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Strategies to Retain Revenue Management Analysts in the U.S. Airline Industry

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Abstract

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MBA, Embry-Riddle Aeronautical University, 1995

BS, Southern Illinois University Carbondale, 1993

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The voluntary turnover of revenue management analysts in the U.S. airline industry is an issue, compelling revenue management leaders to implement retention strategies that successfully reduce employee turnover. The purpose of this qualitative single case study was to explore strategies revenue management leaders used within the last 15 years to retain revenue management analysts. The conceptual framework that grounded this study was Maertz's 8 motivational forces of job attachment and voluntary turnover. The targeted population was comprised of revenue management leaders at an airline in Dallas, Texas who had demonstrated successful strategies to reduce employee turnover. Using criterion-based sampling, 4 revenue management leaders were selected for study participation. Data were collected through face-to-face semistructured interviews and company documents, then analyzed via Yin's 5-step process of compiling, disassembling, reassembling, interpreting, and concluding. Interpretations were then subjected to member checking and methodological triangulation to strengthen the trustworthiness of findings. Two main themes emerged: leadership influence and analyst career environment. The findings provide a better understanding of revenue management analyst retention and increase knowledge of factors that influenced turnover in the U.S. airline industry. With this knowledge, revenue management leaders can implement retention strategies that have successfully reduced employee turnover. The implications for positive social change include the potential to overcome emotional discomforts about work or psychological obligations to leave, which can encourage job satisfaction and improve employee retention.

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Dedication

I dedicate this work to my farther, the late Curtis Albert Williams of Macclenny, Florida. Words cannot express how much I miss you. I wish you were here to see this accomplishment.

Acknowledgments

First, I give honor to my Lord and Savior, Jesus Christ. I am humbled before God and inspired by those who paved the way for me to accomplish this goal. Second, it is with the utmost humility that I express my thanks to God, my Heavenly Father, and to the late Curtis Albert Williams of Macclenny, Florida, for the life lessons I have learned from him. I acknowledge, and I am thankful for, the love and support I received from my family, especially my wife, Dr. Adina Williams, and my son, Christian Williams. Thank you for your patience that allowed me to read and to write this doctoral study. Finally, I would like to thank my doctoral study committee members, Drs. Brodie Johnson, Brenda Jack, and Ify Diala, for the countless hours spent reviewing and providing comments and feedback.

I acknowledge that my opportunity for a terminal degree came by way of the opportunities provided by the 16th, 35th, 36th, and 44th presidents of the United States. There were many nights throughout this doctoral journey where I found myself on my knees by the overwhelming conviction that I had nowhere else to go. I found my own knowledge, methods, and wisdom, as well as that of those around me, insufficient for the years I had to endure to achieve this terminal degree.

Table of Contents

Section 1: Foundation of the Study

Many leaders of service businesses struggle to retain employees (Kumar, Dass, & Topaloglu, 2014). In the context of a changing global employment talent pool, the focus of employee retention strategies shift from organizational strategies to market strategies and from offering company-wide retention programs to targeting specific groups of employees (Kashyap & Rangnekar, 2014). Researchers studying employee retention (e.g., Dawley & Andrews, 2012; Truxillo, Cadiz, Rineer, Zaniboni, & Fraccaroli, 2012) have focused on employee job satisfaction and dissatisfaction and various aspects of employee turnover. Based on my review of the literature, research on various motivational forces of job attachment and voluntary employee turnover has been minimal.

In this study, I used the concepts of job attachment and voluntary employee turnover to identify strategies that revenue management leaders use to retain employees. The study included a qualitative method of research and a case study research design. Section 1 includes a background of the business problem I analyzed as well as my problem and purpose statements and research question. It includes an overview of my research design and conceptual framework. It also includes a review of scholarly literature that encompasses viewpoints on employee turnover, employee turnover theories, job satisfaction and dissatisfaction, and motivational forces of job attachment and voluntary employee turnover.

Background of the Problem

Employee turnover can be disruptive for workplaces. When employees voluntarily leave their organizations, they take with them the knowledge, skills, and abilities that may have previously provided their organizations with a competitive advantage (Allen, Bryant, & Vardaman, 2010). Employee turnover costs can contribute to 20% of an employee's salary or more for jobs requiring skills, training, and higher levels of education (Faulk & Hicks, 2015).

Since the mid-1990s, research on employee turnover developed from evidence-based human resource (HR) management strategies in recruitment, hiring selection, training, compensation, supervision, and employee engagement (Allen et al., 2010). Employees might voluntarily quit their jobs because of job dissatisfaction and job possibilities (Kennett, 2013). Employee turnover can also occur when leaders do not implement the right retention strategies. Researchers such as Truxillo et al. (2012) and Dawley and Andrews (2012) have studied employee retention strategies from the views of job satisfaction and dissatisfaction. Based on my review of the literature, research on the antecedents of employee turnover is lacking. To counter employee turnover, leaders need insight into strategic retention, as well as various retention strategies that go beyond managed compensation and benefits (Bryant & Allen, 2013). I sought to contribute new research on retention strategies that took into account antecedents such as coworker-leader relationships or family expectations.

Problem Statement

Employee turnover often results in problems such as costly training and negative effects on employee morale for organizations (Abii, Ogula, & Rose, 2013). From 2010-2012, 70 million people in the United States voluntarily quit their jobs (Hathaway, 2013). The general business problem was that some revenue management leaders did not take action to mitigate employee turnover of revenue management analysts. The specific business problem was that some revenue management leaders lacked strategies to retain revenue management analysts.

Purpose Statement

The purpose of this qualitative case study was to explore strategies used by revenue management leaders to retain revenue management analysts. The targeted population consisted of revenue management leaders working in Dallas, Texas. This study can potentially have a positive social change impact on the lives of revenue management analysts by contributing new knowledge and retention strategies to revenue management leaders, on how analysts who had experienced the employment withdrawal process; changes in work relationships, attitudes, and behaviors; or a decrease in job satisfaction.

Nature of the Study

I used a qualitative research methodology and case study design, as described by Yin (2014). Qualitative researchers seek to answer questions that concern how and why a phenomenon occurred (Dworkin, 2012). In this study, I wanted to elicit participants' thoughtful reflections on and experiences with employee retention strategies. I determined that a quantitative approach, where the focus is on the mathematical relationship between variables (Dworkin, 2012) was not appropriate. A mixed method design includes both qualitative and quantitative research methods, which often results in more confidence for a researcher in his or her results and conclusions (McKim, 2015). Based on my decision not to use quantitative methods, I opted against using a mixed-method approach.

The case study prevailed as the research design selected for this study. Based on the characteristics of the content and phenomenon under study, I opted against using other qualitative research designs such as ethnography and phenomenology. I decided to use a case study design because doing so can help a researcher better understand facets of decision making in organizations (Yin, 2014). Second, case studies are useful when exploring cases that involve individuals, organizations, processes, programs, and institutions (Yin, 2014). Although not suitable for this study, an ethnographic research design results in a cultural description that emerges over a length of time from a close study of a culture (Moustakas, 1994). Phenomenological research involves attempting to understand and interpret individuals' reflections on their experiences (Bevan, 2014). The focus of phenomenological research is on describing the meaning of participants' lived experiences and perceptions (Moustakas, 1994).

Research Question

I sought to answer the following research question: What strategies do revenue management leaders use to retain revenue management analysts?

Interview Questions

1. What was your response or action toward an employee who expressed turnover intentions because of emotional discomfort toward the revenue management department?
2. What response did you give or what actions did you take when an employee expressed turnover intentions because of a psychological obligation to leave the revenue management department?
3. How did you handle the retention efforts when an employee expressed turnover intentions because of a belief that the probability of obtaining professional or personal goals had diminished?
4. What response did you give or action did you take when an employee expressed a desire to obtain what he or she perceived as a more valuable or more quality job?
5. What ongoing retention strategy did you implement when an employee expressed tangible or psychological costs associated with leaving the analyst position?
6. What retention strategy best fits when an employee expresses that family or friends have encouraged him or her to leave a revenue management analyst position?
7. What response did you give or action did you take to retain an employee who expressed a desire to change jobs from a revenue management analyst position?
8. How would you describe the retention efforts you successfully implemented when an employee expressed an undesirable working relationship with a leader or coworkers?

9. What has been your best-fit retention strategy when an employee expressed a sense of detachment from a work location or community?

Conceptual Framework

The basis of this study included the eight forces conceptual framework of job attachment and voluntary employee turnover. Maertz and Griffeth developed the eight forces framework of attachment and voluntary turnover in 2004 (Maertz, Boyar, & Pearson, 2012). This study involved applying the framework to reveal various ideas taken from the literature that ground and complement the research on analyst turnover and retention strategies at an airline. Maertz and Griffeth (as cited in Maertz et al., 2012) offered three theoretical reasons for why managers face difficulties in understanding, studying, and managing employee turnover: a lack of comprehensiveness of predictive turnover models, a conceptual overlap of other turnover predictors, and a lack of a general framework to help leaders think about influencing the intentions of turnover. The motivational forces that contribute to voluntary turnover are affective, contractual, calculative, alternative, behavioral, normative, moral, constituent, and location forces (Maertz et al., 2012). I used the eight forces framework as a lens to organize and view the strategic retention efforts that revenue management leaders use when addressing revenue management analyst turnover at an airline.

Operational Definitions

Collective turnover: An aggregate level of employee turnover that occurs within groups, work units, and organizations (Hausknecht & Trevor, 2011).

Competency modeling: A collection of knowledge, skills, and abilities that distinguishes top performance from average performance (Stevens, 2013).

Interpersonal citizenship behavior: An act by an employee that extends beyond the immediate requirements of being a coworker (Regts & Molleman, 2013).

Job dissatisfaction: The extent to which people dislike their job (Truxillo et al., 2012).

Job satisfaction: The extent to which people like their job and describe their level of satisfaction as an evaluative description of job conditions or characteristics (Truxillo et al., 2012).

Knowledge worker: An employee who has exceptional information processing abilities, superior interpersonal communication skills, and a high level of education (Carleton, 2011).

Organizational memory: Knowledge retained from direct experiences, observations, knowledge, routines, processes, practices, and culture (Schmitt, Borzillo, & Probst, 2012).

Revenue management analytics: A specific skill set used by employees who manage pricing and product inventory levels beyond quintessential mathematics (Davies & Shafer, 2013).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are understandings by researchers used when contributing information to theory and practice (Koch, Niesz, & McCarthy, 2014). This study included several assumptions made without verification. The assumptions included the willingness of individuals to participate in the study and participants' willingness to respond quickly to a request for an interview. Another assumption was that participants had knowledge regarding retention of revenue management analysts. Further assumptions were that the participants would provide honest answers to the interview questions and that the completion rate of the interview process and data analysis would be 100%. An additional assumption was that data collected from the interviews to explore the strategies used to retain analysts would be useful. The final assumption were that data saturation would occur during participant interviews and that I would be able to review information on employee retention found in company documents.

Limitations

Qualitative research study limitations are biases that influence participant responses and ultimately affect study results (Wright et al., 2014). I identified three limitations for this study. One was my decision to restrict participation to four leaders at an airline in Dallas, Texas. Participants not wanting to consent to the study became another limitation. The final limitation included the time available to complete the study.

Delimitations

Delimitations refer to boundaries of a study (Beck, 2014). This study had three delimitations. The geographic area of Dallas, Texas, served as a delimitation. The next delimitation included a participation limitation of no more than four participants who served as revenue management leaders. The 100% return rate of interview data into useful information served as the last delimitation.

Significance of the Study

This study may be valuable to business leaders because the phenomenon of employee turnover is a problem that results in costs associated with the loss of organizational knowledge, work disruption, recruiting, and training (Allen et al., 2010). Business leaders may find value in the study of employee turnover and retention efforts so that business leaders can ensure that they have employees with knowledge, skills, abilities, and characteristics needed for effective job performance. Knowledge management can increase an organization's efficiency and productivity (Cummings-White & Diala, 2013), such as when analysts share their knowledge, skills, and abilities with other analysts in their department. Retention strategies that include fair standards and procedures, knowledge and assessment of employee withdrawal, and employee relationship management are necessary to reduce employee turnover (Bryant & Allen, 2013).

Contribution to Business Practice

This study contributes to the effective practice of business by filling a gap in the awareness of revenue management leaders on analyst turnover and retention and by influencing organizational growth and the retention of knowledge. A gap between the science and practice of employee retention still exists (Allen et al., 2010). This study is valuable because it addressed what Cummings-White and Diala (2013) contended is the most effective way to increase the competitiveness of an organization and its capabilities: the retention of its human capital.

Implications for Social Change

Businesses contribute to positive social change through various activities that improve the lives of individuals and communities, both locally and globally. This study contributes to positive social change by exploring the strategies leaders used to retain their employees, which influenced the lives of analysts. For example, this study contributed to identifying what strategies revenue management leaders used to retain analysts when analysts experienced emotional discomfort about revenue management or when analysts perceived a psychological obligation by staying in the position. Furthermore, this study contributes to social change by identifying what strategies leaders used to retain analysts when analysts felt expectations to leave the revenue management department from family or friends or because of how the analysts felt about the community in which they lived while working in revenue management. Affective, behavioral, normative, and location forces address employee feelings and the psychological dissonances an employee might have about staying with or leaving an organization (Maertz et al., 2012). Leaders are often unaware of strategies they can implement when analysts show turnover intentions. The impact of positive social change, as described by Davis (2013), can improve revenue management leaders' awareness in the revenue management department in an airline.

A Review of the Professional and Academic Literature

The purpose of this qualitative case study was to explore the strategies some revenue management leaders used to retain revenue management analysts. I collected data by interviewing four revenue management leaders and reviewing company documents that pertained to employee retention. My focus in analyzing data was to discover themes associated with the strategies used by leaders to retain analysts. I used the framework of the motivational forces of job attachment and employee voluntary turnover as my lens for exploring retention strategies. The purpose of this literature review is to provide readers with foundational knowledge about employee turnover and retention strategies meant to address this issue. This literature review includes information on motivational forces of job attachment and turnover intentions that leaders can use to retain analysts.

I reviewed 130 professional and academic articles and doctoral studies that were published in peer-reviewed journals from 2012-2016. The literature review consists of peer-reviewed articles from the following journals: *Archives of Sexual Behavior*, *California Management Review*, *Cornell Hospitality Quarterly*, *Economic and Industrial Democracy*, *Economic and Industrial Democracy*, *Evaluation*, *Global Business Review*, *Global Management Journal for Academic & Corporate Studies*, *Group & Organization Management*, *Human Relations*, *Human Resource Development Review*, *Information Development*, *International Journal of Academic Research in Economics and Management Sciences*, *International Journal of Management*, *International Review of Administrative Sciences*, *Journal of Applied Management Accounting Research*, *Journal of Applied Psychology*, *Journal of Business and Management*, *Journal of Career Assessment*, *Journal of Career Development*, *Journal of Computer Information Systems*, *Journal of Family Issues*, *Journal of Hospitality & Tourism Research*, *Journal of Human Values*, *Journal of Leadership & Organizational Studies*, *Journal of Management*, *Journal of Mixed Methods*, *Journal of Political Economy*, *Journal of Revenue and Pricing Management*, *Journal of Service Research*, *Journal of Social and Personal Relationships*, *Management Communication Quarterly*, *Management Learning, Neuroimage*, *Organizational Psychology Review*, *Organizational Research Methods*, *Performance Improvement*, *Psychological Bulletin*, *Psychology and Aging*, *Public Personnel Management*, *Qualitative Health Research*, *Rehabilitation Counseling Bulletin*, *SAGE Open*, *Sociological Methodology*, *South African Journal of Psychology*, *South Asian Journal of Human Resources Management*, *The Psychologist-Manager Journal*, *The Qualitative Report*, *Urban Studies*, *Vision: The Journal of Business Perspective*, and *Work and Occupations*.

The literature review also includes a review of a textbook that covered topics on case study research. Peer-reviewed sources are from business, management, and psychology scholarly research databases such as EBSCOhost, ProQuest, and Sage. I referenced Ulrich's Periodical Directory for verification that the articles were from peer-reviewed sources. I used business, management, HR, and psychology scholarly journals as sources of research on topics related to employment, job attachment, and employee turnover. I used government sources such as the Bureau of Labor Statistics to gain descriptive statistics on employee voluntary resignations, layoffs, and discharges in the United States.

The content of this literature review included a focus on the conceptual framework of job attachment and voluntary turnover. The strategic approach to this literature review included articles with critical explanations, analysis, and synthesis of various sources that supported and contrasted with the problem under study. I first provided a brief discussion of the eight forces conceptual framework on employee job attachment and voluntary turnover, followed by the following topics: employee turnover, turnover theories, job satisfaction and dissatisfaction, and retention strategies. The purpose of this qualitative case study included an opportunity to explore the strategies some revenue management leaders used to retain revenue management analysts. I used the conceptual framework to reveal ideas presented in the literature. The conceptual framework consists of topics known as motivational forces or forces.

Eight Forces Framework of Attachment and Voluntary Turnover

Maertz and Griffeth (2004) presented the eight forces framework as a tool for researchers to clarify reported reasons for turnover, mediators of turnover predictors, and forces related to turnover decision processes. Distinct motives of employee attachment or turnover can surface through emotions, rational thought processes, perceptions, beliefs, values, the immediate environment, and relationships (Maertz & Griffeth, 2004). I chose the conceptual framework of Maertz and Griffeth (2004) for four reasons. First, the conceptual framework does not include what some social scientists might consider obvious gaps in turnover theory or unexplained conclusions (Maertz & Griffeth, 2004). Failing to consider the gaps in turnover theory can cause a failure in integrating commitment constraints (Maertz & Griffeth, 2004). Thus, there is a risk of omitting relevant causal variables (Maertz & Griffeth, 2004). Second, this conceptual framework addresses employee job embeddedness (Maertz & Griffeth, 2004). Third, other frameworks, such as Shuck, Ghosh, Zigarmi, and Nimon’s (2013) framework on employee engagement, do not include the exact motivational process that causes employees to have a psychological tendency to stay or withdraw. I needed a conceptual framework that addressed the psychological aspect of staying or withdrawing from a position. The fourth reason I chose the eight forces framework over other frameworks is that, while other researchers have introduced new variables as predictors (e.g., Shuck et al.'s job attitude variables), they have not identified the bottom-line contribution of these variables to turnover motivation (Maertz & Griffeth, 2004).

In contrast to the eight forces conceptual framework, frameworks such as Hausknecht and Trevor's (2011) collective turnover framework do not include a holistic perspective that sufficiently describes the breadth of employee turnover. In formulating their framework, Hausknecht and Trevor (2011) neglected or underestimated important antecedents of employee turnover. Some of those antecedents include coworker-leader relationships, expectations of outsiders such as family and friends, processes of behavioral commitment, and the existence of psychological contracts (Maertz & Griffeth, 2004). I did not choose a framework that had a basis on employee compensation and benefits programs. Compensation and benefits programs include a focus on compensation and benefits as a tool to affect employee turnover (Bryant & Allen, 2013). As an example, HR managers have attempted to manage compensation procedures and structures, compensation types and schedules, and other compensation benefits strategically to affect employee turnover (Bryant & Allen, 2013).

Recruitment, hiring selection, employee socialization, training and development, compensations and rewards, supervision, and employee engagement are the focus of other evidence-based HR management strategies (Allen et al., 2010). The use of those strategies in a single conceptual framework sometimes results in researchers focusing on perceived gaps in turnover theory (Maertz & Griffeth, 2004). In contrast to the tenets of some employee engagement and compensation frameworks previously mentioned, motivational energy affected by conditions in the employee's environment could result in an employee's behavior or psychological state of mind to stay or leave (Shuck et al., 2013). According to Shuck et al. (2013), researchers should focus on the motivational energy that drives employees' psychological behaviors.

Some frameworks are limited in scope because they only use workplace fun as a lens to view enjoyable and pleasurable features of the work environment, rather than employee attitudes on job satisfaction and engagement. Researchers use those frameworks to measure the impact of fun activities, coworker socializing, and manager support for workplace fun (Tews, Michel, & Allen, 2014). Other limited frameworks only include job embeddedness as a lens to view employee turnover. Job embeddedness is a key construct in understanding employee turnover that shares similarities with job satisfaction and organizational commitment; yet, job satisfaction has numerous antecedents (Oyler, 2014). A conceptual framework that excludes insight into employee job embeddedness can disregard important antecedents such as job burnout, life satisfaction, and organizational citizenship behavior.

The eight forces conceptual framework served as a tool to for me to view a comprehensive perspective on employee turnover. Maertz et al.'s (2012) intention was to test the comprehensiveness of the eight forces framework of attachment and voluntary turnover. The revised nine motivational forces represented why employees choose to stay or leave their job because of affective, contractual, calculative, alternative, behavioral, normative, moral, constituent, and location forces (Hom, Mitchell, Lee, & Griffeth, 2012; Maertz et al., 2012).

Affective forces. Maertz et al. (2012) described affective forces as employees' feelings of comfort or discomfort that motivate an employee to the organization. Affective forces can refer to bad feelings that motivate employees to withdraw from an organization (Maertz et al., 2012). In some cases, salaries, working conditions, security, promotions, and recognition are factors that lead to job dissatisfaction and ultimately turnover among employees (Siddiqui, Syed, & Hassan, 2012). Job stress, burnout, and psychological instability can also increase employee turnover intentions (Kim, 2015). In other cases, working conditions and organizational commitment contribute to employees' feeling about an organization and their motivation to stay or leave. The first motivation force in the eight forces framework is affective forces, or job satisfaction.

Many employers implement a number of HR practices that promote employee job satisfaction (Narang & Singh, 2012). Those practices involve selecting people for their technical skills and their social skills (Narang & Singh, 2012). Social skills are important because employees do not work alone; rather, they combine their energy and talent to reach a goal (Mallick, Pradhan, Tewari, & Jena, 2014). High-performing HR practices can have an influence on organizational citizenship behaviors and actions by encouraging employees to engage in roles beyond their recommended roles (Mallick et al., 2014). These types of behaviors contribute to superior job performance and organizational efficiencies (Mallick et al., 2014). Thus, it is possible to foresee how enhanced employee discretion and group collaborations can encourage good feelings toward an organization.

Job satisfaction can lead to lower levels of absenteeism, organizational commitment, and employee turnover (Kanwar, Singh, & Kodwani, 2012). Kanwar et al. (2012) noted that a positive association exists between job satisfaction and organizational commitment. As an example, an increase in satisfaction regarding pay can contribute to continued employee commitment and reduced employee turnover (Panaccio, Vandenberghe, & Ayed, 2014). Organizational commitment is consequently a better predictor of turnover than job satisfaction is (Kanwar et al., 2012).

A mentoring relationship can encourage good feelings toward an organization as well. A study on the impact of mentoring on organizational commitment, job involvement, and turnover intention revealed that emotions are important in relationships with employees who exhibit higher levels of organizational commitment (Craig, Allen, Reid, Riemenschneider, & Armstrong, 2013). Organizational commitment and job embeddedness are predictors of turnover (Liu, Mitchell, Lee, Holtom, & Hinkin, 2012). Mentors assist their protégés by helping them process emotional reactions to workplace experiences (Craig et al., 2013). Mentoring also serves as a process for transmitting knowledge, social capital, and psychosocial support to protégés, which can counter the calculative forces of voluntary turnover (Craig et al., 2013).

Turnover represents failure in organizational attachment among professionals when fostering the process of organizational learning. Employees who participate in decision-making perceive greater organizational support, as it relates to training and development and fairness in performance appraisals (Rahman, 2012). In addition, a study of the working relationship of knowledge workers indicated organizational leaders pay knowledge workers not just for their compliance in work completed, but also for the application of their knowledge and judgment, which describes an economic environment where knowledge is part of the economy and workplace decision-making helps create high-performance work systems (Rahman, 2012). The development of human capital fosters an increase in the skill development of employees, the enhancement of employee commitment, and building social capital (Rahman, 2012). Thus, employees' commitment can be subject to a psychological obligation to organizations. Separate from feelings of comfort or discomfort an employee might have about an organization, employees may also have a psychological obligation to their organizations.

