

Walden University

College of Management and Human Potential

This is to certify that the doctoral study by

Auree Kamga

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

Review Committee

Dr. Michael Campo, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Franz Gottlieb, Committee Member, Doctor of Business Administration Faculty

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

Walden University
2023

Abstract

Strategies Leaders Use to Mitigate Voluntary Employee Turnover

by

Auree Kamga

MS, American College-Cyprus, 2012

BS, American College-Cyprus, 2010

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Business Administration

Walden University

October 2023

Abstract

Employee turnover is an issue in the US healthcare industry, and nursing home leaders are concerned with its adverse effect on organizational performance, profit, and viability. Grounded in transformational leadership theory, the purpose of this qualitative multiple-case study was to explore strategies nursing home leaders used to mitigate voluntary nurse turnover. Data were collected using semistructured interviews via videoconference with five nursing home managers and gathering public information from the leaders' institutions. Lester et al.'s seven-step thematic analysis process informed the findings' interpretation. Four themes emerged: compensation and rewards, effective communication, effective leadership, and training and development. A key recommendation is for nursing home leaders to focus on nurses' job satisfaction while promoting a healthy work-life balance. The implications for positive social change include the potential to create employment, which may enhance people's living standards and prosperity and reduce poverty within the community.

Strategies Leaders Use to Mitigate Voluntary Employee Turnover

by

Auree Kamga

MS, American College-Cyprus, 2012

BS, American College-Cyprus, 2010

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2023

Dedication

This study is dedicated to my wonderful daughter, Arielle Sidney Kenny Djenya; my lovely mother, Regine Djenya; the memory of my father, Joseph Kamga; my four siblings, Esperance Kamga, Olivier Kamga, Raoul Kamga, and Serge Kamga; my nieces and nephews, Raphael Kamga, Gabriel Kamga, Gabriel Kamga, Serge Kamga, Olive Marcelle Kamga, Marie Kamga, Clara Kamga, Emmanuel Kamga, and Paule Olive Kamga; and my cousins, Rabiadou Savary, Oumarou Alima, and Karim Nsangou and their families. A special thanks to my companion Michael Kropff and his family, Radim Cerney, my ex-husband; Fr. Robain Lambo; Fr. Samuel Oppong; Fr. Benedict Ehinack; Fr. Rodrigue Nkoy; Guy Bertrand Tchatchoua and his family; and the Bamileke community of the Bay Area of California.

Acknowledgments

First and foremost, I give thanks to the Almighty God for the spiritual support throughout my doctoral journey because I could not have done this achievement without his favor, grace, and blessings. I would like to thank my committee chair, Dr. Michael Campo, for his engagement in my doctoral journey; my second committee member, Dr. Gottlieb Franz, and my university research reviewer, Dr. Al Endres, who provided guidance and feedback that enabled me to become a better scholar. A special thank goes to Walden University for the encouragement and belief in me. I also want to thank the entire Walden teams—Student Support Services, Library, Student Success Advising, Writing Center, and Office of Research and Doctoral Services—for their support. Last, I thank my classmates and the editors who worked on my manuscript, Dr. Kate McGravey, Dr. Tara Kachgal, and Dr. Sonali Kudva.

Table of Contents

List of Tables	v
List of Figures	vi
Section 1: Foundation of the Study.....	1
Background of the Problem	1
Problem and Purpose	2
Population and Sampling	2
Nature of the Study	3
Research Question	5
Interview Questions	5
Conceptual Framework.....	5
Operational Definitions.....	7
Assumptions, Limitations, and Delimitations.....	7
Assumptions.....	7
Limitations	8
Delimitations.....	8
Significance of the Study	8
Contribution to Business Practice	9
Implications for Social Change.....	9
A Review of the Professional and Academic Literature.....	10
Transformational Leadership Theory	11
Evolution of Transformational Leadership.....	14

Criticism of Transformational Leadership.....	23
Implementation of Transformational Leadership Theory in Nursing	
Homes	25
Supporting and Contrasting Theories of Transformational Leadership	27
Strategies for Overcoming Obstacles to Nurse Retention	35
Challenges to Strategy Development.....	37
Challenges to Strategy Implementation.....	38
Employee Turnover Costs.....	43
Effect of Transformational Leadership on Motivation	43
Effect of Transformational Leadership on Employee Commitment.....	44
Effect of Transformational Leadership on Performance	45
Transition	45
Section 2: The Project.....	47
Purpose Statement.....	47
Role of the Researcher	48
Participants.....	50
Research Method and Design	51
Research Method	51
Research Design.....	52
Population and Sampling	54
Ethical Research.....	55
Data Collection Instruments	57

Data Collection Technique	59
Data Organization Technique	62
Data Analysis	63
Step 1: Preparation and Organization of the Data for Analysis.....	64
Step 2: Transcription of the Data	64
Step 3: Development of Familiarity With the Data	65
Step 4: Creation of Data Memos.....	65
Step 5: Generation of Data Codes.....	65
Step 6; Movement From Codes to Categories and Categories to Themes	66
Step 7: Transparency About the Analytic Process.....	66
Reliability and Validity.....	68
Reliability.....	68
Validity	69
Transition and Summary.....	71
Section 3: Application to Professional Practice and Implications for Change	72
Introduction.....	72
Presentation of the Findings.....	72
Theme 1: Compensation and Rewards	73
Theme 2: Effective Communication.....	77
Theme 3: Effective Leadership.....	81
Theme 4: Training and Development	87
Relationship Between Transformational Leadership and the Findings	90

Applications to Professional Practice	94
Implications for Social Change.....	95
Recommendations for Action	96
Recommendation for Further Research	98
Reflections	100
Conclusion	102
References.....	104
Appendix A: Email Invitation.....	159
Appendix B: Interview Protocol	161
Appendix C: Process Analysis Map	163
Appendix D: Word Frequency.....	164

List of Tables

Table 1. Characteristics of Articles and Books in the Literature Review.....	11
Table 2. Frequency of Themes Derived From Participants' Responses	73
Table 3. Frequency of Participant Responses Related to Compensation and Rewards....	73
Table 4. Frequency of Participants' Responses Related to Effective Communication	78
Table 5. Frequency of Participant Responses Related to Effective Leadership	81
Table 6. Frequency of Participant Responses Related to Training and Development.....	88

List of Figures

Figure 1. Transformational Leadership Components Associated With the Findings..... 91

Section 1: Foundation of the Study

Employee turnover has become one of the crucial issues for business leaders because losing talented workers affects costs, efficiency, and competitiveness (Juvitayapun, 2021). Voluntary employee turnover (VET) increased from 400,000 to 598,000 from November 2020 to November 2021 in U.S. health care and social assistance organizations (U.S. Bureau of Labor Statistics, 2022b). The average cost of replacing a nurse is 91% to 98% of an employee's starting wage (Mahoney et al., 2020). VET could cause direct and indirect costs such as having to make efforts to recruit replacements, concomitant with losing talented and skilled employees, and valuable organizational knowledge (Ladelsky, 2014). Indirect costs of employee turnover could affect business productivity (Lyons & Bandura, 2021). Losing talent, knowledge, and skilled workers could negatively affect employee and organizational performance (Juvitayapun, 2021). Indeed, turnover could be disruptive for companies.

Background of the Problem

VET is a phenomenon that affects businesses differently (Uğural et al., 2020). Nursing home leaders experience challenges of workforce retention due to long hours associated with nursing shifts and ongoing nursing shortages (Marufu et al., 2021). U.S. Bureau of Labor Statistics data show a steady increase in VET. Statistics for 2022 showed an increase in VET, from 474,000 to 542,000 employees between March 2021 to March 2022, with a significant increase of 68,000 employees voluntarily leaving their employment in health care and social assistance organizations (U.S. Bureau of Labor Statistics, 2022a). Nursing home facilities spend on average \$30,000 to \$192,000 to

retain a nurse (Kiel, 2020). High turnover could cause a decline in overall organizational productivity and performance (Mahadi et al., 2020). Focusing on VET may help leaders consider workers' perceptions and subsequent attrition behavior when developing retention strategies. Implementing an effective leadership (EL) instrument may reduce unnecessary expenses while improving workers' satisfaction, which can increase employee motivation, performance, productivity, and ultimately, retention. The purpose of this qualitative multiple-case study was to explore the strategies leaders can use to mitigate VET in nursing homes.

Problem and Purpose

VET can cause an increase in costs due to recruitment and training expenses and a decrease in staff and organizational performance and productivity because of the loss of tacit knowledge (Jeffrey & Prasetya, 2019). VET increased from 496,000 to 555,000 from May 2021 to May 2022 in U.S. health care and social assistance organizations (U.S. Bureau of Labor Statistics, 2022c). The general business problem was that VET can negatively affect the productivity, performance, profitability, and viability of nursing homes. The specific business problem was that some U.S. nursing home leaders lack strategies to mitigate VET. The purpose of this qualitative multiple-case study was to explore strategies leaders use to mitigate VET in nursing homes.

Population and Sampling

Using a semistructured interview design, I interviewed five nursing home leaders in the United States to explore strategies that nursing home leaders use to mitigate VET. I used a qualitative multiple-case study design to explore strategies nursing home leaders

use to mitigate VET. I reviewed public information posted on the nursing homes' websites for relevancy and corroboration of information obtained in interviews.

Nature of the Study

The prevalent methods used in research studies are qualitative, quantitative, and mixed methods. Researchers conduct qualitative studies to provide new knowledge through a deeper understanding of the complexity of a phenomenon (Lanka et al., 2021). Qualitative researchers seek to understand a phenomenon via descriptive and interpretive analysis of people's experiences, perceptions, and perspectives, using nonnumerical data to explore participants' experiences (Whiffin et al., 2022). The qualitative research design was suitable for this study because it allowed me to ask open-ended questions and explore strategies nursing home leaders used to mitigate VET.

In quantitative research, researchers analyze and interpret data to test hypotheses about statistical relationships (Bloomfield & Fisher, 2019). The quantitative method was unsuitable for this study because I did not seek to understand statistical relationships between quantitative variables related to VET'. The mixed methodology, which combines quantitative and qualitative research, was not chosen due to the lack of a quantitative research question (Casula et al., 2021). Having ruled out quantitative and mixed methodologies, I explored and sought a greater understanding of the research phenomenon through qualitative methods.

I considered four research designs for this qualitative study related to employee turnover mitigation: ethnography, narrative inquiry, phenomenology, and case study. Ethnography concerns the learning and sharing of cultural practices of a group or

community (Tomaszewski et al., 2020). The ethnographic design was unsuitable for this study because I did not center my research on cultural behavior. The narrative design focuses on stories of interest, events, and settings (Liestoel, 2019). The narrative design was unsuitable for this study because my goal was not to collect stories but to understand a real and current phenomenon. The focus of the phenomenological design is on individuals' lived experiences (Bistoquet et al., 2021). Researchers use the phenomenological design to explore the meaning of people's shared experiences (Moustakas, 1994). 'The phenomenological design was not appropriate for my study because I did not focus on 'the participants' lived experiences but instead examined nursing home leaders' experience with employee retention. Therefore, ethnography, narrative inquiry and phenomenology were not suitable for this study.

Finally, the case study design provides an in-depth opportunity to garner data from a phenomenon within the boundaries of research settings (Erbas, 2019). A single-case study comprises only one case, whereas a multiple-case study includes various types of data and sources (Yin, 2018). A multiple-case study comprises two or more cases for a broader understanding of the phenomenon and cross cases comparison (Yin, 2018). Using the multiple-case study design allowed me to explore the complex strategies that business leaders use to mitigate VET in nursing homes. Conducting a multiple-case study also allowed me to interpret the cross-sectional analysis of the data collected. Thus, the multiple case study design was most suitable for this study.'.

Research Question

The central question was: What strategies do nursing home leaders use to mitigate voluntary nurse turnover?

Interview Questions

1. What strategies do you use to mitigate voluntary nurse turnover?
2. What strategies do you use to enhance nurse motivation?
3. What strategies do you use to enhance job satisfaction?
4. What challenges, if any, did you face when developing and implementing strategies to mitigate voluntary nurse turnover in your company?
5. How, if at all, did you overcome obstacles when developing and implementing strategies to mitigate voluntary nurse turnover?
6. How do you evaluate the implemented strategies to mitigate voluntary nurse turnover in your company?
7. What strategies did you find most effective to mitigate voluntary nurse turnover?
8. How does your leadership style impact nurse retention?
9. What else would you like to add about strategies you used to reduce voluntary nurse turnover that we have not addressed?

Conceptual Framework

I selected transformational leadership theory (TLT) as the conceptual framework for this study. Burns (1978) introduced the concept of TLT, which emphasizes that transformational leaders demonstrate high levels of performance through their ability to influence, motivate, empower, and understand workers' strengths and weaknesses to

allocate tasks accordingly. Transformational leaders seek to make change through examples and employees' motivation. Burns explained that transformational leadership "redesigns perceptions and values, and changes expectations and aspirations of employees" (p. 1). As part of TLT, Burns explained how leaders who motivate followers through charisma or influence tend to have the most impact on employee motivation. Therefore, transformational leaders tend to create positive change in the social system.

Bass (1985) expanded on Burns's leadership theory and revolutionized TLT by including the effects of TLT on followers. Bass's construct of TLT included four components: (a) idealized influence, (b) individualized consideration, (c) inspirational motivation, and (d) intellectual stimulation. TLT offered a lens through which I explored the strategies nursing home leaders used to mitigate voluntary turnover. Using idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation, transformational leaders motivate followers to identify with the company's interests and goals to improve performance, drive change, and foster engagement to perform beyond expectations (Buil et al., 2019). Employee engagement could lead to increased productivity (Ameen et al., 2021). Leaders could use the tenets of TLT to boost productivity, increase performance, and elevate followers' engagement. A boost in productivity and performance can help leaders reduce the amount of turnover in the workforce.

Operational Definitions

Terms defined in this study provide clarity and consistency for readers to appreciate the value of the study. I provide definitions of the jargon used in this study, using peer-reviewed literature, to facilitate readers' comprehension.

Nursing homes: Skilled nursing facilities that provide health and personal care and rehabilitation services (National Institute of Aging, 2017).

Transformational leadership theory (TLT): As applied to nursing, a theory that is focused on leaders' support, motivation, empowerment, and engagement of nurses (Collins et al., 2020). The theory also encompasses leaders' promotion of innovation and creativity, which may foster productivity and employee performance (Collins et al., 2020).

Voluntary employee turnover (VET): A phenomenon that occurs when an employee willingly decides to end their relationship with the organization that employs them (Stroo et al., 2020).

Assumptions, Limitations, and Delimitations

Assumptions

According to Schoenung and Dikova (2016), assumptions consist of taking something, not proven in theory, for granted. My first assumption was that the interviewees would provide accurate responses based on their knowledge and experience. Second, I assumed that respondents had developed practical strategies to reduce turnover. The third assumption was that participants would provide sufficient and accurate information to answer the research question. The fourth assumption was that participants

would not provide biased responses. Lastly, I assumed that participants would provide access to internal business documentation for data triangulation.

Limitations

Limitations refer to the possible weaknesses that could influence the understanding of a study (Leedy & Ormrod, 2019). The first limitation was derived from the qualitative multiple-case study methodology, namely that some respondents might have difficulty recalling all the steps to mitigate VET. Second, the COVID-19 pandemic could limit health care leaders' participation due to increased job demands.

Delimitations

Delimitations refer to the control a researcher has over the research process regarding what to include in and exclude from the study (Coker, 2022). The first delimitation was the selection of the nursing home industry within the health care sector, which experiences high employee attrition. The second delimitation was to limit the sample size to five respondents, which resulted in data saturation. The third was the exclusion of non-U.S. residents and nursing home managers. Finally, I wanted to focus only on strategies used by nursing home managers to mitigate voluntary nurse turnover.

Significance of the Study

This study may be valuable to business practitioners because the findings identified strategies that successful nursing home leaders used to mitigate voluntary nurse turnover. This study may also help leaders understand the elements that could trigger turnover intention and take preventive action against voluntary turnover. VET remains a

challenge for business leaders, and employee turnover can prevent leaders from achieving performance, productivity, and profitability benchmarks (Balabanian & Monteiro, 2019).

Contribution to Business Practice

This study provides information about strategies to help retain workers without extraneous expenditures. The results may help nursing home leaders define a firm vision, understand the needs of followers, and fulfill employee desires. In turn, productivity, performance, and profitability may improve, and business activities may increase. The results may also contribute to effective business practices by providing information nursing home leaders could use to develop strategies to engage, empower, and retain workers to reduce turnover. Finally, the findings may add to the existing literature on strategies that business leaders can use to overcome a high turnover rate.

Implications for Social Change

Leaders who implement effective strategies could minimize voluntary nurse turnover and improve performance. Additionally, leaders who implement positive leadership styles may foster followers' motivation and performance (Decuyper & Schaufeli, 2020). According to Niati et al. (2021), motivation significantly influences employee performance. Motivating employees can have a direct impact on performance, which may lead to improvement in overall career development. Organizational growth can inspire nursing home leaders to expand business activities. Expanding the firm's activities could create a ripple effect by generating more employment, reducing unemployment, and improving living conditions. Organizational expansion may mitigate the criminality level within the community because buying power may increase, and

businesses could hire more employees to meet firms' basic needs. Entry-level jobs do not require education or certification; thus, new jobs can go to individuals who have previously been unemployed within the community. With fewer unemployed individuals, society becomes more productive and valuable. Business improvement might increase workers' wealth and the national economy while reducing poverty and enhancing potential prosperity within the community.

A Review of the Professional and Academic Literature

In this qualitative multiple-case study, I explored strategies leaders use to mitigate VET. The literature review includes a description of the conceptual framework of Burns's seminal work on TLT. In this study, I examined academic and professional literature in the field of business, focused on the health care sector, to further understand VET. The literature review encompasses leadership theories; turnover costs; retention strategies; and the effect of TLT on motivation, job satisfaction, commitment, productivity, profitability, performance, and retention.

I used Walden University Library databases and other resources to find literature for the literature review. The review incorporates literature obtained from the databases ABI/INFORM Complete, Academic Search Complete, Business Source Complete, eBook Collection (EBSCOhost), ProQuest Dissertations Publishing, and Dissertations & Theses @ Walden University. I also searched Business Source Complete, CINAHL & MEDLINE Combined Search, CINAHL Plus with Full Text, ERIC, Education Source Combined Search, and ScienceDirect. Emerald Management Journal, Google Scholar, SAGE Journals, Walden's Thoreau multidatabase search tool, and U.S. government

websites were other sources of data and statistics. I searched for terms related to employee satisfaction including *commitment, engagement, job satisfaction, motivation, nursing homes, performance, profitability, productivity, turnover costs, VET, viability, and retention*. I used several resources to verify articles' digital object identifiers, which are used to identify references, and confirm peer-reviewed articles. Table 1 displays statistics on the books and other seminal works, articles, and industry publications in the literature review. The literature review contains 200 references. Of the references, 173 (89%) were peer-reviewed and published between 2019 and 2023. See Table 1.

Table 1

Characteristics of Articles and Books in the Literature Review

Source characteristic	No. published within 5 years	No. published beyond 5 years	Total no.	% published within 5 years
Source type				
Books and seminal works	0	6	6	0
Peer-reviewed works	173	21	194	89
Total	173	27	200	87
Industry focus				
Health care	95	9	104	55
Business	45	3	48	26
Public sector	8	1	9	5
Other	25	8	33	14
Total	173	21	194	100

Transformational Leadership Theory

Transformational leadership (TLT) is a theory that leaders can use to satisfy followers' needs, and to motivate and commit workers to better performance and

retention. Burns (1978), in his seminal work on TLT, developed a psychological concept, transformational leadership, that leaders can use to transform followers' behavior to achieve a common organizational goal. Effective leaders who want to achieve change should satisfy workers' needs and expectations (Burns, 1978). Satisfying employees' needs can affect organizational citizen behavior through work engagement (Wörtler et al., 2020). Offering job training satisfies workers' needs for autonomy, relatedness, and competence, increasing performance and engagement (Wörtler et al., 2020). Satisfying workers' needs may also trigger intrinsic motivation (Nazir & Islam, 2020). Intrinsically motivated workers find their employment more engaging and feel confident to bring new, creative, and innovative ideas, like elusive results, into their job (Nazir & Islam, 2020). Leaders who satisfy followers' needs intrinsically motivate their workers and foster enhanced work performance (Nazir & Islam, 2020). Intrinsic motivation positively influences workers' engagement and innovation, and work engagement positively affects employee work behavior (Nazir & Islam, 2020). Transformational leaders who emphasize the satisfaction of followers' needs may inspire workers' motivation, engagement, and performance, which could boost organizational performance and goal achievement. Through motivation, transformational leaders could also enhance staff productivity, commitment, and retention.

Work ability affects job performance, which impacts work productivity, with motivation affecting performance productivity (Hastari et al., 2020). Competence and motivation positively influence employee and organizational productivity (Marlapa & Mulyana, 2020). Leaders who encourage capable and skilled workers, promote

competence, and motivate followers could boost work productivity and performance, spurring commitment among employees.

Leaders who support their followers motivate and influence their personnel to also contribute nonrequired elements of the job, which could improve productivity as a whole. These discretionary contributions include organizational citizenship behavior (OCB) and organizational commitment (Arshad et al., 2021). OCB involves going beyond expectations and positively affects business operations. Such behavior is not part of a worker's formal obligation to achieve the firm's goals (Desky et al., 2020; Francisco & Saoloan, 2021; Kotamena et al., 2020; Praditya, 2020; Purwanto, 2022; Sa'adah & Rijanti, 2022; Sumarsi & Rizal, 2021). OCB refers to staff dedication and engagement and evokes the desire to stay with a company (Prayuda, 2019; Supriadi et al., 2020). Employees who perceive a high level of organizational support tend to be highly committed to the organization (Arshad et al., 2021; Capone et al., 2022; Sumarsi, 2019; Sumarsi & Rizal, 2021; Suprapti & Rizal, 2022). Providing support may contribute to workers' commitment and intention to stay with the organization (Firmansyah et al., 2022). Followers who perceive support tend to increase organizational commitment (Ahmadi et al., 2020). Staff who receive leaders' and firms' support, adequate rewards, career advancement, work-life balance, and recognition tend to remain with the company (Welch & Brantmeier, 2021).

Empowerment and intrinsic motivation affect followers' commitment, which could lead to better performance overall. Empowering workers may increase staff organizational commitment (Dawy et al., 2022). Empowerment can also increase

employee motivation and promote performance (Yunus et al., 2020). Transformational leaders who provide support and motivation to followers may trigger an emotional attachment to the company, stimulating a worker's intention to stay with the company and fostering retention.

TLT and factors such as intrinsic motivation, organizational environment, and professional learning can influence employee retention (Yamin, 2020). Transformational leaders who satisfy workers' needs may increase overall levels of intrinsic motivation among staff (J. Chen et al., 2022). Leaders can influence workers' retention by creating a work environment where employees have mutual consideration of their surroundings, can share their viewpoints, and have perceived organizational support (Xuecheng et al., 2022). Organizations that provide a work environment where employees are respected, valued, empowered, and connected to their leaders may contribute to greater retention of workers (Frye et al., 2020; Ohunakin et al., 2019). A healthy work environment may promote increased job satisfaction and retention intentions (X. Wu et al., 2020a). Organizational learning can help develop workers' ability to learn and share knowledge and enhance their motivation for performance (Vashdi et al., 2019). Leaders who motivate, provide support, use open communication, promote creativity, satisfy workers' needs, and value workers may influence staff to stay with the company.

Evolution of Transformational Leadership

Early limitations and a lack of generalization of TLT have led to the expansion of TLT. The TLT concept has undergone many changes as researchers and practitioners have expanded research on leadership. Researchers such as Bass (1985), Kouzes and

Posner (1987), Podsakoff et al. (1990), Jantzi and Leithwood (1995), Leithwood and Jantzi (1999), Carless et al. (2000), and Alban-Metcalf and Alimo-Metcalf (2000) have scrutinized and expanded TLT.

Bass (1985) expanded the concept of transformational leadership by identifying the four elements of TLT: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. Bass also developed the Multifactor Leadership Questionnaire (MLQ) to assess TLT. The Bass extension of TLT includes leader ethics, high moral standards, compliance, and good personal behavior (idealized influence), according to Ohunakin et al. (2019). It also takes into consideration each follower's aspiration, ability, and needs (individualized consideration); clarifies and communicates vision (inspirational motivation); and challenges stagnation and fosters creative thinking and innovation (intellectual stimulation; Ohunakin et al., 2019).

Idealized Influence

TLT is proactive and transformational leaders portray positive attitudes and behaviors to motivate followers (Nguyen et al., 2019). Transformational leaders with idealized influence use their charisma to exemplify positive behavior, appearing as role models before their followers. Idealized influence plays a crucial role in workers' commitment to the organization because leaders with this trait provide a clear vision to their staff, which tends to positively affect employees' organizational commitment (Afshari, 2022). Leaders idealize their influence by communicating the organizational vision to gain followers' trust, respect, and admiration, which leads to workers' commitment and determination in executing and achieving the company's goals (Afshari,

2022). Idealized influence and organizational commitment positively correlate with job satisfaction (Lei et al., 2022). Organizational commitment is a vital factor that affects job satisfaction and results in an increase in workers' engagement and performance (Lei et al., 2022). Transformational leaders who use idealized influence could encourage employees to outperform by creating a social exchange relationship, where followers try to perform beyond expectations.

Individualized Consideration

Transformational leaders with individualized consideration may act as mentors or guides, providing support, listening, and attending to followers' needs. Leaders who use individualized consideration motivate and coach employees to improve productivity (Chebon et al., 2019). Leaders who implement individualized consideration act as mentors by acknowledging each follower's needs, which may trigger achievement, growth, and performance (Jensen et al., 2020). Leaders who implement individualized consideration value workers as people with diverse needs, aspirations, and goals that may positively influence performance (Jensen et al., 2020). Acknowledging and fulfilling staff needs may improve work performance. Leaders with individualized consideration motivate and care about each worker to significantly influence the worker's performance and foster overall business performance (Top et al., 2020). Recognizing and acknowledging workers' efforts could promote confidence and encourage self-development in employees, and using effective communication (EC), coaching, and mentoring may lead to employee high-performance achievement (Ogola et al., 2017). In conclusion, leaders with individualized consideration acknowledge and accept followers'

needs and differences; use open communication; and provide support to foster followers' commitment, performance, and retention.

Inspirational Motivation

Inspirational motivation is another component of TLT that encourages optimism and commitment. Leaders who communicate the business vision and frequently communicate with followers may increase employee optimism, motivation, and enthusiasm to achieve organizational goals and improve performance (Khalil & Hussain Ch., 2021). Leaders with inspirational motivation motivate followers toward a collective goal and promote an inclusive work group environment to encourage affective commitment and increase performance (Brimhall, 2019). Emphasis placed on inspirational motivation improves workers' performance (Komakech et al., 2021). Leaders who recognize workers' strong work performance possess a positive instrument to improve employees' inspiration, excitement, motivation, and retention (Petak, 2021). Leaders with inspirational motivation focus on motivating and satisfying employees to increase performance, organizational commitment, and retention.

Intellectual Stimulation

Leaders who use intellectual stimulation tend to encourage workers' abilities to innovate and create while remaining productive. Leaders who question expectations, identify challenges, and conceptualize imminent and new ideas may help stimulate followers' efforts to be more innovative and creative (Reza, 2019). Some managers use intellectual stimulation to promote innovation and creativity for organizational success (Endrejat, 2021). Leaders who display intellectual stimulation trigger creativity through

followers' creative identity, empowerment, intrinsic motivation, and self-efficacy (Koh et al., 2019). Implementing intellectual stimulation may help promote employee creativity through job autonomy (Le Cong Thuan, 2020). Leaders who try to motivate workers through job involvement and design may engage workers and boost employee creativity and innovation (Otieno et al., 2019). Leaders with intellectual stimulation also drive workers' ability to think beyond expectation and encourage innovation and creativity (Shafi et al., 2020). These leaders may stimulate followers' motivation, innovation, creativity, and organizational performance.

