2018

Effective Strategies to Reduce Employee Turnover in the Retail Industry

Robert Clayton
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Robert Clayton

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. Gergana Velkova, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Brenda Jack, Committee Member, Doctor of Business Administration Faculty

Dr. Douglas Keevers, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2018

Abstract

Effective Strategies to Reduce Employee Turnover in the Retail Industry

by

Robert M. Clayton

MBA, Strayer University, 2014

BS, Strayer University, 2011

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2018

Abstract

Employee turnover negatively affects retail organizations and can lead to poor financial performance, a decrease in competitive advantage, loss of productivity, deficiencies in retaining external customers, and economic failures. The purpose of this single case study was to explore strategies that retail store leaders from the Illinois area of the United States use to reduce frontline employee turnover. Herzberg's 2-factor theory provided the framework for the study. Data were collected from documents pertaining to retention methods and through face-to-face semistructured interviews with 7 leaders of a retail company in the Illinois area who had experience with effective employee retention strategies. Data were analyzed using manual coding methods, auto-coding features, and word frequency searches. Three themes emerged from the data analysis: (a) effective communication and transparency-improved employee retention, (b) competitive compensation and benefits-package-improved employee retention, and (c) training-and-development-improved employee retention. Organizational leaders mitigating employee turnover contribute to social change by creating initiatives focused on the recognition of value in people, the company, and the community.

Effective Strategies to Reduce Employee Turnover in the Retail Industry

by

Robert M. Clayton

MBA, Strayer University, 2014

BS, Strayer University, 2011

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2018

Dedication

I dedicate this doctoral study to my father, James Clayton. From my earliest

childhood memories, he stressed the importance of formal education and learning. He has

been my support system throughout this doctoral journey, and has continually encouraged

me to press forward. My relationship with him has grown tremendously over the course

of this program. He continually reminded me during stressed or adverse times, "If it were

easy, everyone would do it." And that is a true statement. This process requires

passionate individuals focused on academic integrity and the yearning for knowledge. To

my father, James, thank you for being my support throughout this academic endeavor,

always having faith in my abilities, and keeping me focused on the end goal—success!

Acknowledgments

I want to thank my doctoral study committee, which included Dr. Gergana Velkova, Dr. Brenda Jack, Dr. Denise Gandy, and Dr. Douglas Keevers, for their support throughout this doctoral study process. Dr. Velkova, I want to thank you for your continued feedback, encouragement, and knowledge throughout this endeavor. Your support and dedication to my success in this program was profound, and I am grateful you were my doctoral study chair. I also want to thank the entire Walden University staff whom I had the pleasure of interacting with over the last several years. All staff members have been courteous, friendly, and dedicated to student success.

Table of Contents

ii

List of Tables

List of Figures

Section 1: Foundation of the Study

Employee retention strategies are necessary in the preservation of qualified and skilled workers in organizations (Yadav & Saxena, 2015). The successful implementation of retention strategies in the workplace creates satisfied and motivated employees and promotes supportive work environments to retain experienced employees (Harrison & Gordon, 2014). Successful retention strategies reduce employee turnover and employee turnover intention and minimize monetary losses, operational deficiencies, and customer dissatisfaction related to employee turnover (Vasquez, 2014). Employees' job satisfaction levels directly affect the retention rate of that organization, and retention strategies should include measures to satisfy employees (Chaita, 2014).

Employee job satisfaction is a prominent factor in employee retention and the reduction of employee turnover in retail organizations (Lu, Lu, Gursoy, & Neal, 2016; Torres, 2014). Satisfied employees are in a positive emotional state and have optimistic and constructive responses to duties and job experiences (Bryant & Allen, 2013). Employees experiencing job satisfaction display a positive demeanor and exhibit a personal feeling of achievement and pleasure (van Scheers & Botha, 2014). Dissatisfied employees negatively affect the retention of an organization's workforce and can cost the organization a significant amount of money with a variety of other negative consequences (Bryant & Allen, 2013).

Background of the Problem

In 2016, approximately 8,440,000 retail trade employees separated from their workplace (U.S. Department of Labor, 2017a). Employee retention is a primary challenge

for retail leaders, as turnover and turnover intentions negatively affect the financial performance of the organization both directly and indirectly (Bandura & Lyons, 2014). Organizational leaders can face devastating losses from employee turnover through financial damages (Bandura & Lyons, 2014), a decrease in competitive advantage (Call, Nyberg, Ployhart, & Weekley, 2015), loss of productivity with internal customers (Call et al., 2015), deficiencies in retaining customers, and economic and cultural failures (Terera & Ngirande, 2014).

Company leaders rely heavily on high performing and productive employees to be competitive and successful (Harrison & Gordon, 2014). Martin (2015) noted that satisfied and fundamental employees stimulate organizational success, profitability, and competitive advantage. The U.S. Department of Labor (2017b) forecasted that the retail sales worker occupation would increase by 97,100 employees from 2016 to 2026. As the retail industry continues to grow with employees, organizational leaders must reduce the negative effects of employee turnover. Employee turnover damages an organization's profitability (Harrison & Gordon, 2014) and warrants further research into retail store leaders' successful retention strategies. Retail organizational leaders must learn to minimize employee turnover and turnover intentions to reduce the negative consequences associated with employee loss.

Problem Statement

Employee turnover can lead to organizational instability, which negatively affects the economic progression of the organization and results in financial losses for the company (Vasquez, 2014). Employee turnover costs organizations 150%–200% of the

annual salary of the employee who left the company (Bandura & Lyons, 2014). In March 2016, approximately 492,000 individuals quit their jobs in the retail industry (U.S. Department of Labor, 2016). The general business problem was that employee turnover negatively affects organizational stability and sustainability. The specific business problem was that some retail store leaders lack strategies to reduce frontline employee turnover.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies that retail store leaders use to reduce frontline employee turnover. The population sample consisted of seven store leaders of a retail organization in Illinois who had been successful in reducing frontline employee turnover. Findings from the study may be used to improve sustainability initiatives, organizational growth, and organizational profitability. Further implications for social change include new employment opportunities and greater prosperity of local families and the community.

Nature of the Study

I chose a qualitative methodology for this study. The use of qualitative methodology enables the researcher to understand the social world of participants using words rather than numbers (Ahmed & Ahmed, 2014). Qualitative researchers ask open-ended questions during interviews to elicit participants' perceptions, beliefs, attitudes, and opinions about a phenomenon (Ingham-Broomfield, 2016). In contrast, quantitative researchers restrict answers of participants by asking closed-ended questions (Ingham-Broomfield, 2016). The quantitative method was not appropriate for this study because

quantitative researchers test hypotheses, make predictions, or examine relationships and differences among variables through analytical tasks (see Brannen & Moss, 2012). Researchers who use the mixed-methods approach combine qualitative and quantitative components to answer complex research questions (McCusker & Gunaydin, 2015). The mixed-methods approach was not appropriate for this study quantitative data were not needed to answer my research question.

I considered three research designs for this study: (a) ethnography, (b) phenomenology, and (c) case study. Ethnography researchers analyze a culture or group's social behavior by observing and interpreting cultural patterns (Ross, Rogers, & Duff, 2016). The ethnographic design was not appropriate for my study because ethnography researchers focus on deep cultural traditions (not associated with business strategies) and observe participants in their natural setting for long periods of time (see Crivos, Maria, Teves, & Remorini, 2016), which was not the purpose of my study. Phenomenology researchers study participants' lived experiences, interpretations, and understandings of an event (Matua, 2015). The phenomenological design was not appropriate for this study because I did not wish to explore or understand the meanings of participants' lived experiences. Case study researchers explore a single or multiple case concentrated on a phenomenon within a real-life context and over a specific amount of time (Yin, 2017). The case study design was the appropriate design for this qualitative study because I sought to explore real-life business strategies over a specified time frame to solve organizational problems (see Yin, 2017).

Research Question

The overarching question to guide this study was the following: What strategies do retail store leaders use to reduce frontline employee turnover?

Interview Questions

1. What strategies are you using to reduce frontline employee turnover?

2. How do you gather the necessary information to design and implement strategies to reduce frontline employee turnover?

3. How effective are the strategies that you have used for reducing frontline employee turnover?

4. What strategies were most effective in the reduction of frontline employee turnover?

5. How did your frontline employees respond to your different methods to reduce frontline employee turnover?

6. What are some of the benefits of implementing a viable frontline employee reduction strategy?

7. What obstacles keep you from reducing frontline employee turnover?

8. How did you address the obstacles that kept you from reducing frontline employee turnover?

9. What additional information would you like to share about retail leaders' strategies to reduce frontline employee turnover?

Conceptual Framework

I used the motivation-hygiene theory as the conceptual framework for this study. Herzberg (1968) developed the two-factor theory, which he later termed the motivation-hygiene theory and dual-factor theory. According to the motivation-hygiene theory, the factors that can affect employee job satisfaction are motivation factors and hygiene factors (Herzberg, Mausner, & Snyderman, 1959). Motivators in the workplace are factors that relate people to the content of their jobs (Herzberg, 1974). Motivators are satisfiers and include recognition, growth opportunities, achievement, advancement, and responsibility (Herzberg, 1974; Vijayakumar & Saxena, 2015). Hygiene factors involve the treatment of people related to the context of the job and represent environmental and preventive conditions of work (Herzberg, 1974). Hygiene factors, also referred to as dissatisfiers, include salary, interpersonal relationships at work, company policies, organizational administration, working conditions, supervision, and job security (Herzberg, 1974; Vijavakumar & Saxena, 2015).

The motivation-hygiene theory provided a lens through which I could explore effective strategies retail store leaders use to reduce employee turnover. Researchers use the motivation-hygiene theory to explore motivation factors and hygiene factors as they relate to job satisfaction (Herzberg, 1968). Researchers have shown that job satisfaction and dissatisfaction affect employee turnover rates within organizations (Bryant & Allen, 2016; Franco, 2016). As related to this study, the motivation-hygiene theory facilitated identifying and understanding participants' approaches and experiences regarding leaders' motivation-hygiene strategies to reduce frontline employee turnover.

Operational Definitions

Employee turnover: Employee turnover refers to an employee's voluntary or involuntary withdrawal from an organization (Mobley, Griffeth, Hand, & Meglino, 1979).

Involuntary turnover: Involuntary turnover refers to employees leaving their position due to external or internal factors (Hancock, Allen, Bosco, McDaniel, & Peirce, 2013).

Turnover intention: Turnover intention refers to an employee's dissatisfaction with the organization and probable decision to withdraw from the company (Mobley, 1977).

Voluntary turnover: Voluntary turnover refers to an employee leaving an organization at his or her own will (Hancock et al., 2013).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are claims that researchers assume to be true but cannot verify (Schoenung & Dikova, 2016). The first assumption was that interviewees would provide honest and truthful responses to the interview questions. The second assumption was that all store managers interviewed were integral participants in organizational retention strategies. The last assumption was that all store managers' knowledge on retention strategies directly related to the successful employee retention strategies of the organization studied.

Limitations

Limitations are potential weaknesses beyond the researcher's control (Argouslidis, Baltas, & Mavrommatis, 2014). One limitation of this study was that participants were from a single retail organization. Because I conducted a study with participants from the same retailer, the findings may not apply to the entire retail industry.

Delimitations

Delimitations are boundaries of the study that limit the scope of the research (Berdychevsky & Gibson, 2015). The first delimitation in this study was the geographical boundary for participant interviews; all participants were from Illinois. The geographical location may have influenced participants' experiences, knowledge, and perceptions. A second delimitation was the scope of the participant sample size, which was limited to seven store managers who had experience in successful employee retention strategies. A final delimitation of this single case study was that the exploration of successful employee retention strategies focused only on the retail industry.

<div align="center">

Significance of the Study

</div>

Frontline employee turnover affects business practices and social initiatives (Chen, Chen, Tsui, & Chiang, 2016). When an employee voluntarily chooses to leave an organization, a disruption occurs affecting organizational performance, the organization's clients, and community affiliates (Chen et al., 2016). It is important for organizational leaders to develop and implement strategies to reduce voluntary turnover by frontline employees (Arshadi & Shahbazi, 2013). Organizational leaders in the retail industry may

use the findings of this study to create and implement strategies to reduce frontline

employee turnover and increase the stability and sustainability of the organization.

Contribution to Business Practice

Frontline employee turnover negatively affects the performance of an

organization (Chen et al., 2016). Chen et al. (2016) discussed the negative implications of

a high employee turnover rate on organizations and specified the harmful effects on

organizational productivity, profits, growth, performance, and customer engagement.

Bryant and Allen (2013) noted that the costs of employee turnover to the organization

could exceed 100% of the annual salary for the vacated position. Furthermore, Franco

(2016) noted employee turnover negatively affects workplace morale and customer

interactions. Arshadi and Shahbazi (2013) discussed the importance of management

personnel instilling trust, fairness, and competence in their workers to increase job

security emotions. Retail store leaders competent in strategies to reduce employee

turnover may increase organizational stability and sustainability.

Implications for Social Change

A. Mitchell, Madill, and Chreim (2015) defined positive social change initiatives

as including new contributions, disciplines, and enhancements to the community and

environment, and noted that social change initiatives by organizational leaders require a

social enterprise of strategic and developmental thinking. Social change begins with

organizational leaders (Saha, 2014). Company leaders inspire others to learn, grow, and

innovate for the future, which sparks social change initiatives (Saha, 2014). Furthermore,

social change initiatives transpire through the recognition of value in people and worldly

exploration, discovery, and innovation (Virgil, 2014). Organizational leaders who are cognizant of employee turnover and the negative effects may contribute to a positive social change initiative. The findings from this study may contribute to positive social change by providing store leadership teams with strategies to reduce employee turnover, which may assist in lowering unemployment rates in communities and increasing the prosperity of employees and community members.

A Review of the Professional and Academic Literature

The purpose of this qualitative, single case study was to explore the retention strategies some retail store leaders use to reduce frontline employee turnover. In this review of the academic literature, the information collected from the resources provides a foundation for reducing employee turnover and retaining frontline employees. I reviewed the literature on employee retention published in numerous academic journals and seminal books. I used various search engines in the Walden University library databases and Google Scholar. The Walden University library databases included ProQuest, Emerald Management Journals, Business Source Complete, ABI/INFORM, EBSCO Primary, and SAGE. I searched the databases with key words including *employee retention*, *employee turnover*, *employee motivation*, *job satisfaction*, *job dissatisfaction*, and *retention strategies*. In my study, I referenced 196 sources, of which 171 (87.24%) were published between 2014 and 2018. Of the 196 sources referenced, 172 (87.76%) were peer-reviewed journal articles, four (2.04%) were doctoral dissertations, four (2.04%) were non-peer-reviewed articles, 11 (5.61%) were books, and five (2.55%) were websites or government websites (see Table 1).

Table 1

Frequency of Sources in Study

Sources	Sources 2014 or newer	Sources prior to 2014	Total
Peer-reviewed articles	159	13	172
Dissertations	3	1	4
Non-peer-reviewed articles	2	2	4
Books	3	8	11
Websites	4	1	5
Total	171	25	196
Percentage of total	87.24%	12.76%	100.00%

The review of professional and academic literature supported the framework of developing retention strategies for retail store leaders to reduce frontline employee turnover. I began the literature review with the conceptual foundation and Herzberg's motivation-hygiene theory. I also assessed the professional and academic literature on the supporting (Maslow's hierarchy of needs) and contrasting (Vroom's expectancy theory) theories. I then reviewed the academic literature and presented an overview of job satisfaction and also discussed effective retention strategies. The literature review concluded with a summary of the negative consequences that employee turnover has on employees, team members, and organizations.

Herzberg's Two-Factor Theory

Herzberg's et al. (1959) motivation-hygiene theory, also referred to as the two-factor theory or dual-factor theory, was the conceptual framework for this study. Employee job satisfaction is necessary for employee retention and the reduction of employee turnover in organizations (Lu et al., 2016; Torres, 2014). Bryant and Allen (2016) and Franco (2016) noted that employee job dissatisfaction negatively affected the

retention of an organization's workforce. Herzberg et al. noted there are two separate

continua, job satisfaction and job dissatisfaction, in the motivation-hygiene theory, and

different factors distinctly influence job satisfaction or job dissatisfaction (Herzberg et

al., 1959). Herzberg reviewed motivation factors and hygiene factors in relation to

employee job satisfaction.

Workplace motivators are factors that relate employees to the content of their jobs

(Herzberg, 1974). Motivators, otherwise known as satisfiers, include (a) recognition, (b)

growth opportunity, (c) achievement, (d) advancement, and (e) responsibility (Herzberg,

1974; Vijayakumar & Saxena, 2015). Workplace hygiene factors include the treatment of

employees related to the context of their job and represent environmental and preventive

safety conditions of work (Herzberg, 1974). Hygiene factors, otherwise referred to as

dissatisfiers, include (a) salary, (b) interpersonal relationships at work, (c) company

policies, (d) organizational administration, (e) working conditions, (f) supervision, and

(g) job security (Herzberg, 1974; Vijayakumar & Saxena, 2015). Herzberg suggested that

satisfiers increase employee retention, whereas dissatisfiers (e.g., low salary or poor

working conditions) increase employee turnover.

The two-factor continuum is not designed to produce only job satisfaction or

dissatisfaction (Herzberg et al., 1959). The satisfaction and dissatisfaction levels of an

employee can remain neutral when the employee senses no satisfiers or dissatisfiers

(Herzberg, 1968). Herzberg noted that satisfaction and dissatisfaction are not the obverse

of each other. The opposite of job satisfaction is not job dissatisfaction; rather, the

opposite of job satisfaction is no job satisfaction. Additionally, the opposite of job

dissatisfaction is not job satisfaction, but rather no job dissatisfaction. Herzberg (1968)

stated "the fact that job satisfaction is made up of two unipolar traits is not unique, but it

remains a difficult concept to grasp" (pp. 75–76). The concept is difficult to understand

but important in the comprehension of the two-factor theory. Bell, Sutanto, Baldwin, and

Holloway (2014) provided an example referencing an employee receiving a pay raise and

different pay scales. Although the pay raise may assist the employee in a short-term

motivation or satisfaction effect, salary (being a hygiene factor) has no capacity to

alleviate any dissatisfaction. Herzberg (1968) noted that hygiene factors are incapable of

providing employees with any motivation or job satisfaction.

Selesho and Naile (2014) examined the effect of satisfiers (e.g., job advancement,

promotional prospect) and dissatisfiers (e.g., salaries) on employee retention using

Herzberg's two-factor theory as the framework for their study. Selesho and Naile

conducted a mixed-methods study with employees from universities in South Africa to

examine factors that influence retention rates. Selesho and Naile analyzed factors that are

essential to retaining employees and reducing turnover. The participants indicated that the

most influential factor when retaining employees is job satisfaction (Selesho & Naile,

2014). Selesho and Naile concluded that salaries, job advancement, and professional

development would cause job dissatisfaction when organizational leadership does not

meet these specific factors. Selesho and Naile emphasized the importance of

organizational leadership's ability to develop and execute employee retention strategies

that increase job satisfaction and motivation.

Vasquez (2014) conducted a phenomenological study to explore employee motivation factors in the hospitality industry using Herzberg's two-factor theory as the framework of the study. Vasquez collected participant data on hotel workers in Florida to determine satisfiers and dissatisfiers to retain employees. Vasquez concluded that salary, leadership, employee relationships, rewards, organizational culture, training, and employee advancement are important factors in motivating employees and increasing employee retention. Furthermore, Vasquez affirmed Herzberg's two-factor theory and noted that satisfiers and dissatisfiers are independent of each other. Successful employee retention strategies contain factors that increase employee motivation and employee development (Vasquez, 2014). These findings are beneficial to organizational leaders as managers can encourage employee motivation through satisfiers and dissatisfiers.

Derby-Davis (2014) conducted research on nursing faculty members in Florida to explore the relationship between motivation and employee retention. Derby-Davis hypothesized that an increase in employee motivation and hygiene factors would increase the faculty's retention. Derby-Davis found a significant relationship between motivators and hygiene factors and retention. Derby-Davis specified an increase in job satisfaction with the faculty members, which supported Herzberg's two-factor theory. Motivators and hygiene factors increased job satisfaction and lowered employee turnover (Derby-Davis, 2014). Business leaders can reference motivation and hygiene factors to increase employee motivation and retention while increasing organizational performance and productivity.

Supporting and Contrasting Theories

The supporting theory in the current study was Maslow's hierarchy of needs. Maslow (1943) noted the need for individuals to reach self-actualization. Maslow documented, in order of achievement and often visually portrayed as a pyramid (see Figure 1), five levels of needs in the hierarchy of needs theory: (a) physiological or basic needs, (b) safety/security needs, (c) social/love needs, (d) esteem needs, and (e) self-actualization needs. Additionally, there are three assumptions in Maslow's hierarchy of needs theory: (a) a person's needs are arranged in order of importance, (b) individuals will not have the motivation to satisfy higher-level needs until they satisfy lower-level needs, and (c) people have five need classifications (H. Rahman & Nurullah, 2014).

The first need is physiological and is located at the bottom of the pyramid. The physiological need includes basic survival requirements, such as food, air, water, and shelter (Maslow, 1943). The safety and security need involves an individual being free of harm or threats (Maslow, 1943). The social or love need includes the feelings associated with belonging, friendship, and affection (Maslow, 1943). After attaining the love need, individuals must satisfy the esteem need through appreciation, respect, and approval from others (Maslow, 1943). The fifth and highest need is self-actualization. Maslow described self-actualization as the ability of an individual to develop to his or her fullest potential.
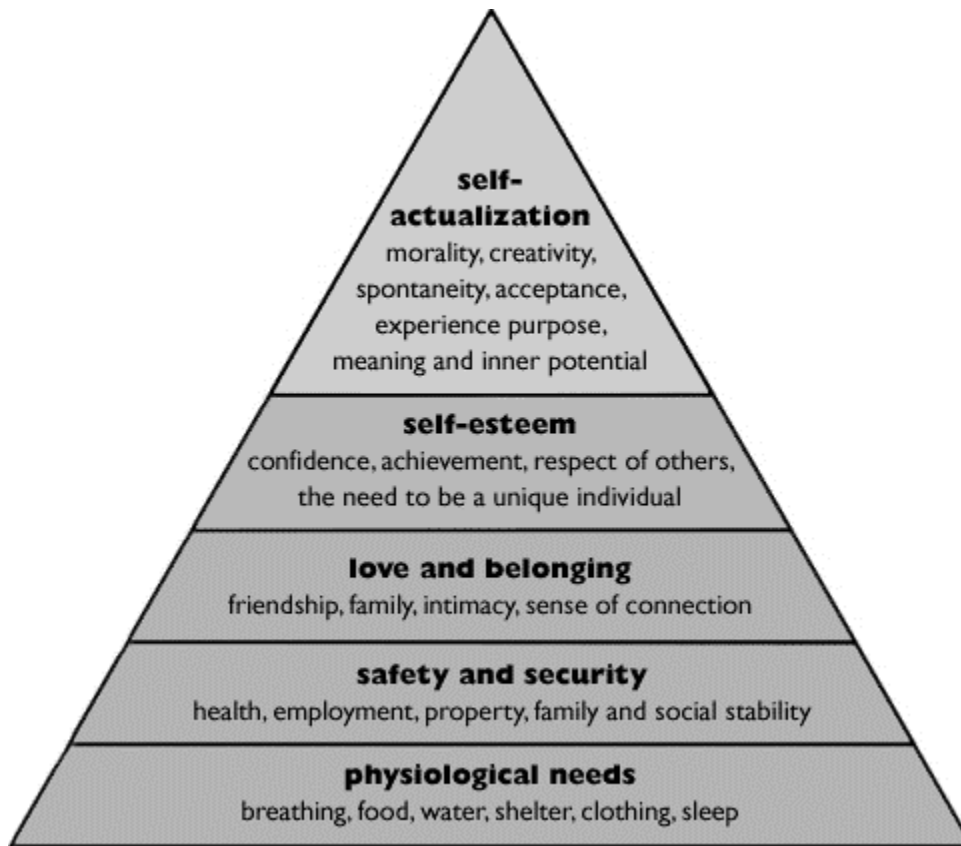
Figure 1. Maslow's (1943) hierarchy of needs theory pyramid.

