

2020

Strategies for Reducing Voluntary Employee Turnover in Call Centers

Holly R. Schick
Walden University

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



Part of the [Business Commons](#)

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

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Holly R. Schick

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. Irene Williams, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Janie Mayo, Committee Member, Doctor of Business Administration Faculty

Dr. Cheryl Lentz, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2020

Abstract

Strategies for Reducing Voluntary Employee Turnover in Call Centers

by

Holly R. Schick

MS, Walden University, 2016

BS, University of New Mexico, 2013

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2020

Abstract

Call center business leaders who experience voluntary employee turnover are affected by low productivity and high attrition. Call center business leaders are concerned about voluntary employee turnover, as 35 of every 100 call center employees leave the company within the first 6 months of their start date. The purpose of this qualitative multiple case study was to explore strategies call center business leaders use to reduce voluntary employee turnover among several call center managers located in Southeastern New Mexico. The conceptual framework supporting this study was Burns' transformational leadership theory. The participants included 3 call center business leaders who successfully implemented strategies reducing voluntary employee turnover. Data collection included face-to-face interviews, open-ended questions, and audio recordings. Data were analyzed using Yin's 5-stage method of qualitative data analysis. Five themes that emerged from this study were: employee turnover, job satisfaction, training and development, employee compensation, and reward and recognition. Business leaders in call center organizations who positively reduce voluntary employee turnover may influence productivity, improve organizational growth, and increase job satisfaction. Business leaders can use the findings from this study to create a positive social change in call center business leaders' awareness of retention strategies by focusing on the organizations' performance. Organization leaders who reduce voluntary employee turnover could potentially lead employees to long-term growth and development career opportunities that can affect social change to benefit the behaviors of the company's employees and families in the community.

Strategies for Reducing Voluntary Employee Turnover in Call Centers

by

Holly R. Schick

MS, Walden University, 2016

BS, University of New Mexico, 2013

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

April 2020

Dedication

I dedicate this doctoral study to my husband, Vladimir, and children; Aleksandr, Ryan, and Colette. Vladimir, thank you for the time you allowed me to spend on my dissertation and time away from our family events. You allowed me to focus on research when I needed to. Thank you for being a supportive husband throughout this process; I am very thankful. To my children, you all bring me such joy. I am completely blessed to have each of you in my life. I am so proud of each of you. Keep learning, discovering, and asking questions about everything. Set your goals and aim high, for each of you can do anything you set your mind to. I love you all very much. To my parents, Ken and Laurie, without your encouragement, love, and support, I would not be the person that I am today. Thank you for pushing me. To my three sisters, Jessica, Rachel, and Katie, thank you for supporting me on this journey. I am blessed to have such wonderful support. I love you all.

Acknowledgments

I wish to acknowledge God and the faculty members at Walden University for their support throughout my dissertation study. Dr. Irene Williams, thank you for your words of encouragement and support. You have been wonderful throughout this dissertation process. I would also like to thank my program director, Dr. Susan Davis, and my committee members, Dr. Janie Mayo and Dr. Cheryl Lentz.

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.....	6
Assumptions, Limitations, and Delimitations.....	7
Assumptions.....	7
Limitations	8
Delimitations.....	8
Significance of the Study	9
Contribution to Business Practice.....	9
Implications for Social Change.....	9
A Review of the Professional and Academic Literature.....	9
Transformational Leadership Theory.....	11
Supporting and opposing Theories and Models.....	20
Herzberg's Two Factory Theory.....	21

Mobley's employee Turnover Model.....	22
Call Centers in the United States.....	24
Voluntary Employee Turnover.....	26
Job Dissatisfaction.....	27
Organizational Culture and Commitment.....	29
Moral Stress.....	31
Retention Strategy.....	33
Work-Life Balance.....	35
Compensation Packages.....	36
Training.....	38
Education and Skills.....	40
Job Satisfaction.....	41
Employee Engagement.....	42
Transition	43
Section 2: The Project.....	45
Purpose Statement.....	45
Role of the Researcher	46
Participants.....	47
Research Method and Design	49
Research Method	49
Research Design.....	51
Population and Sampling	54

Ethical Research.....	56
Data Collection Instruments	58
Data Collection Technique	60
Data Organization Technique	63
Data Analysis	64
Reliability and Validity.....	65
Reliability.....	66
Validity	67
Transition and Summary.....	70
Section 3: Application to Professional Practice and Implications for Change	71
Introduction.....	71
Presentation of the Findings.....	71
Applications to Professional Practice	82
Implications for Social Change.....	84
Recommendations for Action	86
Recommendations for Further Research.....	87
Reflections	88
Conclusion	89
References.....	91
Appendix A: Interview Protocol.....	125
Appendix B: Interview Questions.....	126

List of Tables

Table 1 Frequency of Themes on Strategies of Employees in Call Centers.....73

Section 1: Foundation of the Study

Background of the Problem

One of the most challenging problems business leaders experience in call centers is high voluntary employee turnover (Kamala, 2013). Job satisfaction is one of the biggest causes why employees do not stay at call centers for more than six months (Holland, 2018). It is vital for business leaders to understand the cause of employee turnover in order to implement and improve strategies to reduce the turnover. Negative attitudes and lack of job satisfaction are indications that employees in call centers have low job performances (McCulloch & Turban, 2007). The problem in call centers is the lack of strategies used to keep employee turnover rates lower by improving job satisfaction.

Voluntary employee turnover can cause organizations to lose out on profits and competitiveness in their company (Tam & Le, 2018). Employee turnover can also result in termination from someone who voluntarily or involuntarily leaves the company based on poor performance. The poor performance of the company may cause the employees to feel insecure about their position, which can increase the chances of the company experiencing voluntary turnover (Tam & Le, 2018). Ignoring employee work performance, not having enough employee training, and failing to reward employees for their performance can lower job satisfaction in their workplace, thus raising voluntary turnover (Sigma Assessment Systems, 2006). This study included investigating the factors and strategies that contribute to voluntary employee turnover in a call center organization within the United States.

Companies should give employees the tools needed to help them succeed in the organization, and be successful in their job (Stanley, Vandenberghe, Vandenberg, & Bentein, 2013). The company should appreciate their employees so that everyone will make a career working and staying within the organization. In this case study, job satisfaction may be significant in reducing employee turnover rates and offering a more precise guideline for their success in the company.

Problem Statement

Call center companies in the United States have high voluntary employee turnover (Ro & Lee, 2017). More than 35 out of every 100 call center employees leave the company within the first 6 months of their start date (Abdullateef, Muktar, Yusoff, & Ahmad, 2014). The general business problem I addressed in this study is high voluntary employee turnover in call center organizations. The specific business problem was that some call center business leaders lack strategies to reduce voluntary employee turnover.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies call center business leaders use to reduce voluntary employee turnover. The targeted population consisted of three business leaders in call center organizations located in Southeastern New Mexico. The business leaders of each call center have successfully implemented strategies to reduce voluntary employee turnover in their organization. The implications for positive social change included the potential to reduce employee turnover in call center environments which can reduce unemployment rates in local communities. Improving organizations' sustainability can result in a positive social

change by creating a more stable work environment for community members to stay at companies longer than 6 months. From a positive social perspective, community members can contribute to society by achieving job stability, paying taxes, and contributing to communities as responsible citizens.

Nature of the Study

Researchers can adopt any combination of the following research methods for their studies: (a) quantitative, (b) qualitative, or (c) mixed methods (Dasgupta, 2015). I used a qualitative method to conduct face-to-face interviews on individuals who work in call center environments around the United States and have knowledge and experience of different strategies used to reduce voluntary employee turnover. With a qualitative method, a researcher can seek to understand the how or what of the study being conducted (Barnham, 2015). Using a qualitative study allowed the researcher to ask questions about the problem, how the problem affects the participants, and what the participants' experiences have been concerning the focus of the study. A quantitative study does not meet the needs for this study because the research involves testing hypotheses, examining relationships among variables, and analyzing statistical data (Sparkes, 2015). A mixed method study was not appropriate for this case study because, for the purpose for this study, it is not necessary to use an analysis of the statistical data to examine variables' relationships or groups' differences.

The four principal research designs for a qualitative study on strategies to reduce voluntary employee turnover included: (a) case study, (b) phenomenology, (c) ethnography, and (d) narrative (Dasgupta, 2015). For this study, I used a qualitative

multiple case study. Yin (2018) stated that researchers employ a multiple case study uses two or more cases to explore a phenomenon. Using a case study design could provide me with more options to explore real life situations through collecting multiple types of data. A phenomenology design was not necessary for this study because phenomenologists focus more on the meaning of participants' actual experiences, while this study focused on strategies. An ethnography design was not necessary for this study because the researcher did not need to study a cultural group of people over an extended period.

Research Question

What effective strategies do call center business leaders use to reduce voluntary employee turnover?

Interview Questions

1. What are your organization's specific strategies for reducing voluntary employee turnover?
2. How did your organization address the key challenges to implement strategies for reducing voluntary employee turnover?
3. Based upon your organization's experience, what strategies did you find worked best that led to retaining employees and reducing voluntary employee turnover?
4. What, if any, types of training does your company use to reduce voluntary employee turnover?
5. What strategies were least effective in sustaining voluntary employee turnover in your company?

6. How do environment factors contribute to call center employees voluntary or involuntarily leaving the company?
7. What additional information would you add regarding the strategies used to reduce voluntary employee turnover?

Conceptual Framework

The conceptual framework for this study used was transformational leadership theory developed by James Macgregor Burns in 1978. Burns' (1978) transformational leadership theory focuses on how transformational leaders address followers' development and well-being in their work environment and identify what inspires employees to work towards common goals (as cited in Trmal, Bustamam, & Mohamed, 2015). Burns' transformational theory can enable leaders to identify themes and patterns within employees engaging with their leaders. Transformational leaders have a direct influence on employees' intentions to leave their position within the company (Sahu, Pathardikar, & Kumar, 2018). Transformational leadership made additional contributes that highlight the social exchange relationship between business leaders and their employees (Bass, 1990). Multiple researchers consider the transformational leadership to be the base of how business leaders maintain a healthy work-life balance to reduce stress and help prevent burnouts. The key constructs that underline the theory of transformational leadership are: (a) *idealized attributes*, (b) *idealized behaviors*, (c) *motivation*, (d) *stimulation*, and (e) *individualized consideration* (Trmal et al., 2015). Transformational leadership's theory can help my understanding of how transformational leaders engage their employees in developing in their organization through attributes like

personal and professional growth and enhancing their self-value. These findings might facilitate exploring and understanding strategies call center business leaders use to reduce employee retention.

Operational Definitions

Definitions of terms used throughout the research study are. This study covers the following specific terms related to employee retention, job satisfaction, turnover intentions, and job performance:

Call center: Call center is an organization established to handle a large volume of telephone calls for taking orders and providing customer service (Abdullateef, Mokhtar, & Yusoff, 2011).

Job satisfaction: Job satisfaction is a positive feeling that a person has from their job (Frey, Bayon, & Totzek, 2013).

Leadership: Leadership is the model of an individual to influence others' behavior and actions in pursuit of a common goal or objective (Mathieu, Fabi, Lacoursière, & Raymond, 2016).

Motivation-hygiene theory: Motivation-hygiene theory is the theory that there are certain factors in a workplace that cause job satisfaction and dissatisfaction (Herzberg et al., 1959; Herzberg, 1987).

Retention: Retention is a result of actions that business leaders take to encourage employees to sustain employment with their organization (Deeba, Usmani, Akhtar, Zahra, & Rasool, 2015).

Turnover intention: Turnover intention is the intent to leave the organization and, within call centers, be influenced by factors such as relational variables or the perception of the quality of working life, which can be affected by emotional dissonance (Zito et al., 2018).

Voluntary turnover: Voluntary employee turnover is when an employee at a company leaves the organization intentionally (Allen, Peltokorpi, & Rubenstein, 2016).

Assumptions, Limitations, and Delimitations

The components are the assumptions, limitations, and delimitations of the proposal are essential in outlining the research study (Madsen, 2013). Assumptions are the facts that are true even though the researcher cannot prove them wrong (Simon & Goes, 2017). Limitations are potential weaknesses of the study (You, 2015). Delimitations are boundaries set up in the study the researcher can control (Yusuf, 2015).

Assumptions

Assumptions are facts that are true without question or proof (Simon et al., 2017). There are three assumptions that affected this qualitative multiple case study. The first assumption of this study is how the participants respond to the interview questions; to be honest and without bias. Dishonesty could interrupt the study results and ultimately invalidate the study results (Jansson, 2013). The study participants can speak openly and truthfully about their experiences regarding this study. The second assumption is that the participant should have confidence and the integrity of the researcher. The third assumption is that each participants' experience in call center organizations provided value and will have a positive impact related to the business problem.

Limitations

Limitations refer to potential weaknesses of the research study (You, 2015). A limitation of this study is business leaders who have knowledge and experience in strategies reducing voluntary employee turnover that might choose not to participate in the study. Another limitation of this study is the sample size of participants. Small sample sizes and inadequate data collection could make the analysis for the researcher more challenging to recognize patterns (Morse, 2015). The research population consisted of a call center organization from Southeastern New Mexico.

Delimitations

Delimitations are boundaries that limit the scope set up in the study (Yusuf, 2015). The first delimitation in this study is the geographical location. All the participants were from the Southeastern region of New Mexico. I only interviewed selected participants that met the eligibility criteria of working in a call center that has been open for more than five years. The second delimitation of the qualitative multiple case study included call center business leaders who have experience in strategies that reduce voluntary employee turnover. The third delimitation for this study was the small sample population. Yin (2018) stated one of the restrictions when using qualitative research is the small sample size because the researcher may need more time to collect data for the study.

Significance of the Study

The significance of the study may result in implementing successful strategies call center organizations in the United States use to reduce voluntary employee turnover. The

research could improve retention policies within the company by ensuring a consistent organizational performance leading to a positive social change. Voluntary employee turnover may be costly for call centers (Lloyd et al., 2015). The findings of this multiple case study's findings can be significant to business leaders by identifying different strategies for reducing voluntary employee turnover. The cost of hiring new employees exceeds the cost of retaining existing employees; therefore, employee turnover reduces productivity (Kim, 2014). The findings from this study may contribute to improved business practices business leaders use to reduce voluntary employee turnover in the organization by retaining good employees to increase the company's profit margins (Alshanbri et al., 2015), which enables the company to affect their communities through a positive social change.

A Review of the Professional and Academic Literature

The purpose of this qualitative multiple case study was to explore strategies that business leaders can use to reduce employee turnover in different call centers. I reviewed the literature using Burn's (1978) transformational leadership theory that focuses on how transformational leaders address their employee's growth and development in the company's work environment. Business leaders need to stay consistent in making sure their subordinates stay motivated and responsible in the workplace (Trmal et al., 2015). The literature review will include peer-reviewed articles, books, journals, dissertations, websites, and sources found through the Walden University Library that focused on transformational leadership, employee turnover, motivation theories, compensation packages, job satisfaction, the impact of moral stress, and employee retention. I will also

identify gaps used to find phenomena's in developing the findings the research (Callahan, 2014).

The literature review will include synthesis and analysis of sources from the literature about voluntary employee turnover broken down into two sections. The study of Burns' (1978) transformational leadership theory and will include supporting and contrasting theories such as: (a) individualized consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence, Mobley's (1978) employee turnover model and Herzberg's (1959) two-factor theory. The second part contains a discussion of call centers, voluntary employee turnover, job dissatisfaction, organizational culture and commitment, moral stress, retention strategy, work-life balance, training, education and skills, compensation packages, and employee engagement. I organized the two parts in a systematized manner and compare all the information to evaluate how the findings from this review could relate to voluntary employee turnover.

The literature I collected through available databases were from ProQuest Central, Walden University Library, Google Scholar, SAGE, EBSCO Primary, and Academic Search Complete. My search through the Walden University Library databases consisted of dates ranging from 2014 to 2019. Using keywords in my database search was essential for finding publications more relevant to my study and that focused on voluntary employee turnover in many different organizations. I conducted searches using the following keywords: *in employee retention, job satisfaction, training and development, transformational leadership, employee motivation, work-life balance, retention*

strategies, compensation and rewards, and high voluntary turnover. To find articles published within 5 years of my anticipated completion date, I searched for articles and journals within that period. The articles were not limited to publications in the United States, but also included other countries such as Asia, Malaysia, and China.

Transformational Leadership Theory

Burns' (1978) transformational leadership theory was a key concept I used for the conceptual framework of this doctoral study to explore strategies for reducing voluntary employee turnover. According to this theory, transformational leaders are those leaders who provide clarity and motivates their followers into the realization of the organization's visions and goals (Burns, 1978). Transformational leadership developed during the 1980s is used as a theory to explore employee turnover (Caillier, 2016). The method has evolved into different categories of leadership styles to measure how effective leaders are in the spheres of life (Appelbaum, Degbe, MacDonald, & Nguyen-Quang, 2015). Mittal and Dhar (2015) found that since the 1990s, transformational leadership has been the preferred method of leadership.

Burns conceptualized leadership has two categories: (a) transactional leadership and (b) transformational leadership. Transactional leaders who lead their followers through social changes by promoting a reward from their high level of commitment, mainly focus on an employee's performance and promote their employees with rewards and punishments (Banks, McCauley, Gardner, & Guler, 2016). Organizational leaders may choose to lead their employees through several different types of leadership styles. Transactional leaders are not the type of leaders to build a relationship with their

followers. Transformational leadership is the most common leadership theory scholars use to explore different strategies (Caillier, 2016). Leaders who use transformational leadership seek to motivate and inspire their followers, whereas transactional leadership would emphasize the situation by incentivizing their employees to meet of the goals of the organization (Caillier, 2016). Paladan (2015) found that transformational leadership theory has been accepted in leadership literature internationally and received support from empirical research. Bass (1985) defined Burns' (1978) work in four views of transformational leadership: (a) individualized consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence. Transformational business leaders use these four views to strengthen their followers' commitment to the company (as cited in Martin, 2017). Call center organizations who use the four transformational leadership theories may help reduce voluntary employee turnover by engaging each type of leadership style into the organization.

Business leaders who use transformational leadership have a set of skills and behaviors that will improve the company. Transformational leadership theory is useful to research leaders' behaviors and how these behaviors affect employee's stress, job satisfaction, and dissatisfaction (Boon, 2015), employees' job performance and commitment to the organization (Pohler & Schmidt, 2015), and employee turnover (Salem, 2015). Leaders who practice transformational leadership styles engage employees to exceed their performances by engaging those achieving results and being more productive, therefore, reducing employee turnover (Phaneuf, Boudrias, Rousseau, & Brunelle, 2016). Khalili (2016) focused on the connection between creativity,

innovation, and transformational leadership. Organizational leaders who invest in transformational leadership training aim to enhance their employees' innovation and creativity.

Transformational leadership theory is a more preferred method used by researchers to explore organizational phenomena rather than transactional leadership (Kamisan & King, 2013). Zwingmann et al. (2014) focuses transformational leadership on how it predicts an employee's well-being, rapid changes, or problems that arise. The more employees are taken care of by their company, the better their work performance will be. Employees who have a transformational leader may be less likely to leave the company (Waldman, Carter, & Hom, 2015). Zwingmann et al. offered a more detailed explanation on how transformational leaders who teach their employees to self-motivate and strive for higher goals within the company stay longer in the company; therefore, reducing voluntary employee turnover. Business leaders who use transformational leadership style in their organization may reduce voluntary employee turnover.

Leaders who develop a nurturing relationship with their followers tend to motivate the employees into becoming leaders themselves. Transformational leadership prompts employees to engage more and exceed their performance by seeing the vision of the future through inspirational motivation (Phaneuf et al., 2016). Leaders who practice transformational leadership style engage and interact with their employees by helping them grow through individualized consideration (Trmal et al., 2015). Caillier (2016) agreed that transformational leaders encourage and support their followers to exceed their individual goals by actively encouraging and support them. Transformational leaders can

inspire their employees by being an exemplary leader and encourage their followers to do the same.