Individualized consideration, idealized influence, inspirational motivation, and intellectual stimulation and OCB collectively are factors that influence employee retention (Tian et al., 2020). In response to Burns's definition of TLT, Bass (1985) developed the MLQ to appraise TLT based on three factors: charisma, intellectual stimulation, and individualized consideration (Carless, 1998). Leaders of health care businesses use the MLQ to measure nurse managers' leadership styles, further supporting TLT to prevent nurse turnover (Suliman et al., 2020). TLT is one of the most dominant leadership theories identified by the MLQ scale (Kolomboy et al., 2021). Organizational leaders may use the MLQ to identify the most appropriate and EL styles. The four dimensions of TLT may help leaders transform followers' attitudes and willingness to perform to their fullest potential, favor creativity, and instill a commitment to increase performance and intention to stay.

Kouzes and Posner (1987) continued the expansion of TLT and developed the Leadership Challenge assessment. Kouzes and Posner explored the challenges of

leadership and ascertained that exemplary leadership is grounded on the moral aspect of TLT. Kouzes and Posner interviewed experienced leaders and found that challenge leadership includes five practices: inspiring a shared vision, modeling the way, challenging the process, enabling others to act, and promoting the heart. Inspiring a vision involves creating a vision that other members could aspire to. Modeling the way consists of clarifying values and attributes while leading by example, and challenging the process involves looking for new, innovative ways to operate. Enabling others to act encourages collaboration by building trust and empowering others. Finally, promoting the heart refers to recognizing followers' contributions to goal achievement. Kouzes and Posner discussed the five practices to propose exemplary leadership behaviors and help leaders attain extraordinary deeds. Kouzes and Posner posited that leadership is a practice that anyone can learn and master and that everyone can achieve extraordinary things.

Practicing TLT in nursing homes through the lens of Kouzes and Posner (1987) may help nurse leaders model expected behaviors and provide a shared vision (Ajanaku & Lubbe, 2021). Identifying staff's needs for job implementation and supporting teamwork for mutual respect and collaborative skills may help accomplish and sustain high job performance. Additionally, nurse managers can set clear standards by personalizing, recognizing, and celebrating successes. Nurse managers can also provide feedback and engage in clinical processes and vision. Nurse leaders should support and inspire employees to challenge the processes, attain the highest achievement level, and enable others to act to achieve goals. Providing rewards drives intrinsic staff motivation, and increases commitment, performance, and workers' retention, among other benefits

(Ajanaku & Lubbe, 2021). Implementing TLT through the lens of Kouzes and Posner may help nursing home leaders support, guide, and provide clarity to enhance change and increase productivity and quality care.

Podsakoff et al. (1990) examined the influence of transformational leadership behaviors on OCB and the mediating role of followers' trust and satisfaction to measure six dimensions of transformational leader behaviors. In doing so, Podsakoff et al. developed the Transformational Leadership Inventory, a 22-question scale designed to capture transformational leadership (Gougas & Malinova, 2021). Podsakoff et al. used six behaviors associated with TLT. The first behavior is to identify and articulate a vision, which comprises behavior exhibited by leaders to identify business opportunities and develop, articulate, and inspire followers. Second, leaders should provide an appropriate model by leading by example and exhibiting behavior consistent with leaders' values. Third, leaders should promote the acceptance of group goals by supporting collaboration toward achieving a mutual goal. The fourth behavior is displaying high performance expectations, thereby demonstrating managers' expectations for quality, excellence, and high workers' performance. Fifth, managers should provide support, respecting each employee and attending to followers' personal needs and feelings. Finally, managers should utilize intellectual stimulation, challenging workers to re-examine how employees carry out their work and to think about innovative ideas to perform work.

TLT can influence OCB if trust and satisfaction are the main determinants. Additionally, transformational leadership can influence intellectual stimulation and individualized support (Podsakoff et al., 1990). OCB strongly influences staff turnover

intention; Through OCB, psychological contract influences workers' behaviors and attitudes, influencing employees' intentions for attrition (Batra & Kaur, 2021). Providing support and satisfying workers' needs may positively influence OCB, which may trigger workers' intention to remain in their employment.

Jantzi and Leithwood (1995) reviewed TLT and designed a scale to measure TLT in the context of education. The authors developed the Principal Leadership Questionnaire to measure TLT in the school context. Jantzi and Leithwood identified six leadership dimensions: Identifying and articulating a vision, providing individualized support, fostering the acceptance of group goals, serving as an exemplary model, providing intellectual stimulation, and demonstrating expectations for high performance. The Principal Leadership Questionnaire is a scale of 22 questions aiming to apprehend TLT and align its tenets with the needs of schools' leadership and management needs.

Leithwood and Jantzi (1999) continued to expand TLT in the context of education by examining TLT in school management. The authors eventually expanded the Principal Leadership Questionnaire to 270 questions to measure TLT in the context of dominant school conditions. In doing so, Leithwood and Jantzi developed an understanding of the nature of school leadership based on 10 dimensions: (a) symbolize professional practices and values, (b) develop structures to boost participation in school decisions, (c) offer individual support, (d) provide intellectual stimulation, (e) demonstrate high performance expectations, (f) build school vision and goals, (g) establish effective staff activities, (h) monitor school activities, and (i) provide community focus. Out of the 10 dimensions, four refer to management and six to leadership. Using Leithwood and Jantzi's leadership

questionnaire can help educational leaders to manage administrative workers and teachers.

The length and time-consuming nature of administering scales like the MLQ and the Transformational Leadership Inventory have spurred researchers to create a short tool to measure TLT. Seeking to further Podsakoff et al.'s (1990) work, Carless et al. (2000) identified seven transformational leader behaviors: communicate a vision, develop staff, provide support, empower workers, be innovative, lead by example, and be charismatic. Communicating a vision involves a future vision for the organization and communicating that vision to followers to convey values and motivate followers. Developing staff consists of identifying each follower's needs, facilitating and encouraging personal development. Supportive leadership consists of providing positive feedback and recognition of individual staff member achievement as leaders' expression of confidence in the abilities of followers' effective performance and success in achieving challenging goals. Empowering workers involves including followers in decision-making by setting policies and regulations that give followers autonomy in solving problems and supporting decisions. Innovative or lateral thinking consists of leaders taking risks to achieve the business vision, challenging opportunities, and giving challenging tasks to promote critical and lateral thinking. Leading by example consists of transformational leaders showing consistency between what transformational leaders say and how transformational leaders behave. Finally, charismatic leadership consists of inspiring followers to the highest level of motivation and performance in support of the company's goals. Bass and his colleague considered charisma an essential element of

transformational leadership (Bass, 1985). Carless et al. (2000) used the seven transformational leaders' behaviors to develop the Global Transformational Leadership Scale (GTL), a short and clear tool to measure TLT.

Issues with TLT generalization led Alban-Metcalfe and Alimo-Metcalfe (2000) to refine TLT, designing a tool to measure TLT in the United Kingdom. Alban-Metcalfe and Alimo-Metcalfe developed a new TLT scale because of the United States' hegemony. Alban-Metcalfe and Alimo-Metcalfe analyzed the perceptions of middle, senior, and top managers, including women and men in local government, to describe their leadership attributes. Alban-Metcalfe and Alimo-Metcalfe aimed to describe the dynamic behaviors of managers. Alban-Metcalfe and Alimo-Metcalfe developed a complete questionnaire to understand the characteristics of TLT at various levels of an organization. To this end, the authors designed the TLT Questionnaire Local Government Version. The goal of the TLQ was not to replace the MLQ model of TLT but to start from a foundational theory that would identify the nature of leadership phenomena in different types of organizations and cultures (Alban-Metcalfe & Alimo-Metcalfe, 2000).

Criticism of Transformational Leadership

Researchers have different viewpoints about TLT. Some researchers have accepted TLT as a leadership theory that transforms and influences followers for organizational goal achievement and employee retention, while others have identified many drawbacks of TLT. Assingkily and Mesiono (2019) indicated that one criticism of TLT is that transformational leadership practices require intensive attention. TLT also empowers followers unevenly (Assingkily & Mesiono, 2019). Some researchers believe

that the influence of TLT on followers is incompatible with moral values, since TLT lacks the principles of honesty, fairness, and respect for staff to be authentic (Ferreira et al., 2020). Other researchers believe that TLT is biased toward heroic leadership, the non-shared process of leadership, is ambiguous in its identification of the processes, and suffers a lack of precision on variable situations which might affect the implementation of TLT (Self - efficacy as a resource, 2021). Bass and Riggio (2010)'s criticized TLT as elitist and antidemocratic because transformational leaders act independently of their followers by creating and communicating a vision that precludes followers (Asbari et al., 2020). Transformational leaders provide workers with a new vision and values without consulting followers about the adoption of the new vision. Transformational leaders do not consult followers about whether the new direction aligns with the organizational vision. Some leaders misuse TLT to fulfill their personal interests, while others consider TLT as pseudo-transformational leadership, which values competition over true transformational leadership (Asbari et al., 2020).

Transformational leaders with their intention to transform workers could engender a cult of personality, followers' fear of freedom, or create a false sense of security in complex situations (Fourie & Höhne, 2019). The heroic bias in TLT fails to acknowledge and integrate the inevitability of human failure and encourages biased leadership (Fourie & Höhne, 2019). Collins et al. (2020) listed some drawbacks of TLT. First, TLT may be overwhelming for followers and leaders. Second, employees and leaders could feel the pressure to portray positivity and pretend to be highly motivated. Third, the continual desire to strive for a vision and take pride in organizational goals achievement can trigger

burnout and demotivation in some followers. Such desire could be emotionally taxing for some leaders. A fourth drawback is that some leaders use TLT for personal interest by using their charisma for their promotion. Fifth, it can be difficult to transfer or teach TLT behavior since TLT characteristics are inherent among some people.

Nursing home leaders can implement TLT in specific situations, such as when introducing new projects, shift-working, and large-scale service improvement in day-to-day practice to ensure effective performance and ensure quality care (Collins et al., 2020). Despite the criticism and limitations of TLT, many researchers have used TLT to mitigate voluntary nurse turnover. Many researchers found that TLT reduces employee turnover intention (Alkarabsheh et al., 2022; Magbity et al., 2020; Manoppo, 2020; Y. Wu et al., 2020b; Yücel, 2021). Transformational leaders promote innovation and creativity, motivate followers to increase satisfaction, and trigger staff engagement and commitment to boost performance and retention. However, transformational leaders can demotivate some workers and TLT could be emotionally draining for some leaders.

Implementation of Transformational Leadership Theory in Nursing Homes

TLT can drive positive change, quality care, innovation, and nurse retention. Pearson (2020) used the four elements of TLT to impact outcomes and organizational culture in nursing homes. According to Pearson, leaders use idealized influence by demonstrating engaging behavior to optimize communication and affect change. Leaders with individualized consideration provide individual empathy, mentorship, and support to boost productivity, empower followers, and facilitate open communication. Leaders with individualized consideration also reward contribution and creativity in a manner that

drives self-motivation. Leaders with inspirational motivation encourage followers to perform beyond expectation, create solutions, and facilitate an in-depth work commitment level. Finally, leaders with intellectual stimulation promote critical thinking, innovation, and investigation of possible solutions to improve work environments and patient outcomes. Implementing TLT encourages magnets to help break down silos between departments (Pearson, 2020).

Leaders who enhance inclusion and recognition maintain a strong professional practice environment for nurses and generate outstanding patient outcomes (Pearson, 2020). Health care leaders who implement TLT by encouraging EC and positive behavior and enforcing a healthy work environment may experience a decrease in staff turnover (Robbins & Davidhizar, 2020). Nursing homes who do not apply TLT in their leadership style might experience lower outcomes. Promoting the use of transformational leadership in nursing homes may help leaders face current and future challenges associated with nurse turnover (Poels et al., 2020). Leaders who use TLT can also help create and sustain a culture of patient safety and promote a pleasant work environment, maximizing balance between job resources, job demand, and work-life balance (Seljemo et al., 2020). Other benefits of using TLT in health care facilities include increasing quality care and workers' retention intentions and reducing operational costs (Boamah et al., 2018; Magbity et al., 2020; Robbins & Davidhizar, 2020). TLT is a crucial instrument nursing home leaders can use to retain nurses and decrease VET.

Supporting and Contrasting Theories of Transformational Leadership

Besides transformational leadership, researchers have used many other leadership theories to explore the issue of turnover. The multitude of leadership theories can help business leaders understand employee turnover factors in-depth while also understanding diverse options to address the issue. I will focus on Maslow's hierarchy of needs and Vroom's expectancy theory as leadership theories that support TLT. I also consider laissez-faire leadership (LFL) and authoritarian leadership as leadership theories that oppose transformational leadership. I selected TLT as a conceptual framework because TLT has been shown empirically to transform workers' behavior and attitude to achieve organizational goals.

Supporting Theories of Transformational Leadership

A multitude of leadership theories align with TLT. I selected Maslow's hierarchy of needs and Vroom's expectancy theory for this study. Both theories are derived from psychology, and can help leaders understand followers' behavior regarding turnover intention.

Pyramid Theory of Needs. Maslow (1943) proposed a cognitive theory of motivation, also known as Maslow's hierarchy of needs, to explain human motivation based on an individual's level of need. Maslow's theory indicates that fulfilling staff needs could be one of the factors that drive motivation. Maslow's pyramid of needs includes physiological, safety, belongingness and love, esteem, and self-actualization needs. The physiological, or basic, need involves water, food, shelter, sleep, clothing, and reproduction (Montag et al., 2020). Safety needs involve stability, employment, health,

and property (Ştefan et al., 2020). Belongingness and love surround intimacy, friendship, and family (Montag et al., 2020). The esteem needs involve recognition, prestige, confidence, self-esteem, and a feeling of accomplishment (Benti & Stadtmann, 2021). Finally, self-actualization involves the accomplishment of one's full potential, pride, and mental growth (Ştefan et al., 2020). Maslow noted that the lower needs in the hierarchy must be satisfied before one can address needs higher in the pyramid.

Satisfaction drives motivation and performance, motivation promotes enhanced performance, and workers perform better when they meet the highest levels of Maslow's pyramid of needs, esteem and self-actualization. Employees only satisfying the lower levels of the Maslow pyramid of needs may experience low motivation and performance (Ştefan et al., 2020). Satisfied workers fulfill higher-order needs and performance, but higher-order needs and performance indirectly affect satisfaction (Ştefan et al., 2020). Leaders who implement the three dimensions of Maslow's pyramid of needs tend to increase nurses' intention to stay (Chiao et al., 2021). Deficiency needs, including physiological, safety, and belonging, and unsatisfied needs could lead to nurse turnover (Chiao et al., 2021).

Some researchers criticized Maslow's theory saying that the hierarchical theory was not reliable due to the theory's personalistic framework. However, scholars criticizing Maslow's theory have not confirmed that the pyramid of needs is flawed (Dutil, 2022). Chiao et al. (2021) also wrote that Maslow's theory of motivation may assist leaders in meeting all levels of employees' needs, foster workers' satisfaction, and increase employee retention. Implementing the fulfillment of Maslow's needs pyramid

may also help leaders understand employee behavior to fulfill workers' needs, leading to employee satisfaction, increasing workers' performance, productivity, and retention, and mitigating VET.

Expectancy Theory of Needs. Vroom (1964) developed the construct theory of expectancy to understand and guide people's cognitive behaviors to achieve desired outcomes. Vroom argued that acknowledging and recognizing people's effort and extra performance drive workers' desire and ability to perform beyond expectation. Vroom noted that the intensity of the effort invested in a job would depend on the perception that effort could result in the expected outcomes. Therefore, an employee's invested effort could translate into the expectation of a reward (Vroom, 1964).

The expectancy theory includes valence, expectancy, and instrumentality. Valence is the value a worker gives to the type of reward (Nikulina & Wynstra, 2022). Understanding valence may help leaders conceptualize which type of reward motivates specific workers (Supatn & Puapradit, 2019). Expectancy is the belief that increased effort could promote performance or an outcome (Swain et al., 2020). Employees believe that investing additional effort could lead to desirable outcomes (Supatn & Puapradit, 2019). Instrumentality is the perception that a given performance's intensity could reflect the level of outcome (Zboja et al., 2020). Staff with high instrumentality believe that achieving expected performance could lead to desired results, which may trigger staff engagement and an increase in performance (Supatn & Puapradit, 2019).

Employees are aware that their efforts contribute to goal achievement and productivity. Workers' awareness of their efforts can act as motivators to increase

workers' performance (Supatn & Puapradit, 2019). Expectancy, extrinsic instrumentality, and intrinsic valence directly affect employees' engagement and expectancy, whereas extrinsic instrumentality and intrinsic valence indirectly influence employee work performance. Workers tend to be more motivated and improve their productivity and performance when they perceive the presence of expectancy, intrinsic valence, and extrinsic instrumentality (Supatn & Puapradit, 2019). Investing effort into work may lead to achieving positive outcomes (expectancy), and to obtain a reward, employees should perform as expected (instrumentally) to get an attractive outcome (valence) (Munoz et al., 2016). Leaders who acknowledge employee effort may contribute to trigger workers' motivation and performance (Liu & Liu, 2022).

A criticism of the expectancy theory is that if any of the three factors (expectancy, valence, and instrumentality) is lacking, an employee may lack motivation (Lloyd & Mertens, 2018). The implementation of the tenets of expectancy theory may help leaders understand employee behavior related to workers' motivation, satisfaction, engagement, and performance, which can help leaders obtain insight to develop retention strategies. Setting proper expectations with hard work may trigger the desired outcome and drive workers' satisfaction and retention.

Contrasting Theories of Transformational Leadership

The variety of leadership styles impact workers differently and produce different effects. The choice of leadership style should align with organizational goals. I selected LFL and authoritarian leadership as theories that oppose TLT because neither LFL nor authoritarian leadership focuses on communicating a vision to achieve goals.

Laissez-Faire Leadership. One of the main characteristics of LFL is the absence of leadership, since laissez-faire leaders fail to inspire followers or provide direction (Bass, 1990). Leaders who use LFL abandon their duties (Norris et al., 2021), avoid making decisions, and rely on trust (Achhnani, 2020). The lack of supervision can prevent employee improvement, which may lead to a delay in organizational goal achievement (Achhnani, 2020). Additionally, under an LFL, employees do not have a clear vision due to the lack of communication from their leader (Achhnani, 2020). A lack of vision may result in low productivity and lack of career development (Achhnani, 2020). LFL may increase worker ambiguity and errors while decreasing overall performance (Achhnani, 2020). LFL can negatively affect work motivation and performance.

The use of LFL can damage the relationship between leaders and followers, resulting in a destructive organizational commitment (Robert & Vandenberghe, 2021). Leaders with LFL style provide minimal guidance with the least interference (Alrubaysh et al., 2022). Using LFL in health care settings can increase nurses' anxiety, emotional stress levels, turbulent behavior, fatigue, and employee turnover. LFL may lead to more medical errors, lower quality care; LFL may also hinder goal achievement and decrease employee performance and retention (A. Khan & Tidman, 2021). LFL could be a demotivating factor for employees as LFL involves no motivational tactics and very little communication (Ibrahim et al., 2022). According to Robert and Vandenberghe (2021), leaders who implement LFL may contribute to reducing workers' effective commitment.

LFL has been described as destructive leadership that may contribute to decreased performance and increased turnover intentions (Fosse et al., 2019). However, when implementing LFL with talented, self-motivated, and highly skilled workers, LFL becomes more effective and triggers workers' motivation, according to Ahmed Iqbal et al. (2021). Although self-motivated and talented employees can perform well under LFL, it might not be the ideal leadership style for healthcare facilities given some of the downfalls of the laissez-faire style (A. Khan & Tidman, 2021). Since LFL is not built around followers' strategies, it opposes TLT (Achhnani, 2020). LFL can harm organizations due to business leaders' laxity in decision-making and communication. LFL and other leadership styles, like authoritarian leadership, can harm organizational costs, productivity, performance, profitability, and business viability.

Authoritarian Leadership. In authoritarian leadership, leaders have absolute power over followers and make all decisions. Authoritarian leaders use their authority to control staff and request absolute obedience from workers (Schaubroeck et al., 2017). Authoritarian leaders can create emotional suppression among staff, probably leading to emotional exhaustion and poor performance (Chiang et al., 2021). Authoritarian leadership can negatively affect work performance, organizational commitment, and workers' retention intentions (Schaubroeck et al., 2017; Z. Wang et al., 2019a). Nurse leaders who use an authoritarian leadership style can negatively affect staff behavior, increase low-quality care and medical errors, and increase nurse turnover (Alharbi, 2017). Due to the negative impacts that authoritarian leaders have on followers, implementing authoritarianism can be destructive for organizations (Cao et al., 2022). Authoritarian

leadership is unsuitable for this study because leaders with authoritarian behavior could demotivate workers and contribute to employee turnover. Therefore, authoritarian theory contrasts TLT.

Other Concepts That Align With Transformational Leadership Theory

Transformational leadership theory was chosen for this study over other types of leadership styles due to its prevalence and popularity in healthcare settings. This section includes an analysis of concepts that align with TLT: employee turnover and employee retention strategies.

Employee Turnover. Employee turnover remains a challenge for business leaders. Turnover may refer to a scission between an organization and a worker and can be involuntary or voluntary. Involuntary turnover consists of a termination of a work contract between a firm and a worker (Rubenstein et al., 2019). Voluntary turnover refers to an employee's willingness to leave a company (Ramlawati et al., 2021). A high outflow of skilled and talented employees can harm a business (Lyons & Bandura, 2019). Nursing home leaders who enhance job satisfaction can reduce skilled nurse attrition, preventing organizational harm (Lee, 2021). Employee turnover can minimize organizational effectiveness and promoting job satisfaction among nurses may help mitigate staff turnover.

Retention Strategies. Staff retention strategies are action plans leaders develop to anticipate and overcome turnover. Workers' retention refers to leaders' capacity to retain talented workers (Rombaut & Guerry, 2020). Nurse retention is a serious concern for leaders in the health care industry (Sija, 2022; Vardaman et al., 2020). The selection of

leadership styles is vital to attracting and retaining nurses (Labrague et al., 2020). The choice of leadership may help leaders develop effective retention strategies.

Developing effective retention strategies may require leaders to focus on factors that affect workers' retention while considering that a standardized strategy for all companies does not exist. Developing effective retention strategies depends on numerous factors, including the type of nurses employed, workforce needs, organizational context, and employee competence and abilities (Foster, 2022). Analyzing factors such as job satisfaction, mobility factors, organizational characteristics, and nurse managers' characteristics, may add input into the development of retention strategies (J. H.-C. Tang et al., 2019). J. H.-C. Tang et al. (2019) suggested three retention strategies: Autonomy, communication, and recognition. Autonomy strategies may allow nurse leaders to have more control over their work. Leaders supporting autonomy involve nurses in the decision-making process and provide shared governance. Communication strategies focus on providing support for nurses' encouragement and having an open communication policy. Recognition strategies focus on demonstrating respect, providing feedback, and acknowledging nurses' performance and achievement.

Leaders can also use the uplift modeling approach as a retention strategy technique to personalize each worker's treatment learning to predict employee's ability and enhance performance (Rombaut & Guerry, 2020). Leaders develop retention strategies to reduce turnover and costs.

Strategies for Overcoming Obstacles to Nurse Retention

Understanding the reasons that drive nurse turnover can help nursing home leaders reduce turnover. Reasons that could drive nurse turnover include job dissatisfaction, burnout, heavy workload and insufficient working conditions; lack of autonomy, professional development, and advancement also influence nurse attrition (Kerzman et al., 2020). Toxic or abusive leadership styles may also trigger nurses' turnover intentions (Bakkal et al., 2019; Reyhanoglu & Akin, 2020; Simard & Parent-Lamarche, 2022; Suliman et al., 2020). Yun and Yu (2021) posited that to overcome nursing staff turnover leaders could: (a) provide fair compensation wages, paid time off, and flexible shifts and hours; (b) reduce non-nurses' responsibilities and heavy workload by hiring more nurses; (c) support work-life balance; and (d) understanding turnover causes and addressing them may help suppress turnover obstacles.

Possible Effective Retention Strategies

Employees are valuable organizational assets (Arasanmi & Krishna, 2019). Developing effective retention strategies could be critical to increasing nurses' satisfaction and decreasing turnover. To effectively retain nurses, nursing home leaders can develop strategies that promote intrinsic and extrinsic motivation, recognition, and career growth. Tuition reimbursement, career development, attendance awards, flexible schedule, retirement, and fringe benefits could influence satisfaction and enhance retention (Hunt et al., 2012). Duru and Hammoud (2022) suggested a similar effective strategy to retain nurses, which included providing proper recognition, EC, respect, sign-on bonuses, tuition reimbursement, a staff shout-out board, nurse empowerment and

shared governance, and competitive financial compensation. An effective retention strategy should align with employees' overall needs and business goals.

Impact of Leadership Styles on Nurse Retention

Leadership style selection can have a significant impact on nurse retention. Leadership style is a crucial factor that leaders could use to impact retention (Alsubaie & Isouard, 2019; Fontes et al., 2019; Pishgooie et al., 2019). According to researchers, using TLT in nursing homes may help retain nurses (Suliman et al., 2020). Understanding the influence of leadership style on nurses' retention is vital to mitigating voluntary nurse turnover.

Strategies to Enhance Nurse Motivation

Motivation is a valuable tool leaders can use to guide nurses' efforts to achieve goals (Rafieian-Isfahani et al., 2019). Fulfillment and self-development, including empowerment, autonomy, relatedness, and competence, can be important factors in enhancing nurses' motivation (Breed et al., 2020). A better understanding of motivational factors could help leaders develop strategies that better assist and support nurses (Kinsella et al., 2018). Breed et al. (2020) determined that nurse leaders who understand what motivates nurses could develop strategies for enhancing nurse motivation and promoting job satisfaction. Knowing that nurses who perceive recognition, encouragement, and financial incentives tend to experience a high level of motivation is an insight leaders can use to enhance motivation (Deressa & Zeru, 2019). Holding regular meetings to improve interpersonal connections and provide a stimulus for career advancement may also help to motivate and improve nurses' motivation and performance

(Gunawan et al., 2019). Understanding what motivates nurses may contribute to improved performance.

Strategies to Enhance Job Satisfaction

Acknowledging the impact of job satisfaction may enhance performance and retention. Leaders who encourage professional work relationships and provide rewards, recognition and praise can foster nurse job satisfaction (Waltz et al., 2020).

Organizational justice and self-efficacy are also factors that improve job satisfaction, and leaders who fairly treat employees and provide a work environment that promotes personal growth can boost nurses' job satisfaction (Chegini et al., 2019). Promoting nurses' development and self-efficacy can drive job satisfaction and improve nurses' organizational commitment (Chegini et al., 2019). Leaders who clearly understand job satisfaction and related components can use job satisfaction as input to increase satisfaction and employee retention (Lu et al., 2019). Improving job satisfaction can ensure organizational commitment, quality care, and nurse retention.

Challenges to Strategy Development

To be effective, leaders could develop strategies to address business challenges (Bartling, 1997). Leaders who develop strategies should align their strategies with the firm's vision and goals to avoid failures. Considering long-term and near-future perspectives is essential when developing business strategies (Rasouli et al., 2020).

Developing business strategies can come with challenges that may affect organizational growth (Bartling, 1997). Strategy development challenges may include a lack of vision and accountability, poor communication, failure to commit resources, and failure to

understand the competencies needed for a particular job. Additional challenges may include being process-oriented rather than results-oriented (Bartling, 1997).

Overcoming Obstacles to Strategy Development

To overcome barriers in strategy development, leaders should set clear, realistic, and achievable visions and goals, communicating the vision and goals to engage workers. Leaders should also communicate the process of goal attainment by specifying activities, assigning responsibilities, providing adequate resources, setting measurable goals, and promoting teamwork to encourage carrying out specific tasks (Chan et al., 2019). A deeper understanding of the root cause of potential obstacles to strategies development may help leaders develop a plan to tackle potential challenges.

