



Walden University
ScholarWorks

Walden Dissertations and Doctoral Studies


Walden Dissertations and Doctoral Studies
Collection

2016

The Implications of Employee Turnover on Credit Unions

Jason Carreno
Walden University

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

 Part of the [Business Administration, Management, and Operations Commons](#), and the [Management Sciences and Quantitative Methods 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

JASON CARRENO

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

Review Committee

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

Dr. Kevin Davies, Committee Member, Doctor of Business Administration Faculty

Dr. Brenda Jack, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

The Implications of Employee Turnover on Credit Unions

by

Jason R. Carreno

MBA, Baker University, 2012

BA, Washburn University, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2016

Abstract

A lack of managerial responses to employee needs contributes to an increased rate of employee turnover in credit unions. Some managers do not possess the skills and strategies necessary to reduce employee turnover. This case study explored what strategies managers used to successfully reduce employee turnover. The population for this study was managers of a financial institution in Northeast Kansas with at least 1 year of leadership experience using methods to reduce employee turnover. Theory X and theory Y theory was the conceptual framework for this study. Data collection included semistructured face-to-face interviews with 10 managers and an exploration of company archival documents. Using Yin's 5-step data analysis method, 3 major themes emerged: the ideal work environment; communication with employees; and work relationship with supervisors, which included the importance of connecting with your employees. Recommendations for action included listening, properly communicating, problem solving, and maintaining a stable work environment. Managers may apply these results to successfully reduce turnover in the organization. Social implications include providing a better understanding of employee retention and increasing knowledge of what influences employee turnover.

The Implications of Employee Turnover on Credit Unions

by

Jason R. Carreno

MBA, Baker University, 2012

BA, Washburn University, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

June 2016

Dedication

I dedicate this doctoral study to my wife and children. Without their support, completing this journey would not have happened. Thank you for all of your support.

Acknowledgments

I want to acknowledge my wife and children, who have been nothing but supportive throughout this whole process. To my wife who stayed awake with me well into the night most evenings, to my kids who never complained when I had homework to do. I want to give thanks to my extended family who pushed me to keep going.

I offer a heartfelt thank you to Dr. Karin Mae. She pushed me to keep going on days that I had less motivation than normal. She always made herself available to answer any questions or address any concerns I had. Her dedication to her students has stood out throughout this process. Sincere thanks go to my committee members, Dr. Kevin Davies and Dr. Brenda Jack for their prompt feedback in reviewing my document.

Finally, I want to thank my community research partner and the study participants. The time you took out of your day to help me was greatly appreciated. The time you gave will have a positive impact on this study and other managers.

Table of Contents

List of Tables	iv
Section 1: Foundation of the Study	1
Background of the Problem.....	1
Problem Statement	2
Purpose Statement.....	2
Nature of the Study	3
Research Question.....	4
Interview Questions	4
Conceptual Framework.....	5
Operational Definitions	5
Assumptions, Limitations, and Delimitations.....	6
Assumptions.....	6
Limitations	7
Delimitations	7
Significance of the Study	7
Contribution to Business Practice	8
Implications for Social Change.....	8
A Review of the Professional and Academic Literature.....	8
Transition	42
Section 2: The Project.....	44
Purpose Statement.....	44

Role of the Researcher	44
Participants	46
Research Method and Design	46
Research Method	46
Research Design	47
Population and Sampling	48
Ethical Research	50
Data Collection Instruments	51
Data Collection Technique	52
Data Organization Technique	53
Data Analysis	54
Reliability and Validity	56
Reliability	56
Validity	57
Transition and Summary	59
Section 3: Application to Professional Practice and Implications for Change	60
Introduction	60
Presentation of the Findings	60
Applications to Professional Practice	77
Implications for Social Change	79
Recommendations for Action	81
Recommendations for Further Research	83

Reflections.....	84
Conclusion.....	85
References.....	87
Appendix A: Informed Consent for Participants.....	129
Appendix B: Semistructured Interview Questions	131
Appendix C: Protecting Human Research Participants Certificate.....	132
Appendix D: Letter of Introduction.....	133

List of Tables

Table 1. Frequency of Themes	63
Table 2. Frequency of First Major Theme	64
Table 3. Frequency of Second Major Theme	69
Table 4. Frequency of Third Major Theme.....	72

Section 1: Foundation of the Study

Individuals change careers approximately 10 to 15 times during a lifetime (Doyle, 2013). Employees' voluntary turnover has substantial adverse impacts on companies, especially (a) costs, (b) potential loss of valuable individual knowledge, (c) skills, and (d) organizational knowledge (Kessler, 2014). The effects of employee turnover include an organizational assessment by focusing on its implications for the organization's end performance (Wallace & Gaylor, 2012). In addition to financial costs is the loss of consistency of service that a long-term employee provides to customers, particularly returning customers who are very important to developing brand loyalty (Dusek, Ruppel, Yurova, & Clarke, 2014).

Organizational climate and its effect on employee turnover is one of the most researched aspects of management (Johnston & Spinks, 2013). Management needs to maintain a turnover-retention equilibrium to increase organizational performance (Ryu & Lee, 2013). An increased understanding of issues related to burnout, job satisfaction, and turnover intention is required to retain a skilled and efficient workforce (Scanlan & Still, 2013).

Background of the Problem

Employee turnover is the rate at which employees leave or enter employment (Nwagbara, Smart Oruh, Ugorji, & Ennsra, 2013). Retention issues and employee turnover have challenged organizations for many years. Employee turnover is a critical concern, because turnover results in the loss of valuable knowledge assets from an organization's experienced employees (Song, Martens, McCharen, & Ausburn, 2011).

Individuals responsible for human capital management need to look at the employee turnover within their respective organizations and make recommendations conducive to employee retention and organizational objectives (Strojilova & Rafferty, 2013).

The Bureau of Labor and Statistics (2015) reported 4.9 million total separations in December 2014. This total was the highest level of separations since October 2008 (Bureau of Labor Statistics, 2015). The separation rate is defined as the number of total separations during the month divided by the number of employees who worked during or received pay for the pay period that includes the 12th of the month (Bureau of Labor Statistics, 2015). Organizations place a high value on retaining employees, which is a strategic value of replacing human capital. Intention to leave an organization, while not always actually leading to turnover, is an important outcome variable when determining a good predictor of turnover behavior for employees (Chang, Wang, & Huang, 2013).

Problem Statement

Employee turnover can consume as much as 17% of a company's pretax income (Soltis, Agneessens, Sasovova, & Labianca, 2013). The average annual turnover rate of employees in the United States in 2011-2012 was 15% (Bureau of Labor Statistics, 2015). The general business problem is the loss of critical skilled employees by businesses. The specific business problem is that some managers lack strategies to reduce turnover.

Purpose Statement

The purpose of this qualitative exploratory case study design was to explore the strategies managers use for successfully reducing turnover. The targeted population was

comprised of a minimum of 10 supervisors and the HR manager of a credit union in Northeast Kansas, who were in a leadership role for a minimum of 1 year and had experience in strategic methods to reduce employee turnover. The implication for positive social change included providing a better understanding of employee retention and increasing knowledge of what influences employee turnover.

Nature of the Study

I used a qualitative methodology for this proposed study to explore the strategies managers use for successfully reducing turnover. This research method suited the needs of this study, because the researcher sought to understand a real-world case that would involve pertinent contextual conditions (Yin, 2014). In a qualitative study, the researchers can explore a business problem by observing behaviors, trends, and asking open-ended (Eide & Showalter, 2012), whereas a quantitative research method forces the researcher to test a theory or hypothesis by collecting numerical data for statistical testing (Hoare & Hoe, 2013). Conversely, a mixed-methods approach combines under the same study both quantitative and qualitative approaches to offer greater flexibility in undertaking research, though it does not suit the needs for this study, as I did not be test a hypothesis (Bazeley, 2015).

I used a case study research design for this proposed study to understand a business issue from different personal perspectives (Karen, Ellie, & Moll, 2012). A case study design provides a framework that supports the analysis of qualitative data to investigate complex phenomena in their every day contexts (Raeburn, Schmied, Hungerford, & Cleary, 2015). Whereas, an ethnographic study focuses on an entire

culture of people to gain perspectives from those who are living in that culture (Yin, 2009), and is not appropriate for this study. Grounded theory is a design in which the researcher generates an explanation of a process shaped by the views of a larger number of participants (Johnson, 2015) and phenomenological study encourages reflexivity and attempts to unveil the world from the view of the participants, were not the intent of this study, because the goal of this study is to explore the strategies managers use for successfully reducing turnover (Rodger, Neill, & Nugent, 2015). A case study design was the best approach to use for this study because it aligned with research questions that required a detailed understanding of social or organizational processes (Karen et al., 2012).

Research Question

The overarching research question was: What strategies do managers use for successfully reducing turnover?

Interview Questions

1. How effective is the training in preparing employees for their jobs?
2. What organizational investments can be made to strengthen employees' commitment to the organization?
3. What is the working environment for critical-skilled employees?
4. What are some work-related experiences that contribute to employee turnover?
5. What barriers prohibit retention strategies from being successful?

6. What strategies and leadership characteristics do you use that are beneficial in retaining employees?
7. How important to you is your employees' job satisfaction?
8. What do you believe makes employees satisfied with their job?
9. What do you believe makes employees dissatisfied with their job?
10. Is there anything else you can share about this topic, which I did not ask?

Conceptual Framework

McGregor (1960) developed the theory X and theory Y theory. McGregor used the theory to offer an explanation for leadership based upon the premise that job satisfaction is key to engaging employees, ensuring their commitment, and understanding the approaches to managing people. Theory X includes the assumptions that employees are naturally unmotivated and dislike working, which enforces an authoritarian style of management. Theory Y includes the assumption that employees are happy to work, and are self-motivated and creative. As applied to this study, the theory X and theory Y theory holds that I expected the propositions advanced by the theory to allow participants to effectively show the different styles of management and how they are reflective of the attitudes of the employees. The conceptual framework for this qualitative study provided the foundation for seeking out employees' job satisfaction factors to determine the factors relevant to reducing attrition within an organization.

Operational Definitions

Compensation. Compensation is the money received by an employee from an employer as a salary or wages (Palomino & Peyrache, 2013).

Critical-skilled employee. A critical-skilled employee is an employee whose competencies play an integral role in organizational success (Chu, Ye, & Guo, 2014).

Employee intention to quit. Employee intention to quit is when an employee decides he/she wants to quit their job (Frenkel, Sanders, & Bednall, 2013).

Job satisfaction. Job satisfaction is how content an individual is with the job he or she is performing (Ghorbanian, Bahadori, & Nejati, 2012).

Opportunities for advancement. Opportunities for advancement are the options available to move up in one's organization (Sommer & Kulkarni, 2012).

Organizational commitment. Organizational commitment is an individual's attachment to the organization (Lanaj, Hollenbeck, Ilgen, Barnes, & Harmon, 2013).

Retention. Retention is the ability of an organization to retain its employees (Gialuisi & Coetzer, 2013).

Turnover. Turnover is the rate at which employees leave a workforce and are replaced (Wallace & Gaylor, 2012).

Working environment. Working environment is the environment in which employees conduct their daily work (Dixon, Mercado, & Knowles, 2013).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are things that are believed to be true without verification (Rossiter, 2008). I identified four assumptions for this study. The first assumption was the focus of the individuals and their ability to participate in the interview. The second assumption was that the participants will give truthful answers. Third, I was able to interview all

individuals. Fourth, the data obtained provided a sufficient basis for the completion of my doctoral study.

Limitations

Limitations are barriers that can be classified into three categories: (a) Real, (b) Psychological, and (c) Imaginary (Singh, 2015). This qualitative study was limited to a sample of at least 10 employees of a financial institution in Northeast Kansas.

Conducting the study with a limited population size narrowed the use of study findings to one organization.

Delimitations

Delimitations are those characteristics that limit the scope and define the boundaries of the study (Simon, 2011). The first delimitation for this study was the demographic area of Northeast Kansas. Secondly, the employees selected to participate in the interview needed to meet the requirements of being in a managerial role for 1 year. Finally, the third delimitation was the expected rate of cooperation.

Significance of the Study

The value of the study was to contribute to the existing knowledge of employee retention and voluntary employee turnover. Adverse effects of turnover rates have implications for employees, organizations and shareholders alike. Employee turnover costs can reach as high as 200%, where this outcome creates a problem with a number of ramifications for many organizations (Boles et al., 2012). Understanding the different perspectives of managers and how they reduce attrition within their organization could

have a significant effect on the overall growth of the organization and fill any gaps in the understanding of the importance of employee turnover and retention.

Contribution to Business Practice

Employee attrition has proven to be one of the most costly and seemingly intractable human resource challenges confronting organizations (Jain, 2013). This study could fill a gap in the literature and contribute to business practice by providing knowledge for organizational leaders looking to retain professionals by developing retention strategies to retain professionals. Mohr, Young, and Burgess (2012) identified turnover as a predictor variable with a negative association between turnover rates and various performance indicators regarding customer service and profitability. Business leaders may also use the findings to assist in remaining sustainable in today's marketplace by understanding the issues surrounding turnover factors so that they can reduce attrition in their organization.

Implications for Social Change

The results of this study might contribute to positive social change by aiding organizations, both small and large, in determining why employees choose to leave an organization and what the employer can do to reduce attrition. Human Resource managers can utilize the information and data pertaining to employee turnover and employee retention to reduce expenses. A reduction in expenses could, in turn, lead to a profit increase within the organization.

A Review of the Professional and Academic Literature

The aim from this literature review is to carry out an optimum benefit-oriented research through avoiding duplicating the study; filling in gaps and extending further studies. Considering the lack of adequate retention strategies as the central reason behind the occurrence of the business research problem, I limited my research in this direction. My intention from the literature review and as recommended by Li and Jones (2013) is to review previous literature and evaluate and calculate costs of turnover in those studies.

In this section, I presented important information from multiple peer-reviewed sources of academic research relevant to impacts of turnover. Throughout my research process for peer-reviewed studies in existing literature, there was limited literature that addressed complete set of successful strategies for implementing retention strategies. Most of the recent literature included studies about the presence of crucial factors that act as enablers and barriers towards the process of developing retention strategies to reduce turnover.

Researchers like Davidson (2012) discussed job satisfaction in various work settings based on its separate parts and from a global perspective. Simultaneously, scholars such as Talachi, Gorji, and Boerhannoeddin (2014) argued that job satisfaction is not a single factor, but is an intermediate relation combining job duties, responsibilities, actions and reactions, motivations, encouragements and hopes. Recently, Laflamme, Beaudry, and Aguir (2014) stated that the concept of commitment is generally apprehended from two distinct but related angles: attitude and behavior. Echoing this, the literature review included a thorough assessment and critical analyses of information

pertaining a variety of factors that might assist organizations to reduce employee turnover through increased retention strategies.

This section consists of two main subsections. The first subsection is a review of the conceptual framework of the study that includes the theory X and theory Y theory and the main constructs/propositions underlying this theory. The focus of the second subsection is on prior scholarly work pertaining to employee turnover and retention strategies in a cross section of industries and identification of gaps in the literature that point to areas for further studies. In addition, in this section I will highlight the different points of view and the relationship of the study to previous studies and researchers findings relevant to the topic under study.

The literature review involves content searches of scholarly sources from journal articles, books, dissertations, and Web pages using research materials accessed through the Walden University Library and Google Scholar. The targeted databases include Academic Search Complete/Premier, Business Source Complete, Sage Premier, EBSCOhost, Emerald, ScienceDirect, and ProQuest. I will incorporate 102 peer-reviewed professional and academic peer-reviewed sources published within the past 5 years. Ulrich *Periodical Directory* will provide a mean to verify that articles were from accepted peer-reviewed sources. The keywords used for the content searches included *job satisfaction job embeddedness, organizational commitment, commitment factors, organizational support, small business turnover, reasons for turnover, employee intention to quit, and retention.*

The purpose of this qualitative exploratory case study design is to explore the strategies managers use for successfully reducing turnover. The specific population will be comprised of a minimum of 10 supervisors and the HR manager of a credit union in Northeast Kansas, who have been in a leadership role for a minimum of 1 year and have experience in strategic methods to reduce employee turnover. The central research question is as follows: What strategies do managers use for successfully reducing turnover?

Theory X and Theory Y Theory

The foundation for job satisfaction theory stemmed from the McGregor (1960) theory X and theory Y. The McGregor theory X and theory Y Theory offered explanation that organizational leaders should focus on esteem, social, and self-actualization to motivate employees and increase job satisfaction (McGregor, 2005). Theory X assumes that employees are naturally unmotivated and dislike working, which enforces an authoritarian style of management, while theory Y assumes that employees are happy to work, and are self-motivated and creative.

Specifically, McGregor's theory reflects the following six ideas. First, managers make assumptions about employees in work organizations, even if they are unaware of doing so. Second, two broad categories of managerial assumptions can be identified: a pessimistic view (theory X), and an optimistic view (theory Y). Third, there are three component dimensions pertinent to these assumptions, namely whether people are seen as (a) inherently lazy versus industrious, (b) possessing a limited versus important capacity

for useful contributions, and (c) being untrustworthy versus being responsible (Kopelman, Prottas, & Falk, 2012).

Fourth, differences in managerial assumptions result in predictable patterns of managerial behaviors. Fifth, managerial practices influence employee motivation and work behavior. Sixth, because managers are typically unaware of the self-fulfilling nature of their assumptive worlds, there is often a misperception of cause and effect (Kopelman, et al., 2012).

McGregor showed how theory Y affects the management of promotions and salaries as well as the development of effective managers. This theory coincides with Maslow's (1954) Hierarchy of Needs Theory, which stated that people seek to satisfy only five basic needs for their lives. Those needs include: (a) basic needs (survival), (b) safety needs (comfort), (c) social needs, (d) esteem needs, and (e) self-actualization (Maslow, 2000).

Theory Z, derived by William Ouchi in 1993, differs from McGregor's theory X and theory Y concepts. The principle difference is that McGregor's theory X and theory Y formulation is an attempt to distinguish between the personal leadership styles of an individual supervisor, whereas theory Z is concerned with the culture of the whole organization (Lunenburg, 2012). Theory Z culture involves (a) long-term employment, (b) consensual decision making, (c) individual responsibility, (d) slow evaluation and promotion, (e) an informal system with explicit measures of performance, (f) moderately specialized career paths, and (g) extensive commitment to all aspects of the employee's life, including family (Lunenburg, 2012).

Job Satisfaction

Job satisfaction is a rather broad concept, but nevertheless extremely significant for individual employees, companies, and society at large (Scheers & Botha, 2014). Many theories, such as Maslow's (1954) Hierarchy of Needs Theory, played an influential role in the research of job satisfaction (Epps & Foor, 2015). Dong et al. (2012) defined job satisfaction includes as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Dong, et al., 2012). Job satisfaction is a complex and multifaceted concept that can mean different things to different people (Chomal & Baruah, 2014). An individual will be satisfied with a job to the extent to which the job provides those things or results that he/she considers important (Janicijevic, Kobacevic, & Petrovic, 2015; Song & Alpaslan, 2015).

Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear (Chomal & Baruah, 2014). Satisfaction is not the same as motivation (Choma & Baruah, 2014). People who have higher job satisfaction are more loyal to their employer, like their job more, can satisfy their needs, and have positive feelings towards it (Talachi et al., 2014). Career promotion opportunities fall in the top three motivators for employees and this means that when the employee knows that he has opportunities to progress vertically, he will endeavor more and be engaged (Secara, 2014).

Herzberg (1959) studied job satisfaction over many years and developed a theoretical framework by which it can be described and measured. This theory includes classification into categories: motivation and hygiene factors. Motivation factors such as

recognition and advancement, appeal to higher-order needs and relate to the content of the work (Herzberg, 1959). Hygiene factors (company policy, salary, supervision, and interpersonal relations) are related to the work environment (Herzberg, 1959) and its conditions (Talachi et al., 2014).

Davidson (2012) studied job satisfaction in various work settings based on its separate parts (or facets) and from a global perspective. Most research on workplace well-being primarily focuses on workplace characteristics rather than on other variables such as personal and professional life factors (Shier et al., 2012). Job satisfaction is not a single factor, but is an intermediate relation combining job duties, responsibilities, actions and reactions, motivations, encouragements and hopes (Talachi et al., 2014).

Managers should foster social integration within teams and social relationships among teammates and supervisors who provide support, because, irrespective of the contextual conditions of internal job satisfaction, a lack of social integration results in higher levels of individual absenteeism (Diestel, Wegge, & Schmidt, 2014). Human resource professionals reported that the primary challenge in workforce management was the creating and maintaining their companies' ability to compete for talent (Yirik & Oren, 2014). The link between job satisfaction and firm value is of increased interest to practitioners because it has implications for how managers approach employee recruitment, retention, and motivation, and more generally speaks to the importance of human resource management for a firm's overall business strategy (Edmans, 2012).

One of the most discussed issues in the field of management and organization is job satisfaction (Yirik & Oren, 2014). Job satisfaction is affected by environmental and

individual factors (Yildirim, 2015), and is enhanced by achieving desired results at work and the feeling of belonging to an efficiently functioning work community (Kvist, Voutilainen, Mantynen, & Vehvilainen, 2014). Employees who have more control of their work by participating in decision making, experience higher job satisfaction (Wang and Yang, 2015). The common point of convergence of the studies concerning job satisfaction is that the success of a business is enabled by maintaining high levels of job satisfaction for workers at all times (Yirik & Oren, 2014).

