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Impact of Organizational Career Management Activities on Organizational Commitment of

Early, Mid, and Late Stage Career Professionals

by

Melissa J. Furman

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree

Of

Executive Doctorate in Business

In the Robinson College of Business

Of

Georgia State University

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2018

ACCEPTANCE

This dissertation was prepared under the direction of the *MELISSA J. FURMAN* Dissertation Committee. It has been approved and accepted by all members of that committee, and it has been accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Business Administration in the J. Mack Robinson College of Business of Georgia State University.

Richard Phillips, Dean

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ACKNOWLEDGEMENTS

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ABSTRACT

Impact of Organizational Career Management Activities on Organizational Commitment of

Early, Mid, and Late Stage Career Professionals

by

Melissa J. Furman

May 2018

Chair: Patricia Ketsche

Major Academic Unit: Executive Doctorate in Business

Organizational commitment continues to be studied by researchers and practitioners due to the presumed relationships with important organizational outcomes such as turnover, performance, and absenteeism. Organizations are challenged with identifying practices such as organizational career management activities that will reduce costs associated with low performance and high turnover while recognizing the diversity of their workforces as it relates to early, mid, and late stage career professionals. Understanding the needs and unique characteristics of early, mid, and late career stage professionals can better inform organizations' decision to invest in organizational career management activities to enhance organizational commitment across all three career stages. In this study, the impact of the availability and utilization of organizational career management activities on organizational commitment is studied through the lens of Perceived Organizational Support Theory. Results indicate that the availability and utilization of organizational career management activities have a positive relationship with perceived organizational support and perceived organizational support has a positive relationship with affective, normative, and continuance organizational commitment. Organizational career management activities do not have a direct relationship with turnover

x

intentions, however, implications of varying levels of affective, normative, and continuance commitment are discussed. Further, no difference was found between early, mid, and late stage career professionals contradicting previous studies and informing future studies.

INDEX WORDS: Career stage, organizational commitment, organizational career management activities, turnover intentions

I   INTRODUCTION

I.1   Research Problem

Organizational commitment continues to be studied by researchers and practitioners due to the presumed relationships with important organizational outcomes such as turnover, performance, and absenteeism (Griffith & Bateman, 1986; Mathieu & Zajac, 1990; Mowday, Potter, & Steers, 1982; Lee & Mowday, 1987; Meyer, Allen, Smith, 1993). Few studies found strong correlations between commitment and its outcomes (Mathieu & Zajac, 1990; Randall, 1990; Cohen, 1991) which motivated additional research examining possible moderating effects on relationships between organizational commitment and its outcomes. For example, studies found that the relationship between commitment and turnover vary across career stages (Rusbult & Farrel, 1983; Meyer & Allen, 1984; Ornstein & Isabella, 1990) indicating that career stages can serve as a moderator between organizational commitment and its outcomes. Several career development models (Super, 1957; Levinson, Darrow, Klein, Levinson, & McKee, 1978; Super, Zelkowitz, & Thompson, 1981;) and organizational commitment models (Mowday, Porter, & Steers, 1982; Reichers, 1986) support this notion. These findings add to the complexity of assessing organizational commitment within organizations recognizing the need for organizations to better understand the diversity of their workforces as it relates to career stages.

Understanding that career stages can moderate the relationship between organizational commitment and outcomes such as turnover, performance, and absenteeism, organizations are faced with the challenge to identify strategies to enhance organizational commitment across multiple career stages. Although multiple strategies have been implemented in an attempt to increase organizational commitment, there is limited empirical research studying the impact of

specific strategies such as organizational career management activities on organizational commitment and turnover intentions across the various career stages.