Contractual forces. Contractual forces are psychological obligations to an organization for an employee to stay or leave, even if the employer breaks the psychological contractual obligation. When an employer breaks a psychological contractual obligation, some employees are motivated to resign voluntarily (Maertz et al., 2012). A contractual obligation refers to when employees experience a psychological contract to stay or leave their position (Hom et al., 2012). Higher affective employee well-being, the pursuit of goals perceived more important or interesting, and employee motivation are all aspects of career development and an employee's psychological experience (Valero, Hirschi, & Strauss, 2015). In their comparative research, Liu et al. (2012) found job satisfaction to be a key psychological construct that leads to employee turnover. If the employer maintains the psychological contractual obligation, the employee will remain in the position (Maertz et al., 2012).

Fontinha, Chambel, and Cuyper (2014) conducted a study on a binding psychological contract imposed on employee skills through company training and commitment efforts. In line with the views of Maertz and Griffeth (2004), they found that contractual forces are a psychological motivational mechanism that influences an employee's attachment to and withdrawal from an organization. Training, as an HR practice, develops an employee's skill and contributes to performance and the performance of the organization (Fontinha et al., 2014). Thus, there is a positive and consistent relationship between the fulfillment of psychological contract forces and affective organizational commitment with employees (Fontinha et al., 2014).

When employment conditions consist of high competition or alternative forces, as described by Maertz and Griffeth (2004), the employment outcome of specialized skilled and knowledgeable workers could result in high turnover rates (Fontinha et al., 2014). Because of rapid technological change, rapid adaptability, and the need for employees to acquire new competencies, organizational leaders must train employees to avoid an obsolescence of skills and knowledge (Fontinha et al., 2014). Organizational leaders must train employees to maintain a competitive advantage for their organizations. Thus, as a benefit of circumstances of job attachment through contractual forces, employees receive an endorsement for their careers from an organizational commitment to training (Fontinha et al., 2014). In return, organizational leaders receive a commitment from employees in the form of job satisfaction, organizational citizenship, and desirable job performance (Fontinha et al., 2014).

From another perspective, Abii et al. (2013) conducted a quantitative study of individual and organizational factors contributing to employee turnover among information technology professionals. Employee turnover can create problems such as a financial burden, the high cost of training and development, a negative impact on employee morale and relationships, the continuous burnout of existing staff members, and an adverse impact on the quality of services and products delivered by the company (Abii et al., 2013). The impact of an organization's management on employees' motivation to retain their level of job satisfaction and on the commitment to employees as a gauge is critical (Abii et al., 2013). From a psychological perspective, job satisfaction influences information technology employees' decision to stay or leave an organization (Abii et al., 2013). Employees sometimes measure their job satisfaction against their current position and calculate their chances of achieving their goals in their current position to discover favorable opportunities to move forward.

Calculative forces. Calculative forces refer to the self-interest of employees in calculating the favorable or unfavorable chances of achieving their goals and values in their current position (Hom et al., 2012; Maertz et al., 2012). When an employee's calculations are favorable, the employee wants to stay; however, when an employee's calculations are unfavorable, the employee wants to resign voluntarily. Employees depend on sense-making processes for their action or inaction when making a major decision such as voluntary turnover (Rothausen, Henderson, Arnold, & Malshe, 2015).

Sense-making processes can include career management and developing efforts. Employee career management and development efforts, such as career self-management, culture competence, self-efficacy, career resilience, sociability, entrepreneurial orientation, proactivity, and emotional literacy, are attributes of an employee's employability (Coetzee, Oosthuizen, & Stoltz, 2015). However, employees' continuance commitment has an association with reduced employee turnover and includes the perceived cost of leaving and lack of employment alternatives (Panaccio et al., 2014). Turnover occurs when a lower cost of leaving and employment alternatives overcome an employee's continuance commitment. An association exists between continuance commitment and calculative forces.

The motivation of knowledge workers has a tendency to deteriorate when they are not able to do what their employers pay them to do; thus, they could feel alienated when not allowed to achieve their goals (Carleton, 2011). Knowledge workers need intellectual challenges and nonmundane work deemed valuable to the organization (Carleton, 2011). To ensure employee engagement, managers should conduct a regular inventory and ranking of knowledge opportunities so they can ensure the effective use of knowledge workers (Carleton, 2011). When knowledge workers' work does not match their skill set, there is an increased risk of employee disengagement, and turnover may increase. Managers are the main source of motivation for knowledge workers, and managers' behavior and attitude shape the innovation and productivity of knowledge workers (Carleton, 2011). The retention of knowledge workers can foster learning and engagement rather than relying on pay and incentive schemes (Carleton, 2011). Growth, development, on-the-job learning, and experience of knowledge workers foster retention (Carleton, 2011). Thus, an environment where employees can achieve their goals and values related to learning and development can encourage and foster employee retention.

From a professional perspective, calculative forces can influence employee satisfaction. As an illustration, employee turnover in professional service firms with a focus on knowledge-intensive services such as consultancy and engineering experience high levels of turnover (Frey, Bayón, & Totzek, 2013). Consultancy and engineering jobs can contribute to high employee turnover rates in professional services firms, as most of the work is serial projects or assignments. The focus in this environment highlighted the interactions between employees and their clients and the ways those interactions could influence employee satisfaction as the end goal (Frey et al., 2013).

From an academic perspective, employee turnover can occur for different reasons related to calculative forces (Seibert, Kraimer, Holtom, & Pierotti, 2013). Early career employees who have intrinsic career goals and have engaged in planning their career are more likely to resign their position and attend graduate school (Seibert et al., 2013). Some revenue management analysts at the beginning of their career might fit these criteria. One influential factor is employees with a master’s of business administration have a financial advantage over those with a bachelor’s degree of approximately $20,000 in annual earning potential, as well as additional job opportunities, job satisfaction, and job performance (Seibert et al., 2013).

Students across academic institutions make decisions regarding whether they are staying or leaving (Larkin, Brasel, & Pines, 2013). Larkin et al.’s (2013) study included a focus on reducing student turnover by comparing attitudinal variables such as job satisfaction, organizational commitment, and perceived job alternatives to educational pre entry attributes used in academic institutions, such as family background, prior schooling, skills and abilities, student intentions, and personal goals. Although the study included analogies of affective, continuance, and normative commitment levels, the study also included a focus on how students felt about their college compared to how employees felt about their employers (Larkin et al., 2013). Larkin et al.'s (2013) study included the links and fit of student embeddedness in their respective academic institutions, similar to employee job embeddedness that would connect employees to other people and activities in the respective environment.

From a generational perspective, employees sometimes calculate their chances of achieving their values in their current position. For some employees in Generation Y, their values do not relate to employee turnover. Under the theory of cognitive consistency, Khalid, Nor, Ismail, and Razali (2013) described people who did not attempt to keep their behavior, beliefs, and attitudes in agreement with their work. There is a negative relationship between altruism, courtesy, sportsmanship, conscientiousness, and civic virtue with employee turnover of Generation Y employees (Khalid et al., 2013). As a result, sportsmanship and civic virtue have a significantly negative relationship to employee turnover (Khalid et al., 2013). Altruism, courtesy, and conscientiousness did not relate significantly to employee turnover (Khalid et al., 2013). Thus, values can differ within a generation and leave turnover opportunities open for alternative forces where there are influences that potentially lure employees away (Khalid et al., 2013).

Alternative forces. Alternative forces attract employees away from their current employer (Hom et al., 2012; Maertz et al., 2012). In cases where alternative opportunities are of lower quality are fewer in number, or there is a fear of unemployment, employees will choose to stay. Conversely, an employee will choose to leave if the quality of another employment opportunity is higher and the chance of unemployment is lower (Maertz et al., 2012). Employability is an ease-of-movement factor to a new job and a variable related to turnover (Böckerman, Ilmakunnas, Jokisaari, & Vuori, 2013). Low employability hinders the intention to quit, even when perceived desirability of a job change is high (Böckerman et al., 2013). A curvilinear performance-turnover relationship is an example of what sets the stage for alternative forces to come into play in that environment.

Turnover is more likely to come from low- and high-performing employees than from those whom some might describe as average employees (Sturman, Shao, & Katz, 2012). The drivers behind job performance include individuals' likelihood of receiving an offer of employment, receiving rewards, and maintaining their current job. The results of an individual's performance affect his or her desire for voluntary turnover (Sturman et al., 2012).

There are four reasons for a curvilinear performance-turnover relationship (Sturman et al., 2012). First, high-performing employees are more likely to change jobs, as they are more attractive to alternative employers (Sturman et al., 2012). Second, rewards and accomplishments contribute to the desirability of leaving when pay is not commensurate with the level of contribution made by the employee (Sturman et al., 2012). Third, curvilinear performance-turnover relationships indicate that low performers want to leave because they are less likely to believe they can maintain an acceptable level of job performance (Sturman et al., 2012). Fourth, one can link low performers' desire to leave to their desire for a job that fits their knowledge, skills, abilities, and attitude compared to their current position of low rewards and low job satisfaction (Sturman et al., 2012). Failure in a curvilinear performance-turnover relationship might set the stage for alternative forces to come into play in an employee's decision to stay or leave an organization. Thus, organizational leaders can attract or counter the attraction of employees with calculative and collaborative strategies. Calculative and collaborative strategies are two types of HR management systems within voluntary and involuntary turnover (Croucher, Wood, Brewster, & Brookes, 2012). Calculative HR management is a system of motivating employees through pay systems and monitoring them through appraisals. Collaborative HR management is a system with a communal goal and no emphasis on individual rewards (Croucher et al., 2012).

Career choices can drive employees' decision to leave their current employer. A series of emotionally charged decisions contributes to career choices (Bonaccio, Gauvin, & Reeve, 2014). However, alternative forces can work for employee retention. For instance, shifting demographics in the workforce could result in a loss of talent and experience (Eversole, Venneberg, & Crowder, 2012). In particular, there is a substantial difference between younger generations who have entered the workforce and older generations (Eversole et al., 2012). Middle managers focus on flexibility in the workplace to retain younger employees (Eversole et al., 2012). In addition, organizations cannot remain competitive if leaders cannot attract and retain talented workers, which are vital for their success (Eversole et al., 2012). Therefore, organizational leaders will begin to notice gaps in skills and talent as retiring employees begin to leave the workforce. However, retirement and work are becoming more cyclical, as retirees are now entering a third age of life where they can perform meaningful work and contribute their skills and knowledge (Eversole et al., 2012).

There are three different potential employment situations: new entrant, job loser, and the employed job seeker (Boswell, Zimmerman, & Swider, 2012). As an alternative force, job searching is a motivated and self-regulated process and behavior in which the candidate spends time, puts forth the effort to acquire information about the potential job market, and seeks job opportunities (Boswell et al., 2012). Job search behaviors include activities commonly described by two common methods: the level of effort and intensity. The two methods reflect the energy and persistence of job seekers (Boswell et al., 2012). Although alternative forces influence employees to stay or leave based on outside employment opportunities, there are influences that impel employees to stay or leave based on psychological and tangible costs.

Behavioral forces. Behavioral forces are the psychological or tangible costs of leaving an organization (Hom et al., 2012; Maertz et al., 2012). If an employee perceives there is no cost to leave an organization, the employee will leave, but if the employee has a motivating attachment, the employee will be more likely to stay (Maertz et al., 2012). The behaviors and emotions that relate to job satisfaction reflect the psychological attachment between an employee and an employer. Job satisfaction determines the perceived desirability of movement, followed by an evaluation of the existing job by the employee. From a social perspective, corporate social responsibilities, investments, and communications influence employees' attitudes and behaviors (Brammer, He, & Mellahi, 2015). Kehoe and Wright (2013) conducted a study from an HR practice perspective on the impact of high-performance HR practices on employee attitudes and behaviors. The contention within the study portrayed that a relationship existed between an employee's perception of high-performance HR practices and affective commitment, the intent to stay, and organizational citizenship behavior (Kehoe & Wright, 2013). Another contention concluded that no relationship exists between an employee's perception of high-performance HR practices and absenteeism (Kehoe & Wright, 2013). As an illustration, organizational leaders can use performance and commitment-oriented HR practices to drive the effectiveness of an organization (Kehoe & Wright, 2013). For example, job competency modeling is one method leaders can use to drive the effectiveness of an organization by increasing the knowledge, skills, and abilities of their employees (Stevens, 2013). The following HR practices encourage employee retention: formal selection testing, ability-enhancing practices, structured interviews, selective hiring, high pay, opportunities for training, and motivation-enhancing practices (Kehoe & Wright, 2013). Additional high-performance HR practices are formal performance evaluations, rewards based on performance, promotion systems, opportunity-enhancing practices, regular communication and information sharing efforts, and autonomy in decision-making (Kehoe & Wright, 2013).

From a leadership-employee exchange perspective came a study on the connection between leadership and employee turnover that involved examining the effects of transformational leadership on the process of employee withdrawal from an organization (Waldman, Carter, & Hom, 2012). The effects of the leader-employee exchange emerged as being under control, and contingent reward leadership and transformational leadership served as predictors of turnover through recognizing the intent to quit (Waldman et al., 2012). The effect of the leader-employee exchange is important because a 1 *SD* increase in turnover rates can have a 27% potential decrease in financial performance (Waldman et al., 2012). Researchers have conducted numerous inquiries into why employees quit, and most involve push-to-leave forces such as job dissatisfaction and pull-to-leave forces such as job alternatives (Waldman et al., 2012). Employees weigh the psychological cost to stay or leave an organization. Hence, behavioral forces at play affect employees' psychological decision to stay or leave. Employees may not always perceive a psychological or tangible cost to leaving or staying at an organization. Some family or friends may weigh in on the choice to stay or leave.

Normative forces. Normative forces imply that there are motivations for employees to comply with family or friends' expectation to stay or leave an organization (Hom et al., 2012; Maertz et al., 2012). If there are motives for employees to stay, the employees will feel motivated to stay (Maertz et al., 2012). If there are motives for employees to leave an organization, the employees will feel motivated to leave (Maertz et al., 2012). Normative forces motivate employees to comply with friends' expectation to stay or leave. Knowing this, employees can choose to stay if their friends or their coworkers feel motivated to influence them.

Employees' job satisfaction can include fun activities such as productivity contests, social events, team-building activities, personal milestones, and public celebrations. Fun promotes camaraderie and cohesive working relationships, similar to a relationship with a friend (Tews, Michel, & Stafford, 2013). Fun further motivates employees to work to their best level of performance, as fun reduces stress (Tews et al., 2013). Additional dimensions of fun include socializing, celebrating, personal freedoms, and global fun. Fun can be an antidote to turnover (Tews et al., 2013). Thus, coworkers can use a fun working environment to motivate employees to stay.

In another example, a study on fun, constituent attachment, and turnover in the workplace supported using fun activities, coworker socializing, and manager support for fun (Tews et al., 2014). The findings revealed that not all fun is equivalent or associated with one key means of influential retention (Tews et al., 2014). The influential mean of retention is to facilitate the development of high-quality work relationships (Tews et al., 2014). Fun refers to any social, interpersonal, or task-oriented activity at work that is playful or humorous or provides amusement, enjoyment, or pleasure (Tews et al., 2014).

Normative forces can motivate employees to comply with their family's expectation to stay or leave. For instance, one meta-analysis on life satisfaction included a focus on career satisfaction, job performance, turnover intentions, and organizational commitment (Erdogan, Bauer, Truxillo, & Mansfield, 2012). The approach toward life satisfaction came from two different perspectives in the study: a top-down approach and a bottom-up approach (Erdogan et al., 2012). The top-down perspective indicated life satisfaction as a function of stable traits that negate the importance of situational influences (Erdogan et al., 2012). In contrast, the bottom-up perspective of life satisfaction indicated life as a function of satisfaction within life's domains, such as work, family, health, and leisure (Erdogan et al., 2012). As an illustration of the influence of the bottom-up approach, an employee who has a family member suffering from an illness could have an increased salience of family satisfaction that influences the employee's decision to stay or leave an organization. Hence, the top-down perspective involves treating life satisfaction as a function of the employee, and the bottom-up perspective involves treating life satisfaction as a function of the life of the employee.

There are cases in which the impact of career decisions includes the extended context of families negotiating education and career decisions. Within this context, families negotiate and reconcile the educational and career goals of all family members. I present from the perspective that the impact on careers is from societal contexts and social circumstances, such as the lives, education, and careers of family members (Patton, Doherty, & Shield, 2014). Parents choose schools in the best interest of their child's future and acknowledge the impact on their careers. Employees who are parents consider the impact of a change in employment on their family and evaluate their values on changing jobs. Family-related characteristics play a role in employees' work-family balance (Watanabe & Falci, 2014). The association between work-family balance and turnover intentions is significant (Watanabe & Falci, 2014).

Moral forces. Moral forces are an internalized value about the phenomenon of turnover (Hom et al., 2012; Maertz et al., 2012). Employees can view turnover as a weakness in character and an implication of attachment, or employees can view changing jobs as a virtue (Maertz et al., 2012). In either case, employees will feel they are doing the right thing by acting consistently with their internal values (Maertz et al., 2012). Maintaining consistency with values leads some employees to the belief that they are doing the right thing as far as leaving or staying with an organization (Maertz et al., 2012). Hence, the job characteristic outcome is a reduction in turnover and an increase in motivation, performance, and job satisfaction. To this end, a consistent positive association with duties and tasks is valuable to some employees; thus, they believe they are doing the right thing by staying.

Some members of the millennial generation have a similar perspective. As an example, some millennials share different values than older generations. Millennials are a younger generation, born after 1980, and raised in the digital age (Khan, 2013). Millennials have values, attitudes, learnings, and behaviors distinct from previous generations (Khan, 2013). Furthermore, millennials sometimes express a mind-set of creativity, innovativeness, performance excellence, and a higher return on investment (Khan, 2013). Members of the millennial generation are also different in that they crave feedback, and others may perceive them as being high maintenance (Khan, 2013). By 2020, the millennial generation will comprise 46% of the workforce in the United States (O'Connor & Raile, 2015). The millennial generation values higher job satisfaction, job security, and work-life balance (O'Connor & Raile, 2015). However, millennials will leave their company if they face a negative work environment, toxic bosses, unfair treatment and performance inequity, work pressure, office politics, and monotonous and uninteresting work (Khan, 2013). A lack of respect; too much control; and a boss who does not value good ideas, is inflexible, and becomes highly critical would make millennials want to quit their job. Acts of equity, justice, and fairness are key to attracting and retaining members of the millennial generation (Khan, 2013). It behooves employers to entice millennials and embed them into a committed relationship with their boss and coworkers.

Constituent forces. Constituent forces relate to the focus on commitment and on-the-job embeddedness that employees might have toward their boss or coworkers (Hom et al., 2012; Maertz et al., 2012). Based on the relationship employees have with their boss and coworkers, the employees might feel attached to an organization or feel the desire to withdraw from the organization. The relationship employees have with their supervisor induces them to stay or leave (Waldman et al., 2012). As an illustration, employee attachment decreased among employees who perceived their treatment as unfair (Böckerman et al., 2013).

From a social perspective, informal workplace social networks affect the performance of employees from the approach of a social ledger, similar to a financial ledger that documents the movement of the assets and liabilities of an organization (Venkataramani, Labianca, & Grosser, 2013). To gain an understanding of organizational attachment or withdrawal, it is important to understand the complete picture of the social reality of the workplace. In the workplace, employees have informal relationships that have negative ties that exclude or avoid others or positive ties that link and respect others for friendship and general advice (Venkataramani et al., 2013). Informal relationships can create an environment of interpersonal citizenship behaviors, thus reducing turnover intentions.

A study on the relationship between subordinates and their managers revealed a reduction in employee turnover and less procrastination at work when subordinates felt supported by their managers (Paillé, Grima, & Bernardeau, 2013). Supervisor commitment helped reduce turnover. Trust in the leader-member exchange may play a fundamental role in the development of employee trust in the organization, sometimes displayed as paying attention to an employee's well-being. The leader-member exchange is an environment of constituent forces (Maertz & Griffeth, 2004).

In another illustration, Raes, Bruch, and Jong (2013) applied the conceptual framework of Maertz and Griffeth's (2004) constituent forces in their study on the impact of employee work outcomes. A positive relationship emerged between top leadership and productive energy (Raes et al., 2013). Productive energy relates to employee job satisfaction and a decrease in the rate of employee turnover (Raes et al., 2013). In addition, voluntary turnover is detrimental to the team process, and receiving interpersonal citizenship behavior from a coworker on turnover intentions mediates job satisfaction (Regts & Molleman, 2013). Interpersonal citizenship behavior is an act that extends beyond the immediate requirement of one's role as a coworker (Regts & Molleman, 2013). Receiving interpersonal citizenship behavior from peers creates a negative relationship toward turnover intentions (Regts & Molleman, 2013). These relationships require the investment of time and effort on behalf of coworkers.

The millennial workforce looks for good work-life balance, meaningful work, sufficient attention, and recognition to promote loyalty and retention (Thompson & Gregory, 2012). If a millennial-generation employee reports to a poor manager, increased turnover is the expectation of the direct-report relationship (Thompson & Gregory, 2012). Thus, the responsibility of motivating and retaining members of the millennial generation lies with the immediate manager and not with the employee (Thompson & Gregory, 2012). Several common stereotypes relate to the millennial generation: disloyal, needy, entitled, and casual (Thompson & Gregory, 2012). Effective leaders of the millennial generation should have a transformational style of leadership, coaching, and feedback to attract, motivate, and retain members of the millennial generation (Thompson & Gregory, 2012). Managers should invest time and effort into meaningful relationships, engage in behavior that builds mutual trust, and take a coaching approach to developing, growing, and empowering job responsibilities.

Issues that exist with stereotypes commonly associated with older workers and feelings associated with stereotypes have a negative relationship to job attitudes, work mental health, and intentions to resign voluntarily or retire (von Hippel, Kalokerinos, & Henry, 2013). Some older workers experience an overwhelmingly negative working environment, and those experiences might have consequences on the attitudes of older employees. In many cases, people perceive and stereotype older employees as being less flexible, being less productive, having a reduced level of physical and mental capacities, and being less willing to learn. Older workers who work under such stereotypic conditions constantly evaluate their level of commitment and job embeddedness toward their boss and coworkers. These conditions influence attitudes, mental health at work, and the decision to stay or leave an organization.

Job embeddedness is a predictor of an employee's intent to leave or voluntarily turn over. For example, the results of a study that involved developing and testing a job embeddedness model on the effectiveness of coworker support and perceived organizational support on turnover intentions revealed the essence of job embeddedness as interest regarding why employees stay in their position (Karatepe, 2012). The findings indicated coworker support and perceived organizational support are ways to reduce turnover intentions (Karatepe, 2012). Coworker support serves as a source of social support linked to emotional concern, and perceived organizational support represents the value company leaders place on their employees' contribution (Karatepe, 2012). From this perspective, one can describe this homogenous environment as a link between collective attitudes and aggregate turnover, with repeated actions among the employee group. Likewise, employees with high levels of job embeddedness have lower levels of turnover (Oyler, 2014). A strong correlation exists between organizational embeddedness, organizational-related sacrifice, and organizational fit with organization commitment (Oyler, 2014). Employees with more job embeddedness are less likely to withdraw from their job, search for alternative jobs, or engage in counterproductive working behaviors (Oyler, 2014).

Location and community forces. Job location and the community in which the employee resides have incremental validity in addition to the eight forces scale; thus, Maertz et al. (2012) justified its existence as a ninth force. Incumbent employees weigh three distinct community-related, employee-embedding forces when making a decision to stay or resign voluntarily (Hom et al., 2012). The first employee-embedding force is how close employees match the job or community in which they live (Hom et al., 2012). The second distinct force is any work or outside ties (Hom et al., 2012). The third distinct force is benefits from on and off the job that the incumbent employee would be leaving behind (Hom et al., 2012). All three forces relate to Maertz et al.'s community and location forces. Thus, one can argue that researchers should focus not on why employees leave their job but on why employees stay in their jobs.