Pomirleanu and John-Mariadoss (2015) found a direct relationship between trust and job satisfaction. Job satisfaction appears to mediate the effects of in-role performance, role conflict, and job-induced tension on intent to leave and extra-role performance (Chomal & Baruah, 2014). Firms can improve job satisfaction by any other mechanism that can enhance the level of trust towards the organizations or supervisors (Pomirleanu & John-Mariadoss, 2015).

Companies have to face challenges that request their ability to secure and maintain competitive success, an important role being played by staff strategies and policies (Secara, 2014). From the perspective of the employer who wants efficiency in terms of efficacy, staff strategies and policies should focus on the desired employee ever since recruitment and selection (Secara, 2014). Training and development practices are one of the most important ways to assist personnel in gaining new knowledge and skills required to adhere to competitive standards. Additionally, pay, coworkers, supervision, and the work itself have a significant impact on organizational commitment (Fu, Deshpande, & Zhao, 2011).

As job satisfaction has been deemed the biggest predictor of turnover, Dong et al. (2012) proposed that the relationship between job satisfaction and turnover is not as strong as the effect turnover has on an organization. Job satisfaction is a factor that would induce the employee to work in a long-term position (Ijigu, 2015). Individuals who feel more choice in the jobs they wish to pursue, tend to be more satisfied at work (Duffy, Autin, & Bott, 2015). Career decisions are likely affected by more than the simple existence of career barriers; rather, they are likely affected by the perception of the meaning in, or strength of, those barriers (Duffy et al., 2015; Tejada, 2015).

Since 1991, there has been an increased concern exists regarding improving employees' quality of working life (QWL), to foster a high-quality culture, and high organizational performance (Mosadeghrad, Ferlie, & Rosenberg, 2011). There are many barriers to overcome to achieve a higher quality of working life, with job stress being one of these barriers. Job stress is becoming an increasingly important occupational health problem (Mosadeghrad et al., 2011).

Individuals face a high level of work-related stress and try to cope with their stress (Srivastava & Tang, 2015). The best single predictor of an individual's behavior is the measure of his or her intention to perform that behavior (Premalatha, 2011). Furthermore, an individual's behavior stems from thoughts of quitting, the evaluation of alternative opportunities, intentions to quit, and ultimately turnover. However, if the search for alternative opportunities proves to be unsuccessful, it often leads to a re-evaluation of the current job, and a change in the individual's satisfaction level (Premalatha, 2011).

Additionally, turnover intention is positively related to each component of burnout syndrome. Work environment satisfaction, job rewards satisfaction, organizational management satisfaction, and emotional exhaustion were identified as significant direct predictors of turnover (Zhang & Feng, 2011). Performance linked rewards act as motivators for employees in enhancing the performance (Chomal & Baruah, 2014).

These rewards may differ in the same organization based on different categories of employees (Chomal & Baruah, 2014). The size, nature, and effects of today's businesses grow at a staggering pace, and, as a result, understanding the causes and effects of ethics in the workplace becomes increasingly important (Zhang & Feng, 2011). Employees suffer from daily job stressors, including anything from a lack of supervisor or coworker support to family conflicts that they bring with them into the workplace (Zhang & Feng, 2011).

Dong et al. (2012) found that the growth in an employee's job satisfaction includes a lower probability to prevent him or her from leaving when job satisfaction decreases in his or her specific business unit and the employee is out of step with his or her coworkers. Growth in an employee's job satisfaction is most likely to prevent him or her from leaving when his or her business unit is experiencing job satisfaction, and as a result, the person is in step with coworkers (Dong et al., 2012). Employees must position themselves to alleviate from presenting ethical conflicts in the workplace (Guadine & Thorne, 2012; Valentine, Fleischman, & Godkin, 2015). Ethical conflict occurs when there are value differences between individuals and the values placed by organizations

(Gaudine & Thorne, 2012). One factor that researchers have not spent a lot of time looking into is moral stress (DeTienne, Agle, Phillips, & Ingerson, 2012).

DeTienne et al. (2012) compared the impact of moral stress with other job stressors, utilizing three important variables; fatigue, job satisfaction, and turnover intentions. The authors compiled survey data from 305 customer-contact employees of a financial institution's call center. They performed a statistical analysis of the interaction of moral stress and the three variables while controlling for other types of job stress, as well as demographic variables. The results showed that even after including the control variables, moral stress remains a significant predictor of increased employee fatigue, decreased job satisfaction, and increased turnover intentions (DeTienne, et al., 2012).

Job Embeddedness

Swider, Boswell, and Zimmerman (2011), surveyed 895 staff employees who work at a large university located in the southwestern United States regarding job embeddedness, job satisfaction, and available alternatives. Descriptive statistics and zero-order correlations were used to determine that the job search-turnover relationship was stronger when employees had lower levels of job embeddedness and job satisfaction and higher levels of available alternatives (Swider et al., 2011). Turnover is favorable to some extent for the optimal allocation of human resources, but high turnover rates affect the sustainable development of organizations and disrupt the morale of the employees that remain (Zhang & Feng, 2011).

Kaifeng, Dong, McKay, Lee, and Mitchel (2012) discussed an overall model of the relationships between job embeddedness and turnover outcomes. Kaifeng et al.

(2012) utilized published articles up to June 2011 in PsycINFO, ISI Web of Science, Business Source Premier, ProQuest, and Google Scholar, and searched for terms such as job embeddedness, organizational embeddedness, and community embeddedness. A sample size was needed for Kaifeng et al. (2012) to calculate the sample size-weighted effect size.

Utilizing 65 independent samples (N=42,907), Kaifeng et al. (2012) found that on-the-job and off-the-job embeddedness negatively related to turnover intentions and actual turnover, after controlling for job satisfaction, affective commitment, and job alternatives. Also, the negative relationships between on-the-job embeddedness and turnover criteria were stronger in female-dominated samples and public organizations. The quest for work-life balance, considered a basic requirement by an increasingly enlightened workforce, contributed to the demand for flexible working practices (Idris, 2014).

Kaifeng et al. (2012) argued that job embeddedness can explain a variation between job attitudes and job alternatives. Despite these findings, challenges remain as to the understanding of the relationship between job embeddedness and turnover related criteria. A key issue is the inconsistency regarding the effects of the two major dimensions of job embeddedness, on-and off-the-job-embeddedness, on employee turnover (Kaifeng et al., 2012).

Kanwar et al. (2012) found that job satisfaction and organizational commitment is important regarding the turnover intent of an employee in the organization. A satisfied employee is one who brings a positive effect and work values that leads to increased

efficiency and productivity. Job satisfaction leads to lower absenteeism and employee turnover, as well as the reduction of hiring costs (Kanwar et al., 2012).

Eight forces, (a) affective, (b) contractual, (c) calculative, (d) alternative, (e) behavioral, (f) normative, (g) moral, and (h) constituent pertain to the effects of organizational identification, work satisfaction, and pay satisfaction regarding the turnover intentions of employees (Maertz et al., 2012). Affective force, the primary common motive for turnover, pertains to an overall feeling about an organization that an individual has while being a member. This discomfoting feeling brings a feeling of withdrawal, and as such, a psychological exit and lack of motivation would ensue. Turnover intentions pertaining to work satisfaction and pay satisfaction appear to be stimulated by psychological forces (Maertz et al., 2012). Both of these aspects create turnover intentions through feelings toward the organization and through messages sent from the organization that the employee has opportunities to strive within that organization (Maertz et al., 2012).

Organizational Commitment

Organizational commitment has been converted into a common subject for research since the 1970's (Rafiee, Bahrami, & Entezarian, 2015). However, it was in the 1990's that a consensus was reached regarding a definition (Laflamme et al., 2014). In the twenty-first century, organizations across the globe face the daunting task of having a satisfied, committed and cooperative workforce (Pradhan & Pradhan, 2015).

Organizational commitment is defined as employees' attachment to their organization (Laflamme et al., 2014), and is an important organizational and occupational attitude

attracting many researchers' interest in the field of organizational behavior and psychology, especially social psychology (Farzanjoo, 2015).

Employee work engagement has been viewed as one of the most critical drivers of success (Strom, Sears, & Kelly, 2014), and has been linked to several positive individual and business outcomes, including improved individual productivity, improved organizational citizenship behaviors, and greater managerial effectiveness (Blomme, Kodden, & Beasley-Suffolk, 2015). In contrast, employee disengagement leads to reduced productivity and higher costs (Suk Bong, Thi Bich Hanh, & Byung Il, 2015). The concept of commitment is generally apprehended from two distinct but related angles: attitude and behavior (Laflamme et al., 2014). Employees remain in an organization because they want to stay (In-Jo & Heajung, 2015; Zhang, 2015). It is important for all kinds of businesses to ensure organizational commitment and job satisfaction (Çelik, Dedeoglu, & Inanir, 2015).

Organizational commitment has been seen as an interesting and attractive subject, because it helps organizations predict job performance, job rotation, and employee absence (Rafiee et al., 2015). The success of today's organizations depends on unleashing and maximizing the talents of its workforce (Lakshman & Rai, 2014). Any loss of highly skilled and talented employees would be at great cost to the organization (Guha & Chakrabarti, 2014). An organization is a social system, life and stability of which depends on the existence of a strong link between its constituent elements (Farzanjoo, 2015).

To be successful in today's global business environment, characterized by increased global competition, technological innovation and change, any organization requires knowledge, thought, energy, support and commitment of its employees, including employees of operational and administrative managers (Farzanjoo, 2015). Managers of organizations employ various measures, including emphasizing on training newcomers and experienced staff within the framework of education as well as construction, to develop their staff's organizational commitment (Farzanjoo, 2015). A wide range of studies identified what factors motivate workers to stay in their position and to determine the implications for high turnover (Hwang & Hopkins, 2012).

Turnover studies rarely include discussion of the conditions that influence the quality of employees who leave. Additionally, Van Iddekinge et al. (2011) found that a range of useful predictor constructs, such as (a) mental ability, (b) personality, (c) motivation, and (d) knowledge and skills, all play a role in either job performance or turnover. Success is motivating, where motivated work will generate success (Martin & Bartscher-Finzer, 2014).

The literature establishes that employees' commitment has significant positive influence on their performance that results in increased organizational performance (Shrestha & Mishra, 2015). There are several trends within the employment sector, such as the offering of better jobs at competing firms and the affect of the overall financial performance of an organization when an employee leaves, that suggest companies need to pay better attention to turnover and retention issues (Linhartova, 2011). Employee

turnover has a significant effect on the overall financial performance of the organization (Linhatova, 2011).

Human resources are the most important asset and strategic factors of any organization (Talachi et al., 2014). Lowering of employee turnover depends mainly on human resources in the organization, on job relations, as well as satisfaction and interest of management as the main reasons as to why employees leave (Linhartova, 2011). Recognizing the employees' job satisfaction can help managers to improve the productivity of human resources (Talachi et al., 2014).

Turnover research positively links process fairness with a range of work attitudes and behaviors. Instrumental perspectives hold that employees desire input and voice regarding the allocation of valuable work resources as a way to enhance control over the receipt of desired outcomes in the long run (Collins, Mossholder, & Taylor, 2012). Employees learn appropriate behavior within their organizations through climate perceptions (Fu & Deshpande, 2014). Employees' active and constructive suggestions are valuable resources for organizations seeking to bring about innovation and development (Xu, Bei, & Min, 2014).

Collins et al. (2012) found direct relations between process fairness variables and workplace contribution. Collins et al. (2012) utilized a 5-point Likert-type scale to analyze the responses from 415 undergraduate students at a large university who were employed, worked at least 12 hours per week, and had at least 5 years of work experience. Collins et al. (2012) measured self-reported job performance, turnover intentions, and distribute fairness and found that employee turnover intentions moderate

relations between process fairness perceptions and employee job performance.

Specifically, the positive effects of process fairness on performance were stronger for employees who planned to stay with the organization (Collins et al., 2012).

Individuals in management roles are regarded as a vital source for the success of an organization (Rafiee et al., 2015). When managers observe organizational rules, there will be a suitable opportunity for increasing organizational commitment (Rafiee et al., 2015). The construct of commitment can be broken down in a number of dimensions. The most significant dimensions are affective and continuance (Laflamme et al., 2014).

First, affective commitment is expressed in their sense of belonging to the organization and the values they share with their employer. This affective commitment gives rise to positive behaviors like organizational citizenship behaviors. Continuance commitment is linked to the intention to stay in the organization based upon the limited number and attractiveness of employment alternatives (Laflamme et al., 2014).

A committed workforce is a blessing for any organization (Lissy & Venkatesh, 2014). Involvement of a person with the organization is recognized as the reason for organizational commitment of the person and organizational commitment has a deep effect on the person's self-sacrifice and loyalty to their job or organization (Rafiee et al., 2015). Employees included a higher commitment to their careers than in previous decades as the management indicated appreciation for employees' loyalty and devotion. This pattern of career development and commitment has changed as employees have learned that their organization does not guarantee their tenure. Employees began

developing and making a commitment to their own career for future employment, as a result (Kim et al., 2012).

Turnover intentions pertaining to work satisfaction and pay satisfaction appear to be stimulated by psychological forces (Maertz et al., 2012). Both of these aspects create turnover intentions through feelings toward the organization and through messages sent from the organization that the employee has opportunities to strive within that organization (Maertz et al., 2012). Job crafting is a process by which employees redesign or modify their jobs, and this aspect of organizational management and commitment has received a plethora of attention from scholars (Jipeng et al., 2014). The focus in existing job crafting research has been mainly on employees' perceptions about opportunities to craft their jobs (Jipeng et al., 2014). Therefore, Jipeng et al. (2014) argued that emotional attachment to the organization is a factor that is critical in predicting job crafting.

Commitment Factors

Personality characteristics and individualistic differences of people are among the most important factors that predict organizational commitment and help organizations reach their goals (Rafice et al., 2015). Organizational behavior studies of bonds with the organization, especially those of commitment, have been given special attention due to their role in enabling a broader knowledge of the relationships established between workers and their organizations (Leite, de Aguiar Rodrigues, & de Albuquerque, 2014). Commitment is expected due to its impact on desirable variables, such as performance and organizational citizenship behavior (Leite et al., 2014). Leite et al. (2014) agreed that

workers' motivation can be partially explained by organizational behavior, which is, therefore, a consequence of the bond.

Different factors can be effective for organizational commitment: (a) individualistic characteristics such as age, service record, education, gender, etc., (b) job characteristics such as job field, role conflict, and job ambiguity, (c) structural characteristics such as formality and focus in organizations, organization size, etc., (d) work life experiences which mean the experiences obtained by people during the working life (Nabizadeh, Atashzadeh, Khazai, & Majd, 2014). The goal is to make employees feel committed to their organizations especially in such a dynamic work environment where the attrition rate is so high and job changing is the priority. The commitment of employees is particularly sensitive to six dimensions of organizational culture to include:

(a) proaction, (b) confrontation, (c) trust, (d) authenticity, (e) experimentation, and (f) collaboration (Dwivedi, Kaushik, & Luxmi, 2014). Organizational researchers recognize the vital importance of human capital in a continually changing business environment, and as such, will remain increasingly focused on the developmental needs of their organizational members (Totawar & Nambudiri, 2014).

Major, Morganson, and Bolen (2013) researched predictors of occupational and organizational commitment outcomes among IT professionals and explored gender differences and similarities in the relative importance of predictors. They argued that satisfaction with growth opportunities, job security, job stress, and work-family culture related to commitment outcomes as expected, accounting for the most significant variance in organizational commitment. Additionally, Major et al. (2013) found that

women weighted growth satisfaction and work-family culture more strongly than men, whereas men weighted job security more heavily than did women.

Organizational Support

Perceived organizational support (POS) is a major social exchange mechanism in an organizational context that refers to global beliefs held by employees regarding the extent to which their organization values their contributions and cares about their well-being (Chao-Chan & Na-Ting, 2014). The perspectives of the social exchange theory encompass perceived organizational support and attracts considerable research interest in the area of organizational behavior (Chao-Chan & Na-Ting, 2014). Social exchange theory suggests that an organization's efforts in helping employee's job-leisure conflict will be reciprocated by employee in a way where he or she feels that he/she has returned the favor (Sharma & Nambudiri, 2015).

Further, apparently if the organization is willing to invest in creating leisure and recreational facilities for the employees, employees are likely to invest more of their time and relationships with the same organization (Sharma & Nambudiri, 2015). Employees with high levels of perceived organizational support believe that the organization values their contributions and cares about them (Chao-Chan & Na-Ting, 2014). Compared with low-POS employees, high-POS employees more strongly believe that greater efforts will yield greater rewards (Chao-Chan & Na-Ting, 2014).

Reasons for Turnover

Turnover researchers often analyze individuals' employment experiences, looking at the process by which some individuals decide to leave (Shipp, Furst-Holloway, Harris,

& Rosen, 2014). Yet, understanding what is driving it can mitigate with the amount of turnover that is experienced by an organization (Jain, 2013). A substantial amount of research has focused on two purposes: (a) discovering why individuals leave an organization (i.e. the predictors of turnover) and (b) how they leave (Shipp et al., 2014). The common nature of staff turnover does not underscore its importance and the effects that high turnover can have on organizations (Khoele & Daya, 2014).

Today, knowledge is a commodity and thus skilled knowledge workers are vital for organizations' success (Khoele & Daya, 2014). Their increased turnover has an adverse effect on productivity and profitability (Khoele & Daya, 2014). High staff turnover is a cause for alarm, not only because of the costs associated with recruitment, selection, and training, but also due to the increasing scarcity of experienced talent (Khoele & Daya, 2014).

The after effects of employee turnover are apparently costly in terms of hiring and training a new employee according to the job role (Sharma & Nambudiri, 2015). Reasons outside the control of the company include employee retirement, advancement to other parts of the organizations, promotions within the same group, illness, and changes in the employee's personal circumstances (Jain, 2013). There are many misconceptions regarding turnover, including: (a) people quit because of pay, and (b) people quit because of their dissatisfaction with their jobs where there is little managers can do directly to influence turnover decisions (Allen, Bryant, & Vardaman, 2010).

Considerable efforts have been exerted toward research on employee turnover, though no one theory has been found to explain the behavior of employee turnover (Shin,

Koh, & Shim, 2015). Employees leave agencies for different reasons, usually voluntarily, but sometimes turnover takes place on an involuntary basis (Bliss, Gillespie, & Gongware, 2010). Turnover behavior can reflect different types of actions that lead to turnover, such as quitting a job, being fired from a job, or option for retirement (Clausen, Tufte, & Borg, 2014). Research included primarily concentrated on voluntary turnover because the primary focus is to try to understand why employees quit (Bliss et al., 2010). From an organizational point of view, the consequences of employee's leaving are essentially the same, whether the turnover is voluntary or involuntary (Bliss et al., 2010).

As interest in occupational stress increases due to its tremendous impact, Hwang, Lee, Park, Chang, and Kim (2014) have identified several topics relating to the important role of occupational stress in employee turnover. Stress, which is an individual's physical or psychological response to unusual situations, is viewed as a common and essential part of life (Hwang et al., 2014). Stress has become linked to employment because employees spend considerable time exposed to occupational stress (Hwang et al., 2014).

Job dissatisfaction and the ease of movement include the label as additional reasons as to why turnover exists. Furthermore, the relationship between satisfaction and voluntary turnover was stronger when the unemployment rate was low. Drenzo and Greenhaus (2011) argued that the ability to move between jobs enables workers who are dissatisfied to leave their jobs for other opportunities, and that voluntary turnover is lower among highly employable individuals and employees who are highly unemployable when paired with regularly employable individuals (Drenzo & Greenhaus, 2011). Providing a

stimulating workplace environment, that fosters happy, motivated and empowered individuals, lowers employee turnover and absentee rates (Jain, 2013).

Research has focused on physical health and behavioral risks, though studies from a range of disciplines acknowledge that other elements of overall well-being are influential (Sears, Shi, Coberley, & Pope, 2013). Overall well-being is a multidimensional construct that considers a range of important life domains related to work, finances, emotional health, physical health, and behavioral risks, as well as the quality of one's social connections and community (Sears et al., 2013). This represents a broader definition of health that accounts for social, psychological, and environmental influences beyond physical health alone (Sears et al., 2013). There is strong evidence that these elements of well-being are associated with a range of human capital costs to employers' outcomes (Sears et al., 2013).

The input for the human information processing system is external stimuli (Shin et al., 2015). In the process of the turnover decision, changes in available alternatives, organizational situations, and demographic characteristics can be regarded as external stimuli (Shin et al., 2015). When studied from this point of view, work/life balance has a significant importance (Tayfun & Catir, 2014). The concern for employee turnover is so critical because it results in the loss of valuable knowledge assets from an organization's experienced employees (Song et al., 2011). Employee turnover is one of the more frequently analyzed in the management field because of its negative influences on organizational performance and climate (Song et al., 2011).

Managerial turnover on firm outcomes is not a new topic. Managerial derailment delivers costly consequences for organizations (Carson, Shanock, Heggstad, Andrew, Pugh, & Walter, 2012). Manager background and personal characteristics are unknown but likely to be vital for firm outcomes and turnover. The main conclusion from previous studies is that the degree of effects of management changes is significant, but the economic significance is small in terms of performance improvements, where manager quality does not seem to matter in predicting turnover (ter Weel, 2011). Managers who exhibited the dysfunctional interpersonal tendencies that coincided with someone who *moved against people*, were more likely to engage in derailment potential behaviors, and subsequently get fired or quit (Carson et al., 2012).