Challenges to Strategy Implementation

Strategy implementation consists of adopting a set of business processes, developing strategic plans, and translating the plans into action to achieve business goals (Dyer et al., 2017). Implementation is a set of processes used to execute strategies, and adapt, improve, and sustain interventions (Powell et al., 2019). Implementation strategies may require leaders' and employees' active participation and collaboration for successful implementation strategies (Von Thiele Schwarz et al., 2021). To successfully implement strategies, leaders can define objectives and discuss objectives in alignment with the implementation plan (Von Thiele Schwarz et al., 2021). Prioritizing and working with existing processes and mindset practices (observing, adapting, reflecting, and developing learning capabilities) may help business leaders successfully implement strategies (Von Thiele Schwarz et al., 2021).

Ariyo et al. (2019) posited that some leaders use the multifaceted implementation strategy to improve workers' adherence to evidence-based intervention. Evidence-based interventions include engagement (i.e., including workers from different disciplines), education (i.e., including different approaches and techniques), execution (i.e., standardizing the plan into a simple task to smooth uptake), and evaluation (i.e., assessing patient outcomes). In this way, leaders can implement multifaceted strategies to promote retention.

Strategy implementation may be challenging due to lack of leadership support, minimal resources, and cultural conflicts (Enwereji & Uwizeyimana, 2019). Towards more effective strategy execution (2020) noted that despite the challenges that come with strategy implementation, successfully implementing strategies is vital to measuring organizational performance. Implementation barriers refer to challenges encountered during the implementation process. Leaders who implement strategies may face cultural, environmental, human resources ineffectiveness, inadequate strategy formulation, ineffective performance measures, insufficient resources, managerial barriers, and structural barriers (Nazemi et al., 2015). Nazemi et al. (2015) comprehensively examined implementation barriers. The cultural barriers consist of the skepticism regarding strategic planning, coordination, and motivation for goal achievement. Environmental barriers refer to financial constraints, legal limitations, and rapid changes in regulations and rules. Human resource barriers consist of a lack of qualified workers, motivation, and disconnection between workers and organizational goals. Inadequate strategy formulation barriers refer to the lack of worker participation in strategy development, conformity

between developed strategy and real issue, and performance assessment before developing the subsequent action plan. Lack of involvement of top leaders in strategy development is also a formulation barrier. Ineffective performance measure barriers refer to unknown contributions to action plans in achieving objectives, vague measures, and criteria evaluation problems. Insufficient resources refer to the lack of connection between strategic planning and allocated resources. Managerial barriers refer to insufficient managerial authority, training, knowledge to plan strategically, and critical thinking. Finally, structural barriers consist of an inflexible firm's culture and incompatible measures with the existing firm's structure (Nazemi et al., 2015). Any of these barriers can influence organizational change.

Overcoming Challenges to Strategy Implementation

To overcome strategies implementation obstacles, a restructuring is crucial to meet performance, control and monitor activities, set clear goals, and ensure resource allocation (Enwereji & Uwizeyimana, 2019). Leaders must identify challenges to strategy implementation, such as ineffective communication, workers' resistance to change, organizational culture, and lack of skilled workers (Ndunge et al., 2019). Additional barriers to strategy implementation may include staffing shortages, lack of resources, and poor work collaboration dynamics (Sullivan et al., 2018). Leaders may need to monitor, schedule, and manage support and communication to overcome barriers to strategies implementation, (Ndunge et al., 2019). Measuring strategy implementation by scrutinizing all the strategic plan components and comparing the expected outcome to the

actual results could be essential to take corrective action. Taking such steps may help guarantee successful strategy implementation (Kabeyi, 2019).

Evaluation of Strategy Implementation

Assessing strategies implementation by reviewing, assessing, and monitoring could contribute to business success. The evaluation process allows business leaders to appraise organizations and contribute to strategic implementation on an ongoing basis (Hieu & Nwachukwu, 2019). The assessment process could aim to measure the implementation of strategies, leadership effectiveness, ineffectiveness of managers, and stakeholders' experience (Hazelzet et al., 2020). Nielsen and Abildgaard (2013) developed an evaluation framework to assess implementation strategies that consisted of determining the main actors' role, the intervention's mental models, the intervention context, and the intervention design and process evaluation. Nielsen and Abildgaard's evaluation framework steps include the following: (a) determining the role of main actors refers to employees developing and implementing the plan; (b) management supporting the implementation plan's success; (c) middle managers communicating and implementing activities; and (d) senior managers organizing to successfully plan, implement, and assess the implementation process.

The mental models of the main actors indirectly influence the implementation strategy outcomes while considering the perception of the implementation phase, quality, and sustainability. The context of the intervention consists of analyzing opportunities and constraints affecting implementation. The context of intervention involves assessing actors' motivation, behavior, the place and time of implementation, and the nature of the

job. The intervention design and process evaluation consist of the initiation, screening, action plan, and implementation, as well as acknowledging the effects of the evaluation and taking necessary corrective actions (Nielsen & Abildgaard, 2013).

The initial phase may require nurse leaders to provide support, communication, and adequate knowledge to facilitate strategy implementation (Gabriele et al., 2019). Elaborating on a strategic plan and design may facilitate the implementation of strategies and the evaluation process (Von Thiele Schwarz et al., 2021). Leaders could use the evaluation results to rethink strategies and incorporate plans into daily work practices (Gabriele et al., 2019). Assessing and monitoring strategy implementations may help accomplish successful implementation strategies and business improvement.

Approaches to Measuring the Effectiveness of Implementation Strategies

Leaders can measure strategies implementation effectiveness using the strengths, weaknesses, opportunities, and threats (SWOT) analysis and/or Balanced Scorecard (BSC). Leaders could use SWOT to analyze business strategies' internal and external aspects and generate adjusted strategies (Alnoukari, 2021; Quezada et al., 2019). Leaders can use BSC to measure firms' strategies (Quezada et al., 2019). BSC can also help in assessing strategies implementation against business objectives (Alipour et al., 2022). SWOT analysis is an instrument that may help business leaders understand implementation challenges and take corrective actions for improvement (Siddiqui, 2021). Nursing home leaders could use BSC to compare expected outcomes and actual results. Using BSC and or SWOT analysis approaches to appraise strategy implementation might

help leaders identify challenges and take corrective actions to ensure goal achievement and performance.

Employee Turnover Costs

Employee attrition can affect a business' productivity and revenue. A loss of talented employees can disrupt production because the remaining staff would have to train new workers, work excessive overtime to sustain production, and drive an increase in expenses due to the hiring costs leading to a loss in profit (Ameen et al., 2021). Nurse turnover is time-consuming and can increase unnecessary costs, including costs needed to onboard and train new employees. Turnover also creates the need for additional time to fill vacancies and train new employees (Muir et al., 2022). Turnover may contribute to VET and increase direct and indirect expenses (Lyons & Bandura, 2021). Leaders who effectively invest in the workforce could reduce employee turnover and its associated cost, improving quality care (Zhao et al., 2019). Turnover can negatively impact companies, causing a decrease or loss of market share and organizational decline.

Effect of Transformational Leadership on Motivation

Transformational leaders tend to motivate workers to achieve organizational goals. Transformational leaders manage, maintain, and orient followers' motivation toward business vision and goals to enable workers to act and excel in their work and for goal achievement (Da Cruz Carvalho et al., 2020). Leaders tend to motivate followers to foster job satisfaction and improved performance (Paais & Pattiruhu, 2020). Giving adequate rewards, satisfying employees' needs, and increasing workers' motivation may increase productivity and employee retention (B. J. Ali & Anwar, 2021).

Transformational leaders tend to motivate and support followers to facilitate patient safety improvement (Ree & Wiig, 2020). Nursing home leaders may enhance workers' motivation to create, maintain, and improve patient safety and quality care (Seljemo et al., 2020). Leaders could also use TLT to anticipate patient safety and work engagement (Ree & Wiig, 2020) while engaging staff and impacting satisfaction and performance (Seljemo et al., 2020).

Job satisfaction can refer either to workers' contentment or to positive appreciation of a job or company. Job satisfaction can refer to the positive feeling workers have toward a job (Abate & Mekonnen, 2021; Alrawahi et al., 2020; Quyen et al., 2021; Srivastava et al., 2021; Stamouli & Gerbeth, 2021). Job satisfaction may be a vital factor to measuring organizational effectiveness (S.-U.-R. Khan et al., 2020a).

Leaders who provide favorable working conditions, while also recognizing nurses' needs, may boost job satisfaction and retain talented nurses (Asif et al., 2019). TLT can strongly influence job satisfaction and organizational commitment (Othman & Khrais, 2022). TLT can influence job satisfaction while increasing performance and retention (Dung Tien & Hai Van, 2020; Guevara et al., 2019; Jankelová & Joniaková, 2021; Kawiana et al., 2020; Yuin et al., 2021). TLT can motivate nurses in nursing homes.

Effect of Transformational Leadership on Employee Commitment

Workers' commitment may refer to the affection, dedication, and attachment a worker has for an organization. Nurse commitment connects with productivity and quality care according to Al-Haroon and Al-Qahtani (2020). TLT influences organizational commitment (H. M. Ali et al., 2020; Almaududi Ausat et al., 2022; Brewer

et al., 2016; Rindu et al., 2020). Increasing TLT practice increases nurses' organizational commitment (Uslu Sahan & Terzioglu, 2022). Some nurse leaders use TLT to instill commitment among nurses (Xuecheng et al., 2022). Nurse leaders who implement TLT enhance nurses' psychological empowerment and well-being, which may trigger organizational commitment (Xuecheng et al., 2022).

Effect of Transformational Leadership on Performance

TLT can affect job performance (Bakri et al., 2022; Hidayah & Fadila, 2019; Mushtaq et al., 2022; Shahzad et al., 2022; H.-F. Wang et al., 2021). Focusing on followers' attributes and needs may influence followers' motivation and satisfaction to achieve performance. Nurses with high psychological capital perform better, and leaders could try to satisfy nurses' needs to see improved employment performance (I. Ali et al., 2022).

Leadership styles may affect retention and performance (Haque, 2020). Researchers have shown that implementing TLT to satisfy workers may contribute to employee performance (Curado & Santos, 2022) and motivation (H. Khan et al., 2020b). TLT may also influence a safe team climate in which knowledge sharing is used to impact performance (Anselmann & Mulder, 2020).

Transition

In Section 1, I addressed the foundation of the study, the background of the problem, and the problem and purpose of the study. I also described the population and sampling used in the study, the nature of the study, and the research question., The interview questions used to guide the study and the conceptual Framework were

described. I discussed operational definitions and the assumptions, limitations and delimitations connected to the study. I addressed the significance of the study, social change implication, and academic and professional literature related to employee retention in nursing homes. Section 2 details the specific methodology used in the studying. Section 2 includes the purpose, role of the researcher, and participants' eligibility. Details regarding the research method and design, population, sampling, and ethical concerns are provided. Section 2 also includes a discussion of the data collection instruments and techniques, data organization techniques, data analysis, and the study's reliability and validity. In Section 3, I present the study's findings, describing applications to professional practice, implication for social change, recommendations for action, recommendations for further research and a reflection.

Section 2: The Project

In this study, I examine nursing home leaders' use of TLT for promoting nurse retention and mitigating VET. In Section 1, I provided a review of the academic literature surrounding the use of TLT in nursing homes and health care. Section 2 comprises the purpose statement; a discussion of the role of the researcher; overviews of the participants, research method, and research design; information on population and sampling; and a discussion of ethical research. I also describe the data collection instrument and technique, the data organization techniques, data analysis, and reliability and validity. The section concludes with a transition and summary.

Purpose Statement

The purpose of this qualitative multiple-case study was to explore strategies leaders use to mitigate VET in nursing homes. The targeted population included five U.S. nursing home leaders. The potential implications for positive social change include decreased voluntary nurse turnover and performance improvement, organizational growth, and the expansion of business activities. Expanding a firm's activities can create a ripple effect by generating more employment, reducing unemployment, and improving living conditions (Lee, 2021). Organizational expansion may mitigate challenges with criminality in a community because businesses may have more buying power and hire more people for firms' basic needs that do not require education or certification. Organizational expansion may lessen the number of unemployed individuals in the community who have less economic status and education. The fewer unemployed individuals, the more society becomes productive and valuable. In conclusion, business

improvement might increase workers' wealth, improve the national economy, reduce poverty, and enhance potential prosperity in the community.

Role of the Researcher

My role as a researcher in this qualitative research was to collect primary data through interviews, analyze the data, and provide the results. Yin (2014) stated that a researcher is a tool to collect primary data, manage interviews, and transcribe and analyze data collected. Researchers should integrate their integrity and ethics into the data collection process to ensure the study's reliability and validity (Satalkar & Shaw, 2019). During an interview, the role of a researcher is to use reflexivity to allow a participant to examine their feelings and deflect personal viewpoints from the embedded interview (Perera, 2020). Data analysis begins with interview transcription (Renjith et al., 2021). When analyzing data, researchers should carefully read the data collected to obtain a deep understanding of the information while sorting data into small meanings. Researchers should categorize the data using codes to form primary axial categories (Renjith et al., 2021). Researchers should also identify and interpret themes to gather meaning from the data collected and delineate the main findings that emerged (Renjith et al., 2021).

I did not have any relationship with the study's participants. My role as a researcher was to obtain a pool of participants with the same characteristics. I selected individuals willing to participate in the study with knowledge and experience related to employee retention strategies in nursing homes. I engaged in reflexivity and sought to refrain from any preconceptions that could have affected the data interpretation and findings. Reflexive approaches help avoid bias and positionality, which can affect a

researcher's interpretation of data, outputs, and processes (Holmes, 2020). To further avoid bias, I engaged in *epoché* by setting aside my preconceptions and biases before participating in any interviews and while analyzing and interpreting data (see Heyi & Golga, 2022). Moustakas (1994) asserted that researchers must engage in *epoché* to set aside preconceptions about the phenomenon. According to Yin (2014), researchers should honestly collect and accurately report data to enhance the study's credibility. I sought to adhere to the highest ethical standards to safeguard the study's credibility. I ethically collected and maintained data to assure confidentiality and trustworthiness. I also adhered to the tenets set forth in the *Belmont Report*.

The *Belmont Report*, authored by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979), is an ethical guide that prescribes three main principles to consider when conducting a research study: maintaining a commitment to justice, exhibiting respect to all persons, and practicing beneficence. According to Chou and Frazier (2020), respect for persons requires a clear and autonomous interaction and beneficence to protect participants from abuses and maltreatment. I adhered to the protocol for consistency and uniformity and helped participants understand their rights. Adhering to *Belmont Report* protocols and institutional review board (IRB) recommendations is vital for participants' protection (Roberts, 2020). Researchers who develop an interview protocol may help reduce mistakes (Roberts, 2020). Researchers develop the protocol prior to data collection to anticipate issues that could arise during the interviews, increasing reliability (Yin, 2018). I also adhered to the developed protocol to reduce bias. As a researcher, I was aware of

my self-bias, and to reduce bias, I withheld biased viewpoints, analyses, and conclusions. A researcher should be aware of unconscious and personal biases and monitor their own behavior and decisions to reduce the influences of biases throughout the study (Kim & Roberson, 2022).

Participants

The selection of participants is vital in a study because respondents influence the results (Buchheit et al., 2019). Selecting the right participants with proper knowledge is crucial for the validity of the study (Yin, 2014). Participants were eligible based on their experience and knowledge of strategies to mitigate voluntary nurse turnover. I selected nursing home managers with experience in strategy development and implementation and employee retention. Qualitative researchers should select participants who can provide an answer to the research question (Yin, 2018). To access participants, I used a search engine to compile a list of nursing homes with contact information and referrals. Before approving the study, the Walden University IRB authorized me to start contacting partner organizations. I provided IRB with a list of at least five partner organizations to gain the appropriate approvals to commence the interviews. I contacted IRB support to ensure I understood their instructions. I used the Google search engine to locate nursing homes and sent more than 100 solicitations. I received one potential participant and referrals. I called and emailed each nursing home manager to introduce myself and the study and to invite them to participate. During the telephone calls, I explained the goal of my study and the reason why I solicited the individual's participation in the study. After obtaining each participant's permission, I emailed them the informed consent and requested an

email reply with the statement, “I consent to participate in the study” (see Appendix A for the email invitation, sans informed consent form). I selected the first five managers who provided written consent to participate in the study via email. I provided the list of partner organizations with contact information to the IRB for approval.

To establish a relationship with participants, I maintained communication by email or phone. I updated potential participants while waiting for the IRB approval. I built a professional relationship by making myself approachable and available to answer prospective participants’ questions, create trust, and obtain in-depth data during interviews. I built trust by being respectful and honest. Trustworthy researchers are empathetic, honest, attentive, accessible, respectful, and approachable (Wilkins, 2018). After obtaining IRB approval (no. 04-11-23-1038399), I started scheduling interviews.

Research Method and Design

Research Method

The purpose of the study was to explore strategies leaders use to mitigate voluntary nurse turnover. I considered three research methods: qualitative, quantitative, and mixed methods. I selected the qualitative method. Qualitative researchers try to understand and explore a social and cultural phenomenon (Yin, 2014), whereas quantitative researchers explain and manipulate variables (Nassaji, 2020). Qualitative researchers focus on observed and experienced issues in a well-defined context with specifically selected people, whereas quantitative researchers focus on the generalization from a sample population (Johnson et al., 2020). To ensure the rigor and quality of a study, a qualitative researcher should identify the problem and then collect, analyze,

assess, and interpret the data to guarantee reflexivity (Nassaji, 2020). A qualitative method includes transferability, credibility, dependability, and confirmability; a quantitative method involves external validity, objectivity, and reliability (Nassaji, 2020). The aim of the quantitative method is to understand the world and measure validity and generalizability (Schutt, 2019). Quantitative research methods were unsuitable for this study because my study focus was on a specific problem that affects businesses but not on a general issue that affects the world. Researchers who conduct mixed-methods studies combine qualitative and quantitative methods in a study (Creswell & Hirose, 2019; Gilad, 2021; Jones & Thompson, 2021; Ngulube & Ukwoma, 2021; Palinkas et al., 2019; Timans et al., 2019). Mixed-methods studies are more rigorous and are used to test specific hypotheses or research questions. Mixed-methods studies provide insights for explanation and exploration (Creswell & Hirose, 2019). A mixed-methods research approach was inappropriate for this study because I did not need to use statistical data or test hypotheses to answer the research question. The qualitative method was a suitable fit because I explored ways to solve the issue of VET in nursing homes.

Research Design

I considered four research designs: ethnography, narrative, phenomenology, and case study. According to Vom Lehn (2019), ethnographic designs focus on social beliefs, participants' cultural traits, groups, or shared patterns. Ethnographic researchers focus on observing and interacting with cultural and social behaviors of a group of individuals (M. K. Hassan, 2019). Ethnography was unsuitable for this study because I was not focusing on cultural traits. The narrative design focuses on creating journals and autobiographies

based on secondary data (Yin, 2018). Participants in narrative studies tell stories based on real-life experiences (Kudret et al., 2019). The narrative design was unsuitable for this study because I did not use personal stories or analyze and interpret secondary data for findings. In the phenomenological research design, researchers explore participants' lived experiences surrounding a phenomenon (Moustakas, 1994). The phenomenological design examines the meaning of a person's life experience based on facts, concepts, and events (Kocabaşoğlu & Şahin, 2021). The phenomenological design was inappropriate for this study because the study was not focused on people's life experiences, but on leaders' business experiences. Finally, case studies examine how and why a phenomenon occurs through of events over time (Yin, 2018). A single case study refers to a unique analysis at more than one organizational level to minimize the chance of misrepresentation, and researchers might use a single case study in an unusual, critical, longitudinal, or revelatory case (Yin, 2018). A single case study method was not appropriate for this study because I was not planning to conduct a revelatory or critical case study. According to Yin (2018), researchers use multiple-case studies to organize several cases and provide cross-analysis to determine if each case achieved a consensus in the findings and how the consensus was achieved. Yin stated that researchers also use multiple-case studies to identify and understand case similarities and differences. The multiple-case study design was appropriate for this study because the design helped me understand strategies nursing home leaders use to mitigate VET.

A researcher can reach data saturation by using interviews and member checking until no new information, themes, or patterns are observed (Boddy, 2016). After

interviewing five participants, I noticed that I was not obtaining new information. At this point, I reached data saturation.

Population and Sampling

The targeted population for this study was nursing home managers with experience with employee retention and strategies development and implementation. Researchers implement purposive sampling to obtain representative rich data to strengthen the relevancy and quality of the study (Ames et al., 2019). Sampling sizes in qualitative studies are often small, usually focusing on sample quality and the researcher's more profound examination of the information to understand the phenomenon than the sample size (Hennink et al., 2019). Englander (2020) asserted that the qualitative study sample size should represent the sampling population and have at least three to six subjects. I interviewed five nursing home managers to maximize the chance of having respective information from the data collected. Hennink et al. (2019) posited that data saturation is the point at which data, codes, and themes no longer evolve, and there is no new information is gained from additional data collection. I stopped interviewing new participants, because after five interviews I observed saturation.

I selected nursing home managers with experience in employee retention. Due to the Coronavirus constraints, I conducted online interviews and used Google Meet to interview participants in private rooms. Teleconferencing is an instrument that offers security and confidentiality when conducting remote interviews (Archibald et al., 2019). Researchers should schedule interviews at the convenience of the participants' location

and time and test recording equipment (DeJonckheere & Vaughn, 2019). I scheduled interviews according to subjects' availability, provided information about the interview starting time and duration, and sent the link to access the interview.

Ethical Research

Informed consent is a process, outlined in U.S. law, that is designed to offer participants sufficient information to decide about whether to engage in research (Lindsley, 2019). The informed consent must include the nature of the procedure, risks, benefits, reasonable alternatives, and benefits and risks of alternatives. Participants must demonstrate understanding of the elements described in the informed consent process (Shah et al., 2022).

The informed consent must include the aim, methods, sources of funding, conflict of interest, institutional researcher affiliation, benefits, risks, and possible discomfort that the participant may experience. Additionally, participants must be told that they have the right to participate in the study or to withdraw consent from the study at any time. The researcher must guarantee that the subject understands all the information provided in the informed consent (Declaration of Helsinki, 1964). In the Informed Consent, I included the research procedure and purpose, as well as the risks and anticipated benefits of participating in the study. I clearly stated that participants have ample opportunity to ask questions and withdraw at any time from the study by sending me a notice by email or verbally stating their desire to withdraw at any time. I presented the information clearly and concisely to facilitate participants' comprehension and ability to make an informed decision; I ensured that participants had the legal capacity to voluntarily give their

consent without coercion and undue influence (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). Maintaining ethical behavior is essential to limit misconduct allegations and increase study validity in academic and research activities (Sivasubramaniam et al., 2021). Yin (2014) noted that case study researchers should adopt the highest ethical standards possible to ensure participants' protection. The informed consent process should be easily understandable and described in bullet points (O'Shea, 2022).

Upon obtaining approval from the Walden University IRB, I began the interview process. I called each prospective participant to inform them that I had emailed them the informed consent, and I requested a response with the statement "I consent" as proof of their acceptance to participate in the study. The electronic signature must comply with Title 21 of the *Code of Federal Regulations* Part 11 Subpart C, which states that an electronic signature must be unique to one person and the researcher should verify the identity of the person who signed (C. Chen et al., 2020). Once I received the emails confirming each participant's consent, I scheduled interviews. At the beginning of each interview, I verbally informed each interviewee that they could withdraw from the study or refuse to answer questions at any time. I provided no incentives to participate and remain in the study. Smith et al. (2019) asserted that there is a chance that a subject would participate in a study without receiving incentives.

To protect participants, I assigned an alphanumeric code to each respondent from P1 to P5 and coded data transcription. Apart from the IRB, I am the only person with access to the agreement document to safeguard confidentiality. I created a protected

electronic folder with a password to store company names, participants, informed consent, interview data, and company's secondary data. In the protected file, I added companies' public information posted on their websites since I was unable to obtain companies' internal documents to gather all information in one place. I will store the collected information for 5 years after study completion to satisfy Walden University's expectations of data retention. I am the only person to access the electronic file at any time. I stored data collected in an audio recording device with a secure password in a safe at home. I protected and will always protect organizations' and participants' names. Five years after study completion, I will delete the electronic file and the audio recording and contact the factory for the re-set of the audio recorder.

Data Collection Instruments

I was the primary researcher to collect and analyze data for this multiple-case study. Qualitative researchers can conduct semistructured interviews to explore data related to the research question and use archival records for triangulation and member checking to validate findings (DeJonckheere & Vaughn, 2019). I used semistructured interview to gather information about the topic and the respondents' business experience (DeJonckheere & Vaughn, 2019). I emailed all potential subjects inviting them to participate in the study. Nursing home leaders who agreed to participate in the study received an email containing the consent form with instructions to provide an agreement to participate in the study before the interview. During the interview, I took notes with codes and numbers for confidentiality and stored the notes in the electronically secured file. I used the data collected to explore nursing home leaders' views and experiences on

mitigating nurse turnover. After the study completion, I will send the summary of the findings and recommendations to the participants. Allowing access to findings and recommendations will allow participants to relay the results to their organization and act as a means to express my gratitude for having participated in the study.

To prepare for interviews, I developed an interview protocol (see Appendix B) to ensure ethics, consistency, and framework. I practiced the interview process multiple times prior to meeting with participants. A well-planned protocol may contribute to increasing study reliability (Yin, 2018). I ensured the interview protocol felt like a conversation while remaining on track to collect needed information (Roberts, 2020). I reviewed and reflected on the data collected to raise my awareness of bias and evolve and foster a qualitative attitude (Roberts, 2020). I used videoconference to conduct interviews and recorded the interview on a safe audio recorder.

Case study researchers should examine resources like office memos, handbooks, and correspondents associated with personal observations and interviews (Yin, 2018). I used primary data, company public information, and note-taking to achieve triangulation. Qualitative researchers can use multiple data analysis techniques like interviews, observation, and business documents (Natow, 2020).

Member checking is when a researcher asks a study participant more questions to check the report's accuracy (Candela, 2019). Member checking consists of returning an interview or analyzed data to the subject for validation (Birt et al., 2016). I transcribed the interview using an online software transcription that required a password to access my information. I analyzed data collected using NVivo 12 software which also required a

password to access data. I summarized each transcribed interview, emailed each interview transcription to the corresponding subject, and requested a return within 3 days. But that did not happen with all participants. I had to call some participants to remind them to review the interview summary accuracy for a couple of weeks and ask if the summary resonated with each participant's experience (Birt et al., 2016). Member checking helped me confirm the study's validity. Validation is a vital element of the analysis because validation increases the study's rigor, credibility, and trustworthiness (McGaha & D'Urso, 2019). Reliability assesses the findings' consistency (Hayashi et al., 2019). Study results and the validity and reliability of qualitative studies are crucial to providing evidence of research quality (Hayashi et al., 2019).

Data Collection Technique

An online interview is a virtual interaction with the dispersal of overlapping exchange orders present in traditional face-to-face interviews (Żadkowska et al., 2022). Żadkowska et al. stated that the researcher should create an atmosphere of intimacy where the subject feels comfortable and confident in online interviews. I conducted a face-to-face online interview to collect data, used a protocol, asked open-ended questions, and used a semistructured interview technique. Semistructured interviews require an interview guide or protocol consisting of specified conventional questions. In other words, the questions may not be written exactly as the questions appear in the guide (Hamilton & Finley, 2020). Researchers use open-ended questions to explore respondents' experiences and try to better understand how each participant feels (Bearman et al., 2022; Feng & Behar-Horenstein, 2019). I recorded the interview with a

digital audio recorder and took notes using a notebook that did not contain any participant names, but codes, and I saved each participant's notes on five different Word documents and added them to the protected electronic file. Before recording an interview, for ethical reasons, researchers must negotiate consent with the participant, and the recording can start only after obtaining the respondent's consent (Quang & Tri, 2022). Quang and Tri stated that using an offline audio digital recorder to collect data during sensitive research increases information security. I obtained permission from participants to record interviews using my digital audio recorder.

