Managers’ and Employees’ Perceptions on Retention Processes
A Case Study of 3 Swedish Companies

Civilekonom thesis within Business Administration

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Abstract

Retention processes is very relevant to consider in today’s business environment. Retention processes can increase company performance by developing employees’ skills and decrease turnover rates. Existing research do not tend to consider employees’ perceptions regarding retention processes which is a weakness.

Purpose

To explore how retention processes are perceived by responsible managers and employees, and what is the outcome on retention.

Method

The thesis has been conducted using case study- and grounded theory research in order to explore perceptions on retention processes. Three cases were chosen and a total of 16 interviews were conducted in two rounds. Data collection and analysis was conducted and performed according to the research methods.

Conclusion

Our findings show that there exist some differences between managers’ and employees’ perception about retention processes and their outcome. The main difference is that managers tend to focus more on concrete processes that are measurable and employees do also consider more insubstantial values as well. Development opportunities were found to be considered most important for retention both by managers and employees and this is consistent with our finding in the frame of reference.
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1. Introduction

Human resources processes in general and retention processes in particular are used by a firm to train, motivate, socialise and compensate employees, the processes are both economic and social (Amit & Belcourt, 1999). Human resource processes in general and retention processes in particular are continuously evolving to become even more effective and adapt to changing organisational needs (Amit & Belcourt, 1999). Retention is an important part of talent management (Garrow & Hirsh, 2008; Kehinde, 2012) and traditional human resources can therefore focus less on retention processes.

Human resource management consists of three components; specific practices such as recruitment and appraisals, policies that direct and partially constrain the development of practices and human resource philosophies that is the values that guides the practices and policies (Jackson & Schuler, 1995). Therefore talent management is an area of the business that is related to the human resource department. Retention processes have developed in both human resource management and in talent management. Talent management is a relatively new concept and it was coined by McKinsey consultants in 1997 (Collings & Mellahi, 2009; Iles, Preece & Chuai, 2010). Companies have started to realise that talent management is an important area, but many organisations do not have a plan or structure for how to work with it and therefore fail to manage it effectively (Vaiman, Scullion & Collings, 2012; Oakes & Galagan, 2011). Both Kehinde (2012) and The Chartered Institute of Personnel and Development (stated in Garrow & Hirsh, 2008) states in their definitions of talent management that retaining talented employees is an essential part in order to provide value for an organisation.

Retention processes are very relevant due to the changing business situations that are hitting the workforce. Employees today are less loyal than employees in the past and are much more likely to move on to another company if they perceive that as helpful for their careers (Garrow & Hirsh, 2008). The consequences of globalisation also cause movement in workers to transfer into other companies. In today’s competitive environment factors as employee retention becomes critical parts for organisations since there is a direct effect on productivity and business performance (Herman, 2005). The priorities for organisations should be to effectively retain talents and take advantage of their competencies by matching them with the appropriate work assignment (Frank & Taylor, 2004; Frank, Finnegan & Taylor, 2004). Committed and motivated employees will accomplish tasks with the company’s best in mind (Frank et al.
Employee engagement is also important in order to retain key employees. Human resource processes in general and retention processes in particular that aims at developing a long term investment from the employee to the company should be used to keep the employee within the company (Mcclean & Collins, 2011). Retention processes include compensation incentives, employee involvement and training (Huselid, 1995) among others. This processes can be used to improve skills, knowledge and abilities of employees and that will increase the motivation and retention of performing employees and at the same time encourage non-performers to leave (Huselid, 1995).

1.2. Problem

The failure to retain employees means that the company will lose an investment (Collings & Mellahi, 2009; Govaerts, Kyndt, Dochy & Baert, 2011), therefore it is not only important to attract the right people but it is also important to know how to keep them. Frank and Taylor (2004) argue that employee retention will be the number one priority of human resource executives. The business environment is daily facing challenges both from internal and external perspectives that become even greater due to increased globalisation (Ready, Hill & Conger, 2008). Companies today face a rapid shift in the demographics that has an impact on the labour market; therefore many companies have to come up with new processes to retain employees (Vaiman et al. 2012). Companies all over the world face the challenge of understanding and managing a multi-generational workforce (Srinivasan, 2012). Companies have to manage four different generations in the workforce that has their own approach to work (Kay, 2010). This forces companies to adapt and learn how to develop their human resource practices in general and retention processes in particular so that they fit the new conditions. Also managers need to understand that employees need to be handled in different ways because they have different needs (Ruona, Coates, Eversole, Vennerberg & Crowder, 2012). Consequently, it is more important than ever for companies to learn how to successfully retain key employees (Lenaghan & Eisner, 2006; Frank & Taylor, 2004; Govaerts et al. 2011) and top performing employees have a record of leaving that is much higher than other employees (Kwon, Bae & Lawler, 2010). There has been research done about employees’ perception on human resource processes in general and their fit to the organisation (Boon, Den Hartog, Boselie & Paauwe, 2011) but not focusing on retention processes. There has also been research done in order to understand employees’ perceptions on training and its relationship with commitment (Newman, Thanacoody & Hui, 2011). However the research does only con-
sider training and was done in China and Newman et al (2011) argues that further research is needed across different geographical regions and in different industries.

Weinstein (2010) states that more attention will have to be paid to retention issues as the economy is recovering since that will lead to an increase in voluntary employee turnover. Frank et al. (2004) also argues that the human resource processes needs to be developed to find more effective solutions since traditional processes often do not fully succeed when it comes to retention and engagement of workers. Factors that makes development necessary are that the majority of the labour will consist of generation Y workers in the next decade (Thompson & Gregory, 2012) and that diversity will increase in the workforce (Govaerts et al. 2011). There are research gaps regarding how human resource processes in general and retention processes in particular affects employee outcomes that needs to be filled in order to understand the mechanisms that link the acts of human resources to firm performance (Kehoe & Wright, 2013) where one factor is increased employee retention. Jackson and Schuler (1995) states that more research should be done about how internal and external environments shape employees’ attitudes and behaviours in their paper about understanding human resource processes. Jackson and Schuler (1995) do also further state that existing research knows little about how employees interpret human resource processes. Boon et al. (2011) states that future research should be used to further explore employee perceptions related to actual human resource practices. Kehoe and Wright (2013) end their article by stating that future research should aim at closing the gap between human resource policies and employees’ experiences and perceptions.

Our thesis aims at comparing managers views on retention processes with employees’ perspectives. To our knowledge there is a lack of literature considering the perceptions of two stakeholders. Our research that takes an internal stakeholder perspective by involving both managers’ and employees’ views on retention process will contribute with new insight to the field of retention processes by involving not only the employee or the manager perspective but both. Our research will also take a qualitative approach whereas existing research takes a more quantitative approach, sending out surveys to a large number of employees. Thus our thesis will contribute with a more extensive exploration of how employees perceive retention processes. Our research will contribute both to the field of human resources and talent management since the retention processes in the two areas are similar. This is a research perspective that several authors (Boon et al. 2011; Kehoe & Wright, 2013; Jackson & Schuler, 1995) states are relevant when discussing future research.
1.3. **Purpose**

To explore how retention processes are perceived by responsible managers and employees, and what is the outcome on retention.

1.4. **Research Questions**

This paper aims at answering two research questions that are based on the purpose:

RQ1. How do perceptions on retention processes differ between managers responsible for retention processes and employees?

RQ2. What implications do the different perceptions have on what retention processes should be used.

1.5. **Perspective**

The thesis will be written with an internal stakeholder perspective (Keay, 2009). The stakeholder perspective analyses the firm as an entity affected by internal and external interactions (Ferrary, 2009). Stakeholders are the people that have an effect on the company or are affected by it, either informal stakeholders based on friendships between colleagues but also formal stakeholders such as shareholders (Ferrary, 2009). Our study will consider the perceptions of employees outside the human resource department and managers responsible for the processes and will therefore exclude stakeholders that are external to the company. We will collect both sides’ perceptions about retention processes and interpret the results it has on retention. The fact that the shareholder theory takes both managers and employees into account when discussing who affects the company makes it suitable for our thesis. Our internal stakeholder perspective will also help with the problem of managers not knowing what employees values since we will explore employees’ perspectives on retention processes within the thesis.

1.6. **Delimitations**

Delimitations set the limit for what the authors claim to say with their thesis and are therefore important to consider (Collis & Hussey, 2003).

- One issue is the limited number of interviews and the fact that the interviews were relatively short might mean that important information have been left out. This is due to the short timeframe when conducting the thesis. A larger number of interviews within each case might have given us a better understanding of the issue. Also longer inter-
views would have allowed us to go deeper into the topic and we might have discovered other issues that are of importance. However interviews were conducted until theoretical saturation was achieved and follow up interviews were conducted with some of the interviewees to get a better understanding.

- Another drawback is that we have asked the managers to choose which employees we could interview, this can lead to a biased sample of employees where only the loyal employees are chosen. However this is accounted for by conducting interviews with employees outside the cases.

- Most of the interviews were conducted over the phone which in some cases might mean that some information was missed. Another issue is that all interviews were held in Swedish and has therefore been translated by the authors.

- All the cases chosen are located in Sweden which might decrease the usability of our study in other countries.

- Retention and attraction is interrelated and the fact that we choose to focus only on retention might mean that some information that affects retention is left out. However this was necessary considering the timeframe for conducting the thesis.

- The authors do not cover the issue on what causes individuals to perceive things differently since this is outside the purpose of this thesis.

### 1.7. Limitations

Limitations identify potential weaknesses of the results of the thesis and therefore they have to be acknowledged (Collis & Hussey, 2003).

- Employees might be hesitant to express opinions and negative feelings about processes even when offered anonymity.

- Interviewees might chose to not share unpleasant information or expressed more positive feelings than they really have in order to not make the company look bad.
The authors did not have the possibility to observe the processes in reality and study behaviours when retention processes were carried out. Doing this could have led to a better understanding of the existing processes and how employees perceive them.

1.8. Definitions

**Employee retention** is “the effort by an employer to keep desirable workers in order to meet business objectives” (Frank et al. 2004, p.13).

“**Employer of choice** is an organization that outperforms its competition in the attraction, development and retention of people with business-required talent, often through innovative and compelling human resource programs” (Clarke, 2001).

**Perception** – “The process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general” (Business Dictionary, 2013).

**Talent** is “any innate capacity that enables an individual to display exceptionally high performance in a domain that requires special skills and training” (Govaerts et al. 2010. p. 36).

“**Talent management** is the implementation of integrated strategies or systems designed to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs.” Kehinde (2012, p. 179)

“**Turnover** is used to describe the unplanned loss of workers who voluntarily leave and whom employers would prefer to keep” (Frank et al. 2004, p. 13)

1.9. Thesis Disposition

The first chapter of the thesis is an introduction. This is where the background to the topic is presented. The background then leads to the research problem regarding retention processes where emerging and existing problems and the research gap are discussed. The introduction does also include the purpose and related research questions as well as the thesis perspective, delimitations, limitations and useful definitions. This is to provide the reader with a basic understanding of why the thesis is conducted and why there is a need for the research. It does al-
so introduce the reader to what the thesis claims to research and what the contribution to existing literature will be.

The second chapter is the methodology where the research philosophy and approach will be presented. The philosophy and approach will work as guidelines for how the rest of the thesis is conducted.

The third chapter is the frame of reference where existing literature relevant for the purpose will be presented. In our case the frame of reference will cover processes used in human resources and in talent management to increase retention in a company. The second part of the frame of reference covers the stakeholder theory since the thesis is written with an internal stakeholder perspective.

The fourth chapter will present the method used for conducting the thesis. The method chosen will be explained related to the methodology, our purpose and research questions. The method chapter includes information about how the data were collected and how the empirical findings have been analysed. The companies and employees that were chosen will be presented in this part as well.

The fifth chapter are our empirical findings where information received when interviewing responsible managers followed by information given by employees will be given. The findings were acquired through an initial interview regarding the company’s use of talent management and employees’ perception of processes used and their loyalty towards the company. A follow up interview do also contribute to the findings where retention processes were more specifically discussed.

The sixth chapter of the thesis consists of the analysis and this is where the empirical findings are compared to theoretical findings in order to find out whether existing research and our findings corresponds. Differences were brought up an analysed and employees’ perceptions were compared to the answers given by responsible managers.

The last chapter is the conclusion and discussion of the thesis. Here the results will be tied to the research questions and main points will be discussed further. This part does also include strengths and weaknesses of the thesis as well as theoretical and practical implications. There are also suggestions for future research included in the discussion.
2. **Methodology**

To understand business research is an essential part when conducting a thesis in order to receive the right information to solve research problems (Blumberg, Cooper & Schindler, 2008), in our case examining retention of employees. By establishing a methodology the researcher states a vision for how to conduct the thesis (Potter, 1996). There exist several approaches within research methodology that all maintain different philosophical assumptions and directions on how to do research (Neuman, 2006). Through determining a blueprint for the thesis the methods can later be used to build the design of the study (Potter, 1996).

2.1. **Interpretivism**

When conducting research there are two major philosophies to consider; positivism and interpretivism, that are important to keep in mind when putting together a thesis (Blumberg et al, 2008). Interpretivism views the social world as something that cannot be applied by research principles and instead take a subjective stand point in order to gain an understanding through qualitative research (Blumberg et al, 2008; Neuman, 2006). The differences between the two views have an impact on which method to use in order to conduct the research. In our case we have a need for investigating perceptions on retention processes, by using an interpretive perspective more indicators will be included that can contribute to an exploration of the issue (Blumberg et al, 2008). Interpretivism becomes suitable for the thesis since we will receive knowledge about what the individuals consider as meaningful and relevant for them, this is essential in our case in order to explore how retention processes are perceived (Neuman, 2006; Potter 1996). Qualitative research is an open process where the researcher starts with a more loosely formulated idea, and less structured data collection and focuses more on issues such as richness and texture of the raw data (Neuman, 2006). Interpretivism aims at understanding the purpose for an action (Neuman, 2006) which is another reason for why it is an appropriate philosophy for the thesis, to be able to explore reasons for retention.

2.2. **Research Approach**

There is three major purposes of research that explain why this study is conducted; exploratory which aims at researching an issue where there is limited understanding and to develop preliminary ideas, the second is descriptive which provides a detailed and accurate picture of the subject and finally explanatory which has as a main focus to explain why events occur and it aims at elaborating, building or testing theory (Neuman, 2006). Exploratory research is when
you start from the beginning, there is no previous research or there is little understanding of the issue (Neuman, 2006). In our case we have theories about retention processes but it has not been explored from the perspective of both managers and employees before. The aim of exploratory research is to provide a first stage of information that future research can build upon to perform more systematic and extensive studies (Neuman, 2006; Zikmund, 2000) not to end up with evidence that can be used to come up with a specific course of action (Zikmund, 2000). Exploratory research do often rely on a small sample where the cases have been chosen because they represent extraordinary situations that is a reason for why exploratory research should not be used for final conclusion (Zikmund, 2000). Exploratory studies do often make use of both secondary data and case study research (Zikmund, 2000). Secondary data is used to clarify issued by reviewing data collected for other purposes whereas case studies are used to investigate one or several situations that are similar to the problem (Zikmund, 2000).