Maslow (1943) noted that motivators included each level of the pyramid or

hierarchy (i.e., physiological, safety, love, self-esteem, and self-actualization). When an

individual reaches the next level of the hierarchy, that person achieves the next stage of

satisfaction (Kuranchie-Mensah & Amponsah-Tawiah, 2016). For instance, if an

employee experiences job safety, the individual will then strive for employee friendships

and connections with others at work.

Managers who desire to engage, develop, and motivate their employees can use

Maslow's theory to understand employees' needs and increase their job satisfaction.

Business leaders can use Maslow's hierarchy of needs theory to help their employees

reach self-actualization or job satisfaction. Maslow's (1943) first need is the physiological or basic need. Leaders can fulfill this employee need by providing basic needs such as food, water, and rest (Kuranchie-Mensah & Amponsah-Tawiah, 2016). After the employee meets this need, the next desire is safety and security. Organizational leaders can fulfill this need by providing medical benefits, housing stipends, adequate salaries, job security, and safe working conditions (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Once this need is fulfilled, employees strive for belonging. Leaders can satisfy the belonging need of employees by encouraging social interactions, positive employee-supervisor relations, and a team atmosphere (Kuranchie-Mensah & Amponsah-Tawiah, 2016). The next need is the self-esteem need. Managers can fulfill this employee need by promoting employee participation in workplace functions, providing ample training, and praising and rewarding employees (Kuranchie-Mensah & Amponsah-Tawiah, 2016). The final need is self-actualization or job satisfaction. If an employee attains self-actualization with the employer, then the individual reaches his or her fullest potential in the workplace (Kuranchie-Mensah & Amponsah-Tawiah, 2016). Employees achieving self-actualization reach the highest level of job satisfaction (Kuranchie-Mensah & Amponsah-Tawiah, 2016), and the employees will increase their individual performance and overall organizational performance (Kumar & Jauhari, 2016). Kumar & Jauhari (2016) noted that satisfied employees display the most organizational commitment, which results in higher employee retention.

Jerome (2013) noted three specific business areas positively affected by leaders' use of Maslow's theory. The three areas included (a) organizational culture, (b) human

resource management (HRM), and (c) employee performance (Jerome, 2013). Jerome discussed the importance of leaders incorporating Maslow's theory into the organizational culture to assist employees in meeting their five needs. The organizational culture should incorporate Maslow's needs to create employee value, positive employee relationships, self-esteem, and self-actualization (Jerome, 2013). Leaders fulfilling the needs of the employees through organizational culture will increase both individual and organizational performance (Maslow, 1954).

Leaders creating an organizational culture attentive to Maslow's theory must incorporate HRM practices that reflect Maslow's needs (Jerome, 2013). Jerome (2013) suggested HRM leaders focus on safety, social, esteem, and self-actualization needs. Leaders should concentrate on safe working environments, a team atmosphere built on acceptance and belonging, rewarding and recognizing employee successes, and encouraging creativity and innovation to enable employees' fullest potential in the workplace (Jerome, 2013).

Business leaders encouraging a positive organizational culture and HRM practices that reflect Maslow's hierarchy of needs theory improve overall employee performance (Jerome, 2013). Jerome (2013) noted that leaders focusing on employee performance and job satisfaction create future growth for employees as they strive to improve their performance and knowledge. Jerome suggested that leaders should maximize performance and evaluation reviews by providing employees with valuable feedback on work performance and allowing employees to give their own feedback on organizational culture, practices, and performance. Two-way communication between leaders and

employees will assist in meeting the needs of the employee and increasing employee performance (Jerome, 2013). Incorporating Maslow's needs into the foundation of the organization will foster more productive employees and organizations (Jerome, 2013).

Both Maslow's theory and Herzberg's theory share similar attributes and commonalities. Both models concentrate on motivation and the needs of individuals. Organizational leaders must understand the needs of the individual to motivate and retain their employees. Kumar and Jauhari (2016) affirmed Maslow's hierarchy of needs theory and noted a positive correlation with satisfaction and Maslow's needs. Herzberg (1959) and Maslow (1943) focused on employee satisfactions, workplace environment, and physiological needs of the employee. Furthermore, Maslow's hierarchy of needs theory encouraged the development of Herzberg's two-factor theory (Herzberg et al., 1959), although, Herzberg focused primarily on the identification of satisfiers and dissatisfiers as they related to job satisfaction and dissatisfaction.

Vroom's Expectancy Theory

The contrasting theory to Herzberg's two-factor theory is Vroom's Expectancy theory. Vroom (1964) emphasized the connection between motivation and individual capacity to work at required levels and earn rewards. Vroom noted four assumptions of motivation: (a) people join groups with expectations about their needs, incentives, and skills; (b) people want various things from the organization such as decent salary and advancement; (c) an individual's behavior is a result of an informed choice; and (d) people will choose alternatives to improve personal results. Vroom's theory focuses on individual choices made to maximize pleasure. For example, monetary rewards such as

high salary stimulates job satisfaction and promotes productivity in the workforce. Baumann and Bonner (2016) noted that Vroom's expectancy theory concentrates on the relationship between motivation, performance, and salary. Furthermore, K. Thomas (2014) explained that Vroom's theory enhanced the scholarly study of employee retention through measures of skills, personalities, abilities, and knowledge of employee motivation.

Vroom's (1964) expectancy theory is the opposing theory to Herzberg's two-factor theory because Vroom's measurable factors focus on performance and reward, rather than individual need. Vroom's theory reviews motivation through effort and performance and correlates motivation to an individual's level of expectancy. Vroom noted rewards enhance the effort, performance, and motivation levels of employees and organizational productivity.

Parijat and Bagga (2014) performed an in-depth review of academic literature on Vroom's expectancy theory of motivation. Parijat and Bagga evaluated three variables for motivating individuals as depicted in Vroom's theory: (a) expectancy, (b) instrumentality, and (c) valence. Expectancy (E) refers to the relationship between efforts and performance and is the first level outcome (Parijat & Bagga, 2014). Instrumentality (I) refers to the relationship between performance and reward and is the second level outcome (Parijat & Bagga, 2014). Hsu, Shinnar, and Powell (2014) referenced instrumentality as an individual's belief that the performance in the first level outcome is necessary for the specific goal or reward. The third antecedent is valence (V), which is an evaluation of the goals and outcomes (e.g., negative, neutral, or positive valence; Hsu et

al., 2014), and the relationship between rewards and outcomes and personal goals (Parijat & Bagga, 2014). The purpose and variables relate to the theoretical propositions because the more positive the valence of an outcome, the more likely an individual will act and be motivated and act to succeed. More specifically, an employee will employ a high level of effort when the employee determines the effort will result in positive performance and rewards.

Vroom (1964) noted motivation or effort requires expectancy, instrumentality, and valence. Bauer, Orvis, Ely, and Surface (2016) also stated that individuals were highly motivated to accomplish specific objectives when the outcomes of those aspirations were attractive, instrumental in reaching other goals, and expected when conquering goals. Vroom noted a type of calculation to determine motivation (Hsu et al., 2014). Vroom displayed the equation as: Effort or Motivation = Expectancy x Instrumentality x Valence. It is important to note if Expectancy, Instrumentality, or Valence is zero (e.g., an employee experiences zero instrumentality), then Effort or Motivation equals zero, and the employee displays no effort or motivation.

Parijat and Bagga (2014) listed four employee elements that influence motivational outcomes: (a) individual effort, (b) individual performance, (c) organizational rewards and work outcomes, and (d) personal goals. Parijat and Bagga also noted two main predictors of the expectancy theory: (a) employees work to achieve personal goals, and (b) an employee's individual performance influences organizational outcomes and rewards. Organizational leaders can fulfill an employee's personal goals by rewarding the employee with attractive rewards and outcomes, which creates employee

value with work outcomes (Parijat & Bagga, 2014). Employees feel the organizational rewards are not only meeting personal needs but are overall important personally and professionally (Parijat & Bagga, 2014).

Many researchers have used Vroom's expectancy theory to explain employee motivation and how effort will lead to performance, which in turn will lead to rewards in the workplace (Chang, Hsu, & Wu, 2015). Chang et al. (2015) explored managers' intention to use business intelligence for big data solutions. Chang et al. used Vroom's expectancy theory to examine how tangible rewards and intangible rewards motivate managers. Chang et al. concluded, in respect to the expectancy theory, that managers are motivated by intangible rewards through the desire to make positive choices in the workplace. Furthermore, Chiang (2006) studied hotel employee motivation through the expectancy theory. Chiang modified the expectancy theory and reviewed expectancy, extrinsic and intrinsic instrumentality, and extrinsic and intrinsic valence to assist in a more thorough explanation of the process to motivate employees. Chiang noted that expectancy, intrinsic instrumentality, extrinsic valence, and intrinsic valence all had positive and significant effects on employee motivation in the hotel industry. Chiang concluded that intrinsic variables motivate employees more than extrinsic variables. Overall, leaders incorporating Vroom's expectancy theory to motivate employees must focus on employee effort, performance, and rewards (Chang et al., 2015).

Job Satisfaction

Job satisfaction is an important emotion that employees should experience to feel accomplished in the workplace. Bryant and Allen (2013) and Lee and Yang (2017)

defined job satisfaction as an employee's positive emotional state and the employee's

subjective evaluation of their job or job experiences. An employee who experiences job

satisfaction is feeling a positive response from factors related to the employee's job or job

experiences (Bryant & Allen, 2013). The feeling of job satisfaction by an employee is an

internal and emotionally pleasurable state, often associated with an attitude or personal

feeling of achievement (Pandey & Asthana, 2017; Scheers & Botha, 2014). Job

satisfaction elicits a rewarding emotion for the employee and enhances a sense of

individual and group purpose. The employee's evaluation of the job is subjective, and

there may be numerous variables and aspects affecting an employee's self-evaluation

(Bryant & Allen, 2013; Scheers & Botha, 2014). Every employee perceives job

satisfaction differently and uniquely. However, an individual reaches job satisfaction

when specific personal factors fulfill the employee's need for self-actualization (Damij,

Levnajic, Skrt, & Suklan, 2015).

There are numerous causes and sources of job satisfaction. Chaita (2014) listed a

few examples including job enrichment, excellent supervision, clear roles and

expectations, and a positive work environment. Shirol (2014) expanded on job

enrichment and included intrinsic factors such as those related to achievement and

recognition as the producers of employee job satisfaction. The intrinsic values are

relevant in other academic literature, including the satisfiers or motivators of Herzberg's

two-factor theory. Herzberg (1974) discussed five primary satisfiers to job satisfaction:

(a) recognition, (b) growth opportunity, (c) achievement, (d) advancement, and (e)

responsibility. Furthermore, employees feel engaged and satisfied when they understand

how they contribute to company objectives and organizational successes (Bandura &

Lyons, 2014). Employees feel satisfied by reaching both personal and company goals.

Organizational leaders attending to such factors will foster employees' job satisfaction,

and enhancing employee retention and customer retention (Franco, 2016; Idris, 2014;

Vasquez, 2014).

There is one primary disagreement in the academic literature regarding a potential

cause for job satisfaction. Vijayakumar and Saxena (2015) noted that salary is often

disagreed upon in academic literature when exploring the effects of an employee's salary

and job satisfaction. Herzberg (1974) explicitly noted that salary and pay are hygiene

factors or dissatisfiers. An employee's job satisfaction cannot increase due to salary; the

hygiene factor can only reduce or eliminate job dissatisfaction (Herzberg, 1974). Lee and

Yang (2017) noted a similar assessment of salary and job satisfaction, stating employees

are not simply looking for monetary gains from their jobs for satisfaction. Lee and Yang

noted an employee's salary has no impact on the employee's satisfaction level.

Nevertheless, Vijayakumar and Saxena (2015) suggested that researchers revisit

employee salary as a hygiene factor because salary may increase job satisfaction. Most

notably, researchers have concluded there are cross-cultural differences in job satisfaction

and dissatisfaction factors (Vijayakumar & Saxena, 2015). With the subjective nature of

employee job satisfaction and factors related to job satisfaction, researchers have

contended the role monetary gains play in job satisfaction. A key theory associated with

the link between salary and job satisfaction is Vroom's theory of expectancy and the

opposing theory of this study.

Academic researchers define job satisfaction and organizational commitment with varying tactics. Many researchers discuss job satisfaction and organizational commitment together, proposing the terms as intermediating variables (Sawitri, Suswati, & Huda, 2016). However, Rathi and Lee (2015) defined organizational commitment as a psychological bond the employee has with the organization and the individual's desire to continue working with the company. Organizational commitment is an emotional connection between the individual and the organization (Rathi & Lee, 2015). Breitsohl and Ruhle (2016) noted three values that individuals maintain to feel a commitment to an organization: (a) shared values, (b) personal involvement, and (c) identity relevance. Breitsohl and Ruhle stated that shared values is the similarity between the employee and the employer, personal involvement requires a fundamental absorption of individual motivation to the employer, and identity relevance describes the employee's degree to which their identity associates with the organization. Individuals maintaining robust and positive values with their organization will experience a compelling commitment to the company and organizational leaders. Employees displaying the values of organizational commitment have a strong bond with the organization and commit based on obligation and responsibility (Rathi & Lee, 2015). Committed employees consider themselves accountable to the organization and desire success for the company. Furthermore, Thakre (2015) noted a negative correlation between turnover intention and organizational commitment, stating the more elevated an employee's turnover intention is, the less that employee possesses organizational commitment.

Literature has shown the relationship between job satisfaction and organizational commitment. Employees who self-evaluate a high job satisfaction exhibit a higher level of organizational commitment (Xiong, Ye, & Wang, 2017). Employees with elevated job satisfaction are often less likely to leave an organization and are more committed to their position and career (Bandura & Lyons, 2014; Xiong et al., 2017). Sawitri et al. (2016) noted the more time an employee invests in an organization, the higher level of commitment the employee possesses, and the less likely the employee will leave the company. Therefore, employees experiencing job satisfaction are more committed to the successful operations of the organization and are more productive in the workplace. Satisfied and committed employees are highly beneficial to the organization as a whole by increasing individual and organizational efficiencies and responsibilities. When an employee is not committed to an organization or unsure how to be committed, the employee disengages with low or weakening job satisfaction levels (Bandura & Lyons, 2014). Bandura and Lyons (2014) noted that disengaged and dissatisfied employees were likely to leave their job.

Organizational leaders should focus on job satisfaction measures. Chaita (2014) explained that organizational leaders should design employee positions and work environments to create and maintain an exceptional level of job satisfaction. Employee and customer retention positively influence employee job satisfaction in an organization (Idris, 2014; Vasquez, 2014), and a high retention rate is often contributed to employee commitment and satisfaction (Sawitri et al., 2016). Committed and satisfied employees will stay with the organization when they feel satisfied. Organizational leaders focused

on employee job satisfaction and employee retention substantially increase organizational performance and strength (Vasquez, 2014). Scheers and Botha (2014) noted the customer as one of the most significant strategic stakeholders in the revenue stream. The customer must also feel satisfied during interactions with organizational members. Company leaders who create a work environment that fosters job satisfaction will assist in building employee and customer relationships (Sheers & Botha, 2014). The strategic relationships between employee and customer will bring increased revenue, employee achievement, and employee job satisfaction (Scheers & Botha, 2014).The employee-customer relationship will increase both employee and customer retention with the organization (Franco, 2016; Idris, 2014). Maintaining customers and employees through satisfaction will increase organizational prosperity. Employee job satisfaction directly affects the customer satisfaction and retention with the organization and has long-term performance implications for the company (Adil & Kamal, 2016).

Retention Strategies

Employee retention strategies are essential for preventing employee turnover and creating satisfied and motivated employees. Ineffective leaders and unsuccessful retention strategies can cause high turnover rates for the organization (Harrison & Gordon, 2014). Alshammari, Al Qaied, Al-Mawali, and Matalqa (2016) noted the psychological damage for the organization and employees when an employee quits an organization. Kumar and Jauhari (2016) stated that an employee quitting the organization creates a setback for the organization both professionally and socially.

Elevated employee turnover rates injure and distress the entire organization. High employee turnover negatively affects work teams, employee relationships, and organizational relationships with other company leaders (Alshammari et al., 2016). Employee turnover is endemic, and organizational leaders require proven retention strategies not based on misconceptions (Harrison & Gordon, 2014). Harrison and Gordon (2014) noted that organizational leaders who implement retention strategies based on conjecture would likely cost the organization time and money, and the strategies will ultimately fail. It is important for company managers to research proven retention strategies before implementation to minimize risky and failed initiatives. Some organizational leaders use effective retention strategies to reduce the disruptions caused by employee turnover and to retain a stable workforce (Vasquez, 2014).

Supportive work environment. Positive work environments are important in the retention of qualified employees and motivating employees in the workplace. Harrison and Gordon (2014) conducted a quantitative study using the structural equation model (SEM) on retail employees' intentions to quit, assisting organizational leaders with creating successful retention strategies. Harrison and Gordon hypothesized that the employees' work environment has a statistically significant relationship between turnover intentions and burnout (Harrison & Gordon, 2014). Harrison and Gordon concluded two paths to turnover: (a) an employee's sense of control fosters feelings of community, fairness, and reward, which shape the employee's value system, and (b) an employee's sense of control influences the employee's perception of the workload.There is a significant correlation between workload and exhaustion (Harrison & Gordon, 2014).

Harrison and Gordon determined that organizational leaders should focus on creating retention strategies focused on the work environment that will restrict employee cynicism and help retain valuable employees. In relation to Herzberg's (1974) two-factor theory, workplace conditions are a dissatisfier. Retention strategies focused only on the work environment would reduce employee dissatisfaction but not necessarily increase employee motivation and satisfaction without other concentrations.

Continuous training and development. Training and development initiatives are essential in the reduction of employee turnover. Devi and Krishna (2016) noted that human resources practices focused on training and development of a firm's human capital will reduce employee turnover rates. Training and development strategies also increase an employee's organizational commitment and lessen any turnover intention (Devi & Krishna, 2016). Tian, Cordery, and Gamble (2016) noted that organizations that encompass interpersonal and peer support programs in employee development plans minimize employee turnover intention. However, training and development practices must align with the strategic motivation practices of the organization, or the practices may fail to reduce turnover rates (Ferreira & Almeida, 2015).

Retaining valuable employees in an organization is essential for successful operations. Yadav and Saxena (2015) understood the significance of retaining valuable employees and researched various retention strategies adopted by different organizational leaders. Yadav and Saxena stated that key performing employees in an organization are valuable assets to the successful operations of the company, and that organizational leaders must retain and capitalize on the human assets to develop and further

organizational successes. The researchers performed a quantitative study and administered questionnaires to employees at three corporate organizations (Yadav & Saxena, 2015). Yadav and Saxena concluded through the analyzed questionnaires and secondary data (the review of literature) that training and development are the primary focus for successful retention strategies. Herzberg's (1974) two-factor theory lists training and development as a satisfier. Employees' satisfaction and motivation increase with job development, advancement, and achievement (Herzberg, 1974).

Motivational retention strategy. Leadership personnel's use of motivational retention strategies in the workplace can assist in reducing employee turnover rates. Through an intensive academic review of the literature, Bansal (2014) developed a retention strategy based on intrinsic and extrinsic values designed to reduce employee turnover. Bansal's strategy included three primary motivators, including (a) incentives for individual motivation, (b) incentives for organizational motivations, and (c) incentives and societal motivation. Bansal described incentives for individual motivation as financial and nonfinancial motivators, such as salaries, financial benefits, flexible schedules, work environment, job security, development, advancement, purpose, the value of the employee by organizational leadership, and other incentives. Individual motivation and incentives are "self-interested" psychological benefits based on an individual's desires and moral beliefs (Bansal, 2014). Organizational leaders need to realize that employees of different professional groups, genders, and age ranges may view individual motivators and incentives differently (Bansal, 2014). Furthermore,

individual incentives and motivators are fluid, dynamic, and are constantly evolving within the employee (Bansal, 2014).

In addition to individual motivators, organizational motivators can lead to reduced employee turnover rates. Bansal's (2014) second motivator for a successful retention strategy includes incentives for organizational motivations. Bansal noted the entire system or organizational atmosphere encourages or discourages individuals in the company. Organizational success is paramount to employee productivity, creativity, and innovation (Bansal, 2014). A lack of motivated employees hinders the efficiency and competitive advantage of the organization. Organizational leaders use incentives to drive organizational motivations and enhance company success (Bansal, 2014). Human resource management, internal rewards and benefits, organizational structure, and company opportunities encompass incentives for organizational motivations (Bansal, 2014). Internal factors, positive corporate cultures, and encouraging organizational atmospheres promote organizational motivation.

Society motivators and individual and organizational motivators are associated with reduced employee turnover rates. Bansal (2014) noted the final motivators in a successful retention strategy are incentives and societal motivation. Societal motivation refers to structural motivators linked to security, the rule of law, and investment climate (Bansal, 2014). Bansal explained that successful retention strategies include organizations achieving their purpose. Incentives generated through prevailing rules and laws assist in organizational success and meeting the intended company purpose, and therefore the employee perspective of the organization is held high (Bansal, 2014). An

employee's perception that the organization they work for is successful and prosperous will encourage higher productivity and employee retention (Bansal, 2014).