The costs associated with an organization's high voluntary turnover rate are well documented in turnover literature (Costigan, Insinga, Berman, Kranas, & Kureshov, 2012). Large replacement costs occur when voluntary turnover is high (Costigan et al., 2012). There may be some benefits to voluntary turnover, however, the problems that arise from a high voluntary turnover rate are significant (Costigan et al., 2012).

Minimizing the turnover of skilled employees is a key goal because the experienced and most knowledgeable employees help the organization in building customer satisfaction and loyalty (Huang & Chang, 2012). Employee turnover remains very costly, as expenses due to recruiting, training, and lost productivity can be excessive (Huang & Cheng, 2012). Kaifeng, Lepak, Jia, and Baer (2012) contrasted the different levels of the work and family conflict on turnover intention between male and female employees.

A sample of two service industries, full-service restaurants and retail stores in Taiwan, was drawn to test nine hypotheses set forth by Kaifeng et al. (2012). The hypotheses focused on the effects of work-family conflict (WFC) and family-work conflict (FWC) and how they affected job stress, job satisfaction, and turnover intention (Kaifeng et al., 2012). Perceptions of WFC, FWC, job stress, job satisfaction, and turnover intention were gathered from 371 respondents via surveys (Kaifeng et al., 2012).

A confirmatory factor analysis along with multiple regression models showed that WFC affects female employees' job stress more strongly than it does in males. Second, FWC and job stress have stronger effects on turnover intention among female service employees. Kaifeng et al. (2012) found that managers need to provide more organizational supports and concerns to help them eliminate conflicts and stress.

A large body of research indicated that in utilizing various systems of HR practices intended to enhance employees' knowledge, skills and abilities, motivation, and opportunity to contribute, there are positive outcomes such as increased commitment and lower turnover (Kaifeng et al., 2012). Liu, Hui, Lee, and Chen (2012) found that high turnover has a significant negative impact on organizations' productivity and profits. Particularly, turnover of highly educated employees can erode the organization's competence as having a strong knowledge base, and less traditional employees are more likely to leave the organizations than more traditional employees when employers fail to fulfill their employer psychological contracts (Liu et al., 2012).

Some turnover may be healthy for an organization; mitigating unwanted turnover is critical to organizational health and effectiveness (Lopina, Rogelberg, & Howell,

2012). As a constant analysis of the turnover rate of the U.S. job market continues, the analysis is done so in order to determine the growth of job insecurity and instability and to identify its causes (Monks, 2012). Job insecurity includes the link to various health-related, attitudinal, and behavioral consequences (Stiglbauer, Selenko, Batinic, & Jodlbauer, 2012).

Job security is associated with (a) lower levels of physical health, (b) general well-being, (c) job satisfaction, (d) organizational commitment, and (e) performance, and coincides with increased employee withdrawal behaviors such as turnover intentions and actual turnover (Stiglbauer et al., 2012). The last three years has brought about research that has gone beyond studying job insecurity consequences, and has shifted to understanding what factors influence the relationship between job insecurity and its consequences and how job insecurity consequences develop over time (Stiglbauer et al., 2012). Stiglbauer et al. (2012) revealed that work involvement buffered the negative effect of job insecurity on well-being, and that the stress process associated with job insecurity differs, depending on which aspect of general well-being includes investigation.

Small Business Turnover

A plethora of research included the reasons for turnover in large corporations, however, there has been considerably less research with a focus on small businesses. The last twenty years has brought an increasing interest in understanding the relationship between systems of HR practices and firm performance. Strategic human resource management (SHRM) researchers have argued that systems of HR practices can enhance

the ability and motivation or an organization's human capital (Allen, Ericksen, & Collins, 2013).

Allen et al. (2013) analyzed the effects of commitment-based HR management practices on the performance of small businesses and found that HR practices in small businesses that are based on a leaders' views of employee commitment are positively related to revenue growth and perceptions of performance, therefore increasing job satisfaction and decreasing turnover (Allen et al., 2013). Russell (2013) argued that history strongly suggested that survey measures of employee attitudes or percepts are unlikely to explain more than 15-20% of the variance in chronic voluntary turnover. Instead of chasing the ultimate model that will allow researchers to analyze turnover adequately, one needs to focus more on how resulting turnover decision models change over time (Russell, 2013). Since employees must work within an organizational culture, they should adapt themselves to their company's circumstances (Hwang et al., 2014).

Employee Intention to Quit

Turnover intention is the cognitive process of thinking about quitting one's job, planning on leaving, or feeling the desire to leave (Campbell, Im, & Jisu, 2014). Some turnover is normal and even considered important for the health and viability of an organization in the long run (Wynen & de Beeck, 2014). Voluntary turnover of key employees can be costly to business (Allen et al., 2010).

The recruitment and training of new employees represents an upfront investment for organizations, and losing these employees to voluntary turnover can result in significant costs and other negative consequences (Campbell et al., 2014). Organizations

also have to incur cost in terms of employee's deviant behavior and consequent sub-optimal work performance during their growing intention to quit (Sharma & Nambudiri, 2015). This becomes of paramount importance to understand the factors that instigate employees to think about quitting the organization (Sharma & Nambudiri, 2015).

Further, the consistent intention to quit for a longer time may also be detrimental to the organization as this negatively influences other employees, their work performance and anxiety level (Sharma & Nambudiri, 2015). Many view job choice and turnover intent as an aspect of work (Yu-Ping, Mei-Huei, Hyde, & Hsieh, 2010). Replacing employees becomes more difficult because talents are scarce due to the upcoming shortage arising from retirement (Hatun, 2010). Consequently, the underlying bias of turnover research is that voluntary turnover is mostly a negative outcome for an organization (Wynen & de Beeck, 2014).

Offering one type of wage compensation over another is one type of practice, as is including various types of non-wage compensation, such as mobility in the case of health insurance and traditional pension plans (Yu-Ping et al., 2010). A benefit that is often praised as being favorable to employees is tuition reimbursement, which firms provide for the direct cost of coursework taken by employees (Yu-Ping et al., 2010). Yu-Ping et al. (2010) found that non-wage compensation such as tuition reimbursement programs reduces turnover through (a) complementarities and (b) mobility costs.

Complementarities, for example, include correlating how general skills directly affect the relative productivity at the current employer as compared to other employers (Yu-Ping et al., 2010). The efficiency-related dimension of performance initiatives,

insofar as they affect the workload and resources of employees, may have distinct effects (Campbell et al., 2014). Yu-Ping et al. (2010) argued that mobility costs imposed by employers played a key role in reducing turnover intention when these requirements stipulate continued employment longer than 12 months (Yu-Ping et al., 2010).

Over the years, the average tenure of employees has come down, and with talent being in short supply, companies are always vying for new employees (Premalatha, 2011). Managing employee job motivation and turnover rates is an important element of the human capital strategy (Campbell et al., 2014). Organizations need to pay attention to work value as an important factor related to quality of work life as they continue to develop strategies in order to reduce attrition (Campbell et al., 2014).

Worklife balance is the degree to which employees consider that they can achieve a satisfying mix of work and non-work activities (Scanlan, Meredith, & Poulsen, 2013). Ruey-Juen, Chen-Wei, Cheng-Min and Bor-Wen (2014) observed that there is a significant, direct, and positive effect of work value on quality of work life, a significant, direct, and negative effect of work life on turnover intention, and an indirect negative effect of work value on turnover intention through quality of life. Additionally, various work stress dimensions have been shown to be associated with increased intentions to quit (Gray & Muramatsu, 2013).

Human resource managers are faced with cutting costs in the present job market while at the same time, hiring the job talent that will help to meet the mission of the organization. With this in mind, it is important to understand why an employee voluntarily chooses to leave an organization, as the costs to replace a single employee

often times exceeds one and half times the employee's annual salary (Palanski, Avey, & Jiraporn, 2014). Abusive leadership causes emotions that create a negative bias, and in turn, forces individuals to give increased significance to negative events and personal actions than they would positive events of the same magnitude (Palanski et al., 2014).

Palanski et al. (2014) argued that ethical leadership is a behavioral trait and is able to be practiced and developed, and furthermore, their character is only one small component of ethical leadership behavior and does not make up the complete individual. While ethical leadership is beneficial for the organization, it is also expected. The expectation of ethical leadership may force leaders to reinforce perceptions of ethical leadership in order to maintain high job satisfaction and alleviate voluntary turnover (Palanski et al., 2014).

An ethical climate is one that is created when a company's internal ethics or behavioral decisions satisfy expected standards or norms. Turnover intentions are often considered to have a level of influence on organizations (Feng-Hua, You-Shiun, & Kun-Chih, 2014). An assumption of turnover studies is that turnover is an important organizational problem, and a result, it should be reduced (Yongbeom, 2013). The human capital theory states that specific knowledge may result in specific costs if those employees who house that knowledge quit. Hence, most turnover studies have primarily focused on why employees quit and how to prevent employee turnover (Yongbeom, 2013).

Scholars have conceived numerous theories and constructs to understand better and predict job quits. Regardless of the different theories, virtually all turnover

perspectives assume the following sequence: Distal antecedents (e.g., job characteristics, personality) to attitudinal antecedents (e.g. job satisfaction) to criterion space (e.g. quit intentions and voluntary quits) (Hom, Mitchell, Lee, & Griffeth, 2012). Tayfur, Bayhan, and Metin (2013) argued that in order for good workplace management to be in place, two processes are equally important in providing for it: organizing interventions on how to allocate the rewards and to implement decisions in a fair manner, and providing training programs for employees to address how to cope with work stress.

To ensure the reward system is effective and motivates the desired behaviors, it is essential to consider carefully the rewards and strategies utilized and ensure the rewards are linked to or based on performance (Chomal & Baruah, 2014). Any performance measurement system must be tied to compensation or some sort of reward (Chomal & Baruah, 2014). The economic environment causes the reduction of individual's perception of what having job satisfaction means, in favor of the perception for having a job (Secara, 2014). Rewarding performance should be an ongoing managerial activity, not just an annual pay-linked ritual (Chomal & Baruah, 2014).

Burnout includes examination as part of stress resulting from work (Thomas, Kohli, & Jong, 2014), and involves physical, mental and emotional exhaustion due to long-term involvement in emotionally demanding situations (Jasperse, Herst, & Dungey, 2014). It is a multi-faceted concept, consisting of three sequential components that are the results of chronic stress (Jasperse et al., 2014). The first stage of burnout is emotional exhaustion where individuals feel emotionally overwhelmed by the demands of others (Jasperse et al., 2014). The second stage, depersonalization, occurs by inappropriately

attempting to cope with exhaustion (Jasperse et al., 2014). The final stage is a decreased sense of personal accomplishment (Jasperse et al., 2014). Cheng, Bartram, Karimi, and Leggat (2013) argued that there is a benefit of establishing a strong team climate in buffering the effects of hiding on burnout and turnover intention.

Organizational injustice within a workplace environment acts as a workplace stressor that triggers emotional reactions such as exhaustion, cynicism, and helplessness (Tayfur et al., 2013). These reactions bring upon dysfunctional attitudes, much like turnover intentions (Tayfur et al., 2013). Stressors in either work or non work domains may contribute to conflict between job-related and personal commitments and this in turn can impact perceptions of work-life balance and well-being (Scanlan et al., 2013).

Employees who perceive that they invest in a high degree of effort in their work, but receive little in return, are more likely to experience poorer well-being at work than those with better perceived balance between effort and reward (Scanlan et al., 2013). Perceptions of effort and reward are useful measures of job-related factors that may contribute to, or diminish, well-being at work (Scanlan et al., 2013). Managers must encourage the use of teamwork by establishing a shared climate, that incorporates a clear team vision, high task orientation, high levels of participation safety, strong support for innovation and high interaction frequency (Cheng et al., 2013).

Retention

Organizations strive to attract, recruit, and retain qualified and productive employees, as human capital is essential for organizational effectiveness (Rehman, 2012). Recruitment and retention of knowledgeable employees has become a global issue

(Aruna & Anitha, 2015; Rehman, 2012). Businesses face the challenge of replacing 70 million experienced and talented workers over the next 20 years as the Baby Boomer generation retires (Oladapo, 2014). The challenge comes at the same time as seismic shifts in the workforce, global economic stagnation, historically high unemployment, and global security threats (Oladapo, 2014). To remain competitive, executive management must develop stable, long-term talent management strategies to attract, hire, develop, and retain talent (Oladapo, 2014).

A highly-competitive business environment among fast developing countries makes the retention of talented employees a predicament that many organizations face (Idris, 2014). Accomplishing these goals in a successful manner can be challenging (Earnest, Allen, & Landis, 2011). The recruitment and retention of key employees remain critical issues for organizations (Al-Emadi, Schwabenland, & Qi, 2015; Earnest et al., 2011). Retention of current staff reduces the costs associated with recruiting and training new employees (Laudicina, Moon, Beck, & Craft, 2014).

Human resource managers are under constant pressure to provide a strong contribution to the organization, based on the functions that relate to the way the workers are attracted, developed, appraised and maintained in the organization. Members of the organization gauge their perceptions, attitudes, and behaviors, often on the experience they had with their HR manager (Ribeiro & Semedo, 2014). Organizations, in order to remain competitive in the marketplace and to accomplish high performance, need to possess an organizational service orientation as they steer the organizational activities of their employees toward the organizational goal. Human resource managers need to

perform service-oriented behaviors and reach positive performance by creating a service-oriented culture at the organizational level (Jung & Yoon, 2013).

Job satisfaction is one of the strongest predictors of intent to stay and retention (Li, 2015). Employee engagement includes exploration as one avenue for examining retention strategies (Shacklock, Brunetto, Teo, & Farr-Wharton, 2014). Loyalty is effective for retention where job satisfaction is already low (Ashmore & Gilson, 2015). Kanwar et al. (2012) found that job satisfaction increased organizational commitment, and both job satisfaction and organizational commitment decreased turnover intent and increased employee retention.

A recent government survey found that 51% of job separations were due to individuals quitting their jobs; for the first time since 2008, the number of individuals leaving jobs of the own accord outnumbered those who were laid off from jobs (Tillman, 2013). The 2012 Aflac WorkForces Report, an annual report that studies the forces that affect the trends, attitudes, and implementation of employee benefits, found that nearly half of employees surveyed included an increased likelihood to look for a new job in 2012 (Tillman, 2013). The Aflac report found reasons as to why these workers were no longer wanting to be retained by their current employer (Tillman, 2013). The list included the findings that the workers are likely to be physically and financially stressed out, they feel their employers are not taking care of them, they do not believe their company has a great reputation, and they are largely dissatisfied with their jobs (Tillman, 2013).

Mentoring is a key aspect of these two functions, especially to include junior faculty (Steele, Fisman, & Davidson, 2013). A mentoring relationship is one that may vary along a continuum from informal/short-term to formal/long-term in which faculty with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support, or opportunity to another employee for that individual's professional development (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005). The overall conclusion is that there is a (a) link between job satisfaction, (b) organizational commitment, (c) reasons for turnover, (d) employee intention to quit, and (e) retention (Berk et al., 2005). Additionally, the information provided the justification for the choice of the research question, research method, and research design that guided the study.

Transition

Retention issues and employee turnover continue to plague organizations. Turnover is problematic because it results in the loss of valuable knowledge from an organization's experienced employees (Song et al., 2014). Despite implementing strategies to combat turnover, organizations continue to face retention challenges. Previous research provides clues as to the specifics of these challenges including job dissatisfaction, working environment, and the lack of organizational commitment.

Retention strategies uncovered by the literature review include career promotion opportunities, participation in decision-making, and management satisfaction. Having an understanding of these strategies may contribute toward implementing effective strategies for retaining employees. Several researchers (Hwang et al., 2012; Idris, 2014; Shier et al., 2012) studied retention strategies for retaining employees to understand the

phenomenon. These researchers confirmed the need for retention strategies for retaining employees.

In Section 2 of this study, I will describe the methodology to answer the guiding research questions in Section 1. I will utilize the qualitative research method in the form of a case study to interview managers of a small financial institution in Northeast Kansas. In Section 3, I will describe the outcome connected to the findings of this study.

Section 2: The Project

Purpose Statement

The purpose of this qualitative exploratory case study design was to explore the strategies managers use for successfully reducing turnover. The targeted population was comprised of a minimum of 10 supervisors and the HR manager of a credit union in Northeast Kansas, who were in a leadership role for a minimum of 1 year and had experience in strategic methods to reduce employee turnover. The implication for positive social change included providing a better understanding of employee retention and increasing knowledge of what influences employee turnover.

Role of the Researcher

My role in this qualitative case study was to obtain Institutional Review Board (IRB) approval and seek the necessary permission from the participants of my study, in addition to serving as the data collection instrument. I gathered data that emerged from the interviews (Ibrahim & Edgley, 2015), triangulated the data, analyzed the data and created complete descriptions of the data to confirm the validity of the results. I did have a prior working relationship with a few of the participants who will be participating in the study.

I gained the trust of my participants as well as having their privacy maintained by ensuring the safeguarding of the data that I gathered through the interview process as per the protocol established in the Belmont Report. The Belmont Report, which implemented the gold standard definition of biomedical research, delineated three ethical principles to

protect the rights and well-being of individual research participants (Mikesell, Bromley, & Khodyakov, 2013).

First, individuals should be given sufficient information about the study and should independently decide whether they want to participate. Second, researchers are required to maximize benefits and minimize harm to research participants by carefully considering the risk-benefit ratio of participation. Finally, the fairness principle requires that researchers equitably distribute the risks and benefits associated with research across society (Mikesell et al., 2013).

My intent was to ensure contact with my participants in a continuous attempt to persuade them to take part in my study. A case study requires that I develop *how* or *why* questions that would be the rationale for the case study (Yin, 2014). Interviewing participants benefited my study as I was not only able to present my questions verbally, but I was able to view the participants' reactions to my questions and listened for audible voice inflections as the participants give their answers.

The interview process encompasses different forms and different degrees of power. This power shifts back and forth between the interviewer and the interviewee. I mitigated bias by asking all questions in the same manner, same tone, and same wording for each participant. One feature about the interview is that both the interviewer and the interviewee may use their respective powers to negotiate the level of information provided to the study (Anyan, 2013).

Participants

A proper selection of participants is important to the success of a doctoral study, as it is imperative to gain access to the managerial staff of my proposed site (Marshall, Cardon, Poddar, & Fontenot, 2013). This study included at least 10 participants from a financial institution in Northeast Kansas. Requirements for the study included that participants are over 18 years of age, had been in a leadership role for a minimum of 1 year, and had experience in employee turnover. The number of interviews conducted for qualitative studies correlates with cultural factors (Marshall et al., 2013). This criterion allowed the interviewee to answer the open-ended questions from an experienced perspective. Traditional ways of computing the minimum sample size are based on sampling theories such as simple random sampling (SRS), exogenous stratified random sampling (ESRS), and choice-based sampling (CBS) (Rose & Bliemer, 2013).

I solicited study participants via email based on a list from the vice president of human resources of all personnel who meet the required criteria (Reischauer, 2015). Study participants had an understanding of the research process and their rights as a participant through the informed consent form (Appendix A). The informed consent form discussed the scope of research and asked participants to provide their signature as evidence of their willingness to participate in the study.

Research Method and Design

Research Method

This study used the qualitative research method. I explored strategies managers use for successfully reducing turnover. A qualitative research method meets the needs of

this study, where the goal is to explore the in-depth experiences of the participants by studying qualitative data such as interview responses (Carrick, 2014). Qualitative research is valuable in collecting data about morals, actions, and social circumstances of particular populations. This type of data illustrates the reasons why employees voluntarily leave an organization and what supervisors are doing to reduce turnover (Kolar, Ahmad, Chan, & Erickson, 2015).

The quantitative research method does not meet the needs of this study because this method entails determining if a theory is correct (Barnham, 2015). Mixed method research does not coincide with the needs of this study, as this method utilizes both approaches together (Archibald, Radil, Xiaozhou, & Hanson, 2015). The goal of this study was not to test a hypothesis or examine relationships between dependent and independent variables, but exploring the reasons why employees voluntarily leave an organization and what supervisors are doing in order to reduce turnover.

Research Design

I used a qualitative exploratory case study, which allowed the researcher to study the need for retention strategies in a real-life setting (Baskarada, 2014). I collected my data through the conducting of interviews. This strategy allowed the participants to describe what is meaningful or important to him or her using his or her words rather than being restricted to predetermined categories (Sewell, 2014).

Ethnography focuses on the shared patterns of an entire culture group. An ethnographic design is not appropriate because the researcher focuses on an entire culture of people to gain perspectives from those who are living in that culture (Yin, 2009).

Phenomenology describes the common meaning for several individuals of their lived experiences or a concept or a phenomenon and did not work for this study because the goal of this study was to explore the reasons why employees voluntarily leave an organization and the strategies supervisors use to reduce turnover. Grounded theory did not work for this study because the intent of a grounded theory study is to generate or discover a scientific theory (Foley & Timonen, 2015).

Data saturation was achieved when I collected enough data that no new data is obtained and information begins to replicate (Habersack & Luschin, 2013). Data saturation was obtained through the observation of institutional processes across different branches within the organization. I looked for repetitive answers and common themes throughout the interviews by constructing a saturation grid, wherein major topics are listed on the vertical and interviews to be conducted are listed on the horizontal (Brod, Tesler, & Christiansen, 2009). The case study design provided the best approach for collecting data over the other designs such as ethnography, phenomenology, and grounded theory.

