

2019

Strategies for Reducing Nonprofit Organizations' Employee Turnover

Tamara Michelle Searight
Walden University

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

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

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Tamara Searight

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. Janie Hall, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Janet Booker, Committee Member, Doctor of Business Administration Faculty

Dr. Lisa Cave, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Strategies for Reducing Nonprofit Organizations' Employee Turnover

by

Tamara Searight

MS, Walden University, 2014

BS, SUNY University at Buffalo, 2008

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2019

Abstract

Employee turnover is an inherent challenge encountered by managers at nonprofit organizations. The purpose of this single case study was to explore the strategies some community-based organization managers used to reduce employee turnover in western New York. Five organizational managers were selected who had successfully implemented strategies to reduce employee turnover. Herzberg's 2-factor theory was the conceptual framework for this doctoral study. Data collection occurred through semistructured interviews and review of organizational documents. Data analysis involved collecting data, organizing the data into codes and themes, and interpreting and revealing information about the themes. Member checking and methodological triangulation increased the validity and reliability of the study. The 3 themes that emerged from the study were building positive relationships to promote communication, offering employee training and advancement, and recognizing that compensation is an important factor but does not influence employee behavior. Recommendations for action include redesigning processes to change organizational culture and implementing strategies to mitigate employee resignations. The findings from this study may contribute to social change, because organizational managers could use the study results to reduce employee turnover, which could lead to increased service quality in communities.

Strategies for Reducing Nonprofit Organizations' Employee Turnover

by

Tamara Searight

MS, Walden University, 2014

BS, SUNY University at Buffalo, 2008

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2019

Dedication

To my husband, Maurice, thank you for supporting and believing in me. You took on more responsibilities so that I could concentrate on completing my study, and I appreciate you for that. I am grateful you are my life partner. To my children, Malaya and Malik, I am truly blessed to have you in my life. During my doctoral process, you have been my motivational forces to overcome obstacles. I cannot imagine making it through this challenging journey without you. I will love you all forever.

Acknowledgments

First and foremost, I want to thank the Lord Jesus Christ for getting me through the DBA process. I give him the praise as HE truly gave me the knowledge and determination to strive to overcome obstacles. Although I had to make sacrifices, HE knew what was best for me to endure the challenges of this program. I also would like to thank Dr. Janie Hall, my study chair, for her guidance and motivation. At times I was discouraged, but you gave me the academic push I needed to complete my study. Your emails inspired me to overcome disappointments and let me know you believed in me. I would like to thank Dr. Janet Booker, my second committee member, and Dr. Lisa Cave, University Research Reviewer, for improving my study with your great feedback. A thanks also goes to Dr. Linda Searight for mentoring me through this doctoral journey. You have also encouraged me and given me hope that I can successfully complete this challenging program. The guidance you provided me was truly remarkable. Additionally, I would like to thank the scholarly peers I have met in virtual classrooms and at residencies. All of you enlightened me and gave me many different perspectives on various topics. Thank you for broadening my vision to understand aspects I was not knowledgeable about. All of you have played major roles in my doctoral completion, and I could not have successfully completed this DBA process without you.

Table of Contents

List of Tables	iv
Section 1: Foundation of the Study.....	1
Background of the Problem	1
Problem Statement	2
Purpose Statement.....	2
Nature of the Study	3
Research Question	4
Interview Questions	4
Conceptual Framework.....	5
Operational Definitions.....	5
Assumptions, Limitations, and Delimitations.....	6
Assumptions.....	6
Limitations	7
Delimitations.....	7
Significance of the Study	8
Contribution to Business Practice.....	8
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	9
Herzberg's Two-Factor Theory	10
Motivator Factors.....	11
Hygiene Factors	14
Support for Herzberg's Two-Factor Theory.....	16

Criticism of Herzberg’s Two-Factor Theory	18
Leadership.....	19
Cultural Influence	30
Job Embeddedness.....	32
Employee Turnover Intention.....	33
Reducing Employee Turnover	35
Job Satisfaction.....	37
Transition	38
Section 2: The Project.....	39
Purpose Statement.....	39
Role of the Researcher	39
Participants.....	42
Research Method and Design	44
Research Method	44
Research Design.....	45
Population and Sampling	48
Ethical Research.....	50
Data Collection Instruments	52
Data Collection Technique	54
Data Organization Technique	57
Data Analysis	58
Reliability and Validity.....	59
Validity	59

Transition and Summary.....	62
Section 3: Application to Professional Practice and Implications for Change.....	63
Introduction.....	63
Presentation of the Findings.....	64
Theme 1: Building Positive Relationships to Promote Communication	67
Theme 2: Offering Employee Training and Advancement.....	70
Theme 3: Compensation is an Important Factor but Does Not Influence	
Employee Behavior.....	73
Applications to Professional Practice	75
Implications for Social Change.....	76
Recommendations for Action	78
Recommendations for Further Research.....	79
Reflections	80
Conclusion	81
References.....	83
Appendix: Interview Protocol.....	115

List of Tables

Table 1. Synopsis of Sources in the Literature Review.....10

Section 1: Foundation of the Study

Many organizations experience employee turnover. Nonprofit organizational leaders experience a common challenge of alleviating employee turnover, especially for high-performing employees (Selden & Sowa, 2015). Leaders should understand the importance of employee engagement and disengagement in improving workplaces for employees, increasing employee performance levels, and promoting success for community-based nonprofit organizations.

Employee turnover is an ongoing challenge in the workplace. Leaders who have a grasp on employee turnover can control the fate of their organizations, as turnover can affect organizational performance, financial stability, and product or service quality (Elci, Sener, Aksoy, & Alpkan, 2012). Zhou and Li (2018) stated that followers' perceptions of their leader's humility influence employee turnover. Therefore, leaders play vital roles in reducing employee turnover. Their chosen leadership approaches and leadership strategies could influence the behavior and perspectives of employees regarding organizational objectives. Moreover, the leadership strategy demonstrated by leaders should apply to the needs of followers.

Background of the Problem

Many practitioners and researchers have focused their attention on the issue of employee turnover because of its profound effects on organizational operations (Jun-Cheng, Wen-Quan, Zhao-Yi, & Jun, 2015). Organizational leaders should concern themselves with alleviating employee turnover to lessen negative outcomes (El Badaway & Bassiouny, 2014). Snyder (2015) stated that 50% of 7,200 adults polled indicated that they left their jobs because of their managers' leadership styles. Therefore, by exhibiting

the most appropriate leadership approach, leaders could assist in reducing the number of employee resignations.

To reduce employee turnover, leaders could create positive work environments (Fisher, 2016). Employees' positive perceptions of their working environments can influence them to stay employed where they are. Additionally, subordinates' inclusion in organizational decisions could assist in creating positive working environments, with employees' input leading to both positive and negative outcomes in exhibited leadership (McClean, Burris, & Detert, 2013). The outcomes in the workplace may reflect how employee input is perceived.

Problem Statement

Some nonprofit organizations experience employee turnover because of limited financial resources (Knapp, Smith, & Sprinkle, 2017). More than 54% of regularly employed individuals at nonprofit organizations have experienced employee turnover (Kang, Huh, Cho, & Auh, 2015). The general business problem is that some subordinates may terminate their employment with nonprofits as a result of the organizations' scarce financial resources. The specific business problem is that some managers of community-based organizations (CBOs) lack strategies for reducing this potential turnover.

Purpose Statement

The purpose of this qualitative single case study was to explore the strategies that some CBO managers used to reduce employee turnover. The target population included five CBO managers of the same nonprofit organization in western New York who had successfully implemented strategies to reduce employee turnover. The findings from this study may contribute to social change by providing managers with information that could

allow them to reduce employee turnover and increase the quality of the services they offer in underprivileged communities.

Nature of the Study

I chose a qualitative method for this study. Researchers use the qualitative approach to lead to improved conclusions (Glenn & Ichino, 2015). Researchers also use the qualitative approach because it is more realistic than other approaches for exploring strategic management (Gaya & Smith, 2016). I did not choose a quantitative design because a statistical hypothesis was not necessary to answer the research question. Researchers use quantitative designs to analyze relationships and differences among variables using statistical testing and statistical modeling to answer research questions (Counsell, Cribbie, & Harlow, 2016). Researchers may also opt to use a mixed methods approach, combining quantitative and qualitative analysis in their efforts to address their research questions (Turner, Cardinal, & Burton, 2017). I discarded mixed methodology because my focus was not on examining quantitative variable characteristics through statistics and probability. Researchers who use mixed methods experience additional costs and require additional time for completing their research studies as a result of combining multiple approaches (Stockman, 2015). I chose the qualitative method to focus on the strategies that CBO managers use to reduce employee turnover.

I chose a qualitative, single case study design because that approach is suited to drawing conclusions regarding small or understudied populations (Lenz, 2015). I also considered phenomenological, narrative, and ethnographic designs. I determined that a phenomenological design would not be appropriate for this study because researchers use that design in efforts to understand the phenomenon of participants' lived experiences

(Gill, 2014). I also decided against the narrative approach, which is best suited for efforts to gather knowledge about participants through stories of remembered incidents (Ross & Moore, 2016). Finally, I rejected the ethnographic approach for this study because that study design is best suited to studying a group of people in their natural states and exploring the nature of a cultural phenomenon over time (Packendorff, Crevani, & Lindgren, 2014). I depended on the accuracy of the participants' experiences and my observations to understand the strategies that some community-based nonprofit managers use to reduce employee turnover.

Research Question

My focus for this study was answering the following research question: What strategies do CBO managers use to reduce employee turnover?

Interview Questions

To address the research question, I assembled the five questions listed below for consideration and response by the study participants.

1. What strategies do you use to reduce employee turnover within your CBO?
2. How did you assess the effectiveness of your strategies to reduce employee turnover?
3. What were the key barriers to implementing the strategies for reducing employee turnover?
4. How did you address the key barriers to implementing the strategies for reducing employee turnover?
5. What information could you add that could apply to the strategies you use to reduce employee turnover?

Conceptual Framework

The conceptual framework for this study was Herzberg's (1959) two-factor theory. Herzberg's two-factor theory identified motivator and hygiene factors as influential in obtaining job satisfaction. The theory presents the motivators as intrinsic factors such as achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1959). The hygiene factors, however, are extrinsic factors that include salary, relationships within the workplace, job security, supervision, working conditions, and company policy (Herzberg, 1959). Tuch and Hornbaek (2015) noted that a high level of motivators in the workplace would have a positive effect on job satisfaction. Managers who promote higher levels of hygiene factors may diminish job dissatisfaction (Tuch & Hornbaek, 2015). A balance of intrinsic and extrinsic factors in the workplace may have a positive effect on displaying employee appreciation.

Motivation is an important aspect of the workplace that greatly affects employees' attitudes toward work (Herzberg, 1959). Employees' attitudes toward work could determine their willingness to stay committed to the organization and could affect employee turnover (Mittal, 2016). Based on my literature review, I expected Herzberg's two-factor theory to provide a lens for understanding the strategies and processes that organizations use to reduce employee turnover.

Operational Definitions

Employee turnover: Employee turnover takes place when employees voluntarily decide to resign from their positions within their organizations (Lee, Hom, Eberly, Li, & Mitchell, 2017).

Employee turnover intention: Employee turnover intention is an employee's desire to depart from an organization or group (Wombacher & Felfe, 2017).

Herzberg's two-factor theory: Herzberg's (1959) two-factor theory involves a phenomenological focus on motivator and hygiene factors as explanations for employee satisfactions and dissatisfactions in the workplace (Fareed & Jan, 2016).

Hygiene factors: Hygiene factors are motivational components that are extrinsic to work and cause dissatisfaction when absent (Zhang & Liu, 2017).

Job embeddedness: Job embeddedness involves a network of loyalty that influences employees to remain employed at their places of work (Sender, Rutishauser, & Staffebach, 2018).

Leadership: Leadership is the act of taking responsibility for accomplishing objectives through the work of others (Leonard, 2017).

Motivator factors: Motivator factors are motivational components that are embedded in intrinsic conditions of work and produce satisfaction (Zhang & Liu, 2017).

Nonprofit organization: A nonprofit organization is an organization in which employees pursue an organizational mission that is opposed to maximizing organizational revenue (Lee, 2016) and in which leaders rely on volunteerism, donation, and other free entities to support organizational longevity (Shehu, Becker, Langmaack, & Clement, 2016).

Assumptions, Limitations, and Delimitations

Assumptions

An assumption is a deeply embedded and unconscious observation made when encountering a new group of people (Bostrom, Hillborg, & Lilja, 2017). In this research

study, I assumed that all participants answered the research questions truthfully and accurately. However, each participant had a constructed reality that might differ from mine and from those of other participants (Castellan, 2010). Participants might have, therefore, responded to questions based on their perceptions and opinions, instead of responding with accurate reports of their lived experiences. Because the participants' responses to the interview questions were unverifiable, I was left to assume that all responses were true and accurate.

Limitations

The limitations of a research study provide avenues for further research (Xin, Yucheng, & Chih-Hsing, 2017). In the case of this study, one limitation was my focus on a single nonprofit organization in western New York. Limiting my focus to a specific location could have affected the study findings. Due to the cultural differences that can occur from one location to another, focusing on a single location increases the difficulty of generalizing study results (Waddell & Pio, 2015). Therefore, future researchers could examine nonprofit organizations in different locations. My focus on a specific location also limits future replication of the study, as future researchers could experience unforeseen difficulties when imposing this study on participants in different environments and in different organizations (Jones, 2012).

Delimitations

Delimitations are features based on specific parameters or boundaries of a proposed method (Casado-Diaz, Martinez-Bernabeu, & Rowe, 2017). I delimited the study to a CBO in western New York that maintained a low employee turnover rate. Excluded from this study were any CBOs with fewer than 70 employees.

Significance of the Study

Kampkotter and Marggraf (2015) discovered that employees initiated 98.6% of employee turnover behavior. Employees who are satisfied with motivator and hygiene factors associated with their daily tasks may become embedded in their organizations. An employee's embeddedness determines the likelihood that he or she will remain employed at an organization (Sun & Wang, 2017).

Contribution to Business Practice

Managers may gain knowledge regarding effective business practices for reducing the employee turnover rates in their organizations. Moreover, organizational managers can provide motivators for their subordinates that could positively affect their employees' job satisfaction (Holmberg, Sobis, & Carlstrom, 2016). An employee's job satisfaction can lead to high organizational commitment, which may reduce employee turnover intention (Azeez, Jayeoba, & Adeoye, 2016). Therefore, organizational managers may become more knowledgeable about strategies and processes for mitigating employee turnover as a result of the information presented in this study.

Implications for Social Change

The results of this study may contribute to positive social change by providing organizational managers with appropriate strategies for boosting employee embeddedness and reducing societal deficiencies in western New York. The social change implications include the ability to reduce turnover and increase service quality at nonprofit organizations in underprivileged communities. Reducing employee turnover and increasing service quality may lead to the expansion of social change programs that improve the lives of the people who experience societal disadvantages.

A Review of the Professional and Academic Literature

In this literature review, I address and explore previous research and findings concerning employee turnover in nonprofit CBOs. I focus primarily on Herzberg's two-factor theory as the foundation for this study. Herzberg's two-factor theory was created to describe potential satisfaction in the workplace (Herzberg, 1959). The literature review is organized thematically, containing various perspectives on achieving positive outcomes in nonprofit CBOs. For example, the literature review addresses various leadership strategies to influence job satisfaction and overcome employee turnover, cultural influences, and job embeddedness.

I conducted a thorough search for scholarly and peer-reviewed articles related to employee overall job satisfaction and strategies for reducing nonprofit organizations' employee turnover. The sources cited in this study were accessed using search engines including EBSCOhost, ERIC, ProQuest, Google Scholar, ScienceDirect, Academic Search Complete, CINAHL Plus, and PsycINFO. The literature search was conducted using the following key words: *Herzberg's two-factor theory, job satisfaction, leadership, transformational leadership, pseudo-transactional leadership, transactional leadership, authentic leadership, autocratic leadership, laissez-faire leadership, participative leadership, servant leadership, charismatic leadership, ethical leadership, culture, job embeddedness, employee turnover intention, employee turnover, and reducing employee turnover* (see Table 1).

Table 1

Synopsis of Sources in the Literature Review

Reference type	Total	Literature review sources prior to 2014	Literature review sources 2014 and after	% of sources used in literature review
Peer-reviewed articles	82	5	77	92.14%
Non-peer-reviewed articles	2	0	2	2.25%
Seminal sources	4	4	0	4.49%
Books	1	0	1	1.12%
Total	89	9	80	
% of sources used in literature review before and after 2014		10.11%	89.89%	

Herzberg's Two-Factor Theory

Employee job satisfaction is an important component of organizational success (Alfayad & Mohd Arif, 2017). Herzberg (1959) introduced the two-factor theory, which indicates that motivator and hygiene factors influence job satisfaction. Moreover, intrinsic and extrinsic factors influence employees' job satisfaction (Ileri, 2016). *Motivators* are considered to be intrinsic factors such as achievement, recognition, work challenge, advancement, and responsibility (Herzberg, 1959). *Hygiene factors* are extrinsic factors that include salary, relationships within the workplace, job security,

supervision, working conditions, and company policy (Herzberg, 1959). The motivator factors are known to generate positive job satisfaction, whereas the hygiene factors contribute to dissatisfaction when they are missing or considered minimal (Zhang & Liu, 2017). Furthermore, factors that foster satisfaction do not cause dissatisfaction, and factors that cause dissatisfaction do not foster satisfaction (Kim, Kim, & Heo, 2016). Therefore, employees of an organization should have a balance of motivator and hygiene factors.

The factors identified in Herzberg's two-factor theory consist of two opposing extremes that can either positively or negatively affect an employee's job satisfaction. The two-factor theory is a continuum, with one opposing end being job satisfaction and the other being job dissatisfaction (Khanna, 2017). Organizational leaders strategically use motivator factors to heighten employees' commitment, motivation, and satisfaction (Holmberg et al., 2016). Additionally, organizational leaders strategically use hygiene factors so that employees experience general satisfaction and low levels of dissatisfaction (Holmberg et al., 2016). Hygiene and motivator factors are at opposite ends of the motivational spectrum, with the two sets of factors affecting employees differently. Factors of high satisfaction do not cause dissatisfaction to disappear, so hygiene and motivator factors are not contradictory (Louis, Sheng-Wei, & Li-Yi, 2016). Hygiene and motivator factors are individualized according to the needs of the employee.

Motivator Factors

Motivator factors help employees work toward organizational objectives. Therefore, motives are actions used to influence behavior to work toward a goal (Mangi, Kanasro, & Burdi, 2015). Employee motivation concerns psychological processes that

guide employees' behavior to satisfy organizational objectives (Ganta, 2014). Motivator factors are focused on the nature of the job (Alfayad & Mohd Arif, 2017). Additionally, motivator factors may lead to job satisfaction when factors such as self-growth and self-actualization satisfy the needs of the employees (Alshmemri, Shahwan-Akl, & Maude, 2017). Motivator factors include elements such as achievement, recognition, growth, advancement, responsibility, and work challenges.

Achievement. There is a positive relationship between employee achievement and job satisfaction (Herzberg, 1959). Employees who complete assigned tasks as desired within the allotted timeframe and receive appreciation for doing so may develop job satisfaction (Fareed & Jan, 2016). In other words, positive achievement may yield job satisfaction (Alshmemri et al., 2017).

Recognition. Employees who receive recognition for completing a job may develop job satisfaction (Alshmemri et al., 2017). Recognition is a tactic that leaders can use to acknowledge employees for completing tasks satisfactorily (Foster, 2017). Leaders who give recognition may create a positive work atmosphere and reduce employees' intention to leave their positions in the organization (Travaglianti, Babic, & Hansez, 2018).

Growth. The growth of job responsibilities, organizational status, and financial benefits may increase an employee's job satisfaction (Fareed & Jan, 2016). Employees are given a certain amount of authority in the workplace when leaders increase their responsibilities (Alshmemri et al., 2017). Increasing an employee's responsibility may also contribute to his or her professional growth; enhancing the professional growth of followers may increase motivation and job satisfaction (Foster, 2017).