Negative relationships exist between job embeddedness and the community. There is a negative relationship between turnover intentions and actual turnover, after job satisfaction, affective commitment, and job alternatives are under control (Jiang, Liu, McKay, Lee, & Mitchell, 2012). There is a negative relationship between on-the-job embeddedness and off-the-job embeddedness and between turnover intentions and actual turnover (Jiang et al., 2012). The two unique influences of job embeddedness are organizational and community embeddedness (Oyler, 2014). Organizational embeddedness is a construct or broader constellation of influences of the retention of employees used to explain why people stay in their job (Oyler, 2014). Community embeddedness, different from organizational embeddedness, is an increase in the level of connectivity of individuals to their community (Oyler, 2014). Organizational embeddedness factors are links, fit, and sacrifice, whereas community embeddedness factors are financial, psychological, and social ties (Oyler, 2014). An employee's embeddedness in a specific location or community can influence the employee's decision to stay or leave an organization (Oyler, 2014). Person-job and person-organization fit link employees with colleagues, activities, and employee sacrifices, which are three key components of job embeddedness (Ng & Feldman, 2014).

When considering determinants of job and residential mobility, employees make decisions to change jobs and take into account relocation (Kronenberg & Carree, 2012). Employees consider the strength of family- and job-related ties, career opportunities outside the organization, and their attachment to their present dwelling (Kronenberg & Carree, 2012). In addition, employees with long commutes and who live in large cities are more likely to relocate (Kronenberg & Carree, 2012). Employees who come from households with more than one person may change jobs because the composition of their household affects residential relocation decisions (Kronenberg & Carree, 2012).

The intent of using Maertz et al.'s (2012) research in this study included the application of comprehensiveness of the eight forces framework of job attachment and voluntary turnover. The eight forces framework of attachment and voluntary turnover serves as a comprehensive predictive model that adds a conceptual structure around the forces that contribute to why people resign voluntarily from a job. In addition, readers can use the eight forces framework of attachment and voluntary turnover to identify conceptual overlaps of other predictors of turnover, as is evident when reviewing the works of Kennett (2013) on the decision-making path that employees progress through when deciding to stay or leave.

Kennett (2013) suggested using factors to predict employee turnover and suggested that employees who resign voluntarily progress through a decision-making path to withdraw from their organization. Those factors included personal characteristics, work-related factors, and perceptions employees have on external factors (Kennett, 2013). The aspect of the decision-making path that included an employee's personal characteristics also included the employee's age (moral forces), gender (moral forces), marital status (normative forces), tenure (contractual forces), ethnicity (moral forces), and education (calculative forces; Kennett, 2013). The aspect of the decision-making path that includes employees' relationship to their work also includes the employees' satisfaction with the job (calculative forces), supervisor (constituent forces), and commitment to the job (affective forces). In addition, a description of the external factors of the decision-making path includes employees' availability to a future position (alternative forces; Kennett, 2013).

Turnover

When employees quit their job voluntarily, organizations have intellectual and administrative costs (Shaw, 2011). In my review of the current literature on turnover, various authors described turnover from different perspectives. Authors have described how employee turnover might affect organizations. A review of the vast amount of literature on turnover and organization performance revealed the negative implications of turnover on organization performance (Shaw, 2011). Organizational leaders have examined the costs associated with exit interviews, advertising, recruitment, new hire training, and administration to isolate the cost of employee separations (Shaw, 2011). As an example, the costs of attracting, interviewing, and administering pre-employment activities are employee replacement costs (Byerly, 2012).

Training cost is sometimes a turnover cost (Byerly, 2012). Other costs identified as associated with training include the cost of onboarding and developing new employees to an acceptable level of performance, the cost of exit interviews, severance pay, and other administrative costs (Byerly, 2012). Vacancy costs are additional costs associated with overtime of other employees, the cost of hiring temporary employees, and the cost associated with diminished productivity of new employees during the training period (Byerly, 2012).

In a perspective similar to Shaw (2011) and Byerly (2012), Ballinger, Craig, Cross, and Gray (2011) reported that 30% of workers stay with their employer for less than 2 years, and over 50% of employees hired leave within 5 years. The average employee holds eight jobs between the ages of 22 and 44 (Ballinger et al., 2011). The loss of valuable talent is expensive, especially when the talent is productive, engaged, and well connected. As an example, the costs associated with recruiting, selecting, and training a new employee often exceed the annual salary of the employee hired (Allen et al., 2010). The estimated costs of recruiting and training new hires range from 25% to 500% of an employee’s salary (Ballinger et al., 2011). The cost of the loss of an experienced marketing manager, for example, could be millions of dollars due to the loss of critical client and marketing knowledge (Ballinger et al., 2011). Along with losses in talent and increased training costs, turnover contributes to losses in both human and social capital.

From a human capital perspective, turnover depletes human capital with replacement employees who cannot perform at the level of the incumbent employee (Shaw, 2011). In recognition of this, there are three prevailing direct views in employee turnover (Shaw, 2011). The first view in employee turnover is the human capital loss view (Shaw, 2011). From the view of the human capital cost, new employees incur new costs because of the cost of their additional salaries or wages (Shaw, 2011). The second view of employee turnover is a sociological view (Shaw, 2011) that produces higher amounts of turnover, as it affects others in the workplace. The third view of employee turnover is an organizational view (Shaw, 2011). In the organizational view, low levels of voluntary turnover can produce stagnation and closed minds (Shaw, 2011). In comparison, Maertz et al. (2012) and Maertz and Griffeth (2004) considered this perspective a producer of moral forces. Human capital losses influence costs and performance when employees cannot perform and influence the organization and the social environment, even from the perspective of employee stagnation. As with other assets associated with cost and performance, performance metrics can provide insight and awareness into how to perceive turnover.

Different from Shaw (2011), Byerly (2012) related turnover and retention in a similar fashion, but different in the method of measurement of key performer indicators. Turnover is a ratio of employees hired to existing employees retained (Byerly, 2012). For example, retention is the percentage of employees present at the beginning of a period compared to the end of the period (Byerly, 2012). There are three different turnover scenarios (Byerly, 2012). The first scenario, total turnover, refers to replacing all employees over a period (Byerly, 2012). The second scenario refers to high turnover within a single position, where three out of four employees turn over (Byerly, 2012). The third scenario refers to high turnover across all positions, where all positions turn over three times in a year (Byerly, 2012). Views and perceptions of turnover differ. In some cases, organizational leaders do not view or perceive turnover from a capital, social, or organizational perspective. Sometimes organizational leaders do not consider how employee turnover occurs over time, and sometimes misconceptions about turnover occur.

Misconceptions about turnover. Misconceptions about employee turnover can cause strategic and valuable employees to leave organizations at a great cost to the organizations. Such misconceptions can create significant issues of work disruptions and losses of organizational knowledge. There are several common misconceptions of employee turnover with evidence-based guidelines, cost and benefit factors, and models of turnover drivers and relationships (Allen et al., 2010). Researchers can share a perspective on an employer's ability to diagnose and adapt turnover (Allen et al., 2010). The implication of this analysis subsequently indicates the importance of analyzing turnover data, benefits, costs, and goals.

Several misconceptions about employee turnover have emerged in the literature. As an example, there is a misconception that all turnover is the same and is bad (Allen et al., 2010). Another misconception of employee turnover is people resign voluntarily because of pay (Allen et al., 2010). In particular, the arguments found in the research that supported this study indicated that job level and satisfaction with pay were weak predictors of turnover (Allen et al., 2010). In contrast to those misconceptions, employee intentions, job searches, job satisfaction, organization commitment, leadership, work design, and relationships were the strongest predictors of turnover (Allen et al., 2010). Job benefits such as health insurance coverage affect the propensity for employee retention or turnover (Hill, 2013). Incentives are the result of positive constituent forces implemented by managers. Likewise, employee retention has emerged as a critical problem for organizational leaders to experience by pointing out hiring activities (Allen et al., 2010). Those activities include recruiting, selecting, and training new employees, and costs often exceed the annual salary of the new employee (Allen et al., 2010).

Collective turnover. Collective turnover can cause strategic and valuable employees to leave organizations at great cost to the organizations (Hausknecht & Trevor, 2011). This type of employee turnover can create work disruptions and losses of organizational knowledge. Employee turnover can be multidimensional and not limited to turnover at the individual level; thus, in its collective state, employee turnover can be challenging to measure (Hausknecht & Trevor, 2011). The aggregate of employee turnover has meaningful implications for organizations and thus encourages a strategic approach to studying the phenomenon (Hausknecht & Trevor, 2011). Collective employee turnover can lead to aggregate levels of employee departures at the organization, group (e.g., department, team), or work-unit levels (Hausknecht & Trevor, 2011). More harm can come to an organization when a high number of employees turn over during a certain period or when a team of highly experienced employees begins to turn over (Kuypers, Guenter, & van Emmerik, 2015). Organizational leaders cannot replace highly skilled employees with low-skill, easily trainable, inexpensive workers (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013). When turnover occurs in a knowledge-based economy, replacement employees need a specific skill set, more advanced training, and increased wages (Hancock et al., 2013). Turnover antecedents (HR practices, collective attitudes and perceptions, and collective characteristics of the employment environment) and consequences of employee turnover (negative results in group productivity, company performance, and customer outcomes) influence the aggregate level of collective turnover (Hausknecht & Trevor, 2011). Collective turnover, as described by Nyberg and Ployhart (2013), refers to the aggregate loss of the quantity and quality of employee knowledge, skills, abilities, and other job performance characteristics.

In research similar to Hausknecht and Trevor's (2011), Heavey, Holwerda, and Hausknecht (2013) took a broad look at turnover from a collective point of view and organized it conceptually into what they believed to be its relevant causes and consequences. From an empirical standpoint, a meta-analysis revealed the most important factors that contribute to collective turnover (Heavey et al., 2013). The research resulted in six categories of collective turnover (Heavey et al., 2013). The first category organized HR management inducements and investments, which have a negative correlation with benefits, dispute resolution, high-commitment HR systems, internal mobility, participation-enhancing work design, relative pay, skill requirements, and staffing selectivity (Heavey et al., 2013). In contrast to Hausknecht and Trevor's (2011) perspective, staffing selectivity emerged in Heavey et al.'s (2013) study as being more competitively selective during the hiring process and having a lower turnover rate.

Knowledge management when turnover occurs. Knowledge workers are those who possess the most valuable resource in organizations: knowledge (Carleton, 2011). Knowledge workers bring organizational stability and effective change management (Carleton, 2011). Knowledge workers generate, process, and synthesize knowledge to solve problems and innovate (Carleton, 2011). Further, knowledge workers have exceptional information-processing abilities, superior interpersonal communication skills, and a high level of education (Carleton, 2011). Knowledge workers also have a deep concern regarding adding value to an organization versus earning a high salary, and knowledge workers appreciate challenging and meaningful work, opportunities for learning and development, resources, recognition, and a supportive environment (Carleton, 2011).

When strategically knowledgeable employees voluntarily leave organizations, the breadth and depth of the tangible and intangible costs can contribute to issues of work disruptions within the organization. Organizational knowledge includes innovative, scientific, and social knowledge (Cummings-White & Diala, 2013). Sharing organizational knowledge can increase organizational efficiency and productivity (Cummings-White & Diala, 2013). An illustrative example of the knowledge transfer that needs to take place as baby boomers exit the workforce revealed that as baby boomers exit an organization, tacit and explicit knowledge leaves the organization with them (Cummings-White & Diala, 2013). From a knowledge management perspective, there are increasing concerns about organizations regarding the retention of high-performance employees, the competitive position of the organization, and managing an aging and diverse workforce (Allen et al., 2010). After the loss of strategic knowledge occurs, an organization cannot recover it in its entirety (Cummings-White & Diala, 2013). In addition to hiring costs, work disruptions, and loss of organizational knowledge, the loss of seasoned mentors emerged as significant issues for organizational leaders to manage (Allen et al., 2010). Many organizational leaders have shown concern regarding their ability to retain high-performing employees in high demand or who possess skill sets deemed difficult to replace (Allen et al., 2010). Organizations have benefited from hiring highly skilled and educated individuals, often characterized as overqualified, unavailable, or unaffordable candidates (Lobene & Meade, 2013). In the same respect, individuals perceived as overqualified can experience career-related outcomes such as low job satisfaction and higher turnover intentions (Lobene & Meade, 2013). Organizational competitiveness, combined with an aging and diverse workforce, further acerbates the importance of employee turnover (Allen et al., 2010). There is a gap between the science and the practice of employee retention, and Allen et al. (2010) attempted to fill the gap with an evidence-based understanding of employee turnover.

The loss of strategic knowledge is a phenomenon that affects the ability to transfer skills and knowledge to other employees (Cummings-White & Diala, 2013). The facilitation of knowledge transfer becomes a viable solution and a method of leveraging the knowledge of employees (Cummings-White & Diala, 2013). As a knowledge management strategy, company leaders can leverage the transfer of knowledge through mentor-mentee relationships or colleague-to-colleague partnerships.

Knowledge is an intangible asset that organizational leaders use as a competitive advantage through processes and activities for the competitive advantage of organizations (Kuah & Wong, 2013). From a perspective of corporate sustainability, Schmitt et al. (2012) studied how leaders of companies fail to retain critical skills, capabilities, experience, and knowledge that result from corporate downsizing. When company leaders fail to retain critical skills, capabilities, experience, and knowledge, they can experience deterioration in quality, productivity, and effectiveness (Schmitt et al., 2012). Organizational leaders make more use of knowledge and take actions to preserve knowledge among their employees (Kuah & Wong, 2013). Knowledge is the most important source of a sustainable competitive advantage a company can have; thus, leaders work to exploit, explore, and retain the company's knowledge (Schmitt et al., 2012). This human capital is valuable organizational knowledge retained through employees as the most valuable source of competitive advantage and an integral part of a company's learning process (Schmitt et al., 2012).

Organizational memory. Organizational memory is knowledge retained at the individual, group, and organizational levels and includes knowledge retained from direct experiences, observations, routines, processes, practices, and cultures (Schmitt et al., 2012). Knowledge enables a process of sorting, categorizing, and organizational sense making (Schmitt et al., 2012). Applying existing knowledge can create new and strategic advantages in the future (Schmitt et al., 2012). Organizational leaders can use knowledge to determine a company's capacity to convert its inputs efficiently into valuable outputs, similar to how the loss of critical knowledge can occur within an organization (Schmitt et al., 2012). Employee flight risk, the lack of career and succession planning, and poor management of organizational competencies can contribute to losses in organizational memory (Schmitt et al., 2012).

Strategies and tactics play a role in reducing the impact of losses in organizational memory when turnover occurs. Three network-based strategies and tactics reduce the negative effects of employee turnover (Ballinger et al., 2011). The first network-based strategy identified included early identification of flight risk (Ballinger et al., 2011). The tactics used to determine if employees showed signs of flight risk were underdeveloped networks, overload with work, not engaged, and hidden stars (Ballinger et al., 2011). A second network-based strategy used in retaining valuable employees included enhanced career and succession planning (Ballinger et al., 2011). A third network-based strategy of retention used by Ballinger et al. (2011) included better management of organizational competencies, the development of effective talent programs, and leveraging energizing relationships.

Turnover statistics. An analysis of various descriptive statistics on employee voluntary resignations, layoffs, and discharges can further emphasize the impact and depth of turnover among employees considered professional, analytical, strategically knowledgeable, and highly skilled. Turnover refers to the number of voluntary employee resignations (quits), layoffs, and discharges (Bureau of Labor Statistics, 2013). The number of employees who voluntarily resigned from their job between August 2009 and

July 2013 exceeded the number of employees laid off and discharged (Bureau of Labor Statistics, 2013). From August 2009 to July 2013, voluntary resignations increased from 1.5 to 2.9% of total employment (Bureau of Labor Statistics, 2013). The data showed a significant increase in percentage points of voluntary resignations in U.S. professional and business service employees in 2013 of 0.9% of total employment (Bureau of Labor Statistics, 2013). High unemployment rates have little impact on the turnover of high-performing employees who are in high demand or who possess skill sets deemed difficult to replace (Allen et al., 2010). Because of this chaotic environment, aggressive recruitment still occurs.

Analysts from the Bureau of Labor Statistics broke down the Job Openings and Labor Turnover Survey (JOLTS) separations into voluntary resignations, layoffs, and discharges, and other separations (Hathaway, 2013). As described in the 2012 JOLTS data, resignations were the largest contributor to separations (Hathaway, 2013). The average number of voluntary resignations, by month, increased by 200,000 from 2011 to 2012 (Hathaway, 2013). The data from JOLTS included 4.1 million separations in 2012 versus 3.9 million separations in 2011, which resulted in a 3.1% rate of separations in 2012 versus a 3.0% rate of separations in 2010 and 2011 (Hathaway, 2013).

More than 70 million people resigned voluntarily from their job, and that number increased from 2010 to 2012 (Hathaway, 2013). In 2010, 21.9 million people resigned voluntarily from their job; in 2011, 23.3 million people resigned voluntarily from their job; and in 2012, 25.1 million people resigned voluntarily from their job (Hathaway, 2013). The percentage change from 2010 to 2012 ranged from 4.5% to 7.8% (Hathaway, 2013). The rate of voluntary resignations from 2010 to 2012 ranged from 16.9% to 18.8% (Hathaway, 2013). The number of voluntary resignations trended upward from 1.7 million in 2009 to 2.1 million in 2012 (Hathaway, 2013). Professional and business service employees comprised 18.39% of annual voluntary resignations in 2011, and trade, transportation, and utility employees comprised approximately 22% of annual voluntary resignations (Hathaway, 2013). Revenue management analysts fit into these two employment groups.

Turnover Theories

Several theories exist on the topic of employee turnover, yet few contribute to an understanding of what might encourage the retention of strategically knowledgeable and valuable employees. As an example, theories such as human capital and social capital can support closing the knowledge gap to understand why employees turn over. A discussion on human and social capital serves as an opportunity to discuss knowledge management and employee development.

Human capital. Knowledge in human capital contributes toward understanding what might encourage employee retention. The most effective way to increase the competitiveness of an organization and its capabilities is to retain its human capital (Cummings-White & Diala, 2013). Human capital is the most significant source of an organization and consists of skills that include high-level thinking capacity, knowledge, creativity, and experiences held in employees (Cummings-White & Diala, 2013). According to human capital theory, employees with more experience perform better than employees with less experience perform, which serves to support Cummings-White and

Diala's (2013) perspective. Hence, human capital is an asset of intellectual knowledge acquired and accumulated over time. Low turnover contributes to the notion that when more experienced employees leave, the organization suffers until the less experienced employees acquire and accumulate similar levels of knowledge (Park & Shaw, 2013). The performance level of replacement employees is not equivalent to that of experienced employees lost (Park & Shaw, 2013). In cases where the level of turnover is high, replacement employees need to build quickly to the level of the previous employees and negate the lost human capital (Park & Shaw, 2013).

An investment in employee development contributes to an increase in the market value of the employee and induces personal turnover (Koster, de Grip, & Fouarge, 2011). General skills training increases the productivity of outside organizations rather than incumbent organizations (Koster et al., 2011). Other studies reviewed by Koster et al. (2011) influenced Koster et al.'s research and indicated that HR development affects the behavior and attitudes of employees, which influences a positive perception of organizational leaders' interest and support in employee development. There is no clear indication regarding whether the human capital theory or the social exchange theory is the best explanation for employee turnover behavior (Koster et al., 2011).

Turnover can negatively affect employee morale and produce decreases in unit-level efficiency, customer-service outcomes, and financial performance (Subramony & Holtom, 2012). Turnover consequently endangers the loss of firm-specific human capital and erodes skill bases (Subramony & Holtom, 2012). Voluntary turnover also negatively influences customers' evaluation of service delivery (Subramony & Holtom, 2012).

Social capital. Knowledge in social capital can contribute toward an understanding of what may encourage employee retention. For instance, supporters of the social capital theory described the depletion of social capital when more experienced employees leave (Park & Shaw, 2013). Social capital is an organizational resource that reflects social relationships experienced by an employee's collective orientation and shared trust (Park & Shaw, 2013). The perspective aligns with the employer-employee relationship, built on implicit obligations and trust (social exchange theory; Koster et al., 2011). Employees can make an argument for the concept of personal organizational support in employer-employee relationships (Koster et al., 2011). In short response to personal organizational development support, employers expect employees will have a low intention of voluntarily resigning from their job (Koster et al., 2011).

Organizational learning and performance. Knowledge in organizational learning and performance can contribute toward an understanding of what would encourage employee retention. From an organizational learning and performance perspective, Park and Shaw (2013) contended that the theory of organizational learning and control indicated a negative relationship exists between turnover rates and performance. The results of research on turnover rates and organizational performance indicated that business leaders had examined turnover from a quantitative perspective (Park & Shaw, 2013). The purpose of examining the quantitative perspective is to judge if business leaders have correctly stated or overstated the potential costs and benefits about which they have previously expressed concern (Park & Shaw, 2013). In particular, business practitioners should determine the magnitude of the relationship between turnover rates and organizational performances and test organizational, contextual, and methodological moderators of turnover outcomes (Park & Shaw, 2013).

Business practitioners are aware that turnover rates disrupt organizational performance, which aligns with human and social capital theories and indicates that turnover rates hurt organizations (Park & Shaw, 2013). Notwithstanding a performance perspective, turnover rates enhance organizations at low to moderate levels and disrupt performance at high levels (Park & Shaw, 2013). Turnover can result in reducing the cost of compensation, sorting out poor performers, and revitalizing the workforce (Park & Shaw, 2013). In a recent study with a sample of approximately 300,000 organizations, 1 *SD* in turnover rates could result in as much as a 40% reduction in work productivity (Park & Shaw, 2013).

Job Satisfaction and Dissatisfaction

Gaining knowledge in how an employer interprets an employee's level of job satisfaction contributes toward understanding what may encourage employee retention or lead to employee turnover. Job satisfaction refers to the extent to which people like their job and an evaluative description of job conditions or characteristics (Truxillo et al., 2012). Job dissatisfaction refers to the extent to which people dislike their job (Truxillo et al., 2012). Job satisfaction has emerged as the most widely studied predictor of employee turnover (Liu et al., 2012). The results of a study on the relationship between on- and off-the-job embeddedness as a moderator of turnover intentions indicated the inside-job turnover predictor of job dissatisfaction led to employee withdrawal cognitions and then to employee turnover (Dawley & Andrews, 2012). The eight motivational forces of employee attachment and turnover from an organization, as influenced by the conceptual framework of Maertz and Griffeth (2004), serves as a framework of motivational forces that cause job dissatisfaction. The eight motivational forces of the employee attachment and turnover framework are present in the works of other scholarly authors. For example, a study on the outside-job predictors of job satisfaction revealed the availability of alternative jobs, known as alternative forces, and demographics, known as normative forces (Dawley & Andrews, 2012).

A study similar to Dawley and Andrews's (2012) study involved examining the turnover of employees who voluntarily quit their jobs within 3 years (Holtom, Tidd, Mitchell, & Lee, 2013). The results indicated job embeddedness and satisfaction increased the prediction of voluntary turnover as turnover increased (Holtom et al., 2013). An estimated 25% of employees a have tenure of less than 1 year, and 40% of employees have tenure of less than 3 years (Holtom et al., 2013). The turnover process for new employees differs from the turnover process of tenured employees (Holtom et al., 2013).

The predictive strength of job embeddedness that occurs over time represents the affective factors of job fit, links, and sacrifice. Job fit is an important factor to consider as it increases in the early years of employment through employees demonstrating outstanding performance and responsibility (Holtom et al., 2013). Although the focus of links is nonaffective factors, links express social relationships and active networking among new employees and experienced employees (Holtom et al., 2013). Employees compare their current organization to alternative employment opportunities, which is an example of the motivational force of alternative forces presented through the conceptual framework of Maertz and Griffeth (2004). Employees compare organizations when assessing the level of sacrifice they would endure when leaving their current organization (Holtom et al., 2013).

These authors of various studies, theories, and frameworks on job satisfaction have not explained how, why, and when job satisfaction influences turnover. Their perspectives indicated associations, findings, factors, and environments that have contributed to employee turnover. Maertz and Griffeth developed the eight forces framework of attachment and voluntary turnover in 2004 to describe theoretical reasons why there is a limitation in the understanding of studying and managing employee turnover (Maertz et al., 2012).

