-2016-0013

Khoele, A., & Daya, P. (2014). Investigating the turnover of middle and senior managers in the pharmaceutical industry in South Africa. *South African Journal of Human Resource Management*, *12*, 1-10. doi:10.4102/sajhrm.v12i1.562

Kihn, L., & Ihantola, E. (2015). Approaches to validation and evaluation in qualitative studies of management account. *Qualitative Research in Accounting & Management, 12*, 230-255. doi:10.1108/QRAM-03-2013-0012

Kim, S. (2013). Networking enablers, constraints and dynamics: A qualitative analysis. *Career Development International, 18*, 120-138. doi:10.1108/CDI-04-2012-0051

Kim, S., Um, K., Kim, H. Y., & Kim, Y. (2016). Hospital career management systems and their effects on the psychological state and career attitudes of nurses. *Service Business, 10*, 87-112. doi:10.1007/s11628-014-0257-7

Kivijärvi, H., & Toikkanen, J. (2015). Measuring the business value of IT outsourcing: A systems approach. *Strategic Outsourcing: An International Journal, 8*, 156-179. doi.10.1108/SO-03-2015-0010

Koning, J., & Ooi, C. (2012). Awkward encounters and ethnography. *Qualitative Research in Organizations and Management: An International Journal, 8*, 16-31. doi:10.1108/17465641311327496

Kronberg, A. K. (2014). Stay or Leave? Race, education, and changing returns to the external labor market strategy. *Work and Occupations, 41*, 305-249. doi:10.1177/0730888414535218

Kruth, J. G. (2015). Five qualitative research approaches and their applications in

parapsychology 1. The *Journal of Parapsychology, 79*, 219-233. Retrieved from

http://www.rhine.org/what-we-do/journal-of-parapsychology.html

Kundu, S. C., & Gahlawat, N. (2016). High performance work systems and employees'

intention to leave: Exploring the mediating role of employee outcomes.

Management Research Review, 39, 587-1615. doi.10.1108/MRR-04-2015-0088

Ladelsky, L. K., & Catană, G. A. (2013). Causes affecting voluntary turnover in IT

sector: Review of some empirical studies. *Proceedings of the International

Conference Marketing - from Information to Decision, Romania, 2013*, 102-113.

Retrieved from http://www.econ.ubbcluj.ro/mid/

Lambert, V. A., & Lambert, E. L. (2013). Conducting a scholarly literature review.

Journal of Nursing Research, 14, 101-111. Retrieved from http://iosrjournals.org

Landrum, B., & Garza, G. (2015). Mending fences: Defining the domains and approaches

of quantitative and qualitative research. *Qualitative Psychology, 2*, 199-209.

doi:10.1037/qup0000030

Langowitz, N. S., Allen, I. E., & Godwyn, A. (2013). Early-career outcomes and gender:

Can educational interventions make a difference? *Gender in Management: An

International Journal, 28*, 111-134. doi:10.1108/17542411311303248

Laud, R., & Johnson, M. (2013). Journey to the top: Are there really gender differences

in the selection and utilization of career tactics? *Journal of Organizational

Culture, Communication, and Conflict, 17*, 51-68. Retrieved from

http://www.alliedacademies.org

Laudicina, R. J., Moon, T. C., Beck, S., & Morgan, J. C. (2014). Retaining experts:

Retention incentives of clinical laboratory professionals. *Clinical Laboratory*

Science, *27*, 150-161. Retrieved from http://www.ascls.or

Leck, J., Elliott, C., & Rockwell, B. (2012). E-mentoring women: Lessons learned from a

pilot program. *Journal of Diversity Management, 7*, 83-96. Retrieved from

http://www.cluteinstitute.com/

Leck, J., & Orser, B. (2013). Fostering trust in mentoring relationships: An exploratory

study. *Equality, Diversity and Inclusion: An International Journal, 32*, 410-425.

doi:10.1108/EDI-01-2010-0007

Lee, J., & Jensen, J. M. (2014). The effects of active constructive and passive corrective

leadership on workplace incivility and the mediating role of fairness perceptions.