Business leaders who practice transformational leadership behavior tend to recognize more opportunities for change in their employees' confidence to achieve a more beneficial change (Deichmann & Stam, 2015). Martin (2017) stated when business leaders create a nurtured relationship with their employees, the employees themselves will become leaders. Burns' (1978) explained that having transformational leadership is critical when striving to be the top team and organization. Business leaders use the transformational leadership theory as a guide in helping employees develop their skills, problem-solving, and critical thinking when achieving their goal (Pohler et al., 2015). Transformational leaders must be able to handle any issues that arise within the company. Transformational leadership can be different from other leadership styles because this type of transformational leadership focuses on enabling employees to follow in their leader's position and to achieve the company's goals (Pradhan & Pradhan, 2015).

Transformational leaders who demonstrate good behavior and encourage their employees to take risks in their growth and development also take responsibility for their employees' actions in obtaining that goal. Bass (2008) explained transformational leaders help their employees' rise above in the organization for growth and development in themselves. Researchers who use transformational leadership need to understand the four constructs of each theory and how they can incorporate into their leadership styles. Paladan (2015) stated individualized consideration refers to how business leaders provide support to address the growing needs of their employees. Waldman et al. (2015) found

when leaders inspire their employees, those employees may be more likely to engage in their day-to-day tasks and embrace more interest in their company. The transformational leadership theory may be useful to business leaders in explaining how their behaviors can affect employees' performance and commitment to the organization (Pohler et al., 2015). Understanding how transformational leadership theory works in big organizations may ultimately reduce voluntary employee turnover.

Individualized consideration. Transformational leaders use individualized consideration by mentoring and actively listening to concern's employees have by creating a relationship to support their self-development (Teymournejad & Elghaei, 2017). Leaders who show individualized consideration through their leadership style motivate and improve morale, increase performance, and promote teamwork (Odumeru & Ogbonna, 2013). Martin (2017) found that leaders who develop a personal relationship with their employee is a distinct trait of transformational leadership. Leaders will attend to their employees' needs and act as their coach or mentor (Liu, Jing, & Gao, 2015). Listening to individuals' concerns will create a strong relationship between an employee and their leader (Paladan, 2015). Leaders who use the individualized consideration approach tend to show compassion and connect with their employees (Deichmann et al., 2015).

Researchers recommended that taking a personalized approach is a trait of transformational leaders and can affect followers who benefit from their leaders shared values and goals (Martin, 2017). Employees who have confidence in themselves become motivated to work and perform above average (Baumann & Bonner, 2016). Leaders who

use individualized consideration demonstrate concerns for their employees by getting to know them individually and listening to their ideas (Odumeru et al., 2013). Nelissen, Forrier, and Verbruggen (2017) found that transformational leaders will encourage personal growth and professional development of their employee. Burns' (1978) considered transformational leaders as coaches and teachers who help their employees reach their full potential. Teymournejad et al. (2017) stated that effective transformational leaders use individualized consideration to communicate with their employees by assigning them different tasks so they can distinguish how employees are stimulated. Business leaders have the opportunity to recognize the needs of what excites employees and make them more productive in their workplace. Business leaders that create a work environment where employees have the opportunities for growth and development could create longer lasting employees who stay in the company; therefore, reducing voluntary employee turnover.

Intellectual stimulation. Intellectual stimulation refers to the extent to which transformational leaders will take risks, challenge assumptions, and stimulate followers' beliefs and ideas (Kang, Gatling, & Kim, 2015). Intellectual stimulation involves arousing employees' imagination and thoughts to solve and identify problems more creatively. Leaders should be able to identify their employees' creativity, stimulation, and innovation (Pohler et al., 2015). Leaders should be able to support their employees' as they try new approaches and take initiatives to develop solutions to organizational problems (Patton, 2015). Employees value leaders who can awaken their curiosity by intriguing them to think about new inspiring ideas. Leaders will help employees seek

innovated ways of overcoming different obstacles that arise. Choi, Goh, Adam, and Tan (2016) stated that when employees are stimulated intellectually by their leaders, employees will develop a problem-solving environment which can improve their rational thinking. Employees value their leaders who inspire and awaken their curiosity by challenging them to learn and think about new ideas.

Mittal and Dhar (2015) stated that intellectual stimulation helps employees receive encouragement to handle problems in different perspectives. Transformational leaders emphasize intellectual stimulation on understanding their employees' strengths and weaknesses. Business leaders who focus on their employees' intellectual stimulation provide an open forum for communication between one another. Open forums allow employees to express their concerns or questions to their business leaders by having one-on-one discussions to exchange thoughts and ideas that may enhance the team's projects (Sulaiman, Hashim, Ibrahim, Hasan, & Oluwatsoin, 2015). The one-on-one discussions between employees and business leaders can lead to workplace advancements.

Inspirational motivation. As an attribute of transformational leadership, motivation is inspirational for employees to achieve personal and professional fulfillment within the organization (Martin, 2017). Creativity is the main component of inspirational motivation. Employees will stay at a company longer when an organization offers advancement opportunities, which can reduce employee turnover (Kang et al., 2015). Burns (1978) found that when business leaders express their expectations to their employees in a passionate manner, employees become more committed to the company's goals and visions. Business leaders can inspire and motivate their employees by

encouraging and leading them towards their individual goals. When this type of relationship happens, each party understands the goals and how to achieve them based on the visions of the company. Organizations that have inspirational leaders build a foundation that promotes stability, support, and guidance towards employees for inspiration (Patton, 2015). Inspirational leaders can share a vision and connect emotionally with their employees to help them focus on their work.

Transformational leaders who engage with their employees create a level of commitment that transcends to their followers and creates higher levels of motivation (Moon, 2017). Transformational leaders need to communicate high expectations and demonstrate a clear vision of the company's goals. Business leaders need to create and promote optimism and a team spirit among their employees by communicating a high expectation they want their employees to achieve (Gomes, 2014). Transformational leaders should act in a manner that promotes a sense of determination and motivates and inspires employees.

Martin's (2017) findings indicate that transformational leaders who use inspirational motivation help their employees understand the company's goals and values for a better future. In difficult times, business leaders that promote a stable foundation of support and guidance build a stronger relationship with their employees (Patton, 2015). Organizations that neglect individual motivation do so at their own risk. Salem (2015) explored the connection between organizational stress, transformational leadership, and employees' turnover and found that transformational leaders were effective at reducing voluntary employee turnover. Some business leaders think each individual is alike,

therefore neglect the unique attributes and strengths each individual can bring, which leads to potential loss of productivity for the company (Salem, 2015). Maintaining job motivation among employees is necessary for the growth of the organization (Bass, 1985). Patton (2015) stated transformational leaders can create a work environment for employees that encourage, satisfied and motivate by showing a commitment to their goals and visions of the company. Having motivated employees by using transformational leadership inspirational motivation may reduce voluntary employee turnover.

Idealized influence. Idealized influence refers to transformational leaders who conduct themselves as role models for their employees (Burns, 1978). Transformational leaders act in such charismatic ways that enhance their employees' motivation and performance by building trust, such as behavior with which employees can identify (Bass, 1985). Business leaders who exhibit idealized influence are leaders who are admired and respected by their employees. Employees will identify with leaders who demonstrate idealized influence and will want to emulate them. This becomes apparent when employees align with the business leaders' goals and adhere to the company expectations. Bass and Riggio's (2006) findings resulted in agreement with Burns' (1978) conclusion that transformational leaders who act as a role model toward employees lead with charismatic behavior. Business leaders could present high standards of moral and ethical conduct and avoid using these standards for personal profit.

Business leaders who act as role models to influence employees and establish a competitive advantage. Leaders who exhibit characteristics of idealized influence should

be excellent role models and gain their employees' respect (Salehzadeh, Shahin, Kazemi, & Shaemi, 2015). Business leaders who show these traits have a discrete understanding of the company's expectations through training and mentoring their behavior modeled. Some studies show that transformational leaders' behaviors who use idealize influence have had a positive effect on an employee's emotional stability and self-esteem (Gyensare, Anku-Tsede, Sanda, & Okpoti, 2016). Researchers have found that leaders who use idealized influence through transformational leadership can create loyal followers by stimulating their organizational commitment and overall improve employee satisfaction (Pradhan et al., 2015). Since the 2000s, research shows transformational leaders apply idealized influence through their behavior and attitude (Gyensare et al., 2016). Leaders who promote idealized influence can have a positive effect on their followers' commitment to the company and could lead to reducing voluntary employee turnover.

Supporting and Opposing Theories and Model

Scholars use multiple models and theories to discover strategies for reducing voluntary employee turnover. Along with Burns' (1978) transformational leadership theory, I will review other theories and models to understand the reasons behind voluntary employee turnover and to find strategies that reduce employee turnover. The following information is an overview of Herzberg's (1959) two-factor theory, and Mobley's (1977) employee turnover model.

Herzberg's Two Factor Theory

Herzberg's (1959) two-factor theory describes how individual factors in a workplace can cause job dissatisfaction, while others can cause job satisfaction. Herzberg et al. (1959) conducted a study to understand what influences in an organization would cause an employee to have satisfaction or dissatisfaction with his or her job. They determined that the factors that influence employee turnover and retention are (a) motivation, (b) job satisfaction, (c) communication, and (d) job dissatisfaction. Herzberg et al.'s two-factor theory, also known as the motivation-hygiene theory, identifies factors that can influence employee retention. Datt and Washington (2015) used the two-factor theory when investigating the relationship between employee motivation and job performance. The absence of using the two-factor theory from an organization may lead to employee dissatisfaction in the workplace. Using the motivation-hygiene model, Datt and Washington compared eustress (positive) and distress (negative) to see how the effects of stress performance impact an employee's career development. The findings from Datt and Washington's (2015) study suggested that stressed employees lacked motivation in their position. Lack of motivation and stress in employees lead to a decrease in productivity and sales profit, and ultimately an increase in turnover in the organization.

Business leaders can motivate their employees by using hygiene factors. Herzberg's (1959) two-factor theory can be a framework to explain how business leaders' behaviors can influence employee job satisfaction. Organizations can implement training and development classes for employees to improve themselves and grow more within the company. Additional hygiene factors can have better compensation to keep employees

satisfied in their positions. Employees may be motivated by achieving personal growth, job security, pay increases, and personal achievements (Herzberg et al., 1959). Business leaders who create and maintain a better working environment for their employees to perform better will have a strong working relationship (Deeba et al., 2015). Business leaders can promote job satisfaction by creating a work environment for their employees to grow and maintain employee retention. Herzberg's two-factor theory is still dominant amongst researchers studying job satisfaction and voluntary employee turnover.

Mobley's Employee Turnover Model

Mobley's (1977) employee turnover model is a sequence of steps in these 10 stages that employees will experience: (a) evaluate current job position, (b) determine if they are satisfied or dissatisfied with their job, (c) think about quitting their current job, (d) evaluate the idea of looking for a new job versus leaving their current job, (e) plan for a new job search, (f) search for a new job, (g) evaluate other alternatives, (h) compare both current and new job, (I) plan to leave current job or stay, and (j) actually leave or stay in current job. To reduce voluntary employee turnover, business leaders need to understand these 10 stages of the turnover process to identify strategies used to reduce turnover (Joo, Hahn, & Peterson, 2015). As Mobley found, in most cases, job dissatisfaction precedes the search for a new job. Employees who may be satisfied in their position could bring a more positive attitude, which could lead to increased productivity (Reed, Goolsby, & Johnston, 2016). Lee (1988) stated that employees have an "unfolding model" that employee turnover may occur after careful consideration of leaving the company. Employees experience a quick shock that will jolt them into

thinking about leaving the company when they have not given it thought before. Once an employee experiences shock, it sets off the process for an employee who is happy in their job.

Kim and Chang (2014) used Mobley's (1977) model of employee turnover (ETM), to examine the interaction effects between commitment on turnover intentions and organizational citizenship behavior. Kim and Chang used Mobley's model to reduce employee turnover through retention practices that depended on highly skilled cooperative extension workforce. Managers are facing problems with the lack of skilled workers applying for a job. Qualified employees are essential for the organization's effectiveness; therefore, it is crucial that employers retain and train them. In their study, Kim and Chang found that occupational commitment had a positive impact on turnover intentions, whereas organizational commitment had a negative effect, and that recruitment, hiring, compensation, training, and development directly influenced the level of job satisfaction in new employees. Mobley's ETM presented a valid step in Kim and Chang's study. Researchers have discovered Mobley's work on employee turnover remains a considerable contribution to the understanding of these methods employees go through when thinking about quitting their jobs.

Call Centers in the United States

Call centers in the United States have high employee turnover problems that can affect business success. Organizations such as call centers serve the needs of their clients and customers by processing transactions over the telephone. Call centers are a work environment designed to take in a large volume of telephone calls for customer services

(BLS, 2015). A call center organization can divide into several areas of service that market to the customer and those who serve customized clients (Thite & Rusell, 2010). Most call centers take inbound calls from and make outbound calls to their customers and serve as the primary point of contact for a company's customer service (Oodith & Parumasur, 2014). Call centers provide customers with one-one-one real-time support with another human. With customer service as the focus for call centers, organizations need to maintain their employee's job satisfaction to keep the company's morale and to reduce overall voluntary employee turnover.

Call center organizations are known to provide services that connect people around the world (Batt, Human, & Holtgrewe, 2009). Since call centers are globally, virtually anyone can work in that company. Call centers are known to have experienced high employee turnover resulting from hiring low-skilled and easily replaceable employees (Oodith et al., 2014). A company's goal is to maintain their employees and keep employee turnover low (Cahuc, Charlot, & Malherbet, 2016). An organization, such as a call center, can be influenced by the employees' quality of service they deliver to their customers. Call centers measure their efficacy, and how many calls an agent takes and answers within a certain time frame (Batt & Colvin, 2011). Call center employees who do not answer the phone within a timely manner may result in poor job performance ultimately delivering poor customer service to their clients. A decline in an employee's job performance may result in that employee leaving the company voluntarily or involuntarily. Call center business leaders should focus on leadership strategies that improve employee satisfaction. Procedures such as hiring, managing and retaining

employees influence how sustainability works in the organization (Collins & Cooper, 2014). Call centers that maintain employee satisfaction and their well-being may reduce voluntary employee turnover.

Since the 1990s, call centers have been an important labor marketing tool. With the development of computer technologies in call center environments, telephone services are less personal to the customer and more convenient for the call center (Collins et al., 2014). It is estimated that, by 2025, there will be more than 2.8 million call center jobs in the United States (BLS, 2015). Because call center employees are the first contact, it is important that they maintain a certain level of service that the organization delivers to their customers. As technology continues to change, call center organizations should evolve their marketing strategies to keep up with the growing technology industry.

A call center is a big organization where customers can call about services, orders, or issues they may have experienced (Batt et al., 2011). Even amidst high employee turnover, call centers have adopted different strategies that may be designed to create a comfortable atmosphere to improve the interactions that employees have with their business leaders (Adsit, 2013). By focusing more on the job design, organizations can boost employee retention by increasing their pay and making the job less stressful (Batt et al., 2013). Creating a work environment that may be less stressful for call center employee agents may reduce voluntary employee turnover.

Voluntary Employee Turnover

The definition of voluntary employee turnover is an employee who is voluntarily terminating his or her employment with the company (Grissom, Viano, & Selin, 2016).

Business leaders should understand the reasons for voluntary employee turnover and how it could be detrimental to the company's success. Employees who quit or are replaced may affect a company's productivity, overall performance, and expenses. Employees leave voluntarily when they make that decision to leave their current position and seek other employment that is better than their current job (Cahuc et al., 2016).

An employee who becomes dissatisfied in their position, begins to seek other job alternatives until they find another one. An employee who is unable to find another position is more likely to stay with their current employer despite their dissatisfaction if there are high unemployment rates (Joo et al., 2015). The company can prepare for employee turnover by having a strategy that may reduce employees' intentions on leaving their company, either voluntarily or involuntarily (Mobley, 1977). Companies should put emphasis on praising employees' performances and tenure as well as offering compensation packages to help their employees feel appreciated. An organization that has an incentive program may affect how loyal an employee will be to their company (Cahuc et al., 2016). When employees feel appreciated and respected in their work environment, they may be more likely to stay at the company.

Improving voluntary employee retention, business leaders should invest more time and resources in their leadership programs during the hiring process. This step should improve the employee's growth and development during the hiring process, therefore creating a more positive work environment for the employee (Selden & Sowa, 2015). An organization that has high rates of employee turnover can be associated with inefficiency and inefficacy with the organization (Khan & Du, 2014). Business leaders

must manage their employee turnover to achieve their profitability and organizational goals (Gill, Mathur, Sharma, & Bhutani, 2011). Employees who leave their company voluntarily can cause the organizations attrition rates to increase. Productivity will decrease when employees are not putting in the effort to perform their job according to the company's standards. Raglan and Schulkin (2014) stated employees are less likely to inform their employer of their decision to leave the organization. Business leaders should continue to support their employees in a positive way by continuing to motivate their employees about future preparation and helping them achieve their long-term goals. Business leaders who support their employees' job performance may reduce voluntary employee turnover in call center environments.

Job Dissatisfaction

Studies on job dissatisfaction and employee turnover align with Herzberg's (1959) theory on why people leave their job. Herzberg's (1959) motivation theory theorized that the hygiene factors could cause employees to be dissatisfied in their position, which can lead to voluntary employee turnover. Herzberg studied the two-factor theory as a means of understanding why employees are satisfied and dissatisfied with their job by studying the effects on motivation and asking employees what they really liked and disliked about their jobs. Job dissatisfaction can have a negative impact on an employee's attitude in their job (Davis, 2014). Unemployment, economic factors, and unsatisfactory wages contribute to job dissatisfaction (Bajwa, Yousaf, & Rizwan, 2014). Leaders with an employee unhappy in their work environment can negatively affect a company because they lack motivation and have a negative attitude in their job (Davis, 2014). Employees

will leave their position for other opportunities when they cannot gain anymore satisfaction in their position.

Call center employees may feel that their job is repetitive, which can create a negative impact on their work environment, causing the employee to be dissatisfied in their job position. Job dissatisfaction contributed to 32% of employees leaving their job position in a study that investigated the correlation between turnover and job satisfaction (Bajwa et al., 2014). Job dissatisfaction can be recognized by the level of the employees' motivation and satisfaction they put into their job. This could predict an increase of employee turnover intentions, which is identical to Herzberg's (1959) theory of motivation.

In this study, the Mobley model (1977) discussed the process of how job dissatisfaction can lead to employee turnover. The model shows how complex an employee's decision is when quitting a job. Mobley suggested that employees leave their position in multiply stages and that employees experience several sequential and intermediate stages between employee turnover and job dissatisfaction (Lee, 1988). According to Mobley, the stages of an employee's path from job satisfaction to quitting his or her job are; (a) evaluating staying with current job, (b) determining job satisfaction or dissatisfaction, (c) thinking of quitting, (d) evaluating the idea of searching for a new job, (e) planning the search for a new job, (f) completing the job search, (g) evaluating the alternatives positions, (h) comparing alternatives to current job, (I) planning to quit or stay, and (j) actually quitting or leaving the company. These factors could lead the employee to leave their job voluntarily or involuntarily.

Employees will decide based on their experience to leave their currently job when they lack essentials knowledge that relates to their field of work (Joo et al., 2015).

Employees who are dissatisfied in their positions will leave the organization for another one if they find a need to be satisfied in advancement. Other sources also determined that job dissatisfaction is the cause of employee's leaving their job (Collins et al., 2014). Job satisfaction has a direct impact on employees' intentions to stay in their jobs or leave for others (Mobley, 1977). Joo et al. (2015) employed Mobley's model to understand how growth and development support, organizational support, and job performance can impact employee turnover. Organizations can reduce employee turnover by keeping their employees' job satisfaction high, therefore reducing voluntary employee turnover in the company.

Organizational Culture and Commitment

Organizational culture and commitment on how employees' beliefs and acceptance of their organizations' values and goals lead them to be committed to their companies (Dhammika, Ahmad, & Sam, 2012). Employees may be successful at a company when they share the same values and beliefs as the organizations' leadership (Patil & Ramanjaneyalu, 2015). According to Mowday, Steers, and Porter (1979), organizational commitment is not only based on an employee's attitude towards the organization, but also his or her beliefs and values towards the organization. Employees who are interested in their company will show a passion and commitment when seeking advancing positions in their career within the company's organization.