Work-life balance programs. Implementation of retention strategies based on work flexibility can lead to reduced employee turnover in the workplace. Deery and Jago (2015) discussed the importance of an employee's work-life balance (WLB) as it relates to an employee retention strategy. WLB refers to an employee's perception of time away from work, work flexibility, and work support for WLB (Deery & Jago, 2015). WLB signifies an equilibrium between work and nonwork schedules (O. Khan & Fazili, 2016). For an employee to reach a WLB, the individual has an equal balance of achievement and enjoyment for work and life (O. Khan & Fazili, 2016). The equal balance will promote both motivators and hygiene factors of Herzberg's two-factor theory, resulting in an impact on job satisfaction. Lack of WLB for employees can have devastating effects on the organization and the employee (Deery & Jago, 2015;).

The benefits associated with WLB programs does not rest specifically with organizational policy. WLB is not solely dependent on the employer, and organizational leaders cannot be held responsible for an imbalance of work and life (Berg, Kossek, Misra, & Belman, 2014). If organizational leaders use effective WLB strategies, the employee is not obligated to use the WLB resources, nor benefit from them (Berg et al., 2014). However, organizational leaders can offer WLB options and encourage the use of these practices. Some employees may be reluctant to participate in the WLB services, so company supervisors should continue to endorse the benefits to their employees on a continual basis. Leaders should be transparent with the WLB policies to enhance the

understanding and use of the practices (Berg et al., 2014). It is important that

organizational leaders not only adopt the WLB policies but also ensure employees have

access to the policies (Berg et al., 2014). Individuals effectively using the offered WLB

resources can bring order and balance to their daily lives (Akanji, 2017; Berg et al.,

2014). Berg et al. (2014) also noted several standardized WLB resources that

organizational leaders could offer and promote to their employees. Leaders can offer

employment leave for personal, health, caregiving, and military reasons (Berg et al.,

2014).Leaders can also provide employees with flexible work schedules, to include

flextime and scheduled work times (Berg et al., 2014). There is a broad range of flexible

scheduling options available that organizational leaders can implement depending on the

organizational needs and industry.

Leaders are implementing new and technologically advanced WLB methods in

the workplace. One particular WLB strategy that has become more popular with the

increase in technological services is virtual work (Asiedu-Appiah, Mehmood, & Bamfo,

2015). Asiedu-Appiah et al. (2015) defined virtual work as the ability for workers to be

untethered and able to perform tasks anywhere and at any time. Asiedu-Appiah et al.

noted that a combination of developing employer imperatives, changing employee

priorities, and a surge of communication and collaboration technologies transformed the

virtual workplace and the WLB strategy. Herzberg's two-factor theory includes

interpersonal relationships at work, company policies, organizational administration, and

working conditions as hygiene factors (Herzberg, 1974; Vijayakumar & Saxena, 2015).

The benefits of virtual workplaces and virtual teams ensure these hygiene factors are met in employees, which reduces job dissatisfaction.

A lack of WLB in the workplace can have negative consequences to the employee and the organization as a whole. An absence of WLB for employees can result in physical and emotional stressors that can lead to emotional exhaustion (Deery & Jago, 2015). Employees experiencing emotional exhaustion often portray work-family conflict and are unable to balance work and family roles (Deery & Jago, 2015).Emotional exhaustion negates happiness and enjoyment and leads to employees becoming frustrated and displeased (Deery & Jago, 2015). Employees suffering from emotional exhaustion can experience dissatisfaction and hinder organizational advances. In conjunction with emotional exhaustion, employees experiencing an imbalance in work-life situations can incur significant health problems (Deery & Jago, 2015)

Shortage of WLB programs can be detrimental to an employee's organizational commitment. Akanji (2017) and Deery and Jago (2015) noted that a lack of WLB decreases employee production and performance rates, along with the employee's overall perception of embeddedness in the organization.Insufficient employee WLB hinders organizational growth and long-term success of the organization (Akanji, 2017; O. Khan & Fazili, 2016). A deficiency in WLB negatively affects an employee's organizational commitment and work attitude, resulting in lower job satisfaction rates and retention levels (Deery & Jago, 2015). Leaders using successful retention strategies should include WLB tools and measurements to assist in reducing employee turnover (Mas-Machuca, Berbegal-Mirabent, & Alegre, 2016).

Furthermore, the WLB retention strategy also incorporates other distinctive traits of Herzberg's two-factor theory. Mas-Machuca, Berbegal-Mirabent, and Alegre (2016) noted overall job satisfaction increased through work-life initiatives. Employees distinguished that motivating factors, including recognition, supervision, and relationships, increased overall job satisfaction when using the WLB retention strategy (Mas-Machuca et al., 2016). Organizational leaders should ensure proper WLB measures are in place and throughout the organization.

Leadership styles. An individual's leadership style has a profound effect on employee turnover. A manager's leadership style may increase an employee's job satisfaction or organizational commitment and reduce an employee's turnover intention (Johnson, 2015). Rijal (2016) noted certain leadership styles could reduce employee turnover by increasing staff morale, team performance and productivity, and organizational effectiveness. However, different industries and organizational cultures respond to different leadership styles both positively and negatively (Rijal, 2016). Organizational leaders must be cognizant of the effects their leadership style is having on the employees and organization to ensure the strategy is reducing turnover intention and not strengthening it.

Effective leadership styles can lead to a variety of beneficial outcomes. Johnson (2015) performed a study on the relationship between managers' perceived leadership style, employee organizational commitment, and employee turnover intentions. Johnson concluded a strong relationship between organizational commitment and turnover intentions, along with a relationship between leadership style, organizational

commitment, and turnover intentions. Johnson's findings suggest that leadership styles are an important consideration when organizational leaders desire strategies to reduce employee turnover rates.

Academic research reveals that one particular leadership style reduces employee retention above other leadership techniques. Mekraz and Gundala (2016) specifically noted the importance of the transformational leadership style in reducing employee turnover. Transformation leadership is a leadership style focused on inspiring followers by aligning the goals of the individuals to the goals of the organization (Bass, 1985). By aligning goals, top leadership and the individual employee are working towards the same initiative. When the particular goal is met, both parties experience the positive outcomes from the success. Transformational leaders offer the employees support, mentoring, and coaching (Mekraz & Gundala, 2016). Mencl, Wefald, and van Ittersum (2016) noted that numerous researchers have concluded that transformational leadership increases an employee's work effort, work innovation, and organizational citizenship behavior.

Leadership styles may require different approaches based on the industry of the organization. Bass (1985) stated that the transformational leadership style is best implemented in unstable and consistently changing work environments. The retail environment is highly volatile and unpredictable, and objectives can shift with little time to prepare. Rijal (2016) referred to transformational leadership as a store-level construct, because leaders incorporating the transformational leadership style in the retail market often encourage and motivate all members of that particular store and store culture.

Leadership styles are important in the reduction of employee turnover, and

transformational leadership is a proven strategy in the retail market.

Negative Consequences of Employee Turnover

Employee turnover effects a variety of areas within an organization. A high

employee turnover rate in an organization is often associated with a wide array of

negative consequences (Guilding, Lamminmaki, & McManus, 2014; Vasquez, 2014).

Employee turnover costs organizations excessive amounts of money and is a severe

financial burden on the company (Terera & Ngirande, 2014). Employee turnover costs

are not simply associated with financial burdens, but also include customer dissatisfaction

(both internal and external) and economic liabilities (Vasquez, 2014). Turnover in an

organization impacts both financial and operational objectives (Guilding et al., 2014).

Indirect costs of employee turnover include intangible asset costs, opportunity costs, lost

production, quality costs, and a negative impact on the competitive advantage of the

organization (Wang, Wang, Xu, & Ji, 2014). Additionally, employee turnover contributes

to an organization's economic regression (Vasquez, 2014). Negative consequences of

employee turnover include financial liabilities, dissatisfaction with both internal and

external customers, and decreases in operational performance. Negative consequences

can be a hindrance on the economic progression of the organization and the community

in which the organizational members reside.

Financial burdens. Employee turnover negatively influences many financial

areas of a company. Bryant and Allen (2013) noted that employee turnover costs the

organization more than the annual salary of the open position. Bandura and Lyons (2014)

provided a higher figure and stated that employee turnover costs organizations 150% – 200% the annual salary of the vacant position. An excessive amount of financial funds are used when employees leave an organization. White (2017) described three categories to the financial loss from employee turnover: hard costs, soft costs, and opportunity costs. Hard costs are expenses, such as employee replacement costs, fees, and services (White, 2017). Employee replacement costs include job advertisement, application reviews, interviewing, onboarding, and employee training (Arnaiz & Verseman-Morrison, 2014). Soft costs include managers' time to interview or generate lists for hiring (White, 2017). In some organizations, or depending on the available position, softs costs (i.e., time associated with interviewing, time spent setting-up interviews, time organizing and calculating interview results) can be timely and expensive. Opportunity costs include the opportunities lost because of the employee vacancy or influences from the turnover (White, 2017). Opportunity costs are rarely measured but have a direct impact on the organizational performance and profitability of the company (Qazi, Khalid, & Shafique, 2015).

In comparison to soft and opportunity costs, hard costs are highly tangible and a primary struggle for organizational leaders. Hard costs significantly contribute to the financial loss of an organization and include the employee replacement costs, fees, and services from the turnover event (White, 2017). In retail environments, high employee turnover rates significantly impact the costs to the organization (Hancock et al., 2013). Hancock et al. (2013) noted several replacement costs connected with employee turnover, and included salary, benefits, accrued vacation time, interviewing, advertising, and

training expenses. White (2017) stated that hard costs, such as training expenses for new employees, recruitment, and selection, cost organizations billions of dollars per year.

Hard costs effect organizations differently depending on the services of the company. Hancock et al. (2013) noted that replacement costs are a function of annual salary compensation, which concludes that companies with high labor costs will incur significantly more damaging financial effects from employee turnover than low labor cost companies and industries. Hancock et al. also remarked that organizations located in countries with restrictive labor laws would incur higher financial losses from employee turnover, as the hiring process for these areas is more lengthy and timely. Depending on the title of the employee leaving the organization, the company may experience further costs to find individuals with the adequate skills required for the position (i.e., manager level positions; Hancock et al., 2013). Furthermore, the retail industry relies heavily on the labor market, and high turnover rates in retail organizations equate to extensive retail labor costs (Tang, Liu, Oh, & Weitz, 2014).

Customer dissatisfaction. Employee and customer dissatisfaction are often prevalent when employee turnover is high. Employee turnover increases both internal and external customer dissatisfaction (Hancock et al., 2013; Vasquez, 2014). Vasquez (2014) explained that internal customers are employees and stakeholders involved with the organization, whereas external customers are the organization's clients and consumers. The loss of an employee advances a low job satisfaction level with internal customers and promotes an unsteady workforce (Vasquez, 2014). An unsteady workforce can reduce organizational productivity and output, and negatively affect the performance of the

organization. Hancock et al. (2013) noted that employee turnover negatively affects internal labor productivity and customer service levels. Negative internal labor productivity reduces the quality and safety of company products and services, resulting in decreased external customer service levels and financial performance (Hancock et al., 2013). Decreased job satisfaction with internal customers minimizes productivity and collaboration, resulting in a negative impact on external customers of the organization (Vasquez, 2014). Dissatisfied employees will promote dissatisfied clients.

The satisfaction levels of employees often relates to the satisfaction levels of the customers. K. Woods (2015) noted that employee job satisfaction correlates to customer satisfaction, and that dissatisfied employees will promote dissatisfied customers. K. Woods discussed that employee turnover could reduce and weaken customer morale and social capital. K. Woods further explained that employee turnover reduces the social bonds between employees internally, and employees and customers externally. Without trust in the workplace, customer relations dissolve and diminish. Voluntary and involuntary employee turnover affects the relationships between both internal and external customers.

Operational performance. A company's performance may decrease as a result of employee turnover. The negative consequences of employee turnover have a detrimental and demoralizing effect on operational performance and profitability (Harrison & Gordon, 2014). There is a significant relationship between employee turnover and firm performance and sales (Ferreira & Almeida, 2015). Hesford, Malina, and Pizzini (2016) studied the correlation between employee turnover (both voluntary

and involuntary) and organizational performance. Hesford et al. concluded that involuntary turnover has a negative effect on the company's performance, and voluntary turnover can be harmful depending on the turnover levels. Additionally, Moon (2017) noted that organizational performance is negatively associated with turnover rates. Moon stated that any variety of turnover in an organization can have a negative impact on the performance of the company, regardless of the conditions in which the turnover exists. Strategies to mitigate employee turnover are essential to promote positive organizational performance (Moon, 2017).

The loss of employees can produce numerous effects within the company. The withdrawal of valuable employees in the workplace causes harm to organizational performance (Devi & Krishna, 2016). The loss of exceptional employees from employee turnover causes a significant decrease in operational performance for the organization (Call, Nyberg, Ployhart, & Weekley, 2015). When employees leave an organization, the quantity and quality of those individuals' knowledge, skills, and abilities depart the organization as well. The depletion of these individuals' valuable characteristics from the organization negatively impacts the competitive advantage of the company (Mekraz & Gundala, 2016; Rathi & Lee, 2015). Hancock et al. noted that employees that have left an organization could disclose core processes and vital organizational information to the individual's new employer, resulting in lost profits and market share.

Economic progression. The loss of employees from turnover can have harmful effects far beyond the organization. Employee turnover can also negatively affect the economic progression of the organization and the community (Terera & Ngirande, 2014;

Vasquez, 2014). Employee turnover can disrupt cultures and integral functions of the

economy and culture that the organization resides (Hancock et al., 2013; Y. Wong,

Wong, & Wong, 2015). A high employee turnover rate negatively impacts the local, and

potentially global, economies (Vasquez, 2014). Vasquez (2014) noted that a high

unemployment rate equates to a low production rate and low economic growth state.

Employee turnover increases economic disparity and hinders growth in local, regional,

and global economies (Terera & Ngirande, 2014).

Employee turnover can cause local and global economies to falter. Guha and

Chakrabarti (2016) noted the socio-economic effects of employee turnover. Guha and

Chakrabarti discussed the negativity employees feel towards life, work, the organization,

and job opportunities when employee turnover is prevalent. Y. Wong et al. (2015) also

explained the harmful impact employee turnover can have on the employee's culture;

therefore, influencing economic reform and modernization. The negativity an employee

feels from turnover decreases the socio-economic involvement of that employee (Guha &

Chakrabarti, 2016), resulting in less productivity and economic growth locally and

globally (Vasquez, 2014).

The costly effects of employee turnover reach far beyond one individual.

Employee turnover costs have a direct and indirect impact on the financial, operational,

and economic prosperity of an organization (Vasquez, 2014). Job satisfaction and

organizational commitment are strategic in employee retention and contribute to the

reduction of negative costs associated with turnover (White, 2017). Job satisfaction

mitigates employee attrition (Kaye & Jordan-Evans, 2014), resulting in less financial and performance burdens on the organization.

Transition

The first section of this study began with a discussion on the background of the problem, and the general and specific business problems regarding employee retention and turnover. Additionally, the nature of the study section incorporated the chosen methodology and design for this research: a qualitative single case study. Section 1 also included the overarching research question and listed the nine primary interview questions. The conceptual framework component contained information regarding Herzberg's two-factor theory of motivation and was followed by the operational definitions, assumption, limitations, and delimitations components. Section 1 concluded with the significance of the study component, and the review of professional and academic literature section. The significance of the study component encompassed how the findings from this study can contribute to business practices and social change initiatives. The literature review component included an in-depth review of the professional and academic literature on the conceptual framework, supporting and contrasting theories, job satisfaction, retention strategies, and the negative consequences of employee turnover.

Section 2 focuses on the project and begins with the purpose of the study, the role of the researcher, and the participants components. Section 2 also includes explanations regarding the chosen research method and design, followed by the population of the study, the sampling method, and ethical research. Furthermore, Section 2 incorporates the

data collection instruments, techniques, organization, and analysis components. Section 2

concludes with a discussion of reliability and validity.

Section 2: The Project

In Section 2, I provide information on the purpose of this study, the role I played as the researcher, and the selection of store leader participants. Section 2 also contains information on the chosen research method and design, along with other research methods and designs not used in this study. Additionally, I discuss the population of this study and the purposeful sampling method. I discuss procedures to ensure ethical research, data collection instruments and technique, data organization techniques, and the data analysis process. Section 2 concludes with my discussion of the reliability, validity, and credibility of the study.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies that retail store leaders use to reduce frontline employee turnover. The targeted population consisted of seven store leaders of a retail organization in Illinois who had been successful in reducing frontline employee turnover. The implications for social change include promoting long-term organizational and employee sustainability and organizational success through growth and profit. Positive social change may include employee longevity with the organization, employee success within the company, employee prosperity outside of the company and in the community, and enhancements in sustainability initiatives.

Role of the Researcher

The researcher is the primary data collection instrument in qualitative studies (Berger, 2015). The role of the researcher includes mitigating personal bias in data

collection, analysis, and interpretation, while developing trustworthiness between the researcher and participants (Cope, 2014; Morse, 2015a). Qualitative researchers employ the informed consent process to protect participants from harm, disclose research initiatives, and request participant participation (Judkins-Cohn, Kielwasser-Withrow, Owen, & Ward, 2014). As the primary data collection instrument, I collected, analyzed, and interpreted the data; created trust between the participants and myself; protected the participants from harm; and ensured the findings of this study included accurate perspectives of the participants.

Acknowledging any relationships between the scholar and participant is important (Judkins-Cohn et al., 2014). Although I did not have any professional relationships with the participants, I formerly lived in the area of the study, and I had experience with the topic. I am a former retail store manager with extensive experience in the retail setting and knowledge of employee turnover intentions. An important role of the researcher is to mitigate personal bias in qualitative research (Berger, 2015; Cairney & St Denny, 2015). Researchers require awareness of personal bias to mitigate interference in data collection, analysis, and interpretation (Berger, 2015). The use of member checking ensures credibility in the interpretation of participants' experiences (Simpson & Quigley, 2016). Member checking is a process that ensures credibility and validity through participants' examination of the researcher's summary and interpretation of the data (Simpson & Quigley, 2016).

Qualitative researchers must follow ethical principles when conducting the study (Bromley, Mikesell, Jones, & Khodyakov, 2015). The principles outlined in the Belmont

Report include ethical principles for scholars when using human participants in studies

(Bromley et al., 2015). Three key principles identified in the Belmont Report are (a)

respect for persons, (b) beneficence, and (c) justice (U.S. Department of Health and

Human Services, 1979). The researcher should adhere to all ethical principles of the

Belmont Report. I completed the National Institute of Health's web-based training course

on protecting human research participants. Furthermore, researchers should follow proper

interview protocols by obtaining necessary approval and access to conduct interviews

with participants (Castillo-Montoya, 2016). Benia, Hauck-Filho, Dillenburg, and Stein

(2015) noted that interview protocols direct both the interviewee and interviewer

throughout the dialogue to deliver important information, such as the purpose of the

interview, interview questions, confidentiality, and scheduling materials (Appendix C).

Qualitative researchers must maintain participant confidentiality and trust (Castillo-

Montoya, 2016). A researcher's trustworthiness creates credibility, dependability,

confirmability, transferability, and authenticity in qualitative research, and promotes

validity, congruence, and credibility (Cope, 2014). Morse (2015a) noted that a

researcher's trustworthiness fosters reliability, validity, generalizability, and rigor.

Additionally, the researcher must ensure that interview questions align with the study's

research question, which creates inquiry-based conversation and organization (Castillo-

Montoya, 2016).

Participants

Yin (2017) stated that case study researchers do not aim to understand the

statistical generalizability of the overall population, but rather interpret data from a

specific selection of the population. The population for this study included retail

managers and leaders in Illinois. Initially, I aimed to interview nine participants for this

study and sent requests to nine store managers for participation in the study. However,

only seven potential participants responded to my request. Participants were from the

same retail organization in Illinois. The eligibility criteria for participants included (a)

being a store manager or assistant store manager, (b) having knowledge of successful

employee retention initiatives, and (c) working in the retail industry. I used purposeful

sampling to select prospective organizations and participants. Purposeful sampling occurs

when a researcher purposively selects participants to answer a research question (Setia,

2016). Researchers use of purposeful sampling allows them to maintain rigor when

selecting a sampling frame (Valerio et al., 2016) and select subjects who will contribute

value to the study (Wu Suen, Huang, & Lee, 2014). The purposeful sampling method

allows qualitative researchers to select participants who meet the eligibility criteria for

this study (Patton, 2015). Furthermore, the participants were located in the same

geographical area: Illinois.

I contacted members of the human resource departments at select organizations

and asked for permission to gain access to their organization to conduct research

(Appendix A). When contacting the organizational members, I hoped to make contact

with a gatekeeper within the company, and I was successful. Researchers can use

gatekeepers to gain access to participants (Hoyland, Hollund, & Olsen, 2015).

Gatekeepers are individuals who assist the researcher in accessing participants, and

gatekeepers often share experiences, expertise, and passion for the research topic

(Hoyland et al., 2015). Gatekeepers can create a strong alliance between researchers, participants, and organizations, and can foster positive relationships and communication methods (Hoyland et al., 2015). After receiving employee contact information from the gatekeeper and obtaining permission to conduct research at the organization, I contacted individual employees via e-mail requesting participation in the study (Appendix B).

When qualitative researchers are gaining access to participants, proper communication between the interviewer and participant is necessary (Kondowe & Booyens, 2014; G. Mitchell, 2015). Proper communication nurtures professional relationships built on trust and encouragement (Kondowe & Booyens, 2014; Naidoo & Sewpaul, 2014). Naidoo and Sewpaul (2014) suggested that researchers' initial contact with participants should open a channel of communication to build rapport. Proper professional communication reduces the possibility of dishonest and unethical practices (G. Mitchell, 2015) and assists participants in feeling valuable and being honest (Naidoo & Sewpaul, 2014).

Following initial contact, researchers need to maintain a professional relationship with participants at all times (Maramwidze-Merrison, 2016). Researchers should maintain high ethical behavior during the study and follow an interview protocol (Appendix C), which is fundamental in qualitative studies (Morar et al., 2015). Interviewers should also be flexible to the needs of participants and be adaptable in the researcher-participant relationship (Naidoo & Sewpaul, 2014). Researchers must ensure all participants' characteristics align with the overarching research question and

eligibility criteria through proper participant selection and interview protocol (Cleary, Horsfall, & Hayter, 2014; Gul & Vuran, 2015).