The deductive approach starts with a developed theory and the aim is to develop or confirm theory, it starts with theoretical propositions where connections among concepts are outlined and moves towards empirical evidences (Neuman, 2006). The inductive approach starts by focusing on the empirical world and then move towards more abstract theoretical concepts or propositions (Neuman, 2006). The abduction approach is the third way on how to connect reality with theory and it is seen as combination of inductive approach and the deductive approach (Patel & Davidsson, 2003). Abduction means that you take data and put it into different scenarios, repeated re-evaluation of both data and ideas are needed (Neuman, 2006). The advantage with the abductive approach is that it creates more flexibility for the researcher (Patel & Davidsson, 2003). Abduction takes multiple frameworks into accounts and applies and evaluates them sequentially, data and ideas can be changed during the process (Neuman, 2006). Abduction moves towards a better understanding of a subject instead of trying to come up with a single truth (Neuman, 2006). This thesis follows the abductive approach we start with the idea of retention processes and then try to approach them from the employee perspective as well as the manager perspective. This puts existing theories in a new light and can help us get a better knowledge of retention processes. Thus we use existing theories but we do also enter into an area where there do not exist any literature.
3. **Frame of Reference**

The frame of reference will focus on retention processes that human resource management and talent management make use of. The human resource department can be considered an employee advocate and should act as a mediator between managers and employees (Gilbert De Winne & Sels, 2011). The human resource department deals with several other issues then retention such as responding to employees questions and concerns and take individual feelings and needs into account (Gilbert et al. 2011). Herman (2005) argues that employee retention is not a human resource issue but a manager issue and also that a retention specialist position should be developed in the human resource department. One way to work with retention is to implement talent management however there is research discussing whether it is just a fashion fad in the human resource area or if it is really here to stay (Iles et al. 2010). The fact that retention is an important part of talent management is shown in different definitions of the concept. Kehinde (2012) states that talent management includes four areas of processes where retention is one and this is also the case with the definition given by the Chartered Institute of Personnel and Development (CIPD) (stated in Garrow & Hirsh, 2008). One opinion is that talent management in a company does not provide something new; that it is simply a part of human resource management or just a new term used for old practices (Collings & Mellahi, 2009). Whether talent management should be seen only as a part of the human resource management or not can depend on how talent is defined; does the company consider the term talent to be applied to all employees in the workforce, which would make talent management and human resource management to be equal, or only a small number of employees (Garrow & Hirsh, 2008).

3.1. **Retention Processes**

In changing business environments companies put more focus on becoming employer-of-choice by differentiating their human resource processes accordingly (Clarke, 2001). The demand for labour is greater than the supply creating critical labour and skill shortages in the market (Clarke, 2001). Therefore organisations require developing key competencies within the workforce. The top management needs to create a culture where the importance of human resources is of awareness within the firm and where everyone is committed to the goal; retaining the employees (Buhler, 1998).

Four parts that can be used when it comes to attracting and retaining employees are; brand, purpose, culture and opportunity (Ready et al. 2008). Companies have to develop a talent-
centred culture and provide opportunity to perform challenging work, get continuous training and offer a competitive salary (Ready et al. 2008). Companies have to come up with a strategy for how to work with the four parts and the model by Ready et al. (2008) can be tied to the factors Govaerts et al. (2011) uses to explain how companies can increase retention. Govaerts et al. (2011) says that it is important to provide challenging and meaningful work, to offer opportunities to advance and learn which goes in line with opportunity. Govaerts et al. (2011) also states that it is important that the employees perceive managers to have integrity and be of high quality and this goes together with the attractiveness of the company. Culture includes Govaerts’ et al. (2011) factors about recognising performances. Govaerts et al. (2011) do also highlight the importance of effective communication, good relationships and a good work-life balance which can affect the company’s attractiveness positively. These factors must be turned into actual processes in order to be useful for the company and a first step in doing this can be to talk to employees to understand what motivates them and start from that (Lambert III, 2003).

There are many ways in which a company can increase the retention of employees and processes on the organisational side that affects retention are if they provide challenging and meaningful work, if there is a chance to advance, if they empower employees and the quality and integrity of managers (Govaerts et al. 2011). Other practices used called “High Commitment Human Resource Practices” (HCHRPs) are to enrich the job design, focus on teams, adjust the pay after performance and employment security (Kwon et al. 2010). Different employees have different needs, preferences and perceptions so all employees will not react the same way to one process (Kwon et al. 2010). In some cases practices such as job autonomy and involvement in decision making might only increase the stress of some workers (Kwon et al. 2010). The choice of strategies can either motivate or demotivate employees (McClean & Collins, 2011). High achievers have been found to value challenging and interesting work, pay based on their performance and opportunities for training and promotion (Kwon et al. 2010). Even though learning is an acknowledged tool for retention Lee-Kelley, Lackman & Hurst (2007) argues that some employees are more motivated by intrinsic challenges and rewards rather than training and financial compensation. Hence companies should implement other processes than providing development opportunities and compensation. However one has to keep in mind that there are also variables external to the company that affects an employer’s intention to remain in the company (Mitchell, Holtom & Lee 2001).
Table 1: Retention Processes

<table>
<thead>
<tr>
<th>Process</th>
<th>Human Resources</th>
<th>Talent Management</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowerment</td>
<td>Involve employees in decision making processes. Have a decentralised organisation. Team meetings and a work council can be used. Provide sufficient information for decision making. Incorporate empowerment into the organisational culture.</td>
<td>Involve employees in decision making processes</td>
<td>Boudrias, Brunet, Morin, Savoie, Plunier &amp; Cavicatone, (2010); Buhler (1998); Govaerts et al. (2011); Punia (2004); Torka &amp; Schyns (2010)</td>
</tr>
<tr>
<td>Feedback</td>
<td>Provide appraisals based on performances. Provide feedback regularly, both positive and negative. Use pre- and post-training activities. Information of development opportunities. 360 approach to feedback.</td>
<td>Communicate effectively and provide feedback regularly. Recognise performances. Provide formal performance evaluations.</td>
<td>Amit &amp; Belcourt (1999); Arnold (2005); Gilbert et al. (2011); Govaerts et al. (2011); Kehoe &amp; Wright (2013)</td>
</tr>
<tr>
<td>Development</td>
<td>Offer training. Provide a supportive environment where employees can learn on the job. Enrich jobs to provide challenges. Informal and formal training. Provide mentors.</td>
<td>Provide work that is challenging. Provide opportunities to learn on the job. Enrich the job-design and offer training. Focus on individual needs. Provide a mentor.</td>
<td>Amit &amp; Belcourt (1999); Arnold (2005); Buhler (1998); Gilbert et al. (2011); Govaerts et al. (2011); Herman, Deal &amp; Ruderman (2012); Huselid (1995);</td>
</tr>
<tr>
<td>Internal Recruitment</td>
<td>Promote internal employees. Make an employee replacement chart. Plan carriers.</td>
<td>Select who to promote of internal employees. Provide opportunities to advance.</td>
<td>Arnold (2005); Buhler (1998); Govaerts et al. (2011); Torka &amp; Schyns (2010)</td>
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<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Compensation</td>
<td>Base rewards on performances and training. Provide feedback for individual salaries.</td>
<td>Follow up performances with salary actions. The salary should be based on performances and the reasons it is based on should be known by the employee.</td>
<td>Amit &amp; Belcourt (1999); Arnold (2005); Gilbert et al. (2011); Govaerts et al. (2011); Kehoe &amp; Wright (2013); Kwon et al. (2010); Yamamoto (2012)</td>
</tr>
<tr>
<td>Increase Commitment</td>
<td>Promotion Training Empowerment Culture</td>
<td>Offer a good work-life balance and flexibility. Aim at creating good co-worker relationships and make use of teams. Have a supportive work-environment and employer security. Hire the right person. Developing a long term investment from the</td>
<td>D’Amato &amp; Herzelfeldt (2008); Frank et al. (2004); Govaerts et al. (2011); Kehoe &amp; Wright (2013); Kwon et al. (2010); McClean &amp; Collins (2011); Torka &amp; Schyns</td>
</tr>
</tbody>
</table>
3.1.1. Empowerment

Empowerment is about letting first line employees take part of decisions that relates to their work and to get control over the environment they are working in (Boudrias et al. 2010). It involves the process to make individuals understand what kind of needs the company has that needs be fulfilled rather than to do things that someone has delegated them to do (Punia, 2004). This will contribute to that the organisation becomes more flexible to environmental changes (Punia, 2004). Empowerment of employees should be made throughout the whole organisation; employees will be given more responsibility and take independent decisions (Punia, 2004). Research shows that a company that represent a decentralised organisation are more likely to keep their employees since they are more involved in the decision making compared to a centralised organisation (Buhler, 1998). Govaerts et al. (2011) do also mention empowerment as an important factor for retention. When employees are actively involved in their jobs and are empowered from the company the possibility are greater that they will remain (Buhler, 1998) because of higher commitment towards the company (Torka & Schyns, 2010). Empowerment can be done by having team meetings where both managers and employees participates (Torka & Schyns, 2010). Another method used for empowerment is to create a works council where employees have the right of consent on specific issues (Torka & Schyns, 2010). Lee-Kelley et al. (2007) do also state other processes that can increase employees’ perceptions of empowerment such as possibilities to experiment, apply new learning, knowledge implementation and risk taking. Empowerment can take two forms; it can be either operational or strategically where operational includes decisions about issues with limited impact on the organisation and strategic decisions can be about such things as resource allocations (Biron & Bamberger, 2011). Part of empowerment can be to encourage employees to come up with recommendations (Biron & Bamberger, 2011). In order for employees to feel as if they are empowered and can make decisions they need to be provided sufficient information (Buhler, 1998). Hence empowerment is not only about letting the employees make decisions but to provide information (Buhler, 1998). It is not sufficient to provide employees with rights to make decisions but it has to be supported by the organisations culture (Boudrias et al. 2010). Empowerment should be combined with relevant training and access to information useful for the decision (Boudrias et al. 2010).
3.1.2. Feedback

Feedback should be a regular part of the job design so that employees receive information about their performances (Buhler, 1998). Govaerts et al. (2011) argues for the importance of recognising performances of employees. Employees should receive both negative and positive feedback regularly and the focus should be on improvement and how to achieve that (Arnold, 2005). The feedback should provide the employee with information about how he/she impacts the overall performance (Arnold, 2005). The feedback should also include information about possible carrier tracks and development opportunities for the employee (Arnold, 2005). Training should be accompanied by pre- and post-training activities (Amit & Belcourt, 1999). Pre-training activities means that performance gaps should be discussed with the supervisor and post-training activities can involve setting performance goals after completed training (Amit & Belcourt, 1999). However humans tend to perceive feedback as a threat and when doing that humans have a hard time relating to what is being said (Betz, 2013). Hence when we receive feedback from someone that we do not have an existing relationship with the comments might not be heard (Betz, 2013). Both context and a relationship have to be created before feedback are provided, when people get into a defensive mode they tend to get aggressive and argue with the information (Betz, 2013).

Employees should receive formal performance evaluations, regular communication and managers should share information (Kehoe & Wright, 2013). Appraisals should not only be done to let the employee know where they are at but also to provide managers with information about what training individual employees require (Arnold, 2005). To use 360 degree feedback is useful since employees receive feedback not only from superiors but colleagues, customers and subordinates (Arnold, 2005). On the other hand Betz (2013) argues that a 360 degree feedback might not be reliable since we rate people in reference to ourselves, we might get a more appropriate picture when evaluation ourselves based on experienced impact. Managers should be trained on how to give feedback since poor communication can damage the relationship between the employee and the organisation (Arnold, 2005; Gilbert et al, 2011). Failure to communicate in an efficient way might mean that the company will end up losing valuable employees (Uren, 2007). Recognition of work performed by employees can increase motivation even when not combined with financial compensation (Herman et al. 2012).

3.1.3. Development

Torka and Schyns (2010) write in their article that development increases employee commitment. Training can be either formal or informal and in the form of basic skills training, on the
job experiences, management development and by giving employees a mentor or a coach (Huselid, 1995). Effective training and development of employees can both ensure that they succeed in their roles and increase retention (Arnold, 2005). Training can make sure employees have sufficient knowledge for their current position and development means preparing them for future advancements (Buhler, 1998). A supportive learning and working climate must exist in the organisation and it means that guidance and appreciation should be provided and employees should feel that they are both working and learning in the same environment (Govaerts et al. 2011).

Managers should work to identify needs for training and establish programs thereafter (Arnold, 2005). The manager has to understand what motivates individuals and address that in order to retain key employees, how well managers handle this will affect employee engagement (Herman et al. 2012). Individuals are motivated by different things, one kind of employees are motivated by having a shared goal, a second kind of employees are motivated by personal ambition to advance and a third kind stays within the company due to comfort (Herman et al. 2012). Managers have to help employees to find opportunities where they can develop (Herman et al. 2012). Mentors can enhance motivation of employees and the mentor can help identify opportunities and learning strategies (Herman et al. 2012). To appoint a mentor to new employees can increase on the job learning, the mentor can provide guidance for how to perform the work and important insights to the organisational culture and norms (Arnold, 2005). Mentors should be used as a complement to other training processes (Herman et al. 2012). Development of new skills has a significant positive relation with retention (Herman et al. 2012). When a company is offering training to their employees they are more likely to remain in the company since the opportunity to maintain and increase their performance is rising (Buhler, 1998). Training makes the employees more interested in the job and that could be connected to a higher retention rate (Buhler, 1998). If employees perceive that senior colleagues are supportive they will be more likely to participate in training (Newman et al. 2011). Also employees who perceive that training will be beneficial will be more committed and more willingly to participate (Newman et al. 2011). Learning can also be achieved by job enrichment which means that employees will be given new responsibilities (Buhler, 1998). Learning do not only imply that the employee learn new skills but also an increased capability to learn new things and to identify potential learning opportunities (Amit & Belcourt, 1999).

When offering training it is important to take the employees interests into account and let his/hers qualities is the driving force for the development (Govaerts et al. 2011).
The disadvantages that might arise from training are that the organisation are not committed to retention, therefore the employees do not receive the right purpose for training and instead they move to competitors (Buhler, 1998). Not all employees want to participate in formal training but especially skilled, high-potential employees will seek opportunities to learn by participating in new experiences (Glen, 2006). An organisation should take advantage of transferring employees within the firm and broaden their skills in that manner (Buhler, 1998). Through enriching jobs more responsibility is often provided to the employee that will feel freer in performing their tasks. Enriching jobs plays a major role in the retention of employees for the organisation and emphasis vertical job rotation (Buhler, 1998).