Employees' commitment to the organization is a function of how their relationship and interaction with their business leaders manifest on how they are treated (Dwivedi, Kaushik, & Luxmi, 2014). Employees who are not happy in their work environment and do not adjust to the company policies will increase employee turnover rates (Habib, Aslam, Hussain, Yasmeen, & Ibrahim, 2014). Organizational culture and commitment focus on how employees are willing to stay with the company if they have a passion for the work they do (Patil et al., 2015). Employee commitment to a company is giving of themselves and contributing their talents and abilities to help the company be successful. Employees remain loyal to the company and grow within the company when they share the same beliefs' and values as the organization, therefore decreasing voluntary employee turnover.

Organization culture is a critical element in how it functions daily. Pareek (2004) referred to organizational culture as a company's values and beliefs. The culture gives a core value to the organization in how it defines itself. Employees who are committed to their organization feel connected to the company's goals, which adds more value to the employees' determination and productivity in their work (Dwivedi et al., 2014). Business leaders can recognize and praise employees who show this type of value and commitment. Employees who commit to their organization are choosing to stay and work in the company.

Employees will develop a mindset and opinion towards the company's goals and chose to work towards those goals (Mowday et al., 1979). Employees with a passion to stay with the company focus on what the company may have to offer, such as the benefits

and reward programs. Therefore, organizational commitment may occur when business leaders' behaviors motivate their employees and may affect their overall job satisfaction. Low levels of employee engagement based in call centers may result in low levels of employees' commitment resulting in high employee turnover (Simon & Buitendach, 2013).

Moral Stress

Stress might influence an employee's attitude, behavior, work performance, and relationship with other employees (Mathieu et al., 2016). Moral stress is a psychological state where an employee can have doubts about his or her ability to fulfill their work obligations (Reynolds, Owens, & Rubenstein, 2012). Call center employees may have a lot of stress in their position with the call volume during their shift. The biggest issue is how stressful it can be for an agent receiving calls constantly (DeTienne, Agle, Phillips, & Ingerson, 2012). Call center employees who stress in their position at work will be less devoted to the company and will be less satisfied in their job (Ro et al., 2017). Employees who feel their position in a call center can affect their health may leave the organization for a less stressful job.

Job stress can affect an employee's health and lead to voluntary employee turnover (Pahi, Hamid, & Khalid, 2016). Employees who feel stress from their job may not be adequately trained in that position (DeTienne et al., 2012). Employees may be less engaged in their work, which may create work conflicts with other employees and their direct supervisors. Call centers can hire employees quickly to fill a position without

properly training that individual. Employees hired without the proper training can lead to added stress and a decrease in work performance (Dulgeroglu & Basol, 2017).

Voluntary employee turnover may be high in most call center organizations because employees do not take the time to understand the role of what a call center agent does. The amount of stress employees experience working at a call center can take a toll on their mental health and ultimately affect their jobs (Dulgeroglu et al., 2017).

Workplace stress may cause employees to quit their jobs if they do not feel they were adequately trained. Salem (2015) conducted a study that explored the relationship between organizational stress and transformational leadership and found there was a negative correlation between stress and transformational leadership, which found transformational leaders were effective at decreasing voluntary employee turnover. Employees who have business leaders that put time and effort into their employees' health, may ultimately perform their jobs better and stay longer, therefore decreasing voluntary employee turnover.

Stress can influence how employees' performance, attitude, satisfaction, and intent to leave their positions (Khan et al., 2014). A recent study measured job stress in call centers and found the more stress an employee may have, the more the employee will be dissatisfied in their job position (Ro et al., 2017). A call center organization is one of the most stressful work environments in the United States (Bakker, Demerourti, & Sanz-Vergel, 2014). Khan, Imran, and Anwar (2019) stated that emotional exhaustion could be a concern in call center environments from employees who morally detach themselves from their position. A common source of stress an employee may have when working in a

call center is excessive individual call volume. Call center employees may feel more stress when call volume is too frequent, ultimately leading to employees voluntarily quitting their jobs (DeTienne et al., 2012).

Emotional exhaustion from stress can be negatively related to an employee's job satisfaction (Khan et al., 2019). In previous studies, call center employees may feel their voices are not heard by their supervisors, which makes them feel less empowered in their work environments (Bloemer, Henseler, & Van der Aa, 2012). Call center employees who do not get proper training during the hiring process may feel their work performance is ineffective in their job. As a result, an employee's job performance may go down as the added stress of not performing well and lead to voluntary employee turnover.

Retention Strategy

Implementing an effective retention strategy should be crucial in a call center organization (Kamalzaman, Zulkeflee, Hamid, Sahari, & Halim, 2015). The success of the business will depend on how business leaders can manage and retain top employees (Mandhanya, 2015). An effective retention strategy may start with the hiring process. Strategies will include the hiring process and maintaining and monitoring each employee to impact sustainability of the organization (Collins et al., 2014). Employee retention may affect how committed employees are, their benefits and salary, job satisfaction, and their intention to leave (Khan et al., 2014). Organizations may face many challenges when developing retention strategies to find effective ways to reduce employee turnover rates.

A retention strategy is essential to manage skilled and top business leaders (Milman & Dickson, 2014). Organizations may keep the top employees and continue to

train and develop their skills (Ro et al., 2017). Call center business leaders should motivate their top employees' work performance to keep retention strategies down. Keeping employees motivated will ensure the organization maintains their top skilled employees. Business leaders should implement strategies that may enhance their employees' well-being and maintain a strong working relationship between business leaders and employees to improve employee retention (Kim, Im, & Hwang, 2015). The more employees identify with a company, the more they may embrace the company's values, actions, and policies (Saeed, Waseem, Rizman, & Sikander, 2014). Employee turnover can create obstacles for companies, and without a strategy put in place, the company could lose profit, and skilled employees and the company's reputation could become negative (Milman et al., 2014). Business leaders should understand how to motivate and retain their employees by creating strategies that work within the organizations' structure to reduce voluntary employee turnover.

As an effective strategy to retain employees, business leaders may offer training development opportunities for employees (Mandhanya, 2015). Implementing a training development plan may create more opportunities for top performers and promote employee commitment to the organization (Saeed et al., 2014). Having a training development program will challenge top performers and keep employees engaged in improving retention (Fisher, 2015). Several strategies for retaining employees are employee engagement, growth and development training opportunities for advancement, and reward and recognition opportunities (Gialuisi & Coetzer, 2013). Employees who are satisfied in their personal and professional lives, are more likely to be satisfied in their

work-life balance. Call center business leaders who use retention strategies may reduce voluntary employee turnover.

Work-Life Balance

Researchers suggest business leaders promote a work-life balance as a strategy to reduce voluntary employee turnover (Helmle, Botero, & Seibold, 2014). Creating a work-life balance is critical in maintaining the organization's objectives (Dulgeroglu et al., 2017). Work-life balance is the time between an employee's personal life and their job (Helmle et al., 2014). Having a healthy work-life balance creates a healthy work environment for the employee. By maintaining a work-life balance, employees are able to reduce stress and prevent burnout in the workplace (Lyons & Akroyd, 2014).

Organizations that have policies and practices that support a work-life balance can reduce absenteeism, enhance employee commitment, boost job satisfaction, enhance employee productivity, and reduce employee turnover.

Employees who work overtime hours may have a decrease in work performance, which can lead to a risk of burnout. Timms, O'Driscoll, Kalliath, Siu, Sit, and Lo (2014) found that employees who did not have a work-life balance had increased stress levels compared to those employees who did have a balance between their family and work-life. Business leaders can promote a better work-life balance within their organization by creating a fun work environment that may help employees replace negative correlations with positive ones (Lyons et al., 2014). Business leaders who have employees prioritize their work-life balance, could create a healthier more productive work environment and lifestyle.

An effective method to reduce employee turnover in the workplace is to create a work-life balance (Deery & Jago, 2015). Organizations that create an environment as a positive family friendly work-life balance may retain more valuable employees (Vong & Tang, 2017). By creating a balance between employee's personal and professional lives could make an employee feel healthier, happier, and less stressful in the workplace. Deery and Jago (2015) argued when business leaders are willing to support employees in their work-life balance, the employees intentions to stay with the company and contribute more improve tremendously. Organizations that support a work-life balance for their employees create a more positive brand perception (Timms et al., 2014). Larsen (2013) found that employees who feel they have a good work-life balance tend to work three times harder than others who do not. Organizations that create a work-life balance may reduce voluntary employee turnover. Creating a work-life balance is one of the most important attributes behind compensation.

Compensation Packages

Compensation is the form of payment between the organization and employee that includes benefits and wages. Employees can view compensation as money, or nonmonetary benefits such as, more vacation days, health insurance, and a pension plan, all of which could influence an employee to stay in their position longer. Previous research has validated the study found between job satisfaction and compensation (Bhagwatwar, Bala, & Ramesh, 2014). An employee may be more likely to stay at a company if offered the right compensation package. Providing an employee with the right compensation and benefits will keep the employee longer at the company (Kwon, 2014).

An employee who enjoys the compensation they receive from a company will more likely be more satisfied in their job (Msengeti & Obwogi, 2015). An organization that offers an appropriate compensation program can increase employee motivation and satisfaction, therefore, decrease voluntary employee turnover. Companies that properly compensate their employees value the work ethics each employee contributes. A company's performance can make a difference in an employee's compensation. When a company continues to grow and strive, the company will more likely pay their employees more. Employees are motivated to come to work and excel in their work ethics, therefore increasing the company's morale (Osibanjo, Adeniji, Falola, & Heirsmac, 2014). According to Msengeti and Obwogi (2015) when a company's attrition rates are high, their voluntary employee turnover is low. Higher compensation enhances work ethics and may reduce voluntary employee turnover.

Employees who earn higher compensation may work harder towards their growth and development goals and advancing in the company. There is a positive correlation between compensation packages relating to employee satisfaction and loyalty to the company (Mohsin & Lengler, 2015). Employees with higher education, knowledge, or training receive compensation for their skills (Bhagwatwar et al., 2014). Employees that remain loyal to their company, stay longer in their position; therefore, the business does not need to spend more time and money on new candidates. Employees who serve several years with the company can affect their own compensation (Vemala, Nguyen, Nguyen, & Kommasani, 2014). In a study at Safelite Auto Glass, installers who switched from hourly wage pay to a piece rate structure increased productivity by 44 percent

(Lazear, 2018). Employees showed higher productivity levels after instituting the piece rate. Organizations can use compensation packages as a strategy for reducing voluntary employee turnover (Osibanjo et al., 2014). Ramanaiah and Lavanya (2011) found that employee retention is lower when both monetary and nonmonetary compensation influence an employee's motivation and job performance.

Training

Engaging employees in career and development programs offered by the organization can improve employee retention (Mandhanya, 2015). Training programs provided by the organization allow the employee to expand their knowledge. Training can improve motivation, employee satisfaction, communication, and employee performance (Ramanaiah et al., 2011). Organizations that offer training programs may ensure employees have consistent knowledge of the company's policy, procedure, and job duties. Business leaders who invest in their employees' professional development create opportunities for them to grow (Fisher, 2015). Call center employees may lack the development and training required to perform their job duties effectively, which can contribute to an employee voluntarily leaving the organization (Rod & Ashill, 2013). Employees who get the necessary training will be able to perform their job efficiently and effectively, which may lower job ambiguity and minimize voluntary employee turnover.

Business leaders need to train employees more efficiently to reinforce a sense of value within the organization (Wingfield, 2009). Training provides employees with the confidence to understand the responsibilities of their job position. Eckerd, Hill, Boyer, Donohue, and Ward (2013) found that business leaders cannot assume that employees

have all the necessary training required to perform their job duties. Training provided through the organization may increase the chance an employee will stay at the company longer, therefore benefiting the company with the time and cost spend on their training investment (Rod et al., 2013). Some of the most skilled employees who have been in the company for a long time require ongoing training to perform their jobs effectively (Eckerd et al., 2013). With the proper training, employees can understand their role and have an understanding of their job requirements and expectations needed to reach their personal career goals. Training can provide employees with the knowledge to work efficiently as a team or independently without constant supervision from others.

Organizations that provide training programs focused more towards growth and development of the employee may be more effective than other programs that focus on general knowledge (Beynon, Jones, Pickernell, & Packham, 2015). Some employees may see the lack of challenges offered in their organization and feel the need to seek other employment for job advancements. Researchers found when employees are satisfied with their job training, there is a lower risk of employees leaving (Ismail, 2016). Most employees will have some weakness in their position, which may result in employees voluntarily leaving the company.

Companies that have training programs will allow the employee to grow and strengthen those skills needed for their job. Call centers that provide training strategies for their business leaders could reduce employee turnover as employees see their supervisors working towards a career goal and investing themselves towards their own growth and development (Ghosh, Rai, Chauhan, Gupta, & Singh, 2015). Proper training,

meeting performance goals, and having supervisors' support can ensure that employees understand their job requirements and the company's values. Ghosh et al. (2015) stated when employees are adequately trained, they are more motivated and knowledgeable in their position, therefore reducing voluntary employee turnover.

Education and Skills

Employees who are knowledgeable, skilled, and trained are more valuable in a company (Neerpal & Kidong, 2015). Many employees believe that having a degree will further their advancements in their career (Carleton, 2011). Earning a degree shows the company that the employee had the determination and commitment to learn new ideas and information to achieve goals and tasks. Business leaders consider the level of education an employee has during the hiring process (Neerpal et al., 2015). When employees feel they have the proper skills to perform their job duties, their job performance will increase (Michael, Prince, & Chacko, 2016). Business leaders should encourage employees' continuous education for several reasons, (a) gain more knowledge and skills, (b) provide training opportunities for advancements in the company, (c) help employees find meaning in their work, and (d) reduce the chance of the employee quitting (Carleton, 2011). To reduce voluntary employee turnover and retain employees, business leaders should consider what strategies they are using and how to use each approach effectively. Business leaders who know and understand the reasons for reducing voluntary employee turnover may be able to save their company's cost of employee turnover and maintain and increase employee retention.

Job Satisfaction

Employees who are engaged in their workplace have higher job satisfaction (Lissy & Venkatesh, 2014). Job satisfaction measures how well employees are satisfied in their position. According to a recent study, 48.3% of employees in the United States are satisfied in their jobs (Holland, 2018). Workers can experience a positive emotional feeling when they feel satisfied in their career (Locke, 1976). Age and income may contribute to how satisfied employees are in their job. A company could reduce employee turnover when employees feel satisfied in their jobs and how they are committed when employees are appreciated and compensated well (Gonzalez, Sanchez, & Lopez-Guzman, 2016). Business leaders should obligate more resources and time in encouraging employees to reach job satisfaction (Allison, Flaherty, Jung, & Washburn, 2016). An increase in job satisfaction could increase an employee's desire to stay in the organization longer (Michael et al., 2016).

Employees who receive constructive feedback from their supervisors have higher job satisfaction. Three main reasons employees may seek new jobs are; (a) to acquire a new skill set, (b) to create a better work-life balance, and (c) to have a higher income. Employees who are satisfied with their skill set, work-life balance, and income may be happier employees who are more productive and dedicated to the organization (Karatepe & Vatankhan, 2014). Business leaders can influence their employees by applying managerial strategies to increase their satisfaction and job motivation. Leblanc (2013) found that job satisfaction among call center employees measure job satisfaction on how they each meet their job performance. Call center business leaders may reduce voluntary employee turnover by keeping employees' job satisfaction high. Employee engagement,

job training, and recognition can influence employee job satisfaction on how well employees are satisfied with their jobs.

Employee Engagement

Employee engagement strategies are a combination of reward programs, communication, growth and development programs, leadership activities and team building groups. Leaders can increase employee engagement through several practical people-focused strategies (Aguenza, & Som, 2012). Employee engagement is dependent on making employees feel valued, appreciated, and respected by guiding them with good leadership support. Employees who are engaged in the workplace can perform well. Business leaders who practice and create a workplace where employees feel comfortable will more likely get an employee to engage more in a team (Leblanc, 2013). Business leaders are responsible for keeping employees engaged in their work environments (Gupta, 2015). Business leaders must take precautions when hiring workers to make sure they are the right candidate for the position, which can help reduce voluntary employee turnover. Each strategy leaders adopted need to align with the company's vision, plans, and goals to ensure the value of the organization measure to the employees' needs and expectations (Aguenza et al., 2012). Leaders can influence the engagement levels and behaviors of employees by keeping them involved to reduce voluntary employee turnover (Mulki, Caemmerer, & Heggde, 2015; Popli & Rizvi, 2015). Employee engagement strategies may reduce employee turnover by keeping employee's productivity and efficiency high.

Carleton (2011) states employee engagement is an employee's desire to improve and help the company be more profitable. Business leaders can influence employee's behaviors and engagement level by keeping employees involved in sustaining productivity (Mgeni & Nayak, 2016). Business leaders who create an environment that increases job satisfaction for employees enhance their engagement levels and their commitment to their organization (Babalola, 2016). Leaders may use their leadership skills to keep employee's engagement high in the workplace. Organizations can keep their employees engaged by creating more opportunities for growth and development and having employees participate in decision for the company (Bhuvanaiah & Raya, 2015). Employee engagement can be affected by different types of leadership style in the workplace. A study conducted by Zhang, Long, and Zhang (2015) found that direct manager's leadership style can affect employee engagement.

Transition

Section 1 of this study contained different strategies to reduce voluntary employee turnover in call center organizations. Section 1 contains the foundation of the study, the background of the problem, the business problem, purpose of the study followed by the nature of the study, the research questions with the interview questions, conceptual framework, definitions or terms, assumptions, limitations, delimitation and the significance of the study. In Section 1, I introduced Burns (1978) transformational leadership theory as my conceptual foundation for this study, and review of the academic and professional literature that consists of the conceptual framework.

Section 2 provides an in-depth analysis and justification of the research methodology. I discuss (a) the purpose statement, (b) the role of the researcher, (c) the selected participants, (d) research method and design, (e) the population and sampling, (f) ethical research, (g) data collection instruments and technique, (h), data organization technique, (I) data analysis, and (j) reliability and validity. Section 3 presents the findings of the research study, the implication for social change, and recommendations for future research.

Section 2: The Project

Section 2 provides an in-depth analysis, and justification of the research methodology. I discuss the purpose of using a qualitative multiple case study followed by a discussion of my role as a researcher and who the selected participants will be. The remaining subsections will be the research method and design, the population and sampling, ethical research, data collection instruments and technique, data organization technique, data analysis, reliability, and validity.

Purpose Statement

The purpose of this qualitative multiple case study was to explore strategies call center business leaders use to reduce voluntary employee turnover. The targeted population comprises three business leaders of three call centers located in Southeastern, New Mexico. The three business leaders of each call center successfully implemented strategies to reduce voluntary employee turnover in their company. The implications for positive social change include the potential to reduce employee turnover in call center environments which can reduce unemployment rates in local communities. Improving organizations' sustainability can result in a positive social change by creating a more stable work environment for community members to remain at companies for longer than six months. From a positive social perspective, community members may contribute to society by achieving job stability, paying taxes, and contributing to communities as responsible citizens.

Role of the Researcher

The role of a researcher in the qualitative multiple case study was to (a) select participants of the study, (b) manage the interview (c) collect, organize and analyze data from the participants, and (d) protect the rights of human participants (Ibrahim & Edgley, 2015). Researchers should report all data and remove their perceptions, morals, beliefs, and values from the study (Cairney & St. Denny, 2015). The procedure for this study included face-to-face interviews with business leaders who work in a call center company. Collins et al., (2014) stated that a researcher conducting a qualitative multiple case study should gather information accurately, report the data findings and ensure data saturation is reached. Researchers need to conduct their study in an ethical and moral way. Berger (2015) suggested that researchers understand all aspects of the research study to understand the full meaning. As the data collection instrument, I collected and analyzed data, protected each of the participants' rights and information given to ensure the results of the study were the views of the participants.

I have experience and knowledge on the research topic after working as a call center employee for the past three years. Researchers should set aside any personal experiences, attitudes, or beliefs to reduce bias in the study by avoiding interviews of participants with whom they have a previous existing relationship (Malone, Nicholl, & Tracey, 2014). Berger (2015) discussed how researchers who engage in all aspects of a research study create a meaningful and deeper understanding of the study. I am passionate about learning and understanding strategies that call center organizations use to reduce voluntary employee turnover.