The advantages of conducting a teleconference interview were that telehealth meetings facilitate the respondent's accessibility and are more cost-effective than traveling to meet in person. Online interviews removed logistical factors, such as geographical location, distance, and the money to travel for researchers and respondents. The fact that neither the researcher nor the participant was required to travel to a specific location increased the flexibility of the interview timing and length. Moreover, using online interview formats was convenient for the researcher and made securing data somewhat easier. Teleconference interviews do not compromise the meaningful connection with the respondent, and video interviews allow the respondent and researcher to see and hear each other (Gray et al., 2020). Online interviews' disadvantages include possible technical difficulties and poor internet connection. For example, with one of the participants I had to conduct the interview via phone call while still on video because the participant's microphone was not working. Gray et al. stated that online interviews could be costly, though costs are less than the cost of traveling for a traditional face-to-face

interview. Technical difficulties may arise when setting, conducting, and recording the interview, which may compromise the allocated interview time. Online interviews prevent the researcher from seeing the full participant's body language and may cause challenges related to privacy and distractions. To minimize distractions and increase clarity, the researcher must choose a private location and encourage the respondent to do the same (Gray et al., 2020).

The advantage of using a digital audio recorder is that no one can access the digital audio recorder information except me. Recording and interviews via an offline digital recorder offer greater security (S. M. Carter et al., 2021). The disadvantage of using a digital audio recorder is that if the researcher forgets the password or loses the recorder all information collected is lost.

The benefits of reviewing the company documents can result in obtaining additional information, and additional interview questions, and can contribute to verifying the findings (Marshall & Rossman, 2014). The disadvantage of reviewing the company document is that the researcher can find insufficient information related to the study context.

Upon obtaining Walden University IRB approval (no. 04-11-23-1038399), I proceeded to conduct interviews because this study did not require a pilot study. I confirmed with the respondent that this was the study for which they had signed up. I started by introducing myself one more time, explaining the purpose and process of the study, and sharing a little about my interest in the topic. Researchers can begin an interview with conversational questions to establish rapport, commodities, and trust

(DeJonckheere & Vaughn, 2019). I confirmed that the participant had signed the informed consent and restated that the respondent could refuse to answer a question or withdraw at any time from the study. Researchers should restate that the participant can refuse to answer questions or withdraw from the interview or the study itself

(DeJonckheere & Vaughn, 2019). I followed the protocol to begin the interview. I was non-judgmental during the interview. I listened and took notes. I concluded the interview with an expression of gratitude and requested another meeting if necessary to review the accuracy of my transcription after the data analysis.

I used member checking by returning the data summary to each participant to ensure interpretation accuracy. Researchers can use member checking or subject validation in qualitative data-driven exploration to increase trustworthiness (McGrath et al., 2019). Nevertheless, member checking can cause potential drawbacks arising from opposite views on interpretation (Varpio et al., 2017). I used member checking to ensure the summaries reflect respondents' views.

Data Organization Technique

Organizing the collected data may help researchers effectively access and analyze data (Williams & Moser, 2019; Yin, 2018). Computer-assisted qualitative data analysis software (CAQDAS) can be used to analyze unstructured and nonnumerical data (De Almeida et al., 2019). To organize my data, I allocated pseudonyms to each participant. I used Microsoft Office to record transcribed data and CAQDAS to explore, organize, code, and develop themes to facilitate data analysis. CAQDAS helps qualitative researchers to organize, analyze, and efficiently explore data and encourages researchers

to drive ideas and explore beyond expectations (O’Kane, 2020). When conducting interviews, researchers should label, organize, and codify data to facilitate the analysis (Taylor & Land, 2014). I stored all transcripts, the digital recorder, the secure USB, and any other documents related to the study in a safe at home and will destroy materials five years after study completion. Deshpande et al. (2019) depicted that data researchers must protect and safeguard data from a study and destroy five years later.

Data Analysis

Data analysis includes exploring data to uncover essential themes, subthemes, patterns, and information that answers the research question (Yin, 2018). Data analysis is an essential process that includes data transcription, coding, themes analysis, and document review to reach results (Ravindran, 2019). To analyze data, I started by creating a folder for each subject and labeling the folders with generic codes to track and avoid misplaced data. I used interviews, companies’ public information and note taking to ensure triangulation. Triangulation is a data analysis process that increases reliability and validity while encompassing dependability, credibility, confirmability, and transferability (Moon, 2019). There are four types of triangulations: theory triangulation, investigator triangulation, data source triangulation, and methodology triangulation (Denzin, 1978; Renz et al., 2018; Yin, 2018).

Theory triangulation utilizes multiple theories to guide the research design, study implementation, and data interpretation. Investigator triangulation uses several researchers to collect and analyze data. Data source triangulation uses many research methods for data collection and gets data from several sources in a single data collection

method to obtain more perspectives. Triangulation methodology includes several methods to collect data for the study (Moon, 2019).

Qualitative researchers use methodological triangulation for results validation via cross-verification of different methods (Kelle et al., 2019). I used the triangulation methodology because I collected data from interviews and companies' public information. I conducted interviews to collect data and used the company's public information relevant to this study. To start the analysis, I detailed the data analysis process to increase efficiency. Lester et al. (2020) listed and detailed seven data analysis processes which include preparing and organizing the data for analysis, transcribing the data, becoming familiar with data, memoing data, data coding, moving from codes to categories and categories to themes, and making the analytic process transparent.

Step 1: Preparation and Organization of the Data for Analysis

I prepared and organized data for analysis by gathering all data collected into one into one Microsoft Word document. I created a protected folder and named the folder. I also created subfolders for each respondent and named each folder with the coding name that matches each respondent, data source, date, and time of collection to avoid mixing up information.

Step 2: Transcription of the Data

The data transcription consists of transcribing all the audio data collected and the notes into electronic files. I used the automatic transcription abilities of Rev Transcription to transcribe the data. Transcriptions were compared line by line with the audio recording.

Step 3: Development of Familiarity With the Data

After data organization and transcription, researchers should familiarize themselves with the data collected. I read each set of data several times for a deeper understanding to become familiar with the corpus of data. I was also aware of the gaps and limitations of data collected, which inspired further research and data collection.

Step 4: Creation of Data Memos

Memoing data consists of generating memos and interpretations that describe initial reflections about data. Researchers use memos for further analysis. The qualitative data analysis software can generate memos electronically and directly link memos to specific data or segments where a researcher can directly attach memos to primary data sources. I attached memos to the data sources to allow me to retrieve data segments and written memos to facilitate the development.

Step 5: Generation of Data Codes

Coding the data refers to thematic analysis. Lester et al. (2020) described “a code as a short descriptive word or phrase that assigns meaning to data related to the researcher’s analytic interests” (p. 100) and suggests three coding phases. In the first phase, I assigned codes to the entire data set to identify relevant statements, reflections, and experiences and reduce the size of the primary data corpus. In the second phase, I revisited the data segment and assigned codes in the first phase. At this point, codes started moving to a higher point of inference as I started reflecting on ideas directly linked to the study focus. In the second coding phase, I connected statements to reflections respondents have offered to the study. In the last phase, I explicitly linked the

study's conceptual and theoretical ideas to reach the highest level of inference in coding. Overall, the code at this stage connected statements, reflections, and experiences of the two initial phases with the conceptual framework.

Step 6; Movement From Codes to Categories and Categories to Themes

The thematic analysis includes inductive data engagement where the researcher moves to broader interpretations of the data (Lester et al., 2020). Thematic analysis includes code application, categories development, and theme production. For codes to occur, a researcher should understand how data are connected and how data contrasts. Themes are produced using two steps. First, I acknowledged differences, similarities, and relationships within categories. In the second step, I assigned statements to these categories with the recognition of differences, similarities, and acknowledging correlations. Themes in this study aligned with the conceptual framework and responded to the research question.

Step 7: Transparency About the Analytic Process

Making the analytic process transparent consists of presenting information about the analytic process in a verifiable and transparent way (Lester et al., 2020). Researchers might present the information in a transparent manner using a variety of tools. The first possibility is creating a map of the analytic process, a useful way for a researcher to share the process of moving from codes to categories to themes. Creating a map allows readers of a given study to determine how a researcher went about making analytic choices (Lester et al., 2020). I created a map to allow readers of this study to show how I made analytic choices.

A second method to make the analytic process transparent is to develop an audit trail that describes the correlation between data sources, codes, categories, and themes. Lester et al. (2020) added that many researchers present an audit trail in a table format, which includes the information in the published manuscript. A researcher also uses the audit trail to show what category and theme are responsive to the specific data set segment. A researcher will use the audit trail approach to ensure that the interpretation and coding process is visible enough to readers and evaluators to build trustworthiness regarding data interpretation.

The last way to make the analytic process transparent involves coding usage in frequencies. Qualitative data software can assist with the frequencies of reported code usage and export tabulations in publication-ready formats (Lester et al., 2020). Coding frequencies show the code's application density to the data set and allows readers and evaluators to understand how a researcher used codes to derive the qualitative themes. A researcher reports code frequencies to indicate the connection between themes and the data set. I presented themes with code frequencies to indicate the association between codes and data set. I used the Lester et al. framework for thematic analysis as a protocol for my data analysis.

I used CAQDAS to organize and analyze data and an audit trail. Researchers can use CAQDAS to obtain and share an audit trail (Heckemann & Thilo, 2020). Researchers in health care can use CAQDAS to perform data entry and analysis, compare cases, manage data collected, and provide a basis for validity and credibility (Cypress, 2019). Using CAQDAS can help to reduce overall bias in coding (Costa, 2020; Dueñas &

D'Agostino, 2022; Feng & Behar-Horenstein, 2019). CAQDAS forces researchers to think critically about data; promotes in-depth analysis; allows for comparative analysis and audio-visual description; and helps researchers to create codes and categories (Niedbalsk & Slezak, 2021). The use of CAQDAS also allows researchers to identify patterns and obtain a more in-depth understanding of the meaning of human action (Prabowo, 2020). Of the many CAQDAS programs, I selected NVivo 12 to analyze data.

This study's conceptual framework was TLT. The critical element was voluntary nurse turnover, and the purpose was to study strategies nursing home leaders use to mitigate VET. I considered the conceptual framework, research question, and purpose statement when identifying the themes for data analysis.

Reliability and Validity

Reliability and validity are the main aspects of trustworthiness and quality research in a qualitative study. Qualitative researchers should ensure quality to promote the study's trustworthiness and accuracy (Kyngäs et al., 2019). Trustworthiness includes credibility, dependability, and confirmability, which is crucial to establish the findings' reliability and validity (Hayashi et al., 2019). In qualitative studies, researchers must establish study reliability and validity (Ashworth et al., 2019). I used multiple data sources and member checking to enhance study reliability and validity.

Reliability

I used methodological triangulation and member checking to achieve reliability. Reliability should be congruent with data consistency, and the concept of consistency requires at least more than one set of data for comparison (Vu, 2021). Qualitative

researchers repeat the results under the same conditions to enhance dependability and verify consistency. I sent each respondent a matching interview transcription summary for accuracy review and reviewed company public information to achieve triangulation. Triangulation involves the use of various data sources for cross-checking information (Vu, 2021). I used member checking to ensure that data interpretation corroborates with data collected from participants.

Dependability

Researchers achieve dependability by connecting the research question to the research methodology (Hayre & Muller, 2019). Dependability refers to the findings' consistency or reliability (Prosek & Gibson, 2021). Dependability replaces reliability and affirms that findings differ to the specific place and time, but the explanation should be consistent across data (Lemon & Hayes, 2020). Maintaining the representation of the audit trail allows qualitative researchers to ensure dependability (Hayre & Muller, 2019). I used the audit trail map (see Appendix C) to ensure dependability.

Validity

Triangulation is a qualitative research strategy to test validity via the convergence of diverse data sources (N. Carter et al., 2014). Validity in qualitative research is about interpreting the data with accuracy and doing the member checking to improve the study's validity. I used the member checking for this study validity.

Credibility

I used member checking to ensure the accuracy of data interpretation and triangulation to obtain the validation of the transcribed data. Member checking and

triangulation both improve credibility (FitzPatrick, 2019). Researchers can confirm credibility through member checking, which consists of giving data transcription and interpretation to respondents to confirm credibility (FitzPatrick, 2019). FitzPatrick also reported that qualitative researchers use triangulation to increase findings' credibility and reduce bias by searching for convergent results.

Transferability

According to Lemon and Hayes (2020), transferability substitutes generalizability and external validity, which means researchers can apply findings from one study to other settings and contexts. Transferability refers to the application of the findings to other groups of people or industries (Daniel, 2019). Transferability consists of the generalization and internal validity of the findings. Providing clear specifications and concise descriptions of the findings can retain readers' attention (Yin, 2018). I provided a detailed explanation of the findings to address transferability.

Confirmability

Confirmability is a required criterion for qualitative research to increase the study validity (Yin, 2018). According to Noble and Heale (2019), qualitative researchers may use triangulation and member checking for the complete understanding of data collected and to establish confirmability. I adhered to and maintained ethical standards, adhered to the data analysis process, interpreted data accurately, created a map of the data set and used different methods, such as triangulation and member checking to ensure confirmability.

Data Saturation

A researcher must confirm that no additional information reveals new themes or reaches the point at which the data is redundant (Tran et al., 2017). Data saturation consists of determining the adequate sample size for qualitative research or the point at which the primary data collected begins to repeat (Hennink et al., 2019). I meticulously adhered to the data collection and provided accurate data interpretation. After interviewing five participants I reached data saturation and stopped interviews.

Transition and Summary

Section 2 included a detailed explanation of the process of the qualitative research study. I explained how I recruited interview subjects. Recruitment was based on leaders' business experience and their connection with strategies nursing home leaders use to mitigate voluntary nurse turnover. I provided information on how I adhered to ethical standards. I described my data analysis process, transcription, and saturation. I provided information on how I ensured member checking, triangulation, and reliability and validity of my findings. Section 3 will address the presentation of the findings, application to professional practice, implication for social change, recommendations for action and further research and reflections, conclusion, and appendices.

Section 3: Application to Professional Practice and Implications for Change

Introduction

The purpose of this qualitative multiple-case study was to explore strategies leaders use to mitigate VET in nursing homes. The specific problem I addressed in this study was that some nursing home leaders lack strategies to mitigate voluntary nurse turnover. I used data collected from interviews and public information retrieved from companies' websites to answer the research question. This section contains a presentation of the findings, discussion of the study's application to professional practice and implications for social change, and recommendations for action and further research. I provide closure to this section by offering my reflections and study conclusions.

Presentation of the Findings

The research question for this qualitative multiple-case study was, What strategies can nursing home leaders use to mitigate voluntary nurse turnover? The conceptual framework was TLT. Four themes emerged from the data collected; the findings are linked with the conceptual framework. I collected data from five nursing homes managers identified as P1, P2, 3, P4, and P5. Data collected from participants were confidential. In addition, I retrieved information from companies' public websites to add to the primary data collected from interviews. I created an audit trail map (see Appendix C) to provide a visualization of the process analysis. The four themes that emerged from data analysis were compensation and rewards (C&R), EC, EL, and training and development (T&D). Table 2 displays themes that emerged from data analysis. The number of references to each theme is also shown.

Table 2*Frequency of Themes Derived From Participants' Responses*

Theme	<i>f</i>
Theme 1: Compensation and Rewards	99
Theme 2: Effective Communication	96
Theme 3: Effective Leadership	152
Theme 4: Training and Development	35

Note. Frequency defines the number of times participants mentioned using elements associated with each theme to retain nurses.

I identified the themes shown in Table 2 based on a review of companies' public information; my interview and reflexivity notes; and the data collected from participants, including the frequency of words in participant interview responses (see Appendix D).

Theme 1: Compensation and Rewards

C&R was the first theme that emerged from data analysis. C&R was a strategy participants used to retain workers and mitigate VET. Table 3 displays the frequency of participants' responses related to C&R.

Table 3*Frequency of Participant Responses Related to Compensation and Rewards*

Participant	<i>f</i>
P1	19
P2	9
P3	26
P4	12
P5	33

Note. Frequency represents the number of times each participant mentioned using the

tenets of compensation and rewards to retain nurses. P = participant.

Information collected from interviews revealed C&R to be one means by which participants retained workers and mitigated VET. Nel et al. (2001) stated that intrinsic rewards such as recognition may boost staff motivation, improve job performance, and increase retention. Leaders who recognize workers' strong performance may contribute to improving employees' inspiration, excitement, motivation, and retention (Petak, 2021). Nursing home leaders can create a comprehensive compensation package and implement that package to enhance job satisfaction and mitigate VET (Liggans et al., 2019; Prasetyo et al., 2019). Participants discussed providing subthemes of C&R (competitive salaries, fringe benefits, incentives, praises, encouragement, and recognition) to motivate and retain nurses. P1's said,

We do motivate staff by paying them accordingly based on their qualification and make sure that our salaries are very competitive on the market. We also provide robust benefits in terms of health insurance and all that could apply, we have a robust package of benefits which runs from insurance, health insurance and 457 and we run bonuses . . . Employees work better with their boss when they know their boss is also recognizing what they are doing; if the company does not give you recognition, you will not work effectively [and] when the company is doing well, you do not just tell them; you also need to advocate for employees' bonuses to encourage their great performance.

P1 also said, "You need to give them what is going to sustain them, and their families and it will create longevity, dedication, motivation, and mutual respect to make

the company productive.” Public information retrieved from the P1 company website supported these statements, in particular the quote “we are committed to offering the best benefits to our employees, recognition, and competitive salaries.” P2 noted the following:

We provide verbal encouragement, just to acknowledge nurses when they are doing a specific task well or when their overall performance has improved. We celebrate when we reach a certain goal, promote, or a staff increase in job function like when a nurse aid becomes a registered nurse . . . When they are understaffed, we provide food or free lunch, or they choose a nearby restaurant or anything we can work out.

Public information retrieved from the P2 company website offered that “[w]e appreciate your kindness, honesty, caring, responsibility, helpfulness, hardworking, and modesty.”

P3 stated the following:

When a resident or another staff member notifies us [of] a job well done, we make an announcement and stick a note on the appreciation board as to acknowledge the above and beyond performance. We go around to encourage staff as they do their job. We have what is called the sign on bonus program, which is an amount of payment that they get after working for a period of time; we also have what is called the wellness program, which is an incentive that if they do not call in for an excused absence, then they get \$4 more for an hour on their work shift . . . We do gift cards to boost staff morale for job well done.

The information retrieved from the company website, stipulating, “Thank you for your wonderful service at this place.” reflects P3’s observations.

P4 said, “Incentive is a big issue in retaining employees.” P4 further stated that, “we are working with nurses’ schedule to accommodate them and always praise and encourage them for doing the job that they are doing,” as well as noting that employees are already provided with health insurance by the organization. Public information retrieved from the P4 company website echoed this by stating that “[t]hank you is not enough to express our gratitude for all your excellent care and kindness.”

Like P4, P5 also discussed the importance of incentives. P5 revealed the following:

We give gift cards to encourage nurses for the job well done. We recognize nurses who picked up extra shifts because we know it is hard on them, but they do that to help us out. So, for me, another retention strategy would be recognition. We do barbecues, pizza, or even coffee trucks. I simply post a note on the communication board and let them know that I have an appreciation for the free coffee truck coming for you guys.

P5 praised staff by saying, “I want to say thank all of you guys; you guys have been doing great; you guys are working hard every day; you guys are showing up on time, and our residents are happy, so well done.” Public information retrieved from the P5 company website reflected the organization’s high regard for its employees, stating that “you have won respect from the community.” This was an important element of data triangulation.

The study results align with the findings of Kalyanamitra et al. (2020) indicating that benefits and compensation significantly and positively affect staff retention, as well

as corroborating with the significant and positive association between retention and recognition of human capital (Arnold et al., 2022). The results of this study are congruent with the idea that compensation has a significant and positive impact on staff retention (Ahmed et al., 2020; Aman-Ullah et al., 2022; Djazilan & Darmawan, 2020). The current findings are also consistent with the findings of Alhmoud and Rjoub (2019), who found that rewards can significantly improve employee retention. The current study results also align with W. C. Tang's (2023) findings, which revealed a positive connection between satisfaction concerning nonfinancial rewards and staff retention. The current findings confirmed that C&R practices had positive and significant influence on staff retention (Z. Hassan, 2022). Nursing home leaders who offer C&R such as professional development, praise, competitive salaries, bonuses, health insurance, and retirement plans can mitigate VET. Using C&R to inspire nurses to stay with the company may mitigate voluntary nurse turnover.

Theme 2: Effective Communication

The second theme that emerged from data analysis was EC. Participants used EC as a strategy to mitigate VET. Establishing a positive relationships with employees can help retain staff, while sustaining poor relationships with employee might increase workers voluntary turnover (Kurdi & Alshurideh, 2020). Table 4 shows the frequency of participants' responses associated with the EC.

Table 4*Frequency of Participants' Responses Related to Effective Communication*

Participant	<i>f</i>
P1	32
P2	4
P3	9
P4	20
P5	31

Note. Frequency is the number of times each participant mentioned using the elements of effective communication for nurse retention. P = participant.

EC emerged from the interviews as a strategy participants used to retain staff and reduce VET. Transformational leaders use EC to influence employee retention through T&D, problem-solving, goals achievement, and compelling vision (Tian et al., 2020). To effectively communicate, participants mentioned using the subthemes of EC (collaboration, feedback, open-door communication policy, investigation, practiced active listening skills and persuasion, and recommendations or suggestions) to drive nurse engagement, and encourage commitment, longevity, dedication, and loyalty. P1's observations illustrated this study findings results:

All my managers always make sure that they have a day-to-day conversation with our employees to make sure they understand that we appreciate the job well done and feel appreciated . . . We have a platform where our employees can literally communicate their suggestions and provide feedback. We constantly ask them to fill up surveys to let us know about their ideas workwise, how they feel working with us, and what suggestions they can provide to the company.

No data exists to support the managers' thoughts on the P1 company website about communication.

P2 also indicated the importance of EC. P2 stated that:

We promote cooperation among staff members and a good work environment, I am mindful and listen to staff concerns to resolve them . . . I evaluate the staff performance to see whether they have improved or how circumstances have changed since the last intervention and readjust my approaches.

Nothing was found on the P2 company website about the subject of communication. Regarding the issue of communication, P3 said:

Well, to retain workers, I have an open-door communication policy so that employees know they are always welcome to come and discuss issues they are having, whether they are good, bad, conflicting or what is going on with their work. I always feel like getting to the root of the problem to see where the problem is arising from . . . I have received feedback from employees in the past saying that they appreciate me for being supportive in all aspects, not just work wise.

P3's company's website did not contain information about the firm's communication.

However, P4 indicated the importance of open communication. P4 said:

I always have an open-door communication policy for employees to come to my office to express their concerns and I always like to address it at the same time. Any time an employee gives a two-week resignation notice, I invite them to my

office for an exit interview to discuss the staff intention to leave, how the staff feels about the company, and the overall experience with the company.

P4 provided an example of how she persuaded a staff member during the exit interview to stay, saying that:

I kind of give the pros and cons of staying with the company. [For example], ‘you have already vested your time; you know the facility; and you know that you are probably going to be in a stable position. Whereas if you leave, they might start you at a higher compensation, but you are literally going to start from scratch.’

[Further], ‘if your intention to leave is due to wages, we have room for advancement . . . you know, your evaluation will be due in a certain month or at a certain time. So, that way we can reevaluate your salary and give you the raise you need.

P4 also told an existing staff member that:

It does not look good on your resume that you are moving every six months that shows you do not have loyalty, commitment, and job stability and when is the time for advancement or pay rate increase, the facility will overlook your performance, longevity, commitment, and loyalty.

As the P4 noted, “persuading staff to stay is really all about communication.”

However, the P4 company website displayed no information related to communication between managers and employees. As to P5, that participant said that:

I have an open-door communication policy to allow staff to voice their concerns and have them solved in a timely manner . . . When they have issues, I invite them

to my office to voice their concerns and to address them to show care and respect.

I think this kind of actions make them feel more appreciated and satisfied.

No mention of communication was made on the company website.

The findings of this study confirmed Elsafty and Oraby's (2022) observation that EC directly and positively influences workers' retention. Leaders who use EC to express consideration, respect, and value can drive employees' satisfaction and retention, as well as mitigate VET.

Theme 3: Effective Leadership

EL was the third theme that emerged from data analysis as a tool participants used to reduce VET. Nurse retention is a pressing concern for leaders in nursing homes and health care facilities (Sija, 2022; Vardaman et al., 2020). Leaders who implement EL can positively influence employee retention (Dash & Muthyala, 2016). Table 5 displays the frequency of participants' responses related to EL.

Table 5

Frequency of Participant Responses Related to Effective Leadership

Participant	<i>f</i>
P1	48
P2	14
P3	25
P4	31
P5	34

Note. Frequency defines the number of times each participant mentioned implementing the components of effective leadership to retain nurses. P = participant.

Information collected from interviews revealed that participants used EL practices to retain workers. The choice of leadership styles can be crucial for workers' retention. Leaders who often demonstrate TLT behavior through EF skills can enhance job satisfaction and retain nurses (Kleinman, 2004). Leaders who provide respect, a sense of belonging, engagement, support, and empowerment can foster staff personal development and growth concede them flexibility and freedom in executing their duties, and drive retention (Mey et al., 2021). Participants mentioned using the subthemes of EL (flexible schedules, empowerment, leading by example, accountability, providing support, acting as a role model, clearly communicating the business vision for all to pursue common goals, conducting performance appraisal, questioning, and strategies readjustment for staff motivation and retention) to increase nurses intention to stay.

Transformational leaders who inspire and provide clear guidance can boost individual staff efforts (Bass, 1985) and create a supportive and thriving work environment that fulfills staff needs (Bass & Riggio, 2006). Leaders with EL skills are proactive, provide sincere recognition, and focus on motivating each employee (Yukl, 2012). Participants mentioned implementing additional elements of EL (communication, providing a conducive work environment, inclusion, being a good listener, using problem-solving skills, collaboration, guidance, praise, respect, appreciation, encouragement, and acknowledgment) to motivation and retain staff.

As P1 explained:

My strategies have always been flexible and I adapt strategies based on facts, situations, observations, and recommendations to provide better service . . . I am

not a laissez-faire manager; I am a very tedious, disciplined manager, I will say not autocratic, but a little in the middle . . . [To ensure] the better productivity of an employee is to understand that to be empowered to work, [one must] be empowered [by that] work. I am that piece in the center. I am an example.

Therefore, I need to have a certain conduct; I need to be able to respect policies.

P1 also said,

I hold myself and employees accountable and provide support. The way I conduct myself is because, to be a leader, you must be an example. People will not follow you if they do not understand what you are doing; you need to explain exactly what you are putting in place, how is going to be happening and what is going to be the result. So, you need to put on the table and clearly explain: This is what I want to do; this is where I am; this is what I am expecting from you; and [these are] the resources I am bringing in. Your team should be able to understand that you all need to look in the same direction.

P1 measures the success of the implemented strategy based on results, saying that:

I look at the outcomes of implemented strategies to see if we have reached the expected outcomes; if we have not reached the expected outcomes, why? If there are adjustments to make, we adjust based on what really happened. You need to communicate the type of leadership or management styles you have designed and want to implement because people will not follow you if they do not understand what you are doing . . . So, to retain employees, it is important to create a positive, conducive, and welcoming work environment to work stress-free.

P1 mentioned recognition as a factor in boosting productivity, noting that: “If the company does not give you recognition to motivate you, you will not work effectively. {Further}, we want to make sure that we are a family in terms of providing flexibility and support to our employees.” Public information retrieved from the P1 company website did not mention anything related to EL.