Group & Organization Management, 39, 416-443.

doi:10.1177/1059601114543182

Li, J. (2015). Research on social organization employee's job satisfaction in China based

on multi-level factor analysis method. *International Journal of U- & E-Service,*

Science & Technology, *8*, 81-90. doi:10.14257/ijunesst.2015.8.2.08

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage

Publications.

Lobene, E. V., & Meade, A. W. (2013). The effects of career calling and perceived

overqualification on work outcomes for primary and secondary school teachers.

Journal of Career Development, 40, 508-530. doi:10.1177/0894845313495512

Lu, C., Weng, H., & Le, C. (2017). Leader-member exchange, safety climate and employees' safety organizational citizenship behaviors in container terminal operator. *Maritime Business Review, 2*, 331-348. doi:10.1108/MABR-11-2017-0028

Lyons, S. T., Schweitzer, L., & Ng, E. S. W. (2015). Resilience in the modern career. *Career Development International, 20*, 363-383. doi:10.1108/CDI-02-2015-0024

Madden, L., Mathias, B. D., & Madden, T. M. (2015). In good company. *Management Research Review, 38*, 242-263. doi:10.1108/MRR-09-2013-0228

Malik, M. A. R., Butt, A. N., & Choi, J. N. (2015). Rewards and employee creative performance: Moderating effects of creative self-efficacy, reward importance, and locus of control. *Journal of Organizational Behavior*, *36*, 59-74. doi:10.1002/job.1943

Malina, M. A., Norreklit, H. S. O., & Selto, F. H. (2011). Lessons learned: Advantages and disadvantages of mixed method research. *Qualitative Research in Accounting & Management, 8*, 59-71. doi:10.1108/11766091111124702

Mansfield, K. C. (2013). How listening to student voices informs and strengthens social justice research and practice. *Educational Administration Quarterly, 50*, 392-430. doi:10.1177/0013161X13505288

Marasi, S., Cox, S. S., Bennett, R. J. (2016). Job embeddedness: Is it always a good thing? *Journal of Managerial Psychology, 31*, 141-153. doi:10.1108/JMP-05-2013-0150

Markey, R., Ravenswood, K., Webber, D. (2015). Quality of work environment and quitting intention: A dilemma. *New Zealand Journal of Employment Relations (Online), 40*, 35-52. Retrieved from: http://www.nzjournal.org/latest.htm

Marques, J. (2012). Survival in good, bad, and ugly times: Attaining personal and professional excellence. *International Journal of Organizational Analysis, 20*, 221-237. doi:10.1108/19348831211227846

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, *54*, 11-22. Retrieved from http://www.iacis.org/jcis/jcis.php

Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage.

Mas-Machuca, M., Berbegal-Mirabent, J., & Alegre, I. (2016). Work-life balance and its relationship with organizational pride and job satisfaction. *Journal of Managerial Psychology, 31*, 586-602. doi:10.1108/JMP-09-2014-0272

Matamonasa-Bennett, A. (2015). A disease of the outside people: Native American men's perceptions of intimate partner violence. *Psychology of Women Quarterly*, *39*, 20-36. doi:10.1177/0361684314543783

Matsuo, M. (2015). Human resource development programs for knowledge transfer and creation: The case of the Toyota Technical Development Corporation. *Journal of Knowledge Management, 19*(6), 1186-1203. doi:10.1108/JKM-03-2015-0108

Mayoh, J., & Onwuegbuzie, A. J. (2015). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed methods Research*, *9*, 91-107. doi:10.1177/1558689813505358

McCusker, K., & Gunaydin, S. (2014). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion, 30*, 537-542. doi:10.1177/0267659114559116

McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semistructured interviews. *Global Qualitative Nursing Research, 27*, 346-364. doi:10.1177/2333393615597674

Memon, M. A., Salleh, R., & Baharom, M. (2016). The link between training satisfaction, work engagement and turnover intention. *European Journal of Training and Development 40*, 407-429. doi:10.1108/EJTD-10-2015-0077

Mero-Jaffe, I. (2011). 'Is that what I said?' Interview transcript approval by participants: An aspect of ethics in qualitative research. *International Journal of Qualitative Methods*, *10*, 231-247. Retrieved from http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/8449

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation,* (4th ed.). San Francisco, CA: John Wiley & Sons.