Researchers are obligated to conduct research in an ethical way (Yin, 2018). I used the protocol listed in The Belmont Report (1979) to protect the rights of each participant in my study. The basic ethical requirements of The Belmont Report are: (a) each person was respected for their view, (b) beneficence, and (c) justice (National Commission for the Protection of Human Subjects and Biomedical and Behavioral Research, 1979). The researcher should use The Belmont Report to respect the participants' point of view and use consent forms for each participant used in the study while conducting the interview (as cited in Collins et al., 2014). The researcher should follow the ethical principles of The Belmont Report protocol, and the requirements of the Institutional Review Board (IRB). After obtaining permission from the IRB, the researcher should begin collecting data for the study. Researchers who use a qualitative study should decrease or eliminate any bias that could affect data collection and data analysis (Peck, Olsen, and Devore, 2015). An interview protocol was used to ensure the interview is consistent (see Appendix A). The interview protocol was used for reliability for the study and will consist of information that will be given to each participant, including information on procedures from the interview, informed consent form, and information on the interview questions given.

Participants

The focus of the participants should be knowledgeable and have experience in call centers to provide information on this study (Hoyland, Hollund, & Olsen, 2015). Each answer given by the participants to the interview questions will become the data collection for the analysis of this study (Dworkin, 2012). I obtained access to participants

from three different call centers leaders located in the United States through professional business leaders. The qualifying criteria for inclusion as a participant will be: (a) participating in the study, (b) be at least 25 years of age, (c) have experience as a business leader in a call center organization, and (d) have experience implementing effective strategies to reduce voluntary turnover, and (e) have the call center opened more than 10 years in the community . I conducted a semistructured face-to-face interview with several business leaders from each call center.

The strategy used in gaining access to participants was contacting the business leader of a call center organization located in the Southeastern part of New Mexico. I contacted the Human Resource department from each call center through email, by phone call, or in person. The purpose of the study was discussed with the business leaders and clarified any questions the participants might have to develop a relationship with each potential participant. I requested the participants align with the research question by making sure the participants have been a call center business leader at the organization for over 5 years. Participants with 5 years of employment may have the knowledge, insight, and resources useful to this study (Ro et al., 2017). According to Gajewski (2013), visiting a company in person or e-mailing the company are effective strategies researchers can use to gain permission to collect data. Scholars can conduct phone calls and send e-mails to arrange interviews with potential participants for their study and inform each participant that the information they give, and their identity will remain confidential to protect their privacy.

Research Method and Design

There are three different research methodologies: qualitative, quantitative, and mixed methods (Yin, 2018). The researcher must use the most effective method in achieving the goal of the research study. Hayes, Bonner, and Douglas (2013) recommended researchers use the qualitative method to investigate observed events through exploration. I will discuss the reasoning for the choice of research method and design approach used for this qualitative multiple case study.

Research Method

Qualitative researchers use a descriptive approach to explore a phenomenon in the exploration of observed behaviors from participants (Makrakis & Kostoulas-Makrakis, 2016). The qualitative method involves researching the answers to prearranged questions (Percy, Kostere, & Kostere, 2015). There are several characteristics associated with the qualitative research method that support my purpose for exploring strategies used to reduce voluntary employee turnover. First, the qualitative researcher concentrates on consistency and raw data by exploring the participants in their natural settings (Singh, 2015). Second, the researcher sets aside any bias or assumptions to focus on the participants' point of view. A qualitative research method is an appropriate instrument for exploring the research by letting the participants express their involvements in their own words (Berger, 2015). Third, in a qualitative study, the researcher is the primary tool for data collection. The researcher uses the qualitative method to ask questions of participants who have experiences about what, who, and how the phenomenon has affected them (Collins et al., 2014). A qualitative method is an appropriate tool for this

study by being the most efficient method in understanding the phenomenon. I will evaluate strategies call center business leaders use to reduce voluntary employee turnover.

Quantitative researchers conduct data analysis through observation, scientific research and close-ended questions (Reich, 2015). Researchers who use quantitative method calculate the correlation between two or more variables (Kavoura & Bitsani, 2014). Qualitative researchers examine and test theories to analyze statistical data (Hoare & Hoe, 2013). A quantitative study is not appropriate for this study because of not testing hypotheses, examining relationships, analyzing statistical data or evaluating the cause and effects of a phenomenon.

Mixed methods research involves a combination of qualitative and quantitative research and letting the researcher explore both (Yin, 2018). Sparkes (2015) stated a mixed method seeks to solve the problem rather than investigate the cause of the variables. Researchers use the mixed-method approach when using quantitative method to test a theory relating to the research question (Skalidou & Oja, 2018). A mixed method study was not appropriate for this case study because there is not an analysis of the statistical data or the administering of a survey.

Researchers use a qualitative method to collect, analyze, and interpret visual data to gain insights through observations of behaviors (Reich, 2015). I used a qualitative method to collect in-depth data on the individuals who work in a call center environment and have knowledge and experience in strategies business leaders may use to reduce voluntary employee turnover. With a qualitative method, a researcher can seek to

understand how or what kind of study being conducted by asking open-ended questions (Barnham, 2015). Berger (2015) stated that qualitative research method is appropriate for obtaining the meaning and understanding of the situation. I collected, analyzed, and interpreted the data to gain insight into the phenomenon and exploration of understanding the strategies used by call center business leaders to reduce voluntary employee turnover. Thus, the qualitative method was appropriate for this study.

Research Design

Four research designs that could be used for a qualitative study include (a) case study, (b) phenomenology, (c) ethnography, and (d) narrative design (Dasgupta, 2015). A case study research design will allow researchers to conduct an in-depth examination of a current phenomenon within the phenomenon's real-life situation (Yin, 2018). A case study design will also enable the researcher to interact in exploratory research by examining *what* or *how* questions (Yin, 2018). For this study, I used a multiple case study by conducting an in-depth investigation of a phenomenon within the phenomenon's lived experiences. Conducting thorough investigations and asking *what* and *how* questions will allow me to explore different strategies that call center business leaders may use to reduce voluntary employee turnover.

Yin (2018) stated that a multiple case study would use two or more cases to explore a phenomenon. Using a case study design provided me with more options to explore real-life situations in collecting multiple data techniques. According to Yin, (2018) six potential sources of evidence can be used in a study: (a) documentation, (b) records, (c) direct observation, (d) interviews, (e) participants observations, and (f)

physical articles. A case study design in qualitative research requires the collection of data to be from at least two sources such as interviews, documents, and observations (Lunnay, Borlagdan, McNaughton, & Ward, 2015). The study used a semistructured interview for each participant and gathered any additional documentation from the company if needed. The multiple case study design was suitable for this study when collecting data from numerous sources to explore strategies that business leaders have used to reduce voluntary employee turnover successfully.

Researchers may use a phenomenological design to understand a phenomenon by exploring the lived experience and meaning of participants (Sambhava, Nautiyal, & Jain, 2016). The phenomenological design approach meets the needs of a study when researchers seek participants' personal stories (Vaismoradi, Turunen, & Bondas, 2013). My study does not intend to explore participants' experiences of a particular phenomenon; therefore, a multiple case study design was appropriate to study successful strategies business leaders may use to reduce employee turnover.

Ethnography design is a cultural group in their natural setting over an extended period by gathering data through observations and interviews (Yin, 2018). Maes, Closser, and Kalofonos (2014) indicated using ethnographic research may require more extended periods to gather interviews and observational evidence of individuals in a particular culture. When researchers engage in an individual's natural environment, researchers can classify discrepancies between what individuals do versus when they say they will do (Graneheim, Johansson, & Lindgren, 2014). An ethnography design was not used

because I will not be observing or interacting with a culture group of people over an extended period in real-life situations.

Researchers use the narrative design to relate to real-life or present situations to capture historical events of the individual (Gill, 2014). Narrative design method can be used to investigate the real world or real-life events (Yin, 2018). I will not be using the narrative design in my study since this method approaches focuses on the lives of individuals told through their own experiences. The participants in my study are not sharing their real-life stories.

Researchers achieve data saturation by making sure their research design will have interviews to collect data in enhancing the validity of the study (Yin, 2018). Data saturation in a study is classified as saturation when the researcher does not observe or collect new information in the study (Fusch & Ness, 2015; Morse, 2015). The researcher should collect enough information to reflect the participants' perspectives and data saturation (Yin, 2018). Additionally, researchers hardly know when data saturation will be achieved during the data collection process (Aluwihare-Samaranayake, 2012). Undermining the significance of data saturation can affect the value of the research results (Gibbins, Bhatia, Forbes, & Reid, 2014). In a qualitative study, a researcher will continue to perform interviews until they see no additional information occur. To achieve data saturation in my study, the researcher will collect data until no new themes emerge from the interviews and data saturation has been reached.

Population and Sampling

Researchers use purposive sampling to establish credentials that applicants need to meet to exemplify the research phenomenon (Grossoehme, 2014). Colombo, Froning, Garcia, and Vandelli (2016) recommend that researchers align the targeted population with the main research question. Purposeful sampling is a nonprobability sampling technique that researchers use as an effective way to understand participants' perspectives (Ghariani, Touzani, & Creton, 2015). Purposeful selection is a sampling technique used by researchers in selecting individuals who are going to provide the information for the study conducted (Palinkas, Horwitz, Green, Wisdom, & Hoagwood, 2013). The purposeful sampling method is appropriate for a qualitative study because of allowing researchers to choose participants who have detailed knowledge about the research topic (Yin, 2018). I will use purposeful sampling to select participants for this multiple case study because purposeful sampling will allow me to understand each participants' perception by attaining meaningful data and allow me to sample a group of business leaders who may have been successful in reducing voluntary employee turnover.

Sample sizes are collected from the participants by the researchers during the data collection process (Fugard & Potts, 2015). There are no specific rules for sample sizes in a qualitative study (Malterud, Siersma, & Guassora, 2015). Using a qualitative method, researchers need to consider participants' knowledge and experience when choosing a sample size. A qualitative method during the sample size preparation is gathering reliable data to improve a thorough understanding of the research problem (Colombo et al., 2016). The sample size must be big enough to ensure that data saturation will be

addressed in the research questions (Fusch et al., 2015). For this qualitative multiple case study, I selected a sample size of 3 to 10 business leaders in three different call center organizations relating to strategies use to successfully reduce voluntary employee turnover.

Data saturation occurred when a sufficient amount of information from the participants' interview repeats and no new data emerges. In qualitative research, achieving data saturation is important for the researcher because they must continue to gather information until the data collected becomes repetitive (Colombo et al., 2016). Guest, Bunce, and Johnson (2006) found that six interviews could lead to data saturation; the researcher will determine the number as a result of the interviews. Researchers who use a multiple case study should gather data from various sources to reach data saturation (Harvey, 2015). To ensure data saturation, I conducted face-to-face semistructured interviews with business leaders who have experience in successfully implementing strategies that reduce voluntary employee turnover and review company documents on employee turnover. The researcher continued to interview participants until the information remains consistent and data saturation has occurred by obtaining no new information.

Eligible participants need to have the experience and knowledge related to the research question under investigation (Patton, 2015). Researchers should select participants with sufficient knowledge who can provide insight to help answer the research question (Heywood, Brown, Arrowsmith, & Poppleston, 2015). The population consisted of business leaders in upper-level management in three call center companies

located in Southwestern, New Mexico by using a multiple case study. The eligibility criteria for this study consisted on participants who have experience in successfully reducing voluntary employee turnover. To participate in the study, the participants must be at least 25 years of age and work at a call center that has been open for more than 10 years in the community. Yin (2018) stated that a small population sample is acceptable in a case study and that a case study using three participants was an appropriate amount of data and insight to reduce voluntary turnover. I interviewed business leaders who have experience implementing strategies that reduce voluntary employee turnover.

Ethical Research

Researchers must wait to get consent from the IRB approval before starting the data collection process (Fiske & Hauser, 2014). In addition to obtaining IRB approval and before collecting data, researchers must obtain consent from each participant the study (U.S. Department of Health and Human Services, 2014). When conducting a research study, a researcher must make mindful efforts of any ethical issues and uphold the standards of ethics by being honest and having respect to protect each participant (Yin, 2018).

For participation in the study, I e-mailed each participant a consent form and requested an e-mail reply from each participant giving their consent to make sure we maintain communication. Upon agreement to receive information, the researcher must provide the participant with a formal consent form. The researcher must also inform the participants of the privacy considerations before the start of any formal interview. Participants may withdraw from the study without consequences. (Robling, Bekkers,

Bell, Cannings-John, Channon, & Torgerson, 2016). The informed consent will include information on the process and purpose of my study, the participants' ability to withdraw from the study at any time during the process without penalty and informing each participant they may decline to answer any questions during the interview. Participants can choose to withdraw from the study by notifying me by telephone call or e-mail.

The researcher should be professional and courteous to each participant by interacting with the participants in a polite professional manner by demonstrating fairness when collecting and handling data. Researchers can offer incentives such as cash, gift cards, or other items; but researchers must make sure the value of the incentives will not affect the reliability or the quality of the data each participant provides to the researcher (Bouter, 2015). For this voluntary study, no participants received any kind of compensation or incentives from this study.

The researcher must make personal efforts in securing and gathering the data collected to protect the rights and privacy of each participant (Johnson, 2015). Each participant's identity will remain confidential to protect the value and integrity of the data collected (Saunders et al., 2015). To protect each participant's information, I used a password protected computer to store electronic data collected during and after each analysis and coded each response with the date and label each organization as P1, P2, and P3, P1 would mean participant 1. No participants' names or company information will be used on any of the consent forms for the interview. After the study is complete, I collected all the electronic data and store it on a flash drive that will be locked away in a

cabinet for a minimum of 5 years. After the 5 years, I will delete all the electronic data on the flash drive and securely delete the information.

Data Collection Instruments

Researchers conducting a qualitative study accept that the researcher becomes the research instrument (Houghton, Casey, Shaw, & Murphy, 2013). As the research instrument, the primary data collector uses a multiple case study by asking open-ended interview questions for a semistructured interview. Researchers who do a qualitative case study are the primary source for collecting data from their participants (Fusch et al., 2015). As the researcher, conducting a semistructured interview will allow the participant to ask clarifying questions while the interview is conducted (Christensen, Johnson, & Turner, 2015). The researcher will get a better understanding of the participants' perspective during the interview. I used a semistructured interview to obtain information on how business leaders find strategies that may successfully reduce voluntary employee turnover.

I used semistructured interviews to collect data from different business leaders in call center environments located in the Southeastern part of New Mexico who has been successful in reducing voluntary employee turnover. For the data collection on a qualitative study, a researcher will use a small sample size and gather participants' who have experience in business leadership to answer the research question (Bailey, 2014). The researcher provided confidentiality to each participant when scheduling the interviews. Researchers received the consent of the participant before beginning the interview process. Using a semistructured interview helped the collection of data

information from each participant and allow the interviewees to provide any information about the study (Dasgupta, 2015). Gathering data through semistructured interview may lead to the findings of new themes.

For collecting qualitative data, I used an interview protocol (see Appendix A). An interview protocol was used when interviewing participants for the study by gathering basic interview questions (Yin, 2018). Castillo-Montoya (2016) suggests there are four phases in processing an interview protocol: (a) aligning interview questions with the research questions, (b) having conversation, (c) receiving feedback on the interview protocol, and (d) piloting the interview protocol. Each phase in the interview protocol will help the researcher develop an appropriate research instrument for their study. Each interview protocol phase can support and strengthen the reliability of the interview protocols used in qualitative research; therefore, improving the quality of data collected from each research participant (Castillo-Montoya, 2016).

The researcher used the interview protocol to establish a connection with each participant to ensure consistency within each interview (see Appendix A). The semistructured interview will have seven interview questions (see Appendix B). I e-mailed an invitation letter to potential participants at several call center organizations and provided them with information about participating in the study. I sent participants the informed consent form and ask each participant to reply with “I consent” per IRB for their signature as suggested by several researchers. Audio recording is the most effective way to gather data when researchers conduct an effective interview (Tunheim, & McClean, 2014). I took notes and listened to the audio recordings from each participant

to ensure data was extracted and observed and recorded the participant's body language. Marshall and Rossman (2016) suggest when watching the participants' body language at the time of the interview, to evaluate frequently the participant's level of comfort.

To enhance the reliability and validity of the data collected, I used member checking (Christensen et al., 2015). Using member checking will allow a conclusion of the interview to be provided to each participant to verify how accurate the researcher interpreted the participant's responses (Morse, 2015). Also, each participant received a copy of their interpretations of the interview to validate the information for errors. I used member checking to confirm, add or clarify any specific aspects of the data collected from each participant. Researchers conducting a qualitative study can improve the validity and reliability by using the triangulation method (Yin, 2018).

Data Collection Technique

In a qualitative case study, interviews, documentation, direct observations, and archival records are one of the most common methods of collecting data (Yin, 2018). Interviews are the most efficient way to gather and record information for the research study (Yin, 2018). For this study, the data collection process included a face-to-face interviews, open-ended questions, and audio recordings. Using multiple sources will allow the validity of the study to enhance the conclusion (Oleszkiewicz, Granhag, & Kleinman, 2017). Four different types of interviews used were; (a) focus groups, (b) face-to-face, (c) telephone (d) e-mail interviews (Cleary, Horsfall, & Hayter, 2014). Ziebland and Hunt (2014) recommended using face-to-face interviews because it will allow the researcher to observe for nonverbal and verbal expressions and ask follow-up questions.

For the primary data collection technique, a semistructured face-to-face interview were used.

Conducting semistructured interviews ensured the researcher understands each participant's experiences so each participant can provide rich and thick data (Yin, 2018). Conducting a semistructured interview allowed the researcher to explore and understand each participants' answers from the interview. By asking open-ended questions, the participants can relay how they felt about a certain experience. Researchers can continue to engage the participant by directing the interview and having participant elaborate on each question (Christensen et al., 2015). Asking open-ended questions (see Appendix B) allowed the participants to give open and honest answers to provide data that relates to strategies used to reduce voluntary employee turnover. I confirmed the date, time, and location with each participant before the interview and follow the interview protocol (see Appendix A) and record each participant consistently. Many qualitative researchers choose to use a recording device in their interviews, but some researchers run into issues of poor quality when transcribing the process (Grayshield, Rutherford, Salazar, Mihecoby, & Luna, 2015). I asked permission from each participant and obtain permission to use an audio recorder before starting the interview and have a backup recording device in case the first one fails.

Researchers will work with participants in ensuring a confident and convenient way to interview while protecting their privacy. The advantages of collecting data through a face-to-face semistructured interview are: (a) the ability to maintain and focus on the answers from each participant, (b) improve control of the interview process, (c)

ability to capture verbal and nonverbal cues, and (d) observe behaviors and emotions (Krall, Wamboldt, & Lohse, 2014). The disadvantage of the data collecting technique would be: (a) the failure of not having a properly working audio device, (b) having the full cooperation of the participants during the interview, (c) having the researcher lack confidence during the interview, (d) sample size limitations, and (e) time consumption (Yin, 2018). Morse (2015) suggested during the interview that researchers should watch for any distractions or interruptions from the participants' body language that could cause concern to the interview.

After completing the interviews, I reviewed copies of documents on employee turnover during the past five years. Reviewing documents as a secondary data source can validate data from the interviews (Morse, 2015). Yin (2018) suggests when conducting a qualitative study, researchers should use two independent sources of data collection to promote credibility and ensure researchers reach data saturation. Researchers can use member checking to increase the validity and reliability of a data collection from interviews in qualitative research (Wang, 2015). Member checking is used to mitigate bias when the researcher conducted the interview, interpreted what the participants shared, and shares the data back to each participant (Christensen et al., 2015). Morse (2015) recommends researchers use a three-step process to conduct member checking: (a) performing the interview, (b) interpreting what each participant stated, and (c) share the interpretations to the participants for validation. I conducted interviews, interpreted what each participant stated, and share the information with the participant, allowing them to review my interpretations from their interview.

Data Organization Technique

The data organization technique will allow the researcher to retain the integrity and validity of data collected for the study (Gibson, Benson, & Brand, 2013). The system I used was NVivo to organize and track my data. This tool organizes, stores, and retrieves the data collected (Zamawe, 2015). I can import text, audio, and e-mails onto NVivo to organize and examine the data collected. Having a database to store all data collected will keep things categorized for a more reliable study (Yin, 2018). NVivo software contained the interview data, audio recordings, any company documentation collected, and the researcher's copy of the consent forms. Each recording was uploaded into the NVivo software for transcribing each recording from the interview. I cataloged each participant by using the generic codes and label them as P1, P2, and P3. Using generic codes will allow the researcher to protect each participant's identity in the study. Generic codes are recommended when using qualitative research (Johnson, 2015).