P2 also spoke about the importance of EL skills. When speaking about the significance of EL skills, P2 said:

[that it was a matter of] being mindful and listening to them when they express grievances or concerns and try to resolve them in a timely manner. Sometimes, you need to provide incentives specifically when they are understaffed like verbal encouragement, and acknowledgement to engage and satisfy them to improve their overall performance. We try to show them or demonstrate what good performance looks like or should be by demonstrating that you know it is possible to do these types of things or letting them shadow well performing nurses as good examples. I am always reevaluating my approaches especially when I come across persons with unique or new personality types, or new cultures that I have not experienced before. So, I am constantly working on how to adapt to people’s differences. We create a cooperative and welcoming work environment. People like a good work environment. No information relevant to EL was found on the P2 company website.

Other participants, including P3, spoke about the importance of EL. P3 explained that:

We go around to offer staff support and encourage them as they are doing their job. When a person is underperforming, you need to find the reasons, develop performance improvement strategies, and provide guidance . . . If an employee is not performing well, I try to understand the root of the problem and coach the staff member. When a resident, resident family member, or another staff member recognizes an employee job well done, I encourage the employee and stick a note on the board of appreciation to acknowledge the above and beyond performance.

P3 also said that:

We try to make sure that everybody feels appreciated, we are one family versus individuals so no one will feel isolated. We do fundraisers where everybody is involved so that all employees can participate to show that we appreciate, care, and acknowledge what they are doing outside of their normal routine task.

[However], holding employees accountable tends to make them work better . . .

We look at how to better promote and create a better work environment for staff to deliver quality care. We motivate with praises, acknowledgement, and encouragement.

No information relevant to EL on the P3 company website public information was found.

P4 said, "Incentive is a big issue in retaining employees; we conduct exit interviews to ensure that we understand where they are coming from and to see if there is anything we can do to change their mind to stay." Expanding on this point, P4 said that:

Employees are aware of their job duties and responsibilities so, understanding where they are coming from helps to treat them with dignity, and I expect them to

treat residents with dignity as well. We provide an in-service for employees to be aware of the job function, and it motivates them to produce a lot better.

P4 also mentioned providing flexible schedules, saying that:

Another way that we can retain employees is really just working on their schedule. We are trying to balance their needs and to encompass the needs of the facility. I have the same respect for them, regardless of their pay grade or job code, because value and respect will empower employees to remain in a company where they know they are very much valued and respected.

P4 mentioned empowering and including staff in her leadership styles, saying that "I am not a very strict administrator. I would want to say I do not micromanage. I really have a relaxed and laid-back management style." The P4 company website made no mention of the issue of EL.

P5 also had strong views about EL, noting that:

I keep everybody very equal and very fair, and I hold everybody accountable. I organize all staff meetings to allow them to voice their concerns and address them to retain them . . . If I get a two week-notice letter, I conduct an exit interview to kind of investigation to see what is going on.

P5 explained that:

Certain leadership styles work with certain people, but if you have one that is general, is fairness, holding them accountable, and setting reasonable expectations that is how they stay motivated. I use the open-door communication policy to

communicate to find out about staff personal, financial, and work issues. So, I think that kind of actions make them feel more appreciated and satisfied.

P5 also said, "This work is a place where they spend most of their time; having a positive work environment, a positive moral at work is what keeps employee here."

There was no information about EL presented on the P5 company website. Implementing the elements discussed by the participants may contribute to retaining staff and reducing VET.

Theme 4: Training and Development

The fourth theme that emerged from data analysis was T&D. Participants used T&D to retain staff and mitigate voluntary nurse turnover. T&D positively affects staff engagement and retention, therefore, organizational performance (Bhakuni & Saxena, 2023). T&D programs should align with job descriptions to possibly improve productivity, performance, and responsibilities (Colquhoun et al., 2016). Table 6 presents the frequency of participants' responses associated with T&D.

Table 6*Frequency of Participant Responses Related to Training and Development*

Participant	<i>f</i>
P1	10
P2	8
P3	5
P4	12
P5	0

Note. Frequency expresses the number of times each participant mentioned utilizing the tenets of training and development for nurse retention. P = participant.

Information drawn from data collected revealed T&D as a strategy that participants used to retain workers and mitigate VET. Perceiving learning opportunities affects employees' intention to stay with the company (Steil et al., 2020). Participants talked about using the tenets of T&D (continuous education and learning, career advancement, training, performance appraisal, and performance improvement plan) to mitigate VET.

Speaking about T&D, P1 said, "We provide trainings, conferences, seminars, and on-going training programs to help our employees develop their skills." Further, P1 explained that the company offered "an annual evaluation that we conduct each year to evaluate workers' performance so that they know exactly where they are, where they need improvement and what they have done." Public data retrieved from the P1 company website displayed information on a "learning platform which involves orientation and continual training."

P2 noted that:

For underperforming employees, I try to consult them to see what strategies we can use to increase their work performance or help them perform better at their jobs. And sometimes, much less often, we see if they can transition to a position that is better able to accommodate their abilities. If the problem is with the training, the director of self-development provides training on a skill-based level.

There was no information related to T&D on the company's website.

When asked about employee T&D, P3 responded that:

When we know that an employee is struggling with performance, we try to find out the reasons for that. We do offer [the option] to take time off, we work it with the employee, and sometimes, we put the employee on the performance improvement plan. We provide training resources or contact the staff member for continuous education. We promote staff; we do their annual evaluations for them to know that they are being watched, appreciated, and acknowledged for what they do.

There was no public information related to T&D available on the P3 company website.

P4 said, "We do have a place for advancement, and I will always advocate for them that if they stay longer, they will get the advancement that they need." The participant added that, "We are educating them and keeping them in the loop of things." P4 also said, "At the same time encourage them to possibly have more education in the matter like we provide in services." There was no public information related to T&D available on the P4 company website. P5 did not provide any information related to

T&D; however, public information retrieved from the P5 company website included, “educational program involving intranet classes.”

The current findings support the results of a study by Mamun and Hasan (2017) noting that offering T&D programs can help develop workers’ skills, foster professional development, and advance employees’ careers for staff retention. Further, this study confirms that T&D is an important factor that positively impacts staff retention and satisfaction” (Elsafty & Oraby, 2022), as well as the idea that T&D significantly affects workers’ retention (Bharadwaj, 2023; Kalyanamitra et al., 2020). Leaders can use T&D as strategies to mitigate VET.

Relationship Between Transformational Leadership and the Findings

I associated the findings with the four I’s of TLT to facilitate the understanding of this study’s results. Participants inspired and motivated workers through C&R, idealized their influence through EC, individualized workers’ consideration through EL, and provided intellectual stimulation through T&D. Figure 1 shows the relationship of the results of this study to TLT.

Figure 1*Transformational Leadership Components Associated With the Findings*

<p>Compensation and Rewards (Theme 1) Linked to Inspirational Motivation</p> <p>Competitive wages Praise Fringe benefits Incentives Bonuses Recognition Encouragement and providing gift cards, free lunch, or coffee to motivate and inspire nurses to stay with the company</p>	<p>Effective Communication (Theme 2) Linked to Idealized Influence</p> <p>Collaboration Open-door communication policy Interaction with staff members who are willing to share information Practice active listening skills Persuasion Provide feedback, recommendations, or suggestions to drive nurse engagement, commitment, longevity, dedication, loyalty, and satisfaction to trigger employee intention to stay</p>
<p>Effective Leadership (Theme 3) Linked to Individualized Consideration</p> <p>Empowering Leading by example Holding accountable Providing support Acting as a role model Clearly communicating business vision Conducting performance appraisal and strategies readjustment Questioning Using communication Providing a conducive work environment Inclusion Being a good listener and using guidance, coaching, collaboration, praise, appreciation, encouragement, and self-development to motivate, satisfy, and influence nurses' intention to stay</p>	<p>Training and Development (Theme 4) Linked to Intellectual Stimulation</p> <p>Continuous education and learning Career advancement Training, conferences, and seminars Performance appraisal and performance improvement plan to stimulate creativity, aspiration to leadership roles, and organizational and personal growth to stimulate creativity and commitment and drive workers' intention to stay</p>

Note. The figure includes a cell devoted to each of the four study themes. The heading shows the connection of the theme to each of the four elements of transformational leadership. Under each heading are the management actions or behaviors reported by participants associated with each theme.

First, participants in the study revealed that leaders used C&R to influence nurses' retention. Leaders who recognize their staff's strong work performance possess a positive boosting instrument to improve workers' inspiration, motivation, and retention (Petak, 2021). Leaders with inspirational motivation motivate followers toward a collective goal and promote an inclusive workgroup environment to encourage commitment and increase performance (Brimhall, 2019). Nurse leaders use inspirational motivation to motivate and encourage others, valuing and recognizing achievements in such a way as to drive engagement and commitment and improve performance (Suwarno, 2023). Suwarno's findings confirmed that leaders can implement C&R to motivate and inspire workers to stay, thus reducing VET.

Second, the results showed that leaders who use EC to engage with staff can increase nurses' intention to stay with the company. Leaders utilize their influence by communicating the organizational vision to gain followers' trust, respect, and admiration, leading to workers' increased commitment and determination in executing and achieving the company's goals (Afshari, 2022). Gashaye et al. (2023) found that staff commitment positively correlates with TLT, leads to open communication, and drives employee satisfaction. Gashaye et al.'s (2023) findings confirmed that leaders who use EC positively influence employee commitment and satisfaction, which may increase employee retention.

Third, findings revealed that leaders who implement EL may positively influence nurses' intention to stay. Leaders with individualized consideration tend to care about

staff concerns, satisfy workers' needs, and use EC to coach and mentor staff in order to encourage workers to perform beyond expectations (Ogola et al., 2017). Leaders with individualized consideration can be capable of recognizing and understanding employee's needs, listening to staff concerns, and fairly treat all followers to foster mutual trust (Choi et al., 2016). Transformational leaders who continually provide individualized consideration to followers can be considered as a booster to help employees meet their specific desired performance (Li et al., 2019). Leaders with individualized consideration tend to satisfy employee's needs by providing personal learning, opportunities for growth, and recognition while offering continuous feedback to improve performance (Hilton et al., 2023). Satisfied employees tend to stay with their organizations longer and Hilton et al.'s (2023) findings confirmed that leaders who promote satisfaction, skills development, and recognition can drive employee retention. Nursing home leaders who implement EL to satisfy staff needs, listen to workers' concerns, and provide recognition can retain workers.

Finally, findings revealed that offering T&D stimulates creativity and innovation while driving workers' intention to stay. Leaders with intellectual stimulation promote continuous learning to boost professional development and critical thinking, create new ideas, and encourage performance improvement, commitment, and retention (Sánchez-Cardona et al., 2018). Leaders who promote employee T&D can instill in workers the desire to increase competence and performance, foster improved self-development, and aspire to future leadership roles. Sánchez-Cardona et al.'s (2018) results confirmed that T&D can influence nurses' intention to stay and mitigate VET. The findings of this study

are consistent with the four elements of TLT, thus providing evidence that leaders who will implement TLT in nursing homes and health care facilities may contribute to mitigate VET.

Applications to Professional Practice

Developing retention strategies is vital for business viability. Developing effective retention strategies is vital for business sustainability and viability (Sawaneh & Kamara, 2019). Leaders can attract talented employees using effective retention strategies to maximize business profitability (El Masri & Suliman, 2019). Losing talented nurses is critical and can affect nursing homes costs and quality care. VET can disrupt business operations, urge extra business expenditures, and hinder a competitive edge (Mamun & Hasan, 2017). Retaining high-performing workers is essential to sustain and improve business productivity, profitability, and viability. Employee retention is vital for business success (Tian et al., 2020). Implementation of this study results may help nursing home leaders develop strategies to mitigate voluntary nurse turnover. To develop strategies to mitigate voluntary nurse turnover, it is essential to understand the reasons why nurses want to leave and address them. For example, P4 mentioned conducting exit interviews to find out why nurses want to leave. P4 also mentioned incentives as a key element to retain nurses. Offering competitive wages, benefits, open communication, acknowledgement, recognition, and professional development are useful retention strategies.

Information collected from interviews on strategies participants used to address the issue of turnover in their organization can be applied within the health care industry

and across industries. Health care leaders who implement TLT by encouraging EC and positive behavior, while enforcing a healthy work environment may experience a decrease in staff turnover (Robbins & Davidhizar, 2020). Promoting TLT in nursing homes may help leaders face current and future challenges of nurse turnover (Poels et al., 2020). Using TLT can also help create and sustain a culture of patient safety and promote a positive work environment with a maximum balance between job resources, job demand, and work-life balance (Seljemo et al., 2020). Additionally, the findings of this study revealed that nursing home leaders who implement the four I's of TLT might mitigate voluntary nurse turnover. The findings of this study can also help nursing home leaders develop a work culture that promotes workers' satisfaction, engagement, and commitment, which increases retention. Finally, the findings from this study could contribute to the existing literature on voluntary nurse turnover for researchers and practitioners.

Implications for Social Change

Motivation can affect performance. Leaders who motivate followers can significantly influence employee performance (Niati et al., 2021). Nursing home leaders who motivate nurses can boost performance, increasing productivity and profitability. Business profit improvement may trigger business expansion. Business expansion may generate more employment, reduce unemployment, and improve people's buying power. Leaders can take advantage of business growth to contribute to social change by creating employment, which may enhance people's living standards and prosperity and reduce poverty within the community. Leaders who mitigate VET could also enhance job

stability, which can have a positive impact on health care organizations' productivity and profitability.

Recommendations for Action

This qualitative multiple-case study aimed to explore strategies nursing home leaders use to mitigate VET. The evidence obtained from participants' business experience can be valuable to academics and practitioners alike. Promoting C&R, EC, EL, T&D, feedback, staff involvement and inclusion, welcoming work environments, awareness, and diversity and building relationships between leaders and followers can help increase retention. Implementing tools and strategies from this study may increase nursing homes' competitive edge, profitability, and expansion.

P1 said "Nursing homes and hospitals are experiencing a massive shortage of nurses." The shortage of nurses is a critical challenge business leaders face in the health care industry, and a high turnover has become a severe issue in the nursing field (Hu et al., 2022). Retaining current employees is essential for business operations. The findings from this study can help health care leaders develop strategies to mitigate nurse turnover. Based on the findings of this study, here are some recommendations leaders and practitioners can implement to mitigate voluntary nurse turnover:

- Incorporate transformational leadership into management teams.
Communicate the business vision, act as role models, and stimulate staff for growth and achievement.
- Offer competitive compensation and benefits packages. The study found that competitive wages, health insurance, and bonuses can help retain

nurses. Leaders and practitioners should consider reviewing their current compensation packages to ensure their competitiveness and meet employees' needs.

- Address staff concerns. Promptly and effectively address staff grievances and concerns to prevent potential escalations, which may increase the intention to leave. This study found that addressing concerns was an effective strategy to retain workers.
- Create a positive work environment. Participants in the study highlighted the importance of creating a stress-free, positive, conducive, inclusive, and welcoming work environment. Leaders should consider creating an environment where employees feel valued and included, which can lead to greater job satisfaction and decreased turnover. Satisfying employee needs, fostering collaboration, and promoting a positive work environment can contribute to a reduction in VET.
- Provide professional development opportunities. Offering ongoing T&D opportunities can increase job satisfaction and decrease turnover. Leaders should consider providing employees with opportunities for career advancement and skill development to increase retention.

P1 mentioned that staff retention is an issue that affects businesses in all industries. VET is a worldwide phenomenon that impacts government institutions, organizations, and businesses (Hermans, 2019). Despite the focus of this study on nursing homes in the health care industry, leaders across industries can use the findings of this

study to retain workers. I urge leaders to examine the findings of this study and suggestions and implement them in their entity to improve employee retention.

To disseminate the results of this study, I will send the findings to all study participants and their organizations along with nursing schools and health care organizations. I will implement the strategies discussed in my own work leadership role. I will donate the study to my home country's public library and Santa Clara local library, which can turn the study into a book and use the revenue to support the library operations. The study will also be available on the Walden University ProQuest dissertation database to help future scholars and organizations. I will send the study's summary to peer reviewed journals and search for opportunities to share the findings through professional conferences, webinars, and seminars.

Recommendation for Further Research

The aim of this study was to identify strategies nursing home leaders use to mitigate voluntary nurse turnover. The findings of the current study corroborate existing research results on employee turnover. Using a qualitative multiple-case study method led to many responses that answered the research question. Based on the findings of this study, there are several implications for future research. Future research can focus on the effectiveness of specific compensation or benefits packages nursing home leaders can use for employee retention. The study indicated that compensation and benefits packages are essential factors to mitigating nurse turnover, future research can explore the impact of benefits packages on nurse retention and target specific compensation strategies that have the most success in reducing VET. Future research can investigate the impact of

leadership style on nurse turnover in nursing homes. The study results indicated that supportive leadership behaviors can lower nurse turnover rates. Future research may examine the impact that different types of leadership styles have historically had on VET, specifically in the nursing field. Future research can investigate the impact of employee inclusion to measure nurse turnover rates. The study findings indicated that clear communication and participation of employees in events (raffles, seminars, conferences, and charity events) were employee retention factors. Future research can explore the impact of specific professional development opportunities on nurse turnover. The study results indicated that professional development opportunities could lead to job satisfaction. Finally, future research can examine the relationship between VET and lack of quality professional development opportunities while also examining whether there are specific professional opportunities that lead to higher rates of retention.

This research study has potential limitations. Potential limitations and weaknesses are inherent in any research study and are related to the chosen research method, design, or assumptions (Theofanidis & Fountouk, 2019). There were several limitations that could have impacted the study's ability to establish strategies that nursing home leaders use to mitigate voluntary nurse turnover.

First, the study's small sample size of only five U.S. nursing home leaders may not be representative of the broader population of nursing home leaders. The limited number of participants may have resulted in a narrow range of perspectives and experiences regarding strategies for mitigating voluntary nurse turnover.

A second limitation of the study was the use of Google Meet for conducting interviews. Although Google Meet can be a useful tool for remote interviews, it may not provide the same level of interpersonal interaction and nonverbal communication as face-to-face interviews (Gray et al., 2020). This limitation could have impacted the quality of the data collected and potentially affected the study's findings.

Third, the study relied on self-reported data provided by the nursing home leaders and companies public information, which could have resulted in a social desirability bias. Participants may have been reluctant to report negative experiences or ineffective strategies, which could have impacted the accuracy and completeness of the data collected.

Finally, the study's cross-sectional design only captured data at one point in time, which may have limited the ability to establish causal relationships between strategies and outcomes. The study could have benefited from a longitudinal design that tracked the effectiveness of strategies over time to provide a more robust understanding of the strategies' impacts on reducing voluntary nurse turnover.

Reflections

My aspiration for the DBA program derived from my personal and professional goals, personal life challenges, desire to advocate for children of single parents with a disability, and from God's inspiration. When I started my doctoral degree journey, I was full of determination since obtaining a doctorate degree was one piece required to achieve my overall goals. I knew it would not be easy. I prepared myself psychologically to overcome obstacles and challenges. I faced tremendous challenges in my personal and

academic journey that helped me develop resilience. I kept motivating myself by telling myself that if other people made it with similar challenges, I could make it too. I wanted to show to my daughter that once one starts a project, no matter what obstacles and difficulties encounter along the way, one must complete it.

Throughout my doctorate study experience, in my personal life, I learned to be patient and gained more confidence. I have developed critical thinking skills and am more conscious of my actions. Academically, my English language level has improved, I learned how to analyze data using computer-assisted software, became aware of plagiarism, learned how to conduct interviews, and realized that people can use different approaches for problem-solving. I also learned to be persistent and respectful with interview participants to obtain data since they all have busy agendas. I improved my ability to follow instructions with APA style, acquired research skills, and learned how to manage family, school, and work. Before starting data collection, I had a personal bias about business leaders. To reduce my personal biases, I followed ethical research standard and protocols.

After the study completion, my vocabulary improved, as I learned health care jargon. I also became familiar with the dissertation writing process. I am now much more knowledgeable and have experience conducting research studies. I commit to dedicate more of my free time to volunteering and start working on my project to open a nonprofit organization in my home country to assist children of single and disabled parents. I am humble and proud of my academic milestones and more than grateful to my committee

chair, Dr. Michael Campo, for all his encouragement and motivation, my second committee member for his advice, and the entire Walden family.

Conclusion

Employees are vital business assets. The shortage of nurses is an issue that affects almost all health care facilities. Losing talented employees can disrupt how a business functions, and staff replacement can increase business costs, decrease performance and productivity, and cause loss of profit. The purpose of this qualitative multiple-case study was to explore strategies nursing home leaders use to mitigate VET in nursing homes and answer the following research question: What strategies do nursing home leaders use to mitigate VET?

I conducted a semistructured interview with five nursing home leaders across the United States via teleconferencing. I used computer-assisted data analysis to analyze data and find relevant themes to the TLT. The study revealed the following themes: EC, EL, C&R, and T&D. The study results were consistent with the literature on strategies to mitigate VET and aligned with Burns's TLT. The study findings revealed that incorporating transformational leadership (offering competitive compensation, providing professional development opportunities, creating a positive work environment, addressing staff concerns, and enhancing job satisfaction) in the management styles can reduce voluntary nurse turnover. The findings revealed four themes that support the four I's of TLT and contribute to reducing voluntary nurse turnover: C&R, EC, EL, and T&D. The study recommended five strategies for nursing home leaders and health care practitioners to mitigate voluntary nurse turnover. Implementing strategies discussed in

this study may help increase employee retention to sustain and improve performance, productivity, profitability, and business expansion.

References

- Abate, H. K., & Mekonnen, C. K. (2021). Job satisfaction and associated factors among health care professionals working in public health facilities in Ethiopia: A systematic review. *Journal of Multidisciplinary Healthcare, 14*, 821–830. <https://doi.org/10.2147/JMDH.S300118>
- Achhnani, B. (2020). Thin line of difference between laissez-faire leadership and absentee leader. *Journal of Management Research and Analysis, 7*(4), 183–185. <https://doi.org/10.18231/j.jmra.2020.041>
- Afshari, L. (2022). Idealized influence and commitment: A granular approach in understanding leadership. *Personnel Review, 51*(2), 805–822. <https://doi.org/10.1108/PR-03-2020-0153>
- Ahmadi, E. A., Herwidyaningtyas, F. B., & Fatimah, S. (2020). The influence of organizational culture, work motivation, and job satisfaction on management lecturer performance (empirical study at higher education in the residency of Bojonegoro). *Journal of Industrial Engineering & Management Research, 1*(3), 76–83. <https://www.jiemar.org/index.php/jiemar/article/view/68>
- Ahmed, Z., Othman, N. B., & Yean, T. F. (2020). Impact of human resource management practices on employee retention: A study of public healthcare sector of Pakistan. *IOSR Journal of Business and Management, 22*(7), 9–15. <https://www.iosrjournals.org/iosr-jbm/papers/Vol22-issue7/Series-5/C2207050915.pdf>
- Ahmed Iqbal, Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M. A., & Hassan, Q. (2021).

Impact of authoritative and laissez-faire leadership on thriving at work: The moderating role of conscientiousness. *European Journal of Investigation in Health, Psychology, and Education*, 11(3), 667–685.

<https://doi.org/10.3390/ejihpe11030048>

Ajanaku, O. J., & Lubbe, W. (2021). Applying transformational leadership in nursing through the lens of Kouzes and Posner leadership practices. *Gender & Behaviour*, 19(2), 17788–17794. <https://www.ajol.info/index.php/gab/article/view/212833>

Alban-Metcalfe, R. J., & Alimo-Metcalfe, B. (2000). The transformational leadership questionnaire (TLQ-LGV): A convergent and discriminant validation study. *Leadership & Organization Development Journal*, 21(6), 280–296.

<https://doi.org/10.1108/01437730010343077>

Alharbi, A. (2017). Leadership styles of nurse managers and their effects on nurse and organisational performance, issues, and problems. *International Journal of Information Research and Review*, 4(9), 4516–4525.

<https://www.ijirr.com/leadership-styles-nurse-managers-and-their-effects-nurse-and-organisational-performance-issues-and>

Al-Haroon, H. I., & Al-Qahtani, M. F. (2020). Assessment of organizational commitment among Nurses in a major public hospital in Saudi Arabia. *Journal of Multidisciplinary Healthcare*, 13, 519–526.

<https://doi.org/10.2147/JMDH.S256856>

Alhmoud, A., & Rjoub, H. (2019). Total rewards and employee retention in a Middle Eastern context. *SAGE Open*, 9(2). <https://doi.org/10.1177/2158244019840118>

- Ali, B. J., & Anwar, G. (2021). An empirical study of employees' motivation and its influence job satisfaction. *International Journal of Engineering, Business and Management*, 5(2), 21–30. <https://doi.org/10.22161/ijebm.5.2.3>
- Ali, H. M., Abood, S. A., & Abd El-baset, M. T. (2020). Relation between leadership styles and behaviors of nurse managers' and organizational commitment of staff nurses. *Minia Scientific Nursing Journal*, 7(1), 54–62. <https://doi.org/10.21608/msnj.2020.188021>
- Ali, I., Khan, M. M., Shakeel, S., & Mujtaba, B. G. (2022). Impact of psychological capital on performance of public hospital nurses: The mediated role of job embeddedness. *Public Organization Review*, 22(1), 135–154. <https://doi.org/10.1007/s11115-021-00521-9>
- Alipour, F., Jamshidizadeh, S., Bastani, P., & Mehralian, G. (2022). The balanced scorecard as a strategic management tool in hospital pharmacies: An experimental study. *Journal of Health Organization and Management*, 36(6), 767–786. <https://doi.org/10.1108/JHOM-07-2021-0256>
- Alkarabsheh, O. H. M., Jaaffar, A. H., Wei Fong, P., Attallah Almaaitah, D. A., & Mohammad Alkharabsheh, Z. H. (2022). The relationship between leadership style and turnover intention of nurses in the public hospitals of Jordan. *Cogent Business & Management*, 9(1), Article 2064405. <https://doi.org/10.1080/23311975.2022.2064405>
- Almaududi Ausat, A. M., Suherlan, S., Peirisal, T., & wan, Z. (2022). The effect of transformational leadership on organizational commitment and work

performance. *Journal of Leadership in Organizations*, 4(1), 61–82.

<https://doi.org/10.22146/jlo.71846>

Alnoukari, M. (2021). A framework for big data integration within the strategic management process based on a balanced scorecard methodology. *Journal of Intelligence Studies in Business*, 11(1), 33–47.

<https://doi.org/10.37380/jisib.v1i1.693>

Alrawahi, S., Sellgren, S. F., Altouby, S., Alwahaibi, N., & Brommels, M. (2020). The application of Herzberg's two-factor theory of motivation to job satisfaction in clinical laboratories in Omani hospitals. *Heliyon*, 6(9).

<https://doi.org/10.1016/j.heliyon.2020.e04829>

Alrubaysh, M. A., Alshehri, M. H., Alsuhaibani, E. A., Allowaihiq, L. H., Alnasser, A. A., & Alwazzan, L. (2022). The leadership styles of primary healthcare center managers and center performance outcomes in Riyadh, Saudi Arabia: A correlational study. *Journal of Family & Community Medicine*, 29(1), 56–61.

https://doi.org/10.4103/jfcm.jfcm_400_21

Alsubaie, A., & Isouard, G. (2019). Job satisfaction and retention of nursing staff in Saudi hospitals. *Asia Pacific Journal of Health Management*, 14(2), 68–73.