Research Method and Design

Research Method

I used a qualitative method for this study. Researchers consider the use of three basic methodologies, which include (a) qualitative, (b) quantitative, and (c) mixed-methods approaches (McCusker & Gunaydin, 2015). Researchers who use a qualitative approach examine the social world of participants through words rather than numbers (Ahmed & Ahmed, 2014). Qualitative researchers gain a deeper understanding of decision-making processes and successful strategies (Ahmed & Ahmed, 2014). Cairney and St Denny (2015) noted that qualitative researchers investigate how people think and act. The appropriate choice in my study was the qualitative method, as interviews provided a deeper understanding of the successful strategies and actions used by leadership personnel to reduce employee turnover.

Scholars who use the quantitative approach are testing hypotheses and making predictions (Brannen & Moss, 2012). The quantitative method includes numerical and standardized measurements to promote objectivity and generalization (Cairney & St Denny, 2015). Researchers using the quantitative method cannot capture the participants' life experiences (Bernard, 2013; Fuller, 2015). The quantitative method was not appropriate for my study on leadership strategies to reduce employee turnover because I was not testing hypotheses or making predictions.

McCusker and Gunaydin (2015) noted that the mixed-methods approach combines both quantitative and qualitative research to answer complex research questions. The mixed-methods approach includes quantitative data and was therefore not suitable for my study. Quantitative methods cannot capture human experiences because researchers using quantitative methods rely on numbers and statistical representations to test hypotheses (Bernard, 2013; Fuller, 2015).

Research Design

I considered three research designs for this qualitative study: (a) ethnography, (b) phenomenology, and (c) case study. The case study design was appropriate for this qualitative study because I sought to explore real-life business strategies over a specified time frame to solve organizational problems (see Yin, 2017). The case study design is more flexible than other qualitative designs (Hyett, Kenny, & Dickson-Swift, 2014). The case study design involves data collection methods that aligned with my study, included interviews and organizational documents (see Yin, 2017). More specifically, I used a single case study design. Dasgupta (2015) noted that according to a review of the academic literature on organizational strategies, 75% of researchers used the single case study design. Using the qualitative single case study approach, I reached data saturation through interviews, organizational documents, and triangulation.

Bernard (2013) stated that ethnography researchers focus on how things work and why some ethnic groups are successful and others are not. Ethnography researchers explore the lives and behaviors of a community or culture over time (Ross et al., 2016). The ethnographic design was not appropriate for my study because ethnography scholars

use participant observation to gain a better understanding of a culture and cultural patterns (see Ross et al., 2016).

Phenomenology researchers study participants' lived experiences, interpretations, and understandings of an event (Matua, 2015). Bernard (2013) stated that phenomenologists use words that reflect consciousness and perception and seek to sense reality. A phenomenological study requires a large sample, which was not conducive to my study (see Page, Bermoth, & Davidson, 2014). I did not select a phenomenological design because I did not seek to study participants' experiences and perceptions of lived events.

In qualitative case studies, data saturation occurs when additional interviews yield no new themes (Gibbins, Bhatia, Forbes, & Reid, 2014). The researcher must fully comprehend multiple perspectives and dynamics of the data to ensure proper data collection and analysis (Anyan, 2013). Morse (2015b) expanded on the meaning of data saturation and explained the importance and rigor of data saturation in research. Data become saturated when the qualitative researcher uses both objective and subjective data to interpret and understand the complexities of the research (Morse, 2015b). The researcher can recognize saturated data through cohesiveness, confidence, competence in theory, concepts, and linkage and contribution to literature (Morse, 2015b).

Population and Sampling

The population sample of this study consisted of seven store leaders from a retail organization in Illinois. I collected data from personnel at multiple store locations within Illinois. Qualitative researchers must select a representative sample of the population

(Gentles, Charles, Ploeg, & McKibbon, 2015). Interviewing personnel from multiple

store locations ensured that the data collected contained various employee viewpoints and

experiences.

I used a nonprobability sampling method. A nonprobability method means that

participant selection will not include casual events or random numbers (Setia, 2016). The

nonprobability sampling method I used was purposeful sampling, which allows

qualitative researchers to select participants purposefully to answer the research question

(see Setia, 2016). Researchers using the purposeful sampling method can select the

sampling frame that is specific to the study while maintaining rigor and precision

(Valerio et al., 2016). Furthermore, researchers using the purposeful sampling method

select participants who will provide unique and valuable information to the study (Wu

Suen et al., 2014).

The sample size of this study was initially planned to be nine total participants.

However, data saturation was reached with seven participants. Qualitative researchers

should use a sample size that supports both the research question and purpose statement

(S. Khan, 2014). Interviewers must choose a sample size that will reach data saturation

(Cleary et al., 2014; Tran, Porcher, Falissard, & Ravaud, 2016). Tran et al. (2016) noted

that numerous factors affect the required sample size of a study needed to meet data

saturation. Factors that can affect the sample size needed to reach data saturation include

the topic of interest, participants' individual differences, the established theory, data

collection methods, and data analysis methods. A smaller sample size is often sufficient

in qualitative case study research. Qualitative case study researchers use a guideline of

three to 16 participants for single studies (Robinson, 2014). Robinson (2014) noted that a lower number of participants could limit the qualitative researcher from being overwhelmed by data (Robinson, 2014). Researchers can define the identity of each participant when there are a lower number of contributors, rather than generalizing the findings (Robinson, 2014). I reached data saturation after interviewing seven participants, and therefore did not need to continue looking for available participants to interview.

When obtaining sampling richness, the researcher must achieve data saturation (Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015). Qualitative studies include smaller participant numbers because the participants are studied intensively until data saturation is achieved (Cleary et al., 2014). The interviewer concludes the data is saturated when informational redundancy occurs and the interviewer can anticipate data because of the redundancy (Roy et al., 2015). Furthermore, data saturation transpires when the researcher determines no new themes are present in the data (Gibbins et al., 2014). I used purposeful sampling to choose the population of my study, and determined that I had reached data saturation when the data became redundant and no new themes were apparent.

Ethical Research

Researchers should provide participants with an informed consent form and have the participants' sign the completed document (Sil & Das, 2017). The informed consent form must be read and signed by interviewees before the participation in the study (Moonaghi, Ranjbar, Heydari, & Scurlock-Evans, 2015). The informed consent document provides ethical protections, standards, and awareness for participants (Bromley et al.,

2015). The informed consent process will inform participants of all relevant information regarding the study to ensure full disclosure and comprehension of the study by participants (Bromwich, 2014). I provided the informed consent form electronically to participants via email, and had participants respond to the email with "I consent." Participants of this study had the option to withdraw from the study at any time (see Thorpe, 2014). If a participant desired to withdraw from answering a question or from the entire study, the participant needed to notify the researcher immediately. If a participant did decide to withdraw, I would have continued the study and omitted any data already collected from the withdrawn participant (see Thorpe, 2014). No participants withdrew from this study. Participants did not receive any incentives for participating in this research study. All data collected from the study is and will be securely held for five years (see Ludvigsson et al., 2015). Participant confidentiality, including the retail organization name, will remain confidential at all times (see Gubrium, Hill, & Flicker, 2014). The company was referred to as Company A within the study. All participants interviewed were documented with the letter P for participant and a distinct number (i.e., P1, P2, P3, P4, P5, P6, and P7) for confidentiality. To meet all ethical standards, the participants' information will remain anonymous, confidential, and secured at all times (see Ludvigsson et al., 2015).

Data Collection Instruments

I was the primary data collection instrument in this study. The researcher is the primary data collection instrument in qualitative research and is unable to remove him or herself from the research (Fusch & Ness, 2015). The interviewer must navigate between

the perspectives of the study participants, as well as his or her own perspectives, to be

effective as the primary data collection instrument (Denzin, 2009). Marshall and

Rossman (2015) noted that qualitative researchers are the primary data collection

instrument and must not bias the study through personal interest. There are several data

collection interview techniques, including structured, semistructured, and nonstructured

interviews (Castillo-Montoya, 2016). Scholars using structured and semistructured

interviews set the foundation of the interview and ask specific, preplanned questions,

along with probing and follow-up questions (Castillo-Montoya, 2016). Interviewers using

the nonstructured interview technique ask broad questions to facilitate the discussion

(Castillo-Montoya, 2016). Furthermore, qualitative researchers collect and analyze

organizational documents to further explore the studied phenomenon (Owen, 2014). As

the primary data collection instrument, I interviewed participants through a

semistructured interview technique, along with collecting organizational documents for

analysis.

I used open-ended questions through a semistructured, one-on-one interview

technique to collect data. An interviewer asking open-ended questions allows the

participants to respond with their experiences and perceptions (S. Thomas, 2015).

Participant responses to open-ended questions provide more in-depth information and

understanding than closed-ended questions (Yeari, van den Broek, & Oudega, 2015).

Asking an open-ended question allows participants the ability to accurately reflect on the

topic studied (Basias & Pollalis, 2018). I asked probing questions during the interviews to

elicit further discussion from the participants and to reach data saturation. Data saturation

occurs when the researcher determines no new themes are present in the data (Gibbins et al., 2014).

Scholars use different methods in the data collection process to improve the reliability and validity of the data. To enhance reliability and validity in the data collection process, qualitative researchers use transcript review or member checking (Simpson & Quigley, 2016). Scholars using transcript review will transcribe the interview verbatim and produce the transcript to the participant for review and accuracy (D. Thomas, 2017). Qualitative researchers also use the member checking technique. The use of member checking ensures credibility and validity through participants' examination of the interviewer's summary and interpretation of the interview data (Simpson & Quigley, 2016). The member checking process enhances the reliability and validity of the data collected by allowing the participants to confirm the accuracy of the data analysis (S. Wong & Cooper, 2016). After the completion of the interviews, I used member checking to confirm with participants that I accurately understood and comprehended the information they provided me during the interview process. I allowed participants to review my interpretation of their interview responses to ensure reliability and validity in the data.

Qualitative researchers collect and analyze data through documents to address the research question (Owen, 2014). Scholars use document collection to produce further depth in the data set and gain a rich understanding and analysis of the data (Owen, 2014). In addition to asking open-ended questions in a semistructured interview setting, I collected data using company documents to further my understanding of the studied

topic. Kong (2015) noted that company documents may include strategic plans, mission and vision statements, relevant information located on the organization's Internet web page, annual reports on employee retention, newsletters, and meeting minutes. I collected the store manual and job descriptions, weekly employee newsletters, meeting minutes, employee reviews, and meeting templates. Furthermore, conducting semistructured interviews and collecting organizational documents assisted the interviewer in triangulation. Methodological triangulation refers to the researcher's use of multiple data sources to acquire a thorough and comprehensive understanding of the phenomena (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014).

Data Collection Technique

Qualitative researchers have many options as to what data collection instruments to use. Some examples of data collection instruments that scholars use are structured interviews, semistructured interviews, nonstructured interviews, focus groups, and company documents (Castillo-Montoya, 2016). The primary data collection instrument in this study was semistructured interviews using open-ended and probing questions. I also acquired organizational documents to supplement the interview data. Researchers using face-to-face interviews elicit accurate communication with the participants, furthering the rigor of the data and study (Houghton, Casey, Shaw, & Murphy, 2013). I used the interview protocol technique to conduct the semistructured interviews face-to-face (Appendix C). Gibbins et al. (2014) noted the importance of conducting one-on-one interviews in private. The interviews took place in a confidential and secure location at

the participants' discretion. I also obtained and explored organizational documentation to perform methodological triangulation.

Researchers gain an advantage when using semistructured interviews in data collection. Qualitative researchers can guide the interview process more effectively when using a semistructured interview technique (Anyan, 2013). Interviewers asking semistructured questions to participants encourage clarity in both the question asked and the response given (Doody & Noonan, 2013). Researchers using semistructured interviews produce a more in-depth conversation with the participant, which fosters data richness (Castillo-Montoya, 2016). Semistructured interviews provided more depth and richness in the data (see Castillo-Montoya, 2016).

Qualitative researchers' use of the interviewing technique does entail some disadvantages. Doody and Noonan (2013) noted that participants could feel discouraged and uncomfortable about the invasiveness of an interview, which negatively affects the quality of the data. Scholars should also be careful when performing interviews. Interviewers can add personal bias to the data by asking leading or off-topic questions (Yin, 2017). Face-to-face interviews take time to plan and conduct, which can be difficult and costly to arrange (Leonidaki, 2015). Researchers need to be aware of the disadvantages of the interviewing technique to minimize any negative impact on the participants, research data, or timeliness and cost of performing the interviews (Doody & Noonan, 2013).

In addition to the semistructured interviews, I also reviewed and analyzed company documents pertaining to the strategies that leadership personnel use to reduce

employee turnover. I asked for documents from each participant at the conclusion of their interview, and some were able to provide me with organizational documents. The data collected from the company documents supplemented the semistructured interview data. The researcher has a more comprehensive understanding of the research topic through triangulation (Carter et al., 2014). Scholars create methodological triangulation by acquiring data from two or more different data collection methods to increase the validity of the findings (Tonkin-Crine et al., 2016). I created methodological triangulation with both interview data and data collected from company documents.

At the start of the interview, I greeted the participant and thanked them for digitally consenting to the informed consent process, and I set the stage for the interview. Interviewers adhere to interview procedures to enhance the rigor of the study and to eliminate bias (Houghton et al., 2013; Leonidaki, 2015). I asked the interview questions, added probing questions when necessary, watched for nonverbal cues, and followed the interview protocol. Researchers following an interview protocol when engaging in face-to-face interviews reduce miscommunication and misunderstandings of the interview questions (Leonidaki, 2015). I clarified any questions the participants had during the interview. I concluded the interview and thanked the participant for their information and time. I then set up a member checking interview with the participant via email. An interviewer's use of member checking confirms credibility in a researcher's understanding of participants' experiences (Simpson & Quigley, 2016). Scholars following a specific interview protocol will enhance the interview process through the reduction of personal bias and misunderstandings with participants.

Data Organization Technique

Data organization techniques are important systems scholars should use during the research process. Qualitative researchers should create a system for tracking and organizing data before data collection and analysis (Yin, 2017). Scholars who organize and compile their data often conduct more rigorous research (Yin, 2017). Qualitative researchers use reflective journals to record information during the participant interviews and throughout the research process (Ross, Mahal, Chinnapen, Kolar, & Woodman, 2014). Moreover, qualitative researchers organize data through a filing system (S. Thomas, 2015), and use NVivo software as a data organization, analysis, and coding application (Owen, 2014). Scholars ensure organizational and participant confidentiality by assigning unidentifiable codes to the company name and participants (Gubrium, Hill, & Flicker, 2014). Before beginning the data collection process, I created a reflective journal to assist in effective data compilation. This journal consisted of my personal notes from the interviews, along with common themes I saw at the conclusion of the interviews. I used a Sony Digital Flash Voice Recorder (ICD-PX312) to record each interview. I transcribed the digital recordings into NVivo 11 Plus software, and uploaded the audio files to NVivo. I also stored and organized all other data in the NVivo platform, including reflective journal entries, organizational documents, and any further data. The NVivo Research Project file, and all of the contents kept within that file, are and will be securely stored as a password-encrypted folder on my cloud-based OneDrive account for 5 years, and deleted after that.

Data Analysis

After the data was collected and organized, researchers analyze the data. There are four types of triangulation for case study research: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation (Denzin, 1978). Scholars use the methodological triangulation process by collecting multiple methods of data (Carter et al., 2014; Yin, 2017). Researchers using the methodological triangulation approach enhance the validity of the data analysis with multiple sources of data (Fusch & Ness, 2015). I used two sources of data in my research study for methodological triangulation and data analysis: (a) semistructured interviews and (b) organizational documents.

The interview transcriptions were the primary data source for this study. At the conclusion of each interview, I transcribed each interview from the audio recordings for data analysis. Scholars use interview transcriptions and researcher notes taken during the interview in data collection and analysis (DeFelice & Janesick, 2015). Furthermore, researchers use organizational documents, as a secondary data, to gain a more rich analysis of the research topic and data (Owen, 2014). Interviewers seeking respondent validation provide participants with a summary or transcript of the data analysis for comment and accurateness (Moore, Ford, & Farah, 2014). I used the process of member checking to provide participants with my analysis of their interview responses to ensure validity and reliability in the data.

There are many tools available for researchers to use when completing data analysis. Scholars have numerous qualitative data analysis software (QDAS) options to

assist in data collection and analysis (M. Woods, Paulus, Atkins, & Macklin, 2016). M. Woods et al. (2016) noted that qualitative researchers in the social sciences field often use ATLAS.ti or NVivo software. Scholars use NVivo software as a data organization, analysis, and coding application (Owen, 2014). Researchers can use NVivo software to automate coding strategies, organize themes, and create figures and graphics (Blaney, Filer, & Lyon, 2014). More specifically, researchers can use NVivo 11 Plus software to organize data using theme and relationship coding, along with using an auto-coding feature, to code structured data through pattern-based auto-coding or linguistic processes (QSR International, 2017). Scholars using QDAS may gain significant assistance in data organization, analysis, and coding functions (M. Woods et al., 2016).

One of the tools available in the NVivo 11 Plus software is the auto-coding feature. Interviewers can use the auto-coding feature to search the data through a pattern-based setting that searches for similar wording, or scholars can use the Auto Code Wizard to search the data more broadly through linguistic processes and a specialized sentiment dictionary (QSR International, 2017). The researcher can use the software to generate coding structure reports, automatically code text by theme, and condense large amounts of data into smaller topics (QSR International, 2017). Additionally, researchers can use numerous visualization aids, such as figures, graphs, and mind mapping, to explore and investigate new insights and connections within the data (QSR International, 2017). I used the NVivo software for data storage, interview transcripts, data analysis, and the identification of themes in the data. I also used the auto-coding features to categorize,

classify, and identify themes, along with the suite of NVivo visualization tools to search for and identify patterns in the data and themes.

After data collection, scholars can use coding to help dissect and categorize the data. Interviewers can decontextualize the words in the interview transcripts, field notes, and organizational documents by coding (St. Pierre & Jackson, 2014). After coding, researchers categorize and sort the coded words into themes (St. Pierre & Jackson, 2014). Scholars can also find themes through mind mapping, where QDAS displays a visual graphic of possible connections in codes and themes (Baugh, McNallen, & Frazelle, 2014). Interviewers focus on key themes found using the tools and auto-coding methods in the NVivo software. Additionally, researchers correlate the key themes with the themes associated with the conceptual framework. The conceptual framework of this study was Herzberg's two-factor theory. Herzberg (1974) noted satisfiers and dissatisfiers in the workplace and listed key themes in motivation factors and hygiene factors. I correlated the themes with themes noted in the professional review of literature section. I also reviewed newly published academic articles and reviewed and correlated themes discussed in the new journals.

Reliability and Validity

Reliability and validity are important constructs in qualitative research. Lincoln and Guba (1985) stated that reliability in qualitative research refers to the dependability of the research. Validity in qualitative research refers to the trustworthiness and defensibleness of the research findings (Olson, McAllister, Grinnell, Walters, & Appunn, 2016). Lincoln and Guba noted four alternative methods for evaluating the reliability,

validity, and trustworthiness of qualitative research. The four methods include (a)

dependability, (b) credibility, (c) conformability, and (d) transferability (Lincoln & Guba,

1985). Researchers who ensure trustworthiness in the study enhance the reliability and

validity of the research.

Reliability

Reliability is essential in qualitative research and the research findings. Reliability

refers to the accurate representation of the studied population, along with the consistency

of the findings over time (Noble & Smith, 2015). Houghton et al. (2013) noted that

researchers often compare reliability in quantitative research with dependability in

qualitative research. Dependability in qualitative research refers to the stability of the

data over time (Houghton et al., 2013). One of the four alternative methods for assessing

the trustworthiness of qualitative research is through dependability (Lincoln & Guba,

1985). Elo et al. (2014) stated that dependability denotes data stability over time and

diverse situations. Volpe and Briesch (2016) noted that the dependability of a study is

prominent when other academic individuals can comprehend the decision-making factors

used by the original researcher. Member checking is a tool that interviewers use to

enhance dependability and trustworthiness in qualitative research (Birt, Scott, Cavers,

Campbell, & Walter, 2016). Researchers use member checking by synthesizing data from

participant interviews and presenting the data analysis for review by the interviewee (Birt

et al., 2016). I used the member checking technique, allowing participants to verify the

accuracy of my interpretation of their interview responses, to ensure the dependability of

the study.

Validity

Validity is also an important aspect of qualitative research and the research findings. Guba (1981) referred to validity in qualitative research as the credibility, transferability, and confirmability of the study, where validity ensures rigor of the qualitative findings. Olson et al. (2016) noted validity in qualitative studies as the credibility, defensibleness, and trustworthiness of the research. Researchers use different strategies to ensure validity, and some examples include member checking, triangulation, reflexivity, and interview technique. Furthermore, interviewers who acquire data saturation will assist in the validity of the study (Anney, 2014). Scholars use various tools to ensure validity and rigor in qualitative research and to reach data saturation.

Credibility is an important aspect of validity in qualitative research. Credibility refers to the value of the research findings, along with the believability of the findings (Kornbluh, 2015). The credibility of qualitative studies correlates with the various aspects of trustworthiness (Lincoln & Guba, 1985). Interviewers use both the member checking technique and triangulation to create credibility in research (Birt et al., 2016). Scholars use member checking to enhance the rigor of the research through accurate interpretations and assessments of participant data (Birt et al., 2016). Additionally, qualitative researchers use triangulation to enhance credibility through multiple data sources (Carter et al., 2014; Yin, 2017). To enhance the credibility and the rigor of the study, I used both member checking and triangulation.

Another essential component of validity is the transferability of the research. Transferability occurs when the reader can assess and evaluate the findings of a study and

decide if the results would be effective in a new setting (Burchett, Mayhew, Lavis, & Dobrow, 2013). A qualitative researcher achieves transferability when the findings have meaning to those who are not involved in the research or study but can associate the findings of the study with his or her personal experiences (Cope, 2014). The researcher must include sufficient information in the research findings so that the reader can assess the findings' transferability to their experiences (Cope, 2014). Scholars can enhance the rigor and transferability of the study through rich and detailed descriptions of the research context, research methods, data interpretations, and research findings (Houghton et al., 2013). Furthermore, qualitative researchers do not generalize the findings, and scholars allow the reader to determine the transferability of the findings (Marshall & Rossman, 2015). I created transferability in my research study through detailed descriptions of all components of the project, including research methods, data collection and analysis, and research findings. I used the interview protocol and obtained data saturation to enable transferability. Creating transferability within the study promoted assessments and evaluations of research findings with future research studies.

Confirmability is a factor of validity in qualitative research. Confirmability refers to the accuracy of the data and is similar to the dependability of the research (McInnes, Peters, Bonney, & Halcomb, 2017). Cope (2014) noted that confirmability represents the accuracy of data representation of participant responses. Scholars desire confirmability because accuracy in participant responses is essential in qualitative research, and researcher bias or viewpoints cannot be in the data or findings (Cope, 2014). Scholars must provide rich data analysis and interpretation to eliminate personal bias and to

establish confirmability (Houghton et al., 2013). To ensure the accuracy and

confirmability of the data, I used the member checking technique. I established

confirmability through the member checking process by confirming accurate interview

data interpretation with participants.