Organizations can invest a great deal of money, time, and effort in the development of their employees. Organizational leaders are faced with the dilemma to determine whether or not to invest in organizational career management activities due to the potential impact it may have on retention and turnover. For example, employee development may result in increased marketability of the employee, or on the contrary, have little to no impact on organizational commitment, which may result in turnover and a lost investment. Additionally, recognizing the moderating effect of career stages, understanding the needs and unique characteristics of early, mid, and late career stage professionals can better inform organizations' decision to invest in organizational career management activities to enhance organizational commitment and impact outcomes across all three career stages. The purpose of this study is to explore additional moderating effects on organizational commitment and provide empirical evidence to address the following research question:

How does the availability and utilization of organizational career management activities impact organizational commitment and turnover intentions, and how does it impact early, mid, and late stage career professionals differently?

I.2   Research Structure and Expected Contributions

Utilizing the research style composition developed by Mathiassen, Chiasson, and Germonprez (2012), five style composition elements are provided to structure the argument for the research composition: problem setting (P), areas of concerns (A), framing or theory (F), methods (M), and contributions (C). The five composition elements are shown below in Table 1 and will be discussed in detail in the subsequent sections.

Table 1: Composition Elements of Research Study

P	Turnover is expensive and organizations need to identify ways to reduce turnover. Organizational commitment impacts turnover, so organizations need to identify ways to enhance organizational commitment.

A	**A1: Organizational Commitment:** An individual's psychological attachment to an organization; according to Meyer & Allen (2007), there are three types:
	   • *Affective Commitment (OC-AC):* intent to stay; perceived self-worth
	   • *Normative Commitment (OC-NC)*: obligated to stay; perceived need to reciprocate
	   • *Continuance Commitment (OC-CC)*: cannot afford to leave; perceived cost of lost
	A2: Career Stages: Career stage can be defined utilizing employee age, organizational tenure, and position tenure.
	   • *Early Stage Professionals:* Ages 21-30, with five or less years of experience after graduating college or graduate/professional school; aligned with Super's exploration stage (ages 15-25).
	   • *Mid Stage professionals:* Ages 30-45, with 5-15 years of professional work experience upon graduating college or graduate/professional school; aligned with Super's establishment stage (ages 25-45).
	   • *Late Stage Professional:* Ages 45-65, with 15+ years of work experience; aligned with Super's maintenance stage (ages 45-65).
	A3: Career Management Activities (OCM): Career management consists of exploring careers, setting career goals, and engaging in career development activities. Organizational career management activities are programs or activities provided by organizations to support their employees' career success.
	A4: Turnover Intentions (TI): Organizations seek to have highly committed employees with low turnover intentions. Studies have found that the relationship between organizational commitment and turnover will vary across career stages.

F	**Perceived Organizational Support (POS)**: Eisenberger- the degree in which employees believe their organization values their contributions and cares about their well-being.
M	Quantitative, survey-based data collection utilizing previously validated tools distributed via Qualtrics survey tool utilizing Qualtrics survey panels.
RQ	How does the availability and utilization of organizational career management activities impact organizational commitment and turnover intentions and how does it impact early, mid, and late stage career professional differently?
C	Cp: Assist practitioners with retention strategies for professionals across different career stages. Ca1: Examine the impact of organizational career management activities on affective, normative, and continuance commitment, expanding the existing literature. Ca2: Reinforce and contribute to the existing academic literature related to career stages. Ca3: Reinforce and contribute to the limited academic literature regarding the impact of organizational career management activities on organizational commitment across career stages. Ca3: Provide a current, relevant article to the career management activities literature stream. Cf: Contribute to the theory demonstrating the impact of career management activities on perceived organizational support.

The purpose of this study is to contribute to the business community, academic research, and the framing of the theory or argument. This study can assist organizations with identifying and implementing customized performance improvement and retention strategies specific to the different career stages, positively impacting profits and reducing the cost of turnover and lost investments.