Merwe, L. (2015). The first experiences of music students with Dalcroze-inspired activities: A phenomenological study. *Psychology of Music, 43*, 390-406. doi:10.1177/0305735613513485

Mitchell, M., & Zatzick, C. D. (2014). Skill underutilization and collective turnover in a professional service firm. *Journal of Management Development, 34*, 787-802. doi:10.1108/JMD-09-2013-0112

Montgomery, E. G., & Oladapo, V. (2014). Talent management vulnerability in global healthcare value chains: A general systems theory perspective. *Journal of Business Studies Quarterly, 54*, 173-189. Retrieved from http://jbsq.org/

Montuori, A. (2013). Complexity and transdisciplinarity: Reflections on theory and practice. *World Futures: The Journal of Global Education, 69*, 200-230. doi:10.1080/02604027.2013.803349

Moors, A. C., Malley, J. E., & Stewart, A. J. (2014). My family matters: Gender and perceived support for family commitments and satisfaction in academia among postdocs and faculty in STEMM and non-STEMM fields. *Psychology of Women Quarterly, 38*, 460-474. doi:10.1177/0361684314542343

Moriarty, B. (2014). Research design and the predictive power of measures of selfefficacy. *Issues in Educational Research*, *24*, 55-66. Retrieved from http://www.iier.org.au/iier.html

Mory, L., Wirtz, B. W., & Göttel, V. (2016). Corporate social responsibility strategies and their impact on employee' commitment. *Journal of Strategy ad Management, 9*, 172-201. doi:10.1108/JSMA-12-2014-0097

Moustakas, C. (1994). *Phenomenological research methods*. London, England: Sage.

Moylan, C. A., Derr, A. S., & Lindhorst, T. (2013). Increasingly mobile: How new technologies can enhance qualitative research. *Qualitative Social Work, 14*, 36-47. doi:10.1177/1473325013516988

Mugurusi, G., & de Boer, L. (2014). Conceptualising the production offshoring organisation using the viable systems model (VSM). *Strategic Outsourcing: An International Journal, 7*, 275-298. doi:10.1108/SO-10-2014-0026

Murray, W. C., Elliot, S., Simmonds, K., Madeley, D., & Taller, M. (2017). Human resource challenges in Canda's hospitality and tourism industry: Finding innovative solutions. *Worldwide Hospitality and Tourism Themes, 9*, 391-401. doi:10.1108/WHATT-04-2017-0022

Myers, G., & Lampropoulou, S. (2013). What place references can do in social research interviews. *Discourse Studies, 15*, 333-351. doi:10.1177/1461445613480589

Nazir, S., Shafi, A., Qun, W., Nazir, N., & Tran, Q. D. (2016). Influence of organizational rewards on organizational commitment and turnover intentions. *Employee Relations, 38*, 596-619. doi:10.1108/ER-12-2014-0150

Newington, L., & Metcalfe, A. (2014). Factors influencing recruitment to research: Qualitative study of the experiences and perceptions of research teams. *BMC Medical Research Methodology, 14*, 10. doi:10.1186/1471-2288-14-10

Norman, S. M., Gardner, D. G., & Pierce, J. L. (2015). Leader roles, organization=based self-esteem, and employee outcomes. *Leadership & Organization Development Journal, 36*, 253-270. doi:10.1108/LODJ-06-2013-0072

Odena, O. (2013). Using software to tell a trustworthy, convincing and useful story. *International Journal of Social Research Methodology, 16*, 355-372. doi:10.1080/13645579.2012.706019