Retention Strategies

Researchers and practitioners found substantial improvement in organizational performance when HR systems that leverage human capital acquire, develop, and motivate the best talent (Posthuma, Campion, Masimova, & Campion, 2013). Challenges can arise when managers implement practices to retain the best talent. The role of retention includes multiple variables, such as pay, work-family conflicts, organizational commitment, job satisfaction, and intention to leave (Davis, 2013). Retention practices involve identifying and taking steps that address the various reasons for voluntary turnover (Posthuma et al., 2013). Managers in all types of organizations view employee retention as an important function (Bryant & Allen, 2013).

Compensation and benefits practices entail the direct and indirect rewards and payments that employees receive (Posthuma et al., 2013). Within the category of compensation and benefits, organizational leaders reward employees through HR practices, such as pay for performance, profit sharing, pay for skills, bonuses, and employee stock ownership (Posthuma et al., 2013). One of the challenges with pay as an instrument of employee retention is the difficulty of stating the importance of pay as compared to other factors employees consider when making the decision to stay or leave (Giancola, 2012). Pay has greater importance in attracting employees than in retaining employees (Giancola, 2012). In some cases, skilled blue-collar employees place less importance on pay than unskilled workers do (Giancola, 2012). Pay is also less important to employees as they move up in an organization (Giancola, 2012). When considering pay in Maslow's hierarchy of needs, pay satisfies the autonomy and independence needs rather than the social and self-actualization needs (Giancola, 2012).

Aside from pay, leaders can implement several strategies to further retention efforts. Such strategies include improvements to work-life balance of employees, viable and well-communicated strategies for success, pay for organizational performance versus pay for individual performance, and leadership training (Giancola, 2012). Additional strategies leaders can use to retain employees are to clarify role expectations, foster positive relationships, and provide opportunities for employee growth and advancement (Bryant & Allen, 2013). Another strategy leaders can use to retain employees is through quality-of-life connections such as rewards, alternate work schedules, and supportive organizational cultures (Ahmad, 2013). To encourage retention, leaders can use job and work design strategies such as job rotation, cross-functional utilization, and opportunities to participate on temporary work teams (Posthuma et al., 2013). Extensive training and development opportunities, such as training to improve performance, job-specific skills, career development, and new employee training, can serve to encourage employee retention (Posthuma et al., 2013).

Conclusion

The literature review entailed a review of professional and academic articles from a selection of peer-reviewed journals and textbooks that supported using a qualitative research methodology and case study research design to study employee turnover. The literature review included scholarly perspectives on turnover, misconceptions about turnover, collective turnover, and knowledge management when turnover occurs, as well as scholarly perspectives on retaining knowledge workers, overqualified employees, and turnover statistics to summarize various sources on the subject matter. Another topic in the literature review included theoretical influences on turnover from a human and social capital perspective. The literature review included the eight forces framework of attachment and voluntary turnover to describe the multiple forces that influence employees to quit their job beyond surface outcomes such as pay and the perception of job dissatisfaction.

Transition

Section 1 of this study included preliminary and background information on the business problem. Section 1 also included the research problem on the need for retention strategies to reduce analyst turnover. In Section 1, I discussed the qualitative method of research, the case study design, and a sample of four revenue management leaders for this study. I also indicated that this study included the eight forces framework of attachment and voluntary turnover as its conceptual framework (Maertz et al., 2012). Section 1 concluded with a literature review that included viewpoints on turnover, turnover theories, job satisfaction and dissatisfaction, and the eight forces framework of job attachment and voluntary turnover.

Section 2 includes a discussion on various aspects of the study, such as the role of the researcher, the participants, and the research method and design. The project section also includes discussions on the sample, ethics of the study, data collection techniques and analysis, and reliability of the study. Section 3 includes the findings of the study, an application to professional business practice, an impact for social change, some recommendations for action and further studies, and some reflections on the study.

Section 2: The Project

Employee retention is a challenge for business leaders, who use various strategies to retain their employees. In this qualitative case study, I explored strategies that revenue management leaders can use to retain revenue management analysts. This study included a conceptual framework that served as a lens to view the business problem of retaining employees.

Purpose Statement

The purpose of this qualitative case study was to explore strategies used by revenue management leaders to retain revenue management analysts. The targeted population consisted of revenue management leaders who shared strategies they used to retain revenue management analysts in Dallas, Texas. This study might have a positive social change impact on revenue management analysts by contributing new knowledge and retention strategies to revenue management leaders when analysts experienced the employment withdrawal process; changes in work relationships, attitudes, and behaviors; or a decrease in job satisfaction (Bryant & Allen, 2013).

Role of the Researcher

My role in conducting this study included recruiting participants, collecting data, exploring new knowledge about the study population, and reporting study findings, see Davis (2013). I have more than 18 years of experience in the field of revenue management. Criterion sampling by phone and e-mail and in person stood as the basis for the participant selection process of participating revenue management leaders for this study.

Researchers use an interview protocol to collect study data (Davis, 2013). This study involved using an interview protocol during participant interviews, which I conducted in person. My rationale for following an interview protocol included maintaining the integrity of the interview and the consistency of the interviewing process. To mitigate further bias in this study, I recorded the interviews, transcribed audio recordings, member-checked transcribed data, and analyzed the member-checked information with Dedoose's qualitative analysis software and Microsoft Excel.

In addition, I reviewed company documents that pertained to employee retention strategies. According to Moustakas (1994), researchers should set aside prejudgments and everyday understandings about a phenomenon; this includes eliminating their suppositions. I adhered to the basic ethical principles of the *Belmont Report*, see Brakewood and Poldrack (2013) by respecting each participant and by providing beneficence and justice. I also gave participants' opinions and choices their full weight and did not repudiate their judgments. I tried to do no harm to participants for the sake of this study. I strove to treat participants equally. The consent process involved providing study information, conveying the information in a manner easy to understand, and obtaining participants' agreement to participate.

Participants

Talent retention is important for managers at all organizations (Bryant & Allen, 2013). Thus, it became important to select the appropriate study participants who have experienced best practices and job culture when retaining revenue management analyst to explore retention strategies. Researchers have identified the extent to which best practices justify the sample size for qualitative research and the extent to which cultural factors affect sample size in qualitative studies (Marshall, Cardon, Poddar, & Fontenot, 2013). I selected four revenue management leaders who met my study criteria. Each of these participants constituted an individual case in my study. Researchers who conduct case studies focus on individuals, such as leaders, with each individual identified as an individual case (Yin, 2014). The case becomes the subject studied and the primary unit of analysis (Yin, 2014). The eligibility criteria for study participation were individuals who were revenue management leaders at an airline in Dallas, Texas, sometime from 2001-2016 and who were at least 18 years old.

After receiving permission from administrators at my study company and from Walden University's Institutional Review Board (Approval No. 05-31-16-0098283) to commence the study, I executed my plan to gain access to study participants using their e-mail addresses and phone numbers. With the permission of the senior director of revenue management, I obtained contact information of revenue management leaders from the airline's company phone and e-mail directory. I established a working relationship with my study participants through phone calls and e-mails and by discussing the purpose of this study and my role as the researcher.

Research Method and Design

Research Method

This case study included a qualitative research methodology described by Moustakas (1994) to help explore employee turnover. Qualitative researchers seek to answer the questions that concern how and why a phenomenon occurred (Dworkin, 2012). A qualitative research method helped in exploring the thoughtful reflections of participant experiences with retention efforts of revenue management analysts. The qualitative research process is a process in which the interviewing researcher gathers information and facts from the interviewee (Rossetto, 2014). Sometimes researchers can gather qualitative information in the form of stories to learn about meanings, emotions, and experiences that interviewees have experienced (Rossetto, 2014). Conducting a qualitative research study involves describing its research methods and presenting and discussing the findings of the research (Koch et al., 2014). Researchers conduct qualitative research to share the outcome of an event from a different philosophical perspective, approach, and procedure than quantitative research (Koch et al., 2014).

With the qualitative research methodology, the goal includes the use of purposeful strategies and inquiry approaches rather than statistical formulas and methodological rules of quantitative research (Marshall et al., 2013). Quantitative research methods would not have been suitable for this study, as quantitative researchers seek to answer questions that concern how many and how often a phenomenon might occur (Moustakas, 1994). Mixed method methodology involves integrating qualitative and quantitative research methods and adds confidence in a study’s results and conclusion (McKim, 2015). This study did not include any mixed or quantitative perspectives on the independent effect of variables. I used a qualitative methodology with a focus on a combination of causes found in the study.

Research Design

This study included a single case study approach. Researchers can use several research designs when conducting qualitative research. When content and the phenomenon studied are not always clearly distinguishable, the case study design includes multiple sources of evidence (Yin, 2014). The case study design can include many coexisting points of interest rather than only isolated existing data points (Yin, 2014). Using multiple sources of information as evidence is a key approach to increasing confidence and accuracy in case study research (Yin, 2014). I ensured data saturation by increasing the amount of interview data gathered from additional participants and by going back to those participants with a succinct synthesis of their responses to each interview question for correctness and until no new information emerged. Based on the characteristics of the phenomenon under study, I excluded other qualitative research designs, such as phenomenological and ethnographic research designs, and focused on the case study research design.

Researchers conduct phenomenological research designs to describe the essence of a lived phenomenon differently from a case study design or an ethnographic research design. Phenomenology is the study of a phenomenon as it appears to individuals in their conscience, with an exclusive aim toward establishing knowledge of the essence of the experience (Gill, 2014). Researchers conduct case study research to explain how and why a phenomenon works, with a focus on the circumstances in the case study's design (Yin, 2014). Case studies are useful when exploring sets of decisions that involve individuals, organizations, processes, programs, and institutions (Yin, 2014). Although not suitable for this study, a phenomenological design would not include a focus on the strategies leaders use to retain analysts; rather, the focus of a phenomenological design would be on how analysts experienced the phenomenon of turnover. The focus of a case study design would be on the circumstances of the phenomenon, including the strategies used within the circumstances of turnover. I excluded the phenomenological research design from this study.

The ethnographic research design is suitable to study a cultural description that emerges from closely studying and residing in a culture over time (Moustakas, 1994). The focus of the research question in this study did not include cultural similarities or differences of the participants, but on a sample of revenue management leaders regardless of their cultural similarities or differences. The characteristics of an ethnographic research design were not applicable to this study. Thus, I excluded the design from this study.

Population and Sampling

This study included criterion sampling as its sampling method for selecting revenue management leaders in Dallas, Texas. The criterion sampling strategy involves selecting participants who meet a specific criterion (Suri, 2011). The criterion sampling process verifies that potential study participants meet predetermined criteria important to the purpose of a study (Suri, 2011). Criterion sampling involves using explicit inclusion and exclusion criteria to ensure methodical rigor and a balance of critical and realistic reflections of the study's selection of participants (Suri, 2011).

The population size for this single case study included nine, revenue management leaders from one airline in Dallas, Texas. When choosing the appropriate sample size, qualitative researchers can use a convenience sample, everyone who volunteers, a quota sample, or people with particular positions of interest (Morse, 2015). This study involved interviewing a sample size of four revenue management leaders from Dallas, Texas, at one airline who volunteered and collecting information from company documents that pertained to employee retention strategies. Qualitative information received from interviews included transcripts from semistructured interviews, qualitative analysis of study data, and produced results presented as themes (Fakis, Hilliam, Stoneley, & Townend, 2014). Case studies with multiple sources rate higher in quality than single-source case studies (Yin, 2014). I interviewed additional participants and presented an interview summary to participants until I received no new information, thus achieving data saturation. I also used information obtained form company documents as an additional source of information in this study.

The criteria for participant selection were revenue management leaders who had worked as revenue management leaders between 2001 and 2016 and were over 18 years of age. To begin this study, I requested permission from a revenue management leader at the airline to use its employees as participants. I solicited revenue management leaders via a phone call or by e-mail to ask them to participate in this study voluntarily. I then e-mailed and distributed by hand an introduction to the study and a study consent form to the potential participants. After reading the introduction to the study, potential participants indicated if they were willing to participate and follow the participation procedures. The study participation procedures included filling out, signing, dating, and returning the study consent form to me. After I had received a completed and verified study consent form, I set up a face-to-face interview. Before starting the interview, I advised the participants of the confidentiality of their name and the name of their employer. The interviews took 45 minutes each. I audio recorded all interviews and took handwritten notes as well. At the end of each interview, the participant received verbal thanks for participating.

Ethical Research

I sought permission from Walden University's Institutional Review Board before commencing research. I showed honesty, trustworthiness, and credibility, and I maintained data validity, throughout the research process. Furthermore, I followed the consent process outlined in this study, the rules on withdrawal, and the guarantees of privacy and confidentiality of the participants and the participating company. There is a requirement for participants in doctoral studies at Walden University to sign a study consent form (Davis, 2013). I asked the participants to read the informed consent form and asked them if they had any questions regarding study participation. I did not offer any incentives to study participants. Participants could have willingly withdrawn from the study by informing me in person, by phone, or by e-mail at any time and for any reason that they no longer wished to participate. For privacy and ethical reasons, I did not include study participants' names or the name of the organization. I took certain measures to ensure the ethical protection of participants' study data. The data protection measures included appropriate interview data labeling for the study participants using participant designators from P1 to P4, where P referred to the participant. To maintain the privacy of study participants, I will secure the research folders for 5 years in a locked desk to keep the participants' information private and to serve as storage for each participant's consent form and other interview data. I provided a summary of the study findings to any participant who requested it.

Data Collection Instruments

This study included a qualitative research method with a case study research design. Documentation, archived records, interviews, direct observations, participant observations, and artifacts are six commonly used sources of evidence in case study research (Yin, 2014). I primarily served as the data collection instrument, and I used two additional instruments to collect study data. The study included semistructured interviews and company documents as additional instruments of research in data collection.

The study includes interview questions to explore the strategies the participants used to retain revenue management analysts. The interview questions appear in Appendix B. The interview included consistent, open-ended questions based on the study's conceptual framework. The study process included documentation of each participant's response to the interview questions. This process ensured there are no biases captured or retained in a study (Bevan, 2014). I enhanced the reliability of the data collection instruments by conducting member checking with the individuals from whom I received interview responses. The research process included the submission of a succinct synthesis of each interview question response to the respective participant as a quality control process to ensure I captured an appropriate interpretive perspective of each participant's retention strategies. I found no issues in the synthesis of interview responses interpretations.

Documentary information can be relevant and an important source of evidence in case study research (Yin, 2014). In addition to semistructured interviews, I used company documents as additional instruments of research in data collection. The study process included a letter of cooperation from the vice president of revenue management at the airline to use any approved documentation that contributes to this study. The research process included the solicitation of various company documents, including but not limited to exit interview notes, employee website, employee retention programs, and training opportunities. I reviewed the company documents provided for evidence of employee retention strategies. The research process included the submission of my written description of the document to the respective document provider as a quality control process that ensured I captured an appropriate interpretation of their retention strategies. I found no issues in the interpretation of company documents.

Data Collection Technique

Participant interviewing is one of the most important sources of evidence in case study data collection (Yin, 2014). As described in the interview protocol (see Appendix A), I solicited revenue management leaders via phone call or by e-mail to ask them to participate in this study voluntarily. I e-mailed or distributed by hand an introduction to the study and a study consent form to the potential participant. After receiving a properly completed and verified study consent form, I set up appointments to conduct a face-to-face semistructured interview. The start of the interview process included advising the participants of the confidentiality of their name and the name of the airline. The interviewing process included advisement that the interview would take approximately 45 minutes and that I would audio records the interview. I began each interview by asking the participant the interview questions. Each interview concluded with a verbal thank you.

Documentary information can be relevant and an important source of evidence in case study research (Yin, 2014). The research process included the solicitation of various company documents, such as exit interview notes, structured employee retention programs, and formal and informal training opportunities from the appropriate company personnel. Appropriate personnel included a company HR representative and the vice president of revenue management. Furthermore, I e-mailed and distributed by hand information on the study to the HR representative. I reviewed the provided company documents for evidence of employee retention strategies. After reviewing the company documents, I verbally thanked the HR representative.

An advantage of using interviews as a method of data collection is to provide participants an opportunity to interpret their experiences through descriptions of events and activities (Bevan, 2014). Thus, I apprehended the phenomenon. Other key advantages of interviews are the interpretations and opinions about people or the insights provided by interviewees (Yin, 2014). Becoming overly dependent on interviewees can be a disadvantage as a source of evidence in an interview (Yin, 2014). Bias can arise from interviews when researchers articulate interview questions poorly, responses include bias, and other inaccuracies exist due to poor recall (Yin, 2014). Advantages of using company documents include the way documents contain details of events and settings and the way information in documents is stable for repeated reviews. Retrievability of some documents can be difficult, and reporting can reflect biases and serve as a disadvantage for the use of company documents (Yin, 2014). Researchers conduct pilot case studies to develop, test, and refine research questions (Yin, 2014). This study's research question aligned with the study's specific business problem, purpose statement, and conceptual framework. Thus, I did not conduct a pilot case study after receiving approval from the Institutional Review Board.

This study included a member checking process. Member checking provided an opportunity for participants to recognize their words in an interpretive text and an opportunity to change their mind to participate in this study (Morse, 2015). I wrote and provided each participant a succinct synthesis of that participant's response to each interview question. As part of that process, I reviewed and interpreted the interview responses from each participant to ensure I captured his or her perspective of each retention strategy. I provided each participant a copy of his or her response. Each participant reviewed their response and provided feedback and acceptance of their interpreted response. I used the member-checked responses as my data for the study.

Data Organization Technique

Advances in technology have led to a range of qualitative software packages that help researchers conduct analysis and organize data. Using software for qualitative research, I maintained a research log and an electronic cataloging system specifically designed to track qualitative study data and emerging understandings. Software programs can help facilitate coding and theme organization (Garcia, Eisenberg, Frerich, Lechner, & Lust, 2012). Computer-assisted qualitative data analysis software can include functions such as data compiling, coding like words and terms, and interpreting relationships among codes (Yin, 2014). To ensure I did not lose, misplace, or alter the data, I stored the study data on my computer in Dedoose's qualitative data analysis software application's file and folders. "Doctoral Study" is the name of the Dedoose main study file. I labeled the subfolders within the main study application file that contained study information about each participant's study responses as P1 to P4. Dedoose has built in data-management functionality to capture, track, update, and maintain study data. Qualitative software users have the ability to code and analyze interview results (White, Judd, & Poliandri, 2012). I stored files and folders of study data in Dedoose's file in two separate locations, and I stored Dedoose's file and folders in a locked container for 5 years.

Data Analysis

Data, investigator, theory, and methodological triangulations are four types of triangulation used in case study evaluations (Yin, 2014). Methodological triangulation involves using more than one method to collect information from multiple sources (Yin, 2014). This study included the use of methodological triangulation from four semistructured interviews with four participants and a review of company documents that pertained to employee retention strategies. To demonstrate methodological triangulation, I conducted data analysis that linked study literature, published newly scholarly studies, and core themes from interview results and information from company documents that supported, confirmed, or gave insight into Maertz et al.'s (2012) eight forces conceptual framework.

This study included a logical and procedural process for data analysis. Data analysis helped uncover main and core themes that answered the study's research question (Thomas, 2015). The use of data analysis helped with understanding retention strategies (Thomas, 2015). This study also included the use of all of the interview data and company documents provided that pertained to employee retention for data analysis. This study included using Yin's (2014) five steps in data analysis as the procedural process for data analysis: compile, disassemble, reassemble, interpret, and conclude data.

Procedures for Compiling Data

Compilation of data took place prior to data analysis. The data included interview responses and company documents. The compiling data step consisted of importing, compiling, and organizing the interview responses and company documents. Thus, this step began with importing member-checked interview responses and company documents into Dedoose software for organization and categorization. The Dedoose software served as the study's database. Another part of this step consisted of searching all of the data for promising patterns, insights, or concepts in the data (Yin, 2014). This step also included writing notes to myself about what I observed in all of the data by retrieving and tallying specific terms and concepts.

Procedures for Disassembing Data

The focus of the disassembling data step in my data analysis process included disassembling the study's data into fragments and labels through a coding process. The data coding process included naming, describing, and grouping all of the study data with Dedoose software. The data coding process also included identifying fragments of data, such as specific written excerpts with all reference study data materials used to derive the study's sub-core and core themes. This step in the analysis included using Dedoose's software to process all of the study's data by labeling all of the data with codes to describe relationships, patterns, excerpts identified, and organized thoughts. The disassembling data step also included moving codes methodically to like terms, creating visualizations, interpreting relationships among codes and combinations of codes, and identifying conceptual patterns.

The disassembling step in my analysis included using codes to identify the four interviewed participants by a letter and a number. The letter P identified a volunteering candidate as a participant, and the numbers 1 to 4 numbered the participants in no particular order and represented a count of the study participants. The purpose of participant coding ensured consistent nonbiased coding and the ability to retrieve associated data quickly, efficiently, and in an organized manner to analyze the data and draw conclusions.

Procedures for Reassembing Data

After the disassembling data step, the next step in my analytical process included clustering and categorizing the study data with Dedoose's software functionality into sequences and groups. The reassemble data step included using Dedoose's software to help cluster the key themes of this study through a data analysis process of considering the data under several different arrangements (Thomas, 2015). Through the software's coded application matrix functionality, the software categorized, displayed, and compared patterns of data derived from interview questions and company documents, organized with the software's colors and symbols for data interpretation. The coded application matrix functionality categorized and displayed the dataset of sub-core themes by interview question responses, participants, and the conceptual framework. Using this functionality, I identified 1,156 coded applications of information. Microsoft Excel helped me further manipulate and categorize the study's data using Microsoft Excel's pivot table functionality. I used Microsoft Excel's pivot table functionality to identify significant and insignificant levels of coded applications of referenced materials by interview question responses, participants, and the conceptual framework. Dedoose's coded active excerpts functionality allowed me to filter, export, and review specific excerpts of coded text that related to each sub-core and core theme for interpretation.

Procedures for Interpreting Data

The focus of the interpret data analysis step included interpreting the meaning of the study data using the Dedoose software. The focus of this step included making sense of the data and providing an interpretation of its meaning by organizing and capturing themes associated with the strategies leaders used to retain analysts. This step helped build a connection between the data, the literature, published newly scholarly studies found relevant to this study, and Maertz et al.'s eight forces conceptual framework

(Thomas, 2015). In particular, I created narratives from sequences and groups of information from participant interviews and company documents to help develop core and main themes and conclusions. I identified literature, published newly scholarly studies found relevant to the study data, and motivational forces of job attachment and voluntary turnover that related to each narrative. Finally, I tied the study narrative information with the literature, published newly scholarly studies, and Maertz et al.'s (2012) eight forces conceptual framework to sub-core, core, and main themes.

Procedures for Concluding Data

The conclusion data analysis step of this study involved developing a sequence of statements that describe the study's findings (Thomas, 2015). The focus of my conclusion data analysis step included an interpretation of data analysis of linked core themes from interview results. The focus of my conclusion data analysis step also included information from company documents that supported, confirmed, or gave insight into Maertz et al.'s (2012) eight forces conceptual framework.

Software Plan

This study included the use of a software program for codding, mind mapping, and identifying themes. When conducting data analysis, researchers can use computer-assisted software to code, count, and tabulate themes into useful information such as tables and figures (Rushing & Powell, 2014). Dedoose's software brought significant value to this study, as I could analyze the data systematically and interpret the meanings behind and within the participants' interview responses using its functionality and features. The research process included the use of Dedoose's software to help manage and process the study data. I imported all member-checked interview responses, company documents, and notes into a personal copy of Dedoose's software to organize and categorize the information. The research process included the use of Dedoose's software to help me search for patterns, insights, or concepts in the data. My search process included retrieving and tallying specific terms and concepts using the software's functionalities and features to name, describe, and group the data with colored code applications that helped describe relationships, patterns, word frequencies, and organized thoughts. I used these software features to move codes methodically to like terms, to create visualizations and interpreting relationships among codes and combinations of codes, and to identify conceptual patterns. The analysis process included the use of Dedoose's code application and code co-occurrences functionality to help identify and mind map sub-core; core; and main themes derived from interview questions and company documents. I also used Microsoft Excel to manipulate the study data further using the pivot table functionality.