The researcher is the only one with access to the data collected by each participant. I stored all hard copies, flash drives, and any copies collected through electronic form in a locked filing cabinet that only myself has access. I retained and properly secured all electronic and hard copies of the data for 5 years. After 5 years, I will shred all hard copies and delete the electric data from the hard drives to comply with the IRB requirements. This strategy ensured the protection and privacy of all the participants involved in the study.

Data Analysis

Researchers depend on methodological triangulation (e.g., document review and interviews) and member checking to validate their findings in a qualitative case study (Dasgupta, 2015). Researchers who implement an effective data analysis technique will result in understanding the data better and help develop the quality of the research findings (Stuckey, 2015). Yin (2018) recommended using the five elements of data analysis for a research study: (a) compile all the data, which is kept in a notebook or on a flash drive from the interviews, (b) disassemble, and find any themes from the interviews that I can interpret, (c) reassemble and find any patterns or comparisons from the data collected, (d) clarify and find credibility from the data, and (e) conclude the research with new concepts or theories found.

This study followed Yin's (2018) five elements of data analysis for my research study. Data analysis process starts when researchers compile transcriptions, notes and other research data (Yin, 2018). I gathered all the data from the interviews, audio recordings and documents collected and use NVivo as the instrument for recording. I disassembled the data through a process used to code the data for gathering a clear structure and reassemble the data by organizing each set of documents into fragments to understand and interpret the data (Edwards-Jones, 2014). Themes can emerge while the researcher is disassembling the data (Tuapawa, 2017).

I used member checking in the study by conducting the interview, and interpreting what each participant stated, and provided my interpretation from the interview. The researcher provided a summary from the interview to each participant

from the interview. Methodological triangulation involves the use of multiple qualitative data collection methods to produce sufficient data (Yin, 2018). I used the triangulation method as the primary method for analyzing data about strategies to reduce voluntary employee turnover in call center environments.

Using a methodological triangulation ensured validity by using other methods in gathering data, such as interviews, observations, and questionnaires to allow the researchers to understand the depth and richness of the data collected (Marshall et al., 2015). Researchers will use multiple data collection methods to understand and get a clear view of the phenomenon from different perspectives using the documentation review and interview collected (Kemner, Stackhecki, Bildner, & Brennan, 2015). I used face-to-face interviews, employee handbooks, training methods, company websites, and other company documents that will provide answers for my research question by using member checking and methodological triangulation.

Reliability and Validity

Qualitative researchers use reliability and validity to ensure the accuracy of the data collected from each participant to ensure the accuracy of the research (Ang, Embi, & Yunus, 2016). In the study, reliability focuses on making sure the measurements are accurate, and the data remains consistent (Cope, 2014). Research becomes valid when the findings of the study represent the studied phenomenon has happened (Gilbert, Jackson, & di Gregorio, 2013). Researchers must address the confirmability, credibility, dependability, and transferability of the qualitative study to ensure validity and reliability are met (Morse, 2015). In a qualitative study, researchers use tools such as member

checking and NVivo to strengthen the validity and reliability of the research conclusions (Ang et al., 2016). I used the strategies listed below to maintain reliability and validity in this study.

Reliability

Researchers ensure reliability of the study by creating and implementing reliability strategies to ensure dependable and trustworthy results (Morse, 2015). The researcher should avoid the use of generalization to increase the reliability in the study. It is possible to reach the same conclusions when using reliability on a case study and obtain the same procedures of the initial study (Yin, 2018). Harvey (2015) recommended researchers discuss the matter of dependability to increase reliability. Using member checking will enhance reliability in qualitative research by addressing issues with dependability and decrease misinterpretation of the data being collected (Morse, 2015). There are three different techniques that can be used to improve dependability; member checking, triangulation, and external auditing (Harvey, 2015). For this qualitative multiple case study, I used semistructured interviews and organizational documents as a source of evidence.

Yin (2018) suggested using the four steps to achieve reliability: (a) dependability, (b) creditability, (c) confirmability, and (d) transferability. To ensure a dependable study, researchers can establish the reliability of the study by producing replicable findings with similar occurrences (Noble & Smith, 2015). Dependability is the accuracy of the findings (Hess, McNab, & Basoglu, 2014). Dependability is used by researchers who accurately and consistently record the research decision-making and methodology (Ando, Cousins,

& Young, 2014). I ensured dependability by transcribing the data accurately and share my results with each participant. Hess et al. (2014) suggested confirming arrangement for the research question, theory, evidence, and conclusions to help guarantee credibility.

Using member checking will improve dependability and increase the reliability findings for the study. Morse (2015) stated that when doing qualitative interviews, member checking is the preferred data validation method. Researchers can increase reliability in achieving data saturation (Morse, 2015). Member checking is recommended over transcript review by allowing the informant to give their feedback to improve the accuracy of the study (Yin, 2018). Researchers should collect data to ensure applicability, trustworthiness and reliability for this study. To guarantee reliability and validity, the study must contain monitoring data bias, triangulation, and the discrepant of any non-related data member checking (Harvey, 2015). Member checking is a way to control the qualitative data to use to validate the interview data (Fusch et al., 2015). I used member checking to improve the reliability of this study. After collecting the data, reporting findings of the research will follow and providing future researchers with recommendations from this study.

Validity

A researcher critiques a qualitative study by confirmability, credibility, and dependability (Marshall et al., 2016). In qualitative research, validity refers to the appropriateness of the chosen design, sample size, methodology, data collection techniques and analysis of the study in connection to the main research question, (Leung, 2015). To ensure the validity of the study, I implemented member checking and

methodological triangulation to validate the data from the interviews and support credibility, transferability, and confirmability. Researchers can collect the data from each participant and provide each participant with a copy of the interpretations to validate for accuracy.

The researcher can improve the quality of qualitative research by promoting transferability, confirmability, and credibility to ensure validity (Dwork, Feldman, Hardt, Pitassi, Reingold, & Roth, 2015). When the participants believe the findings of the study, credibility can occur. Noble et al. (2015) stated that credibility depends more on the richness of the evidence that is collected rather than the amount of data collected. I used a methodological triangulation by collecting documents and interviews to validate the data and promote credibility, transferability, and confirmability. Using the methodological triangulation will increase the credibility and trustworthiness of the case study (Yin, 2018). Grosseohme (2014) describes that validity relates to the level of credibility as an experience that is recognizable to the phenomenon and the research process.

Transferability is the ability to transfer and establish evidence in the researcher's findings that could apply to other situations (Noble et al., 2015). To ensure the researcher reaches transferability, there must be a detailed description of the context (Marshall et al., 2016). Research transferability contains the consistency of the study from one research study to another. A qualitative researcher must determine if the findings of the study can be used for another type of research. Providing a detailed description of the research and participants can help the future researcher decide on the transferability of the findings to another context (Elo, Kaariainen, Kanste, Polkki, Utriainen, & Kyngas, 2014). I

established transferability by providing the sample size, population, method, design, and sampling techniques so other researchers can judge appropriately.

Confirmability refers to the degree in which the results can be corroborated or confirmed by other researchers (Houghton et al., 2013). Data must be established and interpreted for the findings to be clear and derived from the data (Anney, 2014). Member checking allows each participant to verify the data collected and correct (Harvey, 2015). To improve confirmability in qualitative research, researchers can offer readers with a copy of the data from the original researcher(s) such as interview transcriptions, interpretations, and tables (Fusch et al., 2015). Researchers can promote confirmability by using member checking (Houghton et al., 2013). To use confirmability in this study, I used member checking to validate interview data collected from each participant for accuracy and to ensure each participant receives a copy of my interpretations of their responses.

Data saturation occurs when the point at which no new information emerges from the data collected (Siegle, Rubenstein, & Mitchell, 2014). Researchers should collect data until no new information emerges. Researchers can reach data saturation in a qualitative study to improve the validity of the findings (Yin, 2018). Without reaching data saturation, the study will have inclusive findings (Kratochwill & Levin, 2014). To ensure data saturation, the researcher collected and analyzed data until reaching a point that no new data was meaningful to this multiple case study. To attain data saturation, the researcher must ensure there are no further themes emerging, and no need data to

replicate the study (Fusch et al., 2015). I ensured data saturation by interviewing business leaders until no new data emerges and no new themes became feasible.

Transition and Summary

This multiple case study contains an in-depth analysis of the different strategies that call centers use to reduce voluntary employee turnover. Section 2 of this study contained the purpose statement of my research study, a description of the role of the researcher, participants and research method. Section 2 also contained the research design, population and sampling, ethical research and data collection instruments. Section 2 concludes with a discussion about data collection technique, data organization technique, data analysis, and steps of ensuring the reliability and validity of the data collected. In Section 3, I present the findings, application to professional practice, the implication for social change, recommendations for actions, recommendations for future research, and reflections and conclusion.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple case study was to explore strategies used by three call center business leaders to reduce voluntary employee turnover. I used Burns' transformational leadership theory as the conceptual framework to explore strategies in call centers that business leaders used in Southwestern New Mexico who implemented strategies that reduced voluntary employee turnover. I conducted face-to-face interviews with three business leaders in a call center organization that focused on employee retention to reduce employee turnover. Each participant reported several themes that contributed to lowering voluntary turnover such as more pay, recognition and rewards, a more flexible schedule, and a greater focus on employees' personal needs.

In Section 3, I will provide an overview of the purpose of the study, the importance of reliability and validity in a qualitative research study with the presentation of the findings, and how the findings can affect social changes. Section 3 includes applications of my research to professional practice, presentation of the findings, recommendations for action and further study, and reflections. The final part of section 3 will include the conclusion from the study.

Presentation of the Findings

The data collection process included recorded one-on-one semistructured interviews with open-ended questions, which I used to identify strategies that were used to maintain and reduce voluntary employee turnover. During the interview process, each participant gave information on strategies they have used to reduce voluntary employee

turnover. Before I started the interviews, each participant signed a consent form and received a signed copy for their personal records. Each interview took place at the participant's chosen location and time, which lasted no more than 45 minutes. I used the interview protocol (see Appendix B) as a guide in conducting the interviews. After the interview, I thanked each participant for their time answering my interview questions. The results of the interviews were used to answer the overarching research question: What effective strategies do call center business leaders use to reduce voluntary employee turnover?

I transcribed the recordings and performed member checking by delivering a copy of the interview transcription to each participant. I asked participants to correct and highlight any inaccuracies and return the transcript to me by e-mail. To protect the data and participants' identities and maintain confidentiality, I labeled all transcriptions in the system (with the pseudonyms P1, P2, and P3); P1 mean Participant 1, to remain confidential. After each participants transcription was validated, I coded all data using NVivo Pro 12, a qualitative analysis software, which provided me the ability to organize, code, and analyze data. The main use of NVivo was to conduct word frequency searches to identify recurring themes shared during the interviews.

After completion of the third interview, I reached data saturation and was able to focus on themes related to the research question and conceptual framework. The data analysis revealed the following recurring themes: (a) employee turnover, (b) job satisfaction, (c) training and development, (d) employee compensation, and (e) reward and recognition. Answers provided by the participants related to Burns' transformational

leadership theory. Participants were asked about factors that affected employee turnover, P2 and P3 both mentioned how training and development, job satisfaction, and reward and recognition were all crucial in an employee's decision to stay at a call center. Table 1 indicates the frequencies of occurrences of each theme corroborated on how employee turnover strategies are supported in call center organizations. In Table 1, I present the five key themes mentioned by each participant.

Table 1

Frequency of Themes on Strategies of Employees in Call Centers

Themes	n	% of frequency of occurrences
Employee Turnover	46	34.5%
Job Satisfaction	14	10.5%
Training and Development	43	32.3%
Employee Compensation	9	6.7%
Reward and Recognition	21	15.7%

Note n= Frequency

Theme 1: Employee Turnover

One of the first themes that emerged from the data collection consisting of interviews and documentation review was employee turnover. Employees should have a clear description of their job duties and responsibilities (Frear, et al., 2017). P3 noted having a clear understanding of the job requirements will allow employees to understand their role. Employees who do not clearly understand their job expectations from the

company are more likely to lose interest and find performing the job a struggle; therefore, they will be more likely to quit (Mohsin, Lengler, & Aguzzoli (2015). P3 noted the importance of understanding the job role begins with the hiring process. During the training process, P3 said they share real-time calls with trainees to make sure they are aware of the expectations. Fisher and Wilmoth (2018) stated that many companies would use predictive personality assessment tests to make sure prospective employees are a good fit for the organization. Based on an in-depth examination of each participant's interview, and a review of documents for voluntary employee turnover, I found that business leaders who had support in their leadership roles, reduced employee turnover. P2 noted, "That communication with the manager plays a significant factor in employee turnover. The more open you are with your manager about your line of work, the less stressful you will be in completing your job performance." P3 shared, "Having one-on-one check-ins with the employee and manager once a week led to the employee staying focused on work issues, self-growth, and a positive work environment." P1 agreed that having an open line of communication with managers gives employees the support they need to perform their job duties. To reduce voluntary employee turnover, leaders need to understand how valuable they are in motivating and helping employees grow.

As P3 stated,

"One of the things that I've done is I reached out to two similar centers to my peer group trying to see what's worked in there call centers. I recognized and realized that employee turnover is not unique to my call center and some people have been successful in retaining employees. They have shared their strategies on what I do,

is what I've been doing, is sharing that with the staff as well so they can see what I'm actively trying to do for them. Keeping them informed so they're not left wondering or making any assumption that management's not trying to change anything to their benefit. I try to be transparent with the staff.”

To increase productivity in the workplace, business leaders should keep employees informed of career advancements and on-the-job training that could further their education and skills, and they should offer support for setting professional goals. P2 mentioned, “Employee engagement is essential for business leaders to understand and get feedback from employees about issues or concerns they may have.”

The findings regarding the effects of employee turnover showed similarities to Burns’ (1978) transformational leadership theory. Researchers found that employees who have supportive leadership have increased commitment to the company, which can lead to a decrease in intent to leave the organization (Frear et al., 2017). Kainkan (2015) stated that organizations should consider how important it is to maintain employee relationships with business leaders that enhance their commitment to the company, improving job performance. Call centers may decrease employee turnover by keeping employees engaged in their work environments and by creating a positive workplace so that employees and business leaders feel passionate about their work.

Theme 2: Job Satisfaction

Job satisfaction is one of the critical goals of retaining employees in call center organizations. Researchers have found that employee turnover decreases when employees feel supported by their leaders; managers who were not supportive of their employees

experience an increase in employee turnover (Sum & Wang, 2016). All participants agreed that using a supportive leadership style is an effective strategy use to decrease employee turnover; employees respond well to having a more approachable and helpful manager. P2 stated,

“Along with job satisfaction, one of the most important roles in employee retention is having a clear line of communication with business leaders and employees. Employees should receive and have an open line of communication with feedback from their managers at least twice a month. Receiving feedback is an effective way to enhance job performance and productivity. P2 also stated having one-on-ones with employees will increase morale and make sure employees are performing their job duties correctly.”

Job satisfaction can lead employees to advance in their careers. Creating a positive work environment for employees assists them in achieving professional goals and taking pride in their work and team members, creating ambassadors for the organization. P2 mentioned the lack of job satisfaction among employees who are overworked and underpaid. P3 shared, “Employees who feel valued in the workplace will feel satisfied and motivated to maintain their work ethics in the call center organization. Happy employees are more committed to their work and team in the call center organization.”

Business leaders can improve job satisfaction and decrease employee turnover by supporting employees and treating them as individuals. Communication is a main factor that encourages social change (Sison, 2017). Effective communication from business leaders helps provide employees with an understanding of the work environment and

culture. Business leaders with excellent communication skills show individualized consideration, motivate and improve morale, increase performance, and promote teamwork (Odumeru et al., 2013). A business leader who makes employees aware of job opportunities and continues to show support is more likely to encourage those employees to continue their careers within the organization.

These findings regarding job satisfaction support previous research showing that job satisfaction directly influences the rate of voluntary employee turnover. Employees who are satisfied with pay and advancement opportunities, and who are supported by their leadership, will continue to have job satisfaction (Asaduzzama, Hossain, & Rahman, 2014). Raina and Roebuck (2016) stated when business leaders give clear job instructions and constant performance feedback to employees, the employees find it easier to achieve professional goals because they understand leadership's expectations. The connection between job satisfaction and employee retention aligns with Burns' theory on transformational leaders who engage their employees through personal and professional growth by enhancing their self-value. All participants stated that increasing job satisfaction was an effective retention strategy and would motivate employees to stay with the organization.

Theme 3: Training and Development

Employee training and development theme appeared from the analysis after transcribing each interview. Programs offered by the organization should be relevant to the job training and allow the employee to use that training advancement in the company (Colquhoun, Lowe, Hill, Mayhew, & Grimshaw, 2016). P1 and P2 stated employee

training takes place over several weeks when starting at a call center organization. P3 shared,

“One of the things I want to initiate is an application orientation program. What that means is applicants who are already on the human resources list for potential hire come into an orientation. In my experience it lasted approximately two hours, and you went over the ins-and-outs of the job, the pros and the cons, and I will play actual calls for them to hear.”

Call center employees should have a clear understanding of the job when going through training. All participants mentioned the importance of career opportunities for advancements in the company. P2 shared,

“The training is split into two sections throughout the training program that allows them to receive on the job training skills through listening to previous and real time calls. Employees who have been at a call center longer than six months can floor train new hires and receive an incentive on their paycheck for training the new hire.”

Strong, consistent communication is a vital process of the success of the employee through their week-long training. Employees should understand that job functions and technology used to perform the job will keep employees longer than a six-months. P3 stated, “I did a one-on-one with each employee beginning of the supervisors, which was important to me to speak to every single person to get their thoughts their perspectives, their goals of what they wanted.” Employees who finish the job training should be able to

take a call without assistance from trainers, as they need to feel confident to perform the job duties required.

The findings regarding training and development showed similarities to other researchers including Hu (2016), who stated, employees who are given advancement opportunities within the company can be positively influenced. Kang et al., (2015) found the importance of employee training in decreasing voluntary employee turnover. According to Chen and Wu (2017), employee development and training can provide three different types of benefits to employees: (a) career, (b) personal, and (c) job related interests. Each benefit allows the employee to use it as a resource to improve job performance, relationship with coworkers and business leaders, and to help achieve a professional career goal. Employees who continue to receive on the job skill training are more likely to stay working in their job positions and decreasing employee turnover.

Theme 4: Employee Compensation

Organizations that understand how to pay employees more effectively can decrease voluntary employee turnover (Sturman, Ukhov, & Park, 2017). All participants mentioned compensation and benefits during each interview. Each participant agreed that when employees are highly compensated, they are happier and more productive while working. Regarding employee's pay, P1 and P3 both agreed that employees who are well paid, are more likely to be retained within the call center organization. P2 noted, "During the hiring process; the human resource department will review previous job relations that would help with compensation." P3 shared, "Although the company will give annual

increases to employees as well as occasional incentives when assisting other employees to perform their job.”

Kara, Kim, Lee, and Uysal (2018) stated organizations that offer fair compensation could be an essential component for evaluating the employees work performance because employee’s who have a higher income are more satisfied in their job. Employees can be discouraged from the job if they lack fairness in compensation (Pouramini & Fayyazi, 2015). P3 noted, “When hired on as a full-time employee, they will receive a benefits packet that includes medical, dental, and vision insurance, which some employees will stay longer for those incentives.” Business leaders should create benefits and payment options that fairly compensate employees and motivate maintaining employees (Green, 2016). The participants statements on employee compensation are congruent with Burns’ transformational leadership style. Bass (1985) suggested that employees who receive praise for their work, receive recommendations for promotions, and pay increases. These are examples of contingent reward behavior used by the concept of Burns’ transformational leadership theory.

Theme 5: Reward and Recognition

Theme recognition and reward emerged from several interviews with the participants. Employees who feel respected and recognized for their work ethics tend to contribute more to the company (Bussin & Van Rooy, 2014). P3 implemented a quarterly recognition program that allows peers to recognize other peers for outstanding work. P3 mentioned when the organization has a quarterly meeting, they share the votes that peers have written for recognition. Employees will receive a gift card along with their name on

a plaque in the call center. P1 shared that “The organization provides annual recognition banquets for employees which, will reinforce employees and increase morale when receiving appreciation for their work.”