<https://doi.org/10.24083/apjhm.v14i2.215>

Aman-Ullah, A., Aziz, A., Ibrahim, H., Mehmood, W., & Aman-Ullah, A. (2022). The role of compensation in shaping employee's behaviour: A mediation study through job satisfaction during the Covid-19 pandemic. *Revista de Gestão*, 30(2), 221–236. <https://doi.org/10.1108/REG-04-2021-0068>

- Ameen, B., Asim, M., & Khaliq, S. A. (2021). Turnover, cost effectiveness of introducing training pool and its impact on profitability. *Journal of Global Economics, Management and Business Research*, 13(3), 11–19.
<https://www.ikprress.org/index.php/JGEMBR/article/view/6711>
- Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC Medical Research Methodology*, 19(26).
<https://doi.org/10.1186/s12874-019-0665-4>
- Andika, R., & Darmanto, S. (2020). The effect of employee empowerment and intrinsic motivation on organizational commitment and employee performance. *Jurnal Aplikasi Manajemen*, 18(2), 2.
<https://doi.org/10.21776/b.jam.2020.018.02.04>
- Anselmann, V., & Mulder, R. H. (2020). Transformational leadership, knowledge sharing and reflection, and work teams' performance: A structural equation modelling analysis. *Journal of Nursing Management*, 28(7), 1627–1634.
<https://doi.org/10.1111/jonm.13118>
- Arasanmi, C. N., & Krishna, A. (2019). Employer branding: Perceived organisational support and employee retention – the mediating role of organisational commitment. *Industrial & Commercial Training*, 51(3), 174–183.
<https://doi.org/10.1108/ICT-10-2018-0086>
- Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using Zoom videoconferencing for qualitative data collection: Perceptions and experiences of researchers and participants. *International Journal of Qualitative*

Methods, 18. <https://doi.org/10.1177/1609406919874596>

Ariyo, P., Zayed, B., Riese, V., Anton, B., Latif, A., Kilpatrick, C., Allegranzi, B., & Berenholtz, S. (2019). Implementation strategies to reduce surgical site infections: A systematic review. *Infection Control & Hospital Epidemiology*, 40(3), 287–300. <https://doi.org/10.1017/ice.2018.355>

Arnold, M., Fernando, D., Wickramanayake, K., Karunapema, P., Wickramatilake, S., Fernando, Y., Denawaka, C., Mahesh, P. K. B., & Pandithrathna, S. (2022). Work-related factors affecting the retention of medical officers in the preventive health sector in Sri Lanka. *Human Resources for Health*, 20, 56.

<https://doi.org/10.1186/s12960-022-00753-w>

Arshad, M., Abid, G., Contreras, F., Elahi, N. S., & Athar, M. A. (2021). Impact of prosocial motivation on organizational citizenship behavior and organizational commitment: The mediating role of managerial support. *European Journal of Investigation in Health, Psychology and Education*, 11(2), 436–449.

<https://doi.org/10.3390/ejihpe11020032>

Asbari, M., Santoso, P. B., & Prasetya, A. B. (2020). Elitical and antidemocratic transformational leadership critics: Is it still relevant? *International Journal of Social, Policy and Law*, 1(1), 12–16. <https://doi.org/10.8888/ijospl.v1i1.10>

Ashworth, R. E., McDermott, A. M., & Currie, G. (2019). Theorizing from qualitative research in public administration: Plurality through a combination of rigor and richness. *Journal of Public Administration Research & Theory*, 29(2), 318–333.

<https://doi.org/10.1093/jopart/muy057>

- Asif, M., Jameel, A., Hussain, A., Hwang, J., & Sahito, N. (2019). Linking transformational leadership with nurse-assessed adverse patient outcomes and the quality of care: Assessing the role of job satisfaction and structural empowerment. *International Journal of Environmental Research and Public Health*, 16(13), 2381. <https://doi.org/10.3390/ijerph16132381>
- Assingkily, M. S., & Mesiono, M. (2019). Karakteristik kepemimpinan transformasional di madrasah ibtidaiyah (MI) serta relevansinya dengan Visi Pendidikan Abad 21. *Manageria: Jurnal Manajemen Pendidikan Islam*, 4(1), 147–168. <https://doi.org/10.14421/manageria.2019.41-09>
- Bakkal, E., Serener, B., & Myrvang, N. A. (2019). Toxic leadership and turnover intention: Mediating role of job satisfaction. *Revista de Cercetare Si Interventie Sociala*, 66, 88–102. <https://doi.org/10.33788/rcis.66.6>
- Bakri, M., Basalamah, I., & Widyawati, W. (2022). Transformational leadership style and job satisfaction on nurse performance. *Point of View Research Management*, 3(2), 202–215. [file:///C:/Users/auree/Downloads/213-Article%20Text-560-2-10-20220703%20\(1\).pdf](file:///C:/Users/auree/Downloads/213-Article%20Text-560-2-10-20220703%20(1).pdf)
- Balabanian, Y. C. C., & Monteiro, M. I. (2019). Factors related to voluntary external turnover of nursing professionals. *Revista Da Escola de Enfermagem Da USP*, 53(0). <https://doi.org/10.1590/s1980-220x2017033403427>
- Bartling, A. C. (1997). 25 pitfalls of strategic planning. *Healthcare Executive*, 12(5), 20–23. <https://pubmed.ncbi.nlm.nih.gov/10170078/>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

- Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). Free Press.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates Publishers. <https://doi.org/10.4324/9781410617095>
- Bass, B. M., & Riggio, R. E. (2010). The transformational model of leadership. *Leading Organizations: Perspectives for a New Era*, 2, 76–86.
[https://scholar.google.com/scholar?q=Bass,+B.M.,+%26+Riggio,+R.E.+\(2010\).+The+transformational+model+of+leadership&hl=en&as_sdt=0&as_vis=1&oi=scholar#d=gs_cit&t=1687721268065&u=%2Fscholar%3Fq%3Dinfo%3ADC9q2vysTx4J%3Ascholar.google.com%2F%26output%3Dcite%26scirp%3D0%26hl%3Den](https://scholar.google.com/scholar?q=Bass,+B.M.,+%26+Riggio,+R.E.+(2010).+The+transformational+model+of+leadership&hl=en&as_sdt=0&as_vis=1&oi=scholar#d=gs_cit&t=1687721268065&u=%2Fscholar%3Fq%3Dinfo%3ADC9q2vysTx4J%3Ascholar.google.com%2F%26output%3Dcite%26scirp%3D0%26hl%3Den)
- Batra, N. V., & Kaur, S. (2021). Psychological contract perspective on organizational citizenship behavior and its effect on employee turnover intention. *International Management Review*, 17(2), 87–103.
<https://doi.org/americanscholarspress.us/journals/IMR/pdf/IMR-2-2021/V17N221-art8.pdf>
- Bearman, M., Westerveld, M., Brubacher, S. P., & Powell, M. (2022). The ability of adults with limited expressive language to engage in open-ended interviews about personal experiences. *Psychiatry, Psychology and Law*, 29(2), 241–255.
<https://doi.org/10.1080/13218719.2021.1904453>
- Benti, B. S., & Stadtmann, G. (2021). Animal crossing: New horizons meets “Maslow’s pyramid.” *Human Behavior and Emerging Technologies*, 3(5), 1172–1179.

<https://doi.org/10.1002/hbe2.288>

- Bhakuni, S., & Saxena, S. (2023). Exploring the link between training and development, employee engagement and employee retention. *Journal of Business and Management Studies*, 5(1), 173–180. <https://doi.org/10.32996/jbms.2023.5.1.17>
- Bharadwaj, S. (2023). Influence of training and development interventions on employee retention – an employer brand-based agenda. *LBS Journal of Management & Research*, <https://doi.org/10.1108/LBSJMR-12-2022-0080>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Bistoquet, M., Makinson, A., Tribout, V., Perrollaz, C., Bourrel, G., Reynes, J., & Oude Engberink, A. (2021). Pre-exposure prophylaxis makes it possible to better live one's sexuality and guide men who have sex with men towards a responsible approach to their health: A phenomenological qualitative study about primary motivations for PrEP. *AIDS Research & Therapy*, 18(1), 1–8. <https://doi.org/10.1186/s12981-020-00327-7>
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses' Association*, 22(2), 27–30. <https://doi.org/10.33235/jarna.22.2.27-30>
- Boamah, S. A., Spence Laschinger, H. K., Wong, C., & Clarke, S. (2018). Effect of transformational leadership on job satisfaction and patient safety outcomes. *Nursing Outlook*, 66(2), 180–189. <https://doi.org/10.1016/j.outlook.2017.10.004>

- Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative Market Research: An International Journal*, 19(4), 426–432. <https://doi.org/10.1108/QMR-06-2016-0053>
- Breed, M., Downing, C., & Ally, H. (2020). Factors influencing motivation of nurse leaders in a private hospital group in Gauteng, South Africa: A quantitative study. *Curationis*, 43(1), 1-9. <https://doi.org/10.4102/curationis.v43i1.2011>
- Brewer, C. S., Kovner, C. T., Djukic, M., Fatehi, F., Greene, W., Chacko, T. P., & Yang, Y. (2016). Impact of transformational leadership on nurse work outcomes. *Journal of Advanced nursing*, 72(11), 2879–2893. <https://doi.org/10.1111/jan.13055>
- Brimhall, K. C. (2019). Inclusion and commitment as key pathways between leadership and nonprofit performance. *Nonprofit Management & Leadership*, 30(1), 31–49. <https://doi.org/10.1002/nml.21368>
- Buchheit, S., Dalton, D. W., Pollard, T. J., & Stinson, S. R. (2019). Crowdsourcing intelligent research participants: A student versus MTurk comparison. *Journal of Information Systems*, 33(3), 93–106. <https://doi.org/10.2308/bria-52340>
- Buil, I., Martínez, E., & Matute, J. (2019). Transformational leadership and employee performance: The role of identification, engagement, and proactive personality. *International Journal of Hospitality Management*, 77, 64–75. <https://doi.org/10.1016/j.ijhm.2018.06.01>
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Candela, A. G. (2019). Exploring the function of member checking. *The Qualitative*

Report, 24(3), 619–628. <https://doi.org/10.46743/2160-3715/2019.3726>

Cao, W., Li, P., C. van der Wal, R., & W. Taris, T. (2022). Leadership and workplace aggression: A meta-analysis. *Journal of Business Ethics*, 1-21

<https://doi.org/10.1007/s10551-022-05184-0>

Capone, V., Borrelli, R., Marino, L., & Schettino, G. (2022). Mental well-being and job satisfaction of hospital physicians during COVID-19: Relationships with efficacy beliefs, organizational support, and organizational non-technical skills.

International Journal of Environmental Research and Public Health, 19(6), 3734.

<https://doi.org/10.3390/ijerph19063734>

Carless, S. A. (1998). Assessing the discriminant validity of transformational leader behaviour as measured by the MLQ. *Journal of Occupational and Organizational Psychology*, 71(4), 353-358. <https://doi.org/10.1111/j.2044-8325.1998.tb00681.x>

Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. *Journal of Business and Psychology*, 14(3), 389–405.

<https://doi.org/10.1023/A:1022991115523>

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545–

547. <https://doi.org/10.1188/14.ONF.545-547>

Carter, S. M., Shih, P., Williams, J., Degeling, C., & Mooney-Somers, J. (2021).

Conducting qualitative research online: Challenges and solutions. *The Patient-Patient-Centered Outcomes Research*, 14(6), 711–718.

<https://doi.org/10.1007/s40271-021-00528-w>

- Casula, M., Rangarajan, N., & Shields, P. (2021). The potential of working hypotheses for deductive exploratory research. *Quality & Quantity*, 55(5), 1703–1725.
<https://doi.org/10.1007/s11135-020-01072-9>
- Chan, B. T. B., Veillard, J. H. M., Cowling, K., Klazinga, N. S., Brown, A. D., & Leatherman, S. (2019). Stewardship of quality of care in health systems: Core functions, common pitfalls, and potential solutions. *Public Administration & Development*, 39(1), 34–46. <https://doi.org/10.1002/pad.1835>
- Chebon, S. K., Aruasa, W. K., & Chirchir, L. K. (2019). Influence of individualized consideration and intellectual stimulation on employee performance: Lessons from Moi teaching and referral hospital, Eldoret, Kenya. *IOSR Journal of Humanities and Social Science*, 24(7), 11–22.
<https://doi.org/10.30845/ijbss.v10n7p14>
- Chegini, Z., Janati, A., Asghari-Jafarabadi, M., & Khosravizadeh, O. (2019). Organizational commitment, job satisfaction, organizational justice, and self-efficacy among nurses. *Nursing Practice Today*, 6(2), 86–93.
<https://doi.org/10.18502/npt.v6i2.913>
- Chen, C., Lee, P.-I., Pain, K. J., Delgado, D., Cole, C. L., & Campion, T. R. (2020). Replacing paper informed consent with electronic informed consent for research in academic medical centers: A scoping review. *AMIA Summits on Translational Science Proceedings*, 2020, 80–88.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7233043/>
- Chen, J., Ghardallou, W., Comite, U., Ahmad, N., Ryu, H. B., Ariza-Montes, A., & Han,

- H. (2022). Managing hospital employees' burnout through transformational leadership: The role of resilience, role clarity, and intrinsic motivation. *International Journal of Environmental Research and Public Health*, 19(17). <https://doi.org/10.3390/ijerph191710941>
- Chiang, J. T.-J., Chen, X.-P., Liu, H., Akutsu, S., & Wang, Z. (2021). We have emotions but can't describe them! Authoritarian leadership, emotion suppression climate, and team performance. *Human Relations*, 74(7), 1082–1111. <https://doi.org/10.1177/0018726720908649>
- Chiao, L.-H., Wu, C.-F., Tzeng, I.-S., Teng, A.-N., Liao, R.-W., Yu, L. Y., Huang, C. M., Pan, W.-H., Chen, C.-Y., & Su, T.-T. (2021). Exploring factors influencing the retention of nurses in a religious hospital in Taiwan: A cross-sectional quantitative study. *BMC Nursing*, 20(1), 1–8. <https://doi.org/10.1186/s12912-021-00558-7>
- Choi, S. B., Kim, K., Ullah, S. M. E., & Kang, S.-W. (2016). How transformational leadership facilitates innovative behavior of Korean workers: Examining mediating and moderating processes. *Personnel Review*, 45(3), 459–479. <https://doi.org/10.1108/PR-03-2014-0058>
- Chou, T., & Frazier, S. L. (2020). Supporting ethical practice in community-engaged research with 4R: Respond, record, reflect, and revise. *Ethics & Behavior*, 30(5), 311–325. <https://doi.org/10.1080/10508422.2019.1645665>
- Coker, D. C. (2022). A thematic analysis of the structure of delimitations in the dissertation. *International Journal of Doctoral Studies*, 17, 141–159.

<https://doi.org/10.28945/4939>

Collins, E., Owen, P., Digan, J., & Dunn, F. (2020). Applying transformational leadership in nursing practice. *Nursing Standard*, 35(5), 59–

66. <https://doi.org/10.7748/ns.2019.e11408>

Colquhoun, H. L., Helis, E., Lowe, D., Belanger, D., Hill, S., Mayhew, A., Taylor, M., & Grimshaw, J. M. (2016). Development of training for medicines-oriented policymakers to apply evidence. *Health Research Policy and Systems*, 14(1), 1-9.

<https://doi.org/10.1186/s12961-016-0130-3>

Costa, A. P. (2020). CAQDAS and ethics: Starting point for something bigger. *Revista Da Escola de Enfermagem Da USP*, 54(3). [https://doi.org/10.1590/S1980-](https://doi.org/10.1590/S1980-220X2020ed0103598)

[220X2020ed0103598](https://doi.org/10.1590/S1980-220X2020ed0103598)

Creswell, J. W., & Hirose, M. (2019). Mixed methods and survey research in family medicine and community health. *Family Medicine and Community Health*, 7(2),

1-6. <https://doi.org/10.1136/fmch-2018-000086>

Curado, C., & Santos, R. (2022). Transformational leadership and work performance in health care: The mediating role of job satisfaction. *Leadership in Health Services*,

35(2), 160–173. <https://doi.org/10.1108/LHS-06-2021-0051>

Cypress, B. S. (2019). Data analysis software in qualitative research: Preconceptions, expectations, and adoption. *Dimensions of Critical Care Nursing*, 38(4), 213–220.

<https://doi.org/10.1097/DCC.0000000000000363>

Da Cruz Carvalho, A., Riana, I. G., & Soares, A. D. C. (2020). Motivation on job satisfaction and employee performance. *International Research Journal of*

Management, IT and Social Sciences, 7(5), 13–23.

<https://doi.org/10.21744/irjmis.v7n5.960>

Daniel, B. K. (2019). Using the TACT framework to learn the principles of rigour in qualitative research. *Electronic Journal of Business Research Methods*, 17(3), 118-129. <https://doi.org/10.34190/JBRM.17.3.002>

Dash, M., & Muthyala, A. (2016). Employee retention and engagement in Indian IT companies. *Journal of Organisation & Human Behaviour*, 5(3), 21–28.

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Employee+Retention+and+Engagement+in+Indian+IT+Companies&btnG=

Dawy, W. S., Yohana, C., & Widodo, A. (2022). The effect of transformational leadership and organizational culture on organizational commitment role of mediation empowerment military of Kodim 0510/Tigaraksa, Tangerang. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(3).

<https://doi.org/10.33258/birci.v5i3.6508>

De Almeida, C. A., Freitas, F., Costa, A. P., & Moreira, A. (2019). The quest for a place in the competitive world of CAQDAS. In *2019 International Conference in Engineering Applications (ICEA)* (pp. 1–7). IEEE.

<https://doi.org/10.1109/CEAP.2019.8883456>

Declaration of Helsinki. (1964). WMA - *The world medical association-WMA declaration of Helsinki – ethical principles for medical research involving human subjects*. <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>

- Decuyper, A., & Schaufeli, W. (2020). Leadership and work engagement: Exploring explanatory mechanisms. *German Journal of Human Resource Management*, 34(1), 69–95. <https://doi.org/10.1177/2397002219892197>
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine & Community Health*, 7(2), 1–8. <https://doi.org/10.1136/fmch-2018-000057>
- Denzin, N. K. (1978). *Sociological methods: A sourcebook*. McGraw-Hill.
- Deressa, A. T., & Zeru, G. (2019). Work motivation and its effects on organizational performance: The case of nurses in Hawassa public and private hospitals: Mixed method study approach. *BMC Research Notes*, 12(1), 213. <https://doi.org/10.1186/s13104-019-4255-7>
- Deshpande, P., Sharma, S., & Peddoju, S. K. (2019). *Security and data storage aspect in cloud computing* (1st ed.). Springer Pub.
- Desky, H., Mukhtasar, I. M., Ariesa, Y., Dewi, I. B. M., Fahlevi, M., Abdi, M. N., Noviantoro, R., & Purwanto, A. (2020). Did trilogy leadership style, organizational citizenship behaviour (OCB) and organizational commitment (OCO) influence financial performance? Evidence from pharmacy industries. *Systematic Reviews in Pharmacy*, 11(10), 297–305. <https://doi.org/10.31838/srp.2020.10.50>
- Djazilan, M. S., & Darmawan, D. (2020). Effect of compensation, job demand, job characteristics on employee retention. *Journal of Science, Technology and Society (SICO)*, 1(2), 2. <https://ejournalsico.com/index.php/sico/article/view/19>

- Dueñas, A. D., & D'Agostino, S. R. (2022). Experiences of service providers in the expedited delivery of ABA therapy via telehealth during the COVID-19 pandemic: Reflections and considerations for the future. *Behavior Analysis: Research and Practice*, 22(3), 265. <https://doi.org/10.1037/bar0000251>
- Dung Tien, L., & Hai Van, P. (2020). The effects of transformational leadership and job satisfaction on commitment to organisational change: A three-component model extension approach. *South East Asian Journal of Management*, 14(1), 106–123. <https://doi.org/10.21002/seam.v14i1.11585>
- Duru, D. C., & Hammoud, M. S. (2022). Identifying effective retention strategies for front-line nurses. *Nursing Management*, 29(1), 17–24. <https://doi.org/10.7748/nm.2021.e1971>
- Dutil, P. (2022). What do people want from politics? Rediscovering and repurposing the “Maslow Hierarchy” to teach political needs. *Journal of Political Science Education*, 18(1), 138–149. <https://doi.org/10.1080/15512169.2021.1987259>
- Dyer, J. H., Godfrey, P., Jensen, R., & Bryce, D. (2017). *Strategic management: Concepts and cases*. John Wiley & Sons.
- El Masri, N., & Suliman, A. (2019). Talent management, employee recognition and performance in research institutions. *Studies in Business and Economics*, 14(1), 127–140. <https://doi.org/10.2478/sbe-2019-0010>
- Elsafty, A., & Oraby, M. (2022). The impact of training on employee retention: An empirical research on the private sector in Egypt. *International Journal of Business and Management*, 17(5), 58–74. <https://doi.org/10.5539/ijbm.v17n5p58>

- Endrejat, P. C. (2021). When to challenge employees' comfort zones? The interplay between culture fit, innovation culture, and supervisors' intellectual stimulation. *Leadership & Organization Development Journal*, 42(7), 1104–1118. <https://doi.org/10.1108/lodj-07-2020-0307>
- Englander, M. (2020). Phenomenological psychological interviewing. *The Humanistic Psychologist*, 48, 54–73. <https://doi.org/10.1037/hum0000144>
- Enwereji, P. C., & Uwizeyimana, D. E. (2019). Challenges in strategy implementation processes in South African municipalities: A service delivery perspective. *Gender and Behaviour*, 17(3), 13756–13776. <https://doi.org/10.10520/EJC-1975253910>
- Erbas, Y. H. (2019). A qualitative case study of multicultural education in Turkey: Definitions of multiculturalism and multicultural education. *International Journal of Progressive Education*, 15(1), 23–43. <https://doi.org/10.29329/ijpe.2019.184.2>
- Feng, X., & Behar-Horenstein, L. (2019). Maximizing NVivo utilities to analyze open-ended responses. *The Qualitative Report*, 24(3), 563–572. <https://doi.org/10.46743/2160-3715/2019.3692>
- Ferreira, V. B., Amestoy, S. C., da Silva, G. T. R., Trindade, L. D. L., Dos Santos, I. A. R., & Varanda, P. A. G. (2020). Transformational leadership in nursing practice: Challenges and strategies. *Revista Brasileira de Enfermagem*, 73(6), 1–7. <http://dx.doi.org/10.1590/0034-7167-2019-0364>
- Firmansyah, A., Junaedi, I. W. R., Kistyanto, A., & Azzuhri, M. (2022). The effect of perceived organizational support on organizational citizenship behavior and organizational commitment in public health center during COVID-19 pandemic.

Frontiers in Psychology, 13. <https://doi.org/10.3389/fpsyg.2022.938815>

FitzPatrick, B. (2019). Validity in qualitative health education research. *Currents in Pharmacy Teaching and Learning*, 11(2), 211–217.

<https://doi.org/10.1016/j.cptl.2018.11.014>

Fontes, K. B., Alarcão, A. C. J., Santana, R. G., Pelloso, S. M., & Barros Carvalho, M. D. (2019). Relationship between leadership, bullying in the workplace and turnover intention among nurses. *Journal of Nursing Management*, 27(3), 535–542.

<https://doi.org/10.1111/jonm.12708>

Fosse, T. H., Skogstad, A., Einarsen, S. V., & Martinussen, M. (2019). Active and passive forms of destructive leadership in a military context: A systematic review and meta-analysis. *European Journal of Work and Organizational Psychology*, 28(5), 708–722. <https://doi.org/10.1080/1359432X.2019.1634550>

Foster, S. (2022). Reflecting on retention: Reasons why nurses choose to stay. *British Journal of Nursing*, 31(7), 405. <https://doi.org/10.12968/bjon.2022.31.7.405>

Fourie, W., & Höhne, F. (2019). Thou shalt not fail? Using theological impulses to critique the heroic bias in transformational leadership theory. *Leadership*, 15(1), 44–57. <https://doi.org/10.1177/1742715017730453>

Francisco, S., & Saoloan, H. M. (2021). Effect of compensation and organizational commitment on employee performance at PT ASURANSI JIWASRAYA. *Journal of Industrial Engineering & Management Research*, 2(6), 266-246.

<https://doi.org/10.7777/jiemar.v2i6.261>

Frye, W. D., Kang, S., Huh, C., & Lee, M. J. (MJ). (2020). What factors influence

generation Y's employee retention in the hospitality industry?: An internal marketing approach. *International Journal of Hospitality Management*, 85.

<https://doi.org/10.1016/j.ijhm.2019.102352>

Gabriele, B., Anne, T., & Lütke-Lanfer, S. S. (2019). Burnout prevention team-process evaluation of an organizational health intervention. *Journal of Public Health*, 27(6), 743–754. <https://doi.org/10.1007/s10389-018-0999-0>

Gashaye, M., Tilahun, D., Belay, A., & Bereka, B. (2023). Perceived utilization of leadership styles among nurses. *Risk Management and Healthcare Policy*, 16, 215–224. <https://doi.org/10.2147/RMHP.S388966>

Gilad, S. (2021). Mixing qualitative and quantitative methods in pursuit of richer answers to real-world questions. *Public Performance & Management Review*, 44(5), 1075–1099. <https://doi.org/10.1080/15309576.2019.1694546>

Gougas, V., & Malinova, L. (2021). School leadership. Models and tools: A review. *Open Journal of Social Sciences*, 09(01), 120. <https://doi.org/10.4236/jss.2021.91009>

Gray, L. M., Wong-Wylie, G., Rempel, G. R., & Cook, K. (2020). Expanding qualitative research interviewing strategies: Zoom video communications. *The Qualitative Report*, 25(5), 1292–1301. <https://doi.org/10.46743/2160-3715/2020.4212>

Guevara, R. S., Montoya, J., Carmody-Bubb, M., & Wheeler, C. (2019). Physician leadership style predicts advanced practice provider job satisfaction. *Leadership in Health Services*, 33(1), 56–72. <https://doi.org/10.1108/LHS-06-2019-0032>

Gunawan, N. P. I. N., Hariyati, R. T. S., & Gayatri, D. (2019). Motivation as a factor

- affecting nurse performance in Regional General Hospitals: A factors analysis. *Enfermería Clínica*, 29, 515–520. <https://doi.org/10.1016/j.enfcli.2019.04.078>
- Hamilton, A. B., & Finley, E. P. (2020). Reprint of: Qualitative methods in implementation research: An introduction. *Psychiatry Research*, 283. <https://doi.org/10.1016/j.psychres.2019.112629>
- Haque, A. (2020). Strategic HRM and organisational performance: Does turnover intention matter? *International Journal of Organizational Analysis*, 29(3), 656–681. <https://doi.org/10.1108/IJOA-09-2019-1877>
- Hassan, M. K. (2019). Research design and methodological issues for undertaking a research: An ethnographic approach. *The International Journal of Humanities & Social Studies*, 7(7), <https://doi.org/10.24940/theijhss/2019/v7/i7/hs1907-121>
- Hassan, Z. (2022). Employee retention through effective human resource management practices in Maldives: Mediation effects of compensation and rewards system. *Journal of Entrepreneurship, Management, and Innovation*, 18(2), 137–174. <https://doi.org/10.7341/20221825>
- Hastari, S., Mufidah, E., Wahyudi, P., & Laksmi, D. (2020). Contribution of work ability and work motivation with performance and its impact on work productivity. *Management Science Letters*, 11(2), 425–434. <https://doi.org/10.5267/j.msl.2020.9.026>
- Hayashi, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *The Qualitative Report*, 24(1), 98–112. <https://doi.org/10.46743/2160-3715/2019.3443>

- Hayre, C. M., & Muller, D. J. (2019). *Enhancing healthcare and rehabilitation: The impact of qualitative research*. CRC Press.
- Hazelzet, E., Bosma, H., de Rijk, A., & Houkes, I. (2020). Does dialogue improve the sustainable employability of low-educated employees? A study protocol for an effect and process evaluation of healthy HR. *Frontiers in Public Health*, 8. <https://www.frontiersin.org/articles/10.3389/fpubh.2020.00446>
- Heckemann, B., & Thilo, F. J. S. (2020). Working via distance: Using computer-assisted qualitative data analysis software (CAQDAS) MAXQDA, email, and teleconferencing in qualitative content analysis - Experiences, pitfalls, and practical tips. *Sage Research Methods Cases*, 1–14. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&as_vis=1&q=Working+via+distance%3A+Using+computer-Assisted+qualitative+data+analysis+software+%28CAQDAS%29+MAXQDA%2C+email%2C+and+teleconferencing+in+qualitative+content+analysis+-+Experiences%2C+pitfalls%2C+and+practical+tips&btnG=
- Hennink, M. M., Kaiser, B. N., & Weber, M. B. (2019). What influences saturation? Estimating sample sizes in focus group research. *Qualitative Health Research*, 29(10), 1483–1496. <https://doi.org/10.1177/1049732318821692>
- Hermans, M. (2019). Perceived organizational change intensity and voluntary employee turnover in Latin America. *Academy of Management Proceedings*, 2019(1). <https://doi.org/10.5465/AMBPP.2019.12503abstract>
- Heyi, H. A., & Golga, D. N. (2022). Lived experiences of female academic staff in

- leadership positions at Haramaya University. *International Journal of Leadership in Education*, 1–23. <https://doi.org/10.1080/13603124.2022.2081876>
- Hidayah, N., & Fadila, E. N. (2019). Transformational leadership directly and indirectly effect on nurse performance: Organizational cultural as intervening variables. *Asian Social Work Journal*, 4(1), 1–10. <https://doi.org/10.47405/aswj.v4i1.77>
- Hieu, V. M., & Nwachukwu, C. (2019). Strategy evaluation process and strategic performance nexus. *Business Management*, 1, 43–55. <https://dlib.uni-svishtov.bg/handle/10610/4052>
- Hilton, S. K., Madilo, W., Awaah, F., & Arkorful, H. (2023). Dimensions of transformational leadership and organizational performance: The mediating effect of job satisfaction. *Management Research Review*, 46(1), 1–19. <https://doi.org/10.1108/MRR-02-2021-0152>
- Holmes, A. G. D. (2020). Researcher positionality—A consideration of its influence and place in qualitative research—A new researcher guide. *Shanlax International Journal of Education*, 8(4), 1–10. <https://orcid.org/0000-0002-5147-0761>
<https://doi.org/10.1111/joop.12143>
- Hu, H., Wang, C., Lan, Y., & Xue, W. (2022). Nurses' turnover intention, hope, and career identity: The mediating role of job satisfaction. *BMC Nursing*, 21(43). <https://doi.org/10.1186/s12912-022-00821-5>
- Hunt, S. R., Probst, J. C., Haddock, K. S., Moran, R., Baker, S. L., Anderson, R. A., & Corazzini, K. (2012). Registered nurse retention strategies in nursing homes: A two-factor perspective. *Health Care Management Review*, 37(3), 246–256.