Ogle, J. P., Park, J., Damhorst, M. L., & Bradley, L. A. (2016). Social support for women who have undergone bariatric surgery. *Qualitative Health Research, 26*, 176-193. doi:10.1177/1049732315570132

Oladapo, V. (2014). The impact of talent management on retention. *Journal of Business Studies Quarterly, 5*(3), 19-36. Retrieved from http://jbsq.org/

Opengart, R. (2015). Supply chain management and learning organization: A merging of literatures. *International Journal of Commerce and Management, 25*, 183–195. doi:10.1108/IJCoMA-10-2012-0063

Palanski, M., Avey, J., & Jiraporn, N. (2014). The effects of ethical leadership and abusive supervision on job search behaviors in the turnover process. *Journal of Business Ethics*, *121*, 135-146. doi:10.1007/s10551-013-1690-6

Panahi, B., Moezzi, E., Preece, C. N., & Zakaria, W. (2017). Value conflicts and organizational commitment of internal construction stakeholders. *Engineering, Construction and Architectural Management, 24*, 554-574. doi:10.1108/ ECAM-01-2016-0006

Patterson, E. S., Murray, J., Park, S., Sanders, E. B., Li, J., Umar, R., . . . Lavender, S. A. (2014). Barriers to infection control due to hospital patient room factors: A secondary analysis of focus group and interview transcripts. *Proceedings of the*

Human Factors and Ergonomics Society Annual Meeting, 58, 1266-1270. doi:10.1177/1541931214581264

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (5th ed.). Thousand Oaks, CA: Sage.

Pietersen, C., & Oni, O. (2014). Employee turnover in a local government department. *Mediterranean Journal of Social Sciences, 5*, 141-154. doi:10.5901/mjss.2014.v5n2p141

Pigeon, N. G., Cook, W., & Nimnicht, J. L. (2012). Women managers to women employees: Helping hands or competitive jerks? *Gender in Management: An international Journal, 27*, 417-425. doi:10.1108/17542411211269347

Poortman, C. L., & Schildkamp, K. (2012). Alternative quality standards in qualitative research? *Quality and Quantity*, *46*, 1727-1751. doi:10.1077/s11135-011-9555-5

Poulis, K., Poulis, E., & Plakoyiannaki, E. (2013). The role of context in case study selection: An international business perspective. *International Business Review*, *22*, 304-314. doi:10.1016/j.ibusrev.2012.04.003

Prabhu, V. (2013). Proactive personality and intent to remain with an organization: Understanding factors affecting retention of Israeli employees. *Journal of Management Policy and Practice, 14*, 11-25. Retrieved from https://pdfs.semanticscholar.org/ec99/e13bd77f993da1eae46ea29ef2d05e4f5268.pdf

Quartey, S. H. (2013). Implications of HR outsourcing for HR practitioners work

behaviors: Evidence from the mobile telecommunication industry in Ghana.

International Business Research, 6, 178-191. doi:10.5539/ibr.v6n11p178

Raeburn, T., Schmied, V., Hungerford, C., & Cleary, M. (2015). The contribution of case

study design to supporting research on clubhouse psychosocial rehabilitation.

BMC Research Notes, *8*, 1-7. doi:10.1186/s13104-015-1521-1

Rahman, W., & Nas, Z. (2013). Employee development and turnover intention: Theory

validation. *European Journal of Training and Development, 37*, 564-579.

doi:10.1108/EJTD-May-2012-0015

Redlich-Amirav, D., & Higginbottom, G. (2014). New emerging technologies in

qualitative research. *The Qualitative Report, 19*(26), 1-14. Retrieved from

http://www.nova.edu/ssss/QR/QR19/redlich-amirav12.pdf

Renaud, S., Morin, L., Saulquin, J., & Abraham, J. (2014). What are the best HRM

practices for retaining experts? A longitudinal study in the Canadian information

technology sector. *International Journal of Manpower, 36*, 416-312.