Key Themes

My data analysis concluded with a focus on key (core and main) themes from the findings found from participant interviews and company documents. During the research process, I linked sub-core and core themes from participant interviews and company documents that supported, confirmed, or gave insight into Maertz et al.'s (2012) eight forces conceptual framework. I also linked sub-core and core themes from participant interviews and company documents to the literature and to publish newly scholarly studies, found relevant to this study. I linked sub-core and core themes from participant interviews and company documents that supported, confirmed, or gave insight to the existing or found newly literature. My data analysis concluded with sub-core, core, and main themes that supported the answer to the research question and the conceptual framework for understanding retention strategies used by the participants.

Dependability, Credibility, Transferability, and Confirmability

To ensure valid and trustworthy study results, it is important for researchers to create and implement strategic processes in qualitative research (Wahyuni, 2012). The intention of reliability and validity in qualitative research is to make qualitative research rigorous and trustworthy (Morse, 2015). I applied efforts of dependability, credibility, transferability, and confirmability within the qualitative research methodology and case study research design.

Dependability

In qualitative research, dependability refers to the reliability of data stability over time and under different conditions (Elo et al., 2014). Researchers obtain dependability through credibility, methods of triangulation, steps for duplicating the analysis, and an audit trail (Bevan, 2014). The member checking process helped to ensure dependability for this study. Researchers use member checking to provide participants an opportunity to recognize their words in an interpretive text (Morse, 2015). Researchers can accomplish member checking by providing participants a succinct synthesis of their response to each interview question. I reviewed and interpreted interview transcripts from each participant to ensure I captured his or her perspective and provided each participant a succinct synthesis of his or her responses. Through the member checking process, I established dependability of the data by providing participants an opportunity to review the responses from their semistructured interview.

Credibility

Credibility refers to the correspondence between the way participants perceive and respond to the interview questions (Rushing & Powell, 2014). Credibility refers to the way a researcher portrays the participants' understanding of their responses (Rushing & Powell, 2014). As a means of establishing credibility, I ensured participants had the option to review a written synthesis of their response to each interview question.

Transferability

The results of a qualitative case study can transfer to other contexts or settings. I based transferability on the generalization process of the study finding by drawing a valid conclusion from the context of the study. By thoroughly describing the research context and its associated assumption, both readers and future researchers can judge the transferability in another context (Rushing & Powell, 2014).

Confirmability

As a method of confirmability, I used Dedoose's software to ensure member-checked interview responses were reliable sources of study information. I audited the interview responses within the system and ensured there were no inaccuracies between the interview responses and the study coding system. I ensured reliability, trustworthiness, validity, and error free reporting of study information.

Data Saturation

Failing to achieve data saturation can have an undesirable impact on research quality and content validity (Fusch & Ness, 2015). When researchers obtain no new information, they achieve data saturation and further coding is no longer feasible (Fusch & Ness, 2015). The recognition of data saturation begins to occur while collecting data, before the analysis, and after a few interviews (Elo et al., 2014). I narrowed the scope of this case study to reach data saturation. I ensured in-depth data and reached data saturation by increasing interview data from participants and by going back to those participants and reviewing their member-checked synthesis with them for correctness and until no new information emerged, no need for new coding, and no need for new themes.

Transition and Summary

Section 2 included descriptions of the research methodology and design, population and sampling, ethical research, and data collection strategies. Section 3 includes a compare and contrast analysis of the research question. Section 3 also includes a discussion of the implication on social change, applications for research outcomes, and further research opportunities. Section 3 includes a discussion on the themes, patterns, and relationships of motivational forces that emerged from the analysis.

Section 3: Application to Professional Practice and Implications for Change

In this qualitative single case study, I explored strategies some revenue management leaders used to retain revenue management analysts. I conducted semistructured interviews with four revenue management leaders and analyzed company documents to obtain an answer to the study's research question: What strategies do revenue management leaders use to retain revenue management analysts? Findings showed that retention strategies are necessary to retain revenue management analysts and that the development of those retention strategies stem from the influences of leadership and from the analyst career environment.

Section 3 contains the findings of this research study. Section 3 includes an (a) overview of the study, (b) presentation of the findings, (c) applications to professional practice, (d) implications for social change, (e) recommendations for action, (f) recommendations for further study, (g) reflections, and (h) summary and study conclusion. The section also provides a discussion of retention themes; strategies; barriers; critical factors; ineffective strategies; and company documents, programs, and initiatives and their relationships with the motivational forces of job attachment and employee turnover that emerged from the analysis.

Presentation of the Findings

I used a qualitative research methodology and a single case study design. I used a case study design as my structure for exploratory research in a real-life working environment setting, as described by Cronin (2014). For this case study, I used semistructured interviews and reviewed company documents to answer the study's overarching research question: What strategies do revenue management leaders use to retain revenue management analysts? Semistructured interviews took place in a conference room at my study's site. Interviews did not last longer than 45 minutes, and member checking of participant responses did not last longer than 30 minutes.

In addition to using semistructured interviews, I reviewed the company's employee handbook, information provided to employees through an internal website, company literature mailed to employees, and other business meeting notes regarding retention strategies to triangulate and confirm data gained from interviews. A review of company documents revealed retention strategies that supported, confirmed, disconfirmed, extended knowledge, or otherwise gave insight regarding Maertz et al.'s (2012) eight motivational forces conceptual framework and information obtained from the semistructured interviews.

After collecting and analyzing data collected from semistructured interviews and reviewing company documents, I identified nine core themes. I grouped these themes into two main themes: (a) leadership influence and (b) analyst career environment. The six core themes that supported the main theme of leadership influence were (a) servant leadership, (b) knowing your analysts, (c) communicating with your analyst, (d) training, (e) compensation and benefits, and (f) retention strategies. The three core themes that supported the analyst career environment main theme were (a) culture, (b) job fit, and (c) career opportunities.

I associated participant responses with the leadership influence and analyst career environment main themes and I tied them back to the conceptual framework. I found participant responses primarily in support of calculative and behavioral motivational forces, and those motivational forces of job attachment and voluntary turnover made the most contributions to the leadership influence main theme. Affective, calculative, alternative, and moral motivational forces made equal contributions to the analyst career environment main theme. These motivational forces contributed to the saturation of data. For each core theme, the structure of the conceptual framework and the identification of retention strategies helped me achieve data saturation. The structure of the conceptual framework helped cover each theme from multiple perspectives of exploring employee job attachment and turnover. As I progressed through analyzing data, little to no new information emerged from data to add to the findings, indicating that I had reached data saturation.

My conceptual framework included the eight motivational forces of job attachment and voluntary employee turnover. Many participant responses were consistent with this framework. I found current turnover research to have failed in capturing and explaining turnover with work-related factors alone, such as high salaries (Ertürk, 2014). The eight forces framework includes reasons for why there are barriers for business leaders to understanding, studying, and managing employee turnover (Maertz et al., 2012). Those reasons include a lack of comprehensiveness of predictive turnover models, a conceptual overlap of other turnover predictors, and a lack of a general framework to help leaders think about influencing the intentions of turnover (Maertz et al., 2012).

I used the eight forces framework to view the findings and obtain an understanding of effective and ineffective job retention strategies inclusive of any existing barriers and limits; critical factors; and company policies, information, initiatives, programs, and perquisites that encouraged analyst retention. Effective retention and reward strategies are essential rather than desirable for business leaders and employees (Ezulike, 2012). Kashyap and Rangnekar (2014) noted that retention strategies for employees need to be a core strategy of an organization. Ertürk and Vurgun (2015) indicated that organizational leaders face challenges to develop effective retention strategies and that attracting, developing, and retaining a qualified staff is a top concern of leaders.

Main Theme: Leadership Influence

I identified Leadership influence as the first main theme. Participant responses to the interview questions and company documents indicated that the influence of the leadership position played a major role in analyst retention. Literature supported and rarely conflicted with the core themes that supported the leadership influence main theme. Servant leadership, knowing your analysts, communicating with your analysts, training, compensation and benefits, and retention strategies are core themes that compose the main theme leadership influence.

The findings indicated leadership influences were in place to retain revenue management analysts. The need of servant leadership as a core theme helped leaders show concern and care, stay abreast of employee issues, gain follow-up understandings of situations, and help people feel appreciated. HR practices and organizational policies can enhance the organization and the mutual trust between employees when practices and policies convey a message of organizational support, and thus, encourage employee retention (Kashyap & Rangnekar, 2014). Knowing your analysts surfaced as an important theme to leaders, as they needed to understand and evaluate situations, understand employee understandings, know various aspects of their employees' lives, and navigate through their employees' emotional decisions.

Communicating with your analyst emerged as a core theme. Leaders needed to understand what their analysts were thinking, encourage open and honest feedback opportunities, guide employees through the career decision-making process, and encourage employees to understand the job opportunities available to them. Training surfaced as an important core theme that emerged from the findings that showed how leaders provided skills for analysts' career paths, which allowed leaders to express the importance of corporate and revenue management training, and that provided training on specific software applications. Extensive training and development opportunities, such as training to improve performance, job-specific skills, career development, and new employee training, can serve to encourage employee retention (Posthuma et al., 2013).

Compensation and benefits proved important as a core theme because revenue management leaders and the company faced a competitive employee compensation environment, needed to define pay-increase drivers, were in a position to justify pay increases, and needed to provide employees lucrative benefits. One of the challenges with pay as an instrument of employee retention is how difficult it is to state the importance of pay compared to other factors employees consider when making the decision to stay or leave (Giancola, 2012). Retention strategies emerged as a core theme because revenue management leaders implemented effective retention strategies; avoided ineffective retention strategies; encountered various barriers, limits, and critical factors of employee retention; and experienced turnover of revenue management analysts.

Servant leadership. I identified servant leadership as the first core theme. Participant responses and company documents showed how revenue management leaders used servant leadership as a retention strategy to retain revenue management analysts. Participant responses associated with the servant leadership core theme tied back to the conceptual framework. Participant responses supported affective, behavioral, and constituent motivational forces of job attachment and voluntary employee turnover within the servant leadership core theme. Affective forces have an association with bad feelings that motivate employees to withdraw from an organization (Maertz et al., 2012). Findings for this theme indicated revenue management leaders expressed their concern and care about analysts, they stayed abreast of issues, they followed up on previous situations, and they made analysts feel appreciated.

Revenue management leaders ensured analysts knew the concerns of leaders and knew the leaders cared about them. For example, P1 did not want analysts to think that revenue management leaders were inflexible or did not think of any alternatives. P4’s statement confirmed P1’s perspective by stating that P4 is a caring person, which is why P4 showed concern. P2 confirmed the finding of P1 and P4 by stating the importance for P2 as a leader to show employees that P2 supported the employees and that people cannot treat the employees in an unacceptable manner.

A review of the information provided to employees through an internal website validated P2's remarks by uncovering that leaders expect all employees to live a certain way at the company, which includes having a servant's heart, following the golden rule, treating others with respect, and putting others first. P2 noted that one of the strategies is to listen to employees. Chakrabarti and Guha (2016) indicated that retention strategies related to performance, communication, loyalty, and competitive advantage go deep into the human psyche and are expressed outward as actions and attitudes that encourage an employee to feel successful, secure, and appreciated.

Revenue management leaders stayed abreast of issues, were willing to bring issues to the attention of the organization leaders, and researched the organization for common situations when developing retention strategies and HR practices. P4 brought issues to the attention of the organization, sought to find out the commonality of the situation in the department or if the situation resided at the individual level, and worked with the organizational leaders to see if a pattern existed with these types of situations. Kashyap and Rangnekar (2014) found isolated HR practices were not sufficient for long-term retention goals. Employers must bundle HR practices to manage high employee turnover rates (Kashyap & Rangnekar, 2014). P3 acknowledged the servant leadership style of the vice president of revenue management and the department's culture committee. P3 also shared that both had done a good job in building good teams and providing culture outings and opportunities for the revenue management department.

Revenue management leaders gained follow-up understandings of employee situations. P4 stated that a retention strategy P4 practiced included revisiting old resolved issues to see where the employee stood on the issue, after some time had passed. P4 said employees should feel like leaders care about them. P4 stated that an effective retention strategy is to check constantly in on their employees' motivation to stay in the department. Kim (2015) found increased employee turnover intentions through employee job stress, burnout, and psychological instability. P4 provided notation on the company's corporate training department, the manager-in-training program, and other course-based programs that provide information on building relationships with employees that encourage employee retention.

Revenue management leaders worked to help employees feel appreciated. P4 stated that an employee shared how P4's leaderships made the employee feel like a person and like an individual rather than feeling like a number within the organization. The employee shared further that P4 valued the employee and not the e-mails the employee sends or the questions the employee answers within analysis reports. Qazi, Khalid, and Shafique (2015) proclaimed that employees are not machines but social beings that have certain expectations and apprehensions. The employee also shared that P4 cared about the employee, because P4 talked to the employee as a person and not just an employee. P4 stated that P4's employee retention strategy included an approach that does not put work first but puts the employee first on a personal level.

The findings related to the servant leadership theme indicated that revenue management leaders ensured analysts knew leaders were concerned and cared, stayed abreast of issues, followed up on previous situations, and made people feel appreciated. Information from the employees' internal website that pertained to living a certain way at the company, having a servant's heart, the corporate training department, the manager-in-training program, and other course-based programs were factors in providing knowledge on servant leadership for revenue management leaders.

Knowing your analysts. Knowing your analysts surfaced as the second core theme. Participant responses and company documents showed how revenue management leaders used knowing your analysts as a retention strategy to retain revenue management analysts. Participant responses associated with the knowing your analysts core theme tied back to the conceptual framework. Participant responses supported affective, contractual, calculative, behavioral, and normative motivational forces of job attachment and voluntary employee turnover within the knowing your analysts core theme. Finding for this theme indicated revenue management leaders took the initiative to evaluate and gain understandings of various employee situations and employee understandings, followed-up on employee situations, sought to understand various aspects of employees and their lives, and helped employees navigate the various emotions behind their decisions.

Revenue management leaders worked to gain an understanding of, and evaluated, various employee situations. P1's first strategy included an evaluation for an understanding of an individual who consistently exhibited a particular behavior of emotional discomforts, such as a person found difficult to please, always upset about something, or complaining. P1 stated that this type of person hurt the whole team, and such behavior needed addressing. If the employee did not show a behavioral correction, P1 shared that the employee does not fit the company's cultural environment. P4 stated that P4 sought to understand an employee's situation first. P4 disconfirmed P1's point of view by suggesting leaders take ownership of the retention challenge by following a strategy of identifying the current position of the leader and employee, finding a way to motivate the employee to stay, or finding out what job the employee would like to do next.

Revenue management leaders worked to gain an understanding of employees' understandings. An examination of the interview question responses from P1 and P4 confirmed these findings. P1 shared that P1 first needed to understand the desired goal the employee had in mind. P1 would obtain and gain an understanding of what available opportunities aligned with what the employee has expressed interest or what the employee would like to do. Carleton (2011) found the tendency of the motivation of knowledge workers to deteriorate when not intellectually challenged and not able to do what their employer pays them to do. P4 confirmed the strategic retention thinking of P1, when P4 stated how P4's employee retention strategy included a search to see if the emotional discomfort that the employee experienced included a simple understanding, a misunderstanding, or a difference in moral belief. The result of P4's strategy included telling the employee what the employee said, as either correct or incorrect, but P4 also shared how the leader and employee could grow from the experience. Liu et al. (2012) described job satisfaction as a key psychological construct that could lead an employee toward turnover intentions. P2 also confirmed this thinking by sharing how P2 followed the same strategy of knowing the desired goal of the employee. P2 shared how P2 helped employees talk through their thoughts, such as where they want to go, what their 3- to 5-

year career goals are, how well their current position will get them to that goal, and how the job the employee is considering gets them to their desired goal. Employees are less likely to leave when the organization and the employee share similar values (Presbitero et al., 2016).

Revenue management leaders worked to gain an understanding of various aspects of their employee and their employees' lives. P4 stated that family came first to P4's analysts. P4 suggested checking in with employees on a consistent basis, beyond the topics of work. Within P4's retention strategy, P4 searched for the motivation behind the family's influence, such as the employee coming home and complaining about the job. Under such circumstances, the family sometimes suggests that the employee leave the current job. P4 stressed that employee retention of this nature is about educating employees about how to go home with the appropriate attitude. Family-related characteristics play a role in an employee's work-family balance (Watanabe & Falci, 2014).

Under a different set of circumstances, P4 experienced an employee wanting to leave because the family had a situation where a spouse had a job that required the employee to leave the job. P1's experiences aligned with the findings from P4, when P1 stated that P1 wanted to understand why family or friends are encouraging the employee to leave. Hom et al. (2012) and Maertz et al. (2012) described normative forces as a motivation for employees to comply with their family or friends' expectation to stay or leave an organization. Normative-forces-based participant responses made a contribution to the findings on the influences of family and friends.

P3's experience aligned with P4's family-first retention strategy by suggesting that leaders know an employee's family status, such as the number and age of children and the occupation of the employee's spouse. P3 shared that leaders can be cognitive of the sense leaders who have employees with children would not want to keep the employees working late. P3 stated that managing this environment with knowledge of the critical factors of employee retention would build an employee's motivation to stay to prevent the employee's family influencing the employee to leave that analyst position. Many employees experience cultural expectations of family responsibilities, such as parenting responsibilities that involve a tremendous amount of time and propose a challenge for many working parents to manage (McNamara, Pitt-Catsouphes, Matz-Costa, Brown, & Valcour, 2013).

P3 noted that truly knowing one's employees could reduce turnover intentions. P3 also noted that people have lives outside of work, and it is important to know such dynamic factors. Voluntary employee turnover occurs, for example, when an employee voluntarily decides to take maternity leave (Kang et al., 2015). P4 stated that when approached with a retention opportunity in which an employee does not like the community in which he or she lives, P4 suggested to the employee to find out what external activities the employee likes to do and to share if the leader or another employee engages in those activities. A review of the information provided to employees through an internal website confirmed P1, P2, P3, and P4's remarks by uncovering that there is an expectation of leadership that requires all leaders to know their employees.

Revenue management leaders navigated through employee emotional decisions as a means of employee retention. P4 described employee emotional support as a strategy of employee retention. P2's experience aligned with P4's perspective when P2 helped an employee make an educated employment decision. P2 disliked when people made decisions purely on emotions, because they could regret the decision. Contractual forces are push factors that compel employees to quit a job voluntarily due to a breach of commitment (Chakrabarti & Guha, 2016). P2 expressed that the decision to leave should not be an emotional decision; rather, the decision should be factual, and employees should be comfortable with the decisions they make and should not make a decision put upon them by somebody else. P3's experience aligned with the findings from P4's and P2's responses and shared that employees should make career decisions on a rational basis and not an emotional basis.

Bonaccio et al. (2014) found a series of emotionally charged decisions that contribute to career choices. P3 stated that any leadership guidance or decisions given or made on an emotional basis are ineffective employee retention strategies. P3 also noted that another ineffective strategy would be to focus a highly emotional employee on the emotional aspects of the situation, which P3 indicated would lead to a negative outcome. P2 and P4 extended knowledge to P3's points of view when P2 stated that a leader never wants to say anything emotional or anything about the person encouraging an employee to quit or stay, and P4 identified situations that are too hurtful to include as emotional pain. P4 shared an example of a leadership boundary to employee retention and described how far apart a leader could be from a situation, specifically when the employee is making an emotional decision to leave the team.

Qazi et al. (2015) indicated employees are social beings who have emotional and physical needs. P4 suggested that leaders should tell employees who might feel overwhelmed and be in a challenging situation that the leaders will be there to help their employees, will know when to back off, and will know when to revisit the situation. P4 gave an example of the importance of backing off, having distance from the situation, and revisiting the situation with a high school sports parent-coach analogy. P4 said some parents could never talk to a coach within 24 hours after a game. Sometimes there are too many emotions churning, and the potential for a negative outburst, such as parents saying their child did not get a chance to play, is high after a high school game. By giving a grace period of 24 hours, parents and the coach can subordinate their emotions, which can help all parties involved to think clearly.

P4 shared company policies that related to having a safe work environment for all employees and programs that are available to help people work through emotional, psychological, cultural, or personal issues. A review of the information provided to employees through an internal website revealed the existence of informal groups that meet and help people talk and pray about issues they are dealing with in life. As an employee retention effort, P4 stated that the company leaders educated employees and coached leaders on conflict resolution to cope with such situations.

The findings on the knowing your analysts core theme indicated that revenue management leaders should work to gain an understanding and to evaluate various employee situations. These understandings include working to gain an understanding of the way employees understand aspects of their emotional discomforts and career opportunities. These understandings also apply to various aspects of the employees' lives. Information provided to employees through an internal website that pertained to knowing your people; emotional, psychological, cultural, and personal discomforts; dealing with life issues; and conflict resolution related to revenue management leaders knowing your analysts.

Communicating with your analysts. Communicating with your analysts surfaced as the third core theme. Participant responses and company documents showed how revenue management leaders used communicating with your analysts as a retention strategy to retain revenue management analysts. Participant responses associated with the communicating with your analysts core theme tied back to the conceptual framework. Participant responses supported affective, calculative, alternative, behavioral, normative, and moral motivational forces of job attachment and voluntary employee turnover within the communicating with your analysts' core theme. Findings for this theme indicated revenue management leaders took the initiative to gain an understanding of what analysts were thinking by encouraging open dialogues of communication and providing open and honest feedback. Participant responses indicated that revenue management leaders spoke to the importance of guiding employees through their career decision-making processes, offered support within decision-making opportunities to stay or leave the organization, and took the initiative to encourage employees to understand other job opportunities and take actions.

Revenue management leaders took the initiative to gain an understanding of what analysts were thinking by encouraging open dialogues of communication. P4 stated that P4 practiced seeking to understand the employee's perspective fully. P4 stated that P4's first strategy included an understanding of the discomfort the employee experienced with the organization. Voluntary employee turnover occurs when an employee voluntary decides to leave due to dissatisfaction with the organization (Kang, Huh, Cho, & Auh, 2015). P2's response confirmed P4's perspective by describing how P2 discussed asking an analyst about a situation to find out what bothered the analyst. P2 used this strategy to get the employee to open up and tell P2 how they felt. P1 also described putting forth the effort to speak with the other person to ensure no individual negatively affected another individual. In the servant leadership capacity, all participants were mentoring analysts. Mentors assisted protégés by helping them process emotional reactions to workplace experiences (Craig et al., 2013). The mentoring process helps in the transmission of knowledge, social capital, and psychosocial support to protégés (Craig et al., 2013).

Revenue management leaders provided open and honest feedback. P4 stated that P4's retention strategy included leadership availability for analysts, care about the analysts, and wanting the analysts to succeed, which involved providing employees open and honest feedback. As an example of open and honest feedback, P1 stated that leaders tell employees what the employees need to do to ensure their return to the department if they decide to leave. P4 disconfirmed P1's perspective by stating that P4's strategy involved honest employee feedback that included where P4 saw the employees in their career path, where the employees had the potential to go, the employees' value to the department, and the things in the department for which they could use the employees' help. Meeting notes from June 2016 aligned with findings from P4's responses. Meeting notes from June 2016 validated the ideation of creating individual development plans for each analyst, for creating a road map to improvement, defining analyst development paths, and helping provide employee growth by advancement or through enrichment.

P3 expressed a similar commitment as P1 and P4 regarding open and honest feedback. P3's response extended knowledge to the perspectives of P1 and P4 by stating how it is challenging to obtain honest feedback from employees. P3 suggested that leaders make sure that they are receiving honest and candid feedback from their analysts. In one example, P4 shared information about how the company and department surveys are tools used to detect patterns, hear anonymous voices, and help employee retention efforts. In another example, P3 shared that analysts will sometimes say they are leaving for reasons that are different from the real reasons they are leaving.