<https://doi.org/10.1097/HMR.0b013e3182352425>

- Ibrahim, I., Zaini, N. H., Azmi, N. A., & Sa'aid, H. B. (2022). The influence of leadership styles on the employee's motivation in the Government agencies in Kedah, Malaysia. *International Journal of Accounting, Finance, and Business*, 7(44), 177–187. <http://www.ijafb.com/PDF/IJAFB-2022-44-10-14.pdf>
- Iqbal, K., Fatima, T., & Naveed, M. (2020). The impact of transformational leadership on nurses' organizational commitment: A multiple mediation model. *European Journal of Investigation in Health, Psychology and Education*, 10(1), 262–275. <https://doi.org/10.3390/ejihpe10010021>
- Jankelová, N., & Joniaková, Z. (2021). Communication skills and transformational leadership style of first-line nurse managers in relation to job satisfaction of nurses and moderators of This relationship. *Healthcare*, 9(3), 346. <https://doi.org/10.3390/healthcare9030346>
- Jantzi, D., & Leithwood, K. (1995). Toward an explanation of how teachers' perceptions of transformational school leadership are formed. 1-40. <https://files.eric.ed.gov/fulltext/ED386785.pdf>
- Jeffrey, I., & Prasetya, A. B. (2019). The employee performance assessment and employee training, on employee intension. *Jurnal Aplikasi Manajemen*, 17(1), 56–65. <https://doi.org/10.21776/ub.jam.2019.017.01.07>
- Jensen, M., Potočník, K., & Chaudhry, S. (2020). A mixed-methods study of CEO transformational leadership and firm performance. *European Management Journal*, 38(6), 836–845. <https://doi.org/10.1016/j.emj.2020.05.004>

- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, 84(1), 138–146. <https://doi.org/10.5688/ajpe7120>
- Jones, K., & Thompson, R. (2021). To use or not to use a COVID-19 contact tracing app: Mixed methods survey in Wales. *JMIR MHealth and UHealth*, 9(11). <https://doi.org/10.2196/29181>
- Juvitayapun, T. (2021). Employee turnover prediction: The impact of employee event features on interpretable machine learning methods. *2021 13th International Conference on Knowledge and Smart Technology*, 181–185. <https://doi.org/10.1109/KST51265.2021.9415794>
- Kabeyi, M. (2019). Organizational strategic planning, implementation, and evaluation with analysis of challenges and benefits. *International Journal of Applied Research and Studies*, 5(6), 27–32. <https://doi.org/10.22271/allresearch.2019.v5.i6a.5870>
- Kalyanamitra, P., Saengchai, S., & Jermsittiparsert, K. (2020). Impact of training facilities, benefits and compensation, and performance appraisal on the employees' retention: A mediating effect of employees' Job Satisfaction. *Systematic Reviews in Pharmacy*, 11(3). <https://www.sysrevpharm.org/articles/impact-of-training-facilities-benefits-and-compensation-and-performance-appraisal-on-the-employees-retention-a-mediating.pdf>
- Kawiana, I. G. P., Riana, I. G., Rihayana, I. G., & Adi, I. N. R. (2020). How

transformational leadership intensify employee performance mediating by job satisfaction. *Mix Jurnal Ilmiah Manajemen*, 10(3), 454–468.

<https://doi.org/10.22441/mix.2020.v10i3.010>

Kelle, U., Kühberger, C., & Bernhard, R. (2019). How to use mixed-methods and triangulation designs: An introduction to history education research. *History Education Research Journal*, 16(1), 5-23. <https://doi.org/10.18546/HERJ.16.1.02>

Kerzman, H., Van Dijk, D., Siman-Tov, M., Friedman, S., & Goldberg, S. (2020). Professional characteristics and work attitudes of hospital nurses who leave compared with those who stay. *Journal of Nursing Management*, 28(6), 1364–1371. <https://doi.org/10.1111/jonm.13090>

Khalil, A., & Hussain Ch, A. (2021). Transformational leadership of head teachers and academic optimism: Perspectives of teachers in secondary schools. *Bulletin of Education and Research*, 43(2), 61–74.

<https://files.eric.ed.gov/fulltext/EJ1338295.pdf>

Khan, A., & Tidman, M. M. (2021). Impacts of transformational and laissez-faire leadership in health. *International Journal of Medical Science and Clinical Invention*, 8(9) 5605-5609. <https://doi.org/10.18535/ijmsci/v8i09.04>

Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020b). Impact of transformational leadership on work performance, burnout, and social loafing: A mediation model. *Future Business Journal*, 6(1), 1–13.

<https://doi.org/10.1186/s43093-020-00043-8>

Khan, S.-U.-R., Anjam, M., Abu Faiz, M., Khan, F., & Khan, H. (2020a). Probing the

effects of transformational leadership on employees' job satisfaction with interaction of organizational learning culture. *Sage Open*, 10(2).

<https://doi.org/10.1177/2158244020930771>

Kiel, J. M. (2020). An analysis of restructuring orientation to enhance nurse retention. *Health Care Manager*, 39(4), 162–167.

<https://doi.org/10.1097/hcm.0000000000000303>

Kim, J. Y., & Roberson, L. (2022). I'm biased and so are you what should organizations do? A review of organizational implicit-bias training programs. *Consulting Psychology Journal*, 74(1), 19–39. <https://doi.org/10.1037/cpb0000211>

Kinsella, D., Fry, M., & Zecchin, A. (2018). Motivational factors influencing nurses to undertake postgraduate hospital-based education. *Nurse Education in Practice*, 31, 54–60. <https://doi.org/10.1016/j.nepr.2018.04.011>

Kleinman, C. S. (2004). Leadership and retention: Research needed. *The Journal of Nursing Administration*, 34(3), 111–113. <https://doi.org/10.1097/00005110-200403000-00001>

Kocabaşoğlu, B., & Şahin, E. (2021). Investigation of gifted students' cognitive structures on the concept of innovation. *Journal of Turkish Science Education*, 18(4), 649–673. <https://doi.org/10.36681/tused.2021.96>

Koh, D., Lee, K., & Joshi, K. (2019). Transformational leadership and creativity: A meta-analytic review and identification of an integrated model. *Journal of Organizational Behavior*, 40(6), 625–650. <https://doi.org/10.1002/job.2355>

Kolomboy, F., Palutturi, S., Rifai, F., Saleh, L. M., Nasrul, N., & Amiruddin, R. (2021).

Leadership style based on the study of multifactor leadership questionnaire in Palu Anutapura hospital. *Gaceta Sanitaria*, 35(2), S432–S434.

<https://doi.org/10.1016/j.gaceta.2021.10.069>

Komakech, E., Obici, G., & Mwesigwa, D. (2021). Efficacy of inspirational motivation on the performance of public health workers in mid-north of Uganda. *Annals of Human Resource Management Research*, 1(2), 85–97.

<https://doi.org/10.35912/ahrmr.v1i2.509>

Kotamena, F., Senjaya, P., & Prasetya, A. B. (2020). A literature review: Is transformational leadership elitist and antidemocratic? *International Journal of Social, Policy and Law*, 1(1), 36-43. <https://doi.org/10.8888/ijospl.v1i1.15>

Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations* (1st ed.). The Jossey-Bass Management.

Kudret, S., Erdogan, B., & Bauer, T. N. (2019). Self-monitoring personality trait at work: An integrative narrative review and future research directions. *Journal of Organizational Behavior*, 40(2), 193–208. <https://doi.org/10.1002/job.2346>

Kurdi, B., & Alshurideh, M. (2020). Employee retention and organizational performance: Evidence from banking industry. *Management Science Letters*, 10(16), 3981–3990. <https://doi.org/10.5267/j.msl.2020.7.011>

Kyngäs, H., Mikkonen, K., & Kääriäinen, M. (2019). *The application of content analysis in nursing science research*. Springer.

Labrague, L. J., Nwafor, C. E., & Tsaras, K. (2020). Influence of toxic and

transformational leadership practices on nurses' job satisfaction, job stress, absenteeism, and turnover intention: A cross-sectional study. *Journal of Nursing Management*, 28(5), 1104–1113. <https://doi.org/10.1111/jonm.13053>

Ladelsky, L. (2014). The effect of job satisfaction on its employees turnover intention in Israel. *Annals of the University of Oradea: Economic Science*, 23(1), 1028–1038. <https://ideas.repec.org/a/ora/journal/v1y2014i1p1028-1038.html#:~:text=The%20findings%20that%20supported%20the,Hi%2DTech%20companies%20in%20Israel.>

Lanka, E., Lanka, S., Rostron, A., Singh, P., Lanka, E., Lanka, S., Rostron, A., & Singh, P. (2021). Why we need qualitative research in management studies. *Revista de Administração Contemporânea*, 25(2). <https://doi.org/10.1590/1982-7849rac2021200297.en>

Le Cong Thuan. (2020). Motivating follower creativity by offering intellectual stimulation. *International Journal of Organizational Analysis*, 28(4), 817–829. <https://doi.org/10.1108/IJOA-06-2019-1799>

Lee, J. (2021). Nursing home nurses' turnover intention: A systematic review. *Nursing Open*, 9(1), 22–29. <https://doi.org/10.1002/nop2.1051>

Leedy, P. D., & Ormrod, J. E. (2019). *Practical research: Planning and design*. (12th ed.). Pearson.

Lei, L., Lin, K., Huang, S., Tung, H., Tsai, J., & Tsay, S. (2022). The impact of organisational commitment and leadership style on job satisfaction of nurse practitioners in acute care practices. *Journal of Nursing Management*, 30(3), 651–

659. <https://doi.org/10.1111/jonm.13562>

Leithwood, K., & Jantzi, D. (1999). Transformational school leadership effects: A replication. *School Effectiveness & School Improvement*, 10(4), 451–479.

<https://doi.org/10.1076/sesi.10.4.451.3495>

Lemon, L. L., & Hayes, J. (2020). Enhancing trustworthiness of qualitative findings: Using leximancer for qualitative data analysis triangulation. *The Qualitative Report*, 25(3), 604–614.

<https://doi.org/10.46743/2160-3715/2020.4222>

Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94–106.

<https://doi.org/10.1177/1534484320903890>

Li, H., Sajjad, N., Wang, Q., Muhammad Ali, A., Khaqan, Z., & Amina, S. (2019).

Influence of transformational leadership on employees' innovative work behavior in sustainable organizations: Test of mediation and moderation processes.

Sustainability, 11(6). <https://doi.org/10.3390/su11061594>

Liestoel. (2019). Augmented reality storytelling – Narrative design and reconstruction of a historical event in situ. *International Journal of Interactive Mobile Technologies*, 13(12), 196–209.

<https://doi.org/10.3991/ijim.v13i12.11560>

Liggans, G., Attah, P. A., Gong, T., Chase, T., Russell, M. B., & Clark, P. W. (2019).

Military veterans in federal agencies: Organizational inclusion, human resource practices, and trust in leadership as predictors of organizational commitment.

Public Personnel Management, 48(3), 413–437.

<https://doi.org/10.1177/0091026018819025>

- Lindsley, K. A. (2019). Improving quality of the informed consent process: Developing an easy-to-read, multimodal, patient-centered format in a real-world setting. *Patient Education and Counseling, 102*(5), 944–951.
<https://doi.org/10.1016/j.pec.2018.12.022>
- Liu, W., & Liu, Y. (2022). The impact of incentives on job performance, business cycle, and population health in emerging economies. *Frontiers in Public Health, 9*.
<https://doi.org/10.3389/fpubh.2021.778101>
- Lloyd, R., & Mertens, D. (2018). Expecting more out of expectancy theory: History urges inclusion of the social context. *International Management Review, 14*(1), 24–37.
<http://americanscholarspress.us/journals/IMR/pdf/IMR-1-2018/IMR-v1-n1-2018-4-19.pdf#page=28>
- Lu, H., Zhao, Y., & While, A. (2019). Job satisfaction among hospital nurses: A literature review. *International Journal of Nursing Studies, 94*, 21–31.
<https://doi.org/10.1016/j.ijnurstu.2019.01.011>
- Lyons, P., & Bandura, R. (2019). Employee turnover: Features and perspectives. *Development and Learning in Organizations: An International Journal, 34*(1), 1–4. <https://doi.org/10.1108/DLO-02-2019-0048>
- Lyons, P., & Bandura, R. (2021). Turnover intention: Management behaviors to help retain talented employees. *Development and Learning in Organizations: An International Journal, 35*(5), 7–10. <https://doi.org/10.1108/DLO-10-2020-0204>
- Magbity, J. b., Ofei, A. m. a., & Wilson, D. (2020). Leadership styles of nurse managers and turnover intention. *Hospital Topics, 98*(2), 45–50.

<https://doi.org/10.1080/00185868.2020.1750324>

Mahadi, N., Woo, N. M. F., Baskaran, S., & Yaakop, A. Y. (2020). Determinant factors for employee retention: Should I stay? *International Journal of Academic Research in Business and Social Sciences*, 10(4), 201–213.

<https://doi.org/10.6007/IJARBSS/v10-i4/7120>

Mahoney, C. B., Lea, J., Schumann, P. L., & Jillson, I. A. (2020). Turnover, burnout, and job satisfaction of certified registered nurse anesthetists in the United States: Role of job characteristics and personality. *AANA Journal*, 88(1), 39–48.

<https://nurseanesthesiology.aana.com/wp-content/uploads/2020/03/Mahoney-R.pdf>

Mamun, C. A. A., & Hasan, M. N. (2017). Factors affecting employee turnover and sound retention strategies in business organization: A conceptual view. *Problems and Perspectives in Management*, 15(1), 63–71.

[https://doi.org/10.21511/ppm.15\(1\).2017.06](https://doi.org/10.21511/ppm.15(1).2017.06)

Manoppo, V. P. (2020). Transformational leadership as a factor that decreases turnover intention: A mediation of work stress and organizational citizenship behavior. *The TQM Journal*, 32(6), 1395–1412. <https://doi.org/10.1108/TQM-05-2020-0097>

Marlapa, E., & Mulyana, B. (2020). The effect of work discipline and work motivation on employee productivity with competence as intervening variables. *International Review of Management and Marketing*, 10(3), 54–63.

<https://econjournals.com/index.php/irmm/article/view/9922>

Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research* (6th ed.). Sage

Publications.

- Marufu, T. C., Collins, A., Vargas, L., Gillespie, L., & Almghairbi, D. (2021). Factors influencing retention among hospital nurses: Systematic review. *British Journal of Nursing, 30*(5), 302–308. <https://doi.org/10.12968/bjon.2021.30.5.302>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- McGaha, K. K., & D’Urso, P. A. (2019). A non-traditional validation tool: Using cultural domain analysis for interpretive phenomenology. *International Journal of Social Research Methodology, 22*(6), 585–598. <https://doi.org/10.1080/13645579.2019.1621474>
- McGrath, C., Palmgren, P. J., & Liljedahl, M. (2019). Twelve tips for conducting qualitative research interviews. *Medical Teacher, 41*(9), 1002–1006. <https://doi.org/10.1080/0142159X.2018.1497149>
- Mey, M. R., Poisat, P., & Stindt, C. (2021). The influence of leadership behaviours on talent retention: An empirical study. *SA Journal of Human Resource Management, 19*. <https://doi.org/10.4102/sajhrm.v19i0.1504>
- Montag, C., Sindermann, C., Lester, D., & Davis, K. L. (2020). Linking individual differences in satisfaction with each of Maslow’s needs to the Big Five personality traits and Panksepp’s primary emotional systems. *Heliyon, 6*(7). <https://doi.org/10.1016/j.heliyon.2020.e04325>
- Moon, M. D. (2019). Triangulation: A method to increase validity, reliability, and legitimation in clinical research. *Journal of Emergency Nursing, 45*(1), 103–105.

<https://doi.org/10.1016/j.jen.2018.11.004>

Moustakas, C. (1994). *Phenomenological research methods*. Sage Publications.

Muir, K. J., Wanchek, T. N., Lobo, J. M., & Keim-Malpass, J. (2022). Evaluating the costs of nurse burnout-attributed turnover: A Markov modeling approach. *Journal of Patient Safety*, 18(6), 351–357.

<https://doi.org/10.1097/PTS.0000000000000920>

Munoz, L., Miller, R., & Poole, S. M. (2016). Professional student organizations and experiential learning activities: What drives student intentions to participate? *Journal of Education for Business*, 91(1), 45–51.

<https://doi.org/10.1080/08832323.2015.1110553>

Mushtaq, K., Hussain, M., & Parveen, K. (2022). Impact of transformational leadership intervention of head nurses among front-line solders (staff nurses) working in government hospital. *Journal of the Pakistan Medical Association*.

<https://doi.org/10.47391/jpma.4167>

Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427–431. <https://doi.org/10.1177/1362168820941288>

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. U.S. Department of Department of Health, Education, and Welfare.

<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>

National Institute of Aging. (2017). *Residential facilities, assisted living, and nursing*

homes. National Institute on Aging. <http://www.nia.nih.gov/health/residential-facilities-assisted-living-and-nursing-homes>

Natow, R. S. (2020). The use of triangulation in qualitative studies employing elite interviews. *Qualitative Research*, 20(2), 160–173.

<https://doi.org/10.1177/1468794119830077>

Nazemi, S., Asadi, S. T., & Asadi, S. T. (2015). Barriers to strategic planning implementation; case of: Mashhad electricity distribution company. *Procedia - Social and Behavioral Sciences*, 207, 2–9.

<https://doi.org/10.1016/j.sbspro.2015.10.142>

Nazir, O., & Islam, J. U. (2020). Influence of CSR-specific activities on work engagement and employees' innovative work behaviour: An empirical investigation. *Current Issues in Tourism*, 23(24), 3054–3072.

<https://doi.org/10.1080/13683500.2019.1678573>

Ndunge, M. M., Oluoch, K., & Mutua, C. M. (2019). Challenges of strategy implementation: A case study of Kenya medical training college. *European Journal of Business and Strategic Management*, 4(4), 76–99.

<https://www.iprjb.org/journals/index.php/EJBSM/article/view/945>

Nel, P. S., Gerber, P. D., Van Dyk, P. S., Haasbroek, G. D., Schultz, H. B., Sono, T., & Werner, A. (2001). *Human resources management*. Oxford University Press.

Ngulube, P., & Ukwoma, S. C. (2021). Prevalence of methodological transparency in the use of mixed methods research in library and information science research in South Africa and Nigeria, 2009–2015. *Library & Information Science Research*,

43(4). <https://doi.org/10.1016/j.lisr.2021.101124>

- Nguyen, H. M., Mai, L. T., & Huynh, T. L. (2019). The role of transformational leadership toward work performance through intrinsic motivation: A study in the pharmaceutical field in Vietnam. *The Journal of Asian Finance, Economics and Business*, 6(4), 201–212. <https://doi.org/10.13106/jafeb.2019.vol6.no4.201>
- Niati, D. R., Siregar, Z. M. E., & Prayoga, Y. (2021). The effect of training on work performance and career development: The role of motivation as intervening variable. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(2), 2385–2393. <https://doi.org/10.33258/birci.v4i2.1940>
- Niedbalsk, J., & Slezak, I. (2021). Exploring CAQDAS - How to support a novice user of computer aided qualitative data analysis software. *New Trends in Qualitative Research*, 6, 1–14. <https://doi.org/10.36367/ntqr.6.2021.1-14>
- Nielsen, K., & Abildgaard, J. S. (2013). Organizational interventions: A research-based framework for the evaluation of both process and effects. *Work & Stress*, 27(3), 278–297. <https://doi.org/10.1080/02678373.2013.812358>
- Nikulina, A., & Wynstra, F. (2022). Understanding supplier motivation to engage in multiparty performance-based contracts: The lens of Expectancy theory. *Journal of Purchasing and Supply Management*, 28(2). <https://doi.org/10.1016/j.pursup.2022.100746>
- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-Based Nursing*, 22(3), 67–68. <https://doi.org/10.1136/ebnurs-2019-103145>

- Norris, K. R., Ghahremani, H., & Lemoine, G. J. (2021). Is it laissez-faire leadership or delegation? A deeper examination of an over-simplified leadership phenomenon. *Journal of Leadership & Organizational Studies*, 28(3), 322–339. <https://doi.org/10.1177/1548051821997407>
- Ogola, M. G., Sikalieh, D., & Linge, T. K. (2017). The influence of individualized consideration leadership behavior on employee performance in small and medium enterprises in Kenya. *International Journal of Business and Social Science*, 8(2). <https://www.ijbssnet.com/journal/index/3711>
- Ohunakin, F., Adeniji, A. A., Oludayo, O. A., Osibanjo, A. O., & Oduyoye, O. O. (2019). Employees' retention in Nigeria's hospitality industry: The role of transformational leadership style and job satisfaction. *Journal of Human Resources in Hospitality & Tourism*, 18(4), 441–470. <https://doi.org/10.1080/15332845.2019.1626795>
- O'Kane, P. (2020). Demystifying CAQDAS: A series of dilemmas. Crook, T.R., Lê, J., & Smith, A. D (Ed.) *Advancing Methodological Thought and Practice (Research methodology in Strategy and Management, Vol. 12)*, Emerald Publishing Limited, Bingley, pp. 133–152. <https://doi.org/10.1108/S1479-838720200000012020>
- O'Shea, M. (2022). Informed consent: Who are we informing? *Rural and Remote Health*, 22(3). <https://doi.org/10.22605/RRH7370>
- Othman, T., & Khrais, H. (2022). The relationship between transformational leadership, job satisfaction, and organizational commitment in Jordanian nurses. *Anaesthesia, Pain & Intensive Care*, 26(3), 304–309. <https://doi.org/10.35975/apic.v26i3.1896>

- Otieno, C. D., Linge, T. K., & Sikalieh, D. (2019). Influence of intellectual stimulation on employee engagement in parastatals in the energy sector in Kenya. *International Journal of Research in Business and Social Science*, 8(6), 147–161. <https://doi.org/10.20525/ijrbs.v8i6.506>
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8), 577–588. <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>
- Palinkas, L. A., Mendon, S. J., & Hamilton, A. B. (2019). Innovations in mixed methods evaluations. *Annual Review of Public Health*, 40, 423–442. <https://doi.org/10.1146/annurev-publhealth-040218-044215>
- Pearson, M. M. (2020). Transformational leadership principles and tactics for the nurse executive to shift nursing culture. *The Journal of Nursing Administration*, 50(3), 142–151. <https://doi.org/10.1097/NNA.0000000000000858>
- Perera, K. (2020). The interview as an opportunity for participant reflexivity. *Qualitative Research*, 20(2), 143–159. <https://doi.org/10.1177/1468794119830539>
- Petak, T. (2021). One thing managers need to do to inspire, excite, motivate, and retain employees – Recognize strong work performance. *Journal of Business & Educational Leadership*, 11(1), 3–16. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=One+thing+managers+need+to+do+to+inspire%2C+excite%2C+motivate%2C+and+retain+employees+%E2%80%93+Recognize+strong+work+performance&btnG=

- Pishgooie, A. H., Atashzadeh-Shoorideh, F., Falcó-Pegueroles, A., & Lotfi, Z. (2019). Correlation between nursing managers' leadership styles and nurses' job stress and anticipated turnover. *Journal of Nursing Management*, 27(3), 527–534. <https://doi.org/10.1111/jonm.12707>
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107–142. [https://doi.org/10.1016/1048-9843\(90\)90009-7](https://doi.org/10.1016/1048-9843(90)90009-7)
- Poels, J., Verschueren, M., Milisen, K., & Vlaeyen, E. (2020). Leadership styles and leadership outcomes in nursing homes: A cross-sectional analysis. *BMC Health Services Research*, 20(1), 1–10. <https://doi.org/10.1186/s12913-020-05854-7>
- Powell, B. J., Fernandez, M. E., Williams, N. J., Aarons, G. A., Beidas, R. S., Lewis, C. C., McHugh, S. M., & Weiner, B. J. (2019). Enhancing the impact of implementation strategies in healthcare: A research agenda. *Frontiers in Public Health*, 7(23). <https://www.frontiersin.org/articles/10.3389/fpubh.2019.00003>
- Prabowo, H. Y. (2020). Reinvigorating the human instrument: An exploratory study on the potential use of CAQDAS in qualitative evaluation of corruption prevention in Indonesia. *Journal of Financial Crime*, 27(2), 505–530. <https://doi.org/10.1108/JFC-01-2019-0004>
- Praditya, R. A. (2020). Leadership, work motivation, competency, commitment, and culture: Which influences the performance of quality management system in automotive industry? *Journal of Industrial Engineering & Management Research*,

I(1b), 53-62. <https://doi.org/10.7777/jiemar.v1i1.27>

Prasetio, A. P., Azis, E., & Anggadwita, G. (2019). Exploring compensation satisfaction to enhance motivation and reduce turnover intention among employee of private bottled water company in Indonesia. *Jurnal Bisnis Dan Manajemen*, *20*(1), 32-48. <https://doi.org/10.24198/jbm.v20i1.274>

Prayuda, R. (2019). The influence of transformational leadership, organizational climate, innovative behavior, and employee engagement on industrial employee performance with job satisfaction in the digital era. *Journal of Industrial Engineering & Management Research*, *1*(1a), 13-23. <https://doi.org/10.7777/jiemar.v1i1a.251>

Prosek, E. A., & Gibson, D. M. (2021). Promoting rigorous research by examining lived experiences: A review of four qualitative traditions. *Journal of Counseling & Development*, *99*(2), 167–177. <https://doi.org/10.1002/jcad.12364>

Purwanto, A. (2022). The role of transformational leadership and organizational citizenship behavior on SMEs employee performance. *Journal of Industrial Engineering & Management Research*, *3*(5). <https://doi.org/10.7777/jiemar.v3i5.318>

Quang, H. N., & Tri, H. M. (2022). Conducting an online synchronous interview: Implications for online assessment. *Ho Chi Minh City Open University Journal of Science - Social Sciences*, *12*(1), 3–13. <https://doi.org/10.46223/HCMCOUJS.soci.en.11.2.2106.2021>

Quezada, L. E., Reinao, E. A., Palominos, P. I., & Oddershede, A. M. (2019). Measuring

- performance using SWOT analysis and balanced scorecard. *Procedia Manufacturing*, 39, 786–793. <https://doi.org/10.1016/j.promfg.2020.01.430>
- Quyen, B. T. T., Lan, V. T. H., & Minh, H. V. (2021). Job satisfaction of healthcare workers in Vietnam: A multilevel study. *International Journal of Healthcare Management*, 14(4), 1091–1097. <https://doi.org/10.1080/20479700.2020.1749804>
- Rafieian-Isfahani, H., Peikari, H.-R., & Rafieyan-Isfahani, M. (2019). The relationship between motivations and nurses' intention to share knowledge. *Iranian Journal of Nursing and Midwifery Research*, 25(1), 53–57. https://doi.org/10.4103/ijnmr.IJNMR_211_18
- Ramlawati, R., Trisnawati, E., Yasin, N., & Kurniawaty, K. (2021). External alternatives, job stress on job satisfaction and employee turnover intention. *Management Science Letters*, 11(2), 511–518. <https://doi.org/10.5267/j.msl.2020.9.016>
- Rasouli, A., Ketabchi Khoonsari, M., Ashja Ardalan, S., Saraee, F., & Ahmadi, F. Z. (2020). The importance of strategic planning and management in health: A systematic review. *Health Management & Information Science*, 7(1), 1–9. https://jhmi.sums.ac.ir/article_46622.html
- Ravindran, V. (2019). Data analysis in qualitative research. *Indian Journal of Continuing Nursing Education*, 20(1), 40-45. https://doi.org/10.4103/IJCN.IJCN_1_19
- Ree, E., & Wiig, S. (2020). Linking transformational leadership, patient safety culture and work engagement in home care services. *Nursing Open*, 7(1), 256–264. <https://doi.org/10.1002/nop2.386>
- Renjith, V., Yesodharan, R., Noronha, J. A., Ladd, E., & George, A. (2021). Qualitative

- methods in health care research. *International Journal of Preventive Medicine*, 12, 20. https://doi.org/10.4103/ijpvm.IJPVM_321_19
- Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). Two strategies for qualitative content analysis: An intramethod approach to triangulation. *Qualitative Health Research*, 28(5), 824–831. <https://doi.org/10.1177/1049732317753586>
- Reyhanoglu, M., & Akin, O. (2020). Impact of toxic leadership on the intention to leave: A research on permanent and contracted hospital employees. *Journal of Economic and Administrative Sciences*, 38(1), 156–177. <https://doi.org/10.1108/JEAS-05-2020-0076>
- Reza, M. H. (2019). Components of transformational leadership behavior. *EPRA International Journal of Multidisciplinary Research*, 5(3), 119–124. <https://eprajournals.com/IJMR/article/1310/abstract>
- Rindu, R., Lukman, S., Hardisman, H., Hafizurrachman, M., & Bachtiar, A. (2020). The relationship between transformational leadership, organizational commitment, work stress, and turnover intentions of nurse at private hospital in Indonesia. *Open Access Macedonian Journal of Medical Sciences*, 8(E), 551–557. <https://doi.org/10.3889/oamjms.2020.4425>
- Robbins, B., & Davidhizar, R. (2020). Transformational leadership in health care today. *Health Care Manager*, 39(3), 117–121. <https://doi.org/10.1097/hcm.0000000000000296>
- Robert, V., & Vandenberghe, C. (2021). Laissez-faire leadership and affective commitment: The roles of leader-member exchange and subordinate relational

self-concept. *Journal of Business and Psychology*, 36(4), 533–551.