Advancement. Employees who experience promotions in the organization may experience heightened job satisfaction (Chan, Mai, Kuok, & Kong, 2016). Employees who experience promotion may also receive increased wages, enlarged responsibilities, and new opportunities for expanding their professional experiences for future advancement (Wickramasinghe, 2016). As stated by Chan et al. (2016), promoted employees may even feel obligated to remain with the organization and may perceive leaving the organization as being costly. Additionally, receiving a promotion may positively influence an employee's behavior in the workplace (Chan et al., 2016) as the advancement may influence personal well-being (Hu, Cui, & Wang, 2016).

Responsibility. Employees who have important responsibilities have a higher sense of job satisfaction when compared to employees who do not have similarly rated responsibilities (Shijian, Quan, & Xiangyan, 2017). Moreover, employees who may experience plateaus in job contentment may not feel challenged and may consider leaving the organization to escape stagnancy in professional development (Hurst, Baranik, & Clark, 2017). Therefore, leaders should strategically delegate job responsibilities according to employees' aptitude.

The work. Employees' daily tasks may influence job satisfaction. If employees enjoy their duties, they will be more satisfied with their jobs. Job contentment may positively influence an employee's attitude and behavior in the workplace (Ireeri, 2016). Increasing an employee's work experience may heighten job satisfaction as well (Ireeri, 2016). The experience gained from an assigned task may contribute to future endeavors. Holmberg et al. (2016) stated that organizational leaders desire employees to experience

overall job satisfaction and low levels of dissatisfaction and therefore use hygiene factors to achieve that result.

Hygiene Factors

Hygiene factors are related to the environment of a workplace and may lead to job satisfaction on a smaller scale (Alfayad & Mohd Arif, 2017). Moreover, hygiene factors may influence the organizational culture of a workplace, which can affect the daily performance of employees and job satisfaction. Elements identified as hygiene factors include working conditions, colleagues, job security, company policy, compensation, and supervision.

Working conditions. Working conditions, which include the physical environment of a workplace, may affect an employee's job satisfaction (Alshmemri et al., 2017). Some organizational leaders consider working conditions to encompass the amount of work, safety, temperature, tools, space, and ventilation (Alshmemri et al., 2017). Organizational leaders are responsible for providing favorable working environments to support daily activities (Rahman & Hasan, 2017). Moreover, organizational leaders who do not provide environments conducive to completing assigned tasks may negatively affect employee job satisfaction.

Colleagues. The relationship between coworkers may positively influence job satisfaction. As suggested by Alegre, Mas-Machuca, and Berbegal-Mirabent (2016), coworker relationships are important sources of job satisfaction. Relationships among colleagues contribute to the formation of teamwork within the workplace (Hwang & Ramadoss, 2017). Alegre et al. (2016) stated that employees who communicate with one another, share ideas and information, and are concerned with the objectives of the team

may increase the benefits of teamwork and, in turn, increase job satisfaction among employees. Moreover, coworker support can positively influence an employee's experience in the workplace, thereby increasing the employee's job satisfaction (Lambert, Minor, Wells, & Hogan, 2016). The relationships that employees develop in the workplace are important to sustaining employment within an organization.

Job security. Employees' perception of their work may be affected by job security. Ireri (2016) noted that job security positively influences job satisfaction. Employees seeking job security work to contribute more to an organization to mitigate potential job insecurity (Ghosh, 2017). Job insecurity is a significant drain on job satisfaction for most employees (Wilczynka, Batorski, & Sellens, 2016). As stated by Ireri (2016), employees who contribute more to an organization may create a stable job for themselves, which motivates them to work more efficiently. Employment stability gives an employee a sense of job satisfaction (Wilczynka et al., 2016). In turn, job satisfaction may influence employees to remain at the organization.

Company policy and managerial administration. Leaders use company policies and managerial administration to organize and manage employees; these structures can affect employee job satisfaction. Leaders provide company policies guidelines and management policies to create acceptable working environments (Alshmemri et al., 2017). Moreover, a favorable company policy may include desirable benefit plans offered by organizational executive leaders. For instance, younger and older employees may adjust their work-related decisions to accommodate their lifestyles (Weisberg & Dent, 2016). A leader who offers flexible benefit plans can promote employee job satisfaction.

Compensation. Compensation is a component of job satisfaction. Employee compensation includes wages, salary increases, and bonuses (Alshmemri et al., 2017). All forms of compensation may positively influence employees' obligation to work toward organizational objectives (Llanos & Bin Ahmad, 2017). As stated by Singh and Mishra (2017), leaders may use compensation as a strategy to recognize the efforts of subordinates. Moreover, organizational leaders who provide bonuses to their subordinates may persuade them to work harder to achieve organizational goals (Llanos & Bin Ahmad, 2017). All forms of compensation serve as motivational factors that may aid in retaining and attracting potential employees (Singh & Mishra, 2017). Monetary contributions to employees can affect employees' loyalty to the organization.

Supervision. Supervision in the workplace, meaning the just or unjust practices of superiors, can influence job satisfaction (Alshmemri et al., 2017). Relationships between supervisors and subordinates play a crucial role in influencing subordinates (Rahman & Hasan, 2017). Alshmemri et al. (2017) noted that a good supervisor can increase job satisfaction by appropriately delegating responsibility, practicing fairness, and sharing job knowledge. Leader-follower relationships can affect an employee's organizational commitment.

Support for Herzberg's Two-Factor Theory

Many researchers support the Herzberg (1959) two-factor theory. Ganta (2014) discussed the importance of managers understanding the motivation of their employees. Managers who understand their employees can use approaches to meet the employees' needs (Ganta, 2014). Alshmemri et al. (2017) also supported Herzberg's theory, concluding in their study that two forms of motivation influence job satisfaction:

motivators and hygiene factors. A balance of both components of the Herzberg two-factor theory may generate an adequate level of job satisfaction in the workplace.

Employees who are satisfied with their jobs may also be motivated to accomplish organizational objectives. Ganta (2014) recommended that managers understand organizational behavior and the psychology that supports associated behaviors (Ganta, 2014). Dartey-Baah (2010) noted that the psychology of an employee targets the desire to avoid dissatisfaction and the need to develop professionally. Managers who understand their employees' behaviors may be able to identify the stimulus needed to generate effective behaviors in those employees to accomplish organizational goals (Ganta, 2014). As stated by Alshmemri et al. (2017), intrinsic and extrinsic rewards initiate effective employee behavior, with intrinsic rewards having a more significant positive influence on job satisfaction than extrinsic rewards. Motivator and hygiene factors are used to deduce employees' motivation and job satisfaction.

Deci and Ryan (2000) also supported Herzberg's (1959) two-factor theory, introducing a self-determination theory suggesting that intrinsic and extrinsic factors regulate an employee's motivation in the workplace. Self-determination theory portrays intrinsic motivation as involving the performance of a task due to pleasure and enjoyment (Manganelli, Thibault-Landry, Forest, & Carpentier, 2018), similar to Herzberg's two-factor theory. Employees who are attracted to tasks are potentially more engaged by tasks when completing activities that they believe are intrinsically rewarding (Vansteenkiste et al., 2018). An employee's extrinsic motivation provides external rewards for completing tasks (Manganelli et al., 2018). Kim (2018) suggested that offering external rewards to employees for completing tasks is a tactic that encourages force and control. Moreover,

employees who are controlled and regulated by external rewards may not value the assigned tasks (Kim, 2018). Furthermore, the employee who receives external rewards may not internalize the task due to lack of ambition and interest (Vansteenkiste et al., 2018). The level of motivation that an employee possesses may determine turnover intention. Moreover, intrinsic and extrinsic motivation may directly influence employee burnout and turnover intention (Kim, 2018). Employee behavior is affected when both forms of motivation are present (Kim, 2018). As suggested by Manganelli et al. (2018), when employees experience an appropriate mix of intrinsic and extrinsic motivations, favorable organizational outcomes may result for the employer.

Criticism of Herzberg's Two-Factor Theory

Some researchers have criticized Herzberg's (1959) two-factor theory. According to Matei and Abrudan (2016), Herzberg's two-factor theory is not appropriate for some cultures, particularly the Romanian culture. Emiroglu, Guneyli, and Burgul (2017) noted that motivation is directly related to culture. Cultural values could affect the behaviors and perceptions of employees as employees use their cultural values to interpret and respond to situations (Matei & Abrudan, 2016). Additionally, Emiroglu et al. (2017) posited that people of diverse cultures are motivated differently and assign different importance levels to work-related situations. Therefore, the aspects of the workplace that may seem motivational for individuals from one culture may have different motivational effects for individuals from other cultures.

Hofmans, DeGieter, and Pepermans (2013) discovered conflicting perspectives about job rewards and job satisfaction. Hofmans et al. (2013) noted there were two different types of employees in the workplace including (a) employees who possess job

satisfaction from financial and psychological rewards and (b) employees who obtain job satisfaction from psychological rewards. Voluntary employee turnover and psychological experiences within the workplace are closely linked (Al-Rafaei & Omran, 1992).

Moreover, employees who do not favor the psychological experiences within the workplace could seek other employment. Employees are satisfied with their jobs when both motivator and hygiene factors are present (Irer, 2016).

The equity theory contradicts Herzberg's two-factor theory. Equity theory focuses on fair exchanges between parties in which the input of individuals matches the output of the individuals' contributions (Piaralal, Bhatti, Piaralal, & Juhari, 2016). Employees who notice that their contributions to organizational success are not equivalent to incentives such as compensation, responsibility, and praise, often respond negatively regarding their job satisfaction. Narisada and Schieman (2016) mentioned equity theory in their discussion of how underpaying employees influence job dissatisfaction. An employees' underpayment can contribute to stress in the workplace, thereby causing job dissatisfaction (Piaralal et al., 2016). The magnitude of an employee's intrinsic and extrinsic factors does not influence job satisfaction; instead, an employee's job satisfaction depends on equivalent employee inputs and employer outputs (Narisada & Schieman, 2016).

Leadership

Organizational leaders' behaviors influence the work setting such as working conditions and organizational culture of the workplace (Demirtas & Akdogan, 2014). A leader's behavior also may affect other behaviors within the organization (Demirtas & Akdogan, 2014). Organizational leaders could create working environments where

employees can obtain and share knowledge that is imperative for completing daily tasks. Moreover, organizational leaders could strategically use the motivator and hygiene factors to benefit their subordinates' job satisfaction. There is a positive relationship between leadership style and employee job satisfaction, as leadership styles encompass issues including the coordination of, communication with, and socialization of employees (Yildiz & Simsek, 2016). As noted by Ennis, Gong, and Okpozo (2018), leaders who have negative working relationships with their followers can negatively influence job satisfaction and organizational commitment. Motivator factors such as recognition and appreciation may contribute to job satisfaction (Saha & Kumar, 2018). Leaders who use motivational approaches could yield favorable outcomes.

Leadership approaches influence employee job satisfaction as the leaders' chosen leadership styles may affect subordinates' thoughts regarding their job duties (Liu, Li, Cai, Shi, & Fang, 2013). Therefore, leaders' behaviors have direct effects on job satisfaction and may heighten the job satisfaction of followers (Fattah, 2017). According to Riley and Jacobs (2016), followers' perceptions of their leaders' ethics could affect the influence the leaders have on their followers. Additionally, a leaders' approach can affect the ethical climate of the workplace, which indirectly influences followers' turnover intentions and affective commitment (Demirtas & Akdogan, 2014). A leaders' chosen leadership approach should coincide with followers' needs and personalities.

Transformational leadership. Transformational leaders shape the views of subordinates to satisfy common organizational goals (Bass, 1985; Burns, 1978). The transformational leader transforms the personal goals, principles, and individualities of his or her subordinates to align with organizational objectives (Lin, Huang, Chen, &

Huang, 2017). Transformational leaders could exert positive influences by displaying selfless behaviors to achieve organizational objectives (Lin et al., 2017). Subordinates may adopt the perspectives of the leader since the leader demonstrates the specific characteristics of a transformational leader.

The transformational leadership approach has various key constructs underlying the theory: (a) idealized influence (b) inspirational motivation, (c) individual consideration and (d) intellectual stimulation (Bass, 1985; Burns, 1978). As suggested by Yildiz and Simsek (2016), the four constructs of the transformational leadership theory can produce a positive relationship between transformation leadership and job satisfaction. Idealized influence refers to transformational leaders becoming role models for their followers by strictly exhibiting ethical and moral standards (Asrar-ul-Haq & Kuchinke, 2016). Inspirational motivation requires transformational leaders to constantly motivate subordinates to complete tasks beyond expectations (Asrar-ul-Haq & Kuchinke, 2016). Asrar-ul-Haq and Kuchinke (2016) noted that intellectual stimulation refers to the transformational leader's ability to encourage creativity and innovative ideas from followers by way of analyzing and solving problems. Individual consideration refers to the establishment of a professional relationship between a leader and his or her followers (Northouse, 2016). Through these relationships, the leader could provide followers special attention and determine their strengths and weaknesses (Asrar-ul-Haq & Kuchinke, 2016). Leaders could use this individualized approach to become aware of the areas that need further development from one subordinate to another. Subsequently, the leader will determine how to develop those needs.

A transformational leader could yield positive outcomes for an organization but first, the leader must establish high quality relationships with his or her followers before creating this effect. The relationship derives from the concept of reciprocity between the leader's approach and the employees' behavior (Mullen, Kelloway, & Teed, 2016). The use of transformational leadership positively affects employee turnover as a leader inspires, stimulates, motivates and influences subordinates (Ennis et al., 2018). Caillier (2016) stated that a transformational leader could reduce employee turnover intentions by establishing a commitment between the followers and the mission statement of the organization. The reduction of employee turnover intention may occur when the transformational leader uses motivational factors when leading followers (Caillier, 2016).

Pseudo-transformational leadership. The pseudo-transformation leader, like the transformational leader, focuses on the interactions between the leader and subordinates, but does so with manipulative intentions (Lin et al., 2017). The pseudo-transformational leader shapes the perspectives of followers as the transformational leader does, but shapes employee perspectives to align with personal interests rather than organizational goals (Blair, Helland, & Walton, 2017). Additionally, pseudo-transformational leaders influence their followers by exhibiting favoritism and promoting competition among followers (Blair et al., 2017). Lin et al. (2017) noted that a leader employing a pseudo-transformational approach is self-serving, which is in stark contrast to the selfless behavior of the transformational leader. A pseudo-transformational leader wields an unethical form of leadership approach (Blair et al., 2017).

An employee's job satisfaction may increase under the direction of the pseudo-transformational leader. As suggested by Cote (2017), leaders exhibit dark leadership

behaviors when they are stressed, overwhelmed, and drained. Followers could agree with dark leadership behaviors, viewing the leader's actions as an outlet when stressful events transpire. Followers may mimic the self-serving behaviors of pseudo-transformational leaders. Employees who observe leaders' behaviors as being designed for personal benefit may become discouraged in remaining loyal to the organization (Lin et al., 2017). However, the pseudo-transformational leader may motivate followers by instilling fear (Blair et al., 2017).

Transactional leadership. The transactional leadership approach focuses on the exchanges between leaders and followers (Northouse, 2016). These exchanges make it possible for leaders to achieve their desired objectives and foster high-quality organizational performance (McCleskey, 2014). The two components of transactional leadership are contingent rewards and management by exception. According to Brahim, Ridic, and Jukic (2015), contingent rewards are the rewards and promotions given to followers for completing assigned tasks or the penalties given to followers who do not perform as expected. Management by exception refers to performance management, with leaders reacting passively by intervening when non-compliances are found in organizational practices or reacting aggressively by monitoring for deviations and implementing corrective actions to reverse the deviations (Tung, 2016).

Khattak, Batool, and Haider (2017) stated that although transactional leadership focuses on establishing targets, providing constructive criticism, sharing organizational aspirations, and exchanging rewards, and recognition for accomplishing goals, it emphasizes employee performance. The focus of the transactional approach may affect

employee turnover. Moreover, a contingent reward may positively influence employee job satisfaction (Asrar-ul-Haq & Kuchinke, 2016).

Authentic leadership. Authentic leaders direct their followers by promoting authenticity (Otaghsara & Hamzehzadeh, 2017). Examples of authenticity elements include individual understanding, non-manipulated information processing, ethical conduct, and trustworthy relationships (Otaghsara & Hamzehzadeh, 2017). Additionally, authentic leaders demonstrate high ethical standards, authenticity, and honesty (Erkutlu & Chafra, 2017). Otaghsara and Hamzehzadeh (2017) noted that an authentic leader creates an environment that invites employee behaviors relating to their own beliefs, nature, and values. Authentic leaders are self-assured, dependable, and primarily focused on developing the strengths of their followers while broadening and elevating their perspectives to align with organizational goals (Zubair & Kamal, 2015). Also, an authentic leadership approach focuses on followers' accomplishments as opposed to accentuating followers' flaws (Zubair & Kamal, 2015).

Authentic leaders generate job satisfaction and organizational commitment among employees (Zubair & Kamal, 2015). Also, a leader using an authentic leadership approach may improve employee morale (Gardiner, 2017). The characteristics of the authentic leader elevate levels of trust among followers and increase followers' willingness to collaborate with the leader for organizational benefits (Erkutlu & Chafra, 2017). Also, followers are empowered to complete tasks because of the trusting relationship they have with an authentic leader (Erkutlu & Chafra, 2017). Authentic leaders motivate their followers to become intrinsically stimulated while performing work-related tasks (Zubair & Kamal, 2015). According to Otaghsara and Hamzehzadeh

(2017), the authentic leadership approach may produce intrinsic motivation for followers, causing elation and elevated wellbeing.

Autocratic leadership. The autocratic approach is a domineering leadership style (Fiaz, Su, Ikram, & Saqib, 2017) in which leaders are rigid, task-centered, and use unilateral tactics to make decisions (Tomozii & Lupu, 2015). Per Fiaz et al. (2017), the autocratic leadership approach places more emphasis on performance than on the needs of subordinates; therefore, when there are mistakes, punishments are applied to make subordinates feel guilty for making the mistakes. Autocratic leaders do not believe their subordinates can perform a task without direction (Fiaz et al., 2017). Conversely, autocratic leaders are good decision makers and can make quick decisions when needed (Chishty-Mujahid, 2016). The autocratic leader makes decisions alone and does not gather input or assistance from subordinates (Fiaz et al., 2017). In autocratic leadership, the leader desires to uphold leadership responsibilities alone (Chishty-Mujahid, 2016), making decisions without the participation of followers (Fiaz et al., 2017).

Subordinates may still be motivated by an autocratic leader's tactics, regardless of being uninvolved in decisions or procedure implementation. Autocratic leaders may influence employee motivation through fear and punishment (Kiplangat, 2017). Additionally, employee motivation under an autocratic leadership style is obtained from extrinsic incentives and is based on performance (Fiaz et al., 2017). Chishty-Mujahid (2016) noted that subordinates could develop job contentment as a result of being expected to complete tasks as directed and being responsible for executing the decisions made by the leader. Furthermore, structures, procedures, processes and mechanisms implemented by the autocratic leader are defined and enforced so that subordinates can

proficiently complete tasks within rules (Fiaz et al., 2017). To reduce organizational crises, chaos, and problems, autocratic leaders provide structure to shape the behavior of subordinates (Chishty-Mujahid, 2016).

Laissez-faire leadership. The leader who exhibits laissez-faire leadership avoids making organizational decisions and avoids circumstances in which high-risk problems are generated (Asrar-ul-Haq & Kuchinke, 2016). These leaders exhibit minimal organizational involvement, are not actively involved in decision-making, and avoid communication (Fiaz et al., 2017). Additionally, the leader who uses the laissez-faire leadership approach does not provide followers with rewards and other tools to satisfy their professional needs (Asrar-ul-Haq & Kuchinke, 2016). As suggested by Fiaz et al. (2017), a laissez-faire leader only establishes organizational goals and objectives when necessary. Without appropriate leadership, the workplace environment may become chaotic for employees, at which point the leaders would intervene to resolve the issue (Chishty-Mujahid, 2016).