This study can also contribute to the academic literature in multiple ways. First, this study can contribute to the limited academic literature regarding the impact of organizational career management activities on organizational commitment across career stages. Second, as the workforce continues to expand with later retirements and evolves with new generational cohorts, this study can also contribute and reinforce the existing academic literature related to career stages. Third, in regards to organizational commitment academic literature, the majority of the literature focuses primarily on affective commitment, whereas this study examines the impact of organizational career management activities on affective, normative, and continuance commitment, expanding the existing literature. Lastly, this study builds upon existing academic literature regarding career management activities and provides a current, relevant article to the literature stream.

In addition to contributing to the business community and academic literature, this study can contribute to the framing of the theory by examining the impact of organizational career management activities on organizational commitment and turnover intentions through the lens of Perceived Organization Support theory, which has not been previously examined.

II   LITERATURE REVIEW

II.1   Organizational Commitment

Organizational commitment (OC) is defined as a "psychological state that (a) characterizes the employee's relationship with the organization and (b) has implications for the decision to continue or discontinue membership in the organization" (Meyer, Allen, & Smith, 1993, p. 539). Early research on organizational behavior found commitment to be complex with multifaceted constructs (Meyer et al., 1993), but the current research has identified three concepts of organizational commitment: 1) affective commitment, 2), normative commitment, and 3) continuance commitment.

Affective Commitment. Affective commitment (AC) is most frequently referenced in organizational commitment research (Watsi, 2003; Wasti & Can, 2008). According to Meyers and Allen (1997), employees with high levels of affective commitment have strong emotional attachment and identification with the organization and remain employed with the organization because they *want* to do so. The main predictors of affective commitment are perceived organizational support and fairness or processes established with handling employee concerns, job scope, and autonomy (Jex & Britt, 2008).

Normative Commitment. Employees with high levels of normative commitment continue employment with the organization because they feel obligated to do so and feel they *ought* to remain employed with the organization (Meyers & Allen, 1997). The research literature demonstrates that normative commitment likely derives from individual and cultural experiences before entering the organization (Meyer & Allen, 1997; Allen, Allen, Karl, & White, 2015) and the perception of the investment made in the employees' socialization and onboarding process (Irving, Coleman, & Cooper, 1997).

Continuance Commitment. Employees with high levels of continuance commitment remain employed with the organization because they feel they *need* to do so because they are aware of the costs associated with leaving the organization (Meyer & Allen, 1997). Continuance commitment is determined by both external and internal factors and the external factors can include the current economic climate and the overall perceived competency of the employee and their ability to obtain employment elsewhere. Internal factors can include special benefits programs, positive relationships with coworkers, and employee tenure which can all be lost if the employee were to leave the organization (Jex & Britt, 2008).

Table 2: Types of Organizational Commitment and Reasons for Continuing Employment

Type of Commitment	Continue Employment
Affective Commitment	Want to do so
Normative Commitment	Ought to do so
Continuance Commitment	Need to do so

Note: Meyers, J, P. and Allen, N.J. (1997). *Commitment in the Workplace: Theory, Research, and Application.* Thousand Oaks, CA: SAGE Publications.

Varying Levels of Commitment. Meyer and Allen (1997) present the importance of considering affective, continuance, and normative commitment as components rather than types of commitment because employees may demonstrate varying levels of all three. The effects of high and low levels of organizational commitment can impact organizations in many ways including, but not limited to, turnover, attendance at work, job performance, and employee well-being (Meyer & Allen, 1997). As summarized in Table 3, Meyer and Allen (1997, p. 24) argue that the

> "three components of commitment have quite different consequences for other work-related behavior, such as attendance, performance of required duties (in-role performance) and willingness to go "above and beyond the call of duty" (extra-role performance or "organizational citizenship" behavior)".

High Levels. Employees with high levels of affective commitment, the feeling they *want* to contribute, will have a stronger desire to contribute meaningfully to the organization as compared to an employee with low levels of affective commitment. Collectively, research indicates that employees with high levels of affective commitment will be more valuable employees than those with weak affective commitment (Meyer & Allen, 1997).