3.1.4. **Internal recruitment**

Companies should try to plan for future personnel and talent needs so that employees can be prepared for future demands so that external recruitment will not be necessary (Arnold, 2005). Buhler (1998) does also mention the possibility to plan the careers of employees so that more opportunities will be created. Managers need to keep track of trends in the environments as well as essential positions within the company to achieve a reliable plan for talent development (Arnold, 2005). Managers have to keep track of important positions and who is available to fill them this can be done through the use of an employee replacement chart that includes information of not only potential employees but their skills, promotion potential and age (Arnold, 2005). Companies can make use of internal labour markets, which means developing a long term relationship with their employees (Kräkel & Schöttner, 2012). An internal labour market provides firm-specific training, wages that are attached to jobs and career paths that are well defined (Kräkel & Schöttner, 2012). When employees share the company vision internal recruitment might be attained to a higher extent since employees who share the vision have an advantage over external candidates (Lee-Kelley et al. 2007). A shared vision is also a tool to improve co-worker relations since the employees have something in common (Lee-Kelley et al. 2007).

Individuals have a need for development and when organisations do not meet these need employees begin to become disloyal (Buhler, 1998), organisations have to provide opportunities to advance (Govaerts et al. 2011). When companies recruit internally they will not only increase the selected employee’s motivation but also the motivation of other employees (Arnold, 2005). Promotion should be selective, so that performances are acknowledged and rewarded (Govaerts et al. 2011). Promotion opportunities will increase employee commitment
(Torka & Schyns, 2010). Internal recruitment offers continuous learning and possibilities to grow within the company and that will increase retention (Govaerts et al. 2011).

3.1.5. Compensation

Arnold (2005) argues that compensation is one of the most important processes for retention and that other processes should be complemented with compensation and Cappelli (2000) argues that it is the most popular retention tools. Compensation must be externally competitive and based on performances and roles within the company so employees perceive the salaries as fair (Arnold, 2005). The completion of training should be rewarded in order to keep the employee in the company otherwise they can use their new skills to get a better offer from another employer (Arnold, 2005). Compensation should be based on achievement of goals and use of new knowledge (Amit & Belcourt, 1999). The connection between performance and rewards must be apparent to employees (Arnold, 2005; Kwon et al. 2010). A factor that can increase retention is if employees perceive that rewards are based on fair appraisal (Yamamoto, 2012; Kehoe & Wright, 2013). Lee-Kelley et al. (2007) argues that it is not enough to have salary discussions once a year but that they should rather be done quarterly and be based on feedback. An employee that receive a reward that has not performed well will cause high performing employees to feel offended and become emotionally hurt, which might have the effect that he/she leaves the company (Punia, 2004).

There are issues connected with compensation and they are the easiness for competitors to keep up with it and that it might also cause inflation in the wage rate rather than creating a positive effect on the retention in the long-run (Cappelli, 2000). To offer individual compensation based on performance might lead to internal competition and that is a reason for why companies should not focus solely on compensation (Kwon et al. 2010). However financial incentives are to recommend when a company are dependent of a certain skill during a critical period in the company (Cappelli, 2000). Compensation should not be the only retention process in place, it should be combined with several other processes that fit the company culture (Mitchell et al. 2001).

3.1.6. Increase Commitment

If employees perceive that the organisation provide a supportive environment where they invest in their employees and they feel that they get regular feedback, training and fair rewards for their performances they will likely feel an obligation to fulfil the goals of the organisation (Kehoe & Wright, 2013; Gilbert et al. 2011). Employees need to perceive their employer to be
supportive, that their efforts are acknowledged, in order to be committed towards the organisation (Gilbert et al. 2011; Kehoe & Wright, 2013; Kwon et al. 2010). Managers need to be aware that commitment is not always towards the organisation but an employee can also be committed to their team or their occupation (D’Amato & Herzfeldt, 2008). There are other strategies than offering training, feedback and payment that can be used by companies to retain employees (D’Amato & Herzfeldt, 2008). Such strategies are providing status incentives such as giving the employee a cell-phone or a car or offering increased flexibility, for example opportunity to work at home or decide over their own schedule (D’Amato & Herzfeldt, 2008). It is important that the company does not only implement a program aiming at retaining employees, such as a more flexible work environment, but they need to adapt their culture to the changes so that the employees perceives the program to be easy to use (Ruona et al. 2012). Frank et al. (2004) argues that many traditional retention programs fails because they fail to implement processes regarding employee commitment.

Companies should make use of processes aiming at increasing commitment in order to achieve higher retention rates (Frank et al. 2004). Companies need to make sure that they have engaged employees since employee engagement and employee retention goes together (Frank et al. 2004). Employees that hold bonds with the organisation want to contribute to the organisational goals and they will therefore be more likely to remain within the organisation (Kehoe & Wright, 2013). Also job satisfaction increases retention and can be achieved by meeting expectations, job enrichment, clear roles and good supervision (Mitchell et al. 2001). Human Resource and talent management practices should aim at improving the employees’ motivation and commitment, they should work with shifting the psychological contract from a short term transactional to a long term relational contract (Collings & Mellahi, 2009) by developing a long term investment from the employee in the company (Mcclean & Collins, 2011). A company can work with promotion, training opportunities and provide possibilities to be part of the decision making in order to increase employees’ commitment (Torka & Schyns, 2010).

Kwon et al. (2010) found evidence in their article that using HCHRPs might affect the high performing employees’ commitment more than other employees. Another way to increase commitment is to hire a person based on fit; a person who fits into the company culture is more likely to have their psychological needs fulfilled so that they feel more committed and will stay longer in the company (Mcclean & Collins, 2011). An employee who do not fit into the culture of the company, who does not share the values and beliefs, are likely to leave the
company even if retention strategies is used (Arnold, 2005). It is important have employees who fits into the company culture (Arnold, 2005).

Lee-Kelley et al. (2007) argues that team learning, personal mastery and a shared vision will increase the feeling of empowerment and therefore have a positive impact on job satisfaction which will increase retention. Job satisfaction is also explained by factors such as challenges, relations with co-workers, promotion, reward and that enough resources are provided (Lee-Kelley et al. 2007). Team learning has been found to correlate with co-worker relationships (Lee-Kelley et al. 2007).

3.2. Internal Stakeholder Perspective

Stakeholder theory aims at explaining specific behaviours of companies (Keay, 2011). A central part of stakeholder theory is values and morals and that attention should be paid to the interests of individuals who can either assist or hinder organisational achievements (Hasnas, 2013). The theory aims at provide ethical guidance to managers (Hasnan, 2013). The stakeholder theory considers how both internal and external stakeholders affect a firm (Ferrary, 2009). Stakeholders are people who are affected by or can affect the company in some way and they can range from informal connections to shareholders (Ferrary, 2009; Keay, 2011). Stakeholders can be both primary which means that they are internal and secondary, which is those outside the company (Keay, 2009). Employees are part of the internal stakeholders (Keay, 2009). One argument in stakeholder theory is that all stakeholders will try to influence decisions so that they will receive better gains themselves (Ferrary, 2009). Conflict among employees will be created because of value distribution, since everyone is argued to try to receive the most favours (Ferrary, 2009). According to the stakeholder theory the goals with retention processes will differ between different groups since they will expect different gains from it. This means that managers and employees do not value the processes for the same reasons and therefore their perceptions about how they should be carried out and how effective they are should differ. Stakeholder theory argues that when a group of stakeholder, such as employees, feel as if they are going to be rewarded by the company they are more likely to devote time to their work and feel loyal towards the company (Keay, 2011). The stakeholder theory argues that value should be distributed to all stakeholders not just the shareholders of the company (Keay, 2011). Managers will decide how value is distributed based on what the stakeholders contribute to the company (Keay, 2011). A problem with the stakeholder theory is that it is hard for managers to identify all stakeholders which make it hard to distribute val-
ue equally (Keay, 2011). Further managers do not know to what extent rewards are being valued by different groups and the perceptions about this vary between individuals (Keay, 2011).

The stakeholder theory related to our thesis means that even though managers will try to provide fair value to employees they do not know how it is perceived. The reason for why our focus is solely on an internal stakeholder perspective is since we only focus our research on employees and managers which are internal stakeholders. However the assumptions in the theory still applies. Retention processes can be argued to be value-creating since for example training is a way for an employer to become more employable and to increase their self-esteem and compensation can be created through financial values or by providing other things valued by employees. Since employees have different perceptions and needs they will value things unequally and have their own agendas, so they will try to receive as much value as possible. This makes it harder for employers to provide equal value. Stakeholder theory do also allow us to look at both employees’ and managers’ perceptions and compare them since the stakeholder theory argues that different groups will have goals and therefore different perspectives. The fact that the stakeholder theory acts as an ethical guideline for managers decision making also makes it suitable for our thesis when exploring perceptions and comparing them.
4. Method

4.1. Case Study Research

The method applied to our research is case study research. A case study aims at making a generalisation among populations and it takes an interpretive approach since it wants to investigate individuals’ behaviour (Gerring, 2007). The case study is an appropriate tool to address questions that focus on how and why and at the same time explore organisational behaviour (Buchanan & Bryman, 2009). A case study might be conducted using one or several cases over time, using in-depth data collection from multiple sources such as interviews, observations and reports (Creswell, 2007). Case studies can gather information for one period or reaching over several time-periods (Neuman, 2006). The cases are selected because they illustrate the issue researched in order to be able to make an analysis (Neuman, 2006). Therefore before starting it is important to consider which participants that should be included to receive a comprehensive picture (Buchanan & Bryman, 2009). By adopting a framework for analysis the researcher can build the frame on either their research questions or the answers from the questions. In either way there need to be a connection in line with objectives of the research (Buchanan & Bryman, 2009).

We have conducted collective case study research, which means that we have studied one issue but with multiple cases (Creswell, 2007), how retention processes are carried out by managers and employees’ perceptions on them. We have conducted interviews with managers responsible for retention processes and with employees regarding retention processes and their thoughts of talent management. To use collective case study research is suitable since it allows us to get more information about how retention processes are used and more opinions about how they are perceived. When analysing case studies it becomes more complicated since it might involve several research methods (Gerring, 2007). Therefor this puts a demand on the researcher to be flexible and make assumptions on what is perceived from the participants (Gerring, 2007). The analysis in case studies does also often implicate a large number of research due to the qualitative research (Gerring, 2007). Making analysis of multiple cases therefore puts a demand on the researcher to carefully plan the process collecting and analysing data (Buchanan & Bryman, 2009). In order the handle the large amount of data all the interviews have been recorded and transcript throughout the process of conduction in order to be helpful for the analysis. Analysing in case studies brings theories together with collected data (Neuman, 2006).
4.2. Grounded Theory Research

The thesis was also inspired by the grounded theory research. The grounded theory research investigates a large number of participants that have experienced the process, retention processes in our case, in order to generate or discover a theory (Creswell, 2007). The developed theory might be used either to provide a framework that can be used for future research or to help explain practice (Creswell, 2007).

The grounded theory builds theory from data, it is a flexible research method since it allows researchers to change direction or focus in the middle of the project (Neuman, 2006). The theories are produced through simultaneous collection and analysing of the data (Creswell, 2007; Milliken, 2010). This account for that research can be made through combination of methods in order to collect the most appropriate data to fulfil the purpose (Thornberg & Charmaz, 2011). During the research process new insights might arise that might lead to a change or adding in the data collection method since emergent questions might arise, therefore gathering and analysing of data need to be made simultaneously (Thornberg & Charmaz, 2011). In our thesis we started by examining talent management and its use for different groups of employees, however our first results lead us to instead focus on how retention processes are carried out and perceived. The research design is evolutionary in the way that the researcher wants to explore meaning of an action in the perspective of the involved people (Milliken, 2010) which is also in-line with interpretivism. Grounded theory is well suited for exploratory method since then there are social processes that have not been given so much research attention (Milliken, 2010). There exists a lack of research about employees’ perceptions on retention processes and therefore we considered grounded theory to be useful for conducting the thesis. In this way an investigation of relationships of concepts can be made in order to explore the behaviour of individuals that are involved in different activities (Milliken, 2010). We performed interviews in two rounds since we chose to change perspective after the first round of interviews. The second round of interviews was conducted by doing follow-up interviews and by interviewing new employees.

4.3. Data Collection

At the start of the data collection there was a need for finding empirical evidence about how talent management and retention processes are used in organisations to achieve reliability of the study, this was done through primary data, mainly through interviews (Potter, 1996). However the results made us change focus to employees’ and managers’ perceptions on reten-
tion processes so we had to collect complementary primary. The data was also collected to understand the outcome the processes has on employee retention. Secondary data was collected from the webpages of the chosen cases. The secondary data of retention processes guided us when moving on to explore individuals’ perceptions of processes. The data was collected through interviews but other ways to collect data is by observations, documents and audio-visual materials (Creswell, 2007). Interviews were most useful for us since it allows us to explore the topic and to understand peoples’ perceptions since that is required to achieve the purpose of the thesis.

4.3.1. Interviews

Interviews are a way to understand other people’s experience and to get information about what meaning they subscribe to an experience (Seidman, 1998). This was useful for our thesis in order to explore different perceptions on retention processes.

We have used both telephone and face-to-face interviews since both were needed to complete the interviews within the time-frame. Advantages with face-to-face interviews are that surroundings, nonverbal communication and visual aids can be taken into account (Neuman, 2006). There exist some drawbacks with face-to-face interviews such as the possibility for interviewer bias, high costs and the fact that they are time consuming (Neuman, 2006). Telephone interviews offers advantages since it is an easy way to reach people over long distances and still have most of the advantages face-to-face interviews provides (Neuman, 2006). However the drawbacks with telephone interviews are that information about the surroundings and visual aids are lost (Neuman, 2006). Another downside with telephone interviews is that people tend to give shorter, less explicit answers over the phone (Hughes, 2008).

Interviews can range from being completely structured to being unstructured (Brewerton & Millward, 2001) but in our research we have used a semi-structured form of interviews. This means that we had both fixed questions that required an answer and the interviewee had the possibility to elaborate on the subject to enhance our understanding of the matter (Brewerton & Millward, 2001). The researcher has a number of themes to cover but it is not done in a beforehand decided sequential order, the structure is flexible to allow the development of unexpected themes (Mason, 2002).

The interviews that were conducted within the cases did not all turned out to be specific about how the retention processes was carried out in the company, therefore it was necessary to
conduct a second round of interviews to receive enough information. Before the first round of interviews the participant received the possibility to take part of the interview guidelines that was going to be addressed during the actual interview, this becomes a helpful tool in order to be prepared. The first round of interviews was conducted to get a general understanding of talent management and what employees considered important for their retention. The second round was done by follow-up interviews and by interviewing new employees to better explore perceptions on retention processes specifically. Interviews were conducted until we achieved theoretical saturation, we could decide on this since no new information was gained. The analysis and the data collection were performed simultaneously which made it possible for us to decide when the new information did no longer contribute to the analysis.

4.3.2. Chosen Cases

When conducting a case study there is not a set number of cases that should be used but it is most common to not exceed five cases (Creswell, 2007). We have done reactive research; the people that we interview were aware that they were being studied and that their answers would be used in our thesis (Neuman, 2006). When interviewing employees we had to make sure that they have experienced talent management and retention processes in order for us to get useful information. We have interviewed employees at the selected companies and have asked responsible managers about information of which employees that was relevant. The case study is also supported with interviews from employees not chosen by managers to avoid bias. When choosing which companies to perform our research in we needed to make sure that they are making use of talent management and regards retention as important so that they have retention processes in place. Other from that it is useful to choose cases that differ from each other to increase the diversity of the cases and get multiple perspectives (Creswell, 2007). The reason for why we chose to study a larger number of employees than responsible managers was because there exist a lot of literature from the manager perspective so there is a lot of relevant secondary data. We have used employees’ perception to explore new insights about retention processes.