Employees who feel rewarded in their job are more likely to stay satisfied. The findings related to reward and recognition showed similarities on how transformational leaders utilize contingent rewards based on the concept of the transformational leadership theory. Transformational leaders who engage their employees by motivating them to stay focused on their work and professional career goals are more likely to be recognized and rewarded (Moon, 2017). Bass (1985) recommended that uplifting employees for a job well done, commending them for promotions, and pay increases are examples of rewarding an employee’s behavior. P2 stated managers could recognize and reward employees who continue to have a high work performance. Based on the concept of the transformational leadership theory, the transformational business leader uses contingent rewards.

Findings Related to the Conceptual Framework

I chose Burns’ (1978) transformational leadership theory to increase my understanding of job satisfaction in employee turnover. I also used Burns’ transformational leadership theory for this study to explore strategies call center business leaders use to reduce voluntary employee turnover. According to this theory, transformational leaders are those leaders who provide clarity and motivates their followers into the realization of the organization’s visions and goals (Burns, 1978).

Bass (1985) defined Burns' (1978) work into four views of transformational leadership: (a) individualized consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence. Burn's suggested that transformational leadership theory if formed from the five recurring themes: (a) employee turnover, (b) job satisfaction, (c) training and development, (d) employee compensation, and (e) reward and recognition. All five themes outlined in this study showed a connection to Burns' transformational leadership theory. P2 and P3 agreed with Burns' transformational leadership theory when business leaders engage employees to surpass their performances by engaging those achieving results and being more productive. Other researchers who were consistent with Burn's findings in this study were, Sturman et al., (2017), and Kara, (2018), agreed that rewards and recognition, growth and development, and compensation influence job satisfaction and decrease employee turnover.

Applications to Professional Practice

I used Burns' transformational leadership theory as a guide for this case study. The results from this study could be beneficial to professional business practices as employee turnover is a problem across many call center organizations. Business leaders who understand the reason employees choose to leave a call center voluntary could be reduced by business leaders taking more action and steps by changing the concerns and behaviors of the employees. An increase in voluntary employee turnover could affect the employee's poor performance and their team members (Ahammad, Tarba, Liu, & Glaister, 2016).

This research is applicable to the sustainability of call center organizations because the objective of this study was to explore strategies business leaders use to reduce voluntary employee turnover. Many organizations are aware that voluntary employee turnover will have a negative effect on the company. Business leaders who understand the cause of voluntary employee turnover could benefit from the strategies implemented in the workplace. Business leaders who benefit from using effective strategies to reduce voluntary employee turnover may save the company time and money (Sturman et al., 2017). The specific business problem was that some call center business leaders lack strategies to reduce voluntary employee turnover. The results of this study indicated the types of strategies business leaders use to reduce voluntary employee turnover.

The findings of this study include five themes: (a) employee turnover, (b) job satisfaction, (c) training and development, (d) employee compensation, and (e) reward and recognition. The results from this study demonstrate what strategies call center business leaders use to reduce voluntary employee turnover. Business leaders may use the finding from this research to implement strategies in the organization that focus on effective policies and procedures that improve employee engagement in the workplace. This study's finding is significant for improving business practices by providing better communication from business leaders to employees, investing more in growth and development programs that will provide employees the opportunities to improve their skills and learn more on the job training. Implementing effective employee retention

strategies will help business leaders promote productivity, and organizational growth, therefore increasing the survivability for the company (Gonzalez, 2016; Ugoami, 2016).

An analysis of the literature exhibited that by reducing voluntary employee retention, business leaders could increase productivity and substantiality, which leads to the company's growth as a result of the employee's improved performance. Business leaders who use effective strategies to decrease voluntary employee turnover retain knowledge by conserving talented employees who might be tough to replace in the organization (Ugoami, 2016). The population provided information on how business leaders engage with employees and address critical concerns on why employees choose to leave the company and discuss how to retain employees in call center environments. According to Houlfors et al. (2015), business leaders should monitor, find, and analyze the reasons why employees leave a call center organization through exit interviews. The results from this study may indicate business leaders can create and implement strategies to mitigate employee turnover that will be effective in a call center environment. A call center that implements and develops retention strategies that improve employee job satisfaction could decrease voluntary employee turnover.

Implications for Social Change

This qualitative multiple case study on implementing strategies that reduce voluntary employees' turnover may contribute to a positive social change through increasing awareness by offering employees more compensation, a flexible schedule, growth and development opportunities, concentrating on employees who intend to leave the company, and increasing job satisfaction. Findings from this study might also reduce

unemployment rates, which might decrease the crime rate and poverty in the local community through these solutions. Pignault and Houssemand (2018) stated that unemployment could have a negative effect on the subsequent occupation experience of an employee who is least trained, which can lead to an increase in periods of unemployment in future job positions. Improved job satisfaction resulting in decreased voluntary employee turnover may increase morale, reduce unemployment, increase productivity, and provide growth and development opportunities.

The main objective of this research was to explore more effective ways strategies can be used by business leaders to reduce voluntary employee turnover in call centers organizations. Implications from the study found that employees are more likely to stay in a call center position if they have been working at the company for more than four years. Employees who are satisfied in their position take advantage of the organization's growth and development opportunities to advance and grow with the company. The human resource manager's big challenge is employee turnover (Huang, van der Veen, & Song, 2018). Additionally, business leaders understand how important implementing effective strategies are in identifying which strategies will be more effective in a call center organization (Hom et al., 2012).

The finding from this study may increase call center business leaders' awareness of retention strategies by concentrating on the organization's performance. Reducing employee turnover could lead to more long-term growth and development career opportunities that could affect social change to benefit the behaviors of the company's employees and families in the community. Researchers may be able to use the results

from this case study to gain more understanding of the strategies used in call centers to reduce voluntary employee turnover.

Recommendations for Action

Call center organizations can use the information in this study to implement strategies that reduce voluntary employee turnover. Based on the results from this case study, implementing a retention strategy is important for business leaders to understand how job satisfaction is a crucial component in retaining employee's loyalty and commitment to the company. The study participants identified different reasons why employees leave their position and identify strategies that are effective in maintaining employees at the company. Business leaders who understand the needs of employees reduce retention strategies by providing opportunities for employees to have job satisfaction, grow within the organizations, and are provided a more efficient training to perform their job. Employees who receive support and guidance from their supervisors become more loyal and independent (Muenjohn & McMurray, 2016). It is my recommendation that business leaders could use this study as a tool to reduce voluntary employee turnover in call center environments.

I have three recommendations for actions. First, call center business leaders should create and implement new strategies with leadership to reduce voluntary employee turnover. Supervisors can create an environment for employees to feel appreciated as they have a purpose in their position. Business leaders can utilize new strategies to enhance sustainability, build employee engagement, and reduce employee turnover. Second, implementing ways to motivate employees in a flexible work

environment will increase job satisfaction and decrease employee turnover. Third, business leaders can share retention strategies with other call centers to reduce voluntary employee turnover. By reducing employee turnover, business leaders can promote an environment for the employee to grow and develop in the organization.

After the findings are published, I will share the findings of this study with business leaders in the partner organization and additional business leaders located in the Southeastern part of New Mexico. Sharing the results of this study may provide training opportunities for human resources departments to review how employee's job satisfaction reduces employee turnover.

Recommendations for Further Research

The purpose of this qualitative case study was to explore practical strategies call center business leaders used to reduce voluntary employee turnover. I interviewed three business leaders who provided perspective on strategies used to reduce voluntary employee and retain employees. My sample size was small in using three business leaders located in the Southeastern part of New Mexico. A recommendation for future research is to use a larger sample size that will include more call center business leaders in other geographic locations to gain additional data on strategies used to reduce voluntary employee turnover. Researchers who explore employee turnover in call centers located in different geographic locations could contribute to the understanding of why employees leave an organization.

Future research could also examine the relationship between employee satisfaction and employee retention within call center organizations.

One variable that affects employee turnover is how satisfied an employee is in the call center organization and whether their supervisor listens to concerns. Since employee turnover in call centers organizations can be a difficult business problem, future qualitative researchers should focus on the relationship between employee satisfaction and their supervisor. Researchers who gain perspective on how employees engage with their supervisor could lead towards an increase in employee productivity, focus, and sustainability; therefore, a decrease in voluntary employee turnover. A researcher who understands and has knowledge of employee turnover could benefit from finding more effective strategies to reduce voluntary employee turnover in call center organizations.

Reflections

The Doctor of Business Administration (DBA) has been a very intense, yet an enriching doctoral program. I quickly realized the amount of time management I needed to dedicate to my research. I reminded myself what I want to achieve during this program, although at times during the doctoral study program, things were a little challenging to achieve. In the prospective stage, I collected data by gaining more knowledge and understanding for my research proposal. In each stage of the process, I developed a study ethic that has allowed me to work through each step of the process to finish my doctoral degree.

Employee turnover in call center organizations has been a passion after working in a call center and observing high retention rates. Being passionate about employee retention, preventing personal preference from effecting my results was a challenge. I followed the requirements from Walden University to restrain my personal bias during

the research study process. I followed the interview protocol (see Appendix A) when conducting my research and interviews to reduce any personal bias. This study assured me that business leaders who experience high voluntary employee turnover should focus more on supporting their employees in a way to minimize retention rates in the organizations. I will be able to use the strategies from my findings in my future positions.

Conclusion

Decreasing voluntary employee turnover in call centers is an essential aspect of operating a company to uphold productivity and sustainability. The purpose of this qualitative multiple case study was to explore strategies used by three call center business leaders to reduce voluntary employee turnover. I used Burns' transformational leadership theory as the conceptual framework to explore strategies in call centers that business leaders used in Southwestern New Mexico that implemented strategies that reduced voluntary employee turnover.

Five main themes related to the research question: (a) employee turnover, (b) job satisfaction, (c) training and development, (d) employee compensation, and (e) reward and recognition. The finding from this can potentially create a positive social change in call center business leaders' awareness of retention strategies by concentrating on the organization's performance. Reducing employee turnover could lead to more long-term growth and development career opportunities that could affect social change to benefit the behaviors of the company's employees and families in the community. The findings from this case study revealed that business leaders in call center organizations could reduce voluntary employee turnover by creating a positive work environment, using a

supportive transformational leadership style, rewarding and recognizing employees for high job performance, and offering a fair compensation. By implementing the above strategies, business leaders will be able to reduce voluntary employee turnover.

References

- Abdullateef, A. O., Mokhtar, S. S. M., & Yusoff, R. Z. (2011). The mediating effects of first call resolution on call centers' performance. *Journal of Database Marketing & Customer Strategy Management*, *18*, 16-30. doi:10.1057/dbm.2011.4
- Abdullateef, A. O., Muktar, S. S., Yusoff, R. Z., & Ahmad, I. S. (2014). Effects of customer relationship management strategy on call centers employee intention to quit: Evidence from Malaysia Call Centers. *Procedia - Social and Behavioral Sciences*, *130*, 305-315. doi:10.1016/j.sbspro.2014.04.036
- Adsit, D. (2013, March 26). Why, despite your best efforts, turnover remains stubbornly high. *Call Center Times*.
- Aguenza, B. B., & Som, A. P. (2012). Motivational factors of employee retention and engagement in organizations. *International Journal of Advances in Management and Economics*, *1*(6), 88-95. Retrieved from <http://managementjournal.info/index.php/IJAME>
- Allen, D. G., Peltokorpi, V., & Rubenstein, A. L. (2016). When “embedded” means “stuck”: Moderating effects of job embeddedness in adverse work environments. *Journal of Applied Psychology*, *101*, 1670-1686. doi:10.1037/apl0000134
- Allison, L., Flaherty, K. E., Jung, J. H., & Washburn, I. (2016). Salesperson brand attachment: A job demands-resources theory perspective. *Journal of Personal Selling & Sales Management*, *36*, 3-18. doi:10.1080/08853134.2016.1141505
- Alshanbri, N., Khalfan, M., Noor, M., Dutta, D., Zhang, K., & Maqsood, T. (2015). Employees' turnover, knowledge management, and human resource management:

A case of Nitaqat program. *International Journal of Social Science and Humanity*, 5, 701-706. doi:10.7763/ijssh.205.v5.543

- Aluwihare-Samaranayake, D. (2012). Ethics in qualitative research: A view of the participants' and researchers' world from a critical standpoint. *International Journal of Qualitative Methods*, 11, 64-81. doi:10.1177/160940691201100208
- Ando, H., Cousins, R., & Young, C. (2014). Achieving saturation in thematic analysis: Development and refinement of a codebook 1, 2, 3. *Comprehensive Psychology*, 3(1), 1-7. doi:10.2466/03.CP.3.4
- Ang, C., Embi, M., & Md Yunus, M. (2016). Enhancing the quality of the findings of a longitudinal case study: Reviewing trustworthiness via ATLAS.ti. *Qualitative Report*, 21, 1855-1867. Retrieved from <https://nsuworks.nova.edu>
- Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at Trustworthiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2), 272-281. Retrieved from <https://pdfs.semantic Scholar.org>
- Appelbaum, S. H., Degbe, M. C., MacDonald, O., & Nguyen-Quang, T.S. (2015). Organizational outcomes of leadership style and resistance to change (Part I). *Industrial and Commercial Training*, 47, 73-80. doi:10.1108/ICT-07-2013-0044
- Asaduzzama, M., Hossain, M. M., & Rahman, M. M. (2014). On identifying the motivating factors of job & career satisfaction of IT professionals in Dhaka city of Bangladesh. *Information and Knowledge Management*, 4(3), 77-86. Retrieved from <http://www.iiste.org>

- Babalola, S. S. (2016). The effect of leadership style, job satisfaction and employee-supervisor relationship on job performance and organizational commitment. *Journal of Applied Business Research*, 32, 935-946.
doi:10.19030/jabr.v32i3.9667
- Bailey, L. F. (2014). The origin and success of qualitative research. *International Journal of Market Research*, 56, 167-184. doi:10.2501/ijmr-2014-013
- Bajwa, E. U., Yousaf, M., & Rizwan, M. (2014). Employee turnover intention in services sector of Pakistan. *International Journal of Human Resource Studies*, 4(2), 164-180. doi:10.5296/ijhrs.v4i2.5905
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 389-411. doi:10.1146/annurev-orgpsych031413-091235
- Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016). A meta-analytic review of authentic and transformational leadership: A test for redundancy. *Leadership Quarterly*, 27, 634-652. doi:10.1016/j.leaqua.2016.02.006
- Barnham, C. (2015). Quantitative and qualitative research. *International Journal of Market Research*, 57, 837-854. doi:10.2501/IJMR-2015-070
- Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York, NY: Free Press.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18, 19-31. doi:10.1016/0090-

2616(90)90061-s

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Erlbaum.

Batt, R., & Colvin, A. J. (2011). An employment system approach to turnover: Human resources practices, quits, dismissals, and performance. *Academy of Management Journal*, 54(4), 695-717. doi:10.5465/AMJ.2011.64869448

Batt, R., Holman, D., & Holtgrewe, U. (2009). The globalization of service work: Comparative institutional perspectives on call centers (Introduction to the special issue). *Industrial and Labor Relations Review*, 62, 453-488.
doi:10.1177/001979390906200401

Baumann, M. R., & Bonner, B. L. (2016). An expectancy theory approach to group coordination: Expertise, task features, and member behavior. *Journal of Behavioral Decision Making*, 1, 1-13. doi:10.1002/bdm.1954

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15, 219-234.
doi:10.1177/146879411246847

Beynon, M.J., Jones, P., Pickernell, D., & Packham, G. (2015). Investigating the impact of training influence on employee retention in small and medium enterprises: a regression-type classification and ranking believe simplex analysis on sparse data. *Expert System*, 32(1), 141-154. doi:10.1111/exsy.12067

- Bhagwatwar, A., Bala, H., & Ramesh, V. (2014). IT service management employee compensation: Determinants and outcomes. *E - Service Journal*, 9(3), 1-18.
doi:10.2979/eservicej.9.3.1
- Bhuvanaiah, T., & Raya, R. P. (2015). Mechanism of improved performance: Intrinsic motivation and employee engagement. *SCMS Journal of Indian Management*, 12, 92-97. Retrieved from <https://www.scms.edu/>
- Bloemer, J., Henseler, J., & Van der Aa, Z. (2012). Reducing employee turnover through customer contact center job quality. *International Journal of Human Resource Management*, 23, 3925-3941. doi:10.1080/09585192.2012.669782
- Boon, C. (2015). Person-organization fit, person-job fit, and turnover: The role of leader-member exchange. *Academy of Management Proceedings*, 2015, 16558-16558. doi:10.5465/ambpp.2015.16558abstract
- Bouter, L. M. (2015). Commentary: Perverse incentives or rotten apples? *Accountability in Research*, 22, 148-161. doi:10.1080/08989621.2014.950253
- Bureau of Labor Statistics. (2015). Labor force statistics from the current population survey. Retrieved from <http://www.bls.gov/>
- Bussin, M., & Van Rooy, D. J. (2014). Total rewards strategy for a multi-generational workforce in a financial institution. *South African Journal of Human Resource Management*, 12(1), 1-11. doi:10.4102/sajhrm.v12i1.606
- Cahuc, P., Charlot, O., & Malherbet, F. (2016). Explaining the spread of temporary jobs and its impact on labor turnover. *International Economic Review*, 57, 533-572.
doi:10.1111/iere.12167

- Caillier, J. G. (2016). Do transformational leaders affect turnover intentions and extrarole behaviors through mission valence? *American Review of Public Administration, 46*, 226-242. doi:10.1177/0275074014551751
- Cairney, P., & St. Denny, E. (2015). Reviews of what is qualitative research and what is qualitative interviewing. *International Journal of Social Research Methodology: Theory and Practice, 18*, 117-125. doi:10.1080/13645579.2014.957434
- Callahan, J. L. (2014). Writing literature reviews a reprise and update. *Human Resource Development Review, 13*, 271-275. doi:10.1177/1534484314536705
- Carleton, K. (2011). How to motivate and retain knowledge workers in organizations: A review of the literature. *International Journal of Management, 28*, 459-468.
Retrieved from <http://www.internationaljournalofmanagement.co.uk>
- Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *Qualitative Report, 21*(5), 811-831. Retrieved from <http://nsuworks.nova.edu/tqr/vol23/iss11/7>
- Chen, T., & Wu, C. (2017). Improving the turnover intention of tourist hotel employees. *International Journal of Contemporary Hospitality Management, 29*, 1914-1936. doi:10.1108/IJCHM-09-2015-0490
- Choi, S. L., Goh, C. F., Adam, M. B. H., & Tan, O. K. (2016). Transformational leadership, empowerment, and job satisfaction: The mediating role of employee empowerment. *Human Resources for Health, 14*(1), 1-14. doi:10.1186/s12960-016-0171-2

- Christensen, L. B., Johnson, R. B., & Turner, L. A. (2015). *Research methods, design, and analysis* (12th ed.). Upper Saddle River, NJ: Pearson Education.
- Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling in qualitative research: Does size matter? *Journal of Advanced Nursing*, *70*, 473-475.
doi:10.1111/jan.12163
- Collins, C. S., & Cooper, J. E. (2014). Emotional intelligence and the qualitative researcher. *International Journal of Qualitative Methods*, *13*(1), 88-103.
Retrieved from <http://ejournals.library.ualberta.ca/index.php/IJQM/index>
- Colombo, T., Froning, H., Garcia, P. J., & Vandelli, W. (2016). Optimizing the datacollection time of a large-scale data-acquisition system through a simulation framework. *The Journal of Supercomputing*, *72*, 4546-4572. doi:10.1007/s11227-016-1764-1
- Colquhoun, H. L., E., Lowe, D., Hill, S., Mayhew, A., & Grimshaw, J. M. (2016). Development of training for medicines-oriented policymakers to apply evidence. *Health Research Policy & Systems*, *14*(1), 57. doi: 10.1186/s12961-016-0130-3
- Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness of qualitative research. *Oncology Nursing Forum*, *41*(1), 89-91. doi:10.1188/14.ONF.89-91
sparks
- Datt, P., & Washington, A. (2015). Impact of stress on work performance and career development—Application of Herzberg’s theory for handling stress effectively. *International Journal of Education and Research*, *3*, 127-137. Retrieved from <http://www.ijern.com/>