Employees with high levels of normative commitment, the feeling they *ought* to contribute, are tied to the organization by feelings of obligation which will motivate employees to behave appropriately and do what is right; however, not with the same enthusiasm as the employee with high levels of affective commitment. High levels of normative commitment may also result in resentment due to the sense of obligation and feelings of indebtedness to the organization (Meyer & Allen, 1997).

Employees with high levels of continuance commitment, the feeling that they *need* to contribute, may contribute meaningfully to an organization due to the sole basis of retaining employment with the organization which may create feelings of resentment and frustration. Employees with high levels of continuance commitment who believe that strong costs are associated with leaving the organization are unlikely to do so; however, at the same time, they are less likely to make positive contributions to the organization. Employees with high levels of continuance commitment may be poor performers, demonstrate dysfunctional behavior, and engage in fewer citizenship behavior, than those with weak continuance commitment (Meyer & Allen, 1997).

Low Levels. Employees with low levels of affective commitment have little to no desire to contribute to the organization, demonstrate low enthusiasm, and are more likely to leave the organization. Employees with low normative commitment and continuance commitment may not

behave appropriately and may not care about adding meaning to the organization because they

do not feel the obligation or need to stay with the organization.

Table 3: Outcomes of High and Low Levels of Organization Commitment

	High Levels	Low Levels
Affective Commitment *Want to Contribute*	(+) Strong desire to contribute (+) High enthusiasm (+) Most valuable employees (+) Less likely to leave	(-) No desire to contribute (-) Low enthusiasm (-) More likely to leave
Normative Commitment *Obligated to Contribute*	(+) Strong desire to contribute (+) High enthusiasm (+) Valuable employees (+) Less likely to leave (-) Moderate feelings of resentment (-) Moderate feelings of frustration	(-) No desire to contribute (-) Low enthusiasm (-) More likely to leave
Continuance Commitment *Need to Contribute*	(+) Strong desire to contribute (to retain employment) (+) Less likely to leave (-) Less meaningful contributions (-) Strong feelings of resentment (-) Strong feelings of frustration (-) Poor performers (-) Dysfunctional behavior (-) Less org. citizenship	(-) Inappropriate behavior (-) No care for company

Note: Meyers, J, P. and Allen, N.J. (1997). *Commitment in the Workplace: Theory, Research, and Application.* Thousand Oaks, CA: SAGE Publications.

Low organizational commitment, including the components of affective, continuance,

and normative commitment, can impact the retention of employees and ultimately hurt the

bottom line of organizations. Understanding the impact and implications of high and low levels

of affective, normative, and continuance commitment at different career stages can better inform

human resource professionals when making the decision to invest in career management

activities.

II.2   Career Stages

Career stage can be defined utilizing employee age, organizational tenure, and position tenure. Several career development models have emerged from life stage theories in an effort to explain the effects of career development on adult life progression and maturity considering employee age, organizational tenure, and position tenure. Development life stage theories recognize the changes that people experience as they mature and they emphasize a life-span approach to career choice and adaptation. These theories typically partition working life into stages as they try to specify the typical vocational behaviors at each stage. Focusing on one specific career development model created by Super (1957) in the mid-1950s, which has evolved through the mid-1990s, the model states that all people pass through specific career stages characterized by mastering various activities and resolving psychological adjustments. According to Super's theory (1957), there are four stages in a person's vocational career which are defined between the ages of 15-65 and include exploration (ages 15-25), establishment (ages 25-45), maintenance (ages 45-65), and disengagement (age 65+). The exploration stage (ages 15-25) is the period when individuals attempt to understand themselves and their place in the world of work. Through classes, hobbies, and work experiences, individuals develop preferences for specific vocational interests which evolve into the implementation of vocational goals (Super, 1957). The establishment stage (ages 25-45) is the period when individuals secure an appropriate position in their chosen field of work and strive to achieve future advancement. The maintenance stage (ages 45-65) is a period of continual adjustment to continue to maintain what has already been achieved and find innovative ways to accomplish their tasks (Super, 1957). The disengagement stage (ages 65+) is the period of transition out of the workforce (Super, 1957).