doi:10.1108/IJM-03-2014-0078

Ricci, R., Chiesi, A., Bisio, C., Panari, C., & Pelosi, A. (2016). Effectiveness of

occupational health and safety training: A systematic review with meta-

analysis. *Journal of Workplace Learning, 26*, 355-377. doi:10.1108/JWL-11-

2015-0087

Roche, M., & Haar, J. M. (2013). Leaders' life aspirations and job burnout: A selfdetermination theory approach. *Leadership & Organization Development Journal, 34*, 515-531. doi:10.1108/LODJ-10-2011-0103

Rodger, D., Neill, M. O., & Nugent, L. (2015). Informal experiences of caring for older adults at home: A phenomenological study. *British Journal of Community Nursing, 20*, 280-285. doi:10.12968/bjcn.2015.20.6.280

Roller, M. R., & Lavrakas, P. J. (2015). *Applied qualitative research design: A total quality framework approach*. Guilford Publications.

Roshchin, S., & Travkin, P. (2017). Determinants of on-the-job training in enterprises: The Russian case. *European Journal of Training and Development, 41*, 758-775. doi:10.1108/EJTD-05-2017-0050

Russell, D. J., Humphreys, J. S., & Wakerman, J. (2012). How to best measure health workforce turnover and retention: Five key metrics. *Australian Health Review, 36*, 290-295. doi:10.1071/AH11085

Sadatsafavi, H., Walewski, J., & Shepley, M. (2015). Physical work environment as a managerial tool for decreasing job-related anxiety and improving employee-employer relations. *Journal of Healthcare Management, 60*, 114-131. Retrieved from https://ache.org/pubs/jhm/jhm_index.cfm

Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: The necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine, 8*, 7-14. Retrieved from http://jmehm.tums.ac.ir/index.php/jmehm

Saracho, O. N. (2013). Writing research articles for publication in early childhood education. *Early Childhood Education Journal*, *41*, 45-54. doi:10.1007/s10643-012-0564-3

Saunders, B., Kitzinger, J., & Kitzinger, C. (2014). Anonymising interview data: Challenges and compromise in practice. *Qualitative Research*, *15*, 616-632, doi:10.1177/1468794114550439

Saunders, L. W., McCoy, A. P., Kleiner, B. M., Lingard, H., Cooke, T., Mills, T., Blismas, N., . . . (2016). International benchmarking for performance improvement in construction safety and health: *Benchmarking: An International Journal, 23*, 916-936. doi:10.1108/BIJ-11-2013-0105

Saunders, M. N. K., & Gray, D. E. (2014). SME innovation and learning: The role of networks and crisis events. *European Journal of Training and Development, 39*, 136-149. doi:10.1108/EJTD-07-2013-0073

Sayed, M., & Nelson, S. C. (2015). Guidelines for establishing reliability when coding narrative data. *Emerging Adulthood, 3*, 375-387. doi:10.1177/2167696815587648

Scanlan, J. N., Meredith, P., & Poulsen, A. A. (2013). Enhancing retention of occupational therapists working in mental health: Relationships between wellbeing at work and turnover intention. *Australian Occupational Therapy Journal, 60*, 395-403. doi:10.1111/1440-1630.12074

Scherdin, M., & Zander, I. (2014). On the role and importance of core assumptions in the field of entrepreneurship research, *International Journal of Entrepreneurial Behavior & Research, 20*, 216-236. doi:10.1108./IJEBR-01-2012-0015

Schulz, S. A., Luthans, K. W., & Messersmith, J. G. (2014). Psychological capital: A new

    tool for driver retention. *International Journal of Physical Distribution &*

    Logistics Management, 44, 621-634. doi:10.1108/JPDLM-06-2013-0174

Scutt, C., & Hobson, J. (2013). The stories we need: Anthropology, philosophy, narrative

    and higher education research. *Higher Education Research & Development, 32*,

    17-29. doi:10.1080/07294360.2012.751088

Seitz, S. (2016). Pixilated partnerships, overcoming obstacles in qualitative interviews via

    Skype: A research note. *Qualitative Research, 16*, 229-235.

    doi:10.1177/1468794115577011

Selden, S., Schimmoeller, L., & Thompson, R. (2013). The influence of high

    performance work systems on voluntary turnover of new hires in US state

    governments. *Personnel Review, 42*, 300-323.

    doi:10.1108/00483481311320426

Self, D., & Self, T. (2014). Negligent retention of counterproductive employees.