- Davis, T. L. (2013). *A qualitative study of the effects of employee retention on the organization* (Doctoral dissertation). Available from ProQuest Dissertations & Thesis database. (UMI No. 1313773596)
- Deeba, F., Usmani, R. A., Akhtar, M., Zahra, T., & Rasool, H. (2015). Job satisfaction: Among doctors working in public and private tertiary care hospitals of Lahore. *Professional Medical Journal*, 22, 1373-1378. doi:10.17957/TPMJ/15.2816
- Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*, 27, 453-472. doi:10.1108/IJCHM-12-2013-0538
- Deichmann, D., & Stam, D. (2015). Leveraging transformational and transactional leadership to cultivate the generation of organization-focused ideas. *The Leadership Quarterly*, 26, 204-219. doi:10.1016/j.leaqua.2014.10.004
- DeTienne, K. B., Agle, B. R., Phillips, J. C., & Ingerson, M. C. (2012, October). The impact of moral stress compared to other stressors on employee fatigue, job satisfaction, and turnover: An empirical investigation. *Journal of Business Ethics*, 110(3), 377-391. doi.org/10.1007/s10551-011-1197
- Dhammika, K. S., Ahmad, F., & Sam, T. (2012). Job satisfaction, commitment and performance: Testing the goodness of measures of three employee outcomes. *South Asian Journal of Management*, 19(2), 7-22. Retrieved from <http://www.sajm-amdisa.org>
- Dulgeroglu, I., & Basol, O. (2017). Is stresi ve calisma yasami kalitesi algisinin yansimalari: Satis temsilcileri uzerine bir Arastirma/Reflection of job stress and

- work life quality perception: A research on sales representatives. *Business and Economic Research Journal*, 8, 293-304. doi:10.20409/ben.2017.51
- Dwivedi, S., Kaushik, S., & Luxmi. (2014). Impact of organizational culture on commitment of employees: An empirical study of BPO sector in India. *Vikalpa*, 39(3), 77-92. doi:10.1177/0256090920140306
- Dwork, C., Feldman, V., Hardt, M., Pitassi, T., Reingold, O., & Roth, A. (2015). The reusable holdout: Preserving validity in adaptive data analysis. *Science*, 349, 636-638. doi:10.1126/science.aaa9375
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of Sexual Behavior*, 41, 1319-1320. doi:10.1007/s10508-012-0016-6
- Eckerd, S., Hill, J., Boyer, K. K., Donohue, K., & Ward, P. T. (2013). The relative impact of attribute, severity, and timing of psychological contract breach on behavioral and attitudinal outcomes. *Journal of Operations Management*, 31, 567-578. doi:10.1016/j.jom.2013.06.003
- Edwards-Jones, A. (2014). Qualitative data analysis with NVivo. *Journal of Education for Teaching*, 40, 193-195. doi:10.1080/02607476.2013.866724
- Elo, S., Kaariainen, M., Kanste, O., Polkki, T., Utriainen, K., & Kyngas, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE Open*, 4(1), 1-10. doi:10.1177/2158244014522633
- Fisher, C. (2015). Meaningful strategies for retention. *Nursing Management*, 46(10), 21-22. doi:10.1097/01.numa.0000471585.23938.6f

- Fisher, E. M., & Wilmoth, M. W. (2018). Do I take the job? Assessing fit with the organization. *Journal of Professional Nursing, 34*, 82-86.
doi:10.1016/j.profnurs.2017.08.003
- Fiske, S. T., & Hauser, R. M. (2014). Protecting human research participants in the age of big data. *Proceedings of the National Academy of Sciences, 111*, 13675-13676.
doi:10.1073/pnas.1414626111
- Frear, K. A., Donsbach, J., Theilgard, N., & Shanock, L. R. (2017). Supported supervisors are more supportive, but why? A multilevel study of mechanisms and outcomes. *Journal of Business and Psychology, 32*, 1-15. doi:10.1007/s10869-016-9485-2
- Frey, R. V., Bayón, T., & Totzek, D. (2013). How customer satisfaction affects employee satisfaction and retention in a professional services context. *Journal of Service Research, 16*(4), 503-517. doi:10.1177/1094670513490236
- Fugard, A., & Potts, H. (2015). Supporting thinking on sample sizes for thematic analysis: A quantitative tool. *International Journal of Social Research Methodology, 18*, 669-684. doi:10.1080/13645579.2015.1005453
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *Qualitative Report, 20*, 1408-1416. Retrieved from <http://www.nova.edu/>
- Gajewski, A. S. (2013). *A qualitative study of how Facebook storefront retailers convert fans to buyers* (Doctoral dissertation). Available from ProQuest Dissertations & Thesis database. (UMI No. 3553070)

- Ghariani, G., Touzani, M., & Creton, L. (2015). Exploration of the concept of cinephilia in the context of an emerging country: The case of Tunisia. *International Journal of Arts Management, 17*(2), 33. Retrieved from <http://rcnpublishing.com/journal/nr>
- Ghosh, P., Rai, A., Chauhan, R., Gupta, N., & Singh, A. (2015). Exploring the moderating role of context satisfaction between job characteristics and turnover intention of employees of Indian public sector banks. *Journal of Management Development, 34*, 1019-1030. doi:10.1108/JMD-10-2014-0138
- Gialuisi, O., & Coetzer, A. (2013). An exploratory investigation into voluntary employee turnover and retention in small businesses. *Small Enterprise Research, 20*, 55-68. doi:10.5172/ser.2013.20.1.55
- Gibbins, J., Bhatia, R., Forbes, K., & Reid, C. M. (2014). What do patients with advanced incurable cancer want from the management of their pain? A qualitative study. *Palliative Medicine, 28*, 71-78. doi:10.1177/0269216313486310
- Gibson, S., Benson, O., & Brand, S. L. (2013). Talking about suicide: Confidentiality and anonymity in qualitative research. *Nursing Ethics, 20*, 18-29. doi:10.1177/0969733012452684
- Gilbert, L. S., Jackson, K., & di Gregorio, S. (2013). Tools for analyzing qualitative data: The history and relevance of qualitative data analysis software. In *Handbook of Research on Educational Communications and Technology* (pp. 221-236). New York, NY: Springer. doi:10.1007/978-1-4614-3185-5_18
- Gill, A., Mathur, N., Sharma, S. P., & Bhutani, S. (2011). The effects of empowerment

and transformational leadership on employee intentions to quit: A study of restaurant workers in India. *International Journal of Management*, 28(1), 217–229. Retrieved from <http://astonjournals.com/bej>

Gill, M. J. (2014). The possibilities of phenomenology for organizational research.

Organizational Research Methods, 17(2), 118-137.

doi:10.1177/1094428113518348

Gomes, A.R. (2014). Transformational leadership: Theory, research, and application to sports. In C. Mohiyeddini (Ed.), *Contemporary topics and trends in the psychology of sports* (pp. 53-114). New York: Nova Science Publishers.

González, F., Sánchez, S. M., & López-Guzmán, T. (2016). The effect of educational level on job satisfaction and organizational commitment: A case study in hospitality. *International Journal of Hospitality & Tourism Administration*, 17, 243-259. doi:10.1080/15256480.2016.1183547

Graneheim, U. H., Johansson, A., & Lindgren, B. (2014). Family caregivers' experiences of relinquishing the care of a person with dementia to a nursing home: insights from a metaethnographic study. *Scandinavian Journal Of Caring Sciences*, 28(2), 215-224. doi: 10.1111/scs.12046

Grayshield, L., Rutherford, J. J., Salazar, S. B., Mihecoby, A. L., & Luna, L. L. (2015).

Understanding and healing historical trauma: The perspectives of Native American elders. *Journal of Mental Health Counseling*, 37, 295-307.

doi:10.17744/mehc.37.4.02

Green, R. (2016). Articles in brief. *Global Business & Organizational Excellence*, 35, 89-

91. doi:10.1002/joe.21714

- Grissom, J. A., Viano, S. L., & Selin, J. L. (2016). Understanding employee turnover in the public sector: Insights from research on teacher mobility. *Public Administration Review Journal*, 76, 241-251. doi:10.1111/puar.12435
- Grossoehme, D. H. (2014). Overview of qualitative research. *Journal of Health Care Chaplaincy*, 20, 109-122. doi:10.1080/08854726.2014.925660
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82. doi:10.1177/1525822X05279903
- Gupta, M. (2015). A study on employees perception towards employee engagement. *Globsyn Management Journal*, 9, 45-51.
- Gyensare, M. A., Anku-Tsedde, O., Sanda, M. A., & Okpoti, C. A. (2016). Transformational leadership and employee turnover intention. *World Journal of Entrepreneurship, Management, and Sustainable Development*, 12, 243-266. doi:10.1108/wjemsd-02-2016-0008
- Habib, S., Aslam, S., Hussain, A., Yasmeen, S., & Ibrahim, M. (2014). The impact of organizational culture on job satisfaction, employee commitment and turnover intention. *Advances in Economics and Businesses*, 2, 215-222.
- Harvey, L. (2015). Beyond member checking: A dialogic approach to the research interview. *International Journal of Research & Method in Education*, 38, 23-38. doi:10.1080/1743727X.2014.914487
- Hayes, B., Bonner, A., & Douglas, C. (2013). An introduction to mixed methods research

- for nephrology nurses. *Renal Society of Australasia Journal*, 9, 8-14. Retrieved from <http://www.renalsociety.org/>
- Helmle, J., Botero, I., & Seibold, D. (2014). Factors that influence perceptions of work–life balance in owners of copreneurial firms. *Journal of Family Business Management*, 4(2), 110-132. doi:10.1108/JFBM-06-2014-0013
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work (2nd ed.)*. New York, NY: Wiley
- Hess, T. J., McNab, A. L., & Basoglu, K. S. (2014). Reliability generalization of perceived ease of use, perceived usefulness, and behavioral intentions. *MIS Quarterly*, 38, 1-28. Retrieved from <http://www.misq.org/>
- Heywood, N., Brown, L., Arrowsmith, M., & Poppleston, A. (2015). A quality improvement programme to reduce pressure ulcers. *Nursing Standard*, 29(46), 62-70. doi:10.7748/ns.29.46.62.s46
- Hoare, Z., & Hoe, J. (2013). Understanding quantitative research: Part 2. *Nursing Standard*, 27, 48-55. doi:10.7748/ns2013.01.27.18.48.c9488
- Holland, E. (2018, October 03). 5 Key Factors to Finding Job Satisfaction.
- Hom, P. W., Lee, T. W., Shaw, J. D., & Hausknecht, J. P. (2017). One hundred years of employee turnover theory and research. *Journal of Applied Psychology*, 102, 530-545. doi:10.1037/apl0000103
- Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case study research. *Nurse Researcher*, 20(4), 12-17. doi:10.7748/nr2013.03.20.4.12.e326

- Hoyland, S., Hollund, J. G., & Olsen, O. E. (2015). Gaining access to a research site and participants in medical and nursing research: A synthesis of accounts. *Medical Education, 49*, 224-232. doi:10.1111/medu.12622
- Houliort, N., Fernet, C., Vallerand, R. J., Laframboise, A., Guay, F., & Koestner, R. (2015). The role of passion for work and need satisfaction in psychological adjustment to retirement. *Journal of Vocational Behavior, 88*(1), 84-94. doi:10.1016/j.jvb.2015.02.005
- 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
- Huang, S., van der Veen, R., & Song, Z. (2018). The impact of coping strategies on occupational stress and turnover intentions among hotel employees. *Journal of Hospitality Marketing & Management, 27*, 926-945. doi:10.1080/19368623.2018.1471434
- Ibrahim, N., & Edgley, A. (2015). Embedding researcher's reflexive accounts within the analysis of a semistructured qualitative interview. *Qualitative Report, 20*, 1671-1681.
- Ismail, H. N. (2016). Training and turnover: The mediating role of commitment. *Australian Bulletin of Labour, 42*(1), 62-92.
- Jansson, N. (2013). Organizational change as practice: A critical analysis. *Journal of Organizational Change Management, 26*, 1003-1019. doi:10.1108/jocm-09-

2012-0152

- Johnson, T. P. (2015). *Handbook of health survey methods*. Hoboken, NJ: John Wiley & Sons.
- Joo, B. K., Hahn, H. J., & Peterson, S. L. (2015). Turnover intention: The effects of core self-evaluations, proactive personality, perceived organizational support, developmental feedback, and job complexity. *Human Resource Development International*, 3, 1-15. doi:10.1080/13678868.2015.1026549
- Kainkan, M. (2015). The impact of work environment on employees' job satisfaction in Saudi electricity company in Tabuk region. *Business Management Dynamics*, 4(9), 35-50. Retrieved from <http://www.bmdynamics.co>
- Kamala, R. (2013). Availability and use of work-family policies by call center employees in India. *International Journal of Business and Social Science*, 4, 29-36. Retrieved from <http://ijbssnet.com>
- Kamalzaman, N., Zulkeflee, N. Z., Hamid, H. A., Sahari, N., & Halim, F. N. A. (2015). Exploring the factors of high turnover in retail industry in Negeri Sembilan. *Procedia Economics and Finance*, 31, 896-902. doi:10.1016/s22125671(15)01187-9
- Kamisan, P. A., & King, B. E. M. (2013). Transactional and transformational leadership: A comparative study of the difference between Tony Fernandes (Airasia) and Idris Jala (Malaysia Airlines) leadership styles from 2005-2009. *International Journal of Business and Management*, 8(24), 107-116. doi:10.5539/ijbm.v8n24p107

- Kang, H. J., Gatling, A., & Kim, J. (2015). The impact of supervisory support on organizational commitment, career satisfaction, and turnover intention for hospitality frontline employees. *Journal of Human Resources in Hospitality & Tourism, 14*(1), 68-89. doi:10.1080/15332845.2014.904176
- Kara, D., Kim, H., Lee, G., & Uysal, M. (2018). The moderating effects of gender and income between leadership and quality of work life (QWL). *International Journal of Contemporary Hospitality Management, 30*, 1419-1435, doi:10.1108/IJCHM-09-2016-0514
- Karatepe, O. M., & Vatankhah, S. (2014). The effects of high-performance work practices on perceived organizational support and turnover intentions: Evidence from the airline industry. *Journal of Human Resources in Hospitality & Tourism, 13*, 103-119. doi:10.1080/15332845.2014.847292
- Kavoura, A., & Bitsani, E. (2014). Methodological considerations for qualitative communication research. *Procedia: Social and Behavioral Sciences, 147*, 544-549. doi:10.1016/j.sbspro.2014.07.156
- Kemner, A. L., Stachecki, J. R., Bildner, M. E., & Brennan, L. K. (2015). Increasing community capacity for participatory evaluation of healthy eating and active living strategies through direct observations and environmental audits. *Journal of Public Health Management and Practice, 21*, S90-S95.
doi:10.1097/PHH.0000000000000212
- Khalili, A. (2016). Linking transformational leadership, creativity, innovation, and innovation-supportive climate. *Management Decision, 54*, 2277-2293.

doi:10.1108/MD-03-2016-0196

- Khan, M., & Du, J. (2014). An empirical study of turnover intentions in call center industry in Pakistan. *Journal of Human Resource and Sustainability Studies*, 2, 206-214. doi:10.4236/jhrss.2014.24021
- Khan, N., Imran, A., & Anwar, A. (2019). Destructive leadership and job stress: Causal effect of emotional exhaustion on job satisfaction of employee in call centers. *International Journal of Information, Business and Management*, 11, 135-144. doi.org/10.31033/ijemr.8.5.20
- Kihn, L. & Ihantola, E. (2015). Approaches to validation and evaluation in qualitative studies of management accounting. *Qualitative Research in Accounting & Management*, 12, 230-255. doi:10.1109/QRAM-03-2013-0012
- Kim, S. S., Im, J., & Hwang, J. (2015). The effects of mentoring on role stress, job attitude, and turnover intention in the hotel industry. *International Journal of Hospitality Management*, 48, 68-82. doi:10.1016/j.ijhm.2015.04.006
- Kim, T., & Chang, K. (2014). Turnover intentions and organizational citizenship behaviours in Korean firms: the interactional effects of organizational and occupational commitment. *Asia Pacific Business Review*, 20, 59-77. doi.org/10.1177/1470595814552740
- Krall, J. S., Wamboldt, P., & Lohse, B. (2014). Telephone and face-to-face interviews with low-income males with childcare responsibilities support inclusion as a target audience in SNAP-Ed. *Journal of Community Health*, 40, 448-456. doi:10.1007/s10900-014-9955-2

- Kratochwill, T. R., & Levin, J. R. (2014). Meta- and statistical analysis of single case intervention research data: Quantitative gifts and a wish list. *Journal of School Psychology, 52*, 231-235. doi:10.1016/j.jsp.2014.01.003
- Kwon, H. S. (2014). Economic theories of low-wage work. *Journal of Human Behavior in the Social Environment, 24*(1), 61-70. doi:10.1080/10911359.2014.844615
- Larsen, D. (2013, January 27). Work-life balance increases employee satisfaction, productivity.
- Lazear, E. P. (2018). Compensation and Incentives in the Workplace. *Journal of Economic Perspectives, 32*(3), 195-214. doi:10.1257/jep.32.3.195
- Leblanc, C. M. (2013). *The relationships between job characteristics and job satisfaction among call center workers* (Doctoral dissertation). Available from ProQuest Dissertations and Thesis database. (Order No. 3619384)
- Lee, T.W. J (1988) How job dissatisfaction leads to employee turnover. *Journal of Business and Psychology, 2*: 263. doi:10.1007/bf01014043
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care, 4*, 324-327. doi:10.4103/2249-4863.161306
- Lissy, T. A., & Venkatesh, J. (2014). Factors that influence the organizational commitment – A case of paramedical staff at private hospitals. *International Journal of Multidisciplinary Approach & Studies, 1*(6), 195-206.
- Liu, Y., Jing, Y., & Gao, M. (2015). Transformational leadership: From the perspective of neurological leadership. *Open Journal of Leadership, 04*, 143-152.

doi:10.4236/ojl.2015.44013

Lloyd, K. J., Boer, D., Keller, J. W. (2015). Is my boss really listening to me? The impact of perceived supervisor listening on emotional exhaustion, turnover intention, and organizational citizenship behavior. *Journal of Business Ethics, 130*, 509-524.

doi:10.1007/s10551-014-2242-4

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.

Lunnay, B., Borlagdan, J., McNaughton, D., & Ward, P. (2015). Ethical use of social media to facilitate qualitative research. *Qualitative Health Research, 25*, 99-109.

doi:10.1177/1049732314549031

Lyons, F., & Akroyd, D. (2014). The impact of human capital and selected job rewards on community college faculty job satisfaction. *Community College Journal of Research and Practice, 38*(2-3), 194-207. doi:10.1080/10668926.2014.851965

Madsen, A. K. (2013). Virtual acts of balance: Virtual technologies of knowledge management as co-produced by social intentions and technical limitations.