Super's (1957) developmental stages can be translated into three categories of early, mid, and late career stages when considering working professionals. Mowday et al., (1982) developed

a conceptual framework that proposes three stages in the development of organizational commitment: (1) the pre-entry stage, which deals with the influence of job choice on commitment, (2) the early employment stage, and the (3) middle and late career stages in the organization. Reichers (1986) proposed a slightly modified version of Mowday's (1982) model and excluded the pre-entry stage. For the purpose of this study, Reichers' (1986) terminology of career stages: early, mid, and late will be utilized due to the correspondence to Super's (1957) exploration, establishment, and maintenance stage adjusting for years of professional experience upon graduating from college and graduate or professional school.

Early Stage Career Professionals. Early stage career professionals, ages 21-30, with five or less years of experience after graduating college and graduate or professional school, are aligned with Super's exploration stage (ages 15-25). According to Hall (1976), these professionals are still exploring their career interests and still determining their preferences and place in the workforce without regard to high salary or stability. Early stage career professionals are seeking to confirm or solidify their career interests and may be perceived as exhibiting lack of focus or commitment as they explore different occupations and workplace environments (Hall, 1976). Results of several studies have found that affective commitment declines in the first year of employment (Meyer & Allen, 1987; Mowday & McDade, 1980), which aligns with the early career stage. This may be due to early stage career professionals entering organizations with unrealistically high expectations and lack of awareness or knowledge of workplace standards (Wanous, 1980). During this time, many early stage career professionals leave organizations and as they learn more about occupations and professional standards and they adjust their expectations. For early stage career professionals who remain employed with one

organization, the affective commitment developed during this stage may serve as a foundation

for subsequent levels of commitment during the mid stage (Mowday et al., 1982).

      Mid Stage Career Professionals. Mid stage career professionals, ages 30-45, with 5-15

years of professional work experience upon graduating college and graduate or professional

school, align with Super's establishment stage (ages 25-45). According to Hall (1976), during the

mid stage, opportunities for advancement, social status, and responsibility are important. Mid

stage career professionals seek opportunities to utilize their educational background and special

aptitudes that will assist with their future advancement (Hall, 1976). They expect work that is

challenging, meaningful, and ability stretching and they demonstrate a strong need for feedback

and coaching (Hall, 1976). Mid stage career professionals desire collaborative authority and the

ability to contribute to important decisions that effect their careers or their organizations. They

seek opportunities to be creative and expect high salaries to create a stable and secure future

(Hall, 1976). Developmentally, mid stage career professionals seek to develop creativity,

innovation, and action skills. Mid stage career professionals are frequently encouraged by their

organizations to obtain content depth in one area and develop a specialty without restricting their

abilities. Human resource literature demonstrates that mid stage career professionals need a

combination of support and freedom, specifically freedom to make mistakes, and opportunities to

learn, and develop confidence (Hall, 1976).

      Late Stage Career Professionals. Late stage career professionals, ages 45-65, with 15+

years of work experience, align with Super's maintenance stage (ages 45-65). According to

Meyer and Allen (1987), once professionals become established in their careers, the late stage is

a plateau as compared to the strivings and achievements of the mid stage. In some cases,

professionals may embark upon a new career rather than maintaining the old one, or they may

find ways to innovate, or find more efficient ways to perform their routine job responsibilities (Meyer & Allen, 1987). As professionals transition into the late stage they become aware of the physical aging and may search for new life goals. There may be a marked change in family and work relationships and there may be a growing sense of obsolescence. Many times, late stage career professionals feel less mobile and attractive in the job market and therefore are more concerned about security (Hall, 1976). As a result, developmental needs may include training for updating and integrating skills and developing a broader view of work and organization. Additionally, late stage career professionals may need training to provide them with the necessary skills to train and coach younger professionals.