P3's method of receiving honest feedback from employees included one-on-one coaching sessions with employees, where P3 created an honest and open environment to help break down communication barriers and build trust. P4 confirmed findings presented by P3 when P4 shared information on one-on-one coaching sessions that made sure P4 heard people who might have been shy and might not voice their concerns on a public platform. A review of the information provided to employees through an internal website validated P3's remarks by uncovering the expectation that leaders should encourage vigorous debate and dialogue, communicate effectively, communicate openly and often, and communicate for buy-in. Organizational leaders who encourage effective communication are more likely to report significantly lower rates of employee turnover, even below industry peers (Chauhan & Patel, 2013).

Revenue management leaders spoke about the importance of guiding employees through their career decision-making processes. P2's strategic process allowed employees to talk, have them tell P2 what they are thinking, and ask the analysts specifically about their goals. P2 stated that helping employees think through and make their decision to stay can sometimes be a strategic retention strategy. P2's opinion is not going to sway the employee in any particular direction. P2 would ask employees questions to help them make a conclusion on their own.

P3 disconfirmed P2's point of view and followed a different strategy for an employee in their 3rd year. P3's retention strategy included giving guidance and recognizing the employee's stellar work contributions while on the team. P3 did not see it as P3's job to try to retain the employee after 3 years of committed service. Rather, P3 urged the employee to get rid of the sense of loyalty, think about the job duties, and the employee's long-term career. The goal of retention is not to bind employees forever, but to increase employee loyalty for their time of commitment (Kashyap & Rangnekar, 2014). P3 shared that leaders should guide analysts to think about the big picture and think about the job, as in what they want to do when they come into the company's headquarters building every day. P3 suggested to the analyst that the analyst let the answer to those questions drive his or her decision of job choice. P2 confirmed P3's logic when P2 told analysts not to leave a position just because the next job is a promotion.

Revenue management leaders provided support and help with decision-making opportunities to stay or leave the organization. P2 stated that when analysts had turnover intentions, P2 supported their career growth and helped them make the best decision. P3 confirmed the findings of P2 when P3 described a retention strategy that involved considering analysts' long-term goals. P3's retention strategy included one-on-one coaching conversations that covered the advantages and the disadvantages of taking the alternative job and leaving the current job, understanding the analyst's long-term career goal, and knowing which position set the analyst up for success in accomplishing that long-term career goal. P2's and P3's strategies aligned with Chakrabarti and Guha's (2016) perspective on how essential employee retention strategies should acknowledge the difference between individual goals and organizational objectives and should aim toward their satisfaction. P1 confirmed and extended knowledge to Chakrabarti and Guha's (2016), P2's, and P3's perspectives by suggesting that if employees are better for the organization or themselves in other positions, then the leaders should try to get those employees into the new positions.

P4 confirmed P1's strategic reasoning when P4 suggested that if P4 cannot find a path to retention, P4 would look for other jobs for that employee. P4 further extended the knowledge to Chakrabarti and Guha's (2016), P1's, P2's, and P3's perspectives when suggesting that leaders take ownership of the retention challenge by following a strategy that identifies the current position of the leader and employee, finding a way to motivate the employee to stay, or finding out what job the employee would like to do next. P1 confirmed the perspectives of P2 and P3 by encouraging an employee to leave if the employee does not like what he or she is doing in the revenue management analyst position or if the other job aligns better with where the employee wants to take his or her career. Presbitero, Roxas, and Chadee (2016) suggested that organizational leaders improve the compatibility between an employee and the values of the organization when organizational leaders enhance the effectiveness of their HR practices in employee retention. Selective hiring can ensure a better organizational fit between what organizations need and employee skills and abilities (Mohamed, Singh, Irani, & Darwish, 2013).

Revenue management leaders took the initiative to encourage employees to understand job opportunities and take action. P1 took this strategic approach to ensure the employee had the full picture of the other job function. P1 said that the most effective strategy included making sure the employee understood the duties of the other job. P1 offered several pieces of advice, such as what the new title would mean to the employee and have the employee visit with an employee who currently does the desired job. P1 advised to encourage the leader to speak with the hiring manager and ask for full transparency with the employee about the exciting parts of the job and the parts of the job that are least exciting. P1 also advised to have the employee talk with the hiring manager about the vision of the position. Chakrabarti and Guha (2016) suggested creating harmonious relationships that encourage ties and pride associated with the organization to the point where their organizational commitment increases. P4 disconfirmed P1's position by suggesting that the retention strategy used when employees express the desire to obtain what they perceive as a more valuable or more quality job involve explaining to the employee the value of the current job.

The findings for the knowing your analyst's theme indicated that revenue management leaders took the initiative to gain an understanding of what analysts were thinking by encouraging open dialogues of communication and providing open and honest feedback. Revenue management leaders spoke of the importance of guiding employees through their career decision-making processes and offered support and help within decision-making opportunities to stay or leave the organization. Revenue management leaders also took the initiative to encourage employees to understand other job opportunities and to take action. Information from meeting notes, personal communications that referenced one-on-one coaching sessions, and information provided to employees through an internal website that pertained to an individual development plan and effective communication were factors in providing knowledge on communicating with your analysts for revenue management leaders.

Training. Training emerged as the fourth core theme. Participant responses and company documents showed how revenue management leaders used training as a retention strategy to retain revenue management analysts. Participant responses associated with the training core theme tied back to the conceptual framework. Participant responses supported contractual, calculative, alternative, and moral motivational forces of job attachment and voluntary employee turnover within the training core theme. Findings for this theme showed how revenue management leaders provided opportunities for analysts to use training to gain skills for analysts' career paths, expressed the importance of taking advantage of corporate and revenue management department training opportunities, and provided training on specific software applications.

Revenue management leaders provided opportunities for analysts to use training to gain skills for the analysts' career paths. P1 noted that the first career path strategy for an employee included the acquisition of a new skill. Findings from P1 disconfirmed Kashyap and Rangnekar's (2014) finding that training and career opportunities have an insignificant relationship to employee turnover intentions. Training and career opportunities are important and common employee retention practices across all industries (Kashyap & Rangnekar, 2014). P1 indicated that acquiring a new skill led employees to build an arsenal of skills on their resume, so they are equipped to do other jobs. P2 confirmed P1's reasoning when P2 stated P2 listened to employees, encouraged their strengths, helped them figure out an alternative career path, and helped build their analytical skill set.

Organizational leaders should show their commitment to developing talent to benefit both the organization and the employee by offering career paths and career development plans (Chakrabarti & Guha, 2016). P3 extended knowledge in this area by suggesting that the most effective way to retain analysts included challenging them. P3 stated that when employees believe that they have plateaued in their current job, and there is nothing else they could learn, employees think about leaving because they are not growing. The strategy P3 used to retain analysts included giving them more difficult and in-depth analysis and to make sure the employees continuously felt challenged. P3 stated that challenging analysts erodes the feeling that the job is no longer meeting the employees' learning needs or that the employees are not growing in their position.

The responses showed that revenue management leaders expressed the importance of taking advantage of corporate and revenue management department training opportunities. Tanwar and Prasad (2016) found employers gave training and development a lot of attention when recruiting potential employees and developing current employees. P1 pointed employees toward broader company training and revenue management training opportunities. P4 confirmed this approach when P4 indicated that the company has a corporate training department, a manager-in-training program, and other programs that provide information on building employee relationships. P1 noted that company training included leadership training, such as the company's Leadership 101 and Leadership 201 courses. P1 described these courses as classes for employees who are not leaders, but who are considering a leadership career path. P1 also suggested the company's power speaking course for opportunities to improve presentation skills. Kashyap and Rangnekar (2014) confirmed this finding when suggesting organizational leaders carefully plan training programs for employees without showing training as a sign of incompetence.

P3 confirmed P1's and P4's advice by stating that when revenue management analysts expressed leadership aspirations, corporate training courses expose and educate the employee about aspects of leadership, before the employee becomes a leader. P3 stated that corporate training courses provide employees the opportunity to explore the leadership track, while the intradepartmental training and development opportunities share job knowledge and get people excited about jobs within the revenue management department. Kashyap and Rangnekar (2014) suggested that employers plan broader career paths for their employees. Broader career paths provide greater opportunities for employees to acquire skills relevant to the organization, as well as to gain exposure and visibility within the organization (Kashyap & Rangnekar, 2014). Corporate training provided the revenue management leadership team an opportunity to attend a class on building trust and implementing training from the company's training on concepts related to the *Seven Habits of Highly Effective People* book. P4 noted that these corporate training opportunities are effective retention strategies, and they affect the workplace when leaders return to their work environments and apply and teach back the concepts learned in corporate training.

In addition to corporate-level training, revenue management leaders expressed the importance of taking advantage of revenue management department-level training opportunities. P1 pointed employees toward not only broader company training opportunities, but also revenue management training opportunities. P2 confirmed the actions of P1 and extended knowledge on the impact, importance, and recognition of training offered in the revenue management department, as a valuable commercial business learning environment. P2 shared that people do not realize that when they leave revenue management, they have received a strong commercial business foundation. P2 stated that people come back or they miss revenue management because of the valuable training program and learning environment.

P2 also stated that training in revenue management is not like training everywhere else in the company; the training program is intense and comprehensive. P2 indicated that leaders take care of their employees in revenue management, where the focus is on building employees' knowledge and skill base. P4 confirmed the perspective of P2 when P4 mentioned it is important to create training programs as an employee retention strategy. Kashyap and Rangnekar (2014) extended knowledge on employee retention by suggesting that managers train and provide career development opportunities for employees and that those opportunities align with the company's business strategies, as well as allow employees to apply what they have learned while in training to advance their careers.

Responses to the interview questions showed how revenue management leaders provided opportunities for analysts to use training on specific software applications as a retention tool. P3 identified several types of computer software purchased by the company that became tools of employee retention. P3 stated that one software program helped with employee retention tremendously. P3 shared that this software program supported conducting more statistical analysis. P3 stated that training and mastery of several computer programs allowed leaders in revenue management to push analytical skills harder, get analysts excited, and retain them. Organizational leaders should create an organizational culture and work environment where skill-revealing opportunities and rewards for better work performance lead to higher levels of enthusiasm to do work (Chakrabarti & Guha, 2016).

The findings on the training theme indicated that revenue management leaders provided opportunities for analysts to use training to gain skills for their career paths, expressed the importance of taking advantage of corporate and revenue management department training opportunities, and provided training on specific software applications. Information provided to employees through an internal website and personal communications that referenced corporate training opportunities were factors in providing knowledge on training for revenue management leaders.

Compensation and benefits. Compensation and benefits were the fifth core theme. Participant responses and company documents showed how revenue management leaders did not use the compensation and benefits theme as a retention strategy to retain revenue management analysts. Participant responses associated with the compensation and benefits core theme tied back to the conceptual framework. Participant responses supported calculative, behavioral, normative, and moral motivational forces of job attachment and voluntary employee turnover within the compensation and benefits core theme. Findings for this theme indicated revenue management leaders faced a competitive compensation environment tasked to define pay increase drivers and to justify pay increases. In addition, the company provided employees lucrative employment benefits.

The interview responses from revenue management leaders showed leaders faced a competitive compensation environment. P4 stated that employees assign a value to a job. P2 extended knowledge to P4's perspective by stating revenue management employees' pay is not the same as tenured employees in other departments, which proposed a challenge in finding valid comparable compensation data. Thus, other company employees believed revenue management did not paying as much as other groups, which aligned with what Treuren and Frankish (2014) found. An improved employee understanding of pay can lead to a reduction in employee turnover and an increase in employee pay, job satisfaction, and organizational performance (Treuren & Frankish, 2014). To stay competitive, P3 disconfirmed P4's perspective by stating that not paying more money would be an ineffective retention strategy.

P3's reasoning indicated that if employees were not pleased with their job, a standard percentage pay increase would not necessarily increase employees' excitement about coming into work the next day. P3's perspective confirmed what Johnson and Ng (2015) found in the competitive working environment of younger workers, which included a desire for interesting and meaningful work, personal growth, and the opportunity to develop new skills. P4's perspective disconfirmed P3's perspective when P4 described paying more money as an ineffective retention strategy. P4 stated that money satisfaction only lasts about 6 months. Employer branding has emerged as a long-term HR strategy to attract and retain a talented workforce in increasingly competitive employment environments (Tanwar & Prasad, 2016).

P3 stated that many of the younger analysts want the next standard percentage pay increase commonly provided by the company and sometimes double the standard percentage increase. P2 confirmed P3's responses when P2 stated that revenue management could not compete with other job opportunities that include more money. P3 confirmed and extended knowledge to this finding when P3 stated that sometimes leaders offer analysts double the company standard promotion percentage for a new position. P2's and P3's findings disconfirmed what Treuren and Frankish (2014) found in their research when determining that pay communications, employee pay understanding, and pay satisfaction equate to a positive attitudinal and behavioral outcome, rather than a negative intention to leave. P2 described some compensation barriers to employee retention, such as leaders not having the authority to pay employees more money. P4 confirmed P2's compensation barrier experience when P4 stated that P4 has never offered more money to an employee expressing a desire to leave. P4 stated that P4 never had the ability to pay an employee more money. Employers can improve employee retention by providing better explanations of how the compensation system operates (Treuren & Frankish, 2014). P4's experiences in such situations were to promote these individuals, which included an increase in pay. P2's point of view disconfirmed P4's perspective when P2 suggested that people would not leave because they want more money or promotion. P1 disconfirmed P4's position by stating company leaders must pay employees the salary they accepted at the job offering and provide their benefits.

Revenue management leaders defined pay increase drivers. P1 identified the most common example of motivational influences that come from family or friends as financial opportunities. P2 confirmed the findings from P1 and stated that if it is money related and the situation includes a family member, P2 would listen to the employee and help the employee make a decision to stay or leave the organization. P3 extended knowledge to P1's and P2's perspective by stating that money and title are not everything, but the work or the type of work is an important factor in the retention of an employee, which disconfirmed Ezulike (2012) statement that, despite training, generous salaries, and interesting challenges, staff members do leave.

Revenue management leaders must justify pay increases. When employees state that they feel their pay is insufficient to do their job, P1 reminded the employees of the obligation the employee entered into, which included performing their duties well and behaving in a positive manner to the organization. P2 disconfirmed P1's findings by stating that when the desire is money, the leader, and the employee can discuss the situation and see if there is room for an increase. P2 said leaders do not want to be in a situation where they are giving employees a raise because they are leaving the department. P2 thinks a leader can talk through the potential opportunities for promotion and explain how market adjustments work, but cannot promise a salary increase.

P4 disconfirmed P2's position on pay increases by stating that a limit to P4's retention strategy is not to hand out money. P4's point of view also disconfirmed part of what Kashyap and Rangnekar (2014) found and stated that, when suggesting company culture, training, promotion, mission, goals, employee rewards, recognition, and compensation reduces the chances for employee turnover and enhance the opportunity for employee retention. P1 added knowledge to the situation by stating that more pay requires employees to show they are doing their job better or to a greater degree than how well the employee did those things when after accepting the job offer. P1 stated that the employee would need to help P1 build a case that showed how the employee performed his or her duties well and behaved in a positive manner in the organization, better or to a greater degree than how well the employee did those things when after accepting the job offer.

Chakrabarti and Guha (2016) suggested designing employee compensation structures by giving a weighted composite of talent, skill, performance, and experiences. P1 also proposed a strategy on what employees need to do to prepare themselves to make a case to get a raise or promotion. P1 stated that new salary levels do not always require a job change. P1 said for motivational influences that include salary level, P1 first needs to understand the desired goal. P1 would then help employees understand that if the desired salary goal is achievable in their current job, then P1 would work with the employee to make the case to justify an increase in salary. P1 said that case would include what that employee has accomplished in the current position and why there is a need to move the employee toward a new salary level.

The company provided revenue management analysts lucrative benefits. Compensation and benefits programs are tools that affect employee turnover (Bryant & Allen, 2013). P1 stated benefits are at the corporate level and not at the department level. P1 stated that if health benefits change, the conversation with the employee centers around why the benefits changed. P1 pointed out that the employee still has the same level of coverage and the coverage is still a very good benefit. Employees should not feel like they are paying the full additional cost of an increase cost in benefits, but just a portion. P2 and P3 identified several lucrative employment perquisites the company has that could contribute toward employee retention, such as a 401k retirement plan with matching employee contributions, an employee profit-sharing plan, flight benefits, health insurance benefits, flexible work schedules, the use of the company's employee website to discover which civic and charitable activity is important to the employee, and various opportunities that are available for employees for career growth. P2 and P3 confirmed the findings of Ortlieb and Sieben (2012), who recommended leaders base retention strategies on economic motivations and incentives, such as stock options and retirement funds. Compensation and benefits practices include direct and indirect rewards and payments (Posthuma et al., 2013).

The company's website specified several benefits. The company employee retention benefits included medical coverage, dental coverage, vision coverage, flexible spending accounts, health savings account, sick time, short-term disability, long-term disability, basic life insurance, accidental death & dismemberment insurance, adoption assistance reimbursement, paid adoption leave, a child and elder care resource and referral program, committed partner benefits, a concierge program, supplemental hospital insurance, pet insurance, auto and home insurance, wellness rewards, 401(k) plan, profit-sharing plan, employee stock purchase plan, casual dress code flexibility, paid vacations, paid holidays, commuter benefits, volunteer community outreach program, local giving, national giving, travel privileges, gratitude points, corporate training, and communication connections. Leaders reward employees through HR practices, such as pay for performance, profit sharing, pay for skills, bonuses, and employee stock ownership (Posthuma et al., 2013).

The findings on the compensation and benefits theme indicated that revenue management leaders faced a competitive compensation environment, needed to define pay increase drivers, and must justify pay increases. The company provided employees with lucrative employment retention benefits. Information provided to employees through an internal website that referenced employment benefits played a role in providing knowledge on training for revenue management leaders.

Retention strategies. Retention strategies were the sixth core theme. Participant responses and company documents showed how revenue management leaders used effective retention strategies, avoided ineffective retention strategies, encountered barriers to retention, faced retention strategy limits, navigated through critical factors of retention, and experienced employee turnover. Participant responses associated with the retention strategies core theme tied back to the conceptual framework. Participant responses supported affective, alternative, behavioral, and normative motivational forces of job attachment and voluntary employee turnover within the retention strategies core theme. Findings for this theme indicated revenue management leaders implemented effective retention strategies through servant leadership, knowledge of their analysts, communications with their analysts, training opportunities, and discussions on compensation and benefits; avoided the use of job and career related inefficient retention strategies; and avoided acts of not providing appropriate guidance and critical factors. Revenue management leaders encountered barriers, noted limits to employee retention, and took retentive actions.

Revenue management leaders implemented effective retention strategies through servant leadership opportunities, such as showing care and concern, and provided professional challenges. P3, P4, and P2 implemented effective retention strategies by showing care and concern for their respective analysts. P3 stated that the retention strategy used started with having a vested interest in the analysts and showing that P3 cared about them, as shown with a family-comes-first approach. P4 confirmed P3's position and stated that P4 is a caring and concerned person. P4's employee retention strategy also included open and honest feedback, trust, and an employee perquisite of high employee presentation visibility in front of leadership. P2 confirmed the actions of P3 and P4, when P2 stated the importance of leaders showing employees that the leaders have the employees' back and that people cannot treat employees in an unacceptable manner. P3's effort to retain individuals extended knowledge to P2's and P4's points of view and rested on feedback and engagement into professional challenges. P3 continued to challenge P3's employees through more difficult and in-depth analysis that continuously made P3's analysts feel challenged.

Besieux, Baillien, Verbeke, and Euwema (2015) found employee engagement to be an important job attitude and a key variable of desired managerial outcomes. A number of task-oriented factors address employee engagement, such as feedback and autonomy (Besieux et al., 2015). P3's findings and the research of Besieux et al. (2015) aligned with Thompson and Gregory's (2012) perspective on why effective leaders should have a transformational style of leadership and feedback to motivate and retain members of the millennial generation.

P4 shared documented company and departmental programs, awards, and perquisites, such as the company's point-based incentive program, the employee-of-the-month recognition award, and receiving complementary days off from leaders as effective employee retention initiatives and programs. P4 shared documented company initiatives that influenced employee retention, such as company spirit parties, company deck parties, onboarding programs, mentorship programs, and an environment where leaders and employees work hard and play hard.

Revenue management leaders implemented different effective retention strategies through actions that helped them know their analysts. Mohamed et al. (2013) suggested that to overcome problems that stem from employee turnover, organizational leaders must focus on internal retention incentives, as well as the drive to use those incentives. P3 confirmed this perspective by sharing various community and job-related opportunities, options, and items of employee interest with analysts as a retention strategy. For example, P3 reminded analysts of community service opportunities, explored options for the employee to work remotely, and shared information on closer communities in which other employees reside.

P2's way of knowing analysts differed from P3's way of knowing analysts. P2 worked to create a welcoming environment on the team by ensuring everybody on the team welcomed each other and encouraged friendships. Different from P2, P3 stressed knowing employees' family status, number and age of children, and occupation of the employee's spouse as an effective way to know an employee. P4's knowledge of P4's analysts differed from P2's and P3's knowledge of analyst. P4 made sure P4 understood employee discomforts and employees' perspectives with tools, such as the company's and the department's surveys.

Revenue management leaders implemented effective retention strategies through opportunities to communicate with their analysts. The effectuation of intensive feedback is an example of employee retention through norms and values (Ortlieb & Sieben, 2012). P1 proposed talking through financial opportunities with employees, other positions the employee should consider, and what changing jobs too many times looks like from an employer's perspective as an effective retention strategy. P2's and P3's points of view extended knowledge to P1's point of view. P2 focused communication efforts on getting analysts to open up and talk, so they could tell P2 how they felt. P3's efforts included having long and frank discussions about career goals in one-on-one conversations that covered the advantages and the disadvantages of taking the alternative job or leaving the current job. P4's communication efforts occurred through motivating discussions in a one-on-one discussion environment.

Revenue management leaders implemented effective retention strategies with training opportunities. P1 pointed employees toward broader company training and revenue management training opportunities that existed in the corporate training department. Chauhan and Patel (2013) identified a lack of training opportunities as a contributing factor to employee turnover. Higher employee retention rates contribute to a reduction in hiring costs and training of new employees (Kashyap & Rangnekar, 2014). P3 used a computer program that pushed analysts' skills harder and generated employee excitement. P4 mentioned creating training programs as an employee retention strategy. Ratna and Chawla (2012) identified training, employee-targeted consultation settings, satisfaction with compensation, employee rewards and recognition, working conditions, and job capability as factors that play an important role in employee retention.

Revenue management leaders implemented effective retention strategies through various company offerings of compensation and benefits. Leaders use compensation and benefits programs as a tool to affect employee turnover (Bryant & Allen, 2013). As an example, P4 promoted analysts to increase their pay, while P3 used flexible working programs as an employee retention strategy and identified documented company materials on flight benefits and matching employee contributions in the form of a 401(k) retirement program as benefits that influenced people to stay with the company. P4 mentioned the corporate training department, corporate benefits, travel perquisites, and flexible work schedules as programs of employee retention. Kashyap and Rangnekar (2014) noted that company policies and HR practices include several employees' retention efforts, such as a great work environment, competitive compensation and benefits package, job autonomy, training opportunities, career development, trust and fairness, performance appraisals, potential development, and succession planning.

Revenue management leaders avoided using job-related ineffective retention strategies. P3 expressed concern about ineffective retention practices, such as not exciting an employee about their job, not having fast enough computers, or focusing on money and other short-term retention strategies. P3's perspective aligned with Bryant and Allen's (2013) perspective on strategic retention strategies that went beyond managed compensation and benefits. P4 confirmed and conveyed other similar job-related ineffective strategies, such as hindering creativity, not positively influencing employees, and leader-driven actions that put leaders between employees and the work done. Posthuma et al. (2013) found retention practices dealt with identifying and taking steps that addressed various reasons for voluntary turnover.

Revenue management leaders avoided using ineffective retention strategies, such as P3's suggestion that a career-related ineffective retention strategy included not allowing career conversations or trying to keep someone on the team longer than the employee wanted to stay. Leaders use job and work design strategies to encourage retention, such as a job rotation, cross-functional utilization, and opportunities to participate on work teams (Posthuma et al., 2013). P2 confirmed P3's findings by stating that an ineffective retention strategy included telling employees that they cannot move to another position, convincing employees to stay in their current position, or telling employees that they have not been in the position long enough for a promotion. Employers sometimes use coercion, such as the application of sanctions, employment regulations, or penalties for leaving a job early (Ortlieb & Sieben, 2012). P3 and P2 confirmed that not paying more money, making promises of jobs or timelines, and talking employees through the process of changing jobs are ineffective retention strategies. These finding aligned with Bonaccio et al.'s (2014) research on how emotionally charged decisions contribute to career choices.