Data saturation is an important element of the validity of qualitative research.

Data saturation occurs when the data becomes redundant, and no new themes are

apparent in the data (Gibbins et al., 2014). Qualitative researchers achieve data saturation

when interviews no longer generate any further ideas or new data (Azami-Aghdash,

Ghojazadeh, Aghaei, Naghavi-Behzad, & Asgarlo, 2015). Elo et al. (2014) noted that

scholars collect saturated data to ensure replication, which confirms completeness and

comprehension. However, there is not an acceptable amount of interviews to reach data

saturation in qualitative research; the sample size depends on the purpose of the study,

research questions, and data richness (Elo et al., 2014). I interviewed seven store

leadership members and reached data saturation. If saturation and replication were not

reached through seven interviews, further interviews would have needed to occur until

the data was saturated and no new themes were present in the data.

Transition and Summary

Section 2 included the study and began with the purpose of the study, the role of

the researcher, and the participants sections. Section 2 also comprised of descriptions of

the research method and design, the population of the study, the sampling method, and

ethical research. Section 2 contained essential information regarding the data collection

instruments and techniques. In addition, Section 2 included the data organization and

analysis of the study. Section 2 concluded with information regarding the reliability and validity of the study.

Section 3 features the application for professional practice, along with implications for social change. Section 3 contains the findings of the study and answers the overarching research question. The researcher also details the applicability of the findings in business practice in the application to professional practice component. Furthermore, Section 3 includes the implications for social change, recommendations for actions section, and recommendations for further research. Section 3 concludes with the researcher's reflections, conclusions, and appendices.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative single case study was to explore strategies that retail store leaders use to reduce frontline employee turnover. Organizational leaders experiencing high employee turnover within their company often encounter a variety of negative effects (Guilding et al., 2014; Vasquez, 2014). Negative consequences of employee turnover can include financial burdens, customer dissatisfaction, and economic liabilities (Vasquez, 2014). Given the array of negative effects associated with high frontline employee turnover, I investigated successful retention strategies organizational leaders implement to mitigate direct and indirect losses from employee turnover.

I researched effective retention strategies by interviewing seven retail store leaders in the Illinois area. Each store leader had experience with implementing successful retention strategies to reduce frontline employee turnover. I collected data by conducting semistructured face-to-face interviews and analyzing company documents provided by store leadership. Data analysis included a thorough examination of the audio-recorded interviews, researcher interview notes, participant verification of the interview data through member checking, and organizational documents provided by leadership personnel. The member checking process ensured reliability, validity, and credibility of the data collected during the interviews. I collected organizational documents (store manual, job descriptions of all company employees, weekly newsletters, monthly meeting minutes, employee reviews, and top leadership and

management meeting templates) for document review, which fostered triangulation in the data. I used NVivo 11 software during the data analysis and coding processes.

Presentation of the Findings

The overarching research question that guided this study was the following: What strategies do retail store leaders use to reduce frontline employee turnover? I conducted semistructured interviews with seven participants to gain an understanding of the strategies used by store leadership to reduce frontline employee turnover. I also reviewed organizational documents for methodological triangulation. The company documents obtained from store leadership included the store manual, job descriptions of all company employees, weekly newsletters, monthly meeting minutes, employee reviews, and top leadership and management meeting templates. All participants electronically signed the consent form before scheduling their interview. Each interview took place in a private setting at the store location of the participant's choosing. The average length of the seven interviews was 28 minutes. After the interviews concluded, I wrote up a summary of each participant's response to the interview questions based on my understanding of the answers. Each participant was then provided a summary of the interview for member checking purposes. All participants responded with corrections to the interpretations or by confirming the accuracy of the summary of their responses.

For confidentiality, all participants were labeled using a letter and number (i.e., P1, P2, P3, P4, P5, P6, and P7). NVivo 11 was used to compile and electronically retain all audio recordings, audio transcripts, member checking summaries, and company documents. I manually coded the data and then used the coding tools in NVivo 11 to

highlight and organize the apparent themes. I used word frequency searches in NVivo 11 to find common terminology among the data and to assist with identifying recurring themes that I did not manually recognize. From the data analysis, three themes emerged: (a) effective communication and transparency improved employee retention, (b) competitive compensation and benefits package improved employee retention, (c) training and development improved employee retention.

Theme 1: Effective Communication and Transparency Improved Employee Retention

The first theme that emerged from the data analysis was that effective communication and transparency improved employee retention. All seven participants noted that effective communication between leadership and frontline staff was a successful retention strategy. Five participants (P1, P2, P3, P4, and P7) expanded on effective communication and stated that transparency assisted in effective communication between management and frontline staff. In addition, participants (P1, P4, and P6) reported that organizational leadership invested in a communication tool that enhanced effective communication and transparency throughout the company.

Effective communication. All seven participants identified effective communication between management and frontline staff as a successful retention strategy. Ruzic, Benazic, and Dolenec (2017) noted that managers who ensure effective communication with their employees foster employee satisfaction and relationship development. The communication process involves the transferring, sending, and receiving of information through a defined channel (Irimies & Irimies, 2017). However,

effective communication skills go beyond simply transferring information; they include

actively share and exchange meanings and meaningful information through specific

contexts (Irimies & Irimies, 2017). Effective communication occurs when the

communicator creates and expresses genuine and significant meanings through the

sharing and exchanging of meaningful information, which enriches existing reality or the

emergence of a new reality (Irimies & Irimies, 2017). Effective communication requires

constant monitoring as social dynamics change and new techniques emerge (Irimies &

Irimies, 2017). Participants in the current study shared that an open line of

communication encouraged meaningful conversations, effective communication created

value in the employees, and effective communication benefited leaders and employees.

P1 stated that communication between leadership and staff was one of the most

effective retention strategies that organizational leaders used to improve job satisfaction

and retain employees. P2 shared that there was an open line of communication between

management and frontline employees, which cultivated conversations between both

parties. P2 also reported that management personnel desired that frontline staff feel

comfortable coming to and speaking with leadership under any circumstances. P3 noted

the importance of effective communication between management and frontline

employees as new ideas and concerns could be freely shared among staff to elicit positive

change. Managers must be intuitive about their staff's needs, ask them questions, and

foster positive communication and expectations (Tripathi & Agarwal, 2017). In response

to how frontline employees responded to retention strategies, P5 made the following

statement:

People just genuinely feel good coming to work, and I want them to feel good and

welcomed. And, if they don't, I want them to pull me aside and tell me why they

don't feel good. So, I'm always checking in with…communication is really

important. We need to make sure everyone is talking.... I want to make sure we

are on the right side of the employee—that we care about them, communicating.

P5 promoted a work environment that encouraged communication between

management and frontline staff so that employees felt cared for and appreciated. P6

stated that leadership personnel must have conversations with frontline employees on a

regular basis to build firm relationships and to promote the sharing of ideas and

suggestions. P6 noted that leadership must be "open to listening to new ideas and know

the needs that they [frontline employees] may have, as well." P7 noted that management

and frontline staff were open with one another, and everyone felt comfortable sharing and

explaining their ideas freely. P7 also explained that the leadership team communicated

well with frontline staff by sharing organizational decisions. Leadership personnel

created an atmosphere of effective communication to promote relationship building, trust,

and the sharing of ideas.

Effective communication between management and frontline employees

benefitted everyone because all staff members knew what was going on within the

company and there were no secrets (P4). When discussing effective retention strategies,

P4 made the following statement:

I think the biggest thing is listening in terms of implementing new strategies

because you won't really know what to implement and what to do if you don't

know what the whole of our staff wants. Communication is good here.... I think

making them feel valued; all of management is listening to them and their

needs.... If you have questions that no one except a manager can answer, then you

don't have to sit on them all day. You can literally just go back and ask them.

Nobody is scared to ask anything like that. That's part of our job, it's the

experience we're giving others.

P4 used the term *value* and discussed the importance of leadership communicating

effectively to create a sense of value and purpose for the frontline employees. P4 stated

that frontline employees stayed with the organization because their ideas were heard from

management and management communicated effectively with all personnel.

P5, P6, and P7 noted that effective communication skills by management were

beneficial to retaining frontline employees because management was better able to

understand employees' needs through communication. Findings of the study corroborate

that approachable and compassionate leaders, along with an open line of communication

between all organizational personnel, can elicit employee satisfaction and organizational

commitment. Leaders wanted to understand the needs of the employees to better the

employee, business, and community. Management's positive communication practices

create employee satisfaction, as leaders are more in tune with their employees' needs,

desires, and contributions to the organization (Tripathi & Agarwal, 2017). A healthy

communication practice by organizational leaders increases employee productivity and

the meeting of company goals through well-organized and clear communication between

employees and managers (Tripathi & Agarwal, 2017). Findings of the study validate that

effective communication practices by organizational members positively influence the work environment.

Transparency. Five participants (P1, P2, P3, P4, and P7) stated that leadership's transparency played an important role in effective communication between management and frontline staff. All five participants noted that management desired clear and transparent communication with staff members. Management's transparent communication promoted discussions among staff to encourage the sharing of new ideas and concerns (P7). Managers focus on transparent communication to foster employee trust and organizational commitment (Ghazinejad, Hussein, & Zidane, 2018), resulting in frontline employee retention within the organization.

Transparency fostered employee appreciation, was beneficial to the employees, and made a positive difference for frontline staff (P1). In response to what strategies leadership used to promote retention, P1 stated, "I feel like the more transparent and open we can be, it creates a better line of communication so that the employees can work with each other or us." P2 stated that it was highly beneficial for all frontline employees to know what was going on within the organization and that there were no secrets between management and frontline staff. P2 noted the following:

> One of the biggest things since I've been in the position that I am in, is being
> extremely transparent. Letting our staff know, no matter if they work one day a
> week or 40 hours a week, our staff knows exactly what is going on.

P1 and P2 noted the use of transparency in the workplace contributed to retaining employees by fostering collaboration between management and frontline staff.

Management ensured transparency through communicating new initiatives and allowing an open forum of discussion at staff meetings (P3 and P4). Management's transparency at staff meetings allowed both leadership and frontline staff to be open and honest about possible changes in the organization. P3 noted that new ideas and concerns were discussed first at store meetings before any action was taken regarding implementation. P4 stated that management freely shared knowledge with all personnel to elicit discussions and positive changes. P4 stated, "Transparency is really big. It's not like, 'Oh, I'm a manager, and I'm the only person that can know this.'" P7 discussed transparency with leadership and frontline staff as being highly constructive, including the sharing of ideas, company direction, and business decisions. P7 stated, "Everything is always transparent on why we're doing what we're doing and that we are listening." Findings indicate that the sharing of leadership's knowledge with frontline staff is an important retention method.

To foster open communication and ensure transparency, the leadership team invested in a communication phone application known as Slack. Company A used five different threads on its Slack app: (a) general, (b) knowledge, (c) new products, (d) random, and (e) kudos. P1, P4, and P6 mentioned the Slack app during their interviews and noted it was a communication tool to assist with the sharing of information among all staff members. P1 stated, "[Slack] is an awesome way to communicate...Slack keeps it [communication] all in one place...People really like it." P4 noted that Slack was important when getting information out immediately because it went to employees' phones or employees could check the threads on the computer at work. P4 described the

communication through Slack as, "You can actually see then the fruit of your labor and that's another reason why people here want to stay because they feel valued."

The Slack app could also be a fun tool as employees can jump into a conversation thread or add emojis to the conversation (P6). P6 stated that Slack was an informal communication tool that created employee value. P6 also stated the following:

I think it creates value because they [frontline employees] are able to post stuff. It's not just coming from the leadership team. I think that has potential to create value for sure, that they [frontline employees] feel like, "I can take charge of this."

The Slack app promoted communication between all members of the organization, including management and frontline employees.

The review of organizational documents confirmed the theme of effective communication and transparency. I reviewed specific documents for the purpose of methodological triangulation. Methodological triangulation refers to the researcher's use of multiple data sources to acquire a thorough and comprehensive understanding of the phenomenon (Carter et al., 2014). Documents reviewed for this theme included monthly store meeting minutes, the weekly newsletter, and the store manual and job descriptions document. Information within these documents indicated that effective communication was an important tool used by organizational leadership to retain frontline employees.

The purpose of the monthly store meeting minutes was for leadership to outline what was discussed and what occurred during the all-staff meetings. I collected 2 months' worth of monthly store meeting minutes from participants. The information contained

within the monthly store meeting minutes communicated store sales information, upcoming community and store events, new training initiatives, new product lines and product updates, and employee recognition information to all staff present at the meeting. The monthly store meeting minutes included the following primary topics: motivational, game, care, expertise, community, upcoming events, going the extra mile, big fish, and Chipotle Challenge. The information contained in the monthly store meeting minutes supported the communication and transparency theme as leadership desired to communicate organizational information to all staff through mandatory monthly meetings. The monthly store meeting minutes corroborated the interview data that communication is an important aspect when retaining frontline employees.

The weekly newsletter was sent out weekly to all staff via e-mail. The purpose of the weekly newsletter was to share and communicate information to all staff about employee recognition, store and community events, store news, and employee motivational media content. Similar to the content discussed at the all-staff monthly meetings, the weekly newsletter highlighted events specific to that week and also contained media content (e.g., memes, videos, blogs) that was motivational and uplifting. One example contained in the weekly newsletter was the sharing of an article titled, "Curiosity Skilled the Cat," in which the author highlighted the importance of employees connecting and communicating with customers through a humorous storyline. The weekly newsletter supported the communication and transparency theme as leadership desired to communicate weekly news to staff, along with making the communication fun

and entertaining. Effective communication skills include the sharing of information through creative and genuine methods.

The purpose of the store manual and job description document was to provide detailed information related to performing specific duties and to define the roles and expectations of all employees. I was able to review the store manual and job description document at the worksite and take detailed notes from the document. As noted in the store manual and job description document, the assistant store manager or floor manager opened the business day with the "Take 5 Meeting" with staff. Management used this quick meeting before the store opened to go over new products, upcoming events for the week, and new initiatives with frontline staff. Management often asked the frontline employees questions about how the team could do better to meet company demands and initiatives. The store manual and job description document supported the communication and transparency theme because management provided clear direction within the document and supported the "Take 5 Meeting" on a daily basis. Also noted in the store manual and job descriptions document, the Slack app was a communication tool for all staff to share "product knowledge, updates, new store policies, events coming up in the store, and other important information." The Slack app supported the communication and transparency theme because the entire purpose of the application was to promote communication throughout the organization.

Correlation to the literature. All seven participants noted the importance of effective communication between leadership and frontline employees as a successful retention strategy for frontline employees. Effective communication from management is

important to successful store operations. Open communication reduces workplace problems and fosters an environment of organizational effectiveness (Langdon, 2016). Leadership's use of effective communication enhances the skills and knowledge of store staff and helps create a team atmosphere (Langdon, 2016). With an open forum for communication between management and frontline employees, feedback is generated so misunderstandings and misjudgments can be quickly mitigated between both parties (Mihai & Mihai, 2016). Vandana (2017) noted that communication between management and frontline employees fosters trust, creates a positive work environment, and helps retain employees.

Five participants (P1, P2, P3, P4, and P7) specifically noted transparency as a method for effective communication in the workplace. Organizational leaders using transparency within the company create a more conducive work environment. Penta (2017) discussed the positive implications of transparency within an organization and noted that leaders encourage an environment of trust, teamwork, and a foundation of governance by implementing a more transparent environment. In addition, organizational risk is minimized when company leaders are transparent with decisions and new strategic initiatives (Penta, 2017). Organizational leadership's focus on transparency fosters more productivity and operational success.

Hollett and Kalir (2017) noted that Slack is a team discussion forum that organizes conversations into channels and threads. Hollett and Kalir stated that dialogue among users in the Slack app creates transparency, value, and encouragement. Slack

enables users to work more efficiently through organization and coordination with team members (Hollett & Kalir, 2017).

The finding that communication and transparency increased employee retention is supported by recently published studies. Prabhu and Drost (2017) concluded that managerial communication has a significant relationship with employee retention. Managerial communication increased job satisfaction and organizational commitment, which increased employees' intent to remain with the organization and the reduction of employee turnover at the organization (Prabhu & Drost, 2017). The findings of the current study support that communication practices by management staff increased job satisfaction and employees' intent to remain with the company.

The use of communication tools by organizational leaders, such as the Slack app, encourages transparency and employee retention. Men and Hung-Baesecke (2015) concluded that communication channels (e.g., Slack), along with face-to-face interactions between management and frontline staff, build organizational transparency, authenticity, and employee engagement. Communication and transparency initiatives by management positively affect employee engagement and retention (Men & Hung-Baesecke, 2015). The findings of the current study showed management's desire to focus on communication tools and transparency assisted in the retention of frontline employees within the organization.

Correlation to the conceptual framework. Management's use of effective communication in a constructive and positive approach encourages motivation. Herzberg (1968) noted that motivators include employee recognition, growth opportunities,

achievement, advancement, responsibility, and the work itself. Motivators increase an employee's job satisfaction (Herzberg, 1968) and minimize intent to leave the organization. The communication and transparency theme supports Herzberg's concept of motivators as leaders communicate employee achievements and responsibilities openly. Effective communication includes management's understanding of employees' needs and responsibilities, and the frequent communication by management reinforces motivation among the employees (Selesho & Naile, 2014).

Company A's leadership team used communication as a motivator to increase employee achievement and responsibility. Management listened to and often implemented frontline employees' ideas into organizational practices. The leadership team was transparent in all operational and business decisions and relied heavily on feedback from the frontline staff to promote new ideas and better ways of completing tasks, developing new product lines, and designing new events. Communication creates value for employees, which creates motivation, job satisfaction, and retention. The finding that communication and transparency improved employee retention through job satisfaction and motivation are similar to Herzberg's (1974) two-factor theory; Herzberg proposed that motivators increased job satisfaction of employees and minimized the intent to leave the organization. The correlation of Herzberg's two-factor theory to the current study findings indicates that Company A's communication and transparency were motivators and fostered job satisfaction and reduced employee turnover.

Theme 2: Competitive Compensation and Benefits Package Improved Employee Retention

The second theme that emerged from the data analysis was that a competitive compensation and benefits package improved employee retention. A competitive compensation and benefits package includes employee gifts, trips, and free products. Though I did not examine the actual frontline employee pay rates at Company A, six participants (P1, P2, P4, P5, P6, and P7) noted the higher than average salary and benefits package at Company A compared with other retail organizations. All seven participants discussed employee gifts, trips, and free products. Participants disclosed that a higher than average salary and monetary incentives contributed to the retention of frontline employees within the organization.

Six of the seven leaders (P1, P2, P4, P5, P6, and P7) interviewed in this study specifically noted the importance of a competitive salary and benefits package for employees to successfully retain workers and minimize turnover. P1 explained the benefits package offered by the organization:

> We're a smaller company, but we do offer for full-time employees 401(k) with profit sharing at the end of the year, employee matching at 4%, insurance help when working more than 1,000 hours a year. A lot of those little things add up to make it more worthwhile.... Most people stick around because they like the balance of enjoying what they are doing and getting paid well for what they are doing. I know most [redacted for confidentiality] stores don't start as high as we do in terms of brand new employees.

The higher starting pay contributed to the hiring of qualified employees and the retention of those employees (P1, P2, and P6). P2 had a similar assessment of compensation and stated, "We are one of the highest paid [redacted for confidentiality] specialty stores in the country... Our staff knows that when they get hired." P2 discussed the staff's enjoyment of their work and the higher than average pay they received for doing a job about which they were passionate. P6 also explained the higher than average starting pay and noted, "Making sure the pay is competitive. Actually, more than competitive. It is higher than most in retail." Leadership personnel assessed that compensation and a high starting salary would benefit frontline employee retention.

Leaders noted that frontline employees worked hard and needed to be passionate about the business to justify a higher than average industry salary (P4, P5, and P6). P4 stated that Company A was not the average retail store, as the employees had a defined purpose, worked hard, had substantial product knowledge, and were constantly learning. Therefore, employee compensation was higher than that of other retailers. P5 explained that frontline employees stayed employed with the company because their hard work was recognized by store leadership. Frontline employees would continue to receive raises and pay increases because of their hard work and dedication. In response to what successful retention strategies Company A used to retain frontline employees, P6 made the following statement, "I think having a really good compensation package certainly is helpful." P6 continued to state that employees must feel valued for their hard work and passion through compensation and trust.

P6 also explained that it is easier for frontline employees to leave an organization if their pay is not competitive. P6 stated, "It's hard because they are so well paid here that if they move then, they may be taking a step back." P7 noted the pay and benefits package helped retain frontline employees. At the conclusion of the interview, P7 finished the conversation by making the following statement:

> I think it's [benefits package] really enticing for those that really want to be here.... Financially, we try to take care of them, and I think we are on the leading edge there... the ability to have a 401(k), health insurance, profit sharing, and a handful of other things. I think that really goes a long way... I think the bigger picture of the long-term well-being, retirement package, and health stuff goes to at least show that [the owner] or our goal is for everyone to be happy and well-taken care of for the work that they are doing.

Leadership personnel recognized employee compensation was important to the retention of frontline employees and noted the positive influence of compensation within the organization.

Incentives in the form of employee gifts, trips, and free products were included in the underlying description of compensation and benefits. Rewards and gifts to frontline employees contribute to compensation and can be adopted as short-term employee retention strategies (Pek-Greer, Wallace, & Al-Ansaari, 2016). P3 and P5 remarked that vendors and manufacturers would often sponsor employee events and *seed* items to employees.

All seven participants commented on employee gifts, trips, and free products and incentives as a retention strategy. P1 and P6 noted that leadership, and more specifically the company owner, kept the employee kitchen stocked with free food. P1 stated, "We try to make it a fun atmosphere to be in. Trying to keep it more family-oriented. One thing we did when we moved to this location was started stocking the kitchen with food and snacks." The owner stocked the kitchen to ensure employees had access to food, especially on busy workdays, and that they did not need to worry about bringing in their own lunches from home (P1 and P6).

P1, P2, P4, P5, and P7 noted that employees often received free products, gift cards, free events, or travel as part of their relationships with manufacturers and vendors, or from organizational leaders. P1 noted, "We receive a lot of products from our vendors through our relationships, so our employees do get a lot of shoes, apparel, that sort of stuff. Those are little things that can add up to make a bigger difference." P2, P4, and P5 also specifically noted that employees received free products and goody bags.