The display of a laissez-faire leadership approach may positively affect employee turnover, boosting morale when the unrestricted work environment results in improved productivity (Fiaz et al., 2017). The unrestrictive leadership style may also promote voluntary behavior of employees, which can have positive effects on organizational efficiency (Fiaz et al., 2017). Since the leader who displays the laissez-faire leadership style does not choose to control employees (Fiaz et al., 2017), the employees are free to make organizational decisions. Employees who have equal participation in decision-making have high job satisfaction (Pacheco & Webber, 2016).

Participative leadership. The participative leader establishes clear responsibilities and objectives for employees (Tomozii & Lupu, 2015). This leader also creates trusting relationships with subordinates and allows them to discuss issues in the workplace (Kiplangat, 2017). Open dialogue is the reason, according to Kiplangat (2017) that participative leaders are aware of and understand the hardships of their employees in the workplace. From these discussions, the participative leader and subordinates collectively create solutions to the issues (Kiplangat, 2017). The subordinates are also involved in the decision-making process, with the leader's participative style encouraging employees throughout the organization to be involved in the decision-making process (Kiplangat, 2017). The participation of employees in resolving problems and making decisions illustrates the leader's perception of subordinates as equal beings (Tomozii & Lupu, 2015).

Leaders who display the participative leadership approach may increase employee job satisfaction as a result of improving the cognitive state of subordinates (Kiplangat, 2017). Additionally, the open dialogue between the superior and his or her subordinates promotes job satisfaction (Kiplangat, 2017). Employees who are aware that their leader considers their perceptions in decisions and organizational objectives may believe they are of value to the organization. Additionally, Kiplangat (2017) suggested that employees who are involved in the decision-making process and the establishment of organizational objectives may receive motivational forces, generally in the form of extrinsic rewards. Extrinsic rewards positively affect employee job satisfaction (Taba, 2018).

Servant leadership. The servant leader focuses on the professional and personal needs of followers and serves the followers accordingly (Lapointe & Vandenberghe,

2018). Servant leaders are devoted to serving their subordinates, with leading being a secondary obligation (Amah, 2017). Furthermore, servant leaders are determined to influence the professional growth of subordinates and to influence subordinates to become servant leaders themselves (Amah, 2017). Northouse (2016) noted ten behaviors that servant leaders exhibit to serve their followers: listening, empathy, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building the community. When these behaviors are exhibited to serve followers, desired outcomes are likely to emerge.

Servant leaders positively influence employee job satisfaction, encouraging positive behaviors by being role models for their followers. Such leaders promote integrity, focus on empowering followers, and are highly committed to bringing out the full capacity of followers (Lapointe & Vandenberghe, 2018). Servant leaders may also strengthen an employee's sense of emotional attachment to the organization (Lapointe & Vandenberghe, 2018). Additionally, leaders who use the servant leadership approach transmit their influence through organizational commitment (Lapointe & Vandenberghe, 2018). The servant leader establishes a positive working environment that increases employees' commitment to their daily responsibilities and the organization (Newman, Schwarz, Cooper, & Sendjaya, 2017).

Charismatic leadership. The key components of charismatic leadership are recruiting followers, inspiring a vision, reducing the risks of teamwork, and convincing followers to share a common goal (Grabo & van Vugt, 2016). Charismatic leaders can arouse followers based on the impression they create (Brahim et al., 2015). Brahim et al. (2015) suggested that the charismatic leader's compelling personality can influence the

behavior of followers. Additionally, the charismatic leader can influence followers by four different mechanisms: altering the followers' views of the work itself, illustrating an impressive future vision, establishing a collective identity with followers, and increasing self-effectiveness (Brahim et al., 2015).

Leaders who use the charismatic leadership approach may have a positive effect on job satisfaction. Charismatic leaders are leaders whose behaviors and qualities allow them to achieve organizational goals, including heightened productivity, employee satisfaction, and organizational commitment (Grabo & van Vugt, 2016). Additionally, charismatic leaders serve as the focal point for aligning individual and group goals and creating a sense of shared identity (Grabo & van Vugt, 2016).

Ethical leadership. The ethical leadership style is an approach that leaders use when they perform activities in a fair and just manner in the workplace (Evans, Allen, & Clayton, 2016). Also, ethical leadership correlates with the moral person (Lawton & Páez, 2015). Lawton and Páez (2015) suggested that this leadership approach is a multi-dimensional construct, though the actions of the leader seem straightforward. There are seven dimensions of the ethical leadership approach: fairness, power-sharing, role clarification, people orientation, integrity, ethical guidance, and concern for sustainability (Lawton & Páez, 2015). All characteristics contribute to the components of becoming a moral manager in the workplace. Since a leader is the role model for his or her followers, the leader may encourage the followers to behave ethically (Evans et al., 2016). Additionally, the ethical behavior exhibited by leaders may provide a behavioral outline for subordinates in the workplace (Demirtas & Akdogan, 2014). Moreover, ethical

leaders may encourage the ethical behavior of staff through collaborative communication, rewards and punishments, and accountability tactics (Evans et al., 2016).

Ethical leadership may lead to job satisfaction. As suggested by Demirtas and Akdogan (2014), the ethical leader may affect the ethical climate of the workplace, which indirectly influences the followers' turnover intentions and affective commitment to the organization. Indirectly, the leader who displays ethical leadership provides the framework of the ethical climate of the workplace, stimulating an increased affective organizational commitment and reduced turnover intention (Demirtas & Akdogan, 2014). As suggested by Evans et al. (2016), subordinates under the direction of an ethical leader may conclude that their work has a significantly positive effect on others, thereby increasing the importance of their work. The feeling of importance may provide a sense of purpose, yielding a positive effect on job satisfaction.

Cultural Influence

Different organizations manifest varying organizational culture and workplace dynamics (Sharma, 2017). Individuals in masculine cultures desire material possession and revenue, whereas individuals in feminine cultures desire appropriate working conditions and job satisfaction (Matei & Abrudan, 2016). Individuals who work in western countries prefer individualistic workplace environments that minimize personal relationships (Sharma, 2017). Leaders can use cultural values to cater to the differing needs of employees (Saha & Kumar, 2018). It is imperative for organizational leaders to be knowledgeable about the cultures that exist in their workplaces. This knowledge may contribute to a favorable organizational culture, thereby promoting job satisfaction.

Organizational culture, which is defined as a way of thinking and behaving in the workplace, contributes to social interactions within the workplace (Saha & Kumar, 2018). Organizational culture affects the work setting of an organization, in turn influencing job satisfaction. Organizational culture components such as equality, professional development, job eagerness, and organizational reputation may influence the job satisfaction levels of employees (Saha & Kumar, 2018). Saha and Kumar (2018) stated that organizational culture guides appropriate behavior and influences organizational decision making. Moreover, cultural values may influence the perception of events and behaviors as well as the explanations given for those events and behaviors (Matei & Abrudan, 2016). Employee behavior may affect the working environment, which also could yield either favorable or disruptive organizational outcomes.

Workplace environment, principles, and the anticipation of organizational success all influence organizational culture (Gardiner, 2017). Additionally, Dickens (2015) stated that organizational culture is related to organizational performance. If there is a favorable organizational culture within the workplace, the employees may perform more desirably. A favorable organizational culture promotes the reshaping of systems, structures, and processes (Dickens, 2015). Without developing a favorable organizational culture, organizational performance will decline. Additionally, organizational culture could influence an employee's intention to resign from his or her position (Kessler, 2014). Therefore, organizational culture has a positive influence on job satisfaction (Fattah, 2017).

Job Embeddedness

An employee's job embeddedness determines his or her loyalty to the organization where he or she is employed. Job embeddedness is the social link or connection an employee has with the organization (Holmes, Chapman, & Baghurst, 2013). Erkutlu and Chafra (2017) noted that linkages are formal or informal affiliations with entities or aspects of the job. Holmes et al. (2013) suggested that if an employee's embeddedness is strong, his or her interest in leaving a job will be minimal. Moreover, as the number of organizational connections increase, employee embeddedness increases as well (Erkutlu & Chafra, 2017). According to Demirtas and Akdogan (2014), there are a variety of variables related to job embeddedness, including: work attractiveness, job security, opportunities for advancement, professional development, organizational support, supervisory support, fairness, participatory management, openness to innovation, organizational change, compensation satisfaction, job experience, variance in working hours, and organizational downsizing. Employees who experience these variables may experience commensurately heightened job embeddedness.

An employee's job satisfaction influences his or her job embeddedness. As suggested by NonprofitHR (2016), appropriate treatment of employees may influence them to reciprocate with loyalty to the organization by not seeking other employment opportunities. Employees that are committed to an organization are less likely to engage in withdrawal behavior (Burch & Guarana, 2014). Additionally, employee outlook regarding organizational activities determines the level of organizational embeddedness (Shijian et al., 2017). Due to an employee's control of his or her organizational loyalty,

the employee instinctively establishes a proportional level of job satisfaction (Shijian et al., 2017). The employee's level of loyalty will determine employment intentions.

In addition to loyalty, an employee should have a psychological connection to aspects of the workplace. Al-Rafaei and Omran (1992) stated that some psychological factors elevated an employee's willingness to leave his or her job, specifically pointing to factors such as job-related tension, job characteristics, leadership style, initiating structure, and job motivation. As stated by Cho, Hamwi, Friend, and Rutherford (2017), a subordinate's psychological state can influence job satisfaction, organizational commitment, and turnover intentions. Therefore, an employee's psychological connection to the organization is imperative and should be monitored periodically by the leader.

Also, an employee's connection to the organizational mission statement affects work-related attitudes and behaviors (Caillier, 2016). An employee's attraction to the organization's mission statement may positively influence the employee's attitude and behavior. The collective mission of organizational leaders may influence employees' behaviors and shape their perspectives of the future as well (Lee, 2016). An employee's interest of the mission statement determines his or her mission valences. Caillier (2016) defined mission valence as the degree to which an employee perceives an organization's mission statement as being attractive for society. An employee's mission valence will determine his or her level of job satisfaction.

Employee Turnover Intention

The relationship that leaders have with their followers may influence the followers' behavior in the workplace. The leader-follower relationship has a major effect

on employee turnover intentions and actual turnover behaviors (Erkutlu & Chafra, 2017). If the relationship between a leader and his or her followers is not complimentary, job dissatisfaction could result. As suggested by Demirtas and Akdogan (2014), job dissatisfaction may lead to thoughts of resigning. Thoughts of quitting stimulate a desire to search for other job possibilities and cause employees to evaluate the cost of finding an alternative working position (Demirtas & Akdogan, 2014). Employees who decide to quit may yield either positive or negative results for themselves and the employer.

Employee turnover may lead to very costly setbacks for employers. As noted by Evans et al. (2016), turnover has considerable costs, including lost productivity, recruiting costs, and training costs. Employee turnover is a consistent obstacle for organizational leaders in nonprofit organizations. As noted in NonprofitHR (2017), nonprofit organizations are expected to have a 59% turnover rate, a problematic reality given that a nonprofit organization's full-time employees are the primary contributors to achieving organizational goals (Knapp et al., 2017). Satisfying employees is a vital component for supporting the existence of a nonprofit organization.

Leaders of organizations in many different industries are continuously implementing plans to encourage employee satisfaction in the workplace. NonprofitHR (2016) pointed to the management of employee satisfaction and turnover under conditions of economic uncertainty as an ongoing concern. Additionally, many nonprofits struggle to offer competitive wages (NonprofitHR, 2017). Although Herzberg (1959) suggested that money alone does not increase employee motivation and adds little to job satisfaction levels, wages do have some bearing on employee job satisfaction. The question of monetary incentive is possibly frustrating for leaders in the nonprofit sector

where financial resources are often unpredictable or scarce (Weisberg & Dent, 2016; Knapp et al., 2017). To ease the uncertainty of monetary satisfaction, organizational leaders alter the route to job satisfaction by reiterating the importance of positively affecting stakeholders and uplifting the organizational mission (Weisberg & Dent, 2016). However, employees who look forward to intrinsic satisfaction from the organizational mission statement may believe the policies of the organization are not committed to employee satisfaction (Weisberg & Dent, 2016). Some employees may believe company documents are more susceptible to change when compared to the mission statement.

On most occasions, the requirements of nonprofits evolve. Continuous issues for leaders in nonprofits include increasing demands from compliance, internal and external discrepancies in earnings, unpaid work hours, and difficulties in achieving outcomes, all of which may lead to employee turnover (Weisberg & Dent, 2016). Organizational leaders of successful nonprofit organizations may align their organizational goals with the changing requirements of their organizations. To make the organizational goal adjustment, the leader could exhibit the most appropriate approach so that followers can align their performance to the expectations of the leader (Hu et al., 2016). The appropriate leadership approach may influence followers to adopt the leader's vision and assist with implementing the vision through actions (Bush, 2017). All employees of the organization could be in one accord to pursue change.

Reducing Employee Turnover

Reducing employee turnover is challenging. Voluntary employee turnover is a global business deficiency that is a barrier to employers for accomplishing organizational goals (Memon, Salleh, & Baharom, 2016). Although Memon et al. (2016) suggested that

employee turnover is a consistent business problem across industries, leaders may overcome this inherent business problem by using the proper strategies. A leader who does not use proper strategies to overcome employee turnover will create a barrier that may negatively affect achieving organizational objectives (Memon et al., 2016). Leaders who promote personal and professional growth may positively influence employees' motivation to complete assigned tasks and increase their job satisfaction (Sharma, 2017). Furthermore, growth opportunities such as a promotion or an increase in job responsibilities may motivate subordinates, increasing their job satisfaction as well as their job performance and organizational commitment (Sharma, 2017). Leaders might risk developing their followers.

Organizational leaders might create environments that increase work engagement. Memon et al. (2016) stated that workplaces with higher work engagement promote lower voluntary employee turnover. An employee's work engagement influences his or her relationships in the workplace. As noted by Abid, Zahra, and Ahmed (2016), the presence of meaningful relationships may assist in mitigating employee turnover. Meaningful relationships in the workplace may help to reduce employee turnover because the relationships represent an employees' connectedness to the organization (Abid et al., 2016). Moreover, the leader-follower relationship is one of the most important relationships in the workplace. As stated by Caesens, Stinglhamber, and Marmier (2016), employees who do not have positive working relationships with their leaders may lack a connection with their organization. On the other hand, employees who have a positive relationship with their leaders will have higher job expectations. Therefore, a positive leader-follower relationship provides organizational support, which offsets an employee's

intention to resign from his or her position (Abid et al., 2016). Organizational leaders could have turnover reduction strategies in place to increase employee job satisfaction.

Job Satisfaction

Employee job satisfaction is essential, affecting employee experiences inside and outside the workplace. An employee's job satisfaction coincides with his or her life satisfaction (Wilczynka et al., 2016). Job satisfaction encompasses an employee's perception of various job-related factors including the job itself, supervisors, co-workers, working conditions, compensation, rewards, and recognition. The multiple factors associated with job satisfaction show job contentment to be a multi-dimensional construct with many catalysts (Sharma, 2017). The job-related factors influencing job satisfaction are either motivational or hygiene factors of Herzberg's two-factor theory. Aspects within the workplace may influence job satisfaction, and outside aspects (reputation and reports) may do so as well (Sharma, 2017). Furthermore, job satisfaction may affect an employee's personal perception and output. As suggested by Sharma (2017), contentment with a job also influences an employee's organizational commitment, performance, and identification. Moreover, job satisfaction is an essential component of organizational longevity.

Job satisfaction may be a determinant of organizational success if intentionally encouraged within the workplace. Therefore, an employee's contentment with a job may determine the rate of absenteeism, turnover, and work performance within the organization (Saha & Kumar, 2018). Additionally, as noted by Shijian et al. (2017), conditions of the workplace and external factors may positively influence employee

satisfaction. Therefore, the environment of the workplace could potentially affect employee behavior, which influences organizational performance.

Transition

In Section 1, I explained the foundation of this study, outlined the background of the problem and defined the purpose of the study to explore the strategies that some CBO managers use to reduce employee turnover. Section 1 also included the nature of the study, the overarching research question, the interview questions, and the conceptual framework for the study. I defined the technical terms used in the study, outlined the assumptions, limitations, and delimitations of the study, and presented the study's significance and its contributions to business practice and social change. I concluded the section with a critical analysis of the existing professional and academic literature.

In Section 2, I restated the purpose statement, explained my role as the researcher, outlined the strategies for acquiring research participants, and presented the research method and design. I also explained my ethical research practices, my data collection instruments and techniques, my data analysis process, and how I addressed the reliability and validity of the study. In Section 3, I presented the findings of the study, the applicability of the findings to professional practices in CBOs, implications of social change, recommendations for action and further research, and final reflections of the research process.

Section 2: The Project

Purpose Statement

The purpose of this qualitative, single case study was to explore the strategies that some CBO managers use to reduce employee turnover. The target population included five CBO managers of the same nonprofit organization in western New York who had successfully implemented strategies to reduce employee turnover. The findings of this study may contribute to social change by providing managers with information that could allow them to reduce employee turnover and increase the quality of the services that they offer in underprivileged communities.

Role of the Researcher

Researchers use appropriate skills and knowledge to gain an understanding of collected data and to provide in-depth analysis and insight regarding research topics (Moon, 2015). Warwick-Booth (2014) noted that researchers may use several approaches to data collection as the volunteer status of participants exerts elements of control and adds differentiation to the process. The appropriateness of the different approaches depends on the research project.

Warwick-Booth (2014) described multiple types of researchers involved in community-based research, which may be differentiated by the control and participation of the volunteers involved. The *Type 1 researcher* exerts full control over the research process and fully participates in the work (Warwick-Booth, 2014). The *Type 2 researcher* has less control and is less participative, generally carrying out just the data collection aspect of the research process (Warwick-Booth, 2014). *Type 3 researchers* use an in-house contract approach; they are staff members who carry out the research, exerting less

control and using less volunteer participation (Warwick-Booth, 2014). The *Type 4 researcher* uses an outsourcing contract approach. This type of researcher is a contractor hired to carry out the research, thereby exerting even less control and involving absolutely no volunteer participation (Warwick-Booth, 2014).

For purposes of this study, I employed a Type 2 approach for collecting and analyzing the data, but I had little participation in the study. I began the research by creating the most appropriate interview questions for addressing the research question. Yazan (2015) contended that research questions guide researchers in structured interviews and observations and in performing the document review process. My past and current experiences as a leader in a nonprofit organization informed my efforts to create a series of appropriate interview questions.

As a leader in a nonprofit organization, I am aware that reducing employee turnover is an ongoing challenge. However, I believe that appropriate leadership approaches can assist efforts to overcome the challenges of employee turnover. Most individuals who accept positions at nonprofit organizations do so not for generous compensation, but to obtain intrinsic satisfaction by performing actions related to the organizational mission statement (Weisberg & Dent, 2016). Although I am a leader within a nonprofit organization and am aware of the reasons that many individuals decide to work with nonprofit organizations, I did not let my knowledge interfere with the participants' responses to the interview questions or with the research results. Additionally, I had no pre-existing relationships with any of the participants of this study or any prior knowledge of their leadership strategies to reduce employee turnover.

I made every effort to avoid bias in the data collection and analysis phases of my study. Belief bias is the tendency to influence prior beliefs by deductive reasoning, with deductive reasoning including influences such as response bias and motivated reasoning (Trippas, Pennycook, Verde, Handley, & Simon, 2015). Both methods of deductive reasoning concern an individual's cognitive ability and analytic cognitive style, which are passive and active techniques to explain the influence of conclusions (Trippas et al., 2015). A researcher's beliefs generated through deductive reasoning are possibly affected by positive and negative stimuli. Castaneda, Richter, and Knauff (2015) explained that researchers can experience a negative bias after observing adverse outcomes even though some positive outcomes were observed. Researchers who use biased perceptions when conducting a study can generate inaccurate conclusions (Handley, 2017). False conclusions may invalidate a study, particularly when researchers draw incorrect conclusions regarding participant responses.