Population and Sampling

I utilized purposeful sampling in this study. Purposeful sampling is a nonprobability sampling technique most effective when researchers need to understand participants' perspectives (Richardson, 2009). This strategy involved the interviews of at least 10 supervisors and managers of a financial institution in Northeast Kansas. The selection included supervisors and managers who had been in a leadership role for a minimum of one year and had experience in employee turnover.

This sampling method was used because the participants all had met a particular criterion. I selected at least 10 participants because I wanted to ensure that the answers and data received came from individuals who had been in a leadership role for at least one year and had experienced employee retention, employee turnover, and the processes put in place by the financial institution. Purposeful sampling allows researchers to intentionally sample a group of people who have the best information about the problem being investigated (Walker, 2012).

Interviews were scheduled for a time and date convenient for both the participant and me. Boardrooms were utilized as the locations for the interviews. The interview setting was comfortable and nonthreatening. Each interview lasted approximately 20-30 minutes.

Saturation determines the purposeful sample size (Walker, 2012). Data saturation will be obtained through the observation of institutional processes across different branches within the organization. I looked for repetitive answers and common themes throughout the interviews. Saturation occurs when no new data is collected, when no new themes emerge, and there is enough information to replicate the study (Fusch & Ness, 2015).

Case study research maintains a holistic view (Kaya, 2014), where data is collected by observing, interviewing, and reviewing pertinent documents obtained from each case. In the purest form, a case study research design that bases its analysis on inductive and constant comparison procedures seeks to discover categories or patterns that develop without any preconceived assumptions (Dutra, 2013). The interviewing of

the supervisors located at various branches, allowed the ability to obtain data regarding employee retention and employee turnover issues, and analyzed the data in a way that brings together a solution through the multiple perspectives.

Ethical Research

To ensure the ethical protection of the study participants, I obtained approval from the Walden University IRB prior to collecting data. Upon obtaining permission from the IRB, I sent a participation inquiry to the participants who met the necessary criteria in order to participate in my study. The participants received this form via email.

A sensitive topic for research invariably involves vulnerable people, and concerns about the impact of participation can lead to conservative judgments when assessing the benefits and risks (Sque, Walker, & Long-Sutehall, 2014). The Informed Consent for Participants form advised the participants of the assurance of confidentiality and detailed the intent of the study (Wolf et al., 2015). Participants were asked to respond via email with the words 'I consent', advising me of their voluntary willingness to participate in the study (see Appendix A). I advised participants that they can withdraw from the study at any time without penalty, whether verbally or in writing (Nguyen et al., 2015).

The participants were not offered any incentive for their voluntary participation in the study (Layne-Farrar, Liobet, & Padilla, 2014). To ensure confidentiality, I masked the names of the participants and the subject business (Dawson, 2014). Participants were labeled P1 and P2, and the business was labeled as ABC Company to ensure privacy (Wolf et al., 2015).

I stored the signed consent forms and interview notes in a locked safe. The consent forms and interview notes will be stored for five years. All consent forms, interview notes, and transcribed data will be shredded after the five years.

Data Collection Instruments

I was the primary data collection instrument. A semistructured interview process was used for data collection. Each interview included 10 open-ended questions covering the participant's experience and perception of the reasons why employees voluntarily leave an organization and what supervisors are doing to reduce turnover (see Appendix B).

Interview questions 1-5 related to Hamal and Prahalad's (1990) core competence theory and interview questions 6-10 related to McGregor's (1960) X-Y theory. Also, the company's documents and archival records data complimented the data obtained through the semistructured interviews. Yin (2014) recommended the triangulation of interview data with additional data sources.

The goal of the semistructured interviews was to measure perceptions of the reasons why employees voluntarily leave an organization and the steps that supervisors take to reduce attrition. The direction of the interview questions was aided by the central research question. I ensured that the research instrument meets the needs of the study before commencing this study by selecting expert researchers with previous research experience regarding reducing attrition in the workplace (Thomas, 2015).

I ensured validity and credibility by using a member checking process, which allowed me to collaborate with the participants to ensure that the interpretation of the data

is correct (Tobin & Begley, 2004). This study did not need a field test, for member checking was sufficient to validate the accuracy of the transcript. Additionally, the interview questions were asked in the same way to ensure consistency and to alleviate bias.

Data Collection Technique

I conducted semistructured interviews in this study. Interviews were scheduled for a time and date convenient for both the participant and me. Boardrooms were utilized as the locations for the interviews. Each interview lasted approximately 20-30 minutes.

I utilized data collected from the semistructured interviews conjunction with additional company data. The knowledge acquired is not limited to what is reported in the case study, but also includes tacit knowledge gained by the researcher by being exposed to the experience of observing the phenomenon (Mariotto, Pinto Zanni, & De Moraes, 2014). I collected data from different data sources, including interviews, during case study research (Yin, 2014).

I provided a transcript to each participant to ensure that the data that I have collected coincides with the answers that the participant provided during the semistructured interview. Advantages of semistructured interviews are that they provide valuable information from the context of participants experiences and the use of pre-determined questions provides uniformity (Fitzgerald, Platt, Heywood, & McCambridge, 2015). Disadvantages of semistructured interviews include the time necessary to collect and analyze data and the requirement of some level of training to prevent the interviewer from suggesting answers (Topkaya, 2015). Audiotaping the interviews allowed me the

advantage of ensuring that they can capture complete answers given by study participants. After the interviews, the interviewees participated in the member checking process, which allowed the interviewee to correct errors, challenge interpretations, and assess results (Reilly, 2013).

Data Organization Technique

I audiotaped the interviews with the consent of the participant. Furthermore, the transcribed audiotaped interviews were entered verbatim into a Microsoft Word document. The data and transcribed interviews will be kept in electronic folders using robust, reliable storage technology (Jianghong, Wenfen, & Xuexian, 2015). NVivo 10 software inputted and stored data for coding and exploration of themes.

The confidentiality and anonymity of each study participant was protected by assigning generic codes to each participant. Confidentiality does not necessarily preclude intrusion. Anonymity by itself is not enough to protect a person's privacy or prevent disclosure of personal issues (Sanjari, Bahramnezhad, Khoshnava, Shoghi, & Ali Cheraghi, 2014). Each participant was assigned a number from 1 to 10, or higher if needed, preceded by the letter P (for participant).

I stored confidential data to ensure participants' protection as recommended by Su-Hyun and Im-Yeong (2015). Therefore, stored data on a password-protected flash drive in a locked safe, and I will keep the data for five years. All written material and the flash drive will be destroyed after the five years.

Data Analysis

The qualitative researcher, through conducting interviews, studies objects in their natural settings to determine the meanings people bring to them (Gizir, 2014). I asked each participant the interview questions listed in Appendix B. In addition to the data that was collected from face-to-face interviews, methodological triangulation of other data sources such as the company's documents and archival records data was used (Yin, 2014).

Triangulation is a credible and useful method of conducting research, that can result in an increase in both quality and quantity of data gathered (Begley, 1996). Begley (1996) argued that utilizing triangulation may improve the validity of data obtained and, if clearly documented, increase the credibility of the findings. I made visual observations during the face-to-face interviews, specifically regarding visual cues that the participant displayed when answering my questions.

These cues were instrumental in determining the accuracy of the participants' answers. The data analysis highlighted themes that answered the central research question. Though methodologies differ, the analysis is the most crucial aspect of any study, due to the ability to inform the presentation of data in the study findings (Whiffin, Bailey, Ellis-Hill, & Jarrett, 2014). Data analysis provided a framework to understand reasons why employees voluntarily leave an organization and what supervisors are doing to reduce turnover.

I analyzed the data after collection of the data. The data included organization in categories that were derived from the findings from the literature review. These

categories were (a) retention, (b) reasons for turnover, (c) organizational commitment, (d) job satisfaction, (e) employee intention to quit, (f) job embeddedness, (g) commitment factors, (h) organizational support, and (i) small business turnover. The data collected dictated the true categories. This approach identified why employees voluntarily leave and organization and what management does to minimize turnover.

The data analysis method used included: (a) compiling the data, (b) disassembling the data, (c) reassembling the data, (d) interpreting the meaning of the data, and (e) concluding the data (Yin, 2011). Textual transcripts were imported from Microsoft Word into NVivo 10 software before compiling the data. Compiling is the process of organizing the data (Yin, 2011). Disassembling the data commenced after the data was compiled. The disassembling included coding the data (Yin, 2011). Proper coding allowed the identification of themes.

Once the data is disassembled, I began reassembling the data. Yin (2011) found that reassembling involves considering all the data until emerging themes are satisfactory. The next step was to interpret the meaning of the data. Yin (2011) also found that interpreting the data requires the researcher to provide their own interpretation of the data. Concluding the data was the final step. This included originating statements that noted the findings of a study from the viewpoint of a larger set of ideas (Yin, 2011).

Humble (2015) suggested that the use of Computer-Assisted Qualitative Data Analysis Software (CAQDAS) such as NVivo 10 is on the rise and that it is now commonly used. NVivo 10 allowed me to input data, store data, code data, and explore

themes and patterns. This software allowed the ability to maintain my data in a single locale with easy access to information.

The conceptual framework closes the gap in the literature by classifying previous studies in a way that is easy to understand and implement (Kumar, 2014). I analyzed the data utilizing Hamal and Prahalad's (1990) core competence theory and McGregor's X-Y (1960) theory. Observing retention strategies utilizing Hamal and Prahalad's Core Competence theory and McGregor's X-Y theory allowed the ability to collect data with well-established theories relevant to the phenomenon.

Reliability and Validity

A qualitative researcher implements numerous methods to achieve reliability and validity. Creating and implementing reliability and validity strategies are important within any study to ensure the results are valid and trustworthy (Wahyuni, 2012). A researcher achieves credibility when research data provides detailed articulation of the meanings of data to understand the phenomenon under investigation (Moriarty, 2014).

Reliability

A rising demand to employ criteria, strategies, and tools to promote the quality and rigor of such studies provides an increased acknowledgment of the value of qualitative research (Zitomer & Goodwin, 2014). Credibility is enhanced by the researcher describing their experiences as a researcher and verifying the research findings with the participants through the member checking process. To support credibility when reporting a qualitative study, the researcher should demonstrate engagement, methods of observation, and audit trails (Cope, 2014).

Researchers should present precise reviews of previous literature connected to the study and a non-biased report of the findings (Rennie, 2012). I ensured reliability by documenting the data collection process, analysis, and interpretation of the data. Furthermore, understanding the stability of the data, and the relationship that the researcher must maintain with the study participants ensures reliability (Rennie, 2012).

Researchers should use notes, interviews, recordings, and observations to gather data. Triangulation is the use of several of these methods. Using various collections methods allows the researcher to critique and compare the data attained from different sources, therefore adding credibility to the study. Credibility is highly dependent on the reliability and validity of the study. Reliability and validity are addressed by how accurate the recorded information is and how well the researcher interprets the findings (Swafford, 2014).

Validity

Lincoln and Guba (1985) proposed four criteria to determine the validity of qualitative research: (a) credibility, (b) dependability, (c) confirmability, and (d) transferability (Lincoln & Guba, 1985). Credibility refers to the value and believability of the findings (Lincoln & Guba, 1985). I ensured credibility by using a member checking process, which allowed me to collaborate with the participants to ensure that the interpretation of the data was correct (Tobin & Begley, 2004).

Dependability includes the description of the stability of the data (Tobin & Begley, 2004). The researcher establishes dependability through member checking of the data by ensuring that the researcher and the study participant agree on the interpretation

of the data collected. Confirmability refers to the neutrality and accuracy of the data and is closely linked to dependability. I maintained confirmability through the proper data collection and storage of the data. The processes for establishing both are similar (Tobin & Begley, 2004).

Transferability indicates whether or not particular findings can be transferred to another similar context or situation, while still preserving the meanings and inferences from the completed study (Tobin & Begley, 2004). Open-ended questions helped to discover research findings that were transferred to other research studies. The completeness of data is concerned primarily with gathering multiple perspectives from a variety of sources so that as complete a picture as possible can be portrayed (Houghton, Casey, Shaw, & Murphy, 2013).

In the context of case-study research, the strength of the study design is the opportunity to use different sources of evidence through triangulation (Houghton et al., 2013). Additionally, Yin (2014) recommended the triangulation of interview data with additional data sources (Yin, 2014). Methodological triangulation improves the validity of a case study (Yin, 2013) by confirming similarities found in different data collection sources (Houghton et al., 2013).

Data saturation was obtained through the observation of institutional processes across different branches within the organization. I looked for repetitive answers and common themes throughout the interviews. Guest, Bunce, and Johnson (2006) argued that when conducting a study that uses an interview method, if the interview is effective

in extracting experiences of the participants, which are within the conceptual categories, there is a high probability that the content domain of the construct has been saturated.

Transition and Summary

The purpose of this qualitative exploratory case study design was to explore the strategies managers use for successfully reducing turnover. I utilized semistructured, audiotaped interviews to collect data and explore strategies and experiences of the participants. I utilized purposeful sampling to select managers in a small financial institution in Northeast Kansas. Prior to data collection, I obtained permission from the Walden University IRB. I collected data using face-to-face interviews, recorded, and transcribed verbatim. The data was loaded into NVivo 10 software to identify emerging themes and patterns in the study.

In Section 2, I discussed the research methodology, purpose statement, role of the researcher, participants and sample size, research method and design, data collection and analysis, and testing the reliability and validity of the data. Section 3 included (a) the presentation of findings, (b) application to professional practice, (c) implications for social change, (d) recommendations for action, and (e) recommendations for further research. I completed Section 3 with a summary and conclusions.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative exploratory case study design was to explore the strategies managers use for successfully reducing turnover. Supervisors of a financial institution in Northeast Kansas, who have been in a leadership role for a minimum of 1 year and have experience in strategic methods to reduce employee turnover were interviewed for this study. Management interviews are useful because they allow for consideration of how management perspectives have shaped the organization (Drew, 2014). The participants in this study expressed their opinions about methods that could help in reducing employee turnover. Findings included three themes related to reducing employee turnover: (a) work environment, (b) communication, and (c) work relationship with supervisor.

Participants work across the five individual branches, with sixty percent of them working at the main branch. The participants who work at the main branch supervise an average of 9 employees each. Gaining a perspective on successful retention strategies may be more probable through interviewing those who have experience with retention and turnover (Shipp et al., 2014).

Presentation of the Findings

The overarching research question addressed in this study was: What strategies do managers use for successfully reducing turnover? Ten participants answered ten interview questions individually, during phone and face-to-face semistructured interviews. I conducted an investigation of company archival documents, to include exit

interviews, meeting notes, annual reports, and meeting minutes to compare company policies to responses. Triangulation has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). The interview questions were:

1. How effective is the training in preparing employees for their jobs?
2. What organizational investments can be made to strengthen employees' commitment to the organization?
3. What is the working environment for critical-skilled employees?
4. What are some work-related experiences that contribute to employee turnover?
5. What barriers prohibit retention strategies from being successful?
6. What strategies and leadership characteristics do you use that are beneficial in retaining employees?
7. How important to you is your employees' job satisfaction?
8. What do you believe makes employees satisfied with their job?
9. What do you believe makes employees dissatisfied with their job?
10. Is there anything else you can share about this topic, which I did not ask?

It is widely known that hiring knowledgeable employees for the job is critical for an employer; however, retention is even more critical than hiring, hence the need for organizations to develop and implement effective retention management practices (Ratna & Chawla, 2012). This focus aided the investigation of retention strategies because participants were able to describe the ways they respond to specific retention situations.

The conceptual framework of theory X and theory Y theory was also a significant part of the responses from participants. Organizations should try to establish favorable organizational conditions and human resource practices that will address the varying career needs of a diverse workforce (Koekemoer, 2014).

After collecting data from interviews and company archival documents, I identified various themes related to the research topic. I used Yin's (2011) data analysis method in processing the data, including data triangulation of interviews and company archival documents. NVivo software was used to identify the four themes associated with the research question.

Table 1 includes the occurrence rate of themes among participants. The themes spotlight which strategies managers believed were important when attempting to retain employees. I considered the literature review and conceptual framework and compared them to the themes to gauge the reliability of the study.

The responses indicated that job satisfaction is key to engaging employees, ensuring their commitment, and understanding the approaches to managing people. Data analysis confirmed that the central research question aligned with the conceptual framework. The findings of this study identified what strategies managers use for successfully reducing turnover.

Table 1

Frequency of Themes

Themes	<i>n</i>	% of rate of occurrence
Work Environment	25	45.4%
Communication	16	29.0%
Work relationship with supervisor	14	25.4%

Note. n = frequency

Theme 1: Work Environment

The first major theme that emerged from data collection was work environment. Theme 1 was developed from all interview questions and company archival documents. Environment includes daily interactions with employees, and its effect on growth potential within the organization. In Table 1 and 2, managers indicated a significant emphasis on the need for ongoing training for all employees. Workplace culture is one of the biggest factors that increased employee commitment, engagement, and job satisfaction (Brunges & Foley-Brinza, 2014).

Table 2

Frequency of First Major Theme

Theme	n	% of rate of occurrence
Work Environment	25	45.4%

Note. n = frequency

Eight (80%) managers indicated the organizational environment is either good or satisfactory. Employees can perceive a healthy work environment as a sign of their organization valuing them and caring about their well-being (Sadatsafavi, Walewski, & Shepley, 2015). Workplace culture is often ingrained and difficult to change. Developing an understanding of an organization's current culture and defining a vision are the first steps to changing its culture (Brunges & Foley-Brinza, 2014).

P1 described the environment as okay, though it has been difficult to be yourself at the main branch due to the Executive management who are there, which can make things stuffy and uptight at times. P3 and P7 described the environment as good and P7 detailed how the team works together to keep each other up to date on goals. P8 stated the environment is very empowering, and through direction, is able to make decisions. Additionally, P8 noted it is an environment to allow people to grow if they wish.

A common sentiment among eight (80%) respondents regarding the environment was the support they feel the organization provides for them. P4 specifically stated "The environment is fairly structured. I think they have a good resource of people to draw from. There is a lot of crossover sharing of expertise." Participant P2 noted:

Other employees are there to go with questions. The employees get along together, which is a big part of it. It feels like a big family, not only in their work lives, but their personal lives, too.

P5 stated that the organization is fast-paced, and employees recognize that there is a lot of opportunity for growth. Participant P6 described the working environment as being like all jobs in that there are times when things are more stressful than it should be. Stress may reduce the sense of or actual resources people have to cope with the demands at work and they may experience their environment as more strenuous and demanding than it otherwise would be (Elovainio et al., 2015).

P10 noted that the environment is very member-focused, though the staff likes to have fun at work and with each other, but not forget what they are at work to do. P9 commented that the environment is pretty good, and that employees should feel like they work for a pretty good organization. Work engagement is a relatively new concept that has become a live topic among business leaders due to the increased focus on human capital as a source of competitive advantage (Barbars, 2015). Work engagement is mainly defined as a goal oriented psychological state, in which a person is fully focused on the task at hand, necessary to reach the organizational goals (Barbars, 2015).

Respondents confirmed the findings of Mandhanya (2015) that management should provide an effective working environment to retain employees (Mandhanya, 2015). Companies should take into consideration the importance of building and maintaining good relationships with their employees and designing their jobs in a way

that enhances their commitment to their organizations, which will affect their performance positively (Kainkan, 2015). Davenport (2015) also determined that an organization's cultural environment can either increase or reduce employee stress.

Each manager provided their own understanding of the first theme. Participant P1 stated that it is necessary to have an official trainer to show employees how to do their job. P3 shared that not providing employees with the proper or adequate training leads to employee turnover in the organization. P2 noted:

The organization can invest in more training. If the employee does not feel like he or she is knowledgeable, the organization should get the necessary training for the employee.

Seven (70%) managers suggested that there is a need for improved training, though the seven (70%) managers also mention that the training is better than in the past. Participant responses confirm the findings of Ruvimbo-Terera and Ngirande (2014) who determined that organizations have found it very important to invest in employees through training to improve employee proficiencies so that they can acquire a greater return in human capital investment through increased job commitment and high employee retention (Ruvimbo-Terera & Ngirande, 2014). Beynon, Jones, Pickernell, and Packham (2015) confirmed the findings of Ruvimbo-Terera and Ngirande (2014) by stating that staff retention is greatly enhanced if an enterprise offers a learning environment and career paths that support staff in their personal development and recognize their learning attainments.

All (100%) managers responded to the first interview question by stating that they feel that training is very important for the organization to succeed and to help retain employees. Employee-training strategies to increase retention included (a) weekly meetings to keep employees updated on procedures, (b) training and developing the staff to where they know what they need to succeed, and (c) putting the right individual in the right job based upon their knowledge and expertise. Kuvaas and Dysvik (2009) suggested that where businesses provide training opportunities, they benefit as employees become pro-socially motivated and are prepared to expend effort on behalf of the organization.

Participant responses demonstrated support for the idea of having a centralized trainer. Eight (80%) managers indicated that the new trainer that was recently brought on board has been successful in implementing training policies and procedures. Learning and development are big investments for U.S. organizations, with expenditures for 2013 estimated at \$164.2 billion (Miller, 2013). P4 stated the training is effective, especially for entry-level positions, though it is difficult to bring people in for jobs at a higher level, even with certain areas of expertise. Participant P10 explained:

I think it could be better. We now have a training coordinator. She does a good job with entry-level staff. There is still some ‘watch me for a little while, then you do for a little while, and find me if you have questions.’ There is still room for improvement.