In addition to free apparel and products given to employees, management rewarded employee successes with gift cards (P2 and P4). With regard to the gift card reward, P2 stated, "We also do what's called a big fish. It's actually one of the only sales incentives that we do. It's something fun. If somebody has a transaction that's over $500, I give them a $5 gift card." The gift card reward was presented to the frontline employee at the monthly all-staff meeting. Management put on a large, overly dramatic presentation when providing the employee with the reward (P2). All participants noted tangible incentives as a primary method of reducing employee turnover within a retail outlet.

I was unable to review the salaries of frontline employees at Company A to support the participants' statements regarding the competitive salary rates of their employees. I did not collect any company documents that noted salary information or benefits packages. However, the review of the monthly store meeting minutes supported the gifts, trips, and free products portion of this theme and created methodological triangulation in the data.

As noted in Theme 1, the purpose of the monthly store meeting minutes was for leadership to outline what was discussed and what occurred during all staff meetings. I collected 2 months of monthly store meeting minutes from the participants. Contained within one of the documents was a reference to a vendor-sponsored event: "[Vendor name] staff outing." This staff outing was sponsored by the named vendor for employees to participate at no expense. The vendor-sponsored events often included free products or seeded products to the employees. In addition, both monthly store meeting minutes referenced "big fish," which was when leadership rewarded frontline employees with a gift card for sales transactions over $500.

Correlation to the literature. Competitive compensation, along with employee rewards, is supported by the recent academic literature. A competitive salary, benefits package, and free tangible incentives are important to retain frontline employees in the retail industry. Dhanpat, Madou, Lugisani, Mabojane, and Phiri (2018) performed a study on the relationship between employee compensation and the intention to leave the organization. Dhanpat et al. concluded that low worker compensation contributed to the intention to leave the company. Beck, Leider, Coronado, and Harper (2017) completed a

study on competitive salaries in relation to the recruitment and retention of qualified

employees. Beck et al. concluded competitive salaries supported employee retention and

longevity within the organization, along with the ability to hire qualified employees. The

findings of the current study corroborate those of recently published academic articles,

because a competitive salary was one means of retaining top talent at Company A.

Rewards are also supported by the academic literature. Pek-Greer et al. (2016)

noted that rewards and gifts contribute to the compensation of an employee and can be

adopted as short-term employee retention strategies. Rewards and gifts can encourage

employee knowledge, along with employee motivation toward goals and objectives (Pek-

Greer et al., 2016). Sarkar (2018) stated compensation could entice an employee to

remain with an organization, and that compensation increases an employee's

organizational growth. There is an integral relationship between compensation and

employee retention (Sarkar, 2018).

Mabaso and Dlamini (2018) noted a significant correlation between compensation

and benefits and organizational commitment. Managers promoting a competitive salary,

to include rewards, minimize employee turnover, and increase the retention of frontline

employees in the organization (Mabaso & Dlamini, 2018). Employees' satisfaction levels

are maintained when they receive a competitive salary (Mabaso & Dlamini, 2018). As

with the findings of the current study, employee compensation and rewards increased

frontline employee retention. Employees are not dissatisfied with their salary and the

monetary incentives they receive, and, therefore top talent remains with the organization.

Correlation to the conceptual framework. The salary and benefits package retention strategy is supported by Herzberg's two-factor theory. Herzberg (1974) noted that salary is a hygiene factor or dissatisfier. Hygiene factors cannot promote job satisfaction and motivation, though they can remain neutral as to not produce any dissatisfaction among the employees (Herzberg et al., 1959). Kotni and Karumuri (2018) noted an adequate salary can keep dissatisfaction neutral and nondamaging to the employee, but it can never satisfy the employee.

Kotni and Karumuri (2017) stated hygiene factors do not produce strong motivational feelings for employees, but when implemented properly, hygiene factors minimize dissatisfaction. The finding that a competitive salary and benefits package improved employee retention is similar to Herzberg's (1974) two-factor theory; Herzberg proposed that when hygiene factors (i.e., salary) remain neutral, employees do not experience dissatisfaction and are likely to remain at the organization. Because salary is a hygiene factor or dissatisfier, employees of Company A are not dissatisfied with their salary and compensation levels and therefore are more likely to remain at the organization. Company A's employee salary hygiene factor remains neutral because its salary rates, benefits package, and tangible incentives are competitive within the retail industry. Employees are neither dissatisfied nor unmotivated because of their salary compensation rates.

Theme 3: Training and Development Improved Employee Retention

The third theme that emerged from the data analysis was that training and development improved employee retention. All seven participants noted that training and

development improved frontline employee retention at the organization. Company documents confirmed the training and development theme, and it recently published academic studies corroborated the results.

Participants discussed leadership's involvement with the training and development of frontline employees and the constant focus on training within the organization. P1 noted that management was focused on bettering employees through development and training. P2, P3, P5, and P7 stated that training and development were a management priority. P3 noted, "The Company's always involved with the employees and training. We take our time with training the employees." In response to being asked about the most effective strategy to reduce employee turnover, P3 stated, "I would say the training and the education. That's ongoing training. We're being trained all the time. A new product comes out, and we're all about it. Two or three different ways." P4 noted the continuous training and stated, "You're doing extra training modules, so you feel you are consistently learning." Management was focused on the training and development of both new hires and current employees to retain these individuals.

P4 continued to state that completing training modules fostered employees' sense of purpose and motivation, whereas P5 noted that training was detailed and ongoing for motivational purposes. In response to a question about ways to reduce frontline employee turnover, P5 made the following statement: "Making sure they get trained properly, and that's all the way around. You want to train them from the beginning to the end. Cover everything in detail." Management was focused on the training and development of frontline employees and desired thorough and timely initiatives.

P1, P2, P4, and P7 noted that a goal of the leadership team was to develop frontline employees to assist the employees in getting where they desired in their careers (whether inside or outside of the company). P7 stated, "Our goal is to develop them in whatever they need to get them there." P2 and P4 explained a specific situation regarding employee growth. Both participants discussed an employee who desired to transition from the retail environment into a position with a prestigious sporting goods company. Management personnel wanted this employee to develop and succeed in this goal and assisted the employee in reaching his career objective. Leadership personnel had a connection with the sporting goods company and helped the employee get an interview. Leadership prepared the employee for the interview and shared with the employee what to expect going through the hiring process. Management personnel were focused on encouraging and promoting the employee's personal and professional growth and assisted in making that employee's dream a reality.

Company A's leadership staff conducted numerous meetings throughout the month to foster training and growth. These meetings included weekly top leadership meetings, all-store management meetings once a month, one mandatory all-employee meeting every month, and a "Take 5" (5 to 10 minutes) on-duty staff meeting before store opening every day. Meetings and the sharing of knowledge were integral in employee training and growth at Company A. Product updates and new training initiatives were shared and discussed at these meetings. All employees had a voice at the meetings and were encouraged to participate by sharing knowledge, asking questions, and providing further ideas and suggestions. As shown in the store manual and job descriptions

company documents, it was the duty of the assistant store manager or floor manager to begin the day with a "Take 5" meeting with staff to go over store expectations, product updates, training initiatives, developmental initiatives, and questions.

P4 stated the monthly staff meetings created employee value and there were always learning opportunities at the meetings. P5 noted the morning meetings with staff encouraged employee development by setting daily goals and expectations, getting the team focused and aligned, and starting the morning with a *rah-rah* mentality. In response to a probing question regarding the all-employee staff meetings, P2 responded, "The majority of the meeting is a lot of fun stuff, and we do a lot with each other... No matter what we're doing, from the leadership team position, our people come first." Management personnel was focused on the development of the employees at staff meetings.

During the monthly meetings, all staff participated in an event titled, "Going the extra mile." P2 explained:

> We have what's called a "Going the extra mile" that our coworkers write for each other. It's "Hey, [name] stayed 3 hours past his shift to help us because we were slammed!" We read that aloud, and everybody says, "Go, [name]!"

When describing "Going the extra mile," P3 noted that it was an employee recognition and development tool and showed that the employee "went out of their way to do something... If someone goes out of their way, it is really appreciated here. It is noted." Management promoted retention through the training and development of employees during meetings.

Yearly employee appraisals were also beneficial to the training and development of frontline employees. Company documents, including the employee yearly review template, displayed areas for training and development. There were five categories in the employee reviews: (a) care/customer service, (b) expertise, (c) passion/energy, (d) community, and (e) other/growth area. A key component in the yearly review template was "growth."

Company A's leadership team conducted appraisals with frontline employees twice a year. P7 noted that frontline staff members were developed through the review process. P4 expanded on that idea and discussed that managers asked frontline staff during the review process about their likes and dislikes of the company, what opportunities management had to make the company better, and what personal opportunities they desired to make themselves better. P4 explained that leadership listened to the frontline employees and often enacted new ideas and initiatives based on employee feedback from the review process. In response to what successful retention strategies were used to reduce frontline employee turnover, P1 made the following statement regarding yearly reviews and appraisals:

> We'll present them twice a year. Five or six different questions on how the employee's feeling with everything, changes they would make, what they enjoy at work, what they don't enjoy. We submit them the questions, they then give us the questions back to us, and we schedule the review and sit down with them to discuss everything. The big part of that and what we found, people really enjoy just being able to be heard, give their opinions, thoughts. A lot of times those

meetings are really good. We find out a lot of stuff about maybe other avenues

employees want to pursue at work, different functions, working with events, or if

they want a schedule change, product selection. All the above. Giving them that

opportunity to come and chat with us and go from there is important. They really

enjoy that.

Management actively developed employees through the review process, while also

fostering organizational growth by implementing frontline employees' feedback into the

business.

Staff meetings and employee yearly reviews contributed to the training and

development of frontline employees. A review of the store manual and job description

document created triangulation in the data. As stated in the store manual and job

description company document, one of the duties of management was to "improve and

develop team concept and ensuring that all employees are enjoying their jobs and finding

ways to improve parts of the job employees do not like." Management was tasked to train

and develop employees to enjoy their duties and be successful in their roles.

Correlation to the literature. Management's focus on training and development

initiatives is important to retaining frontline employees. Vandana (2017) noted that

employee retention could be improved when leadership concentrates on the training and

development of their staff. Employee training and development initiatives enrich the

prosperity of the employees, along with their growth and retention, and are crucial to

minimizing employee turnover (Vandana, 2017). Johennesse and Chou (2017) concluded

that organizational leaders aiming to reduce employee turnover could create motivated

employees through training and development. Leadership providing more training to frontline employees will foster motivation and reduce employee turnover (Johennesse & Chou, 2017). Participants in this study noted that management concentrated heavily on frontline employee training and development within the organization to reduce employee turnover intentions.

Participants also discussed the numerous meetings that occurred at the organization and the benefits of those gatherings when it came to employee retention. Brueton, Stenning, Stevenson, Tierney, and Rait (2017) noted the importance of education-based meetings in the implementation and development of new initiatives in the workplace. Brueton et al. stated that employee retention could be improved by using employee meetings and knowledge sharing. Participants noted meetings had a positive impact on training and development, thereby reducing employee turnover.

Performance appraisals are also important tools for managers to foster training and employee development. Zondi (2017) discussed how the appraisal process allows for both management and employees to reflect on past opportunities and successes, while also focusing on future development and goals. Leadership personnel using a collaborative approach with the employee reviews, as Company A's leadership team noted throughout the interviews, fosters trust and understanding between management and employees (see Zondi, 2017). Furthermore, management and frontline employees receive vital feedback from one another that can positively influence the future achievements of the employees and the organization as a whole (see Zondi, 2017).

The training and development theme is supported by recently published academic studies. Sarker and Ashrafi (2018) studied the effects of training and development, organizational support, pay and rewards, and retention on employee job satisfaction. Sarker and Ashrafi noted that all four factors influenced employees' job satisfaction within the organization. Training and development are essential components of increasing employee job satisfaction and reducing employee turnover rates (Sarker & Ashrafi, 2018). Haritha and Reddy (2017) reviewed the literature on training and development initiatives and concluded training and development are key components to increase employee morale and retention within the organization, and they stated that organizational leaders should view training as a retention tool. Company leaders should focus on the training and development of staff members to increase job satisfaction levels and retain valuable employees. As shown in the findings of the current study, the training and development of frontline staff increased employee retention within the organization and minimized turnover.

Correlation to the conceptual framework. Herzberg's two-factor theory corroborates the training and development theme. Herzberg (1974) stated that training and development are satisfiers or motivators. Motivational factors often lead to higher satisfaction levels among employees because motivators are an internal source of satisfaction (K. Rahman, Akhter, & Khan, 2017). Motivators will promote job satisfaction and reduce turnover intentions (K. Rahman et al., 2017).

Training and development initiatives foster employee motivation and satisfaction within the organization (Yadav & Saxena, 2015). The finding that training and

development improved employee retention and job satisfaction is similar to Herzberg's

(1974) two-factor theory; Herzberg proposed that training and development are

motivators and increase employee job satisfaction and reduce employee turnover

intentions. Focusing on the training and development of frontline employees can combat

employee turnover and increase organizational commitment (Devi & Krishna, 2016).

Organizational leaders can reduce employee turnover intentions by offering

developmental plans and training initiatives to frontline employees.

Applications to Professional Practice

Frontline employee turnover negatively affects the performance and operations of

an organization (Chen et al., 2016). The negative implications of an excessive employee

turnover rate within an organization can include poor employee productivity, diminished

profits, a lack of organizational growth, and weakened customer engagement (Chen et al.,

2016). With the direct and indirect costs of employee turnover reaching over 100% of the

annual salary of the vacated position (Bryant & Allen, 2013), it is imperative that

organizational leaders implement successful retention strategies to reduce losses from

turnover. Findings of this study depicted three primary methods to mitigate employee

turnover: (a) communication and transparency, (b) competitive salary and benefits

package, and (c) training and development initiatives.

Communication and transparency are important organizational elements to

minimize employee turnover rates. Workplace problems are reduced when employees

and management have an open and transparent communication method (Langdon, 2016).

Misunderstandings are reduced among the staff and feedback is encouraged throughout

the organization (Mihai & Mihai, 2016). Team comradery is increased through effective communication strategies, which enhances the skills and knowledge of staff members (Langdon, 2016; Penta, 2017). Furthermore, trust between store staff and store managers increase when organizational leaders effectively communicate and are transparent (Penta, 2017). Managers using effective communication help reduce employee turnover and assist in retaining talented employees.

A competitive salary and benefits package aids in reducing employee turnover. Compensation can assist in keeping top talented individuals within the organization, along with providing organizational growth for the employee (Sarkar, 2018). Harper (2017) noted that competitive compensations not only help retain talented employees but assist when hiring well-qualified personnel. Organizational leaders providing competitive salaries to their employees can increase the employee's organizational commitment, and, therefore, further the longevity of that employee with the organization (Mabaso & Dlamini, 2018). Managers providing a competitive salary and benefits package increase the retention of talented employees.

Management's focus on training and development initiatives assist in reducing employee turnover and retaining qualified employees. Training and development programs motivate employees and create job satisfaction (Johennesse & Chou, 2017; Sarker & Ashrafi, 2018). Brueton et al. (2017) noted that training and development initiatives encourage employees to share their knowledge and skills with other coworkers, which encourages employees to remain and grow within the organization. Furthermore, when sharing knowledge and skills among the team, trust and organizational support are

generated between employees and leadership (Zondi, 2017). This creates employee job satisfaction and encourages employee retention within the organization (Zondi, 2017). Training and development initiatives aid in the reduction of employee turnover.

Implications for Social Change

The fundamental objective of this research was to explore effective strategies to reduce employee turnover in the retail industry. This qualitative case study on frontline employee retention strategies is noteworthy to positive social change because store managers and leaders can use the findings of the study to increase employee retention in the workplace. Store leaders can implement effective retention strategies based on the findings of this study to improve the retention of frontline employees and retain top-talented employees in the retail industry.

The findings of this study have a positive implication for social change. Positive social change initiatives are new contributions, disciplines, and enhancements to the community and environment (A. Mitchell et al., 2015). Business leaders can advance social change initiatives through the recognition of value in people and worldly exploration, discovery, and innovation (Virgil, 2014). To mitigate employee turnover, organizational leaders can use the findings of this study to create retention strategies that benefit the individual, the organization, and the communities involved.

Managers and leaders must be aware of employee turnover and the damaging effects it can cause to the individual, organization, and community. Employee turnover diminishes individuals' productivity and relationships with peers (Call et al., 2015). Leaders failing to combat high turnover rates in the organization also experience

decreases in competitive advantage and profits within the organization (Bandura &

Lyons, 2014; Call et al., 2015). Terera and Ngirande (2014) noted that employee turnover

negatively effects economic growth and cultural prosperity both in the local community

and global scale. Leadership's awareness of the negative consequences of employee

turnover can encourage positive social change. An awareness of employee retention

methods by business leaders can elicit organizational and social changes, and benefit the

individuals, organization, and community.

Recommendations for Action

From the findings of this study, it is evident that leaders devise and implement

successful retention strategies in their organizations to reduce voluntary turnover and

increase frontline employee retention. After exploring successful retention strategies used

by a retail organization to retain frontline employees, I have three recommendations for

action: (a) retail managers should encourage effective communication methods and be

transparent with relevant business strategies and decisions, (b) retail store leaders should

offer competitive salaries, benefits packages, and monetary incentives, and (c)

organizational leaders should focus on training and development initiatives to engage

frontline employees. These retention measures will assist organizational leaders in

retaining frontline employees.

The first recommendation is for leaders to encourage effective communication

methods and be transparent with relevant business strategies and decisions. The findings

of this study identified that effective communication was an important tool used by store

leadership to foster employee satisfaction and relationship development. Leaders created

meaningful conversations with frontline employees, created value in the employees, and increased retention through communication and transparency. Leaders should consider this recommendation in their retention strategies to encourage communication among all staff.

The second recommendation is for leaders to offer competitive salaries, benefits packages, and monetary incentives. The findings of this study concluded that top-talented employees are recruited and retained through competitive salaries, benefits packages, and monetary incentives. Leaders noted that frontline employees are hired with the expectation that they will provide superior service and passion for the business, and that they will be paid accordingly. Organizational leaders should consider this recommendation in their strategies to retain top-talented frontline employees in their business.

The third recommendation is for leaders to focus on training and development initiatives to engage frontline employees. The findings of this study recognized that training and development programs were a priority for leaders to retain and improve their frontline employees. Training and development initiatives were integral in the business model, and all staff members were in a constant state of learning and devleopment. Leaders should consider this recommendation in their strategies to minimize employee turnover within their organization.

Store leaders can use the findings from this study to promote or maintain frontline employees' job satisfaction. An employee's job satisfaction level is integral to the retention of that frontline employee. Leaders focused on promoting employees' feelings

of achievement and accomplishment will instill positive and rewarding emotions in the employee. Leaders must continually promote job satisfaction methods to retain top talent at the organization.

Implementing successful retention strategies to mitigate employee turnover may combat several negative consequences associated with employee turnover. Some negative consequences include financial liabilities, dissatisfaction with both internal and external customers, decreases in operational performance, and a hindrance to the organization's economic progression. Mitigating these negative consequences will have a profound impact on the organization.

Participants from the partner organization will receive a copy of this study, along with 1 to 2-page summary of the results. This study will be published in the ProQuest Dissertations and Theses Database for other scholars and practitioners to review. I will also seek out other areas and forums to present the research findings, including conferences, organizational trainings, and other business-related events.

Recommendations for Further Research

The purpose of this qualitative single case study was to explore strategies that retail store leaders use to reduce frontline employee turnover. Further research is recommended to address limitations of this study. A limitation of this study included the study of participants from only one retail organization. The findings may not accurately reflect the entire retail industry. Basias and Pollalis (2018) noted that multi-perspective analyses of the phenomena through the participation of multiple organizations provided an in-depth analysis and explanation of the studied phenomenon. It is important that

future research include participants from more retailers to gain a more comprehensive examination of the retail industry.

I would also recommend that further research include not only store leadership personnel but also the frontline employees' as participants of the study. It would be beneficial to have a more rounded and meticulous understanding of strategies to reduce frontline employee turnover through the viewpoints of both leaders and frontline employees. Ingham-Broomfield (2016) stated that gathering more data from various participants will yield a deeper understanding of the research phenomenon and allow the voices of everyone involved in the phenomenon to be heard and examined.

Furthermore, I would recommend that future research include the mixed-methods approach to collect both quantitative and qualitative data. Ingham-Broomfield noted that mixed-methods research has a high validity in data collection by using multiple methodologies. Mixed-methods research offers a stronger explanation of the findings because data analysis includes both numeric and narrative data (Ingham-Broomfield, 2016). Using the mixed-methods approach, there will be more validity in the data and more complex research questions can be answered.

Reflections

My experience during the DBA Doctoral Study process has been profound, enlightening, and enriching. Although, the process has included much stress and anxiety, the overall reflection of the process is filled with a wealth of knowledge. My Master's program did not include a dissertation component, and so the entire dissertation and doctoral study process were new to me. At the conclusion of Residency 1, I had a topic

chosen and worked toward gathering information and sources for that topic. However, I

decided to change the topic near the start of the dissertation courses, as I desired to focus

on the retail sector. I found the interviews the most enticing and I was encouraged as

leaders shared their passions with me. As the interviews continued, I could

enthusiastically hear commonalities in the participants' responses, which was fascinating

and intriguing. I minimized any personal biases by following the interview protocol and

using the member checking technique. At the completion of the doctoral study, the

overall process has challenged the way I think about situations in both my personal life

and my career; I am a more patient individual and I feel that I have earned this

prestigious and respected degree.

Conclusion

Employee turnover in the retail industry negatively affects organizational stability

and sustainability. Some leaders lack strategies to reduce frontline employee turnover and

retain talented individuals in the organization. Companies unable to retain their

employees often experience reduced employee productivity, weak profits, inadequate

organizational growth, and diminished customer engagement (Chen et al., 2016). The

purpose of this qualitative single case study was to explore strategies that retail store

leaders use to reduce frontline employee turnover. The overarching research question that

guided this study was: What strategies do retail store leaders use to reduce frontline

employee turnover? Seven store managers of a single retail organization participated in

this study through semistructured interviews. Three primary themes emerged from the

data analysis and included: (a) effective communication and transparency improved

employee retention, (b) competitive compensation and benefits package improved employee retention, and (c) training and development improved employee retention. To mitigate the negative consequences of employee turnover in the retail industry, store leaders should use the primary themes of this study to create and refine their organization's retention policies to improve the prosperity of their employees, the sustainability of their organization, and increase the richness of the community.