I used interviews to collect data for my study, analyzed the data, and performed member checking to ensure that my views did not affect the participants' responses. Morse (2015) stated that member checking allows participants to view the completed analysis of their interviews, confirming the accuracy of recorded responses and ensuring that researchers have not inserted their perspectives into the interview analysis. I used the interview protocol described in the Appendix when completing the interviews. Interview protocols are strategic approaches that guide researchers through the interviewing event in detail (Benia, Hauck-Filho, Dillenburg, & Stein, 2015). Benia et al. (2015) suggested that researchers can improve the quality of interviews by using interview protocols.

Before proceeding with the interviews, I built a good rapport with the participants, a process that helped them feel comfortable about sharing their experiences. A good rapport between interviewer and interviewee may result in more detailed answers to the questions asked. Elmir, Schmied, Jackson, and Wilkes (2011) noted that building a rapport with participants can occur during the recruitment process, during which the researcher continuously communicates with the interviewee to establish the interview timeline. Researchers can also build a good rapport with participants by ensuring confidentiality. The primary ethical responsibilities of a researcher are to ensure respect for persons and to act with beneficence and justice as stated in the *Belmont Report* (U.S. Department of Health and Human Services [HHS], 1979). I honored my ethical responsibilities by presenting the participants with a consent form explaining the background of the study, outlining the procedures to be used in the study, providing sample interview questions, explaining issues including the voluntary nature of the study, the risks and benefits of the study and privacy issues, and providing my personal contact information.

Participants

Researchers select appropriate participants for a study. Fair participant selection in a research study is vital for upholding ethical practices in the study (Chen, 2016). Simple participant selection processes such as random selection and first-come-first-serve may not ensure that researchers maximize the number of appropriate participants (Yu, Zhang, Yu, & Yang, 2015). Researchers must select the appropriate participant pool as participants can alter their interview responses when encountering new information about the study (Hardin, Clayton, & Moody, 2017). Moreover, researchers should select

confident participants who are experienced in their practices and knowledgeable about the research topic.

The participants in this study were managers of a nonprofit organization in western New York who had successfully managed employee turnover. As suggested by Sharma (2017), researchers who conduct qualitative studies select a specific set of participants for the study. I created specific eligibility requirements to screen potential participants for eligibility. To participate in the study, individuals needed to be active managers at the chosen nonprofit organization who had demonstrated a successful record of reducing employee turnover.

I gained access to the chosen nonprofit organization by conducting a basic search of nonprofit organizations in western New York. I narrowed the list to those nonprofit organizations that maintained employment levels by viewing organizational websites and job search sites and by becoming knowledgeable about employment experience at the organization. After choosing the most appropriate nonprofit organization for this study, I contacted the CEO of the organization via email to make an informal request for study participation and to provide background information regarding the study.

The chosen participants of this study included (a) individuals who were employed at the chosen nonprofit organization in western New York, (b) leaders who had demonstrated the ability to handle employee turnover, and (c) individuals who agreed to participate in an interviewing event upon receipt of the consent form. I selected organizational leaders who satisfied the selection criteria for this study. I did not have any personal or professional associations with the research participants; however, I established a working relationship with the research participants by demonstrating

flexible availability, exhibiting an eagerness to learn about the organization, and using effective communication.

Research Method and Design

Research Method

For purposes of this study, I chose a qualitative method to focus on answering the research question (Park & Park, 2016). The qualitative research method aligns with research concerned with exploring similarities and differences between social events (Park & Park, 2016). Milena, Dainora, and Alin (2008) stated that the qualitative approach allows a researcher to analyze the differing perspectives, motivations, and beliefs of participants. Therefore, researchers who conduct qualitative research studies obtain adequate information from participants, with in-depth interviews being the most beneficial method of data collection method for such studies (Milena et al., 2008). Researchers who conduct interviews can develop relationships with participants. Additionally, Milena et al. (2008) noted that the one-on-one dialogue that takes place during interviews may give participants more confidence in sharing opinions about personal experiences and events when answering research questions. Moreover, Burr, King, and Butt (2014) noted that researchers who use engaging data collection methods can influence participant transparency and can also encourage higher involvement levels for participants.

Researchers use quantitative research approaches for the justification of facts or theory in research (Park & Park, 2016). Lee (1992) noted that in quantitative research there is a detachment between the researcher and participants, given the researcher's primary objective of selecting variables and determining hypotheses based on those

variables. Researchers achieve research objectives as a result of testing hypotheses (Park & Park, 2016). Park and Park (2016) also noted that researchers who use quantitative approaches tend to do so to measure instances of different aspects of a research topic. Moreover, researchers who use a quantitative approach may sometimes become so focused on statistics and probability that they neglect other research-related activities (Zyphur & Pierides, 2017).

Wardale, Cameron, and Jun (2015) stated that mixed method researchers combine quantitative and qualitative methodologies, using the strengths of each approach to offset the weaknesses of the other. However, mixed methods pose research challenges (Stockman, 2015). For instance, a researcher who embarks on mixed methods research chooses from many potential research designs, creating the potential for choosing the wrong design for the study (Stockman, 2015). Stockman (2015) also asserted that combining approaches requires more research time.

Research Design

I chose a single case study for this project, a design suited to conducting a thorough analysis of topics or phenomena within a real-life setting (Saunders, Lewis, & Thornhill, 2015). Additionally, case studies enable researchers to focus on contemporary issues (Yin, 2018). Tumele (2015) stated that the case study research design is preferable to other research designs because it allows the researcher to gain an understanding of vague topics in real-life occurrences. Furthermore, using a case study approach allows the researcher to become knowledgeable about similar events (Rendtorff, 2015). Researchers who conduct qualitative research studies, and specifically those who employ a case study design, can incorporate the experiences and perceptions of research participants.

Moreover, case studies include many different sources to convey an idea, which allows data triangulation to be achieved (Yin, 2018). According to Saunders et al. (2015), researchers achieve triangulation when two or more data sources are used to ensure the context of the data presented. Triangulation strengthens the validity of the research study by measuring the same phenomenon in multiple ways (Yin, 2018).

I determined that I would not use an ethnographic approach for this study.

Researchers who use the ethnographic approach aim to analyze groups of people in their natural states and explore the nature of phenomena over time (Packendorff et al., 2014). An ethnographic research design offers innovative ways to pose questions, to understand relationships in workplace environments, to learn about effective communication, and to turn knowledge into meaningful recommendations (Pink, Tutt, Dainty, & Gibb, 2010). The extended timeline associated with an ethnographic approach gives researchers more time to gain an understanding of situations when there is little information known about the topic (Yun, Faraj, & Sims, 2005). The ethnographic approach did not fit my need to work relatively quickly to explore the strategies that some CBO managers use to reduce employee turnover.

I also rejected phenomenology as an appropriate design for this study.

Researchers who use a phenomenological research design apply an experienced person's perspective to gain an understanding of occurrences or phenomena (Conklin, 2014). There are several phenomenological approaches; therefore, researchers may find it difficult to determine the most appropriate phenomenological methodology to use when conducting a study (Gill, 2014). Using the appropriate phenomenological lens when conducting a study is imperative. Muoneme (2015) noted that researchers should use the

proper phenomenological lens when collecting data from leaders to ensure that the data collected are meaningful and purposeful. I opted against a phenomenological approach that would increase the difficulty of selecting a proper lens for exploring the strategies that CBO managers use to reduce employee turnover.

The narrative approach was also a possible design option. Researchers who use the narrative approach focus on reflections of lived experiences (James, 2016), seeking to hear and understand the content of stories (Sahito & Vaisanen, 2018). Carless and Douglas (2017) noted that the narrative approach prioritizes data from lived experiences and focuses on understanding psychological and social phenomena. Furthermore, the narrative research design has multiple research objectives. According to Carless and Douglas (2017), a narrative research design allows researchers to understand the subjective responses of participants in events, permits consideration of the participants' life experiences over time, and combines the personal and social factors of participants to reveal socio-cultural contexts. I did not choose to focus on the narratives of participants, as the narrative approach emphasizes participants' lived experiences to address the research question.

Data saturation is a critical concern in conducting a quality research study. As noted by Tran, Porcher, Tran, and Ravaud (2017), data saturation occurs when the input of new participants no longer alters the researcher's understanding of the studied concept. There are many factors that determine whether a researcher has reached data saturation, including the research topic, the characteristics of the participants, the theory applied, the data collection method, and the data analysis process (Tran, Porcher, Falissard, & Ravaud, 2016). I choose knowledgeable participants for this study to reach data

saturation. I decided to use the case study design because I planned to use the perceptions of experienced participants to explore the strategies that some CBO managers use to reduce employee turnover.

Population and Sampling

The population selected for this qualitative research study included a purposive sample of five CBO managers in western New York who had successfully used strategies for reducing employee turnover. Purposive sampling is a nonprobability sampling technique used to identify appropriate participants in a specific location (Ilker, Sulaiman, & Rukayya, 2016). For purposive sampling, a researcher selects participants from a specific population determined to have the most information regarding the research topic (Gauche, de Beer, & Brink, 2017). According to Yilmaz (2013) and Ilker et al. (2016), researchers who use a purposive sampling method can use a small number of participants because there is a specific selection criterion. Ilker et al. (2016) explained that purposive sampling is useful when selecting participants from a large population and when time and resources are limited, making the technique appropriate for my study.

Sample size is a vital research issue. Morse (2015) noted that data saturation depends on the appropriate sample size. However, Hancock, Amankwaa, Revell, and Muller (2016) contended that the number of participants does not determine data saturation when conducting a qualitative study, as the number of different perspectives and opinions is what matters most for reaching data saturation. Additionally, researchers can include a lower number of participants in a study if participants give an adequate amount of data concerning the topic (Malterud, Siersma, & Guassora, 2016). A researcher conducting a qualitative study seeks to obtain an understanding of the

complexities of a phenomenon (Gentles, Charles, Ploeg, & McKibbin, 2015). Gentles et al. (2015) stated that informational redundancy is an indication of data saturation. The perspectives of five CBO managers who had a grasp on employee turnover were sufficient for data collection.

Regarding participant selection, Robinson (2014) noted that specifying inclusion criteria can push the sample pool toward either homogeneity or heterogeneity. Either kind of sampling pool would be complimentary to purposive sampling because the participants selected are knowledgeable about reducing employee turnover. The criteria for participation in this study was (a) employees of the chosen nonprofit organization in western New York, (b) leaders who have demonstrated the ability to handle employee turnover, and (c) individuals who agreed to participate in an interviewing event upon receipt of the consent form.

A researcher who provides consent to participants of a study satisfies one of the many ethical standards of conducting a study. Gelinas, Wertheimer, and Miller (2016) stressed the importance of obtaining the voluntary consent of research study participants. Scholars obtain written consent from participants to protect the rights of the participants (Biros, 2018). Researchers who provide informed consent secure the respect for persons, beneficence, and justice called for in the *Belmont Report* (HHS, 1979). Furthermore, informed consent gives participants control in contributing to the study. Biros (2018) suggested that informed consent gives researchers the authority to use the participants' responses in the study and provides participants with the right to refuse study contribution. The informed consent of participants represents their informed choices to either contribute to the research study or opt out (Annas, 2017). The consent also

indicates participants' comprehension of the potential effects (Biros, 2018) and any risks related to participation in the study (Annas, 2017).

I conducted interviews after obtaining the participants' consent, ensuring that the interview environment was compatible with the interviewees. I conducted interviews in the participants' work environment at a designated time chosen by the participants. Elmir et al. (2011) recommended choosing interview locations and times carefully to yield the most effective data collection results. Participants who are comfortable in the interview environment are likely to divulge detailed information during the interview.

Ethical Research

Researchers maintain ethical behavior and practices throughout their research studies. Additionally, researchers view various aspects of the research study closely to avoid ethical dilemmas. Reinecke, Arnold, and Palazzo (2016) insisted that researchers obtain adequate knowledge about the research topic, as under-researched topics may result in unethical practices. As I researched the continuous challenge of employee turnover in nonprofit organizations, I ensured ethical researcher behavior.

Throughout this study, I complied with the ethical guidelines laid out in the *Belmont Report* (HHS, 1979). I received the IRB approval number, which was 12-13-18-0398735. Afterward, I sent prospective participants the emailed consent form that described my objectives for conducting the study. Birt, Scott, Cavers, Campbell, and Walter (2016) noted that researchers use the consent process to avoid maleficence and to support beneficence. Scholars include information regarding participants' rights to withdraw from the study at any time on the consent form (Petrova, Dewing, & Camilleri, 2016). In the consent form, I informed the participants they can withdraw from the study

at any time without penalty by contacting me directly. In the cases of participants who opt to withdraw, I will erase interview recordings, discard interview notes, and dispose of any associated printed documents.

Although I offered no extrinsic incentives for study participation, it is possible that participants who remained engaged in the study may have received intrinsic incentives. For example, managers of the organization could feel accomplished. As noted by Murayama, Kitagami, Tanaka, and Raw (2017), researchers who offer extrinsic incentives can threaten the autonomy of the participants. Researchers who provide incentives for study contribution may influence participants' behavior, as participants may fabricate information to receive incentives (Robinson, 2014). I did not offer extrinsic incentives for study participation to reduce the potential for unethical behavior.

I contacted participating managers with an email to set dates and times for interviews upon completion of the consent process. I reminded the managers their participation is voluntary and they may withdraw from the study at any time. I continued to build a good rapport with the participants during the time leading up to the interviewing events. Goodman-Delahunty and Howes (2016) noted that rapport-building is imperative for positively influencing participant collaboration. I reiterated in emails my intent to protect the confidentiality of all information regarding the interviewees and the organization.

Researchers are mindful of the consequences of placing the participants' identities at risk since confidentiality affects the comfort level of participants (Petrova et al., 2016). The participants' identities were protected by assigning each participant alphanumeric codes, labeling each participant as Participant 1 and continuing through Participant 5. A

fictional name was also assigned to the organization. All recordings, interview notes, and company documents are stored on a password protected flash drive and will be stored in a storage box secured by lock and key in my home for 5 years after the publication of this study. Additionally, all hard copies of research-related materials will also be stored in a storage box and secured by lock and key in my home for 5 years. I will be the only individual with access to the key and all of the data collected during this study. At the end of the 5-year period I will shred all hard copy documents and physically destroy the flash drive. Petrova et al. (2016) stated that ensuring the confidentiality of the participants' identities will increase the quality of the study.

Data Collection Instruments

I served as the primary data collection instrument for this qualitative study. I used individual semistructured interviews to collect data from participants. According to Grossoehme (2014), interviewers who conduct semistructured interviews should use an interview guide with pre-determined interview questions, possibly incorporating additional questions into the interview as well. Researchers use interviews to explore the experiences of participants and the meaning of those experiences (Grossoehme, 2014). Saunders et al. (2015) stated that conducting interviews introduces researchers to the perceptions of participants. Researchers can discern the reasons for certain occurrences by gathering participant perceptions (Saunders et al., 2015). Researchers obtain the most valuable information when reciprocity exists between the two parties. Reciprocity plays a key role in creating rapport between the interviewer and interviewee (Elmir et al., 2011). Reciprocity in an interview is manifested by a process that is a conversation rather than

an investigation, easing skepticism and creating trust between the interviewer and interviewees.

I conducted semistructured interviews using the interview protocol provided in the Appendix upon receiving Institutional Review Board (IRB) approval. I conducted data collection and data analysis simultaneously, decreasing the possibility of data misinterpretation (Yazan, 2015). I engaged in immediate interpretation of interview responses to ensure the alignment of my inferences with the participants' perspectives. Researchers could potentially improve the reliability and validity of their studies by immediately interpreting the responses of interviewees.

Reliability and validity are vital components of a quality research study. Heale and Twycross (2015) insisted that a quality research study upholds validity and reliability by using instruments or theories to convey an idea. Saunders et al. (2015) stated that reliability and validity are directly linked. A lack of reliability or validity could yield inaccurate conclusions or statistical relationships in subsequent studies. I used member checking to enhance reliability and validity. Researchers conduct member checking by providing participants with transcripts and data interpretations of their interviews in order to verify that their responses to the interview questions have been recorded or interpreted accurately (Varpio, Ajjawi, Monrouxe, O'Brien, & Rees, 2017). Moreover, researchers use member checking to immediately correct inaccuracies, misrepresentations, or misinterpretations (Birt et al., 2016). Researchers use member checking to confirm the reliability of qualitative results (Birt et al., 2016). Furthermore, researchers who use the member checking technique provide participants with an opportunity to clarify, confirm, or elaborate on research outputs (Iivari, 2018).

Data Collection Technique

I began data collection immediately upon receiving IRB approval. Semistructured interviews and document analysis served as primary sources of data collection for the study. I did not conduct a pilot study. Prasad (2017) explained that open-ended responses from participants during interviewing events help researchers to understand situations through the perceptions of the participants. Malterud et al. (2016) noted that researchers should also challenge participants, explaining that researchers who do not challenge the participants through effective questioning will risk generating responses that are already known (Malterud et al., 2016). I pursued data saturation by introducing all perceptions of participants into the data collection.

I recorded participant interviews. Grossoehme (2014) suggested that researchers record interview sessions to ensure that participant responses are accurately perceived. I protected the participants' identities by removing all information from recordings that could potentially expose the participants (Grossoehme, 2014). Participants responded to five open-ended interview questions. I conducted interviews according to the protocol provided in the Appendix, posing additional follow-up questions to gain clarity or to gather more detailed information regarding the participants' strategies for reducing employee turnover.

Semistructured interviews offer several advantages over other data collection techniques. Ellis (2016) suggested that researchers who perform interviews can rephrase interview questions for clarity. Researchers can provide participants with a better understanding of the questions by rephrasing the questions (Ellis, 2016). Researchers also could potentially obtain more valuable information regarding the research by

rearticulating questions. Arsel (2017) noted that researchers who conduct interviews as a data collection technique could provide participants with opportunities to elaborate on their perceptions regarding the experiences that may be important to them. Moreover, interviews allow researchers to understand the complexities of the participants' perceptions and experiences (Bishop & Lexchin, 2013). Researchers who conduct interviews can observe, note, and respond to participants' body language in response to interview questions (Ellis, 2016).

Semistructured interviews also pose disadvantages compared to other data collection techniques. Benia et al. (2015) stated that even well-trained interviewers fail to follow best practices in the interviewing process. For instance, researchers may deviate from their roles by providing information during interviews rather than relying solely on participants' responses (Ellis, 2016). Additionally, Arsel (2017) noted that interview data may be inadequate for answering research questions when the most efficient answer has less subjective measures. Participants can perceive research questions differently when asked by different people at different times (Ellis, 2016).

Using document analysis as a secondary data collection technique offers specific advantages. Researchers use the secondary data to rationalize the purpose of the study (Prasad, 2017). Baškarada (2014) stated that a researcher could find information regarding organizational structure in internal and external reporting documents. Analyzing organizational documents provides researchers with opportunities to converge similar information given organizational concepts and techniques (Kumar, Singh, & Ahuja, 2017). Moreover, researchers use research questions as lenses for analyzing the collected documentation (Kumar et al., 2017). Additionally, researchers who view

organizational reporting documents may better understand the organizational strategies that could assist in reducing employee turnover.

Disadvantages also accompany the use of document analysis as a secondary data collection technique. Bishop and Lexchin (2013) stated that a documentary review rarely gives the researcher in-depth information regarding the research topic. For example, researchers are unaware of detail not recorded on the document, including the perception of the parties involved. The researcher may have to analyze the contents of the document since most organizational documents do not include in-depth detail. Sarma (2015) insisted that researchers obtain thorough training to perform sufficient qualitative data analysis. Researchers face the challenge of differentiating between their objective analysis of the data and their impressions of it (Sarma, 2015).