Participant P9 feels that the training is much better than it used to be: We still have a ways to go to develop it. We now have a training person who has

developed an onboarding process for new employees, but it is an ongoing process. But, it is much better than it used to be. I think the important things are worthwhile work and you have to feel like you've been given the training to do your job properly.

Participant P5 also feels that the training is more effective than in the past:

We are actively working to make it more effective. We didn't have personnel in place, to where most training was on-the-job training. The new trainer has made it possible for the new hires to more comfortable with the culture and expectations.

P6, P7, and P8 noted that the training is getting better, though it is not as efficient as it needs to be. Participant P3 stated that not providing the employee with the proper or adequate training has contributed to employee turnover. An individual or group must collaborate with other members of the organization in order to mutually share knowledge, resulting in common organizational benefit (Grubić-Nešić, Matić, & Mitrović, 2015).

Employers have conflicting views about the relationship between training and development and employee turnover (Kennett, 2013). Some employers are reluctant to invest in training and development because they fear their employees may leave as a result of their improved skills (Kennett, 2013). Employers use training and development as a strategy to retain employees and to build organizational capacity (Kennett, 2013).

Theme 2: Communication

The second major theme that emerged from data collection was communication. Theme 2 was developed from interview questions 4, 5, and 6, and company archival documents. Managerial importance of communication to reduce turnover is indicated in Table 1 and 3. Communication, whether upward, downward, or horizontal, has to play a very critical role in an organizational setting (Raina & Britt-Roebuck, 2016). Developing a sense of community and trust through internal communication involves establishing and maintaining relationships between an organization, supervisors, and employees (Hume & Leonard, 2013).

Six (60%) managers emphasized the lack of communication being a barrier prohibiting retention strategies from being successful. The six (60%) managers feel that the communication needs to come from both managers and subordinates. Internal communication is important for building a culture of transparency between management and employees, and it can engage employees in the organization's priorities (Mishra, Boynton, & Mishra, 2014).

Table 3

Frequency of Second Major Theme

Theme	n	% of rate of occurrence
Communication	16	29.0%

Note. n = frequency

Participant P4 felt that a lack of communication on the employees' part was a barrier from prohibiting retention strategies from being successful. P4 stated that often

times employees may not be communicating with their supervisor to address their concerns. P2 tries to have weekly meetings to keep employees up to date on procedures in an attempt to keep the staff informed. Employee perceptions about how much they are listened to and how much their managers respect their opinions determine their communication satisfaction, which influences their feelings of trust towards the organization (Zeffane, 2012).

P10 stated was amongst those who felt that the lack of communication led to an employee looking for employment elsewhere. Participant P10 added that when employees are not part of the decision-making process, it takes a toll on morale. P1 stated:

I make it a point to talk to everyone every day. I use a different approach for each employee, because each one is different. Keeping them informed is huge. If they are employees in the know, they are not fearful.

P1 further noted that if people do not feel like they are on a team, they are liable to move on. P3 and P6 stated that a lack of clear expectations makes employees dissatisfied with their job. P9 works at making employees feel important and P7 makes it a point to make the employees realize that they are valued and important, through implementing a team dynamic. P8 discussed:

I like to make sure that I know what their goals are. If we can get employees to where they want to be; everyone has a different pace of learning and growing, so

you try to meet them there. My staff should feel like they have the authority to make decisions and take care of members. I like to give them that. I like to get to learn about them on a professional and personal level.

P1 and P5 both felt that communication could always be better. P5 noted that wrong assumptions are made if you don't communicate enough. P1 noticed that people are left on their own at times, leading to a lack of communication. Men and Stacks (2014) found that transparent communication, characterized by information substantiality, accountability, and employee participation, largely contributes to employee trust, control mutuality, commitment, and satisfaction. Nwagbara et al. (2013) determined that there is a direct relationship between communication and the rate at which employees leave or come into an organization as well as their intention to leave an organization.

Theme 3: Work relationship with supervisor

The third major theme among study respondents was work relationship with supervisor. Tables 1 and 4 indicate that work relationships are a factor in employee retention. Work cannot be fully understood without considering the relationships within which it happens (Trefalt, 2013).

Table 4

Frequency of Third Major Theme

Theme	n	% of rate of occurrence
-------	---	-------------------------

Work relationship with supervisor	14	25.4%
-----------------------------------	----	-------

Note. n = frequency

P2 stated that employees have to get along with the people they work with and know that upper management is there for them and will back them up. Eight (80%) of respondents mentioned that having a positive working relationship with your supervisor helps with employee retention. When leaders exhibit transparent communication and act in accordance with that communication, this alignment between words and deeds engenders a perception of leader integrity among followers, and establishes the foundation of an effective leader-follower relationship (Vogelgesang, Leroy, & Avolio, 2013).

As a manager, P1 does simple things to strengthen the team such as team collaboration or team activities to become stronger. P1 and P5 both feel that the employees have to enjoy the team they work with, to include both peers and supervisors. P5 discussed the belief in the adage that ‘you don’t leave a job, you leave a supervisor.’ P5 believes that people stay or leave based upon the people they work with. P10 also stated that ‘people don’t typically leave the business, they leave the supervisor.’ Factors causing dissatisfaction in the workplace are not related to job performance of the individual, but related to how they are treated (Okan & Akyuz, 2015).

P8 stated that employees need to feel important to supervisors and senior management to be satisfied with their job, and P8 tries to make the environment one to

where employees can have a good rapport with everyone. P6 noted that the direct supervisor is the number one reason why an employee becomes dissatisfied with their job. P6 elaborated by stating that if the supervisor is not receptive or listening, this brings the employee down. P6 stated:

You have to be willing to listen to them, regardless of how important the issue is as a supervisor. Make them know they are being heard. This has gotten better over the past couple of years.

P3 noted:

I work to make sure that my staff knows that they are appreciated. Let them know that what they do is important to the team. There are a couple days a month to where we bring in donuts and lunch to keep rapport.

P4, P7, and P9 mentioned reminding the employees that what they are doing is worthwhile. Employee satisfaction with the job and communication has inherent value and is rooted in the dyadic relationship between subordinate and superior and their assessment of dyadic as well as leader-centered influences on job satisfaction, communication competence, and communication satisfaction (Steele & Plenty, 2015). Sluss, Ployhart, Cobb, and Ashforth (2012) determined the supervisor-subordinate relationship is a key component of helping employees effectively assimilate and feel identified with their organization.

Tie to Conceptual Framework

Theory X and theory Y theory was the conceptual framework for the study. The theory X and theory Y theory was developed by Douglas McGregor (1960) as a process to offer an explanation for leadership based upon the premise that job satisfaction is key to engaging employees, ensuring their commitment, and understanding the approaches to managing people. Leadership refers to the approaches adopted by superiors in their everyday interaction with employees (Belias & Koustelios, 2015). Three major themes in the study revealed a tie to the conceptual framework, (a) work environment, (b) communication, and (c) work relationship with supervisor.

Work environment is the environment in which employees conduct their daily work (Dixon et al., 2013). Brunges and Foley-Brinza (2014) stated that workplace culture is often ingrained and difficult to change. Changing culture requires leaders with vision as well as the appropriate management tools to engage personnel in embracing a positive change for a healthier and more productive workplace (Brunges & Foley-Brinza, 2014).

Theme 1, work environment, includes the concept of job satisfaction and how, together, they help to dictate the retention potential of an organization. Eight (80%) respondents shared that they feel the organizational support provided to them, allowing for opportunities for growth. Managers should take into consideration the physical, emotional, and cognitive factors of work environment to create an enthusiastic workplace that encourages the engagement of employees in work (May, Gilson, & Harter, 2004).

The conceptual framework was tied with Theme 2, communication. Managers expressed that even though they make an effort to maintain communication with their

employees, the employees don't always return the favor, which may send mixed signals. Responses show that miscommunication between managers and employees are counterproductive in employee retention.

These practices coincide with McGregor's (1960) theory in that managerial practices influence employee motivation and work behavior. Communication has been regarded as a key aspect of organizational life (Almonaitiene & Zukauskas, 2015). Effective, successful leaders must have a realistic view of communication and its direct and indirect effects (Terek, Glusac, Nikolic, Tasic, & Gligorovic, 2015).

Theme 3, work relationship with supervisor, was tied to the conceptual framework because these work relationships play a role in understanding the approaches to managing people. Participants demonstrated through their efforts that a positive work relationship with their employees was an important element in retaining employees. P1 stated that she acknowledges employees' feelings and keeps an open door, and jumps in to assist with duties where it is necessary. Through examination of exit interviews, I located one exit interview that discussed a supervisor who doesn't listen and doesn't follow through with what he says he's going to do and one exit interview that mentioned a relationship with his supervisor suffering due to a feeling that his ideas and opinions were not valued. Employee engagement is linked to higher productivity, lower attrition, and improved organizational reputations resulting in increased focus and resourcing by managers to foster an engaged workforce (Karanges, Beatson, Johnston, & Lings, 2014).

Tie to Existing Literature on Effective Business Practice

Numerous responses to strategies for successfully reducing turnover can be found in existing literature on effective business practice. There is an established relationship between employee attitude, developed by the interaction of job-related internal and external factors reflected on job satisfaction, organizational commitment, frustration, occupational stress, and employee turnover intention (Guha & Chakrabarti, 2016). Employee retention strategies found in existing literature include (a) keeping pay in line with appropriate market rates, (b) fostering a developmental organizational culture with shared knowledge and development of skills by encouraging shared knowledge and continuous learning, (c) personal growth opportunities, and (d) flexible work schedules. (Green & Stahura, 2014; Koekemoer, 2014; Soundarapandiyam & Ganesh, 2015; Thaly & Sinha, 2013).

Research themes with ties to existing literature included (a) work environment, (b) communication, and (c) work relationship with supervisor. Study results were consistent with previous literature. Theme 1, work, was emphasized by participants as well as in past research. The acquisition of knowledge and skills helps improving each employees place on the labor market, while also leading to increase their productivity (Vuta & Farcas, 2015).

Study respondents expressed importance of communication in Theme 2. Work environment problems not only affect the staff directly, but a probably related to service quality (Pestoff & Vamstad, 2014). Managers viewed Theme 3, work relationship, as a vital strategy in reducing turnover.

Bisel (2010) argued that communication is necessary for the organizing of any organization to take place and that we should not assume that more communication is equated with better communication. The importance of Theme 3, work relationship with supervisor, is prevalent in many scholarly articles regarding retention strategies. Supportive communication may be the most important, direct, and immediate way that the supervisor may demonstrate support for subordinates on a daily basis (Michael, 2014).

Applications to Professional Practice

Study findings indicated the need for managers to develop strategic responses to strategies to reduce turnover as an important application to professional practice. Without strategies in place, study participants stated they will lose valuable employees. Fostering a supportive working environment in which employee morale is high is important to employee retention and motivation (Davis, 2013). High employee turnover would subsequently have an impact on productivity and sustainability of the organization (James & Mathew, 2012). The ability of a manager to incorporate study results may increase positive responses from employees and reduce turnover.

Findings from this study may be helpful to managers who have been unsuccessful in employee retention. According to P5, managers are shooting themselves in the foot if ensuring the employee is satisfied is not the top priority, because they put themselves in the cycle of continuously having to retrain new employees. Job satisfaction has a partial mediating effect in enhancing the relationship between human resources management practices and employees' turnover intention (Karavardar, 2013).

Using theory X and theory Y theory, managers can understand the various approaches to managing people. Understanding how to manage people may be key to reducing turnover. Study participants indicated there is a fairly structured environment in place, though there are still components such as training and communication that need to be solidified.

Applying Theme 1, work environment, managers indicated the importance of a healthy work environment. Eight (80%) respondents stated the environment is reflective of the support they feel the organization provides for them. Five (50%) respondents discussed how everyone works as a team to accomplish organizational goals. P5 noted:

Normally, the environment is still fast-paced. We expect a lot of our employees, and do not over-staff by any means. We are under-staffed. There is a lot of opportunity for growth and the employees recognize that. We are a supportive organization.

Study findings indicate that managers may want to enhance the working environment by cross-training employees to compensate for the lack of staff. This would allow for the proper coverage of duties during increased times of need. A retention strategy has become essential if the organization is to be productive over time and can become an important part of the hiring strategy by attracting the best candidates who know of the track record for caring for employees (Balakrishnan & Vijayalakshmi, 2014).

The application to professional practice from Theme 2 includes the need to enhance proper communication. Study findings indicated that managers acknowledge the need for them to properly communicate with the employees, however, managers also

need the employees to communicate effectively with them. Study participants discussed how and when they maintain communication with their employees. Zeithaml, Bitner, and Gremler (2012) argued that employee feedback is important because, on the one hand, employees who actually perform the service can identify the impediments to its quality and, on the other hand, employees, especially customer contact employees, are in regular contact with customers, knowing a lot about their expectations and perceptions.

Participants indicated that applying Theme 3, work relationship with supervisor, plays a vital role in employee retention. Turnover occurs when there is weakening of organizational relationships caused by a decline in interpersonal communication between employees and supervisors (Steele & Plenty, 2015). Participants demonstrated why a positive work relationship with the supervisor might improve business practices. Motivating language is composed of three types of communication, which are direction-giving, empathetic, and meaning-making language. When these forms of communication are used strategically, they have been shown to have a positive impact on valued organizational outcomes, such as the satisfaction and commitment of subordinates (Mayfield & Mayfield, 2009).

Implications for Social Change

Implications for social change are comprised of strategies to successfully reduce turnover. High levels of turnover can create difficulties in recruiting quality staff, resulting in greater levels of absenteeism, reduced levels of customer service, and impact negatively on staff morale and employee relations (Smith & Macko, 2014). Greater employment fluidity enhanced by increased job changes further intensifies the

competition for securing capable, high-performing individuals as well as those that will become the future core personnel for organizations (Yamamoto, 2013).

With the increasing trend of frequent job switching among employees, it is a big challenge for managers today to fulfill the aspirations of each and every employee and to bring congruence between organizational and individual goals (Dwivedi, Kaushik, & Luxmi, 2014). Study findings may enable managers to create positive situations increasing the likelihood for employee retention. By sharing knowledge and experiences, managers are expected to gain more knowledge and be more cohesive as a team (Budihardjo, 2013).

Ten (100%) managers feel that job satisfaction and positive work environment reduce turnover. P4 stated, "I lead by example. I try to be relatable to the employees and relate to them, not only to a time specific in my life. An example is when I'm a young mother, I can relate to a young mother, however, when I get older, I can no longer relate to a young mother. I try to be mindful of everyone's different situations. I'm big on team environment and atmosphere. I do not promote a stuffy and stoic environment."

The implication for social change from study findings include improving (a) managers' relationships with subordinates, (b) managers' intent towards meeting organizational goals, and (c) overall workplace environment. Managers need to understand what is needed to succeed in a fast-paced, dynamic and global business environment so they can perform their roles as leaders adequately in creating a culture supportive of attracting, developing, and retaining talented staff (Gentry & Sparks, 2012).

The leadership effectiveness of managers is crucial to lead their followers and organization to achieve common purposes (Tonvongval, 2013).

Recommendations for Action

Managers may apply study findings to successfully reduce turnover in the organization. Recommendations may extend past common situations that managers face and lead to a more productive subordinate employee working environment. Commitment and job satisfaction are two main predictors of the employee's intention to leave the organization (Armache, 2013). Recommendations for managers to successfully reduce turnover include (a) maintaining a pleasant work environment, (b) maintaining communication, and (c) providing a positive work relationship with supervisor.

The more satisfied employees are in their work environments, the more likely they are to remain (Brett, Bransetter, & Wagner, 2014). The attitudes of these employees, if satisfied or dissatisfied, determine to what extent the organization may reach its goals (Kainkan, 2015). Eight (80%) managers indicated the organizational environment is either good or okay. Unhealthy work environments are an important determinant of several work-related outcomes, including burnout, job dissatisfaction, and turnover intent (Aiken et al., 2011).

Employees may be more receptive to changes and an increased workload if subjected to proper communication, the second recommendation for action. Effective communication can be curtailed by a number of factors stemming from the participants, the communication process, the communication environment, or all of these (Ondondo, 2015). There is a positively significant relationship between downward communication,

employee satisfaction, organizational, and the employees' propensity to leave (Raina & Britt-Roebuck, 2016). All (100%) managers mentioned communication being an important asset to help reduce turnover.

P5 wants employees to bring forth any questions, concerns, and issues so that P5 can make their job or situation easier. Problem solving is not simply a process that ends when an answer is found; it is a scientific process that evolves from understanding the problem to evaluating the solution (Ozturk & Guven, 2016). The capacity to solve problems successfully in the real world is a crucial skill (Koruklu, 2015). Employees feel most engaged at work when face-to-face communication is used (O'Neill, Hodgson, & Mazrouei, 2015).

Well-developed direct management communications to employees are significant as they are associated with comparatively strong organizational performance (Croucher, Rizov, & Goolaup, 2014). Employees in diverse roles often confront problems armed with information and ideas that promote better decision making and facilitate solutions to problems before they escalate (Morrison, 2011). Participant P2 said that she hopes that her employees will come to her to solve issues if they are not happy.

Tools that create mutual learning include suspending judgment, identifying assumptions, inquiring and advocating, identifying underlying interests, and listening (Teresa, 2013). P6 stated that regardless of how important the issue, the manager must be willing to listen to the employee. The effective listening practice from managers when it comes to information from employees can lead to improved relations between employees and managers (Baldea & Balteanu, 2014).

P8 noted that employees do not feel valued if they do not feel as if they have input when something changes. Being asked for one's input entails receiving an appeal from another member of the organization for one's ideas, opinions, or expertise (Richardson & Taylor, 2012). Because input requests can be made by and to anyone in an organization, receiving such requests is like a common, if not pervasive, workday feature for many employees (Richard & Taylor, 2012).

All (100%) managers are using most, if not all, of the recommendations for action. Other business managers may find these recommendations useful as well. Managers in any industry can use these recommendations in an attempt to successfully reduce turnover.

Recommendations for Further Research

Employee turnover may result from various mistakes, both at the individual and organizational levels. The intent of this exploratory case study was to provide managers with strategies to successfully reduce turnover. While findings may be of interest to managers, the need for future research still exists. Recommendations for further study are a result of study complexity, research method, and study limitations.

Study complexity included the idea that managers have different skills that may not coincide with the perfect working environment. Managers who can effectively use the human and material resources for their organizations are an indispensable source of their prosperity in the new global economic conditions (Nekoranec, 2013). Findings in this study include general recommendations that may be used to successfully reduce turnover; however, study findings may not apply to all situations. Future research could be

conducted to examine single causes of turnover in depth. Future researchers should conduct studies that would examine specific causes of turnover and apply findings to specific turnover reduction strategies.

Research methodology was a qualitative exploratory case study. One financial institution was selected and ten managers participated in providing data. While qualitative data was most appropriate for this study, future research might include quantitative data or mixed methods data. My recommendations for future quantitative research studies would include conducting research on which factors in a work environment would predict turnover intention and if those factors would differ for various employee demographics.

Study limitations included the experiences of managers of a financial institution within a specific geographic area. Other limitations include the current economic condition of financial institutions in the region and the type of financial institution. Recommendations for future research should include other geographic areas and financial institution types.

Reflections

The motivation for this study is based on personal experience. Three years ago, I was employed with an organization that had a turnover rate of over 30% for first year employees. Due to the ways that employees, to include myself, were being treated by managerial staff, I decided to research what strategies might be useful to managers in order to successfully reduce turnover.

As a lifetime learner, the doctoral study process has been both intriguing and challenging. The process was intriguing because I enjoy learning about the conceptual nature of business. It proved challenging to me because research, as a whole, is ever-expanding, and learning the different ways that research leads to new discoveries is time consuming. I have used a combination of research results and personal experiences to form a more solid foundation for my study. Personal biases may result from being subjected to managerial misconduct. Throughout the doctoral study process, I have intentionally reduced bias during data collection, by asking each question the same way to each employee and recording their answers verbatim.

Most (60%) managers stated that they were glad to be able to participate in the study. Some managers responded to several of the interview questions by stating how good the questions were. I hope that this process opened their eyes not only to the past, but more importantly, to the future.

Conclusion

The purpose of this qualitative exploratory case study design was to explore the strategies managers use for successfully reducing turnover. Employee retention strategies to successfully reduce turnover were derived from themes developed from semistructured interviews with ten participants in Northeast Kansas and the examination of company archival documents. I utilized NVivo software to discover the themes related to the research topic.

Themes included (a) work environment, (b) communication, and (c) work relationship with supervisor. The study findings coincided with existing literature and

knowledge regarding retention strategies. Ties were found to the theory X and theory Y conceptual framework.

Application to professional practice and recommendations for action detailed (a) maintaining a pleasant work environment, (b) maintaining communication, and (c) providing a positive work relationship with supervisor. These strategies may be helpful to managers in all industries. Managers may be able to successfully reduce turnover and alleviate the unnecessary financial outflow of bringing in new talent.