As stated above, the unique characteristics associated with the different career stages has implications for organizational commitment. Human resource professionals and organizational leaders need to consider the unique characteristics of the three career stages when determining whether or not to invest in career management activities as a tool to enhance organizational commitment and minimize turnover intentions.

II.3   Career Management

Career management is the process by which individuals collect information about values, interests, and skills, identify a career goal, and engage in career strategies that increase the probability that career goals will be achieved (Greenhaus, 1987; Noe 1996). According to Greenhaus (1987), the first step in the career management process is career exploration which results in increased knowledge of career opportunities and greater awareness of what skills and behaviors are needed to be developed for career success. The second step of the career management process is the development of career goals, which are career-related outcomes that an employee desires to attain such as promotion, salary increase, or skill acquisition (Greenhaus,

1987). Lastly, the final step of the career management process is the development and implementation of a career strategy. A career strategy is an activity or behavior that increases the likelihood of career goals attainment. Examples of such a strategy include participating in a mentoring relationship, using networking techniques, self-nomination, and expertise development (Noe, 1996).

Many organizations have advocated the use of career management strategies for developing employees' career motivation and commitment due to the link between career management, performance, developmental behavior, and participation in development activities (Noe, 1996). Research studies have suggested that organizational career management can lead to enhanced employee development and more successful careers for employees (Leibowitz, Schlossberg, & Shore, 1991; Hall, 1994; Noe, 1996; Mone & London, 2010;). Many organizations value skilled employees and will utilize career management strategies to retain employees for long-term employment (Hemdi & Rahman, 2010; Mohsin, Lengler, & Kumar, 2013). However, these studies did not differentiate between individual career management activities and organizational career management activities.

Individual and organizational career management strategies have been widely studied by researchers (Baruch & Budhwar, 2006; Birasnav & Rangnekar, 2012; Wesarat, Sharif, & Majid, 2014) because career management is a key factor for accomplishing both personal and organizational goals (Atkinson, 2002; Barnett & Bradley, 2007). There are increasing expectations from organizations that employees should be managing their own careers due to the nature of career changes and unstable employments (Kossek, Roberts, Fisher, & Demarr, 1998; Sturges, Guest, Conway, & Davey, 2002; Sturges, Conway, Guest, & Liefooghe, 2005; Bambacas & Bordia, 2009; Bambacas, 2010) , resulting in some organizations believing that

employees' career progression is the responsibility of the employee themselves. (Clarke, 2008; Enache, Sallan, Simo, & Fernandez, 2011) However, other organizations believe that employee career development should be a shared responsibility or the sole responsibility of the organization through organizational career management activities (De Vos & Soens, 2008; De Vos, Dewettinck, & Buyens, 2009; Hemdi & Rahman, 2010; Mohsin, Lengler, & Kumar, 2013; Guan, Zhou, Ye, Jiang, & Zhou, 2015). Organizational career management activities refers to programs or activities provided by organizations to support their employees' career success and development (Verbruggen, Sels, & Forrier, 2007; Wesarat et al., 2014). Organizational career management can consist of formal support, such as career planning and training, and informal support, such as mentoring and coaching (Baruch & Budhwar, 2006). Thus, the main difference between organizational career management and individual career management is that organizational career management is planned and managed by organizations.

While individuals can develop themselves without the assistance of their organizations, organizational career management strategies have been most positively linked to career satisfaction, career commitments, and job involvement (De Vos & Soens, 2008; De Vos, Dewettinck, & Buyens, 2009; Guan, Zhou, Ye, Jiang, & Zhou, 2015). Additionally, previous studies have demonstrated successful utilization of organizational career management strategies to retain employees (Hemdi & Rahman, 2010; Mohsin, Lengler, & Kumar, 2013) informing this study to focus on the impact of organizational career management activities on organizational commitment and turnover intentions across various career stages.