Electronic Journal of E-Government, 11, 183-197. Retrieved from

<http://www.ejeg.com>

Maes, K., Closser, S., & Kalofonos, I. (2014). Listening to community health workers: How ethnographic research can inform positive relationships among community health workers, health institutions, and communities. *American Journal of Public Health, 104*(5), e5-e9. doi:10.2105/AJPH.2014.301907

- Makrakis, V., & Kostoulos-Makrakis, N. (2016). Bridging the qualitative–quantitative divide: Experiences from conducting a mixed methods evaluation in the RUCAS programme. *Evaluation and Program Planning, 54*, 144-151.
doi:10.1016/j.evalprogplan.2015.07.008
- Malone, H., Nicholl, H., & Tracey, C. (2014). Awareness and minimization of systematic bias in research. *British Journal of Nursing, 23*, 279-282. Retrieved from <http://www.britishjournalofnursing.com/>
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2015). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research, 1*-8. doi:10.1177/1049732315617444
- Mandhanya, Y. (2015). Training and development strategies: Motivational tool for increasing employee retention. *Training & Development Journal, 6*, 15-20.
doi:10.5958/2231-069x.2015.00002.5
- Mathieu, C., Fabi, B., Lacoursière, R., & Raymond, L. (2016). The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. *Journal of Management & Organization, 22*(01), 113-129.
doi:10.1017/jmo.2015.25
- Marshall, C. & Rossman, G. (2016). Designing qualitative research (6th ed). *Thousand Oaks, CA: Sage.*
- Martin, J. (2017). Personal relationships and professional results: The positive impact of transformational leaders on academic librarians. *Journal of Academic Librarianship, 43*(2), 108-115. doi:10.1016/j.acalib.2017.01.012

- McCulloch, M. C., & Turban, D. B. (2007). Using person--organization fit to select employees for high-turnover jobs. *International Journal of Selection and Assessment*, 15(1), 63-71. <http://dx.doi.org/10.1111/j.1468-2389.2007.00368.x>
- Mgeni, T. O., Nayak, P. (2016). Impact of transactional leadership style on business performance of smes in Tanzania. *Amity Business Review*, 17(1), 98-109. doi:10.4172/2169026x.1000142
- Michael, B., Prince, A. F., & Chacko, A. (2016). Impact of Compensation Package on Employee Retention. *CLEAR International Journal of Research in Commerce & Management*, 7(10), 36–40. Retrieved from https://ijrcm.org.in/article_info.php?article_id=7057
- Milman, A., & Dickson, D. (2014). Employment characteristics and retention predictor among hourly employees in large U.S. theme parks and attractions. *International Journal of Contemporary Hospitality Management*, 26, 447-469. doi:10.1108/IJCHM-04-2013-0178
- Mitchelmore, S., & Rowley, J. (2013). Entrepreneurial competencies of women entrepreneurs pursuing business growth. *Journal of Small Business and Enterprise Development*, 20, 125-142. doi:10.1108/14626001311298448
- Mittal, S., & Dhar, R. L. (2015). Transformational leadership and employee creativity: Mediating role of creative self-efficacy and moderating role of knowledge sharing. *Management Decision*, 53, 894-910. doi:10.1108/MD-07-2014-0464
- Mobley, W.H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. *Journal of Applied Psychology*, 62, 237–240.

- Mohsin, A., & Lengler, J. (2015). Exploring the antecedents of staff turnover within the fast-food industry: The case of hamilton, new zealand. *Journal of Human Resources in Hospitality & Tourism, 14*(1), 1-24. doi:10.1080/15332845.2014.904169
- Mohsin, A., Lengler, J., & Aguzzoli, R. (2015). Staff turnover in hotels: Exploring the quadratic and linear relationships. *Tourism Management, 51*, 35-48. doi:10.1016/j.tourman.2015.04.005
- Moon, K. (2017b). Fairness at the organizational level: Examining the effect of organizational justice climate on collective turnover rates and organizational performance. *Public Personnel Management, 46*(2), 118-143. doi:10.1177/0091026017702610
- Morse, J. M. (2015). "Data were saturated..." *Qualitative Health Research, 25*, 587-588. doi:10.1177/1049732315576699
- Mowday, R. T., Steers, R. M., & Porter, L. W., (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*(2), 224-247
- Msengeti, D. M., & Obwogi, J. (2015). Effects of pay and work environment on employee retention: A study of hotel industry in Mombasa County. *International Journal of Scientific and Research Publication, 5*(4), 1-10. Retrieved from <http://www.ijsrp.org>
- Mulki, J. P., Caemmerer, B., & Heggde, G. S. (2015). Leadership style, salesperson's work effort and job performance: The influence of power distance. *Journal of*

Personal Selling & Sales Management, 35, 3-22.

doi:10.1080/08853134.2014.958157

Neerpal, R., & Kidong, L. (2015). Retaining talent by enhancing organizational prestige.

Personnel Review, 44, 454-469. doi:10.1108/PR-05-2013-0070

Nelissen, J., Forrier, A., & Verbruggen, M. (2017). Employee development and voluntary

turnover: Testing the employability paradox. *Human Resource Management*

Journal, 27(1), 152-168. doi:10.1111/1748-8583.12136

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research.

Evidence-Based Nursing, 18, 34-35. doi:10.1136/eb-2015-102054

Odumeru, J. A., & Ogbonna, I. G. (2013). Transformational vs. transactional leadership

theories: Evidence in literature. *International Review of Management and*

Business Research, 2, 355-361. Retrieved from <http://www.irnbrjournal.com/>

Oleszkiewicz, S., Granhag, P. A., & Kleinman, S. M. (2017). Gathering human

intelligence via repeated interviewing: Further empirical tests of the Scharff

technique. *Psychology, Crime & Law*, 1-28.

doi:10.1080/1068316X.2017.1296150

Oodith, D., & Parumasur, S. B. (2014). Technology in a call center: An asset to managing

customers and their needs? *Problems and Perspectives in Management*, 12, 72-

81. Retrieved from <http://businessperspectives.org/>

Osibanjo, O., Adeniji, A., Falola, H., & Heirsmac, P. (2014). Compensation packages: A

strategic tool for employees' performance and retention. *Leonardo Journal of*

Sciences, 25, 65-84. Retrieved from <http://ljs.academicdirect.org/>

- Pahi, M. H., Hamid, K. A., & Khalid, N. (2016) Save talent of the banking sector of Pakistan: Mediating job satisfaction between job stress and employee turnover intention. *International Review of Management and Marketing*, 6, 617-624.
Retrieved from <http://www.irnbrjournal.com>
- Paladan, N. N. (2015) Transformational leadership: The emerging leadership style of successful entrepreneurs. *Journal of Literature and Art Studies*, 5(1), 64-72.
doi:10.17265/2159-5836/2015.01.008
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2013). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health Services Research*, 40, 1-12. doi:10.1007/s10488-013-0528-y
- Pareek, U. (2004). Understanding organizational behaviour, New Delhi: *Oxford University Press*, 407-425.
- Patil, T., & Ramanjaneyalu, N. (2015). Stay interview as an intervention for employee engagement. *Asian Research Journal of Business Management*, 3, 13-21.
Retrieved from <http://www.arjbm.com/>
- Patton, C. (2015). Asoka and Paul: transformations that led to effective transformational leadership. *Leadership and the Humanities*, 3, 133-144.
doi:10.4337/lath.2015.02.04
- Peck, R., Olsen, C., & Devore, J. (2015). *Introduction to statistics and data analysis*. Boston, MA: Cengage Learning.
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in

psychology. *Qualitative Report*, 20(2), 76-85. Retrieved from
<http://nsuworks.nova.edu/tqr/>

Phaneuf, J-E., Boudrias, J-S., Rousseau, V., & Brunelle E. (2016). Personality and transformational leadership: The moderating effect of organizational context. *Personality and Individual Differences* 102, 30–35.

doi:10.1016/j.paid.2016.06.052

Pignault, A., & Houssemand, C. (2018). An alternative relationship to unemployment: Conceptualizing unemployment normalization. *Review of General Psychology*, 22, 355-366. doi:10.1037/gpr0000148

Pohler, D., & Schmidt, J. A. (2015). Does pay-for-performance strain the employment relationship? The effect of manager bonus eligibility on nonmanagement employee turnover. *Personnel Psychology*, 2015, 1-35. doi:10.1111/peps.12106

Popli, S., Rizvi, I. A. (2016). Drivers of employee engagement: The role of leadership style. *Global Business Review*, 17, 965–979. doi:10.1177/0972150916645701

Pouramini, Z., & Fayyazi, M. (2015). The relationship between positive organizational behavior with job satisfaction, organizational citizenship behavior and employee engagement. *International Business Research*, 8, 57-66. doi:10.5539/ibr.v8n9p57

Pradhan, S., & Pradhan, R. K. (2015). An empirical investigation of relationship among transformational leadership, affective organizational commitment and contextual performance. *Journal of Business Perspective*, 19, 227-235.

doi:10.1177/0972262915597089

- Price, J. L. (2001). Reflections on the determinants of voluntary turnover. *International Journal of Manpower*, 22, 600-624. Retrieved from EBSCOhost database.
- Raglan, G. B., & Schulkin, J. (2014). Decision making, mindfulness, and mood: How mindfulness techniques can reduce the impact of biases and heuristics through improved decision making and positive affect. *Journal of Depression and Anxiety*, 4, 168-180. doi:10.4172/2167-1044.1000168
- Ramanaiah, G., & Lavanya, L. (2011). A study on the level of commitment towards retention practices in IT and non-IT companies in Chennai. *Advances in Management*, 4(12), 53-56. Retrieved from <http://econpapers.repec.org/>
- Reed, K., Goolsby, J. R., & Johnston, M. K. (2016). Extracting meaning and relevance from work: The potential connection between the listening environment and employee's organizational identification and commitment. *International Journal of Business Communication*, 53, 326-342. doi:10.1177/2329488414525465
- Reich, J. A. (2015). Old methods and new technologies: Social media and shifts in power in qualitative research. *Ethnography*, 16, 394-415
doi:10.1177/1466138114552949
- Reynolds, S.J., Owens, B.P. & Rubenstein, A.L. (2012). Moral stress: Considering the nature and effects of managerial moral uncertainty. *Journal of Business Ethics* 106: 491. <https://doi.org/10.1007/s10551-011-1013-8>
- Robling, M., Bekkers, M. J., Bell, K., Butler, C. C., Cannings-John, R., Channon, S., Torgerson, D. (2016). Effectiveness of a nurse-led interview home-visitation

programme for first-time tennage mothers (building blocks): A pragmatic randomised controlled trial. *The Lancet*, 387, 146-155.

doi:10.1177/1077800414563803

Rod, M., & Ashill, N. J. (2013). The impact of call centre stressors on inbound and outbound call centre agent burnout. *Managing Service Quality: An International Journal*, 23, 245-264. doi:10.1108/09604521311312255

Ro, H., & Lee, J. (2017). Call center employees' intent to quit: Examination of job engagement and role clarity. *Journal of Quality Assurance in Hospitality & Tourism*, 18, 531-543. doi:10.1080/1528008x.2017.1292163

Saeed, I., Waseem, M., Rizman, M., & Sikander, S. (2014). The relationship of turnover with job satisfaction, job performance, leader member exchange, emotional intelligence, and organizational commitment. *International Journal of Learning and Development*, 4, 242-255. doi:10.5296/ijld.v4i2.6100

Sahu, S., Pathardikar, A., & Kumar, A. (2018). Transformational leadership and turnover. *Leadership & Organization Development Journal*, 39(1), 82-99. doi:10.1108/lodj-12-2014-0243

Salehzadeh, R., Shahin, A., Kazemi, A., & Shaemi B. (2015). Proposing a new approach for evaluating the situational leadership theory based on the Kano model. *International Journal Public Leadership*, 11, 4-20. doi:10.1108/ijpl-05-2014-0003

Salem, I. E. B. (2015). Transformational leadership: Relationship to job stress and job burnout in five-star hotels. *Tourism and Hospitality Research*, 15, 240-253. doi:10.1177/1467358415581445

- Sambhava, K., Nautiyal, P., & Jain, J. (2016). Model based phenomenological and experimental investigation of nanoindentation creep in pure Mg and AZ61 alloy. *Materials & Design, 105*, 142-151. doi:10.1016/j.matdes.2016.05.036
- Saunders, B., Kitzinger, J., & Kitzinger, C. (2015). Anonymising interview data: Challenges and compromise in practice. *Qualitative Research, 15*, 616-632. doi:10.1177/1468794114550439
- 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
- Shayestefar, M., & Abedi, H. (2017). Leading factors to surrogacy from pregnant surrogate mothers' vantage point: a qualitative research. *International Journal of Women's Health and Reproduction Sciences, 5*(2), 97-102. doi:10.15296/ijwhr.2017.18
- Siegle, D., Rubenstein, L. D., & Mitchell, M. S. (2014). Honors students' perceptions of their high school experiences: The influence of teachers on student motivation. *Gifted Child Quarterly, 58*, 35-50. doi:10.1177/0016986213513496
- Sigma Assessment Systems. (2006). *Overview of Employee Turnover Research*. Sigma Assessment Systems, Port Huron, MI, United States.
- Simons, J., & Buitendach, J. (2013). Psychological capital, work engagement and organizational commitment amongst call center employees in Southern Africa. *Southern African Journal of Industrial Psychology, 39*, 1071-1083.

doi:10.4102/sajip.v39i2.1071

Simon, M. K., & Goes, J. (2018). *Dissertation and scholarly research: Recipes for success: A practical guide to start and complete your dissertation, thesis or formal research project*. College Grove, Ore.?: Dissertation Success.

Singh, K. D. (2015). Creating your own qualitative research approach: Selecting, integrating and operationalizing philosophy, methodology and methods. *Vision: The Journal of Business Perspective*, *19*, 132-146.

doi:10.1177/0972262915575657

Sison, M. D. (2017). Communication across, within and between, cultures: Toward inclusion and social change. *Public Relations Review*, *43*(1), 130-132.

doi:10.1016/j.pubrev.2016.10.015

Skalidou, D., & Oya, C. (2018). The challenges of screening and synthesising qualitative research in a mixed-methods systematic review: The case of the impact of agricultural certification schemes. *Journal of Development Effectiveness*, *10*, 39-60. doi:10.1080/19439342.2018.1438495

Sparkes, A. C. (2015). Developing mixed methods research in sport and exercise psychology: Critical reflections on five points of controversy. *Psychology of Sport and Exercise*, *16*, 49-59. doi:10.1016/j.psychsport.2014.08.014

Stanley, L., Vandenberghe, C., Vandenberg, R., & Bentein, K. (2013). Commitment profiles and employee turnover. *Journal of Vocational Behavior*, *82*(3), 176-187. doi:10.1016/j.jvb. 2013.01.011.

Stuckey, H. (2015). The second step in data analysis: Coding qualitative research data.

Journal of Social Health and Diabetes, 3, 7-10. doi:10.4103/2321-0656.140875

- Sturman, M. C., Ukhov, A. D., & Park, S. (2017). The effect of cost of living on employee wages in the hospitality industry. *Cornell Hospitality Quarterly*, 58, 179-189. doi:10.1177/1938965516649691
- Sulaiman, I. F., Hashim, C. N., Ibrahim, M. B., Hasan, S. S., & Oluwatosin, O. S. (2015). Impact of creativity to organizational competitiveness. *International Journal of Humanities and Social Science*, 5(8), 106-113. Retrieved from <https://pdfs.semanticscholar.org/>
- Tam, V. W., & Le, K. N. (2018). Power spectral and bispectral study of factors affecting employee turnover. *Organization, Technology and Management in Construction: An International Journal*, 10(1), 1727-1734. doi:10.2478/otmcj-2018-0006
- Teymournejad, K., & Elghaei, R. (2017). Effect of transformational leadership on the creativity of employees: An empirical investigation. *Engineering, Technology & Applied Science Research*, 7, 1413-1419. Retrieved from www.etasr.com
- Thite, M., & Russell, B. (2010). The next available agent: Work organization in Indian call centres. *New Technology, Work & Employment*, 25(1), 2-18. doi:10.1111/j.1468-005X.2009.00235.x
- Thomas, S. (2015). *Exploring strategies for retaining information technology professionals: A case study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3681815)
- Timms, C., Brough, P., O'Driscoll, M., Kalliath, T., Siu, O. L., Sit, C., & Lo, D. (2014). Flexible work arrangements, work engagement, turnover intentions and

psychological health. *Asia Pacific Journal of Human Resources*, 53(1), 83-103.

doi:10.1111/1744-7941.12030

Trmal, S. A., Bustamam, U. S. A., & Mohamed, Z. A. (2015). The effect of transformational leadership in achieving high performance workforce that exceeds organisational expectation: A study from a global and Islamic perspective. *Global Business and Management Research*, 7, 88-94. doi:10.4324/9780203502297

Tuapawa, K. (2017). Interpreting experiences of students using educational online technologies to interact with teachers in blended tertiary environments: A phenomenological study. *Australasian Journal of Educational Technology*, 33, 163-175. doi:10.14742/ajet.2964

Tunheim, K. A., & McLean, G. N. (2014). Lessons learned from former college presidents of the Evangelical Lutheran Church in America: A phenomenological study. *Christian Higher Education*, 13, 199–210.

doi:10.1080/15363759.2014.904654

Ugoami, J. (2016). Employee turnover and productivity among small business entities in Nigeria. *Independent Journal of Management and Production*, 7, 1063-1082.

doi:10.14807/ijmp.v7i4.466

U.S. Department of Health and Human Services. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*.

Retrieved from <http://www.hhs.gov/>

Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and*

Health Sciences, 15, 398-405. doi:10.1111/nhs.12048

Vemala, P., Nguyen, L., Nguyen, D., & Kommasani, A. (2014). CEO compensation:

Does financial crisis matter? *International Business Research*, 7(4), 125-

131. doi:10.5539/ibr.v7n4p125

Vong, L. T., & Tang, W. S. (2017). The mediating effect of work–family conflict in the

relationship between job stress and intent to stay: The case of tourism and

hospitality workers in Macau. *Journal of Human Resources in Hospitality &*

Tourism, 16(1), 39-55. doi:10.1080/15332845.2016.1202056

Waldman, D. A., Carter, M. Z., & Hom, P. W. (2015). A multilevel investigation of

leadership and turnover behavior. *Journal of Management*, 41, 1724–1744.

doi:10.1177/0149206312460679

Wang, S. (2015). Exploring a research method-interview. *Advances in Social Sciences*

Research Journal, 2(7), 161-165. doi:10.14738/assrj.27.1270

Wingfield, A. H. (2009). Racializing the glass escalator: Reconsidering men’s

experiences with women’s work. *Gender & Society*, 23(1), 5–26.

<https://doi.org/10.1177/0891243208323054>

You, H. J. (2015). Reference to shared past events and memories. *Journal of Pragmatics*,

87, 238-250. doi:10.1016/j.pragma.2015.02.003

Yin, R. K. (2018). *Case study research: Design and methods* (6th ed.). Thousand

Oaks, CA: Sage.

Zamawe, F. C. (2015). The implication of using NVivo Software in qualitative data

analysis: Evidence-based reflections. *Malawi Medical Journal*, 27(1), 13-15.

doi:10.4314/mmj.v27i1.4

Zhang, Y., Long, L., & Zhang, J. (2015). Pay for performance and employee creativity.

Management Decision, 53, 1378-1397. doi:10.1108/md-11-2013-0596

Ziebland, S., & Hunt, K. (2014). Using secondary analysis of qualitative data of patient

experiences of health care to inform health services research and policy. *Journal of Health Services Research & Policy*, 19, 177-182.

doi:10.1177/1355819614524187

Zito, M., Emanuel, F., Molino, M., Cortese, C. G., Ghislieri, C., & Colombo, L.

(2018). Turnover intentions in a call center: The role of emotional dissonance, job resources, and job satisfaction. *Plos One*, 13(2).

doi:10.1371/journal.pone.0192126

Zwingmann, I., Wegge, J., Wolf, S., Rudolf, M., Schmidt, M., & Richter, P. (2014). Is

transformational leadership healthy for employees? A multilevel analysis in 16 nations. *German Journal of Research in Human Resource Management*,

28(1-2), 24-51. doi:10.1688/Zfp-2014-01-Zwigmann

Appendix A: Interview Protocol

- I. Introduce myself to each participant(s).
- II. Give each participant a copy of the consent formatted.
- III. Go over any questions or concerns participant(s) might have.
- IV. Get permission from participant(s) to use audio recording device.
- V. Turn on audio recording device.
- VI. Introduce participants(s), state the date and time.
- VII. Start interview with question #1, through last question.
- VIII. Ask any additional questions.
- IX. End interview.
- X. Stop audio recording device.
- XI. Ask participant(s) for contact numbers for any follow up questions.
- XII. Thank the participant(s) for their time in the study.

End interview protocol.

Appendix B: Interview Questions

1. What are your organization's specific strategies for reducing voluntary employee turnover?
2. How did your organization address the key challenges to implement strategies for reducing voluntary employee turnover?
3. Based upon your organization's experience, what strategies did you find worked best that led to retaining employees and reducing voluntary employee turnover?
4. What, if any, types of training does your company use to reduce voluntary employee turnover?
5. What strategies were least effective in sustaining voluntary employee turnover in your company?
6. How do environment factors contribute to call center employees voluntarily or involuntarily leaving the company?
7. What additional information would you add regarding the strategies used to reduce voluntary employee turnover?