I used member checking to ensure the accuracy of my interpretations from interviews and document analysis. Birt et al. (2016) noted that member checking enhances the credibility of qualitative analysis. Member checking is a validation technique that allows participants to confirm the accuracy of the researcher's interpretations (Harvey, 2015). Anney (2014) noted that member checking reduces researcher bias in the analysis and interpretation phase of the research process. I provided participants with my analysis of the interview and document data to verify the accuracy of my recording and interpretation. Providing participants with analysis gives them opportunities to offer feedback and to add information regarding the researcher's interpretations (Harvey, 2015). Furthermore, the researcher can use member checking to make necessary corrections to data interpretation when participants point out problems

(Anney, 2014). I used member checking to incorporate any changes the participants deem necessary in my final analysis.

Data Organization Technique

I used reflective journaling to oversee the data I collected and to organize my thoughts on study-related topics. Woronchak and Comeau (2016) explained that reflective journaling provides researchers with opportunities to explore reflective learning through writing. Researchers who reflect on their research can better elaborate on their research topics by reducing their biases while gathering, analyzing, and sorting data (Clark & Veale, 2018). Additionally, researchers who use reflective journaling may establish confirmability (Anney, 2014) and may gain insight into the participants' lived experiences (Taliaferro & Diesel, 2016). Woronchak and Comeau (2016) stated that some of the benefits of using a reflective journal are obtaining a new perspective and awareness and developing learning and problem-solving skills.

I will also store my reflective journals on a password-protected flash drive for 5 years and will retain the physical journals in a storage box secured by lock and key for 5 years, in accordance with IRB and Walden University requirements. Researchers who use a hardware-based flash drive have improved data security when compared to other storage devices although inconvenienced by inputting a password (Liao et al., 2018). Han, Li, Ni, Gu, and Xu (2018) stated that managing passwords is challenging for individuals, but password protection is used to secure electronic documents. Moreover, the presence of passwords gives researchers the opportunity to govern the authenticity of stored documents (Arias-Cabarcos, Marin, Palacios, Almenarez, & Diaz-Sanchez, 2016).

I will store hard copies and electronic copies of research-related materials for 5 years, ensuring that I am the only individual with access to the protected research-related information. I will shred the hard copy documents and physically destroy the flash drive at the end of the 5-year period.

Data Analysis

I chose methodological triangulation as the most appropriate data analysis technique for this study. Methodological triangulation involves the use of different methodological writings to support the same phenomenon (Yin, 2018). Researchers who use methodological triangulation can obtain detailed information regarding the research topic (Abdalla, Oliveira, Azevedo, & Gonzalez, 2018). Abdalla et al. (2018) explained that researchers could use a combination of data sources when displaying methodological triangulation to create an accurate depiction of the leadership phenomenon. I performed methodological triangulation with the data collected from the interviews and the analysis of organizational documents after performing member checking of the data.

I electronically organized the research data, using NVivo 11 software for the meticulous process of qualitative data analysis and theme creation (Yakut Cayir & Saritas, 2017). Yakut Cayir and Saritas (2017) identified NVivo 11 software as the most recommended coding and theoretical development software system for qualitative data analysis. Expert researchers recommend this software for data analysis and synthesis in studies involving the collection of large volumes of data (Houghton, Murphy, Casey, & Meehan, 2017). Hjeltnes, Binder, Moltu, and Dundas (2015) stated researchers use the NVivo software to discover themes in data and ensure consistency in the data analysis. Therefore, I used the NVivo software to match the themes highlighted in the

semistructured interviews with those within the literature review and conceptual framework. Additionally, Oliveira, Bitencourt, dos Santos, and Teixeira (2015) stated that researchers could use NVivo software for coding, displaying the completed codes, accessing texts, writing memos, and presenting the results of the data analysis in graphs and tables. Therefore, I chose NVivo software as the most appropriate electronic organization system for this study.

Reliability and Validity

Reliability

Reliability pertains to reproducibility and internal consistency (Tang, 2015) and concerns the dependability of the study results. Morse (2015) stated that other researchers would be unable to replicate unreliable research studies. To ensure dependability in this study, I used triangulation and member checking. A researcher can employ triangulation by viewing the research topic using different sources of data (Abdalla et al., 2018). Researchers who use multiple data sources to support a phenomenon reduce the chances of personal bias and increase the chances of study reducibility (Abdalla et al., 2018). Researchers use member checking to support research dependability, as described by Birt et al. (2016). Moreover, researchers can use member checking to validate the collected data and prove the trustworthiness of qualitative results (Birt et al., 2016). Varpio et al. (2017) noted that member checking provides an opportunity for researchers to modify all inaccurate interpretations obtained from participant-researcher interactions.

Validity

Validity concerns the accuracy of concept measurement (Heale & Twycross, 2015). I increased the validity of this study by incorporating methodological

triangulation, member checking, and data saturation. Furthermore, I addressed credibility by using methodological triangulation with different data sources, by conducting member checks on the collected data, and by using an interview protocol during the interviewing events. Vikstrom (2010) pointed to triangulation as a valuable tool in research studies, giving credibility to the findings of the studies. Triangulation is a useful tool for validating and cross-checking ideas, thereby helping researchers to understand topics in-depth by incorporating evidence from different perspectives (Vikstrom, 2010).

Credibility is enhanced in research studies when researchers verify their interpretations of the participants' responses through member checking (Anney, 2014). Interview protocols also promote credibility in research studies. Researchers who use interview protocols enhance the completeness and accuracy of information provided by participants as a result of adhering to the interviewing best practices included in the interview protocol (Heydon & Powell, 2018).

I took every necessary step to promote transferability in this research study. Abdalla et al. (2018) stated that transferability concerns the successful transfer of qualitative results to other settings with different participants. Therefore, transferability is equivalent to the generalization of the research study results and conclusions (Anney, 2014). To address the transferability of the study a purposive sampling technique was used to select participants for this study. According to Forero et al. (2018), purposive sampling enables researchers to acquire the best representation of the setting under scrutiny because that sampling approach selects participants who are knowledgeable about the research topic and could potentially share different perspectives. Additionally, participants chosen through purposive sampling may provide researchers with the type of

rich information that produces in-depth research findings (Anney, 2014), further enabling readers to reflect on the relevancy of the findings in different situations (Hoover & Morrow, 2015).

I promoted confirmability in this research study to ensure that my conclusions represent the experiences and perspectives of the participants rather than their predilections (Abdalla et al., 2018). Hoover and Morrow (2015) noted that researchers ensure confirmability by linking the data collection, analysis process and findings, and by tracking these processes through an audit trail. Researchers can use audit trails, reflective journaling, and triangulation to address study confirmability (Anney, 2014). I enhanced the confirmability of this study by performing member checking after interviews, using reflective journaling to record experiences and interpretations, and triangulating data collected through interviews and organizational documents.

Researchers achieve data saturation by gathering data in sufficient quantities to produce quality study findings (Kahlke, 2017). I gathered study data through interviews and document collection. Fusch and Ness (2015) stated that researchers who use interviews to collect data reach data saturation by asking multiple participants the same questions. I also followed the interview protocol during the interview process. Heydon and Powell (2018) stated that researchers could increase the quantity and quality of information collected during interviews by carefully following the interview protocol. Fusch and Ness (2015) noted that researchers who maximize rich data during the data collection process would reach data saturation.

Transition and Summary

In Section 2, I reiterated the purpose of this qualitative single case study and elaborated on my role as the researcher. I also provided details regarding the recruitment of participants, outlined the research method and design rationale, described the study population, and identified the sampling process I used. I also described the ethical requirements and standards for the study, specified the data collection instruments and technique, and outlined my approach for data organization and analysis. I concluded the section with details regarding the measures I took to ensure study reliability and validity. In Section 3, I presented the findings from this study, including an application of the findings to professional practice and implications for social change. Finally, I discuss recommendations for action and further research.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative, single case study was to explore the strategies that some CBO managers use to reduce employee turnover. I obtained data about reducing employee turnover by conducting semistructured interviews with five CBO managers of the same nonprofit organization in western New York who had successfully implemented strategies to reduce employee turnover. I also obtained data concerning tactics to reduce employee turnover by reviewing organizational documents including the nonprofit organizations' policies and procedures and employee handbook.

All of the interviews took place in a community conference room; however, while the interviews were taking place, the space was a private setting. I asked each organizational leader five interview questions to explore the strategies that some CBO managers use to reduce employee turnover. I also used the interview protocol associated with the interview questions to remain focused on the overarching research question and to ensure that the interview questions produced quality responses from the participants (Benia et al., 2015). I analyzed the participants' responses to the interview questions, my interview notes, and my review of the organization's policies and procedures and the employee handbook. I conducted member checking with all participants to ensure the accuracy of my interpretations. Subsequently, I searched for common themes and ensured that the data collected were reliable and valid. After performing data analysis, I determined that the strategies that some CBO managers used to reduce employee turnover included building positive relationships to promote communication, offering

employee training and advancement, and recognizing that compensation is an important factor but does not influence employee behavior.

Presentation of the Findings

I used a qualitative single case study to explore the overarching research question. Alpi and Evans (2019) stated that researchers who use case studies incorporate multiple sources of data and creatively link the data to support the studied topic. Semistructured interviews were conducted to investigate strategies that managers used to mitigate employee turnover. Data was obtained from five CBO managers from the same organization in western New York. The overarching research question for this study was as follows: What strategies do CBO managers use to reduce employee turnover? Each participant in this study was assigned an alphanumeric code, starting with Participant 1 and continuing through Participant 5. The five CBO managers provided insightful answers to the interview questions regarding strategies to reduce employee turnover. Three themes emerged after data analysis of the interview responses and document analysis of organizational policies and procedures and the employee handbook. The three emerging themes were (a) building positive relationships to promote communication, (b) offering employee training and advancement, and (c) recognizing that compensation is an important factor but does not influence employee behavior.

The CBO managers' strategies associated with building positive relationships to promote communication involved continuously asking for feedback regarding work experiences and hosting weekly meetings with staff to determine organizational problems. Both platforms of communication resulted in finding the root cause of organizational problems and including employees in the decision-making process.

Managers who include their staff in decision-making have the opportunity to consider other perspectives on certain issues. Managers have an opportunity to consider other perspectives on certain issues when employees are included in the decision-making process (Travis & Barak, 2010).

In this study, organizational leaders also use the strategy of thorough communication to determine if employees are the right fit for their organizational roles. For instance, some employees may be extremely talented at servicing disadvantaged populations but lack passion to serve them. Employees who rely on their talents to complete daily tasks may eventually lose interest in the tasks, as talent may diminish. Employees who exhibit passion while completing their daily tasks may always have the enthusiasm to consistently perform impressively.

Grooming personnel at this CBO is a major component of the effort to reduce employee turnover. Many personal and professional seminars are provided to reveal the full potential of employees. Employees' full potential is linked to their passion to serve disadvantaged populations. Additionally, an employee who exhibits his or her full potential could possibly receive recognition from managers. Appreciative leaders execute specific behaviors to praise their subordinates' work or efforts (Apostel, Syrek, & Antoni, 2018). Twice a year, this CBO acknowledges high-performing employees at company luncheons. As for employees who are not recognized, managers conduct annual performance evaluations to discuss employees' strengths and weaknesses. During the performance evaluations, leaders and followers collectively discuss areas of needed attention and devise methods on how to develop those areas. In most circumstances, training assists with minimizing weaknesses and solidifying strengths.

Managers at this organization encounter barriers. Some of the barriers are organizational policies and procedures related to hiring and supervising qualified staff and difficulties in implementing change. For instance, the CBO managers at this organization can only hire people within the city limits as per the board of directors. Additionally, the managers have to abide by union contracts when supervising their staff. Furthermore, managers at this CBO have to efficiently handle resistance to change from seasoned employees, who make up the majority of the personnel. All of these barriers are addressed through effective two-way communication and negotiation. The participants shared that they maintained trusting relationships with all groups that could affect positive organizational progression.

I used Herzberg's (1959) two-factor theory to reveal strategies that some CBO managers used to reduce employee turnover within their organization. Herzberg identified motivator and hygiene factors that influenced job satisfaction in the two-factor theory. Herzberg presents motivator factors as achievement, recognition, work challenges, advancements, and responsibilities (Herzberg, 1959). The hygiene factors include salary, relationships within the workplace, job security, supervision, working conditions, and company policy (Herzberg, 1959). The motivator factors are known to generate positive job satisfaction, whereas the hygiene factors contribute to dissatisfaction if they are absent or minimally present. The participants' responses to the interview questions supported Herzberg's two-factor theory. The first theme that was noted during data analysis was building positive relationships to promote communication.

Theme 1: Building Positive Relationships to Promote Communication

Organizational leaders have a significant influence on the success of their organization through frequent communication. Therefore, leaders must establish positive relationships and working environments to encourage two-way communication with their subordinates; a constructive working climate positively affects employee turnover. Muldoon, Keough, and Lovett (2018) stated that leaders are encouraged to maintain positive relationships with their followers to ensure that followers have few excuses to leave their organization. Specifically, face-to-face communication encourages the sharing of knowledge and idea collaboration (Khazanchi, Sprinkle, Masterson, & Tong, 2018). All participants indicated that they communicated with their staff regularly. The majority of the participants believed that effective communication in the workplace was the primary reason that employees decided to remain employed at their organization. Additionally, all participants reiterated that listening to their staff was imperative to create a positive working environment. Participant 5 stated, “Communication with my staff is important because when you give them a voice, it makes them feel empowered.” Additionally, Participant 1 shared,

We address barriers by understanding how others perform tasks, getting explanations on why they do things differently and learning different perspectives. We then try to come to a mutual understanding through communication. For instance, “tell me why you feel that way, tell me why you see it that way, and let me tell you what I’m saying and how I see it.”

Feedback also fosters two-way communication. Participants 1, 3, 4, and 5 proclaimed that they received feedback from their staff frequently and used the feedback

to make progressive changes in the workplace. Bull and Janda (2018) stated that the gathering of feedback provides support in decision making. Participant 1 indicated, “I get a lot of feedback from the employees. They are not afraid to express themselves. We have an open door policy and we try to work things out through communication.”

Participant 5 shared, “when incorporating the employees’ feedback, they feel as though they have a voice.” Participant 3 stated,

Feedback is important; therefore, we keep lines of communication open.

Incorporating feedback from my employees and the people they serve is imperative as well. Listening to the people we serve talk about how well we are doing our jobs is a testament of our dedication to the organizational mission.

Incorporating different perspectives is important. It is critical to have those people that we serve to be a part of the necessary changes; you have to include the people providing the service and the people receiving the service as we don't see things as they do. Everyone must have a seat at the table because if you do not have a seat at the table, you're just the menu. Those that have input in organizational affairs will feel empowered and know their opinions matter.

Participant 4 shared,

We meet with employees often to talk about problems. For instance, at each meeting we talk about problems to determine resolutions. The meetings are all about the employees; in this setting they communicate their concerns. I definitely take their feedback into consideration as we try to solve the root of the problems as a team. By talking to the employees about the problems we get their input in decision making.

A leader's leadership style determines if employer-employee relationships are genuine and if the leader will receive honest feedback from followers. Drzewieck and Roczniowska (2018) stated that leaders are very influential to their followers, as they can either facilitate or inhibit a follower's organizational engagement and performance. Followers determine their level of engagement or performance from their adaptation to their leader's leadership style. Therefore, leaders who are aware of their followers' leadership needs may create great working relationships, which could lead to employer-employee transparency. Leaders who establish positive employer-employee exchanges provide employees with the certainty that they are contributing team members (Cho & Song, 2017). Employees' sense that they have value is imperative because they are the first people in the public eye to exhibit the organizational mission.

Subordinates are the front-line employees in organizations; they have direct contact with stakeholders, making their jobs very important. Participant 3 shared,

I believe my subordinates' work takes precedence over mine as my job is to make sure they have what they need to do their jobs well. My job is to take care of the team and the team's job is to take care of our clients; our clients' well-being is what matters. If it wasn't for my staff there will be no need for my job.

All of the participants indicated that their staff's opinions served as the stimulus to effectively serve targeted populations; therefore, fostering healthy working relationships led to organizational success.

The participants' strategies regarding building positive relationships to influence communication aligned with Herzberg's two-factor theory (Herzberg, 1959). Supervision and relationships within the workplace are hygiene factors that leaders use to

assist employees in experiencing general satisfaction and low levels of dissatisfaction (Holmberg et al., 2016). All of the participants' responses illustrated the importance of their leadership and relationships with their staff to establish effective communication to positively influence organizational culture.

Theme 2: Offering Employee Training and Advancement

Organizational leaders who offer training and advancement opportunities in the workplace illustrate the lack of stagnancy in employee professional development. Employees stay employed at organizations if they are benefiting from organizational offerings; employees who reap benefits repay their organizations by exhibiting job embeddedness and loyalty (Bibi, Ahmad, & Majid, 2018). Additionally, employees who are promoted may feel obligated to remain with the organization and may perceive leaving the organization as being costly (Chan et al., 2016). Participant 5 shared, "It is pertinent employees know what is in it for them to work at an organization." Employees who feel as though there is nothing to gain while being employed at an organization could potentially leave in search of opportunity. According to Hu et al. (2016), an employee's well-being may be positively influenced when the employee is given advancement opportunities within the organization. Most of the participants stated that ongoing training and advancement opportunities were offered for their employees at their organization. Participant 2 shared,

We offer employee assistance and tuition assistance programs. I actually took advantage of the tuition assistance program, by obtaining both my bachelor and master degrees. Lastly, we also offer certifications that the staff can use if they decide to move on.

Participants 1, 4, 5 linked offering training and development to employee empowerment. Ravisha and Pakkerappa (2017) defined employee empowerment as the transferring of power from the leader to the follower; followers take accountability for their work and are able to take credit for successful outcomes. After employees undergo rigorous training, some of them have the opportunity to advance within the company by applying for higher ranked positions. Participant 2 stated, “Our employees are considered for positions within the organization before anyone else. For instance, we post positions internally prior to posting for public applicants.” Participant 5 expected employees to take advantage of the development programs and opportunities so that they could be groomed professionally to become good candidates for higher ranked positions within the organization. Participant 5 shared,

We also offer advancement programs for our employees and even people in the community. However, at times we have low participation, but you can lead a horse to water but you cannot make them drink it. They have to take the initiative to take advantage of our programs.

Participant 2 and 3 were aware of the low participation in the advancement programs such as the tuition assistance program and certifications program. Participant 3 shared,

It is difficult to get people outside of their comfort zone. People have to step outside of what makes them comfortable to expand their capacities. Being in your comfort zone will keep you at bay; it does not stretch you. Therefore, you have to be comfortable with being uncomfortable as being comfortable is the enemy of achievement.

However, Participant 2 indicated that it was the role of organizational leaders to give employees the professional push needed to advance. Participant 2 shared, “We have to become more creative when working with other agencies to help our employees and people in the community get ready for professional growth.”

Organizational leaders are in place to provide leadership and guidance to their followers in order to promote high-quality performance. Participant 5 confirmed the leader’s role by stating, “We take care of our employees inside and out to uncover their full potentials.” Participant 3 also stated, “My job is to take care of the team and the team’s job is to take care of our clients; our clients’ well-being is what matters. If it wasn’t for them there will be no need for my job.” According to Ahn, Lee, and Yun (2018), individuals learn attitudes and behaviors from others. Specifically, in the workplace, followers learn normative attitudes and behaviors from their leaders. Employees learn to serve others as they mimic the actions of their leaders who serve them. The nonprofit organization in this study measured employee performance by how employees addressed the needs of the people in the community.

The participants’ responses indicated that training and development were offered to employees to assist them in progressing professionally and personally. Although not all employees took advantage of advancement opportunities, leaders of the organization tried to promote the benefits of taking advantage of the opportunities. The leaders’ efforts illustrate their selflessness to develop their followers’ skill sets. Herzberg considered employee advancement to be a motivator factor. Motivator factors positively influence employee morale, productivity, and job satisfaction for employees (Prasad Kotni & Karumuri, 2018). Therefore, employees’ advancement within the organization where they

are employed provides intrinsic reward. All of the participants' responses illustrated the importance of offering personal and professional development to create a workforce that is well equipped to serve disadvantaged populations.