<https://doi.org/10.1007/s10869-020-09700-9>

Roberts, R. E. (2020). Qualitative interview questions: Guidance for novice researchers.

Qualitative Report, 25(9), 3185–3203. [https://doi.org/10.46743/2160-](https://doi.org/10.46743/2160-3715/2020.4640)

[3715/2020.4640](https://doi.org/10.46743/2160-3715/2020.4640)

Rombaut, E., & Guerry, M.-A. (2020). The effectiveness of employee retention through

an uplift modeling approach. *International Journal of Manpower*, 41(8), 1199–

1220. <https://doi.org/10.1108/IJM-04-2019-0184>

Rubenstein, A. L., Kammeyer-Mueller, J. D., Wang, M., & Thundiyl, T. G. (2019). "

Embedded " at hire? Predicting the voluntary and involuntary turnover of new employees. *Journal of Organizational Behavior*, 40(3), 342–359.

<https://doi.org/10.1002/job.2335>

Sa'adah, N., & Rijanti, T. (2022). The role of knowledge sharing, leader-member

exchange (LMX) on organizational citizenship behavior and employee

performance: An empirical study on public health center of Pati 1, Pati 2 and

Trangkil in Central Java. *International Journal of Social and Management*

Studies, 3(1), 112-131. <https://doi.org/10.5555/ijosmas.v3i1.87>

Sánchez-Cardona, I., Salanova Soria, M., & Llorens-Gumbau, S. (2018). Leadership

intellectual stimulation and team learning: The mediating role of team positive

affect. *Universitas Psychologica*, 17(1), 221–236.

<https://doi.org/10.11144/Javeriana.upsy17-1.list>

Satalkar, P., & Shaw, D. (2019). How do researchers acquire and develop notions of

- research integrity? A qualitative study among biomedical researchers in Switzerland. *BMC Medical Ethics*, 20(1), 72. <https://doi.org/10.1186/s12910-019-0410-x>
- Sawaneh, I. A., & Kamara, F. K. (2019). An effective employee retention policies as a way to boost organizational performance. *Journal of Human Resource Management*, 7(2), 41–48 <https://doi.org/48.10.11648/j.jhrm.20190702.12>
- Schaubroeck, J. M., Shen, Y., & Chong, S. (2017). A dual-stage moderated mediation model linking authoritarian leadership to follower outcomes. *Journal of Applied Psychology*, 102(2), 203–214. <https://doi.org/10.1037/apl0000165>
- Schoenung, B., & Dikova, D. (2016). Reflections on organizational team diversity research: In search of a logical support to an assumption. *Equality, Diversity, and Inclusion: An International Journal*, 35(3), 221–231. <https://doi.org/10.1108/EDI-11-2015-0095>
- Schutt, R. K. (2019). Quantitative methods. In *The Wiley Blackwell Companion to Sociology* (pp. 39–56). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119429333.ch3>
- Self - efficacy as a resource. (2021). Development and learning in organizations. *An International Journal*, 35(5), 28–30. <https://doi.org/10.1108/dlo-09-2020-0191>
- Seljemo, C., Viksveen, P., & Ree, E. (2020). The role of transformational leadership, job demands and job resources for patient safety culture in Norwegian nursing homes: A cross-sectional study. *BMC Health Services Research*, 20(1), 1-8. <https://doi.org/10.1186/s12913-020-05671-y>

- Shafi, M., Lei, Z., Song, X., & Sarker, M. N. I. (2020). The effects of transformational leadership on employee creativity: Moderating role of intrinsic motivation. *Asia Pacific Management Review*, 25(3), 166–176.
<https://doi.org/10.1016/j.apmr.2019.12.002>
- Shah, P., Thornton, I., Turrin, D., & Hipskind, J. E. (2022). Informed consent. *In StatPearls*. <http://www.ncbi.nlm.nih.gov/books/NBK430827/>
- Shahzad, M. A., Iqbal, T., Jan, N., & Zahid, M. (2022). The role of transformational leadership on firm performance: Mediating effect of corporate sustainability and moderating effect of knowledge-sharing. *Frontiers in Psychology*, 13.
<https://doi.org/10.3389/fpsyg.2022.883224>
- Siddiqui, A. (2021). SWOT analysis (or SWOT matrix) tool as a strategic planning and management technique in the health care industry and Its advantages. *Journal of Biomedical Science*, 40, 1–8. <https://doi.org/10.26717/BJSTR.2021.40.006419>
- Sija, A. (2022). Determinants of employee retention in private healthcare. *European Journal of Human Resource Management Studies*, 5(4).
<https://doi.org/10.46827/ejhrms.v5i4.1220>
- Simard, K., & Parent-Lamarche, A. (2022). Abusive leadership, psychological well-being, and intention to quit during the COVID-19 pandemic: A moderated mediation analysis among Quebec’s healthcare system workers. *International Archives of Occupational and Environmental Health*, 95(2), 437–450.
<https://doi.org/10.1007/s00420-021-01790-z>
- Sivasubramaniam, S., Dlabolová, D. H., Kralikova, V., & Khan, Z. R. (2021). Assisting

you to advance with ethics in research: An introduction to ethical governance and application procedures. *International Journal for Educational Integrity*, 17(1), 1–18. <https://doi.org/10.1007/s40979-021-00078-6>

Smith, M. G., Witte, M., Rocha, S., & Basner, M. (2019). Effectiveness of incentives and follow-up on increasing survey response rates and participation in field studies. *BMC Medical Research Methodology*, 19(1), 230. <https://doi.org/10.1186/s12874-019-0868-8>

Srivastava, S., Misra, R., Pathak, D., & Sharma, P. (2021). Boosting job satisfaction through emotional intelligence: A study on health care professionals. *Journal of Health Management*, 23(3), 414–424. <https://doi.org/10.1177/09720634211035213>

Stamouli, E., & Gerbeth, S. (2021). The moderating effect of emotional competence on job satisfaction and organisational commitment of healthcare professionals. *BMC Health Services Research*, 21(1), 1–10. <https://doi.org/10.1186/s12913-021-07234-1>

Ștefan, S. C., Popa, Ș. C., & Albu, C. F. (2020). Implications of Maslow's hierarchy of needs theory on healthcare employees' performance. *Transylvanian Review of Administrative Sciences*, 16(59), 124–143. <https://doi.org/10.24193/tras.59E.7>

Steil, A. V., de Cuffa, D., Iwaya, G. H., & Pacheco, R. C. (2020). Perceived learning opportunities, behavioral intentions, and employee retention in technology organizations. *Journal of Workplace Learning*, 32(2), 147–159.

<https://doi.org/10.1108/JWL-04-2019-0045> Strijker, D., Bosworth, G., & Bouter,

G. (2020). Research methods in rural studies: Qualitative, quantitative, and mixed methods. *Journal of Rural Studies*, 78, 262–270.

<https://doi.org/10.1016/j.jrurstud.2020.06.007>

Stroo, M., Asfaw, K., Deeter, C., Freel, S. A., Brouwer, R. J. N., Hames, B., & Snyder, D. C. (2020). Impact of implementing a competency-based job framework for clinical research professionals on employee turnover. *Journal of Clinical and Translational Science*, 4(4), 331–335. <https://doi.org/10.1017/cts.2020.22>

Suliman, M., Almansi, S., Mrayyan, M., ALBashtawy, M., & Aljezawi, M. (2020). Effect of nurse managers' leadership styles on predicted nurse turnover. *Nursing Management*, 27(5), 23–28. <https://doi.org/10.7748/nm.2020.e1928>

Sullivan, J. L., Adjognon, O. L., Engle, R. L., Shin, M. H., Afable, M. K., Rudin, W., White, B., Shay, K., & Lukas, C. V. (2018). Identifying and overcoming implementation challenges: Experience of 59 noninstitutional long-term services and support pilot programs in the Veterans Health Administration. *Health Care Management Review*, 43(3), 193–205.

<https://doi.org/10.1097/HMR.0000000000000152>

Sumarsi, S. (2019). The influence of transformational leadership style and work environment on health center employee job satisfaction. *Journal of Industrial Engineering & Management Research*, 1(1a).

<https://doi.org/10.7777/jiemar.v1i1a.267>

Sumarsi, S., & Rizal, A. (2021). The effect of competence and quality of work life on organizational citizenship behavior (OCB) with organizational commitment

mediation: Study on Jaken and Jakenan health center employees. *International Journal of Social and Management Studies*, 2(6), 69-88.

<https://ijosmas.org/index.php/ijosmas/article/view/82>

Supatn, N., & Puapradit, T. (2019). Roles of expectancy on employee engagement and job performance. *Journal of Administrative and Business Studies JABS*, 5(2), 88–98. <https://doi.org/10.20474/jabs-5.2.3>

Suprpti, S., & Rizal, A. (2022). Influence of personality and competence on organizational citizenship behavior (OCB) with moderate work environment (study on public health center at WINONG I and II). *International Journal of Social and Management Studies*, 3(2). <https://doi.org/10.5555/ijosmas.v3i2.107>

Supriadi, O., Musthan, Z., Sa'odah, R. N., Nurjehan, R., Haryanti, Y. D., Marwal, M. R., Purwanto, A., Mufid, A., Yulianto, R. A., Farhan, M., Fitri, A. A., Fahlevi, M., & Sumartiningsih, S. (2020). Did transformational, transactional leadership style and organizational learning influence innovation capabilities of school teachers during COVID-19 pandemic? *Systematic Reviews in Pharmacy*, 11(9), 299–311. <https://doi.org/10.31838/srp.2020.9.47>

Suwarno, B. (2023). Analysis Head Nurses' Leadership styles to staff inpatient nurses' job performance in hospital. *International Journal of Science, Technology & Management*, 4(2), 317–326. <https://doi.org/10.46729/ijstm.v4i2.770>

Swain, J., Kumlien, K., & Bond, A. (2020). An experiential exercise for teaching theories of work motivation: Using a game to teach equity and expectancy theories. *Organization Management Journal*, 17(3), 119–132.

<https://doi.org/10.1108/OMJ-06-2019-0742>

- Tang, J. H.-C., Hudson, P., Smith, M., & Maas, R. (2019). Evidence-based practice guideline: Nurse retention for nurse managers. *Journal of Gerontological Nursing*, 45(11), 11–19. <https://doi.org/10.3928/00989134-20191011-03>
- Tang, W. C. (2023). The relationship between non-financial rewards and employee retention in the retail industry: A case study of a supermarket chain group in Hong Kong. *International Research Journal of Economics and Management Studies IRJEMS*, 2(1). Retrieved June 13, 2023, from <https://irjems.org/irjems-v2i1p129.html>
- Taylor, S., & Land, C. (2014). Organizational anonymity and the negotiation of research access. *Qualitative Research in Organizations and Management: An International Journal*, 9(2), 98–109. <https://doi.org/10.1108/QROM-10-2012-1104>
- Theofanidis, D., & Fountouk, A. (2019). Limitations and delimitations in the research process. *Perioperative Nursing (GORNA)*, 7(3), 155–162. <https://doi.org/10.5281/zenodo.2552022>
- Tian, H., Iqbal, S., Akhtar, S., Qalati, S. A., Anwar, F., & Khan, M. A. S. (2020). The impact of transformational leadership on employee retention: Mediation and moderation through organizational citizenship behavior and communication. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00314>
- Timans, R., Wouters, P., & Heilbron, J. (2019). Mixed methods research: What it is and what it could be. *Theory & Society*, 48(2), 193–216. <https://doi.org/10.1007/s11186-019-09345-5>

- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and decision making for new researchers. *International Journal of Qualitative Methods*, *19*, 1–7. <https://doi.org/10.1177/1609406920967174>
- Top, C., Abdullah, B. M. S., & Faraj, A. H. M. (2020). Transformational leadership impact on employees performance. *Eurasian Journal of Management & Social Sciences*, *1*(1), 49–59. <https://doi.org/10.23918/ejmss.v1i1p49>
- Towards more effective strategy execution. (2020). Towards more effective strategy execution: The role of leadership and other key components. *Strategic Direction*, *36*(5), 19–21. <https://doi.org/10.1108/SD-01-2020-0015>
- Tran, V.-T., Porcher, R., Tran, V.-C., & Ravaud, P. (2017). Predicting data saturation in qualitative surveys with mathematical models from ecological research. *Journal of Clinical Epidemiology*, *82*, 71-78.e2. <https://doi.org/10.1016/j.jclinepi.2016.10.001>
- Uğural, M. N., Giritli, H., & Urbański, M. (2020). Determinants of the turnover intention of construction professionals: A mediation analysis. *Sustainability*, *12*(3), 954. <https://doi.org/10.3390/su12030954>
- U.S. Bureau of Labor Statistics. (2022a). *Job openings and labor turnover*. <https://doi.org/chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.bls.gov/news.release/pdf/jolts.pdf>
- U.S. Bureau of Labor Statistics. (2022b). *Job openings and labor turnover*. https://www.bls.gov/news.release/archives/jolts_01042022.pdf

U.S. Bureau of Labor Statistics. (2022c). *Job openings and labor turnover*.

<https://www.bls.gov/news.release/pdf/jolts.pdf>

Uslu Sahan, F., & Terzioglu, F. (2022). Transformational leadership practices of nurse managers: The effects on the organizational commitment and job satisfaction of staff nurses. *Leadership in Health Services, (ahead-of-print)*.

<https://doi.org/10.1108/LHS-11-2021-0091>

Vardaman, J. M., Rogers, B. L., & Marler, L. E. (2020). Retaining nurses in a changing health care environment: The role of job embeddedness and self-efficacy. *Health Care Management Review, 45*(1), 52–59.

<https://doi.org/10.1097/HMR.0000000000000202>

Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the cobra effect: Problematizing thematic emergence, triangulation, saturation, and member checking. *Medical Education, 51*(1), 40–50.

<https://doi.org/10.1111/medu.13124>

Vashdi, D. R., Levitatz, Z. S., & Grimland, S. (2019). Which transformational leadership behaviors relate to organizational learning processes? *The Learning Organization, 26*(2), 176–189. <https://doi.org/10.1108/TLO-04-2018-0065>

Vom Lehn, D. (2019). Phenomenology-based ethnography for management studies and organizational analysis. *British Journal of Management, 30*(1), 188–202.

<https://doi.org/10.1111/1467-8551.12309>

Von Thiele Schwarz, U., Nielsen, K., Edwards, K., Hasson, H., Ipsen, C., Savage, C., Simonsen Abildgaard, J., Richter, A., Lornudd, C., Mazzocato, P., & Reed, J. E.

(2021). How to design, implement and evaluate organizational interventions for maximum impact: The Sigtuna principles. *European Journal of Work and Organizational Psychology*, 30(3), 415–427.

<https://doi.org/10.1080/1359432X.2020.1803960>

Vroom, V. H. (1964). *Work and motivation*. McGraw Hill.

Vu, T. T. N. (2021). Understanding validity and reliability from qualitative and quantitative research traditions. *VNU Journal of Foreign Studies*, 37(3).

<https://doi.org/10.25073/2525-2445/vnufs.4672>

Waltz, L. A., Muñoz, L., Weber Johnson, H., & Rodriguez, T. (2020). Exploring job satisfaction and workplace engagement in millennial nurses. *Journal of Nursing Management*, 28(3), 673–681. <https://doi.org/10.1111/jonm.12981>

Wang, H.-F., Chen, Y.-C., Yang, F.-H., & Juan, C.-W. (2021). Relationship between transformational leadership and nurses' job performance: The mediating effect of psychological safety. *Social Behavior & Personality: An International Journal*, 49(5), 1–12. <https://doi.org/10.2224/sbp.9712>

Wang, Z., Liu, Y., & Liu, S. (2019a). Authoritarian leadership and task performance: The effects of leader-member exchange and dependence on leader. *Frontiers of Business Research in China*, 13(1), 19. <https://doi.org/10.1186/s11782-019-0066-x>

Welch, L., & Brantmeier, N. K. (2021). Examining employee retention and motivation trends in research administration. *Journal of Research Administration*, 52(2), 70. <https://eric.ed.gov/?id=EJ1325462>

- Whiffin, C. J., Smith, B. G., Selveindran, S. M., Bashford, T., Esene, I. N., Mee, H., Barki, M. T., Baticulon, R. E., Khu, K. J., Hutchinson, P. J., & Koliass, A. G. (2022). The value and potential of qualitative research methods in neurosurgery. *World Neurosurgery*, *161*, 441–449. <https://doi.org/10.1016/j.wneu.2021.12.040>
- Wilkins, C. H. (2018). Effective engagement requires trust and being trustworthy. *Medical Care*, *56*(10 Suppl 1), S6–S8. <https://doi.org/10.1097/MLR.0000000000000953>
- Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, *15*(1), 45–55. <http://www.imrjournal.org/uploads/1/4/2/8/14286482/imr-v15n1art4.pdf#:~:text=%5BAbstract%5D%20Coding%20in%20qualitative%20research%20is%20comprised%20of,steps%20to%20serve%20the%20purpose%20of%20the%20study>
- Wörtler, B., Van Yperen, N. W., & Barelds, D. P. H. (2020). Do individual differences in need strength moderate the relations between basic psychological need satisfaction and organizational citizenship behavior? *Motivation and Emotion*, *44*(2), 315–328. <https://doi.org/10.1007/s11031-019-09775-9>
- Wu, X., Hayter, M., Lee, A. J., Yuan, Y., Li, S., Bi, Y., Zhang, L., Cao, C., Gong, W., & Zhang, Y. (2020a). Positive spiritual climate supports transformational leadership as means to reduce nursing burnout and intent to leave. *Journal of Nursing Management*, *28*(4), 804–813. <https://doi.org/10.1111/jonm.12994>
- Wu, Y., Wang, J., Liu, J., Zheng, J., Liu, K., Baggs, J. G., Liu, X., & You, L. (2020b).

- The impact of work environment on workplace violence, burnout and work attitudes for hospital nurses: A structural equation modelling analysis. *Journal of Nursing Management*, 28(3), 495–503. <https://doi.org/10.1111/jonm.12947>
- Xuecheng, W., Iqbal, Q., & Saina, B. (2022). Factors affecting employee's retention: Integration of situational leadership with social exchange theory. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.872105>
- Yamin, M. A. Y. (2020). Examining the role of transformational leadership and entrepreneurial orientation on employee retention with moderating role of competitive advantage. *Management Science Letters*, 10(2), 313–326. <https://doi.org/10.5267/j.msl.2019.8.039>
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). SAGE Publications.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
- Yücel, İ. (2021). Transformational leadership and turnover intentions: The mediating role of employee performance during the COVID-19 pandemic. *Administrative Sciences*, 11(3), 3. <https://doi.org/10.3390/admsci11030081>
- Yuin, Y. S., Sze, G. W., Durganadu, H., Pillai, N., Yap, C. G., & Jahan, N. K. (2021). Review of leadership enhancement strategies in healthcare settings. *Open Access Library Journal*, 8(6), 1–14. <https://doi.org/10.4236/oalib.1107554>
- Yukl, G. (2012). Effective Leadership Behavior: What We Know and What Questions Need More Attention. *Academy of Management Perspectives*, 26(4), 66–85.

<https://doi.org/10.5465/amp.2012.0088>

Yun, M. R., & Yu, B. (2021). Strategies for reducing hospital nurse turnover in South Korea: Nurses' perceptions and suggestions. *Journal of Nursing Management*, 29(5), 1256–1262. <https://doi.org/10.1111/jonm.13264>

Yunus, M., Iis, E. Y., Adam, M., & Sofyan, H. (2020). Does motivation mediate the effects of employee staff empowerment, talent, working environment, and career development on staff performance? *Calitatea: Acces La Success*, 21(175), 91-96. <https://repository.unimal.ac.id/5965/>

Żadkowska, M., Dowgiałło, B., Gajewska, M., Herzberg-Kurasz, M., & Kostecka, M. (2022). The sociological confessional: A reflexive process in the transformation from face-to-face to online interview. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221084785>

Zboja, J. J., Jackson, R. W., & Grimes-Rose, M. (2020). An expectancy theory perspective of volunteerism: The roles of powerlessness, attitude toward charitable organizations, and attitude toward helping others. *International Review on Public and Nonprofit Marketing*, 17(4), 493–507. <https://doi.org/10.1007/s12208-020-00260-5>

Zhao, Y., Russell, D. J., Guthridge, S., Ramjan, M., Jones, M. P., Humphreys, J. S., & Wakerman, J. (2019). Costs and effects of higher turnover of nurses and aboriginal health practitioners and higher use of short-term nurses in remote Australian primary care services: An observational cohort study. *BMJ Open*, 9(2). <https://doi.org/10.1136/bmjopen-2018-023906>

Appendix A: Email Invitation

To: [Insert the participant's email address]

Subject: Participation in a Doctoral Research Study

Dear: [Insert the participant's name]

The purpose of this email is to invite you to participate in a doctoral research study focusing on strategies leaders use to mitigate voluntary employee turnover. My name is Auree Kamga, and I am a doctoral candidate at Walden University. You are selected to participate in this study because, in your organization, you have successfully used strategies to mitigate voluntary employee turnover. The study participants will be nursing home leaders who have dealt with voluntary employee turnover in the US.

The interview will be conducted through a teleconference platform using Zoom, Google Meet, or Microsoft Teams due to the COVID-19 restrictions and safety measures. The interview is expected to last at least 45 minutes and will be recorded with your permission. A summary of the interview will be sent to you for correction, clarification of misinterpretation, and clarity. I will request your organization's public documents concerning turnover and retention rate. I will send a copy of the findings and recommendations to your organization.

This study participation is entirely voluntary. To assure confidentiality and protect your and your organization's identity, I will use codes to represent each participant and their organization. I enclosed a consent form for your review. If you decide to participate in this study, please I would like you to respond to this email with the sentence: "I have

read the consent form, I understand the focus of the study, **I agree to participate in the study, and I will keep this copy of this statement for my records.**" I am looking forward to hearing from you.

Sincerely,

Auree Kamga

Appendix B: Interview Protocol

Date of Interview ___/___/___ Code Assigned: ___ Interview # ___

Good morning/afternoon. My name is Auree Kamga. I am a doctoral candidate at Walden University. I am conducting a doctoral study on strategies nursing home leaders use to mitigate voluntary employee turnover, which I will present in partial fulfillment of the requirements to complete my Doctor of Business Administration (DBA) degree. I appreciate your participation in this study. Before we begin, I would like to have your consent to record this interview on my digital audio recorder to transcribe our conversation later. If, at any time during the interview, you would like me to stop recording, please let me know (*Now, I will start recording and repeat the request so that I can record your permission for me to record the interview*). I will keep your response confidential and use your response to develop a better understanding of your experience and views on strategies nursing home leaders could use to reduce voluntary employee turnover. Once again, this study's purpose is to explore strategies leaders use to mitigate voluntary employee turnover in nursing homes.

The study research question is: What strategies do nursing home leaders use to mitigate voluntary nurse turnover?

Record Interview Start time _____

1. What strategies do you use to mitigate voluntary nurse turnover?
2. What strategies do you use to enhance nurse motivation?
3. What strategies do you use to enhance job satisfaction?

4. What challenges, if at all, did you face when developing and implementing strategies to mitigate voluntary nurse turnover in your company?
5. How, if at all, did you overcome obstacles when developing and implementing strategies to mitigate voluntary nurse turnover?
6. How do you evaluate the implemented strategies to mitigate voluntary nurse turnover in your company?
7. What strategies did you find most effective to mitigate voluntary nurse turnover?
8. How does your leadership style impact nurse retention?
9. What else would you like to add about strategies you used to reduce voluntary nurse turnover that we have not addressed?

Stop recording.

Record Interview End Time _____

Thank you for giving me a piece of your valuable time to answer my questions. I do appreciate your contribution to this study through your interview participation and making this interview a success. The information you provided will be used solely for this study. I will not disclose any purpose-unrelated information about the findings to anyone. Please feel free to contact me at [telephone number redacted] and or email me at [email address redacted] for further clarification.

Thank you for voluntarily sharing your personal experience on reducing voluntary nurse turnover and retention.

Appendix C: Process Analysis Map