II.4   Turnover Intentions and Career Stages

Organizations seek to have highly committed employees with low turnover intentions. According to Cohen (1991), "turnover and turnover intentions are considered to be the strongest

outcomes of low levels of employee commitment" (p. 255); therefore, organizations strive to enhance organizational commitment to minimize turnover and turnover intentions.

As previously stated, studies have found that the relationship between organizational commitment and turnover will vary across career stages (Rusbult & Farrel, 1983; Meyer & Allen, 1984; Ornstein & Isabella, 1990). Ornstein and Isabella (1984) found that professionals in the early stage express greater turnover intentions than those in the mid or late career stages (Ornstein & Isabella, 1990). Additionally, Meyer and Allen (1984) found that in the early stage, levels of organizational commitment vary dependent upon the availability of opportunities to early stage career professionals which corresponds with Super's (1957) model stating that early career stage professionals are faced with contradictory tasks of making commitments while keeping options open. A professional in the early career stage is still exploring occupations and organizations and should the job or organization be deemed inappropriate or an unsuccessful "fit", the early career stage professional may have little hesitation to leave and choose another job or organization. As a result, the early stage can be the most critical period for turnover and organizational commitment as early stage career professionals are considering many factors when making their decisions to stay or leave (Cohen, 1991).

Mowday et al. (1982) found that the development of commitment during the early career stage is important to the continued attachment of employees because it decreases the likelihood of turnover intentions. They also found that the commitment levels of new employees vary and may reflect different intentions to become committed to an organization; however, that levels of commitment developed during the early career stage appeared to remain stable once established. Based on these findings, it can be expected that organizational commitment levels would be an important determinant of turnover in the early career stage.

Super's (1957) model supports the notion that turnover intentions decrease as professionals transition into the mid and late career stages. Mid stage career professionals are more interested in developing stable work and personal lives and in making strong commitments to work, family, and community. Late stage career professionals are less willing to relocate or leave the organization for purposes of promotion. As a result, the relationship between commitment and turnover in the mid- and late-career stages is presumable weaker than in the early-career stage because turnover in the later career stages is relatively low regardless of commitment. The desire for stability, coupled with increased difficulties in leaving the organization, will decrease the relationship between commitment and turnover for the mid- and late stage career professionals.

In summary, previous studies have demonstrated the strong relationship between organizational commitment and turnover intentions and due to the high costs associated with organizational commitment outcomes, human resource professionals and managing supervisors need to identify ways to minimize those costs. Examining the impact of organizational career management activities on organizational commitment and its outcomes will assist human resource professionals and managing supervisors to determine whether or not to invest in organizational career management activities while exploring the need to customize efforts for their diverse workforce which includes early, mid, and late stage career professionals.

III THEORETICAL FRAMEWORK

Research has found that employees who demonstrate positive perceived organizational support are emotionally committed to their organizations and show increased performance, reduced absenteeism, and decreased turnover (Mowday, 1982; Mathieu & Zajac, 1990; Meyer & Allen, 1997). Perceived Organizational Support (POS) theory is based on organizational support theory and is the belief that employees form about the extent to which the organization cares about their well-being, fulfills their socio-emotional needs, values their contributions, and its readiness to reward the contributions (Eisenberger, Huntington, Hutchison, & Sowa, 1986). According to organizational support theory, the development of perceived organizational support is motivated by the tendency for employees to assign the organization humanlike characteristics (Eisenberger et al., 1986). On the basis of the organization's personification, employees view the favorable or unfavorable treatment by the organization as an indication that the organization favors or disfavors them as individual employees (Rhoades & Eisenberger, 2002). Perceived organizational support initiates a social exchange process where employees feel obligated to care about the organization's welfare and help the organization achieve its goals and objectives resulting in increased efforts to reciprocate to receive greater rewards (Rhoades & Eisenberger, 2002; Kurtessis, Eisenberger, Ford, Buffardi, Stewart, & Adis, 2017). The feeling of obligation aligns with normative organizational commitment as previously described.