Theme 3: Compensation is an Important Factor but Does Not Influence Employee Behavior

The final theme that emerged solidified compensation was not the only reason employees stay employed at organizations. Although some constituents of an employees' compensation are wages, salary increases and bonuses (Alshmemri et al., 2017), the rate of pay does not solely effect employee behavior. Therefore, job embeddedness extends far beyond monetary attributes.

Compensation may attract individuals to apply for openings within an organization. After analyzing the interview responses, the results revealed most participants believe competitive compensation was an important aspect that kept employees; however, they repetitively mentioned their organization was a part of the nonprofit sector. Nonprofit organizations have budgets and allocate monies for the employees' salaries. Although managers encounter this challenge, they are still able to offer competitive compensation packages and benefits, when compared to other organizations in the community. Furthermore, managers take part in a community assessment analysis to determine the wages that are competitive in the community. My document analysis of the employee handbook, and the organizational policies and procedures, support the fact that this organization offers benefits such as paid time off, sick time, health insurance, life insurance, and a retirement plan. I did not review the compensation package of the employees; however, Participants 1, 2, 4, and 5 agreed

employees stay because good wages and benefit packages are offered upon accepting an organizational position. Participant 2 shared “We offer an excellent benefit package, a wonderful schedule, which is Monday through Friday, and flexible time off.”

An employee’s job satisfaction is beyond monetary earnings. Participant 4 shared, “In the past some employees resigned not because of their pay, but because they were not respected; people want to be treated well and respected.” Furthermore, Participant 1 shared,

It doesn't matter how much money an employee makes if they're not happy at work. If you are unhappy, work becomes a chore; therefore, respect takes precedence as you can go anywhere to make money.

Most employees of nonprofit organizations are satisfied with their work as they assist others (Becker, Antuar, & Everett, 2011). Participant 5 shared, “People that work here can see how they helped to change someone's life; it's internally rewarding. It's very rewarding having such an impact on a person’s life.” Many people within the workplace look forward to internal rewards opposed to external rewards, especially when completing his or her assigned tasks. Participant 3 shared,

Anyone who assumes a role at a company solely because of the wage should reconsider as the position could be misaligned with their purpose in life; this is how we can create disgruntled employees. Talent burns out, passion will outdo talent anytime, and compensation should not be primary. I keep my staff members’ roles aligned with the mission and the vision of the organization and ensure they know how their roles impact the big picture.

These findings regarding the effects of compensation conflict with other recent research that showed that compensation directly influenced employee turnover behavior. Sarkar (2018) conducted a literature review to examine the connection between compensation and employee turnover. After conducting research, Sarkar (2018) discovered there was a shift between compensation being a traditional motivator to a retention strategy. Furthermore Bibi, Pangil, Johari, & Ahmad (2017) discovered there was a positive relationship between compensation, advancement, and employee retention. These researchers' discovery illustrated the importance of compensation as it is needed to survive.

Herzberg (1959) argued individuals were influenced more by intrinsic factors when compared to extrinsic factors. The participants stated they offer competitive compensation and benefits for their employees. There is a possibility some employees are not completely satisfied with their pay, but remain employed at the organization. This perspective aligns with the Herzberg two-factor theory as employees who are not completely satisfied with their pay, stay because their work is intrinsically rewarding. Anyone could earn a desirable pay somewhere; however, the fulfillment of improving someone's life is priceless.

Applications to Professional Practice

The results of this study could be beneficial to professional business practices as employee turnover is an inherent issue across many industries; employee turnover is a key problem in the workforce and could be linked to various aspects within the workplace. For example, employee turnover may occur due to superficial reasons such as heavy workloads, scheduling, ambiguous situations, supervisor behavior, work- life

balance and lack of promotion (Dasgupta, 2014), or profounder reasons such as organizational culture. Organizational culture could influence an employee's intention to resign from his or her position (Kessler, 2014). Furthermore, the social aspects of organizational culture could affect employee turnover as well. Holmes et al. (2013), proclaimed job embeddedness is a social link an employee has with the organization where he or she is employed. Therefore, if an employee's embeddedness were strong, their interest to leave their job would be minimal (Holmes, et al., 2013).

The findings of this study revealed the employee retention strategies of CBO managers. The following are strategies some CBO managers used to reduce employee turnover within their organization: (a) building positive relationships to promote communication, (b) offering employee training and advancement, and (c) recognizing that compensation is an important factor but does not influence employee behavior. The strategies revealed by the CBO managers influence how valued employees sustain job embeddedness and exhibit organizational commitment, while not receiving grossly high salaries. Business leaders could use the findings of this study to create and implement strategies to mitigate employee turnover and provide motivational workplace environments that would stimulate productivity.

Implications for Social Change

Stephan, Patterson, Kelly, and Mair (2016) stated social change is the transformation of behaviors, thoughts, structure, and relationships in order to create beneficial outcomes for people, organizations and, society. Organizational leaders could use the results of this study to promote implications for social change as it could give organizational leaders strategies for reducing employee turnover. Specifically for

organizational managers in nonprofit organizations, the reduction of employee turnover may lead to an increase in service quality to underprivileged communities. Furthermore, reducing employee turnover and increasing service quality may lead to the expansion of social change programs that could potentially improve the lives of the people who experience societal disadvantages. The expansion of social change programs may give the disadvantaged populations hope that their life situations could positively progress.

According to Greenaway, Cichocka, Veelen, Likki, and Branscombe (2016), hope promotes social change especially when there are advantaged and disadvantaged groups. Hope is the driving emotion that encourages people, especially those of the disadvantaged group, that change is possible. Communication is greatly associated with social change. Sison (2017) argued communication is a key factor that promotes social change. Effective communication is a tool that provides bonding and understanding, particularly when different cultures are involved. Lastly, thorough questioning can be a catalyst to social change initiatives (Reeler, 2015). Leaders and managers use thorough questioning to reflect on the most appropriate leadership quality to affect employee performance.

The findings of this study exhibited how CBO managers used the following strategies to reduce employee turnover: (a) building positive relationships to promote communication, (b) offering employee training and advancement, and (c) recognizing that compensation is an important factor but does not influence employee behavior. The last strategy is evidence that compensation does not take precedence over intrinsic value. Moreover, CBO managers could use the strategies to assist with aligning the employees' activities with the organizational mission. For instance, the leaders and followers could

communicate to create better working conditions and the employees could be given opportunities to enhance their skill sets. Therefore, the CBO managers' strategies could potentially lead to improved working environments and satisfied stakeholders.

Recommendations for Action

Business leaders in all industries could use strategies to reduce employee turnover as turnover is a continuous business problem. According to Reina, Rogers, Peterson, Byron, and Hom (2018), one of the most persistent challenges managers encounter is retaining valued employees. However, organizational leaders who exhibit leadership strategies to retain employees could positively influence organizational outcomes as employee turnover could affect organizational performance, financial stability, and product or service quality (Elci et al., 2012). The responses of the participants in this study could give other organizational leaders further insight on implementing or redesigning their own processes in order to change organizational culture and positively affect employee turnover.

The responses of the participants in this study indicated building positive relationships that promote communication, offering employee training and advancement, and recognizing that compensation is an important factor but does not influence employee behavior, are strategies that assist with employee turnover. Business leaders who are struggling with employee turnover could use the results of this study to implement activities that would harmonize organizational culture such as initiating monthly meetings, conducting personal and professional training, and broadcasting the alignment of employee tasks to the organizational mission statement. Organizational leaders who retain seasoned employees could potentially keep the knowledge about the

business within the establishment, creating an atmosphere that could potentially prompt high quality service delivery from new employees.

I recommend that business leaders who are challenged with employee turnover review the results of this study and implement strategies that could mitigate the organizational problem. I will distribute a two page summary of the findings of this study to those that have participated in the study and other business leaders. Furthermore, this study will be available on the ProQuest database for anyone who seeks information regarding strategies to reduce employee turnover. I will also consider hosting conferences or trainings to communicate my research findings and inform individuals on strategies to mitigate employee turnover.

Recommendations for Further Research

The purpose of this qualitative, single case study was to explore the strategies some CBO managers use to reduce employee turnover. The results of this study are a reflection of current literature pertaining to employee turnover; a multifaceted business issue that managers and researchers continuously attempt to resolve. In this study, I explored the strategies 5 CBO managers used to reduce employee turnover, while using Herzberg's two-factor theory to determine factors of job satisfaction and dissatisfaction. However, I only became knowledgeable about employee job satisfaction and dissatisfaction through the lens of the manager. I recommend further research should be conducted to reflect the perspectives of employees in relation to employee turnover. Researchers should examine all parties involved to fully understand the reasons employees remain employed at an organization or depart from it. Researchers who interview employees and managers of the same organization may obtain the necessary

information to bridge the gap between the differing perspectives of the leader and follower. Ultimately, the researcher could perform triangulation with leader and follower interview responses to get a better understanding of the complexities of employee turnover.

Other industries in different locations were not considered in this study since this study focused on a single nonprofit organization in western New York. I recommend a study should be conducted in other geographical regions. There are possibilities that an employee's culture influences his or her job satisfaction or dissatisfaction. A researcher who conducts a study in a different location may gain different knowledge pertaining to an employee's willingness to remain employed in a specific organization. I also recommend further research to be conducted concerning for-profit organizations as there may be similarities or differences regarding employee turnover. Researchers who explore different avenues of employee turnover would obtain a well-rounded understanding of the business problem and create various retention strategies to resolve the issue in many different industries and locations.

Reflections

The Doctor of Business Administration (DBA) Doctoral Study process was very challenging as I had to make a few personal sacrifices. However, from this experience, I was able to prove to myself that I can do anything if hard work and determination is incorporated in the endeavor. Also, this experience was rewarding as I had the opportunity to determine the reasons personnel remain employed at a nonprofit organization. Before conducting this study, I believed employees left nonprofit organizations because of reduced wages. As a manager at a nonprofit organization, many

employees complained to me about compensation; however, the results of this study have given me a different perspective on employee desires. Employees who complained about compensation were possibly hesitant about sharing other reasons of resignation. Although compensation is still a factor, compensation is not the only factor that keeps employees in their organizational positions. After conducting this study, I have a better understanding of reasons employees become embedded in the nonprofit organizations where they work; therefore, I will incorporate some of the strategies revealed by the participants of this study to assist with reducing employee turnover within my organization.

Conclusion

The results of my study proved that business leaders are successful in minimizing employee turnover by building positive relationships to promote communication and offering employee training and advancement opportunities. Compensation had minor effects on reducing employee turnover. Therefore, individuals seek more than compensation in the workplace. Employees primarily seek relationships so they could be heard and undergo training and development to further their career goals. The participants in this study illustrated business leaders could potentially reduce employee turnover if they have regular employer-employee interaction and use training and development opportunities as vehicles to assist employees with improving performance.

Employee turnover seems to be an inherent trait of businesses; however, employee turnover could be minimized if business leaders put the appropriate measures in place to professionally satisfy their employees. The organization examined in this study attempted to satisfy their employees by providing personal and professional

training, letting the employees voice their opinions in decision-making, and providing competitive compensation packages.

Successful organizations have leaders who have strategies in place to satisfy their employees (Mandhanya, 2015). Satisfied employees could potentially stay committed to the organization and to the people they serve. Committed employees could practice organizational objectives, which would be intrinsically rewarding to themselves and the leaders who provide guidance. However, the employees' work is beyond intrinsically rewarding to the targeted underprivileged populations; the assistance the employees provide minimizes the effects of societal disadvantages.

References

- Abdalla, M. M., Oliveira, L. G. L., Azevedo, C. E. F., & Gonzalez, R. K. (2018). Quality in qualitative organization research: Types of triangulation as a methodological alternative. *Administracao: Ensino e Pesquisa, 19*(1), 66-98.
doi:10.13058/raep.2018.v19n1.578
- Abid, G., Zahra, I., & Ahmed, A. (2016). Promoting thriving at work and waning turnover intention: A relational perspective. *Future Business Journal, 2*, 127-137.
doi:10.1016/j.fbj.2016.08.001
- Ahn, J., Lee, S., & Yun, S. (2018). Leaders' core self-evaluation ethical leadership, and employees' job performance: The moderating role of employees' exchange ideology. *Journal of Business Ethics, 148*, 457-470. doi:10.1007/s10551-016-3030-0
- Alegre, I., Mas-Machuca, M., & Berbegal-Mirabent, J. (2016). Antecedents of employee job satisfaction: Do they matter? *Journal of Business Research, 69*, 1390-1395.
doi:10.1016/j.jbusres.2015.10.113
- Alfayad, Z., & Mohd Arif, L. S. (2017). Employee voice and job satisfaction: An application of Herzberg's two-factor theory. *International Review of Management and Marketing, 7*, 150-156. Retrieved from <http://www.econjournals.com>
- Alpi, K. M., & Evans, J. J. (2019). Distinguishing case study as a research method from case reports as a publication type. *Journal of the Medical Library Association, 107*(1), 1–5. Retrieved from <http://www.mlanet.org/publications/jmla/>

- Al-Rafaei, Y. S. Y., & Omran, K. A. M. (1992). Organizational and psychological determinants of employee turnover in Kuwait. *International Journal of Public Sector Management*, 5, 57-77. Retrieved from <https://www.emeraldinsight.com/journal/ijpsm>
- Alshmemri, M., Shahwan-Akl, L., & Maude, P. (2017). Herzberg's two-factor theory. *Life Science Journal*, 14(5), 12-16. doi:10.7537/marslsj140517.03
- Amah, O. E. (2017). Determining the antecedents and outcomes of servant leadership. *Journal of General Management*, 43, 126-138. doi:10.1177/0306307017749634
- Annas, G. J. (2017). Informed consent: Charade or choice? *Journal of Law, Medicine, & Ethics*, 45(1), 10-11. doi:10.1177/1073110517703096
- Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Researcher and Policy Studies*, 5, 272-281. Retrieved from <https://jeteraps.scholarlinkresearcher.org>
- Apostel, E., Syrek, C. J., & Antoni, C. H. (2018). Turnover intention as a response to illegitimate tasks: The moderating role of appreciative leadership. *International Journal of Stress Management*, 25(3), 234-249. doi: 10.1037/str0000061
- Arias-Cabarcos, P., Marin, A., Palacios, D., Almenarez, F., & Diaz-Sanchez, D. (2016). Comparing password management software: Toward usable and secure enterprise authentication. *IT Professional IT Prof. IT Professional*, 18(5), 34-40. Retrieved from <https://publications.computer.org/it-professional/>

- Arsel, Z. (2017). Asking questions with reflexive focus: A tutorial on designing and conducting interviews. *Journal of Consumer Research*, *44*, 939-948.
doi:10.1093/jcr/ucx096
- Asrar-ul-Haq, M., & Kuchinke, K. P. (2016). Impact of leadership styles on employees' attitude toward their leader and performance: Empirical evidence from Pakistani banks. *Future Business Journal*, *2*(1), 54-64. doi:10.1016/j.fbj.2016.05.002
- Azeez, R., Jayeoba, F., & Adeoye, A. (2016). Job satisfaction, turnover intention, and organizational commitment. *BVIMSR Journal of Management Research*, *8*, 102-114. Retrieved from <http://www.bvimsr.com/>
- Başkarada, S. (2014). Qualitative case study guidelines. *The Qualitative Report*, *19*, 1-18. Retrieved from <https://www.nova.edu/tqr/>
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York, NY: Free Press.
- Becker, K., Antuar, N., & Everett, C. (2011). Implementing an employee performance management system in a nonprofit organization. *Nonprofit Management and Leadership*, *21*, 255-271. doi:10.1002/nml.20024
- 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
- Bibi, P., Ahmad, A., & Majid, A. H. A. (2018). The impact of training and development and supervisor support on employees retention in academic institutions: The moderating role of work environment. *Gadjah Mada International Journal of Business*, *20*, 113-131. doi:10.22146/gamaijb.24020

- Bibi, P., Pangil, F., Johari, J., & Ahmad, A. (2017). The impact of compensation and promotional opportunities on employee retention in academic institutions: The moderating role of work environment. *International Journal of Economic Perspectives, 11*, 38-391. Retrieved from www.scimagojr.com
- Biros, M. (2018). Capacity, vulnerability, and informed consent for research. *Journal of Law, Medicine & Ethics, 46*(1), 72-78. doi:10.1177/1073110518766021
- 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, 23*, 1802-1811. doi:10.1177/1049732316654870
- Bishop, D., & Lexchin, J. (2013). Politics and its intersection with coverage with evidence development: A qualitative analysis from expert interviews. *BMC Health Services Research, 13*(88), 1-10. Retrieved from <http://www.biomedcentral.com/>
- Blair, C. A., Helland, K., & Walton, B. (2017). Leaders behaving badly: The relationship between narcissism and unethical leadership. *Leadership & Organization Development Journal, 38*, 333-346. doi:10.1108/LODJ-09-2015-0209
- Bostrom, J., Hillborg, H., & Lilja, J. (2017). Cultural change of applying user involvement for improving healthcare quality: A review of the impact on attitudes, values and assumptions among healthcare professionals and users. *Quality Innovation Prosperity/ Kvalita Inovacia Prosperita, 21*, 158-172. doi:10.12776/QIP.V21I3.922
- Brahim, A., Ridic, O., & Jukic, T. (2015). The effect of transactional leadership on employee's performance- case study of 5 Algerian banking institutions. *Economic*

Review: Journal of Economics & Business/ Ekonomska Revija: Casopis za Ekonomiju i Bizniz, 13(2), 7-20. Retrieved from <http://www.untz.ba>

- Bull, R., & Janda, K. B. (2018). Beyond feedback: introducing the “engagement gap” in organizational energy management. *Building Research and Information*, 46(3), 300–315. doi:10.1080/09613218.2017.1366748
- Burch, T. C., & Guarana, C. L. (2014). The comparative influences of transformational leadership and leader-member exchange on follower engagement. *Journal of Leadership Studies*, 8(3), 6-25. doi:10.1002/jls.21334
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Burr, V., King, N., & Butt, T. (2014). Personal construct psychology methods for qualitative research. *International Journal of Social Research Methodology*, 17, 341-355. doi:10.1080/13645579.2012.730702
- Bush, T. (2017). The enduring power of transformational leadership. *Educational Management Administration & Leadership*, 45, 563-565. doi:10.1177/1741143217701827
- Caesens, G., Stinglhamber, F., & Marmier, V. (2016). The curvilinear effect of work engagement on employees’ turnover intentions. *International Journal of Psychology*, 51, 150-155. doi:10.1002/ijop.12131
- Caillier, J. G. (2016). Do transformational leaders affect turnover intentions and extra-role behaviors through mission valence? *American Review of Public Administration*, 46, 226-424. doi:10.1177/0275074014551751
- Carless, D., & Douglas, K. (2017). Narrative research. *The Journal of Positive Psychology*, 12, 307-308. doi:10.1080/17439760.2016.1262611

- Casado-Diaz, J. M., Martinez-Bernabeu, L., & Rowe, F. (2017). An evolutionary approach to the delimitation of labour market areas: An empirical application for Chile. *Spatial Economic Analysis*, 12, 379-403.
doi:10.1080/17421772.2017.1273541
- Castaneda, L. E. G., Richter, B., & Knauff, M. (2015). Negativity bias in defeasible reasoning. *Thinking & Reasoning*, 22, 209-220.
doi:10.1080/13546783.2015.1117988
- Castellan, C. M. (2010). Quantitative and qualitative research: A view for clarity. *International Journal of Education*, 2(2), 1-14. Retrieved from <http://www.macrothink.org/ije>
- Chan, S. H. J., Mai, X., Kuok, O. M. K., & Kong, S. H. (2016). The influence of satisfaction and promotability on the relation between career adaptability and turnover intentions. *Journal of Vocational Behavior*, 92, 167-175.
doi:10.1016/j.jvb.2015.12.003
- Chen, S. C. (2016). Fair participant selection: A negative obligation not to exclude. *The American Journal of Bioethics*, 16, 71-76. doi:10.1080/15265161.2016.1145297
- Chishty-Mujahid, N. (2016). The prevalent and persistent virtues of autocratic leadership in the corporate sector: An analysis. *IBA Business Review*, 11(1), 62-68. Retrieved from <http://www.iba.edu.pk/researchwing.asp>
- Cho, Y. J., & Song, H. J. (2017). Determinants of turnover intention of social workers. *Public Personnel Management*, 46(1), 41-65. doi:10.1177/0091026017696395