We have chosen three cases since we believe that it allowed us to explore perceptions of retention processes and it was still feasible during our timeframe. The three cases are; IKEA, ArlaFoods and Handelsbanken. IKEA were chosen since they consider employees as important, they state that the company will not function without good employees (IKEA, 2013a). The company values shows that they work with some of the retention processes identified
such as development opportunities and feedback (IKEA, 2013b). ArlaFoods were chosen since they state that they value their employees greatly and work actively with developing employees by providing individualised opportunities and feedback (ArlaFoods, 2013). Handelsbanken states that all of their employees are important for their success and that all employees are offered possibilities to affect their work and development with the support of their supervisors (Handelsbanken, 2013a). Almost all manager positions are filled with internal candidates (Handelsbanken, 2013b). This made these cases useful since we were sure that the employees and managers have experienced some kind of retention processes so that they could contribute to our thesis.

In the first round of interviews we collected data from one responsible manager from each case and also two employees from two of the cases and one from the third case. We did also interview two employees that were not chosen by managers and they were chosen due to the fact that they have experienced talent management. Since retention is a part of talent management their perception was useful to our thesis. The employees represent different level employees which helps us explore whether retention processes reaches different parts of the company in the same way. In the second round of interviews we did follow-up interviews with two of the managers and three of the employees previously interviewed. We did also choose to include two new employees here to get some new opinions instead of using previously interviewees that did not seem interested in providing explicit answers.

4.4. Data Analysis

One of the most common ways when analysing qualitative data is to prepare and organise the data for example in transcripts so that the information can be coded into different themes that finally represents the data in tables or in a discussion (Creswell, 2007). Seidman (1998) argues that to analyse interviews you first have to find the parts in the transcripts that you consider important, the amount of material have to be reduced in order to analyse and interpret it. The second step is to see if there is any connections between the categories and if themes can be found (Seidman, 1998). Grounded theory research have three faces when analysing the results and doing the coding; open coding develops categories of information and one central phenomena is identified, axial coding that aims at finding categories that relates to or explains the central category and finally selective coding that builds a story to connect the categories (Creswell, 2007). The goal is to end up with theoretical propositions (Creswell, 2007). One
way to analyse a case study is to compare the cases to find similarities and differences (Creswell, 2007).

The analysis was done by first picking out the parts from the transcripts that seemed important and to organise the information into themes. Once the themes were found we looked over the material a second time in order to make sure that no essential parts were missed out. We also found that some of the information we had considered to be of importance were not relevant to the themes identified. After analysing the initial data there was a change of focus in the thesis; from talent management to perceptions on retention processes. The analysis process was then done a second time after conducting the follow-up interviews. The analysis was done alongside the data collection so that we could determine if more information was needed and about what. Parts from both case study research and grounded theory research were used to analyse our material. We recognised themes by comparing data from different cases and we used our analysis to find out what other data needed to be collected.

When observing the interview the researcher can either be emic through faithfully tell with the persons own words or the researcher could be etic by present their own interpretations from what the person has said (Potter, 1996). To deliver a good and reliable observation of the interviews we need to examine both the epic and emic perspective (Potter, 1996). We have presented the results of our study by including quotations and at the same time analyse the information with our own words and interpretations have been made based on both primary and secondary data.

4.5. **Quality Assessment**

In order to conduct good research the information and result should be reliable and account for the reality (Blumberg et al, 2008). When evaluating the thesis there are different criteria that can be taken into consideration in order to address the quality of the thesis (Collis & Hussey, 2003). Criteria to consider are confirmability, transferability, dependability and credibility (Creswell, 2007; Ryen, 2002/2004; Seidman, 1998).

4.5.1. **Confirmability**

When there is possible to see whether the findings are coherent from the data and the research process has been clearly presented, confirmability is fulfilled (Collis & Hussey, 2003). The main point of confirmability is whether the interpretations made by the researcher are rooted in findings, conclusions should be grounded in the information given by participants (Jensen,
2008a). Confirmability requires the researcher to be up-front about potential biases, they should be accounted for and appropriate methodological practices should be used (Jensen, 2008a). Confirmability will be enhanced when the research process is transparent and information about how data were collected and analysed is provided. This is done in our thesis by providing information about which cases and what employees were selected and for what reasons. The thesis provides information about how interviews were conducted and how the analyse process were performed. Some interviewees were chosen as a reason to reduce eventual bias from only interviewing employees chosen by managers. The authors are aware of the potential interviewer bias with interviews and have tried to be as impartial as possible. The information given in the thesis relies either on relevant secondary data or primary data collected for our purpose and all conclusions are based on that information.

4.5.2. Transferability

The researcher has to provide the full picture of the context of the study to achieve transferability (Jensen, 2008b). Transferability is achieved through providing detailed and descriptions about the environment that has been studied so that the reader can make judgements about whether the study can be applicable to other environments as well, extensive information about participants, research design and context should be provided. (Jensen, 2008b; Ryen, 2002/2004). Our thesis achieves this by providing the interview guidelines in appendix 1 and by providing information about who was interviewed and how. This makes it easier for others to replicate our study which increases transferability. Participants need to be relevant related to the study (Jensen, 2008b); they need to have experienced retention processes in order for their perceptions to be relevant.

4.5.3. Credibility

Credibility means that the procedures and the sources that have been used have created an agreement between the participants’ expressions and the interpretations made by the researcher (Jensen, 2008c). For this to take place the link between participants’ expressions and the themes chosen has to be believable (Jensen, 2008c). In order to establish credibility one have to consider if the right participants were chosen, if they were truthful and gave complete responses and whether the data collection method used were appropriate (Jensen, 2008c). Ways to increase credibility are to look at the data from different angles, perform the research under a longer period of time so that you understand the context and the participants use multiple sources of data and have colleagues and the participants review the work (Jensen, 2008c). The
credibility can also be enhanced by recording all interviews and by obtaining detailed notes (Creswell, 2007; Ryen, 2002/2004). In our study credibility is achieved through interviews with several companies in different industries and all interviews were recorded and transcripts were made. The transcripts will not be included in the appendix since some managers and employees shared information they do not want to make public. Credibility was further enhanced by conducting follow-up interviews to make sure our data was accurate and complement areas where we did not find sufficient information. We do also assume that all participants were truthful when answering the questions. The quotations from the transcripts used to come up with the themes are presented in the empirical findings together with the themes. When selecting what parts of the interviews that were of most importance the authors first made their own interpretations and thereafter compared the findings.

4.5.4. **Dependability**

Dependability means that the study should have been well documented and systematic (Collis & Hussey, 2003). Dependability means that the same thing will be repeated if the research is done again under identical or very similar conditions (Neuman, 2006). However when conducting qualitative research some differences may occur because the data collection is a process where the researcher interacts (Neuman, 2006). When conducting qualitative research the context that is presented can differ from what was first expected, dependability takes this into consideration (Jensen, 2008d). The researcher might for this reason need to change in the method such as numbers of interviews (Jensen, 2008d). All methods used are explained in the method chapter of the thesis and are motivated. Methods chosen are also in-line with the research philosophy and approach.
5. Empirical Findings

5.1. Retention Processes from a Manager Perspective

All three companies worked actively with retention processes in different ways and they all considered employees as important assets and therefore worth investing in. When conducting interviews with managers we found five main themes when talking about retention processes. These themes are; “development opportunities”, “responsibility for self-development”, “empowerment”, “feedback” and “internal recruitment”. All five themes were mentioned by all three companies and were used as important parts to retain employees.

5.1.1. Development opportunities

The most common theme for retaining employees that were expressed during the interviews was to offer development opportunities for the employees to develop their skills. All the companies offered different kinds of development opportunity processes in order to create ways for their employees to advance. All three companies talked about the importance of offering courses to employees in order to keep them in the company, this could be made by initiative from the employee or recommendations from the manager. Two of the three companies worked actively with a leadership program in order to develop future leaders, this was an established process that was running frequently throughout the year. The companies worked actively with this process since they considered it to be a main reason for why employees choose to stay since there are possibilities to reach higher position. One of the two companies has a very advanced leadership development program with several different levels and supplementary courses that aims at helping employees with their continuous development. One of the companies that were interviewed works actively with selecting promising employees and offers them training to prepare them for leadership positions in the company. Whereas another company give employees the possibility to express that they want to develop but also select employees and offer them training. An issue that was brought up during the interviews were that other opportunity than vertical advancement should be offered since employees have individual goals.
### Table 2: Development Opportunities

<table>
<thead>
<tr>
<th>Name</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johan Nyman, Head of Personnel</td>
<td>“There is none of the other companies I have worked at that have such a developed leadership program as IKEA.” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td></td>
<td>“We identify talents and we give them ‘potential positions’, we give them more responsibilities.” (Personal communication, 2013-04-04)</td>
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<tr>
<td></td>
<td>“...when we have identified talents we give them a sales manager position, works superintendent position or potential position in order to provide greater responsibility.” (Personal communication, 2013-04-04)</td>
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<td></td>
<td>“The next step is to become an aspirant, a program that last for 6 months...”, “They are identified as leaders at IKEA...” “...that is the first step after we have identified the talent, because of the labour law we have too post positions internally.” “... next step as we also offer is an education called development for leaders, a high potential program, than you have advanced further in your career...” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td></td>
<td>“We do also work with a trainee program, we have Michael here now for example who is a management trainee and he have been identified as a future leader at IKEA and we have a management program every year that you can apply for.” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td>Siw Nansen</td>
<td>“We have several programs to develop leaders. And we have more specialists than leaders besides that. You can have talents within a specialist area because not everyone wants to be a leader” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td></td>
<td>“We have performance reviews and development plans”</td>
</tr>
<tr>
<td>-Senior HR Consultant</td>
<td>&quot;for our employees, then we have internal development programs to make sure that people develop both as leaders and specialists.&quot; (Personal communication, 2013-04-12)</td>
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<tr>
<td></td>
<td>“The leadership program is held at 4 occasions every year and each occasion last for approximately one week. This is something we want all leaders to participate in” (Personal communication, 2013-05-14)</td>
</tr>
<tr>
<td></td>
<td>“We have a trainee program that we have had for several years and that is also part of this.” (Personal communication, 2013-04-12)</td>
</tr>
<tr>
<td></td>
<td>“When talking about recruitment, that you should feel, we have a strategy that all our available jobs have to be announced internally and they should be available for everyone. It is not like we are hand-picking people for positions, everyone should have the chance to apply and show their interest.” (Personal communication, 2013-04-12)</td>
</tr>
<tr>
<td></td>
<td>“And it can be situations where you see that the next step for this person is this job and that is, it will still be a process it can still be a recruitment process but you have internal candidates that are suitable for the job.” (Personal communication, 2013-04-12)</td>
</tr>
<tr>
<td>Claes Ericsson -Director of the Bank</td>
<td>“Every individual shall develop based on their own level” (Personal communication, 2013-04-24)</td>
</tr>
<tr>
<td></td>
<td>“The courses are very often. Or you can say like this; the courses we have on a regional level in Linköping or in Stockholm. We do not send employees to a course just because it is their turn. All of the courses are about to have a use for them in the work you perform. But there...&quot;</td>
</tr>
</tbody>
</table>
When we were talking about development opportunities one of the company chose to offer more personal development opportunity processes than a traditional leadership program. They argued that employees would be more inclined to stay if their development is personalised.

The first step is to make a company plan in December, what to work with and what to achieve during the next year and all employees are involved when developing the plan. The second step is the so called “plus conversation” with each employee where you talk about everything that concerns the employee and their development and goals. The employee are then expected to hand in a personal action plan that states what the employee can do to help fulfil the company plan and what they have to do to develop personally in order to receive the right expectations both from the individual and the employer. The third step is to evaluate how the employee is keeping up with their individual plan. During this time all employees can take part of different courses at central, regional or local level (C. Ericsson, personal communication, 2013-04-24). The company also considered their student pool as a great advantage for development opportunities since the students receive good education and become trained to quicker advance in the company. Students demand more challenges in work and therefore the company has to indirectly work with retention and with that provide task so the individuals feel like they are developing (C. Ericsson, personal communication, 2013-04-24).

5.1.2. Responsibility for Self-Development

One of the main focus’ that were discussed was the importance that employees take responsibility for his/her own development in order to build their self-esteem and commitment. The
company’s role was described as supportive and they need to offer possibilities but the employees must express a desire to develop. This was a process that the companies always had to be open-minded about, so that employees expressing a wish to develop are acknowledged. The companies work a lot with introducing new employees to the work and develop them through courses but all three companies did also state that it is important for them to offer all employees equal development opportunities. However the managers did not put all responsibility on the employee, they also worked with offering promising employees opportunities.

Table 3: Responsibility for Self-Development

<table>
<thead>
<tr>
<th>Name</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johan Nyman - Head of Personnel</td>
<td>“What IKEA is especially good at, it is actually what you can see behind my back our personnel idea and that is talent management for me, that is it is about letting each individual grow and you have your own responsibility to make sure that happens as an individual but me as the head of personnel and other managers have a responsibility too, to make sure to let individuals grow by creating opportunities all the time.” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td>Siw Nensen - Senior HR Consultant</td>
<td>“We put quite a lot of responsibility for your own personal development on each individual. Yes I have to create opportunities for them to be able to do that.” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td>Claes Ericsson</td>
<td>“It is really important that an individual take own responsibility for development, it is not until then we will see that this person really wants grow within this company and are interested and worth to make a bid.” (Personal communication, 2013-05-14)</td>
</tr>
</tbody>
</table>
| Claes Ericsson | “I have a responsibility but the individuals responsibility for their own development is just as great.” (Personal }
"As soon as there is something that we consider that the employee, or that they consider should be useful for their work. Yes then they get to go on a course." (Personal Communication, 2013-05-13)

"You cannot only put new employees on a pedestal and think that the other will remain in the company anyway; you have to see all employees. You cannot forget that the rest of the employees do also need to develop, you develop every day." (Personal Communication, 2013-04-24)

"We have the hope that everyone we hire shall become a manager... it is our ambition that you should want to become a manager in some way. But you do not only need a good base of knowledge from your school but you need experience from the bank to become a manager at Handelsbanken." (Personal Communication, 2013-04-24)

### 5.1.3. Empowerment

When talking about the theme “empowerment” all three companies said that it was important to involve the entire company to make sure that the processes are actually executed, in order to have successful retention. The companies talked about involving all level employees. The companies stressed the importance of treating the employees as their main resource to be able to survive as a company. This need to be done every day and the companies proposed to always have an environment that is open for everyone to freely express ideas and opinions. A factor that all three companies stressed was that in order to make this process work all employees have to be aware of existing processes within the company. This was made through making the employees involved by providing different kinds of information which also creates awareness of processes. A major success factor mentioned by one company is their decentralised organisation, that the local office in Jönköping has the ability to make their own decisions. One of the company thought it was important to let employees take important decision both in order to retain them and as a process to develop skills and self-esteem.