References

- Aiken, L.H., Sloane, D.M., Clarke, S., Poghosyan, L., Cho, E., Yu, L., ...Aunguroch, Y. (2011). Importance of work environments on hospital outcomes in nine countries. *International Journal of Quality in Health Care*, 23(1), 356-364. Retrieved from <http://intqhc.oxfordjournals.org/>
- Al-Emadi, A. Q., Schwabenland, C., & Qi, W. (2015). The vital role of employee retention in human resource management: A literature review. *IUP Journal of Organizational Behavior*, 15(3), 7-32. Retrieved from http://www.iupindia.in/Organizational_Behavior.asp
- Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives*, 24(2), 48-64. doi:10.5465/AMP.2010.51827775
- Allen, M. R., Ericksen, J., & Collins, C. J. (2013). Human resource management, employee exchange relationships, and performance in small businesses. *Human Resource Management*, 52(2), 153-173. doi:10.1002/hrm.21523
- Almonaitienė, J., & Žukauskas, D. (2015). Managerial communication and related variables in a food retail chain. *Social Sciences*, 88(2), 24-36. doi:10.5755/j01.ss.88.2.12735
- Anyan, F. (2013). The influence of power shifts in data collection and analysis stages: A focus on qualitative research interview. *The Qualitative Report*, 18(1). Retrieved from <http://www.nova.edu/ssss/QR/QR18/anyan36.pdf>

- Archibald, M. M., Radil, A. I., Xiaozhou, Z., & Hanson, W. E. (2015). Current mixed methods practices in qualitative research: A content analysis of leading journals. *International Journal of Qualitative Methods*, 14(2), 5-33. Retrieved from <https://ejournals.library.ualberta.ca/index.php/IJQM/>
- Armache, J. (2013). A kinder and gentler workplace: A path to employees retention and organizational productivity. *Conflict Resolution & Negotiation Journal*, 2013(2), 87-101. Retrieved from <http://www.franklinpublishing.net/conflictresolution.html>
- Aruna, M., & Anitha, J. (2015). Employee retention enablers: Generation Y employees. *SCMS Journal of Indian Management*, 12(3), 94-103. Retrieved from <http://www.scmsgroup.org/scmsjim/about-us.html>
- Ashmore, J., & Gilson, L. (2015). Conceptualizing the impacts of dual practice on the retention of public sector specialists: Evidence from South Africa. *Human Resources for Health*, 13(1), 36-54. doi:10.1186/1478-4491-13-3
- Balakrishnan, L., & M, V. (2014). A study on retention strategy's followed by education institutions in retaining qualified employees. *SIES Journal of Management*, 10(1), 69-80. Retrieved from http://www.siescoms.edu/journals/siescoms_journal.html
- Baldea, M., & Balteanu, A. (2014). The importance of information sources in effective listening process in organizations. *Fiability & Durability / Fiabilitate Si Durabilitate*, (1), 333-339. Retrieved from <http://journals.indexcopernicus.com/Fiability+and+Durability,p9176,3.html>
- Barbars, A. (2015). Interaction between organizational culture and work engagement in an IT department within financial institution. *Journal of Business Management*,

- (10), 106-123. Retrieved from
<https://www.chapman.edu/business/faculty-research/journals-and-essays/>
- Barnham, C. (2015). Quantitative and qualitative research. *International Journal of Market Research*, 57, 837-854. doi:10.2501/IJMR-2015-070
- Baškarada, S. (2014). Qualitative Case Study Guidelines. *Qualitative Report*, 19(40), 1-25. Retrieved from <http://tqr.nova.edu/>
- Bazeley, P. (2015). Mixed methods in management research: Implications for the field. *Electronic Journal of Business Research Methods*, 13(1), 27-35. Retrieved from <http://www.ejbrm.com/main.html>
- Begley, C. (1996). Triangulation of communication skills in qualitative research instruments. *Journal of Advanced Nursing*, 24, 688-693. doi:10.1046/j.1365-2648.1996.02446.x
- Belias, D., & Koustelios, A. (2015). Leadership style, job satisfaction and organizational culture in the Greek banking organization. *Journal of Management Research* (09725814), 15(2), 101-110. Retrieved from <http://www.macrothink.org/journal/index.php/jmr>
- Berk, R.A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T.P. (2005). Measuring the effectiveness of faculty mentoring relationships. *Academic Medicine* 80(1): 66-71. doi:10.1097/00001888200501000
- 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 Systems, 32(1), 141-154. doi:10.1111/exsy.12067

Bisel, R.S. (2010) A communicative ontology of organization? A description, history, and critique of CCO theories for organization science. *Management Communication Quarterly*, 24, 124-131. doi:10.1177/0893318909351582

Bliss, J. R., Gillespie, D. F., & Gongware, N. K. (2010). Dynamics of caseworker turnover and clinical knowledge. *Administration in Social Work*, 34(1), 4-26. doi:10.1080/03643100903172992

Blomme, R. J., Kodden, B., & Beasley-Suffolk, A. (2015). Leadership theories and the concept of work engagement: Creating a conceptual framework for management implications and research. *Journal of Management & Organization*, 21, 125–144. doi:10.1017/jmo.2014.71

Boles, J. S., Dudley, G. W., Onyemah, V., Rouziès, D., & Weeks, W. A. (2012). Sales force turnover and retention: A research agenda. *Journal of Personal Selling & Sales Management*, 32(1), 131-140. doi:10.2753/PSS0885-3134320111

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

Brod, M., Tesler, L.E., & Christiansen, T.L. (2009). Qualitative research and content validity: Developing best practices based on science and experience. *Quality of Life Research*, 18, 1263-1278. doi:10.1007/s11136-009-9540-9

- Brunges, M., & Foley-Brinza, C. (2014). Projects for increasing job satisfaction and creating a healthy work environment. *AORN Journal*, *100*, 670-681.
doi:10.1016/j.aorn.2014.01.029
- Budihardjo, A. (2013). Job satisfaction, affective commitment, learning climate and organizational effectiveness: A study on senior managers. *Annual International Conference on Business Strategy & Organizational Behaviour (Bizstrategy)*, 196-201. doi:10.5176/2251-1970_BizStrategy13.37
- Bureau of Labor Statistics. (2015, February). Job openings and labor turnover. Retrieved from <http://www.bls.gov/news.release/pdf/jolts.pdf>
- Bureau of Labor Statistics. (2015, September). Job openings and labor turnover. Retrieved from <http://www.bls.gov/news.release/pdf/jolts.pdf>
- Campbell, J. W., Im, T., & Jisu, J. (2014). Internal efficiency and turnover intention: Evidence from local government in South Korea. *Public Personnel Management*, *43*(2), 259-282. doi:10.1177/0091026014524540
- Carrick, L. (2014). Person-centred counsellors' experiences of working with clients in crisis: A qualitative interview study. *Counselling & Psychotherapy Research*, *14*(4), 272-280. doi:10.1080/14733145.2013.819931
- Carson, M., Shanock, L., Heggstad, E., Andrew, A., Pugh, S. S., & Walter, M. (2012). The relationship between dysfunctional interpersonal tendencies, derailment potential behavior, and turnover. *Journal of Business & Psychology*, *27*(3), 291-304. doi:10.1007/s10869-011-9239-0

- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, *41*, 545-547. doi:10.1188/14.ONF.545-547
- Çelik, S., Dedeoglu, B. B., & İnanir, A. (2015). Relationship between ethical leadership, organizational commitment and job satisfaction at hotel organizations. *Ege Academic Review*, *15*(1), 53-63. Retrieved from <http://econpapers.repec.org/article/egejournal/>
- Chang, W., Wang, Y., & Huang, T. (2013). Work design-related antecedents of turnover intention: A multilevel approach. *Human Resource Management*, *52*(1), 1-26. doi:10.1002/hrm.21515
- Chao-Chan, W., & Na-Ting, L. (2014). Perceived organizational support, organizational commitment and service-oriented organizational citizenship behaviors. *International Journal of Business & Information*, *9*(1), 61-88. Retrieved from <http://www.knowledgetaiwan.org/ijbi/>
- Cheng, C., Bartram, T., Karimi, L., & Leggat, S. G. (2013). The role of team climate in the management of emotional labor: Implications for nurse retention. *Journal of Advanced Nursing*, *69*, 2812-2825. doi:10.1111/jan.12202
- Chomal, N., & Baruah, P. (2014). Performance linked reward and job satisfaction: Banking sector. *SCMS Journal of Indian Management*, *11*(4), 53-60. Retrieved from <http://www.scmsgroup.org/scmsjim/about-us.html>
- Chu, F., Ye, L., & Guo, M. (2014). From career competency to skilled employees' career success in China: The moderating effects of perceived organizational support.

Pakistan Journal of Statistics, 30, 737-750. Retrieved from

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

- Clausen, T., Tufte, P., & Borg, V. (2014). Why are they leaving? Causes of actual turnover in the Danish eldercare services. *Journal of Nursing Management*, 22, 583-592. doi:10.1111/j.1365-2834.2012.01484.x
- Collins, B. J., Mossholder, K. W., & Taylor, S. G. (2012). Does process fairness affect job performance? It only matters if they plan to stay. *Journal of Organizational Behavior*, 33, 1007-1026. doi:10.1002/job.1779
- 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
- Costigan, R. D., Insinga, R. C., Berman, J., Kranas, G., & Kureshov, V. A. (2012). A four-country study of the relationship of affect-based trust to turnover intention. *Journal of Applied Social Psychology*, 42, 1123-1142. doi:10.1111/j.1559-1816.2011.00880.x
- Croucher, R., Rizov, M., & Goolaup, R. (2014). The antecedents of direct management communication to employees in Mauritius. *International Journal of Human Resource Management*, 25, 2420-2437. doi:10.1080/09585192.2014.880153
- Davenport, T. O. (2015). Thriving at work: How organizational culture affects workplace fulfillment. *People & Strategy*, 38(3), 38-42. Retrieved from <http://www.hrps.org/?page=peoplestrategy>
- Davidson, D. L. (2012). Job satisfaction, recruitment, and retention of entry-level residence life and housing staff. *Journal of College & University Student*

- Housing*, 38/39(2/1), 78-93. Retrieved from <http://www.acuho-i.org/resources/publications/journal?portalid=0>
- Davis, T. L. (2013). A qualitative study of the effects of employee retention on the organization. *Insights to a Changing World Journal*, 2013(2), 25-112. Retrieved from <http://franklinpublishing.net/insightstoachangingworld.html>
- Dawson, P. (2014). Our anonymous online research participants are not always anonymous: Is this a problem?. *British Journal of Educational Technology*, 45, 428-437. doi:10.1111/bjet.12144
- DeTienne, K., Agle, B., Phillips, J., & Ingerson, M. (2012). The impact of moral stress compared to other stressors on employee fatigue, job satisfaction, and turnover: An empirical investigation. *Journal of Business Ethics*, 110, 377-391. doi:10.1007/s10551-011-1197-y
- Diestel, S., Wegge, J., & Schmidt, K. (2014). The impact of social context on the relationship between individual job satisfaction and absenteeism: The roles of different foci of job satisfaction and work-unit absenteeism. *Academy of Management Journal*, 57, 353-382. doi:10.5465/amj.2010.1087
- Direnzo, M. S., & Greenhaus, J. H. (2011). Job search and voluntary turnover in a boundaryless world: A control theory perspective. *Academy of Management Review*, 36(3), 567-589. doi:10.5465/AMR.2011.61031812
- Dixon, G., Mercado, A., & Knowles, B. (2013). Followers and generations in the workplace. *Engineering Management Journal*, 25, 62-72. doi:10.1080/10429247.2013.11431996

- Dong, L., Mitchell, T. R., Lee, T. W., Holtom, B. C., & Hinkin, T. R. (2012). When employees are out of step with coworkers: How job satisfaction trajectory and dispersion influence individual- and unit-level voluntary turnover. *Academy of Management Journal*, *55*, 1360-1380. doi:10.5465/amj.2010.0920
- Doyle, Allison (2013). How often do people change jobs? Retrieved from:
<http://jobsearch.about.com/od/employmentinformation/f/change-jobs.htm>
- Drew, H. (2014). Overcoming barriers: Qualitative interviews with German elites. *Electronic Journal of Business Research Methods*, *12*(2), 77-86. Retrieved from
<http://www.ejbrm.com/main.html>
- Duffy, R. D., Autin, K. L., & Bott, E. M. (2015). Work volition and job satisfaction: Examining the role of work meaning and person-environment fit. *Career Development Quarterly*, *63*(2), 126-140. doi:10.1002/cdq.12009
- Dusek, G. A., Ruppel, C. P., Yurova, Y., & Clarke, R. (2014). The role of employee service orientation in turnover in the U.S. hotel industry. *Journal of Organizational Culture, Communications & Conflict*, *18*(2), 87-104. Retrieved from <http://www.alliedacademies.org/journal-of-organizational-culture-communications-and-conflict/>
- Dutra, D. K. (2013). Implementation of case studies in undergraduate didactic nursing courses: A qualitative study. *BMC Nursing*, *12*(1), 15-23. doi:10.1186/1472-6955-12-15
- Dwivedi, S., Kaushik, S., & Luxmi. (2014). Impact of organizational culture on commitment of employees: An empirical study of BPO sector in India. *Vikalpa:*

The Journal for Decision Makers, 39(3), 77-92. Retrieved from

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

Earnest, D. R., Allen, D. G., & Landis, R. S. (2011). Mechanisms linking realistic job previews with turnover: A meta-analytic path analysis. *Personnel Psychology*, 64, 865-897. doi:10.1111/j.1744-6570.2011.01230.x

Edmans, A. (2012). The link between job satisfaction and firm value, with implications for corporate social responsibility. *Academy of Management Perspectives*, 26, 1-19. doi:10.5465/amp.2012.0046

Elovainio, M., Heponiemi, T., Jokela, M., Hakulinen, C., Pesseau, J., Aalto, A., & Kivimäki, M. (2015). Stressful work environment and wellbeing: What comes first?. *Journal of Occupational Health Psychology*, 20(3), 289-300. doi:10.1037/a0038684

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

Epps, R. B., & Foor, R. M. (2015). Relationships between teacher efficacy and job satisfaction among novice and experienced secondary agricultural educators. *Career & Technical Education Research*, 40(2), 125-139. doi:10.5328/cter40.2.125

Farzanjoo, M. (2015). The role of education and well construction in promoting organizational commitment and its relationship with job satisfaction: From the perspective of faculty members of state and Islamic Azad Universities of Sistan

and Baluchestan. *International Journal of Academic Research*, 7, 344-350.

doi:10.7813/2075-4124.2015/7-1/B.58

Feng-Hua, Y., You-Shiun, T., & Kun-Chih, T. (2014). The influences of ethical climate on turnover intention: The mediating role of emotional exhaustion.

International Journal of Organizational Innovation, 6(4), 72-89. Retrieved from

<http://www.ijoi-online.org/>

Fitzgerald, N., Platt, L., Heywood, S., & McCambridge, J. (2015). Large-scale implementation of alcohol brief interventions in new settings in Scotland: a qualitative interview study of a national programme. *BMC Public Health*, 15(1), 1-11. doi:10.1186/s12889-015-1527-6

Foley, G., & Timonen, V. (2015). Using grounded theory method to capture and analyze health care experiences. *Health Services Research*, 50, 1195-1210.

doi:10.1111/1475-6773.12275

Frenkel, S., Sanders, K., & Bednall, T. (2013). Employee perceptions of management relations as influences on job satisfaction and quit intentions. *Asia Pacific Journal of Management*, 30(1), 7-29. doi:10.1007/s10490-012-9290-z

Fu, W., & Deshpande, S. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business Ethics*, 124, 339-349.

doi:10.1007/s10551-013-1876-y

- Fu, W., Deshpande, S.P., & Zhao, X. (2011). The impact of ethical behavior and facets of job satisfaction on organizational commitment of Chinese employees. *Journal of Business Ethics, 104*, 537-543. doi:10.1007/s10551-011-0928-4
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative Research. *Qualitative Report, 20*, 1408-1416. Retrieved from <http://tqr.nova.edu/>
- Gaudine, A., & Thorne, L. (2012). Nurses' ethical conflict with hospitals: A longitudinal study of outcomes. *Nursing Ethics, 19*, 727-737. doi:10.1177/0969733011421626
- Gentry, W.A., & Sparks, T.E. (2012). A convergence/divergence perspective of leadership competencies managers believe are most important for success in organizations: A cross-cultural multilevel analysis of 40 countries. *Journal of Business and Psychology, 27*, 15-30. Retrieved from <http://link.springer.com/journal/10869>
- Ghorbanian, A., Bahadori, M., & Nejati, M. (2012). The relationship between managers' leadership styles and emergency medical technicians' job satisfaction. *Australasian Medical Journal, 5*(1), 1-7. doi:10.4066/AMJ.2011892
- Gialuisi, O., & Coetzer, A. (2013). An exploratory investigation into voluntary employee turnover and retention in small businesses. *Small Enterprise Research, 20*(1), 55-68. doi:10.5172/ser.2013.20.1.55
- Gizir, S. (2014). A qualitative case study on the organizational identity of faculty members. *Educational Sciences: Theory and Practice, 14*, 1309-1324. doi:10.12738/estp.2014.4.2064

- Gray, J. A., & Muramatsu, N. (2013). When the job has lost its appeal: Intentions to quit among direct care workers. *Journal of Intellectual & Developmental Disability*, 38(2), 124-133. doi:10.3109/13668250.2012.760728
- Green, E., & Stahura, K. A. (2014). Business-education partnerships: A corporate social responsibility and sustainable workforce strategy for commercial casinos. *International Journal of Hospitality & Tourism Systems*, 7(2), 28-40.
Retrieved from <http://www.publishingindia.com/ijhts/>
- Grubić-Nešić, L., Matić, D., & Mitrović, S. (2015). The influence of demographic and organizational factors on knowledge sharing among employees in organizations. *Tehnicki Vjesnik / Technical Gazette*, 22, 1005-1010. doi:10.17559/TV-20141216213746
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18, 5-82.
doi:10.1177/1525822X0527990
- Guha, S., & Chakrabarti, S. (2014). Employee turnover: A study on information technology sector. *Journal of Business & Management*, 20(2), 71-87.
Retrieved from <https://www.chapman.edu/business/faculty-research/journals-and-essays/jbm-online.aspx>
- Guha, S., & Chakrabarti, S. (2016). Differentials in attitude and employee turnover propensity: A study of information technology professionals. *Global Business & Management Research*, 8(1), 1-17. Retrieved from <http://www.gbmr.ioksp.com/>

- Habersack, M., & Luschin, G. (2013). Insecurities of women regarding breast cancer research: A qualitative study. *Plos ONE*, 8, 1-6.
doi:10.1371/journal.pone.0081770
- Hathaway, Russel S.; (1995). Assumptions underlying quantitative and qualitative research: Implications for institutional research. *Research in Higher Education* 36: 535-562. doi:10.1007/BF02208830
- Hatum, A. (2010). *Next generation talent management: Talent management to survive turmoil*. New York, NY: Palgrave Macmillan.
- Herzberg, F. (1959). *The motivation to work*. New York, NY: John Wiley and Sons.
- Hoare, Z., & Hoe, J. (2013). Understanding quantitative research: Part 2. *Nursing Standard*, 27(18), 48-55. doi:10.7748/ns2013.01.27.18.48.c9488
- Hom, P. W., Mitchell, T. R., Lee, T. W., & Griffeth, R. W. (2012). Reviewing employee turnover: Focusing on proximal withdrawal states and an expanded criterion. *Psychological Bulletin*, 138, 831-858. doi:10.1037/a0027983
- Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, 20, 12-17. doi:10.7748/nr2013.03.20.4.12.e326
- Huang, M., & Cheng, Z. (2012). The effects of inter-role conflicts on turnover intention among frontline service providers: Does gender matter? *Service Industries Journal*, 32(3), 367-381. doi:10.1080/02642069.2010.545391
- Humble, Á. M. (2015). Guidance in the world of computer-assisted qualitative data analysis software (CAQDAS) programs. *Forum: Qualitative Social Research*, 16(2), 131-141. Retrieved from <http://www.qualitative-research.net/index.php/fqs>

- Hume, J., & Leonard, A. (2013). Exploring the strategic potential of internal communication in international non-governmental organizations. *Public Relations Review, 40*(2), 294-304. Retrieved from <http://www.journals.elsevier.com/public-relations-review/>
- Hwang, J., & Hopkins, K. (2012). Organizational inclusion, commitment, and turnover among child welfare workers: A multilevel mediation analysis. *Administration in Social Work, 36*(1), 23-39. doi:10.1080/03643107.2010.537439
- Hwang, J., Lee, J. J., Park, S., Chang, H., & Kim, S. S. (2014). The impact of occupational stress on employee's turnover intention in the luxury hotel segment. *International Journal of Hospitality & Tourism Administration, 15*(1), 60-77. doi:10.1080/15256480.2014.872898
- Ibrahim, N., & Edgley, A. (2015). Embedding researcher's reflexive accounts within the analysis of a semi-structured qualitative interview. *Qualitative Report, 20*(10), 1671-1681. Retrieved from <http://tqr.nova.edu/>
- Idris, A. (2014). Flexible working as an employee retention strategy in developing countries. *Journal of Management Research (09725814), 14*(2), 71-86. Retrieved from <http://www.macrothink.org/journal/index.php/jmr>
- Ijigu, A. W. (2015). The effect of selected human resource management practices on employees' job satisfaction in Ethiopian public banks. *EMAJ: Emerging Markets Journal, 5*(1), 1-16. doi:10.5195/emaj.2015.64
- In-Jo, P., & Heajung, J. (2015). Relationships among future time perspective, career and organizational commitment, occupational self-efficacy, and turnover intention.