- Cho, Y. N., Hamwi, G. A., Friend, S. B., & Rutherford, B. N. (2017). The role of emotions on frontline employee turnover intentions. *Journal of Marketing Theory & Practice*, 25(1), 57- 68. doi:10.1080/10696679.2016.1235960
- Clark, K. R., & Veale, B. L. (2018). Strategies to enhance data collection and analysis in qualitative research. *Radiologic Technology*, 89, 482CT-485CT. Retrieved from <http://www.asrt.org>
- Conklin, T. A. (2014). Phenomenology redux: Doing phenomenology, being phenomenological. *Organization Management Journal*, 11, 116-128. doi:10.1080/15416518.2014.929935
- Cote, R. (2017). Vision of effective leadership. *International Journal of Business Administration*, 8(6), 1-10. doi:10.5430/ijba.v8n6p1
- Counsell, A., Cribbie, R. A., & Harlow, L. L. (2016). Increasing literacy in quantitative methods: The key to the future of Canadian psychology. *Canadian Psychology/Psychologie Canadienne*, 57, 193-201. doi:10.1037/cap0000056
- Dartey-Baah, K. (2010). Job satisfaction and motivation: Understanding its impact on employee commitment and organisational performance. *Academic Leadership*, 8(4), 11-27. Retrieved from <http://www.academicleadership.org>
- Dasgupta, P. (2014). Nurses' Intention to leave: A qualitative study in private hospitals. *Globsyn Management Journal*, 8(1/2), 77- 87. Retrieved from <http://www.globsyn.edu.in/research/globsyn-management-journal.php>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268. doi:10.1207/S15327965PLI1104_01

- Demirtas, O., & Akdogan, A. A. (2014). The effect of ethical leadership behavior on ethical climate, turnover intention, and affective commitment. *Journal Business Ethics, 121*(2), 1-11. doi:10.1007/s10551-014-2196-6
- Dickens, P. M. (2015). Strategic OD and complexity. *OD Practitioner, 47*(3), 38-43. Retrieved from <https://www.odnetwork.org/page/ODPractitioner>
- Drzewieck, M., & Roczniowska, M. (2018). The relationship between perceived leadership styles and organisational constraints: An empirical study in Goleman's typology. *Revue europeenne de psychologie appliquee, 68*, 161-169. doi:10.1016/j.erap.2018.08.002
- El Badaway, T. A., & Bassiouny, M. (2014). Employee engagement as a mediator between transformational leadership and intention to quit. *Contemporary Management Quarterly, 13*(2), 37-50. Retrieved from <http://www.worldcat.org>
- Elci, M., Sener, I., Aksoy, S., & Alpkan, L. (2012). The impact of ethical leadership and leadership effectiveness on employees' turnover intention: The mediating role of work related stress. *International Strategic Management Conference, Procedia-Social and Behavioral Sciences, 58*, 289-297. doi:10.1016/j.sbspro.2012.09.1003
- Ellis, P. (2016). The language of research (part 11)-Research methodologies: Interview types. *Wounds UK, 12*, 104-106. Retrieved from <http://www.wounds-uk.com/journal.shtml>
- Elmir, R., Schmied, V., Jackson, D., & Wilkes, L. (2011). Interviewing people about potentially sensitive topics. *Nurse Researcher, 19*(1), 12-16. Retrieved from <http://nurseresearcher.rcnpublishing.co.uk>

- Emiroglu, O., Guneyli, A., & Burgul, N. S. (2017). Motivational sources of teachers in a developing country. *Revista de Cercetare si Interventie Sociala*, 57, 51-66.
Retrieved from <http://www.expertprojects.ro/>
- Ennis, M. C., Gong, T., & Okpozo, A. Z. (2018). Examining the mediating roles of affective and normative commitment in the relationship between transformational leadership practices and turnover intention in government employees. *International Journal of Public Administration*, 41, 203-215.
doi:10.1080/01900692.2016.1256894
- Erkutlu, H., & Chafra, J. (2017). Authentic leadership and organizational job embeddedness in higher education. *Hacettepe University Journal of Education*, 32, 413-426. doi:10.16986/HUJE.2016018528
- Evans, W. R., Allen, R. S., & Clayton, R. W. (2016). Ethnic leadership: Not everyone responds equally. *Organizational Management Journal*, 13, 215-229.
doi:10.1080/15416518.2016.1253453
- Fareed, K., & Jan, F. A. (2016). Cross-cultural validation test of Herzberg's two factor theory: An analysis of bank officers working in Khyber Pakhtunkhwa. *Journal of Managerial Sciences*, 10, 285-300. Retrieved from <http://www.qurtuba.edu.pk/>
- Fattah, A. H. (2017). The effect of organizational culture, leader behavior, self-efficacy, and job satisfaction on job performance of the employees. *Jurnal Terapan Manajemen dan Bisnis*, 3, 102-110. Retrieved from <http://journal.stkipsingkawang.ac.id/index.php/JTMB>

- Fiaz, M., Su, Q., Ikram, A., & Saqib, A. (2017). Leadership styles and employees' motivation: Perspective from an emerging economy. *The Journal of Developing Areas, 51*, 143-156. Retrieved from <http://www.tnstate.edu/business/>
- Fisher, C. A. (2016). Shared governance: The way to staff satisfaction and retention. *Nursing Management, 47*(11), 14-16.
doi:10.1097/01.NUMA.0000502808.67918.e8
- Forero, R., Nahidi, S., De Costa, J., Mohsin, M., Fitzgerald, G., & Gibson, N. (2018). Application of four-dimension criteria to assess rigour of qualitative research in emergency medicine. *BMC Health Services Research, 18*(1), 1-11.
doi:10.1186/s12913-018-2915-2
- Foster, S. (2017). Making retention strategies work. *British Journal of Nursing, 26*, 251-251. Retrieved from <http://www.markallengroup.com/ma-healthcare/>
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *Qualitative Report, 20*, 1408-1416. Retrieved from <http://nsuworks.nova.edu/>
- Ganta, V. C. (2014). Motivation in the workplace to improve the employee performance. *International Journal of Engineering Technology, Management and Applied Sciences, 2*, 221-230. Retrieved from www.ijetmas.com
- Gardiner, R. A. (2017). Authentic leadership through an ethical prism. *Advances in Developing Human Resources, 19*, 467-477. doi:10.1177/1523422317728941
- Gauche, C., de Beer, L. T., & Brink, L. (2017). Managing employee well-being: A qualitative study exploring job and personal resources of at-risk employees. *South*

African Journal of Human Resource Management, 15(1), 1-13.

doi:10.4102/sajhrm.v15i0.957

Gaya, H. J., & Smith, E. E. (2016). Developing a qualitative single case study in the strategic management realm: An appropriate research design? *International Journal of Business Management & Economic Research*, 7, 529-538. Retrieved from <http://www.ijbmer.com>

Gelinas, L., Wertheimer, A., & Miller, F. G. (2016). When and why is research without consent permissible? *The Hastings Center Report*, 46(2), 35-43. Retrieved from <https://thehastingscenter.org>

Gentles, S. J., Charles, C., Ploeg, J., & McKibbin, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20, 1772-1789. Retrieved from <https://www.nova.edu/tqr/>

Ghosh, S. K. (2017). The direct and interactive effects of job security and job embeddedness on unethical pro-organizational behavior. *Personnel Review*, 46, 1182-1198. doi:10.1108/PR-05-2015-0126

Gill, M. J. (2014). The possibilities of phenomenology for organizational research. *Organizational Research Methods*, 17, 118-137. doi:10.1177/1094428113518348

Glenn, A., & Ichino, N. (2015). Using qualitative information to improve causal inference. *American Journal of Political Science*, 59, 1055-1071. doi:10.1111/ajps.12154

- Goodman-Delahunty, J., & Howes, L. M. (2016). Social persuasion to develop rapport in high-stakes interviews: Qualitative analyses of Asian-Pacific practices. *Policing and Society, 26*, 270-290. doi:10.1080/10439463.2014.942848
- Grabo, A., & van Vugt, M. (2016). Charismatic leadership and the evolution of cooperation. *Evolution and Human Behavior, 37*, 399-406. doi:10.1016/j.evolhumbehav.2016.03.005
- Greenaway, K. H., Cichocka, A., Veelen, R., Likki, T., & Branscombe, N. (2016). Feeling hopeful inspires support for social change. *Political Psychology, 37*(1), 89-107. doi:10.1111/pops.12225
- Grossoehme, D. H. (2014). Research methodology overview of qualitative research. *Journal of Health Care Chaplaincy, 20*, 109-122. doi:10.1080/08854726.2014.925660
- Han, E., Li, Z., Ni, M., Gu, G., & Xu, W. (2018). Shadow attacks based on passwords reuses: A quantitative empirical analysis. *IEEE Transactions on Dependable and Secure Computing, 15*, 309-320. doi:10.1109/TDSC.2016.2568187
- Hancock, M. E., Amankwaa, L., Revell, M. A., & Muller, D. (2016). Focus group data saturation: A new approach to data analysis. *Qualitative Report, 21*, 2124-2130. Retrieved from <https://www.nova.edu/tqr/>
- Handley, J. (2017). Correction of selection bias in survey data: Is the statistical cure worse than the bias? *American Journal of Public Health, 107*, 503-505. doi:10.2105/AJPH.2016303644

- Hardin, A., Clayton, L. A., & Moody, G. D. (2017). Assessing the credibility of decisional guidance delivered by informational systems. *Journal of Management Information Systems, 34*, 1143-1168. doi:10.1080/07421222.2017.1394073
- Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview. *International Journal of Research & Method in Education, 38*(1), 23-28. doi:10.1080/1743727X.2014.914487
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence Bases Nursing, 18*(3), 66- 67. doi:10.1136/eb-2015-102129
- Herzberg, F. (1959). *The motivation to work*. New York, NY: Wiley.
- Heydon, G., & Powell, A. (2018). Written- response interview protocols: An innovative approach to confidential reporting and victim interviewing in sexual assault investigations. *Policing & Society, 28*, 631-646. doi:10.1080/10439463.2016.1187146
- Hjeltnes, A., Binder, P., Moltu, C., & Dundas, I. (2015). Facing the fear of failure: An explorative qualitative study of client experiences in a mindfulness-based stress reduction program for university students with academic evaluation anxiety. *International Journal of Qualitative Studies on Health and Well-being, 10*. doi:10.3402/qhw.v10.27990
- Hofmans, J., DeGieter, S., & Pepermans, R. (2013). Individual differences in the relationship between satisfaction with job rewards and job satisfaction. *Journal of Vocational Behavior, 82*(1), 1-9. doi:10.1016/j.jvb.2012.06.007

- Holmberg, C., Sobis, I., & Carlstrom, E. (2016). Job satisfaction among Swedish mental health nursing staff: A cross-sectional survey. *International Journal of Public Administration, 39*, 426-436. doi:10.1080/01900692.2015.1018432
- Holmes, P., Chapman, T., & Baghurst, T. (2013). Employee job embeddedness: Why people stay. *International Journal of Business Management & Economic Research 4*, 802- 813. Retrieved from www.ijbmer.com
- Hoover, S. M., & Morrow, S. L. (2015). Qualitative researcher reflexivity: A follow-up study with female sexual assault survivors. *Qualitative Report, 20*, 1476-1489. Retrieved from <http://nsuworks.nova.edu/tqr/>
- Houghton, C., Murphy, K., Casey, D., & Meehan, B. (2017). From screening to synthesis: Using nvivo to enhance transparency in qualitative evidence synthesis. *Journal of Clinical Nursing, 26*, 873-881. doi:10.1111/jocn.13443
- Hu, C., Cui, S., & Wang, L. (2016). Path analysis of work family conflict, job salary and promotion satisfaction, work engagement to subjective well-being of the primary and middle school principals. *Journal of Education and Training Studies, 4*(9), 10-15. doi:10.11114/jets.v4i9.1619
- Hurst, C. D., Baranik, L. E., & Clark, S. (2017). Job content plateaus: Justice, job satisfaction, and citizenship behavior. *Journal of Career Development, 44*, 283-296. doi:10.1177/0894845316652250
- Hwang, W., & Ramadoss, K. (2017). The job demands-control-support model and job satisfaction across genders. *Journal of Family Issues, 38*(1), 52-72. doi:10.1177/0192513X16647983

- Iivari, N. (2018). Using member checking in interpretive research practice: A hermeneutic analysis of informants' interpretation of their organizational realities. *Information Technology & People, 31*, 111-133. doi:10.1108/ITP-07-2016-0168
- Ilker, E., Sulaiman, A. M., & Rukayya, S. A. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4. doi:10.11648/j.ajtas.20160501.11
- Ileri, K. (2016). High job satisfaction despite low income. *Journalism & Mass Communication Quarterly, 93*, 164-186. doi:10.1177/1077699015607334
- James, N. (2016). Using email interviews in qualitative educational research: Creating space to think and time to talk. *Journal of Qualitative Studies in Education, 29*, 150-163. doi:10.1080/09518398.2015.1017848
- Jones, D. (2012). Does servant leadership lead to greater customer focus and employee satisfaction. *Business Studies Journal, 4*(2), 21-35. Retrieved from <https://www.abacademies.org/journals/business-studies-journal-home.html>
- Jun-Cheng, Z., Wen-Quan, L., Zhao-Yi, Z., & Jun, X. (2015). Organizational commitment, work engagement, person-supervisor fit, and turnover intention: A total effect moderation model. *Social Behavior & Personality: An International Journal, 43*, 1657-1666. doi:10.2224/sbp.2015.43.10.1657
- Kahlke, R. (2017). The qualitative quality conversation. *Medical Education, 51*(1), 5-7. doi:10.1111/medu.13224
- Kampkotter, P., & Marggraf, K. (2015). Do employees reciprocate to intra- firm trainings? An analysis of absenteeism and turnover rates. *International Journal of*

Human Resource Management, 26, 2888-2907.

doi:10.1080/09585192.2015.1005655

Kang, C., Huh, S., Cho, S., & Auh, E. Y. (2015). Turnover and retention in nonprofit employment. *Nonprofit & Voluntary Sector Quarterly*, 44, 641-664.

doi:10.1177/0899764014553032

Kessler, L. (2014). The effect of organizational culture on IT employee turnover intention in Israel. *Annals of the University of Oradea, Economic Science Series*, 23, 1028-1038. Retrieved from <http://anale.steconomieuoradea.ro/en/>

Khanna, V. (2017). Measuring job satisfaction of academicians using Herzberg theory.

Delhi Business Review, 18(2), 75-86. Retrieved from

<http://www.indianjournals.com/>

Khattak, S. R., Batool, S., & Haider, M. (2017). Relationship of leadership styles and employee creativity: A mediating role of creative self-efficacy and moderating role of organizational climate. *Pakistan Journal of Commerce & Social Sciences*, 11, 698-719. Retrieved from <http://www.jespk.net>

Khazanchi, S., Sprinkle, T. A., Masterson, S. S., & Tong, N. (2018). A spataial model of work relationships: The relationship-building and relationship-straining effects of workplace design. *Academy of Management Review*, 43, 590-609. doi:

10.5465/amr.2016.0240

Kim, B., Kim, S., & Heo, C. Y. (2016). Analysis of satisfiers and dissatisfiers in online hotel reviews on social media. *International Journal of Contemporary Hospitality Management*, 28, 1915-1936. doi:10.1108/IJCHM-04-2015-0177

- Kim, J. (2018). The contrary effects of intrinsic and extrinsic motivations on burnout and turnover intention in the public sector. *International Journal of Manpower*, 39, 486-500. doi:10.1108/IJM-03-2017-0053
- Kiplangat, H. K. (2017). The relationship between leadership styles and lecturers' job satisfaction in institutions of higher learning in Kenya. *Universal Journal of Educational Research*, 5, 435-446. doi:10.13189/ujer.2017.050315
- Knapp, J. R., Smith, B. R., & Sprinkle, T. A. (2017). Is it the job or the support? Examining structural and relational predictors of job satisfaction and turnover intention for nonprofit employees. *Nonprofit and Voluntary Sector Quarterly*, 46, 652-671. doi:10.1177/0899764016685859
- Kumar, A., Singh, N., & Ahuja, N. J. (2017). Learning styles based adaptive intelligent tutoring systems: Document analysis of articles published between 2001 and 2016. *International Journal of Cognitive Research in Science, Engineering, & Education*, 5(2), 83-98. doi:10.5937/IJCRSEE1702083K
- Lambert, E. G., Minor, K. I., Wells, J. B., & Hogan, N. L. (2016). Social support's relationship to correctional staff job stress, job involvement, job satisfaction, and organizational commitment. *The Social Science Journal*, 53(1), 22-32. doi:10.1016/j.soscij.2015.10.001
- Lapointe, E., & Vandenberghe, C. (2018). Examination of the relationships between servant leadership, organizational commitment, and voice and antisocial behaviors. *Journal of Business Ethics*, 148, 99-115. doi:10.1007/s10551-015-3002-9

- Lawton, A., & Páez, I. (2015). Developing a framework for ethical leadership. *Journal of Business Ethics, 130*, 639-649. doi: 10.1007/s10551-014-2244-2
- Lee, S. K. J. (1992). Quantitative versus qualitative research methods- two approaches to organisation studies. *Asia Pacific Journal of Management, 9*(1), 87-94.
doi:10.1007/BF01732039
- Lee, T. W., Hom, P. W., Eberly, M. B., Li, J. J., & Mitchell, T. R. (2017). On the next decade of research in voluntary employee turnover. *Academy of Management Perspectives, 31*, 201-221. doi:10.5465/amp.2016.0123
- Lee, Y. (2016). Comparison of job satisfaction between nonprofit and public employees. *Nonprofit and Voluntary Sector Quarterly, 45*, 295-313.
doi:10.1177/0899764015584061
- Lenz, A. S. (2015). Using single case research designs to demonstrate evidence of counseling practices. *Journal of Counseling & Development, 93*, 387-393.
doi:10.1002/jcad.12036
- Leonard, H. S. (2017). A teachable approach to leadership. *Consulting Psychology Journal: Practice and Research, 69*, 243-266. doi:10.1037/cpb0000096
- Liao, T.-L., Wan, P.-Y., Chien, P.-C., Liao, Y.-C., Wang, L.-K., & Yan, J.-J. (2018). Design of high-security USB flash drives based on chaos authentication. *Electronics, 7*, 82. doi:10.3390/electronics7060082
- Lin, C.-S., Huang, P.-C., Chen, S.-J., & Huang, L.-C. (2017). Pseudo-transformational leadership is in the eye of the subordinates. *Journal of Business Ethics, 141*, 179-190. doi:10.1007/s10551-015-2739-5

- Liu, Z., Li, J., Cai, Z., Shi, S., & Fang, Y. (2013). Leadership style and employee turnover intentions: A social identity perspective. *Career Development International, 18*, 305- 334. doi:10.1108/CDI-09-2012-0087
- Llanos, L. F., & Bin Ahmad, R. (2017). Financial compensation and organizational commitment: Differences among Mexican and Malaysian bankers. *Compensation & Benefits Review, 48*, 155-170. doi:10.1177/0886368717740473
- Louis, Y.-S. L., Sheng-Wei, L., & Li-Yi, H. (2016). Motivation for online impulse buying: A two-factor theory perspective. *International Journal of Information Management, 36*, 759-772. doi:10.1016/j.ijinfomgt.2016.04.012
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research, 26*, 1753-1760. doi:10.1177/1049732315617444
- Mandhanya, Y. (2015). A study of impact of working environment on retention of employees. *Global Management Review, 9*, 116–128. Retrieved from <http://www.sonamgmt.org/gmr.html>
- Manganelli, L., Thibault-Landry, A., Forest, J., & Carpentier, J. (2018). Self-determination theory can help you generate performance and well-being in the workplace: A review of the literature. *Advances in Developing Human Resources, 20*, 227-240. doi:10.1177/1523422318757210
- Mangi, A. A., Kanasro, H. A., & Burdi, M. B. (2015). Motivation tools and organizational success: A critical analysis of motivational theories. *Government: Research Journal of Political Science, 4*(4), 51-62. Retrieved from <http://www.usindh.edu.pk>