**Table 4: Empowerment**
<table>
<thead>
<tr>
<th>Johan Nyman</th>
<th>“The most important thing as we see it is to make it happen all the way, what do we actually do about it, what are the practical implications in the frontline as to speak” (Personal communication, 2013-04-04)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siw Nensen</td>
<td>“…you cannot just talk about it, you have to open up your outlook and then you have to put aside time for it and I mean we are good at that here at IKEA. To make it happen all the way.” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td></td>
<td>“…without the human being IKEA is nothing... otherwise we would have been standing here in an empty blue box and that would not have worked, right... At IKEA the individual are at the centre and we are here for all kinds of different people.” (Personal communication, 2013-04-04)</td>
</tr>
<tr>
<td>Siw Nensen</td>
<td>“…I want to claim that these issues are current and that it is not only something some small human resource group are working with but that every manager is actually working with this. And every employee gets involved…” (Personal communication, 2013-04-12)</td>
</tr>
<tr>
<td></td>
<td>“Every employee is involved since you should have plans and develop and you should get somewhere, you should have goals every year. We put up goals and stuff like that for each employee too” (Personal communication, 2013-04-12)</td>
</tr>
<tr>
<td></td>
<td>“…of course employees are involved in and can take decisions on their level, but unfortunately they do not have much influence on bigger decisions…” “…at first plans are made at the upper level, then they are transferred downwards in the organization to my level, then we make plans that is transferred even further down in the organization...that is how we reach all levels and these plans work as a base for what kinds of decisions that are made...”</td>
</tr>
</tbody>
</table>
| **Claes Ericsson**  
-Director of the Bank | "We make a company plan in December each year, what to work with and what to achieve in Jönköping, all employees are involved in this."  
(Personal communication, 2013-05-14) |
|---|---|
| | “But who have made the work that creates the good results? The employees, so would it not be fair if the employees got to take part of the results?”  
(Personal communication, 2013-04-24). |
| | “All of our employees have the right to make decisions, if you walk in here and say that you want to buy an apartment at Torpa then you can ask anyone whether you can get a loan or not. We trust our employees.”  
(Personal communication, 2013-04-24). |
| | “We are the most decentralised bank in Europe. And we have to let the employees take decisions in order to live up to that and sometimes we also have to live with the fact that a faulty decision is made. That is not being punished but you have to look at what we learned from that, what you learned and how will we do it the next time.”  
(Personal communication, 2013-05-13) |

### 5.1.4 Feedback

Feedback was a process heavily used among the companies and they spend a lot of time providing it. The most common way on how they provided feedback was during performance reviews. However one of the companies chose to not call them performance reviews (Utvecklingssamtal) but rather “plus conversations” (Plussamtal) to focus on the positive aspects and what the employee can do even better. This was an established process among the three companies. Another feedback process that is commonly used in one company is 360 degree feedback. Personal development plans were also established for all employees in two of the companies and they should be followed up with feedback to be useful. The focus on measure-
ments were mostly mentioned in one of the interviews as a way to provide feedback and that company measured as much as possible, both productivity and factors depending on employees. This was made frequently and put pressure on employees to perform. One of the other companies talked about using employee surveys as a way to evaluate their managers. Feedback was also mentioned as an important part when mistakes have taken place, two of the companies said that mistakes are accepted but that employees should learn from them. All companies used supplementary feedback beside the performance reviews and stressed the importance of feedback being given continuously throughout the year. This was done through one-to-one conversations, in the daily work and monthly evaluations of personal development plans. Two of the companies base their salaries on the performance of each individual employee.

Table 5: Feedback

<table>
<thead>
<tr>
<th>Johan Nyman -Head of Personnel</th>
<th>“A lot of talent management is about feedback and at both, Ingvar once said that only someone who is asleep makes no mistakes and it is a lot in it. Mistakes are allowed at IKEA...” (Personal communication, 2013-04-04)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“We talk a lot about feedback and it, we work a lot with many different types of feedback and 360 is one common and easy kind…” (Personal communication, 2013-04-04)</td>
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<td></td>
<td>“One-to-one conversations are held by the group manager or the department manager that becomes a god way to catch up and give feedback.” (Personal communication, 2013-04-04)</td>
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<td></td>
<td>“...I have never been on a company that works as much with feedback before.” (Personal communication, 2013-04-04)</td>
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<td></td>
<td>“We measure everything, we measure productivity, we have follow ups on the costs of additional time, overtime, inconvenient working hours and absence due to illness for each employee.” (Personal communication, 2013-04-04)</td>
</tr>
</tbody>
</table>
### About individual salaries:

"yes we do, completely. We do of course have the collective agreements as a bottom but we have individual salaries on top of this. We have performance reviews twice per year and these are the foundation for the wage discussions." *(Personal communication, 2013-04-24)*

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<table>
<thead>
<tr>
<th>Siw Nensen</th>
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<tbody>
<tr>
<td><strong>Senior HR Consultant</strong></td>
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</table>

"It is these old things such as having performance reviews..." *(Personal communication, 2013-04-12)*

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<tbody>
<tr>
<td><strong>&quot;We also provide feedback continuously in the daily work and that is really important that it happen, then you talk a lot about it and that is should happen so often, but unfortunately that is not always the case.&quot;</strong> <em>(Personal communication, 2013-05-14)</em></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Claes Ericsson</th>
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<tbody>
<tr>
<td><strong>Director of the Bank</strong></td>
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</tbody>
</table>

"We have a clear leadership model that is important for our managers and they are being measured on that every year in these, employee surveys where one can say what you think about things." *(Personal communication, 2013-04-12)*

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<tbody>
<tr>
<td><strong>&quot;Feedback is very important, both positive and negative if it is something then you have to say it, what were you thinking? It is never wrong to do something wrong at Handelsbanken but you cannot make the same mistake always, you have to think about it too.&quot;</strong> <em>(Personal communication, 2013-04-24)</em></td>
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</tbody>
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<tbody>
<tr>
<td><strong>&quot;We have plus conversations in January where we discuss different courses, development, what they find good and what they want to improve...&quot;</strong> &quot;Then you follow up once a month about what have happened and what did we agree upon...&quot; <em>(Personal communication, 2013-04-24)</em></td>
</tr>
</tbody>
</table>
"We have individual wage discussions in October with all employees... the salary reflect the entire year." (Personal communication, 2013-04-24)

5.1.5. Internal recruitment

To offer internal recruitment opportunities were important in all three companies, all of the companies advertise all available positions internally. One company have developed a student pool and they try to recruit employees from the pool when a full-time position is available. Another company talked about getting a good mix of internal and external recruitments, they need to recruit internally to motivate employees and retain them but they also need external recruits to bring in new ideas. Internal recruitment is only possible if the employer is seen as attractive and one company stated that the geographical location could sometimes be a disadvantage. Internal recruitment were seen as a must in all companies in order to retain employees since it is considered to motivate employees and decreases the chance of them looking for advancement outside of the company. Two of the companies encouraged the employees to change job but to do it within their current employer. How the companies offer internal recruitment was also to promote talents to advance. Internal trainee programs that aim at developing future leaders are internal recruitment programs established in two companies and the third company have the student pool to prepare future employees.

Table 6: Internal Recruitment

<table>
<thead>
<tr>
<th>Johan Nyman -Head of Personnel</th>
<th>About internal and external recruitment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“I try to get a good mix so that we have both an internal where they feel that leaders can develop internally and apply for the jobs, but we need influences from the outside at the same time. I should not say that I do always manage to get a good balance and a good mixture but the thought is there and we try to work like that.” (Personal communication, 2013-04-04)</td>
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</tbody>
</table>

<p>| …every year we offer trainee program where internal employees can apply and might become recruited…”(Personal communication, 2013-04-04) |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siw Nensen</td>
<td>“I would like to say like this, gladly change job but do it within IKEA... What we need to work on is to profile Jönköping to attract more talents to come here.” (Personal communication, 2013-04-04)</td>
<td></td>
</tr>
<tr>
<td>Siw Nensen</td>
<td>“…we have a strategy that all our available jobs have to be announced internally and they should be available for everyone”. (Personal communication, 2013-04-12)</td>
<td></td>
</tr>
<tr>
<td>Claes Ericsson</td>
<td>“…there is an open internal labour market. The next step is to see that for this person it might be this job that is appropriate instead. Than you have a kind of recruitment process, a candidate that suits the job.” (Personal communication, 2013-04-12)</td>
<td></td>
</tr>
<tr>
<td>Claes Ericsson</td>
<td>“We have a student pool, the students come from Jönköping University and they shall feel as if they and their thoughts are as important as the full-time employees’ and they are getting trained while they are working here.” (C. Ericsson, personal communication, 2013-04-24)</td>
<td></td>
</tr>
<tr>
<td>Claes Ericsson</td>
<td>“When we have a vacant position then they have had time to try for a couple of years, how does it feel to be working at Handelsbanken, would I like to keep working here and does we think that the person is right for the job.” (C. Ericsson, personal communication, 2013-04-24)</td>
<td></td>
</tr>
<tr>
<td>Claes Ericsson</td>
<td>“We have the hope that everyone we hire will eventually become a manager... we need to make sure that possibilities are created to achieve this” (C. Ericsson, personal communication, 2013-04-24)</td>
<td></td>
</tr>
<tr>
<td>Claes Ericsson</td>
<td>”We have something called employee messages that is sent out every week and all available positions are stated here. Everyone gets to apply for those positions; it is positions both in Sweden and in the rest of the world.” “It is not sure that you will get it but you can apply. Everything</td>
<td></td>
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</tbody>
</table>
is handled internally and everyone gets to know when a position is available.” (Personal communication, 2013-05-13)

5.2. Retention Processes from an Employee Perspective

When conducting interviews with personnel we found four main themes when talking about retention processes. These themes are; “advancement”, “feedback”, “compensation” and “relationships”. The themes were commonly mentioned as reasons for why the employees are remaining within the company. All employees that were interviewed answered that they are loyal towards their employer. However all interviewees except one would consider to, or would change, employer if they would receive a more attractive offer. The reasons for why they would consider changing employer differed but a higher salary or better chance to develop were commonly mentioned.

5.2.1. Advancement

All participants talked about development as an important part of their work. Most of them considered continuous development as crucial for their retention. It was mentioned that the development does not always have to be vertical but that horizontal opportunities might be as effective. The majority of the employees also stressed the importance that in order to be a part of an advancement process it puts a demand on the employee to take own responsibility to show an interest in further development. Two of the employees also stated that it has to be an awareness of existing development opportunities since that will lead to an increase in motivation of advancement.

Table 7: Employee Perceptions on Advancement

<table>
<thead>
<tr>
<th>Petra Jonson -Station Manager</th>
<th>“When they are recruiting to higher positions than salespersons, or to the headquarter then there is only, or almost only internal recruitment” (Personal communication, 2013-04-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“They consider the individuals that are good and help them to proceed forward.” (Personal communication, 2013-04-22)</td>
</tr>
<tr>
<td>Frida Ekvall</td>
<td>“Yes I do, if I change station or something like that then it is more horizontal than vertical. Or I could get a higher position at the head quarter for example.” (Personal communication, 2013-05-11)</td>
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</tr>
<tr>
<td>Employee 1</td>
<td>“Yes there are a lot of good opportunities if you want to become a leader, but there exist almost no opportunities for those who do not want to become leaders.” (Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td></td>
<td>“...when there are opportunities then the employee motivation will increase, I mean when you feel that you can get somewhere.” (Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td></td>
<td>About different retention processes:</td>
</tr>
<tr>
<td></td>
<td>“Yes development is the most important according to me.” (Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td>Frida Ekvall</td>
<td>“I do not think that I have ever worked at a company that have, where I have been able to develop as much as an individual. I think foremost on the fact that you get to take your own responsibility and that you are noticed...” (Personal communication, 2013-04-25)</td>
</tr>
<tr>
<td>Employee 1</td>
<td>“...I have been on many different trainings, I believe it is foremost showing an interest in that you as an individual want to develop and then you will be given the opportunities.” (Personal communication, 2013-04-25)</td>
</tr>
<tr>
<td>Amanda Lundqvist</td>
<td>“Managers can tell you that you take part of leadership programs but I can also come and say myself that I want to develop.” (Personal communication, 2013-04-26)</td>
</tr>
<tr>
<td>Amanda Lundqvist</td>
<td>“…there are opportunities here to develop and that is really important.” (Personal communication, 2013-05-02)</td>
</tr>
</tbody>
</table>

Frida Ekvall - Business Seller

Employee 1 - Middle Level Manager

Amanda Lundqvist - Private Advisor
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lotta Lindelöf</td>
<td>Private Advisor</td>
<td>“There exist an incredible amount of opportunities for further training for younger employees… But it does not for example for me as long as you stay within the same area…” (Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td>Åsa Wilhelmsson</td>
<td>Employee in restaurant area</td>
<td>“If you want to and have the ambition than you can go as far as you want and it is only myself who sets the boundaries. There are so many opportunities and development programs to take part of so it is an amazing company to work in.” (Personal communication, 2013-05-06)</td>
<td></td>
</tr>
<tr>
<td>John Zäther</td>
<td>Employee in Restaurant area</td>
<td>“You can always tell your manager that you want to develop and they will probably fix something for you, a friend did that…It is about showing an interest in that you have a desire to develop” (Personal communication, 2013-05-10)</td>
<td></td>
</tr>
<tr>
<td>Eric O’Connells</td>
<td>Development manager private investment</td>
<td>“The benefits, that you can develop and the salary are the most important.” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td>Employee 2</td>
<td>Auditor assistant</td>
<td>“They send you away for education…” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
</tbody>
</table>

The employees felt like their companies were working in several ways to provide processes for how to be able to advance; through leadership programs, by offering courses, by internal recruitment, be given more responsibilities, enriching work tasks and by offering possibilities to move between offices within the company. Most of the processes was well established in the companies and was being used continuously to retain employees. One employee mentioned the lack of possibility to change position within the company as a major reason for why she was not completely loyal.