Revenue management leaders noted acts of not providing appropriate guidance are ineffective retention strategies. P1 stated that ineffective strategies include leaders saying there is nothing they can do to help, ignoring issues, not working with employees through issues, or showing a lack of encouragement. P1 stated that an ineffective strategy would be to tell employees to get over the emotional discomfort or inappropriately categorizing an employee's behavior as an employee issue and not the organization's issue. The motivation for recent generations goes beyond tangible rewards and includes intangibles such as knowing meanings of outcomes and decisions, understanding value and fit, and making worthwhile contributions (Mabuza & Gerwel Proches, 2014). P3 extended knowledge to P1's point of view and the research by Mabuza and Gerwel Proches (2014) by sharing that ineffective strategies include making employees feel guilty about staying, focusing highly emotional employees on the emotional aspects of their employment situation, using negative aspects of a relationship to persuade an employee to leave a team, or giving employees advice that leads them into gossip or conversations of disrespect or impoliteness.

P4 confirmed P3's point of view when P4 stated that retention efforts become ineffective when a leader ignores or discounts an employee experiencing emotional discomfort and when a leader procrastinates in resolving an issue. P4 identified an ineffective employment retention strategy as redirecting an employee to what the leader found entertaining or attractive in the community and not giving appropriate attention to what the employee found entertaining or attractive in the community. P4's findings aligned with Anand, Vidyarthi, Singh, and Ryu's (2015) findings on how off-the-job factors partly shape employees' on-the-job attitudes and behaviors.

Revenue management leaders encountered barriers to retention that they desired to break through. P1 and P3 suggested that a retention barrier consisted of inconsistencies in the execution of company policy and in on-the-job changes that occurred when employees had spent less than 1 year in their current position. P2's barriers were similar to P1's barriers. P2 confirmed P1's and P3's points of view and described similar barriers to employee retention, such as leaders not knowing the reason employees are leaving, leaders not equipped with flexible working schedules, and leaders are sometimes not having the authority to pay employees more money. Giancola's (2012) findings confirmed the findings from P2.

One of the challenges with using pay as an instrument of employee retention is the difficulty of stating the importance of pay compared to other factors employees consider when making the decision to stay or leave (Giancola, 2012). P2 also stated that there are barriers such as information that leaders cannot share with employees and an understanding that leaders need to accept that they must let high performers leave. The focus of employee retention strategies is shifting from organizational strategies to market strategies and from retention programs to specific groups of employees (Kashyap & Rangnekar, 2014). P3's perspective on barriers to employee retention differed from P1's and P2's perspective. P3 stated that certain software programs are not available to learn from because there are no licenses within the department. P3 stated that this parameter is a barrier to employee retention.

P2 disconfirmed P1's and P3's perspective by suggesting that revenue management leaders encountered barriers to retention that leaders would not desire to break through. P2 stated that a barrier to retention that leaders do not desire to break through included not becoming emotional or attached to high performers, not being able to share everything with employees, and hiring people straight out of college. Employees are constantly in at least two social exchange relationships at work: one with their supervisor and one with their organization and work teams (Kashyap & Rangnekar, 2014).

Revenue management leaders faced a multitude of retention strategy limits, such as limits to teaching, knowledge, tenure, thinking, professionalism, and work location. P3 identified several limitations to P3's retention strategies, such as teaching certain unfamiliar software skills in the department or teaching a subset of analysis that went beyond P3's knowledge and capabilities. P3 stated that revenue management leaders cannot teach beyond what is available. P3 shared that a limitation could be if opportunities to learn new computer software do not continue to come up, then turnover could result. P3 described the lack of empowerment to give revenue management analysts the tools needed to help them feel fulfilled as a challenge faced in employee retention. Extensive training and development opportunities, such as training to improve performance, job-specific skills, career development, and new employee training, can serve to encourage employee retention (Posthuma et al., 2013).

Different from P3, P1 encountered a relaxed company policy in the company's requirement for an employee to stay in a job for a least 1 year. P1 suggested that in many cases, it would be beneficial for the policy to be 2 years. P3 disconfirmed the finding from P1. P3 experienced a retention strategy limitation that influenced turnover of an employee with regard to a minimum tenure requirement. From a different perspective, limits found by P2 were to hold back on what P2 might be thinking. P2 suggested that a leader should always remain professional and only speak about what is appropriate, as well as have an understanding that location is another limit a leader cannot control. Vispute (2013) noted that there is a high chance of employee turnover in the early years of employment.

Both P3 and P4 found limits associated with money. P3 stated that sometimes money could be a limit to employee retention. P4 confirmed this perspective by stating one of the limits to an employee's retention strategy is not being able to show the employee how much money the employee is going to make if the employee stays. P4 disconfirmed the perspective of P3 when outside the guidelines of a promotion. P4 stated that a limit to P4's retention strategy is not to hand out money. P4 identified a challenge to retention when P4 recently promoted an individual, and the employee desired additional pay. P4 recognized this limit to employee retention that P4 cannot constantly attempt to retain employees by handing out money when not granting promotions. In a contrasting view, Vispute (2013) claimed that two-thirds to three-fourths of employees quit by the end of their first 3 years of employment.

Revenue management leaders navigated through several critical factors of retention, such as knowledge of employees, character, work-related challenges, and headcount. For example, P3 stated that an important factor of employee retention is to know one's employees. P3 suggested that leaders know their employees' family status, such as number and age of children and the occupation of employees' spouses. P3 shared that the leader should be aware that an employee with children should not work late. P3 also identified knowing the paradigm of one's employees as a critical factor when constituent motivational forces influence an employee to leave the team or department.

McNamara et al. (2013) found mixed effects of formal flexible work policies, such as low utilization rates and leader and coworker career-fearing attitudes toward those who engage in the use of flexible working options.

P1 shared a different perspective on critical factors of employee retention than the other participants. P1 stated that leaders cannot trade one critical factor of emotional discomfort at the expense of gaining another critical factor of emotional discomfort. P3 confirmed this by identifying character and work ethic, knowing your people, tailoring your advice, and managing work-related stress as critical factors in employee turnover decision-making. P4 added knowledge to P3's experiences by describing how an employee expressed that family or friends have encouraged leaving the revenue management analyst position. The findings from P3 and P4 aligned with the views of Chauhan and Patel (2013), who cited a lack of flexibility in valuing and accommodating contradictory views from people with different backgrounds and identities in the workplace as a factor that affects employee turnover.

Revenue management leaders encountered employee turnover when they attempted to implement retention strategies. According to P1 and P3, turnover is an endpoint fact of employment. P1 stated that employee turnover is a fact, employers will never retain everybody, it is unhealthy to retain everybody, and leaders have a limited amount of bandwidth of time for coping with employee turnover. P3's actions confirmed this perspective by not trying to retain an employee with 3 years of service. P3 urged an employee to get rid of the sense of loyalty and consider their long-term career. P3's persuasion aligned with research, such as Chakrabarti and Guha (2016), who noted employees' concern about career development.

Revenue management leaders took specific actions that led to employee turnover. P1 took actions that encouraged employee turnover when P1 ensured the employee understood everything about the desired job. P1 had the employee visit with an employee who currently had the desired job, asked the hiring manager to be transparent with the employee about the exciting and least exciting parts of the job, and had the employee talk with the hiring manager about the vision of the desired job. P1's approach aligned with Kashyap and Rangnekar's (2014) views on how employers cannot guard their employees against attractive opportunities. P2 confirmed P1's actions when P2 took actions that encouraged analyst turnover by supporting analysts' career growth, helping analysts make the best career decision, and asking questions to help analysts make the decision on their own. P2 noted what matters in a turnover situation is what the employee wants, and P2's opinion did not sway the employee one way or another.

Main Theme: Analyst Career Environment

Analyst career environment emerged as the second main theme. Participant responses to all interview questions indicated the use of analyst career environment strategies to retain revenue management analysts. Culture, job fit, and career opportunities are core themes that comprised the main theme: analyst career environment.

Culture. I identified culture as the seventh core theme. Participant responses and company documents showed how culture, as an environment, acted as a retention strategy to retain revenue management analysts. Participant responses associated with the culture core theme tied back to the conceptual framework. Participant responses supported affective, behavioral, moral, constituent, and community motivational forces of job attachment and voluntary employee turnover within the culture core theme. Findings for this theme indicated that the culture environment acted as retention strategy that helped retain revenue management analysts.

The analyst career environment main theme included a culture environment comprised of the corporate culture, department cultural fit, employee recognition and rewards, and lack of a formal flexible working schedule program that acted as an environment retention strategy to help retain revenue management analysts. The corporate culture environment acted as a retention strategy that helped retain revenue management analysts. The corporate culture environment included areas such as the employee's community, discussions about career goals, and abiding by the company's expectations of its leaders. As an example, P2 encouraged a culture environment of friendships on the team and worked to see that people on the team had their community of friends. P4 did not confirm P2's findings when P4 suggested using the information provided to employees through an internal website to discover which civic and charitable activity the company had showcased to learn how the employee can become a part of that effort. P4 added that the company might contribute free flight opportunities to some organizations based on volunteer hours contributed and other criteria. P3 extended the knowledge from P2's and P4's findings by suggesting that P3 would tell the employee of the community service opportunities the department engaged in, such as volunteering at the food bank. Dinger, Thatcher, Stepina, and Craig (2012) found workers chose to stay at a workplace due to community or coworker connections.

P3 stated that the retention strategy used when constituent forces come into play starts with leaders having a vested interest in their people, showing that they care about their people, and genuinely knowing their employees are important factors to any retention effort. P3 suggested that this foundation will reduce, if not prevent, an employee from having hostile or negative feelings toward leaders, which confirmed Han's (2012) perspective on the effects of a corporate culture at any point in the relationships within an organization and the way it defines the interactions among the organization's employees, customers, competitors, and suppliers. A retention strategy identified by P3 included having long and frank discussions about career goals in an environment where employees felt comfortable talking to the leader about what they wanted to do.

P3 identified the values described in the company's expectations for its leaders, such as having company spirit, a fun attitude, and a servant's heart as factors that embodied the preferred leadership style that naturally promotes an environment of employee retention. P3 noted that leaders who do not embody those values have people who do not want to work for them. P3 stated that these leaders lose their employees or fellow coworkers because the employees or coworkers do not want to work for or with them. P3 acknowledged the servant leadership style of the vice president of revenue management and the department's culture committee. P3 shared that both had done a good job building good teams and providing a culture environment, outings, and opportunities for the revenue management department.

P4 confirmed the point of view presented by P3. P4 noted that another retention strategy is how the company leaders provide for employees and post about the company's mission and employee expectations, such as posting the company's mission statement above the water fountains and posting the expectations of leadership and the expectations of employees on the company's employee website. P4 mentioned company initiatives that influence employee retention, such as company spirit parties, company deck parties, onboarding programs, mentorship programs, and an environment where leaders and employees work hard and play hard. Managers draw from culture the notion of taking more interest in mentoring employees (Han, 2012).

The corporate culture includes events and initiatives such as corporate spirit celebrations, pep rallies, banquets, galas, annual corporate gatherings, and corporate parties. The corporate culture includes an environment where the corporation's spirit involves an employee expectation of working hard, desiring to be the best, being courageous, displaying a sense of urgency, persevering, and innovating. The corporate culture environment incudes moral values that involve employee expectations of following the golden rule, treating others with respect, putting others first, demonstrating proactive customer service, and embracing the company as a family. The focus of corporate culture is on values and attitudes, which affects the way employees do things within a corporation (Han, 2012). The corporate culture includes attitude recognition values, where the expectation of employees includes having fun, not taking themselves too seriously, maintaining a work-life balanced perspective, celebrating successes, enjoying their work, and being a passionate team player. Corporate culture is the pattern of shared values and beliefs that help employees understand organizational functioning, which refers to normal behavior within the organization (Han, 2012).

The department's cultural fit environment served as a retention strategy that helped retain revenue management analysts. The strategic orientation of a corporation must fit well with the corporate culture to increase financial performance (Han, 2012). As an example, P1 shared that employees who culturally fit into the department should be good at their job, provide a positive impact on the environment, and have a desire to be there. P1 said that this desire lifts up other employees' spirits at work. P1 evaluated individuals who consistently exhibit a behavior of emotional discomfort, such as a person who is difficult to please, always upset about something, or complaining. P1 stated that this type of person hurts the whole team and leaders address such behavior. If the employee does not show a behavioral correction, P1 stated that this department is not the place for that employee. P2 extended knowledge to P1's perspective by suggesting that leadership tries to get low performers out of the department. Han (2012) confirmed this suggestion by stating culture is a critical issue that can determine the success or failure of an organization.

Employee recognitions and rewards acted as a retention strategy that helped retain revenue management analysts. Employee retention strategies with a focus on career development, rewards, and recognition are key factors in employee retention management (Kashyap & Rangnekar, 2014). In this regard, P4 mentioned company and departmental award programs, such as the company's point-based incentive program and the employee-of-the-month recognition award, as effective employee retention initiatives and programs. Business awards have a motivational effect that incentivizes a desired behavior and that has an ongoing impact among employees (Jones et al., 2014). The research of Jones et al. (2014) and P4's perspective confirmed P2's finding, as P2 stated that leaders reward high performers through an informal and formal reward process. P2 noted that valuing high performers is an effective perquisite in revenue management. Business awards motivate organizations and employees (Jones et al., 2014).

Company documents that described the award programs confirmed and extended knowledge in this area. The corporate recognition and reward program has a point system. The program rewards employees who selflessly make a meaningful difference in the lives of other people. The recognition program rewards employees who exemplify a positive corporate spirit, heart, and attitude every day and in every facet of their jobs. The program rewards exceptional employees whose attitude and actions represent the core values of the company. The benefits of the company's business awards include the creation of role models, distribution of information about successful and desirable employee behaviors, and encouragement of employee loyalty. The corporate recognition and reward program includes employment service awards given to employees in recognition of a milestone service anniversary. The corporate recognition and reward program also offers a president's award. Senior leaders select the president's award winners from employee nominations regarding an individual who has consistently displayed the best qualities of the company and contributed to its success, without expecting any acknowledgment in return.

The formal flexible working schedule program did not act as retention strategy to help retain revenue management analysts. P2 described some barriers to employee retention, such as leaders not equipped with a formal flexible working schedule program. P4 and P3 confirmed the findings of P2, when P4 stated that work flexibility is a key retention strategy, and P3 presented the flexible working schedule program as a tool for employee retention. P2 stated that a flexible working schedule could be important to someone who is looking for a new job because of a lifestyle or work-life balance. Work-life balance refers to the individual prioritization of work, family, individual, and community responsibilities influenced by their availability and knowledge of work-life initiatives and organizational culture (Munn, 2013). P2 stated that if an employee desires a formal flexible working schedule program, which is not a practice within the revenue management department, P2 does not think there is anything a leader can do to retain that employee. P2 suggested that the leader explain to the employee how leaders run the team and that leaders can be flexible when employees need time off.

P1 confirmed P2's perspective and extended knowledge in this area by stating that employees often speak of always having to work in the office, 5 days a week, and a certain number of hours. Employees constantly face challenges associated with work and life role conflicts that affect employees of all demographics, socioeconomic statuses, or family structures (Ong & Jeyaraj, 2014). The result of demographic and social changes included a diverse workforce that has witnessed the issues of a work-life balance

(Pradhan, Jena, & Kumari, 2016). P1 also stated that employees ask why they cannot work from home, have every Friday off, or work on weekends and have some weekdays off. Idris (2014) confirmed these points of view and identified flexible working practices as an organizational strategy that deviates from the traditional 9 a.m. to 5 p.m. work schedule and helps employees achieve a better work-life balance.

Job fit. Job fit emerged as the eighth core theme. Participant responses associated with the job fit core theme tied back to the conceptual framework. Participant responses supported affective, contractual, calculative, alternative, and behavioral motivational forces of job attachment and voluntary employee turnover within the job fit core theme. Findings for this theme indicated analysts wanted a different type of analytical work and sought after career-oriented goals.

The analyst's type of work is an aspect of the analyst job fit core theme. Revenue management leaders expressed how analysts sometimes found discomfort in their work, wanted a different type of work, and set goals associated with the type of work. Hoyer and Steyaert (2015) found employee careers as bureaucratic, linear, hierarchical, and rigid developments that employees progress through throughout their working lives. This perspective confirmed why revenue management leaders found analysts had a discomfort with the type of analytical work analysts performed. When the emotional discomfort of an analyst related to the type of work performed, P1 would first motivate analysts for the work in the revenue management department and introduce positive outcomes from the department. P1 restated and broke down the purpose and philosophy of the analyst position to describe its benefits clearly (e.g., creating opportunities for travel for vacations, business trips, and visits with friends or family) for its consumer base. Furthermore, P1 described how the analyst position enabled the company leaders to employ over 50,000 employees. P4 confirmed P1's perspective on the role of the analyst position when P4 recalled reminding an analyst that this is the job they accepted, these are the principles of the revenue management department, and this is the department's goal.

Revenue management leaders found analysts wanting a different type of analytical work. When employees believed they had plateaued in their current job, and they could learn nothing else, P3 retained the analysts by giving them more difficult and challenging assignments. Companies need flexible and innovative leadership capable of retaining a pool of developed talents (Gupta & Sharma, 2016). P3 stated that challenging analysts overcame the feeling that the employee lacked growth in this position. P4 confirmed P3's point of view by presenting an ineffective employee retention strategy analogy. P4 suggested that if an employee worked in revenue management but wanted to build houses and the leader tried to retain the employee without pointing out that the revenue management department does not build houses, the job would no longer meet the employee's need. P4 said the retention strategy to implement when an employee expresses the desire to obtain what the employee perceives as a more valuable or more quality job is to explain to the employee the value of the current job.

If the employee said that he or she wants different work, P2 said a revenue management leader cannot give the analyst different work because this type of analysis is revenue management work. P2 said that, to some extent, a leader could give an employee different work, such as project work or different ways to do the work. P2 stated that if an employee wanted to learn a new part of the business, a revenue management leader can do nothing about that desire. P2 stated that many analysts move jobs after a year in their position, analysts insist that they need that next step in their careers, and analysts feel they need a promotion. P2 encourages a job change if the employee wants new work. P2's perspective confirmed that career changes are noninstitutionalized, as they do not necessarily follow the logic of a role progression or organizational career path (Hoyer & Steyaert, 2015).

Revenue management leaders have found analysts seeking after career-oriented goals associated with different types of analytical work. P1 identified four types of employee goals that commonly surfaced in discussions with revenue management analysts. Those goals included salary level, change in title, additional responsibility, and type of work. P3 stated that P3 always tells analysts not to think about short-term goals. P3 extended knowledge to P1's point of view when P3 shared that leaders should guide analysts to think about the job and the type of work that they want to do. P4 confirmed P3's career goal perspective when P4 suggested that employees make sure that their goals are realistic and that those goals align with the vision and purpose of the department. Hoyer and Steyaert (2015) also found careers to be ever-evolving, dynamic, without boundaries, and multidirectional choices where employees change their career direction on a periodic basis.

The analyst career environment includes how analysts fit in their job as an aspect of the job fit core theme. Revenue management leaders expressed how various aspects of job fit affected the analyst career environment. Those aspects included what it means to fit in the analyst position, how employees sometimes express a lack of desire for this type of analysis, why employees need to consider how other leaders might perceive changing a job, and how making the decision to change jobs can have an impact on the employee's job fit and career environment. When an employee leaves a company, the company loses valuable knowledge on projects, past history, and competitors (Ratna & Chawla, 2012).

P1 and P2 shared similar points of view on what it means for an analyst to fit in the analyst position. P1 suggested that when analysts do what they love, the analyst duties would not feel like work, analysts would look forward to doing the work every day, and analysts would enjoy revenue management analytical type work. P2 confirmed this point of view by discussing how P2 tries to encourage employees to change careers and move into the right job with regard to the type of work and not just move upward for promotion. Ortlieb and Sieben (2012) confirmed the perspectives of P1 and P2 and deduced three retention strategies from their research: incentive retention strategies, retention strategies through norms and values, and coercion retention strategies. Employers should also procure, protect, accrue, and retain critical resources through recruiting new employees and knowledge management activities (Ortlieb & Sieben, 2012). P1 stated that a more effective, long-termed retention strategy would be to find employees jobs that meet their needs. Failing to do this could lead employees not to stay with a single employer for an extended period during their career when that employer does not meet their needs (Mabuza & Gerwel Proches, 2014). As an example, P1 indicated that analysts' career path strategy should be one where analysts change jobs until they find the job they love.

P1 shared how employees sometimes express no desire for this particular type of analysis. P1 stated that if an employee tells P1 that the employee does not want to do revenue management analysis, P1 would explain either how an analytical skill set would be helpful in any other type of job or would help the employee try to find another type of job outside of the revenue management department. If the employee tells P1 that he or she does like analysis, but not revenue management analysis, P1 would describe the type of analysis other groups within revenue management do to see if it appeals to the employee. P1 suggested that if an employee is better for the organization or for that employee in another position, then the leader should try to get the employee into that spot. P1 said for an employee who does not want to do analytical work, P1 would immediately tell that employee that this is an analytical department comprised of revenue management analysis.

Analysts need to consider how leaders might perceive changing a job. P1 pointed out that changing jobs without showing a clear line of progression might suggest caution to a hiring leader that this individual is a job hopper. Ratna and Chawla (2012) suggested that retention is more important than hiring, as it involves taking measures to encourage employees to stay with the organization. P1 stated that employee retention and job hopping are concerns because hiring someone and getting the individual up to speed on the job takes a significant amount of time and investment. Employees can be unattractive candidates when their history does not indicate they would give an adequate return on investment. Employee retention starts with an improvement in the employee recruitment process, including defining the job description, interviewing, selecting the right candidate, proceeding through the hiring process, and conducting employee orientation (Vispute, 2013).

P2 and P4 pointed out that making the decision to change jobs had an impact on the employee's job fit and career environment. P2 provided an example of an analyst who felt another job within revenue management could get the analyst where he wanted to be faster than staying in the current position. P2 talked the analyst through how that job helped the analyst achieve his goal. The process includes helping employees weigh the advantages and disadvantages by writing them on the board and talking about the benefits of each job and how the job gets them to their ultimate goal. P4 extended the knowledge shared by P2 by sharing that the company has a specific HR program dedicated to employee career transitions. The company's Career Transitions program is a voluntary program that employees can use to find another job when their current job is no longer a fit for an employee's skill set. Voluntary employee turnover occurs when an employee voluntarily decides to leave for better employment opportunities (Kang et al., 2015).

The analyst career environment includes employee and leader efforts to engage further revenue management analysts as an aspect of the job fit core theme. Revenue management leaders expressed how employee engagement affected the analyst career environment. Employee engagement includes employee approaches and activities as output and input employee responses. Gupta and Sharma (2016) found employee engagement an employee behavioral investment toward the organization. P1 confirmed the research of Gupta and Sharma by identifying employee engagement as an output employee response. P1 stated that when strategically retaining employees, leaders want their employees to be good at what they do, be a positive impact on their environment, and desire to remain in their position.

Chakrabarti and Guha (2016) confirmed this when they suggested that the socioeconomic environment drives the manifestation of an employee’s attitude toward work, while job opportunities positively influence their propensity to leave an organization. P1 identified motivated analysts by observing how they want additional responsibilities. P1 stated that those analysts showed that they are great at their current responsibilities. After employees show they can handle their current responsibilities, then the employees could gain additional responsibilities.