    International Journal of Law and Management, 56, 216-230.

    doi:10.1108/IJLMA-07-2012-0021

Sharma, A., & Nambudiri, R. (2015). Job-leisure conflict, turnover intention and the role

    of job satisfaction as a mediator: An empirical study of Indian IT professionals.

    South Asian Journal of Management, *22*, 7-27. Retrieved from http://www.sajm-

    amdisa.org/

Shahzad, K., Bajwa, S. U., Siddiqi, A., Ahmid, F., & Sultani, A. R. (2016). Integrating

    knowledge management (KM) strategies and processes to enhance organizational

creativity and performance: An empirical investigation. *Journal of Modelling in Management, 11*, 154-179. doi.org/10.1108/JM2-07-2014-0061

Sheffield, J., Sankaran, S., & Haslett, T. (2012). Systems thinking: Taming complexity in project management. *On the Horizon, 20*, 126-136. doi:10.1108/10748121211235787

Sherry, E. (2013). The vulnerable researcher: Facing the challenges of sensitive research. *Qualitative Research Journal, 13*, 278-288. doi:10.1108/QRJ-10-2012-0007

Shin, J., & Konrad, A. M. (2017). Causality between high-performance work systems and organizational performance. *Journal of Management, 43*, 973-997. doi:10.1177/0149206314544746

Shin, Y. B., Koh, S. H., & Shim, C. S. (2015). Information processing model to measure important determinants on job satisfaction. *Journal of Business & Retail Management Research, 9*, 100-109. Retrieved from http://www.jbrmr.com/

Shipp, A. J., Furst-Holloway, S., Harris, T. B., & Rosen, B. (2014). Gone today but here tomorrow: Extending the unfolding model of turnover to consider boomerang employees. *Personnel Psychology, 67*, 421-462. doi:10.1111/peps.12039

Shore, B. (2013). Improving employee retention in a South Korean high grown organization: Do western strategies apply? *Journal of Global Business Issues, 7*(2), 1-8. Retrieved from https://www.highbeam.com/doc/1P3-3136265951.html

Singh, A., & Sharma, J. (2015). Strategies for talent management: A study of select organizations in the UAE. *International Journal of Organizational Analysis, 23*, 337-347. doi:10.1108/IJOA-11-2014-0823

Skyttner, L. (2005). Systems theory and the science of military command and control. *Kybernetes, 34*, 1240-1260. doi:10.1108/03684920510606000

Srivastava, A. P., & Dhar, R. L. (2016). Impact of leader member exchange, human resource management practices and psychological empowerment on extra role performances. *International Journal of Productivity and Performance Management, 65*, 351-377. doi:10.1108/IJPPM-01-2014-0009

Standmark, M. (2015). Method development at Nordic School of Public Health NHV: Phenomenology and grounded theory. *Scandinavian 43*, 61-65. doi:10.1177/1403494814568598

Stephens, A. A., Atwater, J. B., & Kannan, V. R. (2013). From tulip bulbs to sub-prime mortgages examining the sub-prime crisis. *The Learning Organization, 20*, 55-64. doi:10.1108/09696471311288537

Strom, D. L., Sears, K. L., & Kelly, K. M. (2014). Work engagement: The roles of organizational justice and leadership style in predicting engagement among employees. *Journal of Leadership & Organizational Studies, 21*, 71-82. doi:10.1177/1548051813485437

Talanquer, V. (2014). Using qualitative analysis software to facilitate qualitative data analysis. *ACS Symposium Series Tools of Chemistry Education Research, 1166,* 83-95. doi:10.1021/bk-2014-1166.ch005