References

Adil, A., & Kamal, A. (2016). Workplace affect as mediator between emotional
intelligence and job satisfaction among customer service representatives. *Journal
of Behavioural Sciences, 26*, 79–94. Retrieved from
http://www.pu.edu.pk/home/journal/24/

Ahmed, S. P., & Ahmed, M. T. Z. (2014). Qualitative research: A decisive element to
epistemological & ontological discourse. *Journal of Studies in Social Sciences, 8*,
298–313. Retrieved from http://www.infinitypress.info/index.php/jsss/index

Akanji, B. (2017). A case analysis on the adequacy of work-life balance practices in UK
small- and medium-sized enterprises. *Entrepreneurial Business and Economics
Review, 5*(3), 199–213. doi:10.15678/EBER.2017.050311

Alshammari, M. A., Al Qaied, B. A., Al-Mawali, H., & Matalqa, M. (2016). What drives
employee's involvement and turnover intentions: Empirical investigation of
factors influencing employee involvement and turnover intentions? *International
Review of Management and Marketing, 6*(2), 298–306. Retrieved from
https://www.econjournals.com/index.php/irmm

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research:
Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational
Research and Policy Studies*, *5*, 272–281. Retrieved from
http://jeteraps.scholarlinkresearch.com

Anyan, F. (2013). The influence of power shifts in data collection and analysis stages: A
focus on qualitative research interview. *Qualitative Report*, *18*(36), 1–9.

Retrieved from http://www.nova.edu/ssss/QR/QR18/anyan36.pdf

Argouslidis, P., Baltas, G., & Mavrommatis, A. (2014). Outcomes of decision speed: An empirical study in product elimination decision-making processes. *European Journal of Marketing, 48*, 982–1008. doi:10.1108/ejm-10-2012-0573

Arnaiz, A., & Verseman-Morrison, T. (2014). Get in tune with turnover trends. *Veterinary Economics, 55*(3), 9–10. Retrieved from http://veterinarybusiness.dvm360.com

Arshadi, N., & Shahbazi, F. (2013). Workplace characteristics and turnover intention: Mediating role of emotional exhaustion. *Procedia-Social and Behavioral Sciences, 84*, 640–645. doi:10.1016/j.sbspro.2013.06.618

Asiedu-Appiah, F., Mehmood, A., & Bamfo, B. A. (2015). Work-life balance practices, job performance and turnover intentions. *International Journal of Arts & Sciences, 8*(4), 379–404. Retrieved from https://www.internationaljournal.org/

Azami-Aghdash, S., Ghojazadeh, M., Aghaei, M. H., Naghavi-Behzad, M., & Asgarlo, Z. (2015). Perspective of patients, patients' families, and healthcare providers towards designing and delivering hospice care services in a middle income country. *Indian Journal of Palliative Care, 21*, 341–348. doi:10.4103/0973-1075.164898

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

Bansal, S. (2014). Employee retention strategies. *International Journal of Research in*

Management & Social Science, *22*, 62–69. Retrieved from

http://www.empyreal.co.in/journal.html

Basias, N., & Pollalis, Y. (2018). Quantitative and qualitative research in business &

technology: Justifying a suitable research methodology. *Review of Integrative*

Business and Economics Research, 7, 91–105. Retrieved from

http://www.buscompress.com/journal-home.html

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY:

Free Press.

Bauer, K. N., Orvis, K. A., Ely, K., & Surface, E. A. (2016). Re-examination of

motivation in learning contexts: Meta-analytically investigating the role type of

motivation plays in the prediction of key training outcomes. *Journal of Business*

and Psychology, 31(1), 33–50. doi:10.1007/s10869-015-9401-1

Baugh, N., McNallen, A., & Frazelle, M. (2014). Concept mapping as a data collection

and analysis tool in historical research. *Qualitative Report, 19*(13), 1–10.

Retrieved from http://nsuworks.nova.edu/tqr

Baumann, M. R., & Bonner, B. L. (2016). An expectancy theory approach to group

coordination: Expertise, task features, and member behavior. *Journal of*

Behavioral Decision Making, *1*, 1–13. doi:10.1002/bdm.1954

Beck, A., Leider, J. P., Coronado, F., & Harper, E. (2017). State health agency and local

health department workforce: Identifying top development needs. *American*

Journal of Public Health, 107(9), 1418–1424. doi:10.2105/AJPH.2017.303875

Bell, R. L., Sutanto, W., Baldwin, R., & Holloway, R. (2014). The gender inequity

misconception: How Texas female business school faculty are smashing the glass

ceiling. *Journal of Management Policy and Practice, 15*(1), 39–57. Retrieved

from http://www.na-businesspress.com/jmppopen.html

Benia, L. R., Hauck-Filho, N., Dillenburg, M., & Stein, L. M. (2015). The NICHD

investigative interview protocol: A meta-analytic review. *Journal of Child Sexual

Abuse*, *24*, 259–279. doi:10.1080/10538712.2015.1006749

Berdychevsky, L., & Gibson, H. (2015). Women's sexual sensation seeking and risk

taking in leisure travel. *Journal of Leisure Research, 47*, 621–646.

doi:10.18666/jlr-2015-v47-i5-5446

Berg, P., Kossek, E. E., Misra, K., & Belman, D. (2014). Work-life flexibility policies:

Do unions affect employee access and use? *ILR Review, 67*(1), 111–137.

doi:10.1177/001979391406700105

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in

qualitative research. *Qualitative Research, 15*, 219–234.

doi:10.1177/1468794112468475

Bernard, H. R. (2013). *Social research methods: Qualitative and quantitative approaches*

(2nd ed.). Thousand Oaks, CA: Sage.

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

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

Research*, *26*, 1802–1811. doi:10.1177/1049732316654870

Blaney, J., Filer, K., & Lyon, J. (2014). Assessing high impact practices using NVivo: An

automated approach to analyzing student reflections for program improvement.

Research & Practice in Assessment, 9, 97–100. Retrieved from

https://www.rpajournal.com/

Brannen, J., & Moss, G. (2012). Critical issues in designing mixed methods policy

research. *American Behavioral Scientist, 56*, 789–801.

doi:10.1177/0002764211433796

Breitsohl, H., & Ruhle, S. (2016). Millennials' public service motivation and sector

choice: A panel study of job entrants in Germany. *Public Administration*

Quarterly, 40(3), 458–489. Retrieved from https://paq.spaef.org/

Bromley, E., Mikesell, L., Jones, F., & Khodyakov, D. (2015). From subject to

participant: Ethics and the evolving role of community in health research.

American Journal of Public Health, 105, 900–908. doi:10.2105/ajph.2014.302403

Bromwich, D. (2014). Understanding, interests and informed consent: A reply to

Sreenivasan. *Journal of Medical Ethics*, *41*, 327–331. doi:10.1136/medethics-

2013-101499

Brueton, V., Stenning, S., Stevenson, F., Tierney, J., & Rait, G. (2017). Best practice

guidance for the use of strategies to improve retention in randomized trials

developed from two consensus workshops. *Journal of Clinical Epidemiology, 88*,

122–132. doi:10.1016/j.jclinepi.2017.05.010

Bryant, P. C., & Allen, D. G. (2013). Compensation, benefits and employee turnover: HR

strategies for retaining top talent. *Compensation & Benefits Review, 45*, 171–175.

doi:10.1177/0886368713494342

Burchett, H. E., Mayhew, S. H., Lavis, J. N., & Dobrow, M. J. (2013). When can research

from one setting be useful in another? Understanding perceptions of the
applicability and transferability of research. *Health Promotion International*, *28*,
418–430. doi:10.1093/heapro/das026

Cairney, P., & St Denny, E. (2015). Reviews of what is qualitative research and what is
qualitative interviewing. *International Journal of Social Research Methodology:
Theory & Practice*, *18*, 117–125. doi:10.1080/13645579.2014.957434

Call, M. L., Nyberg, A. J., Ployhart, R. E., & Weekley, J. (2015). The dynamic nature of
collective turnover and unit performance: The impact of time, quality, and
replacements. *Academy of Management Journal*, *58*, 1208–1232.
doi:10.5465/amj.2013.0669

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. (2014). The use
of triangulation in qualitative research. *Oncology Nursing Forum, 41*, 545–547.
Retrieved from https://onf.ons.org/

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol
refinement framework. *The Qualitative Report, 21*, 811–830. Retrieved from
http://tqr.nova.edu/

Chaita, M. V. (2014). The impact of employee attitudes on job satisfaction: A
comparative study of university professors in the northwest region of
england. *International Journal on Global Business Management &
Research, 3*(1), 2–12. Retrieved from http://www.rajalakshmi.org/ijgbmr/

Chang, Y., Hsu, P., & Wu, Z. (2015). Exploring managers' intention to use business
intelligence: The role of motivations. *Behaviour & Information Technology*, *34*,

273–285. doi:10.1080/0144929X.2014.968208

Chen, Y., Chen, H., Tsui, P., & Chiang, Y. (2016). Contributing causes of employee

loyalty of service personnel in international hotels. *International Journal of*

Organizational Innovation, 9, 107–118. Retrieved from http://www.ijoi-

online.org/

Chiang, C. (2006). *An expectancy theory model for hotel employee motivation: The*

moderating role of communication satisfaction (Doctoral dissertation). Retrieved

from ProQuest Central. (3234497).

Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling in qualitative

research: Does size matter? *Journal of Advanced Nursing*, *70*, 473–475.

doi:10.1111/jan.12163

Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative

research. *Oncology Nursing Forum, 41*(1), 89–91. doi:10.1188/14.ONF.89-91

Crivos, M., Maria, R. M., Teves, L., & Remorini, C. (2016). Spaces for transdisciplinary

dialogues on the relationship between local communities and their environments:

The case of a rural community in the Calchaquí Valley. *Anthropology in Action,*

23, 27–34. doi:10.3167/aia.2016.230205

Damij, N., Levnajic, Z., Skrt, V. R., & Suklan, J. (2015). What motivates us for work?

Intricate web of factors beyond money and prestige. *PLoS One, 10*(7), 1–13.

doi:10.1371/journal.pone.0132641

Dasgupta, M. (2015). Exploring the relevance of case study research. *Vision, 19*(2), 147–

160. doi:10.1177/0972262915575661

Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and

    retention strategies. *International Journal of Contemporary Hospitality*

    Management, *27*, 453–472. doi:10.1108/14754390580000819

DeFelice, D., & Janesick, V. J. (2015). Understanding the marriage of technology and

    phenomenological research: From design to analysis. *The Qualitative*

    Report, 20(10), 1576–1593. Retrieved from http://nsuworks.nova.edu/tqr

Denzin, N. K. (1978). *The research act: A theoretical introduction to research methods*.

    New Brunswick, NJ: Aldine Transaction.

Denzin, N. K. (2009). *The research act: A theoretical introduction to sociological*

    methods. New York, NY: Aldine Transaction.

Derby-Davis, M. J. (2014). Predictors of nursing faculty's job satisfaction and intent to

    stay in academe. *Journal of Professional Nursing, 30*(1), 19–25.

    doi:10.1016/j.profnurs.2013.04.001

Devi, U., & Krishna, M. (2016). Impact of human resources management practices on

    employee turnover: An empirical study with special reference to IT sector.

    Journal of Strategic Human Resource Management, 5, 50–54. Retrieved from

    http://www.publishingindia.com/jshrm

Dhanpat, N., Madou, F. D., Lugisani, P., Mabojane, R., & Phiri, M. (2018). Exploring

    employee retention and intention to leave within a call centre. *SA Journal of*

    Human Resource Management, 16, 1–13. doi:10.4102/sajhrm.v16i0.905

Doody, O., & Noonan, M. (2013). Preparing and conducting interviews to collect data.

    Nurse Researcher, 20(5)*,* 20–32. Retrieved from http://www.ncbi.nlm.nih.gov/

Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014).

    Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, *1*, 1–10.

    doi:10.1177/2158244014522633

Ferreira, L., & Almeida, C. (2015). Employee turnover and organizational performance:

    A study of the Brazilian retail sector. *Brazilian Business Review, 12*(4), 27–56.

    doi:10.15728/bbr.2015.12.4.2

Franco, G. E. (2016). Productivity standards: Do they result in less productive and

    satisfied therapists? *The Psychologist-Manager Journal, 19*(2), 91–106.

    doi:10.1037/mgr0000041

Fuller, M. (2015). The strategist's scorekeeper: A quantitative approach to the assessment

    of business strategies. *Journal of Strategic Innovation and Sustainability, 10*, 33–

    47. Retrieved from http://www.na-businesspress.com

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

    research. *The Qualitative Report, 20*, 1408–1416. Retrieved from

    http://nsuworks.nova.edu

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. A. (2015). Sampling in qualitative

    research: Insights from an overview of the methods literature. *The Qualitative

    Report, 20*, 1772–1789. Retrieved from http://nsuworks.nova.edu/tqr

Ghazinejad, M., Hussein, B. A., & Zidane, Y. J. (2018). Impact of trust, commitment,

    and openness on research project performance: Case study in a research institute.

    Social Sciences, 7, 22–33. doi:10.3390/socsci7020022

Gibbins, J., Bhatia, R., Forbes, K., & Reid, C. M. (2014). What do patients with advanced

incurable cancer want from the management of their pain? A qualitative

study. *Palliative Medicine*, *28*(1), 71–78. doi:10.1177/0269216313486310

Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries.

Educational Communication and Technology Journal, 29(2), 75–91.

doi:10.1007/bf02766777

Gubrium, A. C., Hill, A. L., & Flicker, S. (2014). A situated practice of ethics for

participatory visual and digital methods in public health research and practice: A

focus on digital storytelling. *American Journal of Public Health, 104*, 1606–1614.

doi:10.2105/AJPH.2013.301310

Guha, S., & Chakrabarti, S. (2016). Differentials in attitude and employee turnover

propensity: A study of information technology professionals. *Global Business and

Management Research, 8*(1), 1–17. doi:10.1177/0972150916631086

Guilding, C., Lamminmaki, D., & McManus, L. (2014). Staff turnover costs: In search of

accountability. *International Journal of Hospitality Management, 36*, 231–243.

doi:10.1016/j.ijhm.2013.10.001

Gul, S. O., & Vuran, S. (2015). Children with special needs' opinions and problems

about inclusive practices. *Education & Science / Egitim ve Bilim*, *40*, 169–195.

doi:10.15390/EB.2015.4205

Hancock, J. I., Allen, D. G., Bosco, F. A., McDaniel, K. R., & Pierce, C. A. (2013).

Meta-analytic review of employee turnover as a predictor of firm performance.

Journal of Management, 39, 573–603. doi:10.1177/0149206311424943

Haritha, M., & Reddy, P. R. (2017). Training: A key component of human resource

development initiatives. *International Journal of Management Research and Reviews, 7*(9), 902–912. Retrieved from http://www.ijmrr.com/

Harrison, S., & Gordon, P. A. (2014). Misconceptions of employee turnover: Evidence-based information for the retail grocery industry. *Journal of Business & Economics Research, 12*(2), 145–152. doi:10.19030/jber.v12i2.8528

Herzberg, F. (1968). *Work and the nature of man*. London, England: Staples Press.

Herzberg, F. (1974). Motivation-hygiene profiles: Pinpointing what ails the organization. *Organizational Dynamics*, *3*(2), 18–29. doi:10.1016/0090-2616(74)90007-2

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New Brunswick, NJ: Transaction.

Hesford, J. W., Malina, M. A., & Pizzini, M. (2016). Turnover and unit-level financial performance: An analysis of the costs and benefits of voluntary and involuntary turnover in unskilled jobs. In M. Epstein, & M. Malina (Eds.), *Advances in Management Accounting* (pp. 35–65). Retrieved from http://www.emeraldinsight.com/doi/pdfplus/10.1108/S1474-787120150000026002

Hollett, T., & Kalir, J. (2017). Mapping playgrids for learning across space, time, and scale. *Techtrends: Linking Research & Practice To Improve Learning, 61*(3), 236–245. doi:10.1007/s11528-016-0138-0

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, *20*(4), 12–17.

doi:10.7748/nr2013.03.20.4.12.e326

Hoyland, S., Hollund, J. G., & Olsen, O. E. (2015). Gaining access to a research site and participants in medical and nursing research: A synthesis of accounts. *Medical Education*, *49*, 224–232. doi:10.1111/medu.12622

Hsu, D. K., Shinnar, R. S., & Powell, B. C. (2014). Expectancy theory and entrepreneurial motivation: A longitudinal examination of the role of entrepreneurship education. *Journal of Business and Entrepreneurship*, *26*, 121–140. Retrieved from http://www.asbe.us/jbe/

Hyett, N., Kenny, A., & Dickson-Swift, V. (2014). Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Well-being, 9,* 1–12. doi:10.3402/qhw.v9.23606

Idris, A. (2014). Flexible working as an employee retention strategy in developing countries. *Journal of Management Research, 14*(2), 71–86. Retrieved from http://www.macrothink.org/journal/index.php/jmr

Ingham-Broomfield, R. (2016). A nurses' guide to mixed methods research. *Australian Journal of Advanced Nursing*, *33*(4), 46–52. Retrieved from http://www.ajan.com.au

Irimies, L., & Irimies, C. (2017). Effective communication in politics. Barack Obama's inspirational speeches. *Journal of Media Research, 10*(3), 122–129. doi:10.24193/jmr.29.10

Jerome, N. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's

performance. *International Journal of Business and Management Invention*, *2*(3), 39–45. Retrieved from http://www.ijbmi.org

Johennesse, L., & Chou, T. (2017). Employee perceptions of talent management effectiveness on retention. *Global Business and Management Research, 9*(3), 46–58. Retrieved from http://www.gbmr.ioksp.com/

Johnson, D. L. (2015). *Leadership styles and their influence on organizational commitment and intentions to stay in an organization* (Doctoral dissertation). Retrieved from ProQuest Central. (3733487).

Judkins-Cohn, T. M., Kielwasser-Withrow, K., Owen, M., & Ward, J. (2014). Ethical principles of informed consent: Exploring nurses' dual role of care provider and researcher. *The Journal of Continuing Education in Nursing, 45*(1), 35–42. doi:10.3928/00220124-20131223-03

Kaye, B., & Jordan-Evans, S. (2014). *Love 'em or lose 'em: Getting good people to stay*. doi.10.1108/01435120810855368

Khan, S. N. (2014). Qualitative research method: Ground theory. *International Journal of Business and Management, 9*, 224–233. doi:10.5539/ijbm.v9n11p224

Khan, O. F., & Fazili, A. I. (2016). Work life balance: A conceptual review. *Journal of Strategic Human Resource Management*, *5*, 20–25. Retrieved from https://journals.indexcopernicus.com/journal/31788

Kondowe, C. & Booyens, M. (2014). A student's experience of gaining access to qualitative research. *Social Work, 50*(1), 146–152. doi:10.15270/50-1-17

Kong, E. (2015). A qualitative analysis of social intelligence in nonprofit organizations:

External knowledge acquisition for human capital development, organizational

learning and innovation. *Knowledge Management Research & Practice*, *13*, 463–

474. doi:10.1057/kmrp.2013.63

Kornbluh, M. (2015). Combatting challenges to establishing trustworthiness in qualitative

research. *Qualitative Research in Psychology*, *12*, 397–414.

doi:10.1080/14780887.2015.1021941

Kotni, V. V. D., & Karumuri, V. (2018). Application of Herzberg two-factor theory

model for motivating retail salesforce. *IUP Journal of Organizational Behavior,

17*(1), 24-42. Retrieved from http://www.iupindia.in/Organizational_Behavior.asp

Kumar, M., & Jauhari, H. (2016). Satisfaction of learning, performance, and relatedness

needs at work and employees' organizational identification. *International Journal

of Productivity and Performance Management, 65*(6), 760–772.

doi:10.1108/ijppm-01-2016-0006

Kuranchie-Mensah, E., & Amponsah-Tawiah, K. (2016). Employee motivation and work

performance: A comparative study of mining companies in Ghana. *Journal of

Industrial Engineering and Management, 9*(2), 255–309. doi:10.3926/jiem.1530

Langdon, D. G. (2016). Improving management communication through job models.

Performance Improvement, 55(7), 24-31. doi:10.1002/pfi.21570

Lee, X., & Yang, B. (2017). The influence factors of job satisfaction and its relationship

with turnover intention: Taking early-career employees as an example. *Anales De

Psicología, 33*(3), 697–707. doi:10.6018/analesps.33.3.238551

Leonidaki, V. (2015). Critical appraisal in the context of integrations of qualitative

evidence in applied psychology: The introduction of a new appraisal tool for interview studies. *Qualitative Research in Psychology*, *12*, 435–452. doi:10.1080/14780887.2015.1053643

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

Lu, L., Lu, A. C., Gursoy, D., & Neale, N. R. (2016). Work engagement, job satisfaction, and turnover intentions. *International Journal of Contemporary Hospitality Management*, *28*(4), 737–761. Retrieved from http://emeraldinsight.com/loi/ijchm

Ludvigsson, J. F., Håberg, S. E., Knudsen, G. P., Lafolie, P., Zoega, H., Sarkkola, C., ... & Nørgaard, M. (2015). Ethical aspects of registry-based research in the Nordic countries. *Clinical epidemiology*, *7*, 491–508. doi:10.2147/clep.s90589

Mabaso, C. M., & Dlamini, B. I. (2018). Total rewards and its effects on organisational commitment in higher education institutions. *SA Journal of Human Resource Management, 16*, 1–8. doi:10.4102/sajhrm.v16i0.913

Maramwidze-Merrison, E. (2016). Innovative methodologies in qualitative research: Social media window for accessing organisational elites for interviews. *Electronic Journal of Business Research Methods, 14*, 157–167. Retrieved from http://www.ejbrm.com/

Marshall, C., & Rossman, G. (2015). *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage.

Martin, J. (2015). Transformational and transactional leadership: An exploration of gender, experience, and institution type. *Portal, 15*, 331–351. doi:10.1353/pla.2015.0015

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*(2), 586–602. doi:10.1108/jmp-09-2014-0272

Maslow, A. H. (1943). The authoritarian character structure. *Journal of Social
Psychology, 18*, 401–411. doi:10.1080/00224545.1943.9918794

Maslow, A. H. (1954). The instinctoid nature of basic needs. *Journal of Personality, 22,*
1467–6494. doi:10.1111/j.1467-6494.1954.tb01136.x

Matua, G. A. (2015). Choosing phenomenology as a guiding philosophy for nursing
research. *Nurse Researcher, 22*, 30–34. doi:10.7748/nr.22.4.30.e1325

McCusker, K., & Gunaydin, S. (2015). Research using qualitative, quantitative or mixed
methods and choice based on the research. *Perfusion*, *30*, 537–542.
doi:10.1177/0267659114559116

McInnes, S., Peters, K., Bonney, A., & Halcomb, E. (2017). An exemplar of naturalistic
inquiry in general practice research. *Nurse Researcher, 24*, 36–41.
doi:10.7748/nr.2017.e1509

Mekraz, A., & Gundala, R. R. (2016). Leadership style and retail store performance-a
case study of discount retail chain. *Journal of Business and Retail Management
Research, 10*(2), 1–10. Retrieved from http://www.jbrmr.com

Men, L. R., & Hung-Baesecke, C. (2015). Engaging employees in China: The impact of
communication channels, organizational transparency, and authenticity.
Corporate Communications, 20(4), 448–467. doi:10.1108/ccij-11-2014-0079

Mencl, J., Wefald, A. J., & van Ittersum, K. W. (2016). Transformational leader

attributes: Interpersonal skills, engagement, and well-being. *Leadership &*

Organization Development Journal, 37(5), 635–657. doi:10.1108/lodj-09-2014-

0178

Mihai, C., & Mihai, R. (2016). Communication management and team working sale.