Social Behavior & Personality: An International Journal, 43(9), 1547-1561.

doi:10.2224/sbp.2015.43.9.1547

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

Management, 5(2), 69-74. Retrieved from [http://journalseek.net/cgi-](http://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query=0975-0231)

[bin/journalseek/journalsearch.cgi?field=issn&query=0975-0231](http://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query=0975-0231)

James, L., & Mathew, L. (2012). Employee retention strategies: IT industry.

SCMS Journal of Indian Management, 9(3), 79-87. Retrieved from

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

Janićijević, N., Kovačević, P., & Petrović, I. (2015). Identifying organizational factors of

job satisfaction: The case of one Serbian company. *Ekonomski Anali / Economic*

Annals, 60(205), 73-104. doi:10.2298/EKA1505073J

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

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

of Cancer Care, 23(1), 82-88. doi:10.1111/ecc.12098

Jianghong, W., Wenfen, L., & Xuexian, H. (2015). Secure control protocol for universal

serial bus mass storage devices. *IET Computers & Digital Techniques*, 9(6), 321-

327. doi:10.1049/iet-cdt.2014.0196

Jipeng, Q., Jie, L., & Qiusheng, Z. (2014). How organizational embeddedness and

affective commitment influence job crafting. *Social Behavior & Personality: An*

International Journal, 42, 1629-1638. doi:10.2224/sbp.2014.42.10.1629

- Johnson, J. S. (2015). Qualitative sales research: An exposition of grounded theory. *Journal of Personal Selling & Sales Management*, 35(3), 262-273.
doi:10.1080/08853134.2014.954581
- Johnston, N., & Spinks, W. (2013). Organizational climate and employee turnover intention within a franchise system. *Journal of New Business Ideas & Trends*, 11(1), 20-41. Retrieved from <http://jnbit.org/>
- Jung, H., & Yoon, H. (2013). The effects of organizational service orientation on person– organization fit and turnover intent. *Service Industries Journal*, 33(1), 7-29. doi:10.1080/02642069.2011.596932
- Kaifeng, J., Dong, L., McKay, P. F., Lee, T. W., & Mitchel, T. R. (2012). When and how is job embeddedness predictive of turnover? A meta-analytic investigation. *Journal of Applied Psychology*, 97, 1077-1096. doi:10.1037/a0028610
- Kaifeng, J., Lepak, D. P., Jia, J., & Baer, J. C. (2012). How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of Management Journal*, 55, 1264-1294. doi:10.5465/amj.2011.0088
- 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.com/>
- Kanwar, Y. S., Singh, A. K., & Kodwani, A. (2012). A study of job satisfaction, organizational commitment and turnover intent among the IT and ITES sector employees. *Vision*, 16(1), 27-35. doi:10.1177/097226291201600103

- Karanges, E., Beatson, A., Johnston, K., & Lings, I. (2014). Optimizing employee engagement with internal communication: A social exchange perspective. *Journal of Business Market Management*, 7(2), 329-353. Retrieved from <http://www.jbm-online.net/index.php/jbm>
- Karavardar, G. (2013). Determining the mediating effect of job satisfaction on turnover intention: A study in the hazelnut industry of Giresun. *Journal of Academic Research In Economics*, 5, 376-396. Retrieved from <http://www.jare-sh.com/>
- Karen, R. Ellie, & Moll, S. (2012). Navigating political minefields: Partnerships in organizational case study research. *Work*, 43(1), 5-12. doi:10.3233/wor-2012-144
- Kaya, E. (2014). Teaching practice of a social studies practicum student who is blind: A case study. *Eurasian Journal of Educational Research*, (54), 187-206. Retrieved from <http://www.ejer.com.tr/>
- Kessler, L. L. (2014). The effect of job satisfaction on IT employees' turnover intention in Israel. *Annals of the University of Oradea, Economic Science Series*, 23, 1028-1038. Retrieved from <http://anale.steconomieuoradea.ro/en/>
- Khoele, A., & Daya, P. (2014). Investigating the turnover of middle and senior managers in the pharmaceutical industry in South Africa. *South African Journal of Human Resource Management*, 12(1), 1-10. doi:10.4102/sajhrm.v12i1.562
- Kim, Y., Kim, S., & Yoo, J. (2012). Travel agency employees' career commitment and turnover intention during the recent global economic crisis. *Service Industries Journal*, 32, 1247-1264. doi:10.1080/02642069.2010.545393

- Koekemoer, E. (2014). An explorative study on factors influencing the career success of management employees. *SAJIP: South African Journal of Industrial Psychology, 40*(2), 1-10. doi:10.4102/sajip.v40i2.1204
- Kolar, K., Ahmad, F., Chan, L., & Erickson, P. G. (2015). Timeline mapping in qualitative interviews: A study of resilience with marginalized groups. *International Journal of Qualitative Methods, 14*(3), 13-32. Retrieved from <https://ejournals.library.ualberta.ca/index.php/IJQM/>
- Kopelman, R. E., Prottas, D. J., & Falk, D. W. (2012). Further development of a measure of Theory X and Y managerial assumptions. *Journal of Managerial Issues, 24*(4), 450-470. Retrieved from <http://jomi.web.id/>
- Koruklu, N. (2015). Personality and social problem-solving: The mediating role of self-esteem. *Educational Sciences: Theory and Practice, 15*(2), 481-487. Retrieved from <http://www.estp.com.tr/>
- Kumar, V. (2014). Understanding cultural differences in innovation: A conceptual framework and future research directions. *Journal of International Marketing, 22*(3), 1-29. doi:10.1509/jim.14.0043
- Kuvaas, B., & Dysvik, A. (2009). Perceived investment in employee development, intrinsic motivation and work performance. *Human Resource Management Journal, 19*, 217-236. Retrieved from <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291748-8583>
- Kvist, T., Voutilainen, A., Mäntynen, R., & Vehviläinen-Julkunen, K. (2014). The relationship between patients' perceptions of care quality and three factors:

nursing staff job satisfaction, organizational characteristics and patient age. *BMC Health Services Research*, 14(4). doi:10.1186/1472-6963-14-466

Laflamme, J., Beaudry, C., & Aguir, M. (2014). Organizational commitment as an antecedent of relationship commitment in financial services. *Advances in Business-Related Scientific Research Journal*, 5(2), 153-170. Retrieved from <http://www.absrc.org/absrj-home.html>

Lakshman, C., & Rai, S. (2014). Organizational culture and commitment among lay-off survivors: A tale of two MNCs in India. *South Asian Journal of Management*, 21(4), 7-26. Retrieved from <http://www.sajm-amdisa.org/>

Lanaj, K., Hollenbeck, J. R., Ilgen, D. R., Barnes, C. M., & Harmon, S. J. (2013). The double-edged sword of decentralized planning in multiteam systems. *Academy of Management Journal*, 56, 735-757. doi:10.5465/amj.2011.0350

Laudicina, R. J., Moon, T. C., Beck, S., & Craft Morgan, J. (2014). Retaining experts: Retention incentives of clinical laboratory professionals. *Clinical Laboratory Science*, 27(3), 150-161. Retrieved from <http://www.ascls.org>

Layne-Farrar, A., Llobet, G., & Padilla, J. (2014). Payments and participation: The incentives to join cooperative standard setting efforts. *Journal of Economics & Management Strategy*, 23(1), 24-49. doi:10.1111/jems.12046

Leite, N. P., de Aguiar Rodrigues, A. C., & de Albuquerque, L. G. (2014).

Organizational commitment and job satisfaction: What are the potential relationships?. *BAR - Brazilian Administration Review*, 11(4), 476-495. doi:10.1590/1807-7692bar2014276

- Li, J. (2015). Research on social organization employee's job satisfaction in China based on multi-level factor analysis method. *International Journal of U- & E-Service, Science & Technology*, 8(2), 81-90. doi:10.14257/ijunesst.2015.8.2.08
- Li, Y., & Jones, C. B. (2013). A literature review of nursing turnover costs. *Journal of Nursing Management*, 21(3), 405-418 14p. doi:10.1111/j.13652834.2012.01411.x
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.
- Linhartová, L. (2011). Organizational perception of employee turnover. *Scientific Papers of the University of Pardubice. Series D, Faculty of Economics & Administration*, 16(22), 121-133. Retrieved from <http://www.upce.cz/english/fea/research-development/scientific-journals/scipap.html>
- 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. Retrieved from http://road.issn.org/issn/2348-537X-international-journal-of-multidisciplinary-approach-and-studies-#.VgIR_3sZfOo
- Liu, J., Hui, C., Lee, C., & Chen, Z. X. (2012). Fulfilling obligations: Why Chinese employees stay. *International Journal of Human Resource Management*, 23(1), 35-51. doi:10.1080/09585192.2011.606119
- Lopina, E. C., Rogelberg, S. G., & Howell, B. (2012). Turnover in dirty work occupations: A focus on pre-entry individual characteristics. *Journal of Occupational & Organizational Psychology*, 85(2), 396-406.

doi:10.1111/j.2044-8325.2011.02037.x

Lunenburg, F. C. (2012). Organizational culture-performance relationships: Views of excellence and theory Z. *National Forum of Educational Administration & Supervision Journal*, 30(1), 52-63. Retrieved from <http://www.nationalforum.com/>

Maertz, J. P., Boyar, S. L., & Pearson, A. W. (2012). Extending the 8 forces framework of attachment and voluntary turnover. *Journal of Business & Management*, 18(1), 7-30. Retrieved from <https://www.chapman.edu/business/faculty-research/journals-and-essays/>

Major, D., Morganson, V., & Bolen, H. (2013). Predictors of occupational and organizational commitment in information technology: Exploring gender differences and similarities. *Journal of Business & Psychology*, 28(3), 301-314. doi:10.1007/s10869-012-9282-5

Mandhanya, Y. (2015). A study of impact of working environment on retention of employees. *Global Management Review*, 9(4), 116-128. Retrieved from <http://www.sonamgmt.org/gmr.html>

Mariotto, F. L., Pinto Zanni, P., & De Moraes, G. M. (2014). What is the use of a single-case study in management research? *Revista de Administração de Empresas*, 54(4), 358-369. doi:10.1590/S0034-759020140402

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of*

- Computer Information Systems*, 54(1), 11-22. Retrieved from <http://www.iacis.org/jcis/jcis.php>
- Martin, A., & Bartscher-Finzer, S. (2014). The self-concept of book publishers and its significance for job satisfaction and satisfaction with economic success. *Management Revue*, 25(4), 285-313. doi:10.1688/mrev-2014-04-Martin
- Maslow, A. H. (2000). *A theory of human motivation. The Maslow Business Reader*. (1st ed.). (pp. 251-275). Indianapolis, IN: Wiley.
- May, D.R., Gilson, R.L., & Harter, L.M. (2004). The psychological conditions of meaningfulness, safety, and availability, and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77, 11-37. Retrieved from <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%292044-8325>
- Mayfield, J., & Mayfield, M. (2009). The role of leader motivating language in employee absenteeism. *Journal of Business Communication*, 46, 455-479. doi:10.1177/0021943609338665
- McGregor, D. (1960). *The human side of enterprise*. New York, NY: McGraw-Hill.
- McGregor, D. (2005). *The human side of enterprise* (annotated ed.). Columbus, OH: McGraw-Hill.
- Men, L. R., & Stacks, D. (2014). The effects of authentic leadership on strategic internal communication and employee-organization relationships. *Journal of Public Relations Research*, 26(4), 301-324. doi:10.1080/1062726X.2014.908720

- Michael, D. F. (2014). Supportive supervisor communication as a mediator of the leader-member exchange and subordinate performance relationship. *International Journal of Leadership Studies*, 8(2), 44-65. Retrieved from <http://www.regent.edu/acad/global/publications/ijls/new/home.htm>
- Mikesell, L., Bromley, E., & Khodyakov, D. (2013). Ethical community-engaged research: A literature review. *American Journal of Public Health*, 103, e7-e14. doi:10.2105/AJPH.2012.301605
- Miller, L. (2013). *ASTD's 2013 state of the industry report*. Alexandria, VA: American Society of Training & Development.
- Mishra, K., Boynton, L., & Mishra, A. (2014). Driving employee engagement: The expanded role of internal communications. *International Journal of Business Communication*, 51(2), 183-202. doi:10.1177/2329488414525399
- Mohr, D. C., Young, G. J., & Burgess, J. F. (2012). Employee turnover and operational performance: the moderating effect of group-oriented organizational culture. *Human Resource Management Journal*, 22(2), 216-233. doi:10.1111/j.1748-8583.2010.00159.x
- Mojtahed, R., Nunes, M. B., Martins, J. T., & Peng, A. (2014). Equipping the constructivist researcher: The combined use of semi structured interviews and decision-making maps. *Electronic Journal of Business Research Methods*, 12(2), 87-95. Retrieved from <http://www.ejbrm.com/main.html>

- Monks, J. (2012). Job turnover among university presidents in the United States of America. *Journal of Higher Education Policy & Management*, 34(2), 139-152. doi:10.1080/1360080X.2012.662739
- Moriarty, B. (2014). Research design and the predictive power of measures of self-efficacy. *Issues in Educational Research*, 24(1), 55-66. Retrieved from <http://www.iier.org.au/iier.html>
- Morrison, E.W. (2011). Employee voice behavior: Integration and directions for future research. *The Academy of Management Annals*, 5(1), 373-412. doi:10.1080/19416520.2011.574506
- Mosadeghrad, A., Ferlie, E., & Rosenberg, D. (2011). A study of relationship between job stress, quality of working life and turnover intention among hospital employees. *Health Services Management Research: An Official Journal of the Association of University Programs in Health Administration / HSMC, AUPHA*, 24(4), 170-181. doi:10.1258/hsmr.2011.011009
- Nabizadeh, G., Atashzadeh, S., Khazai, N., & Majd, H. (2014). Correlation between demographic variables and organizational commitment of nurses working in the hospitals affiliated to Isfahan University of Medical Sciences. *Journal of Research Development in Nursing & Midwifery*, 11(1), 32-38. Retrieved from <http://www.interestjournals.org/jrnm>
- Nekoranec, J. (2013). Managerial skills development as an integral part of managerial competence. *Scientific Research & Education in the Air Force - AFASES*, 149-54. Retrieved from

<http://journals.indexcopernicus.com/Scientific+Research+and+Education+in+the+Air+Force+-+AFASES,p5164,3.html>

Nguyen Thanh, T., Nguyen Tien, H., Le Thi Bich, T., Nguyen Phuoc, L., Nguyen Thi Huyen, T., Kenji, H., & Juntra, K. (2015). Participants' understanding of informed consent in clinical trials over three decades: Systematic review and meta-analysis. *Bulletin of The World Health Organization*, 93(3), 186-198.
doi:10.2471/BLT.14.141390

Nwagbara, U., Smart Oruh, E., Ugorji, C., & Ennsra, M. (2013). The impact of effective communication on employee turnover intention at First Bank of Nigeria. *Economic Insights - Trends & Challenges*, 65(4), 13-21. Retrieved from http://www.upg-bulletin-se.ro/archive_en.html

Okan, T., & Akyüz, A. M. (2015). Exploring the relationship between ethical leadership and job satisfaction with the mediating role of the level of loyalty to supervisor. *Business & Economics Research Journal*, 6(4), 155-177. Retrieved from <http://www.berjournal.com/>

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

Ondondo, E. A. (2015). Acquired language disorders as barriers to effective communication. *Theory & Practice in Language Studies*, 5, 1324-1329.
doi:10.17507/tpls.0507.02

O'Neill, K., Hodgson, S., & Mazrouei, M. A. (2015). Employee engagement and internal communication: A United Arab Emirates study. *Middle East Journal of*

Business, 10(4), 3-28. Retrieved from

http://www.mejb.com/flash_content/flash_content.htm

- Ozturk, T., & Guven, B. (2016). Evaluating students' beliefs in problem solving process: A case study. *Eurasia Journal of Mathematics, Science & Technology Education*, 12, 411-429. doi:10.12973/eurasia.2016.1208a
- Palanski, M., Avey, J., & Jiraporn, N. (2014). The effects of ethical leadership and abusive supervision on job search behaviors in the turnover process. *Journal of Business Ethics*, 121, 135-146. doi:10.1007/s10551-013-1690-6
- Palomino, F., & Peyrache, E. (2013). Internal vs. external CEO choice and the structure of compensation contracts. *Journal of Financial & Quantitative Analysis*, 48, 1301-1331. doi:10.1017/S0022109013000434
- Pestoff, V., & Vamstad, J. (2014). Enriching work environment in the welfare service sector: The case of social enterprises in Swedish childcare. *Annals of Public & Cooperative Economics*, 85, 353-370. doi:10.1111/apce.12033
- Pomirleanu, N., & John-Mariadoss, B. (2015). The influence of organizational and functional support on the development of salesperson job satisfaction. *Journal of Personal Selling & Sales Management*, 35(1), 33-50. doi:10.1080/08853134.2014.988716
- Pradhan, S., & Pradhan, R. K. (2015). An empirical investigation of relationship among transformational leadership, affective organizational commitment and contextual performance. *Vision (09722629)*, 19(3), 227-235. doi:10.1177/0972262915597089

- Prahalad, C. K., & Hamel, G. (2006). *The core competence of the corporation* (pp. 275-292). Springer Berlin Heidelberg
- Premalatha, P. P. (2011). Voluntary turnover in knowledge-intensive organizations: A conceptual framework. *IUP Journal of Organizational Behavior*, 10(4), 54-68. Retrieved from <https://www.questia.com/library/p439508/iup-journal-of-organizational-behavior>
- Raeburn, T., Schmied, V., Hungerford, C., & Cleary, M. (2015). The contribution of case study design to supporting research on clubhouse psychosocial rehabilitation. *BMC Research Notes*, 8(1), 1-7. doi:10.1186/s13104-015-1521-1
- Rafiee, N., Bahrami, M. A., & Entezarian, S. (2015). Demographic determinants of organizational commitment of health managers in Yazd Province. *International Journal of Management, Accounting & Economics*, 2(1), 91-100. Retrieved from <http://www.ijmae.com/>
- Raina, R., & Britt Roebuck, D. (2016). Exploring cultural influence on managerial communication in relationship to job satisfaction, organizational commitment, and the employees' propensity to leave in the insurance sector of India. *International Journal of Business Communication*, 53(1), 97-130. doi:10.1177/2329488414525453
- Ratna, R., & Chawla, S., (2012). Key factors of retention and retention strategies in telecom sector. *Sona Global Management Review*, 6(3), 35-46. Retrieved from <http://www.sonamgmt.org/gmr.html>

- Rehman, S. (2012). A study of public sector organizations with respect to recruitment, job satisfaction and retention. *Global Business & Management Research*, 4(1), 76-88. <http://www.gbmr.ioksp.com/>
- Reilly, R.C. (2013). Found poems, member checking and crises of representation. *The Qualitative Report*, 18(30), 1-18. Retrieved from <http://www.nova.edu/ssss/QR/QR18/reilly30.pdf>
- Reischauer, G. (2015). Combining artifact analysis, interview and participant observation to study the organizational sensemaking of knowledge-based innovation. *Historical Social Research*, 40(3), 279-298. doi:10.12759/hsr.40.2015.3.279-298
- Rennie, D.L. (2012). Qualitative research as methodical hermeneutics. *Psychological Methods*, 17, 385-398. Retrieved from <http://www.apa.org/pubs/journals/met/index.aspx>
- Ribeiro, N., & Semedo, A. (2014). Human resources management practices and turnover intentions: The mediating role of organizational justice. *IUP Journal of Organizational Behavior*, 13(1), 7-32. Retrieved from <https://www.questia.com/library/p439508/iup-journal-of-organizational-behavior>
- Richardson, H. A., & Taylor, S. G. (2012). Understanding input events: A model of employees' responses to requests for their input. *Academy of Management Review*, 37, 471-491. Retrieved from <http://aom.org/Publications/AMR/Academy-of-Management-Review.aspx>

- Richardson, S. (2009). Undergraduates' perceptions of tourism and hospitality as a career choice. *International Journal of Hospitality Management*, 28, 382-388. doi:10.1016/j.ijhm.2008.10.006
- Rodger, D., Neill, M. O., & Nugent, L. (2015). Informal experiences of caring for older adults at home: a phenomenological study. *British Journal of Community Nursing*, 20(6), 280-285. doi:10.12968/bjcn.2015.20.6.280
- Rose, J., & Bliemer, M. (2013). Sample size requirements for stated choice experiments. *Transportation*, 40, 1021-1041. doi:10.1007/s11116-013-9451-z
- Rossiter, J. (2008). Qualitative research rules. *International Journal of Advertising*, 27, 915-919. Retrieved from <http://internationaljournalofadvertising.com>
- Ruey-Juen, C., Chen-Wei, Y., Cheng-Min, C., & Bor-Wen, C. (2014). Relationships among work value, quality of work life, and turnover intention in nurses in Yunlin, Taiwan. *International Journal of Organizational Innovation*, 6(4), 99-108. Retrieved from <http://www.ijoi-online.org/>
- Ruvimbo Terera, S., & Ngirande, H. (2014). The impact of training on employee job satisfaction and retention among administrative staff members: A case of a selected tertiary institution. *Sosyal Bilimler Dergisi/Journal of Social Sciences*, 39(1), 43-50. Retrieved from <http://journal.nku.edu.tr/index.php/BJSS>
- Russell, C. J. (2013). Is it time to voluntarily turn over theories of voluntary turnover?. *Industrial & Organizational Psychology*, 6(2), 156-173. doi:10.1111/iops.12028
- Ryu, S., & Lee, Y. (2013). Examining the role of management in turnover. *Public Performance & Management Review*, 37, 134-153.

doi:10.2753/pmr1530-9576370106

Sadatsafavi, H., Walewski, J., & Shepley, M. (2015). Physical work environment as a managerial tool for decreasing job-related anxiety and improving employee-employer relations. *Journal of Healthcare Management, 60*(2), 114-131.