Table 8: Employee Perceptions on Advancement Processes

<table>
<thead>
<tr>
<th>Name</th>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Jonson</td>
<td>About how to decrease the risk of her leaving:</td>
</tr>
<tr>
<td>Name</td>
<td>Statement</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Station Manager</td>
<td>“Offer training or to get a new position, I do not want to be a station manager forever. They can move me to the headquarters.” (Personal communication, 2013-04-22)</td>
</tr>
<tr>
<td></td>
<td>&quot;...things such as leadership programs and things like that, as I have been to, and short courses as they have and that is not the same. And what do we... I mean there is also some lectures.”(Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td></td>
<td>About training when given more responsibilities:</td>
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<tr>
<td></td>
<td>”Yes it would have been awesome if that existed, to get continuous development would have been appreciated.”  (Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td>Frida Ekvall - Business Seller</td>
<td>“...Now I take part in an education to become a manager at IKEA, it is their own internal manager training program, which my managers has encouraged me to take part in” (Personal communication, 2013-04-25)</td>
</tr>
<tr>
<td>Employee 1 - Middle Level Manager</td>
<td>“They offer leadership programs; they look at how you can develop as an individual at a personal level. But they have parts that they need to be better at when it comes to rotation of personnel, I mean to offer alternative positions for employees.” (Personal communication, 2013-04-26)</td>
</tr>
<tr>
<td></td>
<td>About how to decrease the risk of the employee leaving:</td>
</tr>
<tr>
<td></td>
<td>“To provide better opportunities, develop more and also the possibility to change position within the company.” (Personal communication, 2013-04-26)</td>
</tr>
<tr>
<td>Amanda Lundqvist - Private Advisor</td>
<td>“It is fun that you get a bit more own responsibilities and to know that they trust me and that you get the opportunity to show something.” (Personal communication, 2013-05-02)</td>
</tr>
</tbody>
</table>
“*We have a website where you can see all internal positions from all offices. There you can apply as much as you want...*” (Personal communication, 2013-05-02)

| Lotta Lindelöf  
| -Private Advisor |
| “*[...it is me as a person that has the responsibility for everything I do and I think that it is very stimulating for many to have that operating freedom.]*” (Personal communication, 2013-05-02)

| John Zäther  
| -Employee in Restaurant area |
| “*They encourage me to apply to aspirant training this is the first step to become a manager and it is possibly to apply once a year. First you have to send in an application to see if you become accepted and then you will take part in training once a week with challenging tasks, and after that they will see if you are appropriate as a manager.*” (Personal communication, 2013-05-10)

|  
| “*We have educations and courses. Recently I participated in a seller program since that is something we need to become better at. They choose me to take part in this and that was fun.*” (Personal communication, 2013-05-10)

|  
| “*More changed working tasks was something that I would appreciate. It has happened to some extent since I have been given more responsibility but maybe I would like to change position within IKEA but then it is up to me to show an interest in that to my managers.*” (Personal communication, 2013-05-10)

About internal recruitment:

"*It absolutely exist that opportunity, we can see what..."
kind of positions we can apply for. But I do not feel that the company encourage me to apply since they want me to stay” “…he (the manager) is working for to give me more responsibility within the restaurant area in order to stay there.” (Personal communication, 2013-05-10)

<table>
<thead>
<tr>
<th>Eric O’Connells</th>
<th>“…we have internal development programs for example.” (Personal communication, 2013-05-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Development manager private investment</td>
<td>About internal recruitment:</td>
</tr>
<tr>
<td></td>
<td>”There are great possibilities.” ”Good work are encouraged and you will notice that. Our guideline is internal as much as external.” (Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td></td>
<td>About training when given more responsibilities:</td>
</tr>
<tr>
<td></td>
<td>“Yes you will receive that, you have to have a good training to manage your job.” (Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td>Employee 2 -Auditor assistant</td>
<td>“It is a lot that you can do different things, even if I am an auditor assistant then I will get to do annual accounts also for example. So you learn a lot of different things and then you get you own responsibilities.” (Personal communication, 2013-05-11)</td>
</tr>
</tbody>
</table>

### 5.2.2. Feedback

All interviewees answered that they do believe that their employers work actively with feedback. They all considered it as necessary to be provided in the everyday work. Feedback was also considered positive and as an essential process since it offers a chance to know where you are at and what you can do to improve and should be provided in both directions. A couple of the employees would want even more feedback, especially regarding the work they are performing.
### Table 9: Employee Perceptions on Feedback

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Quote</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Jonson</td>
<td>Station Manager</td>
<td>“It is included a lot in the leadership program I have participated in and it impregnates quite a lot after that too. Partly from me to the sellers and to me from my bosses. There is a lot of collective feedback unfortunately, that is not my favourite.” (Personal communication, 2013-04-22)</td>
<td></td>
</tr>
<tr>
<td>Frida Ekvall</td>
<td>Business Seller</td>
<td>“Yes I think so and we do it through performance reviews etc. However I would want more of that.” (Personal communication, 2013-04-25)</td>
<td></td>
</tr>
<tr>
<td>Employee 1</td>
<td>Middle Manager</td>
<td>“We work a lot with feedback and actively with feedback.” (Personal communication, 2013-04-26)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The feedback should be both positive and negative to receive best results...”(Personal communication, 2013-05-13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I consider once a month as a good amount of feedback and it feels like we receive it often. But of course it has to be provided in the daily work as well.” (Personal communication, 2013-05-13)</td>
<td></td>
</tr>
<tr>
<td>Lotta Lindelöf</td>
<td>Private Advisor</td>
<td>“Yes on the whole, and we measure everything we do.” (Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“We have our statistic where we mark what we have done every day...that presents every week and then we hopefully receive feedback on this at least we receive it once a month when we look how the whole company has been doing.” (Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td>Åsa Wilhelmsson</td>
<td>Employee in Restaurant</td>
<td>“My manager has provided me with feedback that he thinks I should apply to the leadership program, so you receive information from your manager.” (Personal communication, 2013-05-23)</td>
<td>I</td>
</tr>
</tbody>
</table>
John Zäther  
- Employee in Restaurant area  
“...the managers let you know that you make a good job and they encourage me to take more responsibility and apply for different training programs.”  (Personal communication, 2013-05-10)

Eric O’Connells  
- Development manager private investment  
“Yes we use feedback. We have both positive and negative feedback.”  (Personal communication, 2013-05-11)

Employee 2  
- Auditor assistant  
“I do pretty much get feedback daily since I am pretty new...”  "I think that feedback about the work performed is provided weekly otherwise.”  (Personal communication, 2013-05-11)

How the feedback was provided in the companies differed but one common process was to provide it when the performance reviews were held. Encouragement from the manager to the employee to take part of developments opportunities strengthened the employee’s self-esteem and was considered as positive. It was also stated that feedback could go both ways, that employees can provide feedback to managers. Other processes of feedback were collective e-mails, meetings and a lot of the feedback was provided in the daily work.

Table 10: Employee Perceptions on Feedback Processes

<table>
<thead>
<tr>
<th>Employee</th>
<th>Perceptions</th>
</tr>
</thead>
</table>
| Petra Jonson  
- Station Manager  
“Through collective e-mails and that is something I have called attention to, that I would want personalised feedback occasionally too.”  "We get individualised feedback during our performance reviews (2 times/year) and if you do something bad.”  (Personal communication, 2013-05-11) |
| Frida Ekvall  
“When you get more responsibility then maybe you would like to receive more feedback on what you are doing and |
<table>
<thead>
<tr>
<th><strong>-Business Seller</strong></th>
<th>“not doing well...” (Personal communication, 2013-04-25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“If you feel like it is too busy than you have to say that to the manager, you cannot just expect him to understand...” (Personal communication, 2013-04-25)</td>
</tr>
<tr>
<td></td>
<td>“My manager... they have really pushed me to believe in myself and that I can become a future manager.” “If they see your potential as a co-worker than you will receive encouragement like that maybe a position as manager would suit you.” (Personal communication, 2013-04-25)</td>
</tr>
<tr>
<td><strong>Employee 1</strong></td>
<td>“Both project related but also between me and the four employees I am responsible for.” “The four employees report to me since I hold a middle manager position and provide actively feedback back to them.” (Personal communication, 2013-04-26)</td>
</tr>
<tr>
<td><strong>-Middle Manager</strong></td>
<td>“we use feedback in our dialogue conversations that are held once a month. There it is actively feedback that is provided from mangers to employees and employees to managers.” (Personal communication, 2013-05-13)</td>
</tr>
<tr>
<td></td>
<td>It is hard to precisely say what kind of feedback processes that are provided daily. I think a lot of it happen unconscious.” (Personal communication, 2013-05-13)</td>
</tr>
<tr>
<td></td>
<td>“in the daily work...that’s the moment when everything happens and there is a need to provide response fast to be able to improve just at that moment in time.” (Personal communication, 2013-05-13)</td>
</tr>
<tr>
<td><strong>Amanda Lundkvist</strong></td>
<td>“We have action plans that we make, both long-term and short-term. Then we have “”plus conversations”” where you evaluate how far you have reached and what needs to be improved. That is good, then you know approximately where you are and what you need to be better at.” (Personal communication, 2013-05-13)</td>
</tr>
</tbody>
</table>
“Then we also have the opportunity to give feedback on the business plan. We have a meeting with everyone where we look at the old one and provide opinions on how it can be improved.”  
(Personal communication, 2013-05-02)

Lotta Lindelöf  
-Private Advisor

“Yes, you mean that we follow up our action plans…”  
(Personal communication, 2013-05-02)

John Zäther  
-Employee in Restaurant area

“Yes we do that a lot partly through performance reviews where we get to know what is good and what need to be improved. The same works for the salary conversations, where we look at if certain criteria are fulfilled and receive feedback based on that.”  
(Personal communication, 2013-05-10)

“We are closely bounded team so it becomes easy to provide feedback in the daily work.”  
(Personal communication, 2013-05-10)

“…we can always provide feedback to our managers on what we perceive are good, bad or need to be changed in some way.”  
(Personal communication, 2013-05-10)

Eric O’Connells  
-Development manager private investment

“We use feedback in the form of performance reviews for example.”  “We have extensive performance reviews twice a year but we do also have weekly meetings.”  
(Personal communication, 2013-05-11)

About providing managers with feedback:

“Yes I can.”  “Yes they do (listen to me) and it is also included in my responsibility, business development…”  
(Personal communication, 2013-05-11)
“They are clear and straightforward with the information...” (Personal communication, 2013-05-11)

Employee 2
-Auditing assistant

"I do always work with someone that can give me feedback on what I am doing since I am new." You are never out on a job by yourself, but you have someone more experienced with you." (Personal communication, 2013-05-11)

About providing managers with feedback:

“Yes and they ask me about my opinion on things...”
(Personal communication, 2013-05-11)

5.2.3. Compensation

The employees mention being offered a higher salary as one reason when asked if they would consider changing employer if they received a better offer. However the employees said that salary is not what is most important for why they chose to stay with their employer. Several of the participants valued well-being at the company as more important than being paid a high amount. There were also non-financial compensations offered to high-performing employees. This is also something one of the employees would not mind receive more of.

*Table 11: Employee Perceptions on Compensation*

<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Jonson</td>
<td>“I think that I might be too loyal. I would change if I got to move back to Jönköping, no but money of course.” (Personal communication, 2013-04-22)</td>
</tr>
<tr>
<td>Frida Ekvall</td>
<td>“However I can sometime feel that if I would be offered a new job that would give me a considerably higher salary, well then maybe I would consider it. But what is most important; is it more important that I receive a higher salary or that I enjoy the work and my wellbeing.” (Personal communication, 2013-04-25)</td>
</tr>
<tr>
<td>Employee 1</td>
<td>“Maybe not compensation in that way. I think this should be changed in some way. I worked on, I am paid</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Middle Manager</td>
<td>-</td>
</tr>
<tr>
<td>Amanda Lundqvist</td>
<td>- Private Advisor</td>
</tr>
<tr>
<td>Lotta Lindelöf</td>
<td>- Private Advisor</td>
</tr>
<tr>
<td>Åsa Wilhemsson</td>
<td>- Employee in restaurant area</td>
</tr>
<tr>
<td>John Zäther</td>
<td>- Employee in Restaurant area</td>
</tr>
<tr>
<td>Eric O’Connells</td>
<td>- Development manager private investment</td>
</tr>
<tr>
<td>...</td>
<td>-</td>
</tr>
</tbody>
</table>
Almost everyone that we interviewed mentioned the importance of salary as a retention process of compensation, even if it might not be the most important when it comes to retention. The employees’ different salaries are discussed in most cases during performance reviews that are an established process among the companies. A couple of other compensations than a higher salary were also brought up during the interviews such as retirement funds, rewards in competitions and other gifts.

Table 12: Employee Perceptions on Compensation Processes

<table>
<thead>
<tr>
<th>Name</th>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Jonson - Station Manager</td>
<td>“We have something called “Tantiem”…” “It is based on the result of the results of the station from year to year and the compensation is paid out to station managers.””</td>
<td>(Personal communication, 2013-05-11)</td>
</tr>
<tr>
<td>Employee 1 -Middle Manger</td>
<td>“Each station is given 1500 SEK each month. To hold competitions and things like that, it is supposed to go to the salespersons.” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td>John Zäther - Employee in Restaurant area</td>
<td>“It is based on performance, so you receive the salary based on a judgement of behaviour and results that works as the base for your salary development.”(Personal communication, 2013-05-13)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Our salaries are based on how we perform. Since we have salary-conversations where you go through if you have achieved certain criteria and then that becomes the base for your salary…” (Personal Communication, 2013-05-10)</td>
<td></td>
</tr>
</tbody>
</table>
“...we have competitions, those who works during the weekends compete against those who work the weekend after about who sells the most. The team who wins receive some kind of compensation, for example free dinner. That becomes a small kind of compensation on that you have done a good job.” (Personal communication, 2013-05-10)

Eric O’Connells  
-Development manager private investment  
“No, it is not only financial, it can be for example experiences or that you get a bottle of wine or anything. And if the department performs well then everyone might get the chance to go out for a dinner or something like that.” (Personal communication, 2013-05-11)

Manager 2  
-Auditor assistant  
“We have salary discussions every year.” (Personal communication, 2013-05-11)

The process of providing compensation where mostly done by the company through basing salaries on individual performance or providing non-financial compensation to acknowledge performances. One of the companies has a retirement fund called “Oktogon” where all employees get their share. The employees receive their share at the time of retirement and the amount depends on how long they have been working for the company (C. Ericsson, personal communication, 2013-04-24). “Oktogon” were mentioned as a strong incentive for why one of the employees would not consider changing even if she received a better job offer (L. Lindelöf, personal communication, 2013-05-02).

5.2.4. Relationships

About half of the interviewed employees stated that good co-workers are an important factor for why they stay with their employer since they find well-being at work. It was also mentioned that they have to agree with the company image and culture in order to remain in the company. Many of the employees feel that their company presented an image that they feel committed to and proud of.