P1 stated that the more people want to be in their job, the more they will be excited, outperforming, and uplifting other employees. These are the business results that P1 and the other revenue management leaders desired. Gupta and Sharma (2016) identified employee engagement as the critical factor needed to deliver desired business results. P3 disconfirmed P1’s perspective of employee engagement as an output and expressed employee engagement from an input perspective. P3 identified the relationship between employee engagement and learning as one filled with challenges and growth opportunities for analysts. When employees believe they have plateaued in their current job and they cannot learn anything else, P3 retains the analysts by giving them challenging assignments. P3 stated that challenging analysts decreases the feeling that the job is no longer meeting the employees' needs. From a social constructivist perspective, employee engagement holds work as worthwhile and accompanied by a sense of personal and professional value (Shuck, Collins, Rocco, & Diaz, 2016).

As an example, P3 shared how using a single software program helped analysts become more knowledgeable and capable at their job. The software helped with employee retention and allowed the revenue management leaders to push the analysts' skills harder, get the analysts excited about their work, and keep analysts retained. Companies need a knowledgeable, capable, flexible, and a dedicated workforce (Gupta & Sharma, 2016). P3 also stated that the corporate training courses allow employees to explore the leadership track and intradepartmental training and development opportunities within the revenue management department. P3's perspective confirmed the research of Inabinett and Ballaro (2014), who suggested that organization leaders should concentrate on recognizing individuals who prosper in the organization's culture when recruiting, selecting, and training those individuals.

Career opportunities. Career opportunities emerged as the ninth core theme. Participant responses associated with the career opportunities core theme tied back to the conceptual framework. Participant responses supported contractual, calculative, and moral motivational forces of job attachment and voluntary employee turnover within the career opportunities core theme. Findings for this theme indicated the analyst career environment, as a career opportunity environment, included a career-driven focus and an environment where leadership and promotion opportunities existed; tenure in position factored in taking advantage of opportunities; and employee performance played a major role.

Revenue management leaders described the analyst career environment as an environment that included a career-driven focus. Participant responses detailed the analysts' career driven focus on how a particular job helped analysts achieve their career goal and what career path strategies offered by revenue management leaders gave the best reason in analysts' career decision-making process. Analysts' career-driven focus includes how a particular job helped analysts achieve their career goal. P2 shared how an analyst felt another job could help the analyst achieve goals faster than staying in the current role. P2 coached that particular analyst on how that job helped achieve that goal by having the analyst tell P2 factual information, such as what job the analyst wanted to do, where the analyst wanted to go with their career, and where the analyst realistically saw their career going. Rahim and M.z (2016) found proactively managed careers more satisfactory than passively managed careers.

P2's strategy included allowing analysts to talk and further describe their thoughts, ask them specifically what their goals are, and have them explain in detail how moving to the new position or have them describe how this new career could get them to where they want their career to go. P2 stated that following this strategy helps because employees have an opportunity to talk through their career thoughts.

Participant responses detailed the analysts' career-driven focus on what career path strategies offered by revenue management leaders gave the best reason in the analyst career decision-making process. P1 disconfirmed P2's goal-oriented approach by offering two career path strategies that suggested why employees should want to change jobs. P1 suggested that acquiring a new skill allows employees to build an arsenal of skills in their resume, so they are able to do other jobs in the future. P1's perspective confirmed Cheung and Jin's (2016) point of view that career exploration is a crucial process of career development that leads to positive short- and long-term career outcomes.

The second career path strategy is for employees to change jobs until the employees find the job they love. As previously mentioned, P1 noted that when employees do what they love, their job would not feel like work. P1 stated that employees would look forward to their work on a daily basis and they would enjoy their work. P4 confirmed P1's perspective on having a career path strategy by recommending a team policy that encourages employees who expressed the desire to obtain what they perceived as a more valuable or more quality job to see and do than the other job. Employers cannot guard their employees from attractive opportunities (Kashyap & Rangnekar, 2014).

The participants described the analyst career environment as a career opportunity environment where promotion and leadership opportunities existed. Participant responses detailed how promotion and leadership opportunities contributed toward analysts' career opportunities. Promotion opportunities described included a description of the natural progression of an analyst's career in revenue management, an effective strategy for building a case for an employee's promotion, and the description of two types of leadership roles in the revenue management department, as well as what those new roles would mean to the employee who accepted the responsibility of leadership.

P2 stated that many analysts move jobs after a year in their analytical position and P2 noted a leader can talk through the potential opportunities for promotion. P2 stated that analysts insist that they need the next step in their career and promotions. P1 extended P2's point of view by describing the natural progression of promotions in revenue management as moving from analyst to senior analyst and to the business consultant position and level of competency. P1 stated that the natural progression of an analyst shows that the employee's work is good and the promotions are the reward for the employee's hard work. The natural progression of an analyst confirms Cohen and Broschak (2013) description on how job creation occurs when a new job title representing a distinct group of legitimate and tangible work tasks, rewards, and perquisites appears in the organization. P2 told analysts to leave not a position just because the next job is a promotion, but rather to feel encouraged about a job change if the employee wants new work. Job offers from other organizations can shock employees' system, force them to think about their job embeddedness, and compare their current work to the outside job offer (Chakrabarti & Guha, 2016).

P1 also extended knowledge to P2's perspective when P1 stated that an effective strategy is to work with employees to get them a raise by building a case that shows how the employees exceed the expectations of the current position. P1 would work with employees to describe that case. If P1 and the employee are not able to describe that case effectively, then it is clear what the employees need to start doing to warrant a higher salary. P1 described two types of leadership roles in revenue management and what the new roles would mean to employees. In the first role, P1 described a leadership position as a position that leads people, meaning an employee would become responsible for the work of other employees, other employees would report to the employee, and the employee would become responsible for the development of other employees. P1’s description of leadership confirmed core leadership functions described by Barnett and McCormick (2012), such as direction setting, managing the team’s operations, developing the team, and enabling team performance. The second type of leader P1 described is responsible for business activity, such as a business project or a training program. P1’s description of leadership over business activities and training programs confirmed the concepts behind Thorkildsen, Kaulio, and Ekman's (2015) perspective on leadership activities that include planning, monitoring, and controlling well-defined and practically achievable time-limited goals. P1 stated that if employees want the manager title, they would need to want one of those two types of responsibilities. P1 stated that if employees expressed that they did not want any of those responsibilities, then they could not achieve a leadership title.

P3 described the analyst career environment as an environment that included tenure in position as a factor when taking advantage of career opportunities. P3’s responses detailed analysts’ career opportunities on how the minimum amount of tenure and multiple years of experience contributed to tenure requirements as a factor in the career opportunity core theme. Employee tenure and tenure diversity are important aspects of an employee that determine an employee’s performance at work (Steffens, Shemla, Wegge, & Diestel, 2014). P3 noted that some jobs require a minimum amount of tenure before the employee can leave the position. P3 presented a company policy that stated that employees must perform in their current position in a satisfactory manner at least 1 year before applying for a transfer to another department. In some cases, particular resources are critical and the organization needs to guarantee retention (Ortlieb & Sieben, 2012). The company's policy further states that the department head can waive the 1-year rule for employee transfers.

P3 shared that leaders in the revenue management department imposed a strict requirement of multiple years of experience for promotion to the senior business consultant level. P3 shared that it becomes challenging to retain an employee when the employee has the skill set, but does not meet the tenure requirement for the position. At that point, the employee is open to potential turnover to another department that does not follow the tenure requirements of the revenue management department for a new employee to enter into the department at that level of competency. P3 stated that if analysts show that they are smart and capable of doing the duties of the position, the revenue management leader should be able to promote the employees, regardless of the number of years of experience. P3's perspective confirmed the research of Ortlieb and Sieben (2012), who offered a strategic HR perspective on employee competences as strategic assets and a theoretical rationale that explained the scope of retention strategies. Employers should mix employee retention with high-potential recruitment and combine those efforts with strategic knowledge management that diminishes the risk of losses in competence (Ortlieb & Sieben, 2012).

Revenue management leaders described the analyst career environment as an environment that included high and low employee performance as factors when taking advantage of career opportunities. Participant responses detailed the analyst's career opportunities from an employee performance perspective as a factor in the career opportunity core theme. Revenue management leaders described the analyst career environment as an environment that included high employee performance as a factor when taking advantage of career opportunities.

Participant responses included training as a contributing factor to high employee performance. Mohamed et al. (2013) found lower turnover rates under the same work context when better HR practices, such as the application of stringent recruitment and selection policies, the implementation of better training systems, and the existence of more internal career opportunities. P2 stated that revenue management training is important, and that the department leaders have given them a good foundation. P2 stated that training in revenue management is not like training in other departments. The training program includes classroom-training, projects, mastery of various analytical tools, and a one-on-one training environment. P2 shared that revenue management leaders focus on building employees' knowledge and skill base.

The first sentence of the revenue management department's mission statement states that the mission of revenue management is to develop its people. The structure of the revenue management-training program aligned with P2's perspective on the effectiveness of the revenue management-training program. This perspective confirmed the research of Huang, Strawderman, Babski-Reeves, Ahmed, and Salehi (2014) on how interactive classroom training includes an effective content delivery method between trainees and their trainer. In addition, P2's perspective confirmed Huang et al.'s (2014) description of how skill transferability occurs when trainees receive an opportunity to practice those skills and receive constructive feedback on their performance.

P2 stated that revenue management has many high-performing analysts, there are many opportunities in revenue management, and those opportunities are unique to revenue management. P2 said people move up quicker in revenue management because the leaders value their high performers. P2 said valuing high performers is a huge perquisite in revenue management. P2 shared that other people see the movement of high performers and want to follow. P2 stated that within revenue management, leaders reward high performers through formal and informal reward processes. P2 stated that high performers move on and move up quickly. Revenue management leaders described the analyst career environment as an environment that included low employee performance as a factor when trying to take advantage of career opportunities. P2 stated that leadership tries to get low performers out of the department and that leadership is good at managing out people who do not perform the job well.

Applications to Professional Practice

The focus of this research centered on obtaining strategies that revenue management leaders used to retain revenue management analysts, as seen through the lens of the motivational forces of job attachment and voluntary turnover. This research is relevant and brings significant meaning to the retention of revenue management analysts in several ways. The contributions of this research emerged throughout the main and core themes of the study and within the findings. This research contributes to the understanding that revenue management leadership exercised influence over its analysts through the core themes of servant leadership, knowing their analysts, communicating with their analysts, offering effective training, offering competitive employee compensation and benefits, and focusing on retention strategies. This research also contributed to the understanding that revenue management analysts work in a career environment that is inclusive of a distinct corporate culture, associated with a particular job fit, and surrounded by career opportunities.

Through business practices, revenue management leadership exercised influence over its analysts through six core themes: servant leadership, knowing their analysts, communicating with their analysts, training, compensation and benefits, and retention strategies. Revenue management leaders applied servant leadership principles for the improvement to their business practices by showing concern and care for their analysts, staying abreast of analyst issues, gaining follow-up understandings of various situations that involved their analysts, and helping analysts feel appreciated. It is important to build trust and support through a servant influential approach to leadership in the revenue management department. According to Kashyap and Rangnekar (2014), organizational policies and practices enhance and encourage employee retention when the mutual trust between employees and the organization conveys a message of organizational support.

Revenue management leaders supported and effectively influenced their analysts by knowing certain traits about their analysts' lives. Qazi et al. (2015) supported the importance of this business practice and noted that employees are emotional social beings with physical needs. Revenue management leaders found they needed to understand and evaluate their employees' situations, understand the perspective of their employees' understandings, know various aspects of their employees' lives, and navigate through their employees' emotional decisions to improve their business practices. Likewise, Watanabe and Falci (2014) suggested that family-related characteristics play a role in an employee's work-family balance.

To improve business practices, revenue management leaders communicated in a variety of methods with their analysts to understand what their analysts were thinking, encourage open and honest feedback opportunities with their analysts, guide their analysts through their career decision-making processes, and encourage their analysts to understand the job opportunities available to them. Men (2014) found easy access to numerous communication tools, such as Facebook business pages, Twitter, Instant Messenger, and YouTube, has transformed how companies communicate with employees. Revenue management leaders found training improved business practices by providing skills for analysts' career paths, allowing leaders an opportunity to express the importance of corporate and revenue management training, and providing training on specific software applications. Posthuma et al. (2013) indicated that extensive training and development opportunities, such as training to improve performance, job-specific skills, career development, and new employee training, can serve to encourage employee retention.

Competitive employee compensation and benefits are important business practices because revenue management leaders and company leaders faced a competitive employee compensation environment and needed to define pay increase drivers, justify pay increases, and provide employees lucrative benefits. Giancola (2012) found making the decision to stay or leave a difficult and important challenge, with pay as an instrument of employee retention. Retention strategies emerged as a core theme because revenue management leaders implemented effective retention strategies; avoided ineffective retention strategies; encountered various barriers, limits, and critical factors of employee retention; and experienced turnover of revenue management analysts.

Revenue management analysts work in a career environment inclusive of three core themes: culture, job fit, and career opportunities. Han's (2012) point of view on corporate culture included a perspective that culture defines the interactions among an organization's employees. The analyst career culture environment is important to the business practice and includes a corporate culture, department cultural fit, employee recognitions and rewards, and the lack of a formal flexible working schedule program. Dinger et al. (2012) noted the importance of culture when indicating that workers sometimes choose to stay in a workplace due to their connections to coworkers or their community. Amicable work environments help develop relationships among employees (Chakrabarti & Guha, 2016), which helped to retain revenue management analysts. The analyst career environment included how analysts fit in their job, how analysts have goals associated with a different type of analytical work, and how analysts sometimes felt disengaged in the type of analytical work associated with the position. Hoyer and Steyaert (2015) noted that careers are evolving, dynamic, boundaryless, and multidirectional choices where employees change direction periodically. The analyst career environment consists of career-driven individuals, opportunities for promotions and leadership, a requirement of tenure in the position, and an environment where leaders reward employee performance.

Implications for Social Change

The retention strategies that emerged from this study included servant leadership, building working relationships with analysts, training, employee compensation and benefits, promoting the corporate culture, recognition and rewards, and opportunities for promotion. These retention strategies can affect social change by influencing revenue management leadership to retain or promote revenue management analysts to the senior analyst and business consultant positions. The continued implementation of these retention strategies may also affect social change by influencing revenue management analysts to continue their employment within the revenue management department. A positive social change impact on revenue management analysts can contribute through various activities that improve the lives of analysts and the respective communities in which they live or engage, both locally and globally. Company leaders engage in initiatives designed to improve the well-being of communities in various areas, such as economic development, the environment, health, or race relations (Sharma & Good, 2013). This study contributed to identifying what strategies revenue management leaders used to retain analysts when analysts experienced an emotional discomfort about revenue management, when analysts perceived what they described as a psychological obligation to stay in the analytical position, or when another analytical position draws analysts because of the type of analytical work or an opportunity to increase pay.

This study contributed to social change by identifying in detail the retention strategies revenue management leaders used to retain revenue management analysts when analysts received encouragement to leave the revenue management department from family or friends or because of the way analysts felt about the community in which they lived while working in the revenue management department. Watanabe and Falci (2014) presented the significance of employee turnover intentions and the ways family-related characteristics play a role in an employee's work-family balance. Revenue management leaders used several strategies when they became aware of analysts showing turnover intentions. Revenue management leaders paid attention to what Bryant and Allen (2013) described as analysts experiencing the employment withdrawal process; changes in work relationships, attitudes, and behaviors; or a decrease in job satisfaction.

Recommendations for Action

Findings from this study are important to revenue management leaders and revenue management analysts. Revenue management leaders may use the effective retention methods in this study to retain revenue management analysts successfully. Revenue management analysts can learn about the strategic retention opportunities provided by revenue management leadership, participate in those opportunities, and provide feedback to improve the retention process. Revenue management leaders and analysts should work together to ensure the retention strategies recommended align with the company's HR practices, social citizenship, and business goals. I will disseminate the findings from this study through conferences, journals, training opportunities, seminars, and business meetings.

Revenue management leaders should use their influence as leaders to create a career opportunistic environment that retains revenue management analysts. The successful and significant retention strategies that emerged from this study included servant leadership, building working relationships with analysts, training, employee compensation and benefits, promoting a distinct corporate culture, recognition and rewards, and opportunities for promotion. I recommend several actions for the sustained retention of revenue management analysts:

1. Revenue management leaders should exercise and apply servant leadership principles by showing concern and care for their analysts; staying abreast of employee issues; listening to their analyst to gain clear, concise, and follow-up understandings of various situations that involve their analysts; and helping analysts feel appreciated.

2. Revenue management leaders should build working relationships with their analysts by knowing their analysts and communicating with their analysts. Revenue management leaders should know their analysts by taking the time to understand and evaluate their employees' situations, understanding the perspective of their employees' understandings, knowing various aspects of their employees' lives, and helping their employees navigate emotional decisions. Revenue management leaders should communicate with their analysts by understanding what their analysts are thinking, encouraging open and honest feedback with their analysts, guiding their analysts through their career decision-making process, and encouraging their analysts to understand job opportunities made available to them.

3. Revenue management leaders should continue to offer effective training opportunities for their analysts by providing training on skills specific to the analysts' career path, expressing the importance of corporate and revenue management training, and provide training on specific software applications that enhance the analysts' analytical skill set.

4. Revenue management leaders should continue to offer competitive compensation and benefits. In a competitive employee compensation environment, revenue management leaders should continue to define pay increase drivers presented by their employees, help justify pay increases for analysts, and work with the company to help provide retention-oriented benefits to employees.

5. Revenue management leaders should continue to immerse analysts in a career environment that is inclusive of the culture. This culture should include the airline's notable distinct corporate culture analysts enjoy working in on a daily basis, as well as maintaining the revenue management department's cultural fit. Revenue management leaders should continue to recognize and reward employees with various corporate and department awards for analysts' many contributions. Revenue management leaders should implement a formal flexible working schedule program that allows for time off during weekdays and still meets the 80-hour pay period required for full-time employment.

6. Revenue management leaders should continue to provide analysts a career environment that is inclusive of career opportunities for career-driven individuals. These opportunities should include specific opportunities, a defined path for promotions, and a

path that prepares individuals for leadership. Revenue management leaders should reevaluate the requirements of tenure across the various analytical positions to ensure the appropriate individual can apply for an analytical role in which they currently meet the remaining qualifications.

7. Revenue management leaders should continue to implement the above-mentioned retention strategies, avoid ineffective retention strategies described in this study, work to overcome the various barriers, work within the limits described in this study, and considers the critical factors of employee retention described in this study.

Recommendations for Further Research

Findings from this study support the idea of additional exploration into effective retention strategies for revenue management analysts. For retention purposes, researchers should conduct further studies to address the assumptions, limitations, and delimitations outlined in this study. I recommend researchers address the following assumptions outlined in this study. First, explore the willingness of individuals who did not wish to participate in a proposed study and explore options for when a researcher does not receive quick responses from participants to a request for an interview. Second, explore further the knowledge base of revenue management leaders on the retention of revenue management analysts and evaluate further the honesty of the participants' answers to the interview questions. Third, aim for a 100% completion rate of the scheduled interviews, an efficient data analysis process, and the usefulness of all data collected from the interviews. Fourth, aim for data saturation from study participant interviews and the inclusion of information found in company documents.

Researchers should address the following limitations outlined in this study: (a) explain further the benefits of conducting this study to participants not wanting to consent to the study and (b) outline and provide a timeline that describes the completion of the study. Researchers should also address the following delimitations outlined in this study: (a) extend participation to a different geographic location, (b) extend participation outside the airline industry, (c) extend participation to more than four participants who served as revenue management leaders, and (d) extend participation to obtain additional data when 100% of interviewed data is not useful information.

Researchers should conduct further studies to explore problems not covered in this study. I suggest researchers conduct further studies to explore why revenue management analysts quit their job or remained in their job. Researchers should also conduct further studies to explore what job function changes are necessary to retain revenue management analysts in their current position. I further suggest researchers conduct studies to investigate the impact of flexible working schedules on work-life balance, employee retention, and employee productivity.

Reflections

My prospective of doctoral level research developed during this research process. I did not initially realize the level of concise and scholarly writing required at the doctoral level. In addition, this research process challenged my thinking and supported my academic growth. I experienced several iterations of doctoral study proposal revisions to complete this process. Although the data from the study did not overwhelm me, the proposal process challenged my writing skill level and my patience. The findings of this study affected me professionally, as I am a revenue management leader who has experienced similar findings and outcomes experienced and expressed by the study participants. Prior to this study, I assumed revenue management leaders used only training, compensation, and benefits to retain revenue management analysts. Since the completion of the study, I have learned about the additional retention strategies listed in this study that I can use in my retention efforts. There were no known effects on the participants in this study.

Conclusions

Revenue management analysts are vital to the business success of an airline. Revenue management leaders at airlines need to use retention strategies to retain revenue management analysts. The focus of this study helped obtain strategies revenue management leaders used to retain employees, as seen through the lens of various motivational forces of job attachment and voluntary employee turnover. The interview responses from the participating revenue management leaders provided strategies revenue management leaders used to retain analysts through the perspectives of the conceptual framework used in this study.

Four revenue management leaders from an airline in Dallas, Texas, participated in this study, and a review of the company's documents supported the data obtained from the participants in semistructured interviews. After collecting, triangulating, and analyzing data, two main themes emerged from the study's analysis: (a) leadership influence and (b) analyst career environment. Six core themes supported the main theme of leadership influence: (a) servant leadership, (b) knowing your analysts, (c) communicating with your analyst, (d) training, (e) compensation and benefits, and (f) retention strategies. Three core themes supported the analyst career environment main theme: (a) culture, (b) job fit, and (c) career opportunities.

Several conclusions emerged from this study. First, successful and significant retention strategies are necessary to retain revenue management analysts in airlines. Second, retention strategies developed from the influence of leadership and from the career environment of analysts. Third, revenue management leaders at an airline in Dallas, Texas, needed successful and significant retention strategies such as a servant leadership style of leadership, effective working relationships with analysts, corporate and departmental training, competitive employee compensation and benefits, the promotion of a distinct corporate culture, employee recognition and rewards, and opportunities for promotion to retain revenue management analysts. Fourth, revenue management leaders at an airline in Dallas, Texas, should understand critical factors associated with revenue management analyst retention and should address retention barriers and limits that prevent successful analyst retention. Fifth, some retention strategies are more effective than other retention strategies. To retain revenue management analysts successfully, leaders should become and remain a servant leader, know their people, communicate with their people, train their people, and properly compensate their people.

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Appendix A: Interview Protocol

1. Solicit revenue management leaders via phone call or by e-mail to ask them to participate in this study voluntarily.
2. E-mail or distribute by hand an introduction to the study and a study consent form to the potential participants.
    a. After reading the introduction to the study, have potential participant indicate if they are willing to participate in the study and follow the participation procedures.
    b. Have participant fill out, sign, date, and return the study consent form to the researcher.
    c. After receiving a properly completed and verified study consent form, set up an appointment for a phone or face-to-face semistructured interview.
3. Set up an appointment for a phone or face-to-face semistructured interview.
    a. Prior to the starting the interview, advise the participants of the confidentiality of their name and of the name of the airline from which they are employed.
    b. Advise participant the interview will take approximately 45 minutes.
    c. Advise participant of the interview audio recording and notes.
    d. Begin the interview by asking the participant the interview questions.
    e. At the end of each interview, verbally thank the participant.

Appendix B: Interview Questions

1. What was your response or action toward an employee who expressed turnover intentions because of emotional discomfort toward the revenue management department?
2. What response did you give or what action did you take when an employee expressed turnover intentions because of a psychological obligation to leave the revenue management department?
3. How did you handle the retention efforts when an employee expressed turnover intentions because of a belief that the probability of obtaining professional or personal goals has diminished?
4. What response did you give or action did you apply when an employee expressed a desire to obtain what they perceived as a more valuable or more quality job?
5. What ongoing retention strategy did you implement when an employee expressed tangible or psychological costs associated with leaving the analyst position?
6. What retention strategy best fits when an employee expresses that family or friends have encouraged leaving a revenue management analyst position?
7. What response did you give or action did you take to retain an employee who expressed a desire to change jobs from a revenue management analyst position?
8. How would you describe the retention efforts you successfully implemented when an employee expressed an undesirable working relationship with a leader or coworkers?
9. What has been your best-fit retention strategy when an employee expressed a sense of detachment from a work location or community?