Retrieved from https://ache.org/pubs/jhm/jhm_index.cfm

Sanjari, M., Bahramnezhad, F., Khoshnava Fomani, F., Shoghi, M., & Ali Cheraghi, M. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. *Journal of Medical Ethics & History of Medicine, 7*,

1-6. Retrieved from <http://jmehm.tums.ac.ir/>

Scanlan, J., & Still, M. (2013). Job satisfaction, burnout and turnover intention in occupational therapists working in mental health. *Australian Occupational Therapy Journal, 60*(5), 310-318. doi:10.1111/1440-1630.12067

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

Scheers, L. v., & Botha, J. (2014). Analyzing relationship between employee job satisfaction and motivation. *Journal of Business & Retail Management Research, 9*, 98-109. Retrieved from <http://www.jbrmr.com/>

Sears, L. E., Shi, Y., Coberley, C. R., & Pope, J. E. (2013). Overall well-being as a predictor of health care, productivity, and retention outcomes in a large employer. *Population Health Management, 16*, 397-405. doi:10.1089/pop.2012.0114

- Secara, C. G. (2014). Job – Between stability and satisfaction. *Economics, Management & Financial Markets*, 9(4), 318-322. Retrieved from <http://www.addletonacademicpublishers.com/economics-management-and-financial-markets>
- Sewell, M. (2014). The use of qualitative interviews in evaluation. Retrieved from <http://ag.arizona.edu/sfcs/cyfernet/cyfar/Intervu5.htm>
- Shacklock, K., Brunetto, Y., Teo, S., & Farr-Wharton, R. (2014). The role of support antecedents in nurses' intentions to quit: The case of Australia. *Journal of Advanced Nursing*, 70, 811-822. doi:10.1111/jan.12239
- Sharma, A., & Nambudiri, R. (2015). Job-leisure conflict, turnover intention and the role of job satisfaction as a mediator: An empirical study of Indian IT professionals. *South Asian Journal of Management*, 22(1), 7-27. Retrieved from <http://www.sajm-amdisa.org/>
- Shier, M. L., Graham, J. R., Fukuda, E., Brownlee, K., Kline, T. B., Walji, S., & Novik, N. (2012). Social workers and satisfaction with child welfare work: Aspects of work, profession, and personal life that contribute to turnover. *Child Welfare*, 91(5), 117-138. doi:24205553
- Shin, Y. B., Koh, S. H., & Shim, C. S. (2015). Information processing model to measure important determinants on job satisfaction. *Journal of Business & Retail Management Research*, 9(2), 100-109. Retrieved from <http://www.jbrmr.com/>

- Shipp, A. J., Furst-Holloway, S., Harris, T. B., & Rosen, B. (2014). Gone today but here tomorrow: Extending the unfolding model of turnover to consider boomerang employees. *Personnel Psychology*, *67*, 421-462. doi:10.1111/peps.12039
- Shrestha, A. K., & Mishra, A. K. (2015). Interactive effects of public service motivation and organizational politics on Nepali civil service employees' organizational commitment. *Business Perspectives & Research*, *3*(1), 21-35.
doi:10.1177/2278533714551862
- Simon, M.K. (2011). *Dissertation and scholarly research: Recipes for success*. Seattle, WA: Dissertation Success, LLC.
- Singh, S. (2015). Hello, limitations! The paradoxical power of limits in scientific writing. *Indian Journal of Dermatology, Venereology & Leprology*. 4-6.
doi:10.4103/0378-6323.148555
- Sluss, D.M., Ployhart, R.E., Cobb, M.G., & Ashforth, B.E. (2012). Generalizing newcomers' relational and organizational identifications: Processes and prototypicality. *Academy of Management Journal*, *55*, 949-974.
doi:10.5465/amj.2010.420
- Smith, J., & Macko, N. (2014). Exploring the relationship between employee engagement and employee turnover. *Annamalai International Journal of Business Studies & Research*, *6*(1), 56-69. Retrieved from <http://www.auent.org>
- Soltis, S. M., Agneessens, F., Sasovova, Z., & Labianca, G. (2013). A social network perspective on turnover intentions: The role of distributive justice and social support. *Human Resource Management*, *52*, 561-584. doi:10.1002/hrm.21542

- Sommer, K. L., & Kulkarni, M. (2012). Does constructive performance feedback improve citizenship intentions and job satisfaction? The roles of perceived opportunities for advancement, respect, and mood. *Human Resource Development Quarterly*, 23(2), 177-201. doi:10.1002/hrdq.21132
- Song, J. H., Martens, J., McCharen, B., & Ausburn, L. J. (2011). Multi-structural relationships among organizational culture, job autonomy, and CTE teacher turnover intention. *Career & Technical Education Research*, 36(1), 3-26. doi:10.5328/cter36.1.3
- Song, S. C., & Alpaslan, M. M. (2015). Factors impacting on teachers' job satisfaction related to science teaching: A mixed methods study. *Science Education International*, 26(3), 358-375. Retrieved from <http://www.icasonline.net/seiweb/>
- Soundarapandiyam, K., & Ganesh, M. (2015). Employee retention strategy with reference to Chennai based ITeS industry- An empirical study. *Global Management Review*, 9(2), 1-13. Retrieved from <http://www.sonamgmt.org/gmr.html>
- Sque, M., Walker, W., & Long-Sutehall, T. (2014). Research with bereaved families: A framework for ethical decision-making. *Nursing Ethics*, 21, 946-955. doi:10.1177/0969733014521097
- Srivastava, R., & Tang, T. (2015). Coping intelligence: Coping strategies and organizational commitment among boundary spanning employees. *Journal of Business Ethics*, 130, 525-542. doi:10.1007/s10551-014-2234-4

- Steele, G. A., & Plenty, D. (2015). Supervisor–subordinate communication competence and job and communication satisfaction. *International Journal of Business Communication*, 52(3), 294-318. doi:10.1177/2329488414525450
- Steele, M. M., Fisman, S., & Davidson, B. (2013). Mentoring and role models in recruitment and retention: A study of junior medical faculty perceptions. *Medical Teacher*, 35, 1130-1138. doi:10.3109/0142159X.2012.735382
- Stiglbauer, B., Selenko, E., Batinic, B., & Jodlbauer, S. (2012). On the link between job insecurity and turnover intentions: Moderated mediation by work involvement and well-being. *Journal of Occupational Health Psychology*, 17(3), 354-364. doi:10.1037/a0028565
- Strojilova, P., & Rafferty, P.D. (2013). People Strategy: Understanding voluntary turnover in organizations using an illustrative case study. *Advances in Business-Related Scientific Research Journal*, 4(2), 99-112. Retrieved from <http://www.absrc.org/absrj-home.html>
- Strom, D. L., Sears, K. L., & Kelly, K. M. (2014). Work engagement: The roles of organizational justice and leadership style in predicting engagement among employees. *Journal of Leadership & Organizational Studies*, 21, 71–182. <http://doi.org/234>
- Suk Bong, C., Thi Bich Hanh, T., & Byung Il, P. (2015). Inclusive leadership and work engagement: Mediating roles of affective organizational commitment and creativity. *Social Behavior & Personality: An International Journal*, 43, 931-943. doi:10.2224/sbp.2015.43.6.931

- Su-Hyun, K., & Im-Yeong, L. (2015). Study on user authority management for safe data protection in cloud computing environments. *Symmetry*, 7, 269-283.
doi:10.3390/sym7010269
- Swafford, L. G. (2014). Elements and evaluation of qualitative research. *Radiation Therapist*, 23(1), 90-91. Retrieved from <http://www.asrt.org>
- Swider, B. W., Boswell, W. R., & Zimmerman, R. D. (2011). Examining the job search-turnover relationship: The role of embeddedness, job satisfaction, and available alternatives. *Journal of Applied Psychology*, 96, 432-441. doi:10.1037/a0021676
- Talachi, R. K., Gorji, M. B., & Boerhannoeddin, A. B. (2014). An investigation of the role of job satisfaction in employees' organizational citizenship behavior. *Collegium Antropologicum*, 38(2), 429-436.
- Tayfun, A., & Çatir, O. (2014). An empirical study into the relationship between work/life balance and organizational commitment. *Is, Guc: The Journal of Industrial Relations & Human Resources*, 16(1), 20-37.
doi:10.4026/1303-2860.2014.0245.x
- Tayfur, O., Bayhan Karapinar, P., & Metin Camgoz, S. (2013). The mediating effects of emotional exhaustion cynicism and learned helplessness on organizational justice-turnover intentions linkage. *International Journal of Stress Management*, 20(3), 193-221. doi:10.1037/a0033938
- Tejeda, M. (2015). Exploring the supportive effects of spiritual well-being on job satisfaction given adverse work conditions. *Journal of Business Ethics*, 131(1), 173-181. doi:10.1007/s10551-014-2269-6

- Terek, E., Glušac, D., Nikolic, M., Tasic, I., & Gligorovic, B. (2015). The impact of leadership on the communication satisfaction of primary school teachers in Serbia. *Educational Sciences: Theory and Practice*, 15(1), 73-84. Retrieved from <http://www.estp.com.tr/>
- Teresa, A. (2013). Collaboration can play a lead role in development of future leaders. *Public Manager*, 42(2), 28-29. Retrieved from <https://www.td.org/Publications/Magazines/The-Public-Manager>
- ter Weel, B. (2011). Does manager turnover improve firm performance? Evidence from Dutch soccer, 1986-2004. *De Economist*, 159(3), 279-303. doi:10.1007/s10645-010-9157-y
- Thaly, P., & Sinha, V. (2013). To prevent attrition in business process outsourcing, focus on people. *Global Business & Organizational Excellence*, 32(3), 35-43. doi:10.1002/joe.21483
- Thomas, M., Kohli, V., & Jong, C. (2014). Correlates of job burnout among human services workers: Implications for workforce retention. *Journal of Sociology & Social Welfare*, 41(4), 69-90. Retrieved from <http://wmich.edu/socialworkjournal>
- Thomas, S. J. (2015). *Exploring strategies for retaining information technology professionals: A case study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3681815)
- Tillman, A. (2013). Improving worker satisfaction yields improved worker-retention rates. *Employment Relations Today (Wiley)*, 39(4), 27-31. doi:10.1002/ert.21386

- Tobin, G.A. & Begley, C.M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396.
doi:10.1111/j.1365-2648.2004.03207.x
- Tonvongval, S. (2013). Impact of transformational leadership development through organization development intervention on employee engagement and firm performance: A case study. *Social Research Reports*, 25, 34-49. Retrieved from <http://www.researchreports.ro/>
- Topkaya, N. (2015). Factors influencing psychological help seeking in adults: A qualitative study. *Educational Sciences: Theory and Practice*, 15(1), 21-31. Retrieved from <http://www.estp.com.tr/>
- Totawar, A. K., & Nambudiri, R. (2014). How does organizational justice influence job satisfaction and organizational commitment? Explaining with psychological capital. *Vikalpa: The Journal for Decision Makers*, 39(2), 83-97. Retrieved from <http://www.vikalpa.com/>
- Trefalt, Š. (2013). Between you and me: Setting work-nonwork boundaries in the context of workplace relationships. *Academy of Management Journal*, 56, 1802-1829.
doi:10.5465/amj.2011.0298
- Valentine, S., Fleischman, G., & Godkin, L. (2015). Rogues in the ranks of selling organizations: using corporate ethics to manage workplace bullying and job satisfaction. *Journal of Personal Selling & Sales Management*, 35(2), 143-163. doi:10.1080/08853134.2015.1010542

- Van Iddekinge, C. H., Roth, P. L., Putka, D. J., & Lanivich, S. E. (2011). Are you interested? A meta-analysis of relations between vocational interests and employee performance and turnover. *Journal of Applied Psychology, 96*, 1167-1194. doi:10.1037/a0024343
- Vogelgesang, G.R., Leroy, H., & Avolio, B.J. (2013). The mediating effects of leader integrity with transparency in communication and work engagement/performance. *The Leadership Quarterly, 24*(3), 405-413.
Retrieved from <http://www.journals.elsevier.com/the-leadership-quarterly/>
- Vuta, D. R., & Farcas, A. (2015). The role of training in organizational and employee development. *Revista Academiei Fortelor Terestre, 20*(3), 367-372.
Retrieved from <http://www2.armyacademy.ro/reviste/index.html>
- Wahyuni, D. (2012). The research design maze: Understanding paradigms, methods and methodologies. *Journal of Applied Management Accounting Research, 10*, 69-80. Retrieved from <http://cmaweblne.org>
- Wallace, J., & Gaylor, K. P. (2012). A study of the dysfunctional and functional aspects of voluntary employee turnover. *SAM Advanced Management Journal, 77*(3), 27-36. Retrieved from <http://samnational.org/publications/sam-advanced-management-journal/>
- Walker, J.L. (2012). Research column: The use of saturation in qualitative research. *Canadian Journal of Cardiovascular Nursing, 22*(2), 37-41. Retrieved from <https://www.ccn.ca/content.php?doc=21>

- Wang, W., & Yang, X. (2015). Does informal participation increase job satisfaction in public organizations? A study on civil servants in Beijing, China. *Public Personnel Management, 44*(3), 356-374 19p. doi:10.1177/0091026015586264
- Whiffin, C. J., Bailey, C., Ellis-Hill, C., & Jarrett, N. (2014). Challenges and solutions during analysis in a longitudinal narrative case study. *Nurse Researcher, 21*(4), 20-26. doi:10.7748/nr2014.03.21.4.20.e1238
- Wolf, L.E., Patel, M.J., Williams Tarver, B.A., Austin, J.L., Dame, L.A., & Beskow, L.M. (2015). Certificates of confidentiality: Protecting human subject research data in law and practice. *Journal of Law, Medicine & Ethics, 43*(3), 594-609. doi:10.1111/jlme.12302
- Wynen, J., & de Beeck, S. O. (2014). The impact of the financial and economic crisis on turnover intention in the U.S. federal government. *Public Personnel Management, 43*, 565-585. doi:10.1177/0091026014537043
- Xu, Z., Bei, H., & Min, Q. (2014). Job satisfaction as a mediator in the relationship between performance appraisal and voice behavior. *Social Behavior & Personality: An International Journal, 42*, 1315-1323. doi:10.2224/sbp.2014.42.8.1315
- Yamamoto, H. (2013). The relationship between employees' perceptions of human resource management and their retention: from the viewpoint of attitudes toward job-specialties. *International Journal of Human Resource Management, 24*, 747-767. doi:10.1080/09585192.2012.697478

- Yildirim, İ. (2015). A study on physical education teachers: The correlation between self-efficacy and job satisfaction. *Education, 135*(4), 477-485. Retrieved from <http://aer.sagepub.com/>
- Yin, R.K. (2009). *Case study research: Design and methods*. Thousand Oaks, CA: SAGE Publications.
- Yin, R.K. (2011). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Yin, R.K. (2013). Validity and generalization in future case study evaluations. *Evaluation, 19*, 321-332. doi:10.1177/1356389013497081
- Yin, R.K. (2014). *Case study research: Designs and methods*. Thousand Oaks, CA: SAGE Publications.
- Yirik, Ş., & Ören, D. (2014). A study to determine the relationship between job satisfaction and tendencies of employees of 5 star hotels operating 12 months in Belek. *Journal of Alanya Faculty of Business / Alanya İisletme Fakültesi Dergisi, 6*(2), 97-117. Retrieved from <http://alanyadergi.akdeniz.edu.tr/en>
- Yongbeom, H. (2013). Turnover, voluntary turnover, and organizational performance: Evidence from municipal police departments. *Public Administration Quarterly, 37*(1), 3-35. doi:10.1108/pijpsm-01-2014-0006
- Yu-Ping, C., W., Mei-Huei, C., Hyde, B., & Hsieh, L. (2010). Chinese employees' work values and turnover intentions in multinational companies: The mediating effect of pay satisfaction. *Social Behavior & Personality: An International Journal, 38*, 871-894. doi:10.2224/sbp.2010.38.7.871

- Zeffane, R. (2012). Does employee satisfaction with communication affect trust? Longitudinal evidence from an Australian study. *International Journal of Business Performance Management*, 13(1), 60-74. Retrieved from <http://www.inderscience.com/jhome.php?jcode=IJBPM>
- Zeithaml, V., Bitner, M., & Gremler, D. (2012). *Services Marketing: Integrating Customer Focus Across the Firm* (6th ed.). McGraw-Hill Irwin.
- Zhang, L. (2015). Do academics' personality traits contribute to their organizational commitment?. *Journal of Individual Differences*, 36(1), 11-18.
doi:10.1027/1614-0001/a000150
- Zhang, Y., & Feng, X. (2011). The relationship between job satisfaction, burnout, and turnover intention among physicians from urban state-owned medical institutions in Hubei, China: A cross-sectional study. *BMC Health Services Research*, 11(235). doi:10.1186/1472-6963-11-235
- Zitomer, M. & Goodwin, D. (2014). Gauging the quality of qualitative research in adapted physical activity. *Adapt Phys Activ Q*, 31(3): 193-218.
doi:10.1123/apaq.2013-0084

Appendix A: Informed Consent for Participants

Participant Informed Consent Form

You are invited to participate in a research study entitled “The Implications of Employee Turnover on Credit Unions.” The researcher is inviting managers and supervisors of a financial institution in Northeast Kansas who have at least 1 year of employee training experience to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before making a decision to engage.

This study is being conducted by a researcher named Jason Carreno, a doctoral student at Walden University.

Background Information:

The purpose of this study is to explore the strategies managers use for successfully reducing turnover

Procedures:

If you agree to engage in this study, you will be asked to:

- Respond via email with the words ‘I Consent.’
- Participate in an interview (face-to-face or via telephone; maximum length of one hour). Interviews will be audio recorded.
- Review of formal study findings at the end of the study (also called Member Checking). You will have three days to review the study findings.

Here are some sample questions:

1. How effective is the training in preparing employees for their jobs?
2. What barriers prohibit retention strategies from being successful?
3. How important to you is your employees’ job satisfaction?

Voluntary Nature of the Study:

This study is voluntary. Your decision to accept or decline the invitation to participate will be respected. You may withdraw from participating at anytime.

Conflicts of Interest:

This study is separate from my professional role and the decision to participate will not impact future professional relationships a participant may have with the researcher.

Risks and Benefits of Participating in the Study:

Participating in this type of study poses minimal risk, and does not jeopardize your safety or well-being. This study will benefit the financial community by gaining further understanding of the different perspectives of managers and how they reduce attrition within their organization. This could have a significant effect on the overall growth of the organization and fill any gaps in the understanding of the importance of employee turnover and retention.

Payment:

There will be no compensation for your participation in the study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. The researcher will not include your name or any information that could identify you in the study reports. Data will be kept secure in a locked, fireproof file cabinet and the data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask questions at anytime by contacting the researcher via phone at 785-845-3138 or by e-mail at Jason.Carreno@waldenu.edu. If you want to talk privately about your rights as a participant, you may contact: Dr. Leilani Endicott at 612-312-1210 or by email at IRB @waldenu.edu. She is the Walden University representative who can discuss this with you. Walden University's approval number for this study is 03-11-16-0424966 and it expires on March 10, 2017.

Statement of Consent:

If you agree to participate in this study, please reply to Jason Carreno, by electronic mail at Jason.Carreno@waldenu.edu, with the words 'I Consent.'

Appendix B: Semistructured Interview Questions

Interview Questions

1. How effective is the training in preparing employees for their jobs?
2. What organizational investments can be made to strengthen employees' commitment to the organization?
3. What is the working environment for critical-skilled employees?
4. What are some work-related experiences that contribute to employee turnover?
5. What barriers prohibit retention strategies from being successful?
6. What strategies and leadership characteristics do you use that are beneficial in retaining employees?
7. How important to you is your employees' job satisfaction?
8. What do you believe makes employees satisfied with their job?
9. What do you believe makes employees dissatisfied with their job?
10. Is there anything else you can share about this topic, which I did not ask?

Appendix C: Protecting Human Research Participants Certificate



Appendix D: Letter of Introduction

Letter of Introduction

Date: [Insert Date]

Re: Request to Participate in a Research Study

Dear [Recipient]:

My name is Jason Carreno and I am a student at Walden University, pursuing a Doctor of Business Administration degree (DBA). I am conducting a research study exploring the strategies managers use for successfully reducing turnover, and I am focusing on a financial institution in Northeast Kansas. The title of my study is “The Implications of Employee Turnover on Credit Unions.” I would like to interview managers and supervisors who meet the following criteria:

- Must have been in a leadership role for a minimum of 1 year
- Must have experience in strategic methods to reduce employee turnover

Semistructured interviews with managers and supervisors may provide helpful insight and understanding for the research study. Upon completion of the study, I will share my research findings with study participants and scholars. Individuals who meet the participant criteria and would like to take part in the study may contact me by phone at 785-845-3138 or by email at Jason.Carreno@waldenu.edu. Thank you for your consideration.

Sincerely,

Jason R. Carreno

DBA Student, Walden University