Tam, N. T., Huy, N. T., Thoa, L. T. B., Long, N. P., Trang, N. T. H., Hirayama, K., & Karbwang, J. (2015). Participants' understanding of informed consent in clinical

trials over three decades: systematic review and meta-analysis. *Bulletin of the World Health Organization*, *93*, 186-198. doi:10.2471/BLT.14.141390

Teizer, J. (2015). Right-time vs real-time pro-active construction safety and health system architecture. *Construction Innovation, 16*, 253-280. doi:10.1108?CI-10-2015-0049

Thomas, M., Kohli, V., & Jong, C. (2014). Correlates of job burnout among human services workers: Implications for workforce retention. *Journal of Sociology & Social Welfare*, *41*, 69-90. Retrieved from http://wmich.edu/socialworkjournal

Tomkins, L., & Eatough, V. (2013). The feel of experience: Phenomenological ideas for organizational research. *Qualitative Research in Organizations and Management: An International Journal, 8*, 258-275. doi:10.1108/QROM-04-2012-1060

Topkaya, N. (2015). Factors influencing psychological help seeking in adults: A qualitative study. *Educational Sciences: Theory and Practice*, *15*, 21-31. Retrieved from http://www.estp.com.tr/

Uruthirapathy, A., & Grant, G. G. (2015). The influence of job characteristics on IT and non-IT job professional's turnover intentions. *Journal of Management Development, 34*, 715-728. doi:10.1108/JMD-03-2014-0025

U.S. Bureau of Labor Statistics. (2017). U.S. Bureau of Labor Statistics: Economic News Release. Retrieved from https://data.bls.gov/timeseries/JTS00000000QUR

Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences*, *15*, 398-405. doi:10.111/nhs.12048

Valaei, N., & Rezaei, S. (2016). Job satisfaction and organizational commitment: An empirical investigation among ICT-SMEs. *Management Research Review, 39*, 1663-1694. doi:10.1108/MRR-09-2015-0216

Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS Quarterly*, *37*, 21-54. Retrieved from http://www.misq.org

Walker, E., & McNamara, B. (2013). Relocating to retirement living: An occupational perspective on successful transitions. *Australian Occupational Therapy Journal*, *60*, 445-453. doi:10.1111/1440-1630.12038

Wei, U. (2015). Do employees high in general human capital tend to have higher turnover intention? The moderating role of high-performance HR practices and P-O fit. *Personal Review, 44*, 730-756. doi:10.1108/PR-07-2013-0137

Wexler, L., Jernigan, K., Mazzotti, J., Baldwin, E., Griffin, M., Joule, L., & Garoutte, J. (2014). Lived challenges and getting through them: Alaska native youth narratives as a way to understand resilience. *Health Promotion Practice, 15*, 10-17. doi:10.1177/1524839913475801

Wichert, I., & Steele, P. (2013). Data inspiring action - Getting to the heart of women's career progression. *Strategic HR Review, 12*, 126-131. doi:10.1108/14754391311324471

Wisdom, J. P., Cavaleri, M. A., Onwuegbuzie, A. J., & Green, C. A. (2012). Methodological reporting in qualitative, quantitative, and mixed methods health

services research articles. *Health Services Research, 47*, 721-745. doi:10.1111/j.1475-6773.2011.01344.x

Witt, M. A., & Redding, G. (2013). Asian business systems: Institutional comparison, clusters and implications for varieties of capitalism and business systems theory. *Socio-Economic Review, 11*, 265-300. doi:10.1093/ser/mwt002

Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS.ti and NVivo, 1994–2013. *Social Science Computer Review, 34*, 597-617. doi:10.1177/0894439315596311

Wynen, J., & de Beeck, S. (2014). The impact of the financial and economic crisis on turnover intention in the U.S. Federal Government. *Public Personnel Management, 43*, 565-585. doi:10.1177/0091026014537043

Yamamoto, H. (2013). The relationship between employees' perceptions of human resource management and their retention: From the viewpoint of attitudes toward job-specialties. *International Journal of Human Resource Management, 24*, 747-767. doi:10.1080/09585192.2012.697478

Yanine, F., Valenzuela, L., Tapia, J., & Cea, J. (2016). Rethinking enterprise flexibility: a new approach based on management control theory. *Journal of Enterprise Information Management, 29*, 860-886. doi:10.1108/JEIM-06-2015-0054

Yawson, R. M. (2013). Systems theory and thinking as a foundational theory in human resource development: A myth or reality? *Human Resource Development Review, 12*, 53-85. doi:10.1177/1534484312461634

Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA:
Sage.