Table 13: Employee Perceptions on Relationships
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Jonson</td>
<td>Station manager</td>
<td>&quot;But Statoil as a company is good to their employees and an extremely good place to work at.&quot; (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whether co-worker relationships are important:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(&quot;Well yes I think they are. But it might not be the most important thing but it matters. But I am not sure that it should be what determines if you stay with your employer or not.)&quot; (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td>Employee 1</td>
<td>Middle Manager</td>
<td>About how company can contribute to relationships:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I would say that this concern for the co-workers itself and not the company.&quot; (Personal communication, 2013-05-13)</td>
<td></td>
</tr>
<tr>
<td>Frida Ekvall</td>
<td>Business Seller</td>
<td>(&quot;...I like this company. I am very proud to work at IKEA...)&quot; (Personal communication, 2013-04-25)</td>
<td></td>
</tr>
<tr>
<td>Employee 1</td>
<td>Middle Manager</td>
<td>(&quot;I would say that it is foremost three things that makes me loyal towards my employer; I perceive the tasks to be interesting and developing, I have good co-workers and I think that the company stands for an ethical and a view that I share.)&quot; (Personal communication, 2013-04-26)</td>
<td></td>
</tr>
<tr>
<td>Amanda Lundqvist</td>
<td>Private Advisor</td>
<td>(&quot;I like Handelsbanken...Like the way we decide everything here and you not become controlled.)&quot; (Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td>Lotta Lindelöf</td>
<td>Private Advisor</td>
<td>Reasons for why she would chose to stay:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(&quot;...I think my work is incredible enjoyable... I have incredible good co-workers and have always had...)&quot;(Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(&quot;I like to work here and it corresponds to how I want to work...)&quot; (Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Statement</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Åsa Wilhelmsson</td>
<td>Employee in restaurant</td>
<td>“We in the restaurant have an enormous cohesiveness we are such a great team. So good colleagues. We have everything from 18 to 45, so it is all ages. We have so much fun together. That is one of the main reasons why staying but also the huge potential to develop within IKEA” (Personal communication, 2013-05-06)</td>
<td></td>
</tr>
<tr>
<td>John Zäther</td>
<td>Employee in Restaurant area</td>
<td>“The main reason for staying are my co-workers, we work good together and have fun at work.” “...when the working tasks are not that fun this becomes the reason for finding well-being at work” (Personal communication, 2013-05-10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“…I like IKEA, there is a nice environment.” “…I share the things they are standing for.” (Personal communication, 2013-05-10)</td>
<td></td>
</tr>
<tr>
<td>Eric O’Connell</td>
<td>Development manager personal investment</td>
<td>About the best about the employer:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;It is very personalized here, it is simple.&quot; “They are clear and straightforward with the information...” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reasons to stay:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;...it is that I have good co-workers and that the company is well-known. We are one of the biggest within our area...” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td>Employee 2</td>
<td>Auditor assistant</td>
<td>About co-worker relationships:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>”Yes that is super important.” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
</tbody>
</table>

Some of the employees stated that their company did actually work with developing colleague relationships. And the processes that were brought up were by having non work related activities such as parties or conferences.

Table 14: Employee Perceptions on Relationship Processes
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Quote</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra Jonson</td>
<td>Station manager</td>
<td>“yes they provide company parties and events…” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td>Employee 1</td>
<td>Middle Manager</td>
<td>“We have the greatest responsibility to make sure we work well together…but then the company need to encourage our good work and if they would arrange some activities that strengthen our cohesiveness so is that only positive and we can continue to build on that.” (Personal communication, 2013-05-13)</td>
<td></td>
</tr>
<tr>
<td>Lotta Lindelöf</td>
<td>Private Advisor</td>
<td>“It is really fun that there is a mix of generations in the workforce...there are so much to learn from each other.” (Personal communication, 2013-05-02)</td>
<td></td>
</tr>
<tr>
<td>John Zäther</td>
<td>Employee in Restaurant area</td>
<td>“We have meeting every morning about how the day will look like, there we are involved in the decision making and have the possibility to express opinions.” (Personal communication, 2013-05-10)</td>
<td></td>
</tr>
<tr>
<td>Eric O’Connells</td>
<td>Development manager private investment</td>
<td>“There are different ways, it is company kick-offs, conferences and different activities that you attend together.” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td>Employee 2</td>
<td></td>
<td>“My employer is open so I think it is more the employees’ interests to do it. If you want to do something to enhance the relationships then you can suggests something that will either be accepted or developed to a better idea…” (Personal communication, 2013-05-11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Maybe organise more after works and some teambuild-</td>
<td></td>
</tr>
</tbody>
</table>
- Auditor assistant

*ing events.*” (Personal communication, 2013-05-11)
6. Analysis

6.1. The Manager Perception

There is evidence in our frame of reference but also in the result of the interviews that training and development are considered of great importance when it comes to talent management and retention. Govaerts et al. (2011) highlights the importance of having employees experience that they are learning and growing in the company in order to retain them. The companies stated that they have a culture where mistakes are allowed and are viewed as a part of learning. This means that employees are allowed to learn at their workplace and this is also expressed by Govaerts et al (2011) as important for retention. Buhler (1998) is another author that states the importance of training as a tool to retain employees. This goes in line with the results from the interviews that all stressed the importance of creating opportunities for employees by providing different kinds of training and leadership programs. One of the companies that were interviewed talked a lot about keeping the employees motivated by providing challenges and training which is in-line with Collings & Mellahi’s (2009) argue that retention processes affects motivation positively. The development opportunities that are provided need to be significant for the employees in order to make an improvement. Two managers work actively with discovering promising employees and offer them development opportunities that suited their individual needs. This is strengthen by Arnold (2005) who argues that one should identify needs for training and adapts training programs with respect to that in order to retain employees. The three companies also mentioned the possibility to offer a wide variety of advancement opportunities in both a horizontal and vertical direction in order to meet the individuals’ different needs. The fact that training is most commonly used in all three cases and that it is also a large part of the literature of retention should mean that it is an effective way to retain key employees.

Responsibility of self-development was mentioned as a crucial process of retention of the three companies. In order for the employees to develop in the working environment they had to express an interest of development to the managers. The interviews showed that the companies act as supportive to development but it needs to be in combination with a desire from the employees. Several authors strengthen theses argument to create a supportive company in order for the employees to be committed (Gilbert et al. 2011; Kehoe & Wright, 2013; Kwon et al. 2010). Companies need to make sure that their employees are engaged and want to improve in the working environment since that is connected to retention (Frank et al., 2004). If
the employees do not show an interest to take part of development processes it becomes hard for the companies to gain their commitment. The managers also mentioned that all employees might not want to participate in certain development opportunities, Glen (2006) states that those who are high potential employees will seek opportunities in order to learn and through take part in new experiences. The companies have to show an understanding for employees who might not want to take responsibility to develop since they are satisfied with where they are at the moment.

Both our interviewed managers and findings in the frame of reference pays a lot of attention to involving the whole organisation in retention processes, Buhler (1998) says that everyone has to be committed to the goal of retaining employees. One of the companies argued that they considered their decentralised organisation as the most important factor for their success. This argument is strengthened by Buhler (1998), employees in a more decentralised organisation are more involved in decision makings and that increases retention. Even if only one of the companies talks about having a decentralised organisation the other companies does also mention the importance of employee influence. Including employees in decision makings increases employee motivation but it can also help the company to come up with new and innovative ideas. Providing an environment where the employees are involved and also receive responsibilities can become a way to retain employees since they experience development at work. The manager stressing the importance of a decentralised company did also say that you have to combine that with real opportunities to make important decisions. This means that they have to accept faulty decisions from time to time but he considered this important for learning. This kind of decisions corresponds to Biron and Bamberger’s (2011) strategically decisions. The arguments are strengthened by Buhler (1998) who presents the demand for employees to receive meaningful work in order to remain within the company. The companies worked to provide their employees with responsibility in order to make them more involved and are able to take more independent decisions, this also improves their self-esteem. Boudrias et al. (2010) talks about empowerment as an important retention process that involves letting employees receive control over decisions that is a part of their working environment, which should be made throughout the entire company. This was also important for the companies in order to make sure that a process actually was executed by the employees. To make the employees more involved and aware of processes they were provided with different types of information and performance reviews from the company, this is supported as a good idea
by Torka & Schyns, (2010), who states that involvement can be done through meetings where both managers and employees are participating.

One of the themes identified were feedback that the companies work actively with and feedback is also identified as an important tool in the literature (Arnold, 2005; Buhler, 1998). The companies interviewed argued that they need to use both positive and negative feedback in order for the employees to develop and this view is shared by Arnold (2005). Another reason for why companies make use of extensive feedback might be since it is a way to develop employees but it is also a way to receive feedback from employees; to understand their expectations (Lambert III, 2003). Arnold (2005) argues that feedback shall include information about possibilities to advance or possible changes in career tracks. This type of feedback were common to provide when performance reviews were held in the companies where expectations from both sides where discussed. Companies should also consider feedback as a daily routine and provide it frequently to the employees and not only during performance reviews to receive better outcomes as fast as possible. The companies mentioned that a good occasion to provide feedback where when mistakes has been made, this often occur in the daily work and therefor feedback becomes a necessity to provide continuously. One company used 360 degree feedback and found it effective. Arnold (2005) says that this tool is useful since feedback is provided from several perspectives. The feedback are used as a base for salaries in two of the companies which means that employees are being paid based on their performances, this encourages high performers to stay within the company (Yamamoto, 2012). If salaries are not based on performance it might causes negative feelings and lack of engagement to not perform the work as good as possible.

The companies feel that internal recruitment is an important strategy when retaining employees. The companies mentioned that they provide great possibilities of internal recruitment, according to Govaerts et al. (2011) this becomes a necessity for organisations in order to fulfil needs by the employees. They try to be prepared for future needs by the use of trainee programs and a student pool so that they will have all competences needed in-house. The companies do also work with encouraging promising employees to apply for internal vacant positions, Arnold (2005) argues that managers need to consider essential positions and who is available to fill them. Internal recruitment is used to motivate promising employees but according to Arnold (2005) this will also lead to an increase in the motivation of others since they perceive advancement to be possible. Companies who recruit internally will also save money since they do not have to train a completely new member which should also be a rea-
son for why companies chose to do so. Another way to achieve this mentioned in the interviews is personal development plans, by doing this companies tries to increase the employee’s commitment and develop a long-term contract. Challenging and interesting work can be provided by enriching jobs or by letting employees try new positions or move to new offices. The companies in our study all encouraged employees to change jobs or to move as long as they stayed within the company.

6.2. Employee Perceptions

Most employees said that the possibility to advance is a necessity in order for them to remain in the company. It was shown from the interviews that employees are positive about being given responsibilities since it increases their self-esteem. Some of the interviewed employees did even state that being given responsibility is a reason for why they are loyal to the company. When talking to the employees several of them mentioned not receiving any development opportunities as a reason that would make them consider to change employer. This is in-line with the arguments made by both Govaerts et al. (2011) and Buhler (1998). Providing opportunities either to advance or to learn in other ways should be on all companies’ agendas if they do not want to lose their employees to another company. The power of development should be recognised by managers. Enriching tasks was shown from the interviews conducted with the employees to be of great interest for example to be given more responsibility. To enrich jobs are a part of the HCHRPs mentioned by Kwon et al. 2010. Three of the employees interviewed mentioned not only the importance of being given responsibility but also to take responsibility, to show an interest in being a part of the development. This means that managers have to be open to suggestions made by employees and act on information given by employees concerning training. The responsibility approach was also shown from the interviews to be a part of retention because of the importance for keeping employees stimulated. Responsibilities did not necessarily mean advancement but it could be to have the ability to perform alternating tasks. Employees seem to value increased responsibilities, they are more likely to stay committed to the company if they perceive that their employer trusts them. Torka and Schyns (2010) argues that employees who gets to take part in the decision making will be more committed towards the company and the findings in our interviews strengthens this argument.

Existing literature talks about vertical advancement as a way to allow employees to develop (Buhler, 1998) and most of the interviewees perceive that this is a possibility offered to them.
Vertical advancement is having an effect on employees’ willingness to remain at a company. One of the older employees perceived that opportunities were provided foremost to younger employees and her reasons for remaining were instead based on relationships and compensation. Other from that the employees perceived that their employers had processes in place that helps them advance in some way, either vertical or horizontal. New responsibilities mean that new tasks need to be performed by the employees and they argued that this should also be followed up with relevant training if they were to feel comfortable. Arnold (2005) writes that training is important in order for employees to succeed in their roles. If employees do not perceive that they receive enough support in their new roles or not enough training to feel as it is achievable they might chose not to participate in training and that might lead to decreased commitment and the fact that they are leaving in the long run. The company have to provide a supportive environment (Govaerts et al. 2011). Arnold (2005) further states that managers have to identify needs for training and develop training programs thereafter, which means that managers should assess what skills the employee is possessing and what skills will be needed when they are given new responsibilities. Employee motivations have to be taken into consideration to achieve this (Herman et al. 2012). When discussing internal recruitment all the employees stated that they felt as if it was possible, mostly since all jobs is posted in internal information and since they are being offered leadership programs. Several of the employees stated that managers encouraged them to apply for or attend different training and development opportunities and Newman et al. (2011) say that supportive senior colleagues is needed if employees should want to attend training. There might be cases when empowerment and responsibilities might be stressing instead of rewarding to the employee (Kwon et al. 2010) so managers need to be able to adapt processes to individuals and take employees own interests and needs into account.

Feedback is a way of letting employees know where they are at the present and what is needed of them in order to advance, by letting them know this an advancement is perceived reachable. This is a part of feedback that employees appreciate according to our research. Arnold (2005) states the importance of providing both negative and positive feedback and to focus on how the individual can improve. The use of positive and negative feedback was also regarded as positive in the interviews conducted with employees because of the importance of being aware of what you need to improve in order to develop. One way to provide feedback mentioned was by collective e-mails and this process were not at all appreciated by the employee. There are different perceptions on the usefulness of feedback based on co-worker perceptions.
Arnold (2005) regards the 360 degree approach to feedback as effective since you get many different perspectives whereas Betz (2013) argues that it might be too biased since co-workers evaluate each other based on their own performances. Betz (2013) do however also write that if employees do not have a relationship with the person providing the feedback or if they feel threatened then they do not relate to the feedback. When feedback is provided by colleagues there is no power distance so the perceived threat might be smaller and the trust between employees might be bigger since they have good relationships to each other. Only one employee mentioned that his team provide each other with feedback in the daily work. Buhler (1998) argues that feedback has to be a regular part of work and the answers regarding how often feedback were provided differed. Some employees perceived that they get sufficient feedback whereas a couple other employees would not mind getting more feedback. Several employees did perceive that they have the possibility to provide feedback to managers regarding their opinions. Another way that feedback about performances is given is by using measurements. Measurements are easy to compare over time and provide information about how the employee performs. However measurements do only show numbers and do not include other factors that can affect the outcome. So measurements should be most effective when provided together with personal feedback. One employee stated that one of the things he considered to be the best thing with the employer were that they communicate in a clear and straightforward way. Govaerts et al. (2011) brings up communication as an important part of being attractive for employees and Uren (2007) also discusses the importance of efficiently provided communication. There was also a wish expressed that new responsibilities should mean that feedback were provided more often. Amit and Belcourt (1999) suggest the use of pre- and post-training activities and the company that works with personal action plans make use of this. Supervisors and employees discuss areas that need to be developed and the individual decides on different goals that are continuously evaluated and redefined.

The interviewed employees stated that salary was one important reason for why they choose to stay within the company. However a downside of financial compensations is the easiness for competitors to offer the same or better compensations (Cappelli, 2000). To offer a better salary can be considered effective to recruit employees since most of the employees state that salary is one of the most important factors for remaining in the company or to make them consider leaving. With that said none mentioned salary as the only factor and many of them said that other factors might be even more important such as development or relationships. This shows that even though compensation is effective a company cannot rely solely on it
which is in-line with arguments made by Govaerts et al. (2011) and Mitchell et al. (2001) that salary actions should be used together with other processes. Financial compensation was mentioned as most common, in the form of salaries, commission and bonus systems, and some employees regarded it as the only form of compensation offered. However some other forms of compensations for performing were mentioned; dinners, activities or a gift. Compensation were based on different performances, sometimes by comparing yearly results and sometimes based on competitions. Most employees said that their salary were discussed during salary conversations and were based on their past performances. Even though much compensation is individual there were some employees who said that they had the possibility to receive team based compensations as well. One employee explained that there was no motivation to perform better since he could not see how he would receive any value from it since no compensation was offered. This feeling strengthens the arguments by Amit and Belcourt (1999), Arnold (2005) and Kwon et al. (2010) that a link between performance and compensation have to be evident to the employee and that compensation should be connected to achievement of goals and new knowledge. Arnold (2005) argues both that compensation has to be based on performances and that salary has to be perceived as fair. All employees express the feeling that compensations are based on how they perform and none say that they are unhappy with how the salary is determined. Another interesting retention process relating to compensation brought up during one interview was to create a retirement fund that the employee gets to take part of when they retire. The longer the employee stays within the company the larger amount will he or she receives at the time of retirement. The manager claimed that it was significant amounts of money for someone that has worked most of their lives at that company. Collings and Mellahi (2009) argue that it is important for companies to try to develop a long-term contract with their employers in order to increase retention and the retirement fund can be seen as a way to achieve this.