Valahian Journal of Economic Studies, 7, 91-96. Retrieved from

http://www.vjes.eu

Mitchell, A., Madill, J., & Chreim, S. (2015). Marketing and social enterprises:

Implications for social marketing. *Journal of Social Marketing, 5*(4), 285-306.

doi:10.1108/jsocm-09-2014-0068

Mitchell, G. (2015). Use of interviews in nursing research. *Nursing Standard, 29*, 44–48.

doi:10.7748/ns.29.43.44.e8905

Mobley, W. H. (1977). Intermediate linkages in the relationships between job satisfaction

and employee turnover. *Journal of Applied Psychology, 62*, 237–240.

doi:10.1037/0021-9010.62.2.237

Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and

conceptual analysis of the employee turnover process. *Psychological Bulletin, 86*,

493–522. doi:10.1037//0033-2909.86.3.493

Moon, K. (2017). Fairness at the organizational level: Examining the effect of

organizational justice climate on collective turnover rates and organizational

performance. *Public Personnel Management, 46*(2), 118-143.

doi:10.1177/0091026017702610

Moonaghi, H. K., Ranjbar, H., Heydari, A., & Scurlock-Evans, L. (2015). Truck drivers'

experiences and perspectives regarding factors influencing traffic accidents: A
qualitative study. *Workplace Health & Safety, 63*, 342–349.
doi:10.1177/2165079915576934

Moore, K. A., Ford, P. J., & Farah, C. S. (2014). "I have quality of life… but…":
Exploring support needs important to quality of life in head and neck
cancer. *European Journal of Oncology Nursing*, *18*(2), 192–200. Retrieved from
https://www.ejoncologynursing.com/

Morar, P., Read, J., Arora, S., Hart, A., Warusavitarne, J., Green, J.,… Faiz, O. (2015).
Defining the optimal design of the inflammatory bowel disease multidisciplinary
team: Results from a multicentre qualitative expert-based study. *Frontline
Gastroenterology, 6*(4), 290–297. doi:10.1136/flgastro-2014-100549

Morse, J. M. (2015a). Critical analysis of strategies for determining rigor in qualitative
inquiry. *Qualitative Health Research*, *25*, 1212–1222.
doi:10.1177/1049732315588501

Morse, J. M. (2015b). Data were saturated… *Qualitative Health Research*, *25*, 587–588.
doi:10.1177/1049732315576699

Naidoo, L., & Sewpaul, V. (2014). The life experiences of adolescent sexual offenders:
Factors that contribute to offending behaviours. *Social Work, 50*(1), 84–98.
doi:10.15270/50-1-17

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research.
Evidence Based Nursing, 18, 34–35. doi:10.1136/eb-2015-102054

Olson, J. D., McAllister, C., Grinnell, L. D., Walters, K. G., & Appunn, F. (2016).

Applying constant comparative method with multiple investigators and inter-coder reliability. *The Qualitative Report, 21*(1), 26–42. Retrieved from https://tqr.nova.edu/

Owen, G. T. (2014). Qualitative methods in higher education policy analysis: Using interviews and document analysis. *The Qualitative Report, 19*(26), 1–19. Retrieved from http://tqr.nova.edu/

Page, B., Bermoth, M., & Davidson, R. (2014). Factors influencing the development and implementation of radiographer practice in Australia– A qualitative study using an imperative phenomenological approach. *Journal of Medical Radiation Sciences, 61*(3), 142–150. doi:10.1002/jmrs.62

Pandey, P., & Asthana, P. K. (2017). An empirical study of factors influencing job satisfaction. *Indian Journal of Commerce and Management Studies, 8*, 96–105. doi:10.18843/ijcms/v8i3/11

Parijat, P., & Bagga, S. (2014). Victor Vroom's expectancy theory of motivation – An evaluation. *International Research Journal of Business and Management*, *7*(9), 1–8. Retrieved from http://www.irjbm.org

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

Pek-Greer, P., Wallace, M., & Al-Ansaari, Y. (2016). Do human resource practices, employee remuneration and employee benefits have significant influence on the retention of childcare teachers in the childcare service industry? *Asian Academy of Management Journal, 21*(1), 1-26. Retrieved from

http://www.web.usm.my/aamj/

Penta, S. L. (2017). Changing roles in the modern fund office. *Benefits Magazine, 54*, 46–53. Retrieved from

http://www.ifebp.org/Resources/magazines/Pages/default.aspx

Prabhu, V. P., & Drost, E. A. (2017). Managerial communication and intent to remain with the organization: Examining an empirical model of factors affecting retention of Israeli employees. *Journal of Organizational Psychology, 17*(6), 156–174. Retrieved from http://www.na-businesspress.com/jopopen.html

Qazi, T. F., Khalid, A., & Shafique, M. (2015). Contemplating employee retention through multidimensional assessment of turnover intentions. *Pakistan Journal of Commerce and Social Sciences, 9*, 598–613.Retrieved from http://www.jespk.net

QSR International. (2017). NVivo 11 Plus for Windows. Retrieved from

http://www.qsrinternational.com/nvivo-product/nvivo11-for-windows/plus

Rahman, H., & Nurullah, S. M. (2014). Motivational need hierarchy of employees in public and private commercial banks. *Central European Business Review, 3*, 44–53. doi:10.18267/j.cebr.84

Rahman, K., Akhter, W., & Khan, S. U. (2017). Factors affecting employee job satisfaction: A comparative study of conventional and Islamic insurance. *Cogent Business & Management, 4*(1), 1–15. doi:10.1080/23311975.2016.1273082

Rathi, N., & Lee, K. (2015). Retaining talent by enhancing organizational prestige. *Personnel Review, 44*, 454–469. doi:10.1108/pr-05-2013-0070

Rijal, S. (2016). Leadership style and organizational culture in learning organization: A

comparative study. *International Journal of Management & Information Systems, 20*, 17–26. doi:10.19030/ijmis.v14i5.19

Ristic, M. R., Selakovic, M., & Qureshi, T. M. (2017). Employee motivation strategies and creation of supportive work environment in societies of post-socialist transformation. *Polish Journal of Management Studies, 15*, 205–216. doi:10.17512/pjms.2017.15.2.19

Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology, 11*(1), 25–41. doi:10.1080/14780887.2013.801543

Ross, C., Mahal, K., Chinnapen, Y., Kolar, M., & Woodman, K. (2014). Evaluation of nursing students' work experience through the use of reflective journals. *Mental Health Practice*, *17*(6), 21–27. doi:10.7748/mhp2014.03.17.6.21.e823

Ross, C., Rogers, C., & Duff, D. (2016). Critical ethnography: An under-used research methodology in neuroscience nursing. *Canadian Journal of Neuroscience Nursing, 38*, 4–7. Retrieved from http://www.cann.ca/canadian-nursing

Roy, K., Zvonkovic, A., Goldberg, A., Sharp, E., & LaRossa, R. (2015). Sampling richness and qualitative integrity: Challenges for research with families. *Journal of Marriage and Family, 77*, 243–260. doi:10.1111/jomf.12147

Ruzic, E., Benazic, D., & Dolenec, S. (2017). Examination of the relationship between effective communication, salespeople's satisfaction with their manager and customer relationship development. *Ekonomska Misao i Praksa, 26*(2), 501–516. Retrieved from https://hrcak.srce.hr/emp

Saha, S. K. (2014). Social change research the relationship between appreciative inquiry and social construction. *AI Practitioner, 16*(3), 41–46. doi:10.12781/978-1-907549-20-5-6

Sarkar, J. (2018). Linking compensation and turnover: Retrospection and future directions. *IUP Journal of Organizational Behavior, 17*(1), 43-75. Retrieved from http://www.iupindia.in/Organizational_Behavior.asp

Sarker, A. R., Ashrafi, D. M. (2018). The relationship between internal marketing and employee job satisfaction: A study from retail shops in Bangladesh. *Journal of Business and Retail Management Research, 12*(3), 149–159. Retrieved from http://www.jbrmr.com/

Sawitri, D., Suswati, E., & Huda, K. (2016). The impact of job satisfaction, organization commitment, organization citizenship behavior (OCB) on employees' performance. *International Journal of Organizational Innovation, 9*, 24–45. Retrieved from http://www.ijoi-online.org/

Schoenung, B., & Dikova, D. (2016). Reflections on organizational team diversity research: In search of a logical support to an assumption. *Equality, Diversity and Inclusion: An International Journal*, *35*(3), 221-231, doi:10.1108/EDI-11-2015-0095

Selesho, J., & Naile, I. (2014). Academic staff retention as a human resource factor: University perspective. *International Business & Economics Research Journal, 13*, 295–304. doi:10.19030/iber.v13i2.8444

Setia, M. (2016). Methodology series module 5: Sampling strategies. *Indian Journal of*

Dermatology, 61, 505–509. doi:10.4103/0019-5154.190118

Shirol, S. (2014). Motivational factors and teachers' job attitude with respect to Herzberg

motivation-hygiene theory. *Techno Learn, 4*(1), 1–5. Retrieved from

https://www.ndpublisher.in/ndpjournal.php?j=TL

Sil, A., & Das, N. (2017). Informed consent process: Foundation of the researcher-

participant bond. *Indian Journal of Dermatology, 62*(4), 380–386.

doi:10.4103/ijd.IJD_272_17

Simpson, A., & Quigley, C. F. (2016). Member checking process with adolescent

students: Not just reading a transcript. *The Qualitative Report, 21*, 377–392.

Retrieved from http://tqr.nova.edu/

St. Pierre, E. A., & Jackson, A. Y. (2014). Qualitative data analysis after coding.

Qualitative Inquiry, 20, 715–719. doi:10.1177/1077800414532435

Tang, C., Liu, Y., Oh, H., & Weitz, B. (2014). Socialization tactics of new retail

employees: A pathway to organizational commitment. *Journal of Retailing, 90*(1),

62–73. doi:10.1016/j.jretai.2013.11.002

Terera, S. R., & Ngirande, H. (2014). The impact of rewards on job satisfaction and

employee retention. *Mediterranean Journal of Social Sciences, 5*, 481–487.

doi:10.5901/mjss.2014.v5n1p481

Thakre, N. (2015). Organizational commitment and turnover intention in BPO-ITeS and

retail sector employees. *Journal of Psychosocial Research, 10*(1), 89–98.

Retrieved from https://www.questia.com/library/p439850/journal-of-

psychosocial-research

Thomas, S. J. (2015). *Exploring strategies for retaining information technology professionals: A case study*: (Doctoral dissertation). Retrieved from ProQuest Digital Dissertations and Theses database. (UMI No. 3681815)

Thomas, D. R. (2017). Feedback from research participants: Are member checks useful in qualitative research? *Qualitative Research in Psychology, 14*, 23–41. doi:10.1080/14780887.2016.1219435

Thomas, K. J. (2014) Workplace technology and the creation of boundaries the role of VHRD in a 24/7 work environment. *Advances in Developing Human Resources, 16*, 281–295. doi:10.1177/1523422314532092

Thorpe, A. S. (2014). Doing the right thing or doing the thing right: Implications of participant withdrawal. *Organizational Research Methods*, *17*, 255–277. doi:10.1177/109442811452482

Tian, A., Cordery, J., & Gamble, J. (2016). Returning the favor: Positive employee responses to supervisor and peer support for training transfer. *International Journal of Training and Development, 20*(1), 1–16. doi:10.1111/ijtd.12066

Tonkin-Crine, S., Anthierens, S., Hood, K., Yardley, L., Cals, J. W. L., Francis, N. A., … & Little, P. (2016). Discrepancies between qualitative and quantitative evaluation of randomised controlled trial results: Achieving clarity through mixed methods triangulation. *Implementation Science, 11*, 1–8. doi:10.1186/s13012-016-0436-0

Torres, E. N. (2014). Deconstructing service quality and customer satisfaction: Challenges and directions for future research. *Journal of Hospitality Marketing & Management, 23*(6), 652–677. doi:10.1080/19368623.2014.846839

Tran, V., Porcher, R., Falissard, B., & Ravaud, P. (2016). Point of data saturation was

assessed using resampling methods in a survey with open-ended questions.

Journal of Clinical Epidemiology, 80, 88–96. doi:10.1016/j.jclinepi.2016.07.014

Tripathi, K., & Agarwal, M. (2017). Communication satisfaction of managers and their

organizational commitment in automobile sector. *International Journal of*

Education and Management Studies, 7(3), 326–331. Retrieved from http://www.i-

scholar.in/index.php/injems

U.S. Department of Health and Human Services. (1979). *The Belmont Report*. Retrieved

from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

U.S. Department of Labor. (2016). *Quit levels and rates by industry and region,*

seasonally adjusted. Retrieved from http://www.bls.gov

U.S. Department of Labor. (2017a). *Databases, tables & calculators by subject*.

Retrieved from http://www.bls.gov

U.S. Department of Labor. (2017b). *Industry-occupation matrix data, by occupation*.

Retrieved from http://www.bls.gov

Valerio, M. A., Rodriguez, N., Winkler, P., Lopez, J., Dennison, M., Liang, Y., & Turner,

B. J. (2016). Comparing two sampling methods to engage hard-to-reach

communities in research priority setting. *BMC Medical Research*

Methodology, 16, 146–157. doi:10.1186/s12874-016-0242-z

van Scheers, L., & Botha, J. (2014). Analysing relationship between employee job

satisfaction and motivation. *Journal of Business & Retail Management Research,*

9(1), 98–109. Retrieved from http://www.jbrmr.com/

Vandana, S. (2017). Impact of organizational health and job satisfaction on employee
retention: Evidence based on review of literature. *International Journal of
Education and Management Studies, 7*, 575–579. Retrieved from
http://www.iahrw.com

Vasquez, D. (2014). Employee retention for economic stabilization: A qualitative
phenomenological study in the hospitality sector. *International Journal of
Management, Economics and Social Sciences, 3*, 1–17. Retrieved from
http://www.ijmess.com

Vijayakumar, V. S. R., & Saxena, U. (2015). Herzberg revisited: Dimensionality and
structural invariance of Herzberg's two factor model. *Journal of the Indian
Academy of Applied Psychology*, *41*, 291–298. Retrieved from
http://www.jiaap.org

Virgil, M. (2014). Bridging research and practice AI-infused process for transformative
dialogues and co-constructed social change. *AI Practitioner, 16*(3), 30–35.
doi:10.12781/978-1-907549-20-5-4

Volpe, R. J., & Briesch, A. M. (2016). Dependability of two scaling approaches to direct
behavior rating multi-item scales assessing disruptive classroom behavior. *School
Psychology Review, 45*, 39–52. doi:10.17105/spr45-1.39-52

Vroom, V. (1964). *Work and motivation*. New York, NY: Wiley.

Wang, X., Wang, L., Xu, X., & Ji, P. (2014). Identifying employee turnover risks using
modified quality function deployment. *Systems Research and Behavioral Science,
31*, 398–404. doi:10.1002/sres.2282

White, M. F. (2017). *True employee turnover costs: A qualitative case study* (Doctoral

dissertation). Retrieved from ProQuest Dissertations & Theses Global. (Order No.

10260257)

Wong, S., & Cooper, P. (2016). Reliability and validity of the explanatory sequential

design of mixed methods adopted to explore the influences on online learning in

Hong Kong bilingual cyber higher education. *International Journal of Cyber

Society and Education, 9*(2), 45–66. doi:10.7903/ijcse.1475

Wong, Y., Wong, Y., & Wong, C. (2015). An integrative model of turnover intention.

Journal of Chinese Human Resources Management, 6(1), 71–90.

doi:10.1108/JCHRM-06-2014-0015

Woods, K. (2015). Exploring the relationship between employee turnover rate and

customer satisfaction levels. *The Exchange, 4*, 33–43. Retrieved from

http://theacademicforum.org/journal.html

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

Wu Suen, L., Huang, H. M., & Lee, H. H. (2014). A comparison of convenience

sampling and purposive sampling. *The Journal of Nursing, 61*(3), 105–111.

doi:10.6224/JN.61.3.105

Xiong, Z., Ye, J., & Wang, P. (2017). Psychological contract and turnover intention of

dispatched employees: Mediating effects of job satisfaction and organizational commitment. *Revista De Cercetare Si Interventie Sociala, 56*, 19–43. Retrieved from http://www.rcis.ro/

Yadav, P., & Saxena, S. (2015). Interrelationship among employee retention strategies adopted by corporate sector: An empirical study. *International Journal of Research in Management, Science and Technology*, *3*, 196–201. Retrieved from http://www.ijrmst.org

Yeari, M., van den Broek, P., & Oudega, M. (2015). Processing and memory of central versus peripheral information as a function of reading goals: Evidence from eye-movements. *Reading and Writing, 28*(8), 1071–1097. doi:10.1007/s11145-015-9561-4

Yin, R. K. (2017). *Case study research and applications: Designs and methods* (6th ed.). Thousand Oaks, CA: Sage Publishing, Inc.

Zondi, W. B. (2017). The concept of performance appraisal and requirements for its successful implementation. *International Journal of Economic Perspectives, 11*, 638–644. Retrieved from http://www.econ-society.org/

Appendix A: Request for Permission to Conduct Research

[Date]

Re: Permission to Conduct Research

Dear [Name]:

My name is [Name]. I am a doctoral candidate at Walden University pursuing the degree of doctorate of business administration (DBA). I am conducting a study to explore strategies that retail store leaders use to reduce frontline employee turnover. The title of this study is: "Effective Strategies to Reduce Employee Turnover in the Retail Industry." This doctoral study will be conducted under the supervision of Dr. Gergana Velkova with Walden University.

I am interested in interviewing retail leaders who meet the following criteria:

- Have personal knowledge and experience in successful retention strategies in the

  retail industry

- Possess the title of store manager or assistant store manager in a retail

  organization

- Work in Illinois

The intent of my study includes interviews with top leadership members at the store level who have knowledge and experience in successful retention strategies.

I am hereby seeking your consent to contact store managers and assistant store managers at your organization in Illinois to provide participants for this study.

I have provided you with a copy of my doctoral proposal, which includes copies of the measure and consent forms to be used in this research process. I have also included the approval letter from the Walden University Institutional Review Board (IRB) to conduct this research. My IRB approval number is **04-05-18-0609357**.

Upon completion of the study, I will provide your organization with the full research report. If you require any further information or have questions, please contact me at [email address]. Thank you for your time and consideration in this study.

Sincerely,

[Name]

Appendix B: Recruitment Letter for Study Participants

[Date]

Re: A Research Study of Interest

Dear [Name]:

My name is [Name]. I am a doctoral candidate at Walden University pursuing the degree of doctorate of business administration (DBA). I am conducting a study to explore strategies that retail store leaders use to reduce frontline employee turnover. The title of this study is: "Effective Strategies to Reduce Employee Turnover in the Retail Industry." I am interested in interviewing retail leaders who meet the following criteria:

- Have personal knowledge and experience in successful retention strategies in the

  retail industry

- Possess the title of store manager or assistant store manager in a retail

  organization

- Work in Illinois

The intent of my study includes interviews with top leadership members at the store level who have knowledge and experience in successful retention strategies. Therefore, nonmanagerial roles, such as frontline employees, are not eligible to participate in this study. Furthermore, employees under the age of 18 are also excluded from participating.

The purpose of this qualitative study is to explore strategies that retail store leaders use to reduce frontline employee turnover so that other retail leaders can reduce employee turnover in their stores and organizations. I will conduct face-to-face interviews with participants to collect data and gain a thorough understanding of the retention strategies leaders use to mitigate employee turnover. Additionally, I will gather any pertinent company documents relating to retention initiatives from each participant. At the conclusion of the research study, I will share the results with the participants and research community. The names of the participants, organization, and location will remain confidential.

If you are interested in participating in this study and meet the above criteria, please read the attached Consent Form for further information regarding the study and instructions on how to participate. Information contained in the Consent Form provides more thorough

information on the study parameters. The Consent Form notates the background and procedures of the study. The Consent Form also contains information on the voluntary nature of the study, risks and benefits of participation, privacy information, how to ask questions, and how to consent to participate in the study.

Sincerely,

[Name]

Appendix C: Interview Protocol

Topic: Effective Strategies to Reduce Employee Turnover in the Retail Industry

Date:

Time:

Location:

Interviewee:

Consent form signed?

Introducing the Interview

Thank you for your time and participation in this study. Thank you for signing the

Informed Consent form, as well. During the interview, please feel free to ask me any

questions or to clarify any questions being asked. The approximate length of this

interview will be 1 hour and will include nine primary questions.

Purpose of the Research

The purpose of this qualitative single case study is to explore strategies that retail store

leaders use to reduce frontline employee turnover. The targeted population will consist of

three store managers and six assistant store managers of a retail organization in Illinois,

who have been successful in reducing frontline employee turnover. The findings of the

study may have the potential for positive social change through improved sustainability

initiatives, organizational growth, and organizational profitability. The implications for

social change may lead to new employment opportunities and promote the prosperity of

local families and the community.

Interview Questions

1. What strategies are you using to reduce frontline employee turnover?

2. How do you gather the necessary information to design and implement strategies to reduce frontline employee turnover?

3. How effective are the strategies that you have used for reducing frontline employee turnover?

4. What strategies were most effective in the reduction of frontline employee turnover?

5. How did your frontline employees respond to your different methods to reduce frontline employee turnover?

6. What are some of the benefits of implementing a viable frontline employee reduction strategy?

7. What obstacles keep you from reducing frontline employee turnover?

8. How did you address the obstacles that kept you from reducing frontline employee turnover?

9. What additional information would you like to share about retail leaders' strategies to reduce frontline employee turnover?

Wrap Up Interview

This concludes the interview. Thank you again for your participation. If you have any questions, please do not hesitate to contact me via e-mail at robert.clayton@waldenu.edu.

Schedule Follow-Up

I will be in contact with your shortly regarding a follow-up to this interview. I will provide you with a summary of the interview for your review, to ensure I have

comprehended your responses appropriately and accurately. The follow-up conversation will also allow you to share any additional thoughts you may have regarding this interview.

Request Secondary Documents

Before finalizing our meeting today, are you able to produce any company documents, strategic plans, mission and vision statements, annual reports on employee retention, newsletters, meeting minutes, or any other company document pertaining to employee retention that you can share for the purposes of secondary data?