Yin, R. K. (2014). *Case study research*: *Design and methods*. (5th ed.). Los Angeles, CA:
Sage.

Yin, R. K. (2015). *Qualitative research from start to finish.* New York, NY: Guilford
Press.

Zhu, G., Wolff, S. B., Hall, D. T., Heras, M. L., & Gutierrez, B. (2013). Too much or too
little? A study of the impact of career complexity on executive adaptability.
Career Development International, 18, 457-483. doi:10.1108/CDI-07-2012-0067

Appendix A: Semistructured Interview Questions

1. How have you used retention strategies to reduce employee turnover?

2. What policies does your organization have to improve employee retention?

3. How do you share effective retention strategies across organizational lines?

4. What are some reasons employees choose to stay with your organization?

5. What are the training and development opportunities available to your employees?

6. How are people in your organization recognized for exceptional performance?

7. What additional information would you like to provide?

Appendix B: Letter of Cooperation

(Organization Partner Contact Information)

Date:

Dear Diane Merla,

I give permission for you to contact potential participants to conduct your study titled Strategies to Reduce Employee Turnover. I authorize you to conduct interviews in an on-site conference room to gather data for your study. Contact with each employee after the interviews for member checking of the transcribed interview is allowed via their work email. Additionally, I give my permission for you to access organizational archival documents such as the Employee Handbook and documents about training, mentoring, flex policies, etc.

We understand participation will be voluntary, at a time conducive to the employees, and withdrawal from the study is allowed at any time during the process. Additionally, we understand the data collected will be kept confidential and not shared with anyone external to the student's Committee Members without permission from the Walden University's Institutional Review Board. We understand the student will not be naming any business managers or our organization in the document published in Proquest.

Sincerely,

Appendix C: Interview Protocol for Managers

1. I will introduce myself to the interviewee, explaining I am a student working on my doctoral study in the Business Administration program in the Management and Technology School of Walden University. There will be a discussion of the purpose of my study to explore strategies to reduce employee turnover. The interview should take approximately one hour; the audio recording devices will be a smartphone's audio recorder, Voice Memos application, and a tablet with a Voice Memos audio recorder application as the backup in case of the smartphone's audio recorder failure. Note taking will take place during the interview.

2. I will ensure the interviewee understands they can withdraw from the interview at any time without penalty.

3. We will discuss any questions the participant may have.

4. After receiving permission to audio record the interview from the participant, and informing the participant the interview is beginning, I will verbally cite the date and time of the interview. Pencil and paper will be available at the beginning of the interview for notes, and the start of the smartphone audio recorders. Participants are introduced using an alphanumeric pseudonym to ensure confidentiality of the participant. The first place of the pseudonym will be a "P" and the second place of the pseudonym will be a number, e.g., P1. The smartphone audio recorders will capture the verbal articulation of the date and time of the interview.

5. The interviewee responds to the interview questions and answers recorded on the smartphone audio recorders. Additional questions may follow to clarify responses.

6. At the end of the interview sequence, we will discuss the member checking process. I will explain that I will paraphrase the responses from the interview, and provide the participant with a copy for verification of their responses, requesting the participant review the document and provide any corrections back to me within one week to ensure accuracy. I will ensure the participant understands that no response to this request will confirm their agreement with my interpretation.

7. I will thank the participant for taking part in the study and provide my contact information for any follow-up questions or concerns the participant may have.
   End of protocol.