- Matei, M. C., & Abrudan, M. -M. (2016). Adapting Herzberg's two factor theory to the culture context of Romania. *Procedia-Social and Behavioral Sciences*, 221, 95-104. doi:10.1016/j.sbspro.2016.05.094
- McClellan, E. J., Burriss, E. R., & Detert, J. R. (2013). When does voice lead to exit? It depends on leadership. *Academy of Management*, 56, 525-548. doi:10.5465/amj.2011.0041
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5, 117- 130. Retrieved from <http://jbsq.org/>
- Memon, M. A., Salleh, R., & Baharom, M. N. R. (2016). The link between training satisfaction, work engagement and turnover intention. *European Journal of Training & Development*, 40, 407-429. doi:10.1108/EJTD-10-2015-0077
- Milena, Z. R., Dainora, G., & Alin, S. (2008). Qualitative research methods: A comparison between focus- group and in- depth interview. *Annals of the University of Oradea, Economics Science Series*, 4, 1279-1283. Retrieved from <http://anale.steconomieuoradea.ro/>
- Mittal, S. (2016). Effects of transformational leadership on turnover intentions in IT SMEs. *International Journal of Manpower*, 37, 1322-1346. doi:10.1108/IJM-10-2014-0202
- Moon, C. (2015). The (un) changing role of the researcher. *International Journal of Market Research*, 57(1), 15-16. doi:10.2501/IJMR-2015-002

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research, 25*, 1212-1222.

doi:10.1177/1049732315588501

Muldoon, J., Keough, S. M., & Lovett, S. (2018). The mediating role of workplace attitudes on the leader–member exchange—Turnover intention relationship. *The Psychologist-Manager Journal, 21*, 229–248. doi: 10.1037/mgr0000079

Mullen, J., Kelloway, E. K., & Teed, M. (2016). Employer safety obligations, transformational leadership and their interactive effects on employee safety performance. *Safety Science, 91*, 405-412. doi:10.1016/j.ssci.2016.09.007

Muoneme, M. L. (2015). How can a phenomenological approach innovate leadership in a high-tech world? *Journal of Leadership Studies, 9*(3), 83-84.

doi:10.1002/jls.21416

Murayama, K., Kitagami, S., Tanaka, A., & Raw, J. A. L. (2017). People's naivete about how extrinsic rewards influence intrinsic motivation. *Motivation Science, 2*, 138-142. doi:10.1037/mot0000040

Narisada, A., & Schieman, S. (2016). Underpaid but satisfied: The protective functions of security. *Work & Occupations, 43*, 215-255. doi:10.1177/0730888415625332

Newman, A., Schwarz, G., Cooper, B., & Sendjaya, S. (2017). How servant leadership influences organizational citizenship behavior: The roles of LMX, empowerment and proactive personality. *Journal of Business Ethics 145*(1), 49-62.

doi:10.1007/s10551-015-2827-6

- NonprofitHR. (2016). *2016 nonprofit employment practices survey results*. Retrieved May 10, 2016 from <http://www.nonprofithr.com/wp-content/uploads/2016/04/2016NEPSurveyfinal.pdf>
- NonprofitHR. (2017). *2017 nonprofit employment practices survey results*. Retrieved March 8, 2018 from <https://www.nonprofithr.com/2017-nep-survey-new/>
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.
- Oliveira, M., Bitencourt, C. C., dos Santos, A. C. M. Z., & Teixeira, E. K. (2015). Análise de conteúdo temática: Há uma diferença na utilização e nas vantagens oferecidas pelos softwares MAXQDA® e NVivo®? *Revista de Administração da UFSM*, 9, 72-82. doi:10.5902/1983465911213
- Otaghsara, S. M. T., & Hamzehzadeh, H. (2017). The effect of authentic leadership and organizational atmosphere on positive organizational behavior. *International Journal of Management, Accounting, & Economics*, 4, 1122-1135. Retrieved from <http://www.ijmae.com/>
- Pacheco, G., & Webber, D. (2016). Job satisfaction: How crucial is participative decision making? *Personnel Review*, 45, 183-200. doi:10.1108/PR-04-2014-0088
- Packendorff, J., Crevani, L., & Lindgren, M. (2014). Project leadership in becoming: A process study of an organizational change project. *Project Management*, 45(3), 5-20. doi:10.1002/pmj.21418
- Park, J., & Park, M. (2016). Qualitative versus quantitative research methods: Discovery or justification? *Journal of Marketing Thought*, 3(1), 1-7. doi:10.15577/jmt.2016.03.01.1

- Petrova, E., Dewing, J., & Camilleri, M. (2016). Confidentiality in participatory research: Challenges from one study. *Nursing Ethics, 23*, 442-454.
doi:10.1177/09697330014564909
- Piaralal, S. K., Bhatti, M. A., Piaralal, N. K., & Juhari, A. S. (2016). Factors affecting service recovery performance and service employees. *International Journal of Productivity & Performance Management, 65*, 898-924. doi:10.1108/IJPPM-04-2014-0060
- Pink, S., Tutt, D., Dainty, A., & Gibb, A. (2010). Ethnographic methodologies for construction researcher: knowing, practice and interventions. *Building Research & Information, 38*, 647-659. doi:10.1080/09613218.2010.512193
- Prasad 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/>
- Prasad, S. S. (2017). The strengths and weakness of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *Scholarly Research Journal for Humanity Science & English Language, 19*, 4638- 4645.
Retrieved from www.srjis.com
- Rahman, A., & Hasan, N. (2017). Modeling effects of KM and HRM processes to the organizational performance and employee's job satisfaction. *International Journal of Business and Management, 12*(7), 35-45. doi:10.5539/ijbm.v12n7p35
- Ravisha, B., & Pakkerappa, P. (2017). Impact of employee empowerment on performance management. *Amity Business Review, 18*(2), 57-61. Retrieved from <http://www.amity.edu/abs/>

- Reeler, D. (2015). Exploring the real work of social change. *OD Practitioner*, 47(1), 15-24. Retrieved from Retrieved from <https://www.odnetwork.org/page/ODPractitioner>
- Reina, C. S., Rogers, K. M., Peterson, S. J., Byron, K., & Hom, P. W. (2018). Quitting the boss? The role of the manager influence tactics and employee emotional employee emotional engagement in voluntary turnover. *Journal of Leadership & Organizational Studies*, 25(1), 5-18. doi:10.1177/1548051817709007
- Reinecke, J., Arnold, D. G., & Palazzo, G. (2016). Qualitative methods in business ethics, corporate responsibility, and sustainability research. *Business Ethics Quarterly*, 26, xiii-xxii. doi:10.1017/beq.2016.67
- Rendtorff, J. D. (2015). Case studies, ethics, philosophy, and liberal learning for the management professionals. *Journal of Management Education*, 39(1), 36-55. doi:10.1177/1052562914562282
- Riley, P., & Jacobs, R. (2016). Ethics matter: Moderating leaders' power use and followers' citizenship behavior. *Journal of Business Ethics*, 134(1), 69- 81. doi:10.1007/s1055-014-2416-0
- Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Research in Psychology*, 11(1), 25-41. doi:10.1080/14780887.2013.801543
- Ross, C., & Moore, S. (2016). Utilising biographical narrative interpretive methods: Rich perspectives on union learning journeys and learner motivations. *Journal of Education and Work*, 29, 450-469. doi:10.1080/13639080.2014.978273

- Saha, S., & Kumar, S. P. (2018). Organizational culture as a moderator between affective commitment and job satisfaction. *International Journal of Public Sector Management, 31*, 184-206. doi: 10.1108/IJPSM-03-2017-0078
- Sahito, Z., & Vaisanen, P. (2018). Effect of English language competency on the job satisfaction and motivation of teacher educators: A narrative analysis. *Journal of Language Teaching & Research, 9*, 225-235. doi:10.17507/jltr.0902.02
- 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/>
- Sarma, S. K. (2015). Qualitative research: Examining the misconceptions. *South Asian Journal of Management, 22*, 176-191. Retrieved from <http://www.amdisa.org>
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2015). *Research methods for business students* (7th ed.). Essex, England: Pearson Education Limited.
- Selden, S. C., & Sowa, J. E. (2015). Voluntary turnover in nonprofit human service organizations: The impact of high performance work practices. *Human Service Organizations Management, Leadership, & Governance, 39*, 182-207. doi:10.1080/23303131.2015.1031416
- Sender, A., Rutishauser, L., & Staffelbach, B. (2018). Embeddedness across contexts: A two-country study on the additive and buffering effects of job embeddedness on employee turnover. *Human Resource Management Journal, 28*, 340-356. doi:10.1111/1748-8583.12183

- Sharma, P. (2017). Organizational culture as a predictor of job satisfaction: The role of age and gender. *Management: Journal of Contemporary Management Issues*, 22(1), 35-48. Retrieved from <http://www.efst.hr/management>
- Shehu, E., Becker, J. U., Langmaack, A. C., & Clement, M. (2016). The brand personality of nonprofit organizations and the influence of monetary incentives. *Journal of Business Ethics*, 138, 589-600. doi:10.1007/s10551-015-2595-3
- Shijian, W., Quan, Y., & Xiangyan, S. (2017). Effect mechanism of the relationship among job satisfaction, organizational commitment and job performance for employees in led enterprises. *Light & Engineering*, 25(3), 79-86. Retrieved from <http://www.svetotekhnika.com>
- Singh, P., & Mishra, R. K. (2017). Determinants and impact of performance-related pay perception. *Compensation & Benefits Review*, 48(3-4), 66-80. doi:10.1177/0886368717725176
- Sison, M. D. (2017). Communication across, within and between, cultures: Toward inclusion ad social change. *Public Relations Review*, 43(1), 130-132. doi:10.1016/j.pubrev.2016.10.015
- Snyder, B. (2015). Half of us have quit our job because of a bad boss. *Fortune*. Retrieved March 29, 2017. Retrieved from <http://fortune.com/2015/04/02/quit-reasons/>
- Stephan, U., Patterson, M., Kelly, C., & Mair, J. (2016). Organizations driving positive social Change. *Journal of Management*, 42(5), 1250- 1281. doi:10.1177/0149206316633268

- Stockman, C. (2015). Achieving a doctorate through mixed methods research. *Electronic Journal of Business Research Methods*, 13(2), 74-84. Retrieved from <http://academic-conferences.org/ejournals.htm>
- Sun, R., & Wang, W. (2017). Transformational leadership, employee turnover intention, and actual voluntary turnover in public organizations. *Public Management Review*, 19, 1124-1141. doi:10.1080/14719037.2016.1257063
- Taba, M. I. (2018). Mediating effect of work performance and organizational commitment in the relationship between reward system and employees' work satisfaction. *Journal of Management Development*, 37(1), 65-75. doi:10.1108/JMD-11-2016-0256
- Taliaferro, D., & Diesel, H. (2016). Cultural impact with reflective journaling. *International Journal for Human Caring*, 20, 155-159. Retrieved from <http://www.humancaring.org/>
- Tang, K. (2015). Estimating productivity costs in health economic evaluations: A review of instruments and psychometric evidence. *Pharmacoeconomics*, 33(1), 31-48. doi:10.1007/s40273-014-0209-z
- Tomozii, S. E., & Lupu, D. A. (2015). How do management styles influence the work behavior: A study case of teachers facing economic crisis and reform in education. *Journal Plus Education/ Educatia Plus*, 12, 241-251. Retrieved from <http://www.uav.ro/en/index>
- Tran, V.-T., 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

- Tran, V.-T., Porcher, R., Tran, V.-C., & Ravaud, P. (2017). Predicting data saturation in qualitative surveys with mathematical models from ecological research. *Journal of Clinical Epidemiology*, *82*, 71-78. doi:10.1016/j.jclinepi.2016.10.001
- Travaglianti, F., Babic, A., & Hansez, I. (2018) Relationships between employment quality and intention to quit: Focus on PhD candidates as traditional workers. *Studies in Continuing Education*, *40*, 115-131.
doi:10.1080/0158037X.2017.1396448
- Travis, D. J., & Barak, M. E. M. (2010). Fight or flight? Factors influencing child welfare workers' propensity to seek positive change or disengage from their jobs. *Journal of Social Service Research*, *36*, 188–205. doi:10.1080/01488371003697905
- Trippas, D., Pennycook, G., Verde, M., Handley, S., & Simon, J. (2015). Better but still biased: Analytic cognitive style and belief bias. *Thinking & Reasoning*, *21*, 431-445. doi:10.1080/13546783.2015.1016450
- Tuch, A. N., & Hornbaek, K. (2015). Does Herzberg's notion of hygienes and motivators apply to user experience? *ACM Transactions on Computer-Human Interaction (TOCHI)*, *22*(4), 1-16. doi:10.1145/2724710
- Tumele, S. (2015). Case study research. *International Journal of Sales, Retailing and Marketing*, *4*(9), 68-78. Retrieved from www.ijssrm.com/
- Tung, F.-C. (2016). Does transformational, ambidextrous, transactional leadership promote employee creativity? Mediating effects of empowerment and promotion focus. *International Journal of Manpower*, *37*, 1250-1263.
doi:10.1016/j.ssci.2017.03.013

- Turner, S. F., Cardinal, L. B., & Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational Research Methods, 20*, 243-267. doi:10.1177/1094428115610808
- U.S. Department of Health and Human Services, Office of the Secretary. The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research* (45 CFR 46) Retrieved from <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
- Vansteenkiste, M., Aelterman, N., DeMuyneck, G. J., Haerens, L., Patall, E., & Reeve, J. (2018). Fostering personal meaning and self-relevance: A self-determination theory perspective on internalization. *The Journal of Experimental Education, 86*(1), 30-49. doi:10.1080/00220973.2017.1381067
- Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the cobra effect: Problematizing thematic emergence, triangulation, saturation, and member checking. *Medical Education, 51*(1), 40-50. doi:10.1111/medu.13124
- Vikstrom, L. (2010). Identifying dissonant and complementary data on women through the triangulation of historical sources. *International Journal of Social Research Methodology, 13*, 211-221. doi:10.1080/13645579.2010.482257
- Waddell, A., & Pio, E. (2015). The influence of senior leaders on organisational learning: Insights from the employees' perspective. *Management Learning, 46*, 461-478. doi:10.1177/1350507614541201

- Wardale, D., Cameron, R., & Jun, L. (2015). Considerations for multidisciplinary, cultural sensitive, mixed methods research. *Electronic Journal of Business Research Methods*, 13(1), 37-47. Retrieved from <http://academic-conferences.org/ejournals.htm>
- Warwick-Booth, L. (2014). Using community-based research within regeneration. The role of the researcher within community-based approaches: Exploring experiences within Objective 1 South Yorkshire. *Community, Work & Family*, 17(1), 79-95. doi:10.1080/13668803.2013.847059
- Weisberg, M., & Dent, E. (2016). Meaning or money? Non-profit employee satisfaction. *Voluntary Sector Review*, 7, 293-313. doi:10.1332/1096278916X14767760873899
- Wickramasinghe, V. (2016). Effects of reporting levels on team workers in new business sectors. *Performance Improvement Quarterly*, 28, 91-106. doi:10.1002/piq.21211
- Wilczynka, A., Batorski, D., & Sellens, J. T. (2016). Employment flexibility and job security as determinants of job satisfaction: The case of Polish knowledge workers. *Social Indicators Research*, 126, 633-656. doi:10.1007/s11205-015-0909-6
- Wombacher, J., & Felfe, J. (2017). Dual commitment in the organization: Effects of the interplay of team and organizational commitment on employee citizenship behavior, efficacy beliefs, and turnover intentions. *Journal of Vocational Behavior*, 102, 1-14. doi:10.1016/j.jvb.2017.05.004
- Woronchak, M., & Comeau, G. (2016). The value of reflective journaling with advanced piano students. *Reflective Practice*, 17, 792-805. doi:10.1080/14623943.2016.1220937

- Xin, L., Yucheng, Z., & Chih-Hsing, L. (2017). How does leader other-emotion appraisal influence employees? The multilevel dual affective mechanisms. *Small Group Research, 48*, 93-114. doi:10.1177/1046496416678663
- Yakut Cayir, M., & Saritas, M. T. (2017). Computer assisted qualitative data analysis: A descriptive content analysis (2011-2016). *Necatibey Faculty of Education Electronic Journal of Science & Mathematics Education, 11*, 518-544. Retrieved from <http://www.nef.balikesir.edu.tr/>
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report, 20*, 134-152. Retrieved from <https://www.nova.edu/tqr/>
- Yildiz, I. G., & Simsek, O. F. (2016) Different pathways from transformational leadership to job satisfaction: The competing mediator roles of trust and self-efficacy. *Nonprofit Management & Leadership, 27*(1), 59-77. doi:10.1002/nml.21229
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education, 48*, 311-325. doi:10.1111/ejed.12014
- Yin, R. K. (2018). *Case study research: Design and methods* (6th ed.). Thousand Oaks, CA: Sage.
- Yu, Z., Zhang, D., Yu, Z., & Yang, D. (2015). Participant selection offline event marketing leveraging location-based social networks. *IEEE Transactions of Systems, Man & Cybernetics, 45*, 853-864. doi:10.1109/TSMC.2014.2383993

- Yun, S., Faraj, S., & Sims, H. P. (2005). Contingent leadership and effectiveness of trauma resuscitation teams. *Journal of Applied Psychology, 90*, 1288-1296. doi:10.1037/0021-9010.90.6.1288
- Zhang, Y., & Liu, F. (2017). The formation of brand loyalty: A partial dual-factor explanation. *Journal of International Consumer Marketing, 29*, 239-249. doi:10.1080/08961530.2017.1303416
- Zhou, J., & Li, Y. (2018). The role of leader's humility in facilitating frontline employees' deep acting turnover: The moderating role of perceived customer-oriented climate. *Journal of Leadership & Organizational Studies, 25*, 353-367. doi:10.1177/1548051817750543
- Zubair, A., & Kamal, A. (2015). Authentic leadership and creativity: Mediating role of work-related flow and psychological capital. *Journal of Behavioural Sciences, 25*, 150-171. Retrieved from <http://www.pu.edu.pk/APPSY/INS.ASP>
- Zyphur, M., & Pierides, D. (2017). Is quantitative research ethical? Tools for ethically practicing, evaluating, and using quantitative research. *Journal of Business Ethics, 143*(1), 1-16. doi:10.1007/s10551-017-3549-8

Appendix: Interview Protocol

Interview Title: Strategies for Reducing Nonprofit Organizations' Employee Turnover

1. The interview protocol begins.
2. I will introduce myself as the researcher of this research study to the participant.
3. I will ensure the participant understands the informed consent form I provided him or her via email, which indicated their agreement to participate in this research study.
4. I will provide the participant with information on how to withdraw from the study.
5. I will also provide information regarding the member checking process. I will schedule time with the interview participant to review the analyzed data from the interviews to ensure reliability and validity of the data.
6. I will turn on the audio recorder. I will then note the date, time, and location of the interview. I will also have writing utensils to take notes regarding the participants' responses.
8. I will introduce the participant to his or her alphanumeric code for identification (i.e. Participant 1, Participant 2, Participant 3, etc.) on the audio recording.
9. I will begin the interview by asking the five interview questions and follow-up questions if applicable.
10. I will end the interview sequence.
11. I will thank the participant for his or her time and participation in this study.

12. I will give the participants my contact information to address any follow-up questions and concerns about the research study.
13. The interview protocol ends.