A good working climate with good co-workers was expressed as an important reason to stay within the company by about half of our interviewees. Some employees did also express their wish to work for a company that shared their values and beliefs, a company that they believe in. This is something discussed by Mcclean and Collins (2011), that a person that fits with the company and its values will be more likely to remain within the company. If the fit between an employee and the employer is good internal recruitment might be easier to achieve (Lee-Kelley et al. 2007). Internal recruitment is an important tool to offer development and increase retention so companies should consider if the employee fit with the culture and how the
fit can be improved further. Govaerts et al (2011) bring up the fact that good co-worker relationships are a factor that can increase retention of employees in their article. Another article acknowledging the importance of including processes other than development and compensation are Lee-Kelley et al. (2007). Different employees had different perception on the importance of co-worker relationships ranging from that it was important but not what determined whether to stay or not to being rated as most important for retention. All employees did however perceive good co-workers as important even if they were not rated at the top. Most of the employees however stated that their perception of their company, its values and reputation was very important for why they chose to work there. Some of the employees believed their employers worked with encouraging employee relations in some way but far from all. Ways to do this were parties, common activities and collective conferences. Employees can be committed to co-workers rather than the employer (D’Amato & Herzfeldt, 2008) and to offer possibilities for employees to further develop their relationships might prove to provide strong incentives for some employees to remain in the company. Commitment has a strong positive effect on retention (Frank et al. 2004; Kehoe & Wright, 2013). There is not many processes discussed in existing literature regarding relationships and there is not many processes used by the companies based on employees’ perceptions. This might indicate that this is a relatively new need of employees or that it is not regarded important my managers.

6.3. Comparing the Views

When employees perceive that they receive continuous training they do not have to seek other employments if they want to advance, therefore investing money in training is profitable. Both literature (Buhler, 1998; Kwon et al. 2010) and the interviews with employees argues that development do not have to be in form of advancement, horizontal development can be just as effective when it comes to retention. It does not always exist vertical advancement opportunities and horizontal advancement is achieved through letting employees transfer between different locations and broaden their skills by providing training and new tasks. This is also useful to satisfy a larger amount of employees since all employees differ in their preferences and perceive things differently (Kwon et al. 2010). Kwon et al. (2010) claims that high achievers value challenging and interesting work and the employees we have interviewed seemed to value challenges. Our empirical findings and the findings from the literature review regards training in approximately the same way; managers, employees and existing research seems to agree about the fact that training and development are important when it comes to retention. Internal recruitment becomes a positive factor for employees since they know that there are
possibilities to advance within the company and that makes the work motivating. Internal recruitment should be in-line with the personal development plans, otherwise the development plans will lose their trustworthiness and will no longer increase employee commitment. Some authors’ states that the use of a mentor can provide opportunities to learn on the job (Arnold, 2005; Huselid, 1995) but this is only mentioned by one of the interviewed employees and not by a single manager. There might be different reasons for why this is the case for example that it is not considered to be training since it is informal and takes place in the everyday work. Managers mentioned the importance of their employees showing an interest in developing and that they take their own responsibility to develop. Employees shared this view and did not regard it as negative, rather they felt that it still exist a lot of opportunities and that they had support from their supervisors. This takes a central part in our findings but the literature does not address this issue to any larger extent. Companies rely a lot on training as a retention tool but they should rather use a bundle of strategies since employees will value different things and demand different opportunities (Kay, 2010; Ready et al. 2008; Srinivasan, 2012). Ruona et al. (2012) states that managers need to understand that individuals differ in their goals and needs so they need to be managed in different ways.

Our findings suggest that feedback and compensation are important tools for companies when trying to retain employees and this is also evident in the paper by D’Amato and Herzfeldt (2008). Feedback that goes both ways gives managers the possibility to take advantage of employees’ opinions and enhance retention processes currently in use as well as developing new ones. We can see that the companies do make use of financial incentives and increase their employees’ responsibility besides offering development. Financial compensation is according to Cappelli (2000) the most common way to try to retain employees but it is as stated above not always the most effective way since it is easy for other companies to copy. The interviews show that other forms of compensations are used by some companies. This allows the companies to offer more personalised rewards. Also when talking to employees they all regarded a competitive salary to be important but it was not the most important factor for their retention. Managers stated that feedback should be provided in the daily work but some of the employees stated that they did not receive feedback often enough but they would wish to receive it at a daily basis. This shows a misconception between managers and the employees in their perception of feedback processes.

All of the employees we have interviewed rate co-worker relationships as important. This is however something the managers failed to consider, none of the interviewed managers
brought up processes for increasing relationships or enhance the working climate. The reason for this might be that managers fail to understand the importance of such factors and instead choose to focus on other strategies that is more concrete such as training and development. Frank et al. (2004) do argue that traditional human resource processes for retention fails because they do not aim at increasing employee commitment.

Overall the perceptions about what processes are in use and their importance seems to be the same for existing literature, managers and employees. But we have found some differences in what are being valued. Employees consider relationships, values and the company image to be important for their retention whereas this is something left out by the managers. The managers talk a lot about the importance of empowering employees and the employees feel that they can make and influence decisions but they do not elaborate on any processes used to encourage them to develop this.

Our results are consistent with the problem discussed regarding the stakeholder theory that managers do not always know what employees value (Keay, 2011). Managers fail to realise the value of relationships between employees and the employee’s fit with the company. However all managers realised the importance of employees and tried to share value by providing training and other retention processes. This is in-line with the stakeholder theory that managers shall provide value to all stakeholders (Keay, 2011). Our results do not show any evidence that there is a competition for resources between individuals in a stakeholder group, employees in our case but this was not an aspect included in the interviews.
7. Conclusion

Our conclusion regarding the first research question is that even though managers and employees perceive several processes in a similar way there are also differences, managers fail to recognise the importance of some processes that was valued by employees. Our results show that it is more common to focus on processes that are concrete and easier to measure such as training and compensation. By focus mostly on that other processes aiming at improving relationships and the working environment are considered secondary even though employees consider them as important. Compensation is a common retention process used by managers and it is regarded as important by employees but in many cases more as a complement to development and not on its own. We also found differences in perceptions about empowerment and employee involvement. Managers rated it as important but employees did not know exactly how managers worked with empowerment. This leads us to the conclusion that managers focus on formal retention processes whereas employees also consider more informal processes.

Our conclusion regarding the second research question is that managers miss out on opportunities to increase retention by not focusing on processes aiming at increasing relationships between co-workers. The retention outcome will increase if managers successfully develop their processes to fit to individuals instead of using general processes that are the same for all employees. This is due to the fact that we can see that the processes are rated differently regarding their importance by different employees. Regarding the process of empowerment managers should find a way to better communicate how employees can influence decisions and processes and provide both training and information. Considering the information given to us in the interviews we believe that employees appreciate information and that this will provide an additional way for managers to increase retention.
8. Discussion

Our findings show that managers have to listen to their employees in order to come up with successful processes. We base this on the fact that employees have different perceptions on the value of retention processes, this was evident in our interviews. The findings do also show that training and development is the most common process used for retention and that it is also regarded as the most important by employees. Training and development are the processes that there is the most information about in existing literature and a lot of research have been done on training. The fact that this is the case together with our findings leads us to assume that training has been important during a longer period of time and that it shows no signs of becoming less important. In opposite to this both managers and existing literature do not provide much information about how to use relationships as a retention process. Our conclusion based on this is that it might be more commonly used in the future since employees demands it.

*Figure 1: Retention Processes and Outcomes*

The figure shows all factors found to have a positive impact on employee retention but also incorporates the idea that the personality of individuals has an impact as well. If all retention processes are being offered to the employee then they can chose for themselves which ones to take the most advantage of. The conclusions are that retention processes should be individual-based rather than set for all employees and that relationships should be regarded as a retention process alongside with the more traditional ones.
8.1. Theoretical Implications

The findings that employees value relationships and their fit with the company values and culture as important reasons to remain in the company or leave should be further researched. This should be done in order to come up with further processes that can be used by companies.

More research should also be done on how the fact that managers puts most of the responsibility for development on the individual in order to learn if this affects retention positively, negatively or not at all.

More research should be done combining research on why perceptions differ between individuals and retention processes.

8.2. Practical Implications

Managers have to evaluate how they empower employees and they have to find a way to communicate this to the employees. So that the employees know what is expected from them and what they can expect from managers to be able to do this.

Feedback should be used not only to provide the employee with information about performances but also to learn what he/she values and about different needs. This will allow managers to develop individualised retention processes.

Managers should also work with encouraging co-worker relationships and a good way to do this is to listen to the employees and their opinions about processes that will be useful.

8.3. Strengths and Weaknesses

The fact that the thesis relies on a limited number of interviews and that the interviews are relatively short might be considered a weakness. However all of the interviewees answered quite similar which let us draw the conclusion that our findings about the topic are still theoretically relevant. Also interviews were conducted until theoretical saturation was achieved during two rounds. We included interviews with four employees that were not chosen by managers to account for an eventual bias and their answers corresponded to the answers given by the other employees. We draw the conclusion from that the respondents have answered truthfully. Our results include different perspectives, it takes both managers and employees into account that is not the case in existing literature since it does mostly take a manager per-
spective. Therefore our thesis contributes with new information that can help companies develop their retention processes. The cases we have chosen represent different industries, which is a way to enhance the credibility of the thesis. Another weakness might be is that the cases do not involve a large number of managers and employees, more in-depth case study research could have provided an even more accurate picture of the situation at the company.

8.4. Future Research

Future research is related to the theoretical implications that were stated.

Future research should be used to further investigate to what extent relationships between co-workers, working environment and the company image have an impact on retention. Our study suggests that it can have a quite significant impact and existing literature often fails to consider these aspects. The research should also try to develop further processes to achieve this.

It could be useful to conduct studies in a larger number of companies in order to make the findings more generalizable. This could also be combined with quantitative studies where more facts about how important the different processes are perceived to be can be discovered.

Similar studies should also be conducted in other countries since different cultures might value the processes differently.
List of references


List of references


Appendix 1

Interview Guidelines

Questions to the HR department:
Are you actively working with talent management and how?
Who are involved? (Who are in charge, what employees, all or a few?)
Do you notice a different in your ability to retain the employees after the talent management were introduced?
Do you experience difficulties with several generations and increased ethnically diversity in the workforce?
  - How do you deal with that?

Questions to employees:
Do you experience that talent management is used in your company?
Do you feel committed to the company and why? Would you leave if you received a better offer?
What could the company do to increase the likelihood of you staying within the company?
Do you experience differences/problems (with communication/teamwork) because of different generations represented at the workplace?
Do you experience differences/problems (with communication/teamwork) because of different ethnicities represented at the workplace?

Questions regarding retention processes:
*What retention processes does the company use?

Empowerment
  - How are the employees involved in the decision-making process?
  - In what way?
  - How is this carried out? (Provided with information, meetings, recommendations or responsibility)

Feedback
  - How do the company make us of feedback and in what way is it provided for retaining employees?
  - Are the feedback going both ways? (Positive/Negative, development feedback)
  - How is this feedback used to retain employees?

Development
Appendix

- What kinds of development opportunities do the company provide? (more responsibility, change career)
- How do these processes work?
- Do you have to take own responsibility or is the development encouraged from the company?
- How do you work with enriching jobs?

Internal recruitment

- Are there possibilities of internal recruitment? (In the organisation/other offices)
- Is it available for everyone to apply?
- How is this done?

Compensation

- Are the employees being compensated based on the work they perform?
- What kind of compensation? (Salary)
- What is the compensation based on?

Increase commitment

- What does the employee like with the employer?
- Other factors that make the employee stay within the company? (Co-workers, company image, development)

*What kind of retention processes do you appreciate and why?
## Appendix

### Appendix 2

#### Interviewees

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Company</th>
<th>Interview Conduct</th>
<th>Length of Interview</th>
<th>Follow up Interview</th>
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<tr>
<td>Johan Nyman</td>
<td>Head of Personnel</td>
<td>IKEA, Jönköping</td>
<td>4/4 – 2013 Face-to-Face</td>
<td>45 minutes</td>
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<tr>
<td>Siw Nensen</td>
<td>Senior HR Consultant</td>
<td>ArlaFoods, Stockholm</td>
<td>12/4 – 2013 Telephone</td>
<td>30 minutes</td>
<td>14/5 – 2013 Telephone 25 minutes</td>
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<td>Petra Jonson</td>
<td>Station Manager</td>
<td></td>
<td>22/4 – 2013 Telephone</td>
<td>30 minutes</td>
<td>11/5 – 2013 Telephone 40 minutes</td>
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<tr>
<td>Claes Ericsson</td>
<td>Director of the Bank</td>
<td>Handelsbanken, Jönköping</td>
<td>10/4 – 2013 Face-to-Face</td>
<td>50 minutes</td>
<td>13/5 – 2013 Telephone 20 minutes</td>
</tr>
<tr>
<td>Frida Ekvall</td>
<td>Business Seller</td>
<td>IKEA, Jönköping</td>
<td>25/4 – 2013 Telephone</td>
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<td>Employee 1</td>
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<td></td>
<td>26/4 – 2013 Telephone</td>
<td>25 minutes</td>
<td>13/5 – 2013 Telephone 20 minutes</td>
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<td>Lotta Lindelöf</td>
<td>Private Advisor</td>
<td>Handelsbanken, Jönköping</td>
<td>2/5 – 2013 Face-to-Face</td>
<td>35 minutes</td>
<td></td>
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<td>Amanda Lundqvist</td>
<td>Private Advisor</td>
<td>Handelsbanken, Jönköping</td>
<td>2/5 – 2013 Face-to-Face</td>
<td>25 minutes</td>
<td></td>
</tr>
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<td>Åsa Wilhelms-</td>
<td>Employee in restaurant</td>
<td>IKEA</td>
<td>6/5 – 2013</td>
<td>30 minutes</td>
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### Appendix

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<td>IKEA, Jönköping</td>
<td>10/5 – 2013</td>
<td>Face-to-Face</td>
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<td>Eric O’Connells</td>
<td>Development manager private investment</td>
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<td>11/5 – 2013</td>
<td>Telephone</td>
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<tr>
<td>Employee 2</td>
<td>Auditor assistant</td>
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<td>11/5 – 2013</td>
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