Perceived organizational support also fulfills socioemotional needs, psychological well-being, and an increased desire to help the organization to succeed, which aligns with affective organizational commitment as previously described. The organizational identification arising from perceived organizational support leads to affective organizational commitment through the development of shared values and the promotion of stronger relational bond between employees and the organization (Kurtessis et al., 2017). Eisenberger et al. (1986), suggested that to meet the

needs for approval, affiliation, and esteem and to determine the organization's readiness to compensate increased effort with greater rewards, employees form a general perception concerning the extent to which organization values their contributions and cares about their well-being.

     According to Rhoades and Eisenberger (2002), employees' perceptions of their organizations have strong relationships with affective commitment which in turn impacts job satisfaction, positive work mood, desire to remain with an organization, and turnover intentions. Perceived organizational support should strengthen employees' beliefs that the organization recognizes and rewards increased performance (Rhoades & Eisenberger, 2002). Employees may use perceived organizational support to judge the benefits and potential gains of remaining with the organization and expectations for reward for high performance could be influenced by the employees' perception that the organization values their contributions (Eisenberger & Fasolo, 1990). Therefore, organizational rewards and favorable job conditions such as pay, promotions, career advancement, and influence over organizational policies results in enhanced perceived organizational support because the employees feel personally rewarded and cared about which in turn increases retention and decreases turnover. These consequences of perceived organizational support should result in favorable outcomes for the employees through increased job satisfaction, positive mood, and favorable outcomes for the organization through increased affective commitment, increased performance, and reduced turnover (Rhoades & Eisenberger, 2002). The feeling of being cared about, approved, and respected will lead employees to incorporate organizational membership into their social identities (Brief & Motowidlo, 1986; John P. Meyer & Allen, 1987) enhancing their affective and normative commitment.

As shown in Figure 1, previous research has demonstrated a relationship between positive perceived organizational support and affective commitment and normative commitment; however, extensive research has not be conducted regarding the relationship between positive perceived organizational support and continuance commitment. A few studies have demonstrated that continuance commitment is unrelated to perceived organizational support, however, researchers have stated limitations to their studies and have recommended that additional research be conducted.
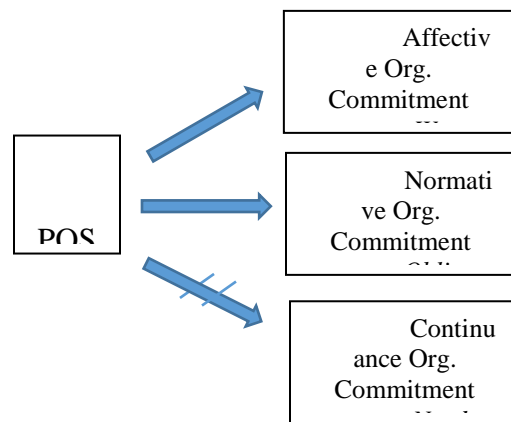
Figure 1: Impact of Perceived Organizational Support on Organizational Commitment

Additionally, although studies have found that the relationship between organizational commitment and turnover vary across career stages (Rusbult & Farrel, 1983; Meyer & Allen, 1984; Ornstein & Isabella, 1990) and perceived organizational support impacts organizational commitment (Mowday, 1982; Mathieu & Zajac, 1990; Meyer & Allen, 1997), studies have not examined the impact of organizational career management activities on perceived organizational support across the multiple career stages. Recognizing the unique characteristics and developmental needs of the early, mid, and late stage career professionals, the offering of organizational career management activities may impact perceived organizational support

differently which may impact organizational commitment and turnover intentions differently for the three career stages.

I. HYPOTHESES & RESEARCH MODEL

The purpose of this research is to assess the importance of the availability and utilization of organizational career management activities in retaining early, mid, and late stage career professionals resulting in the following research question:

RQ: How does the availability and utilization of organizational career management activities impact organizational commitment and turnover intentions and how does it impact early, mid, and late career stage professionals differently?
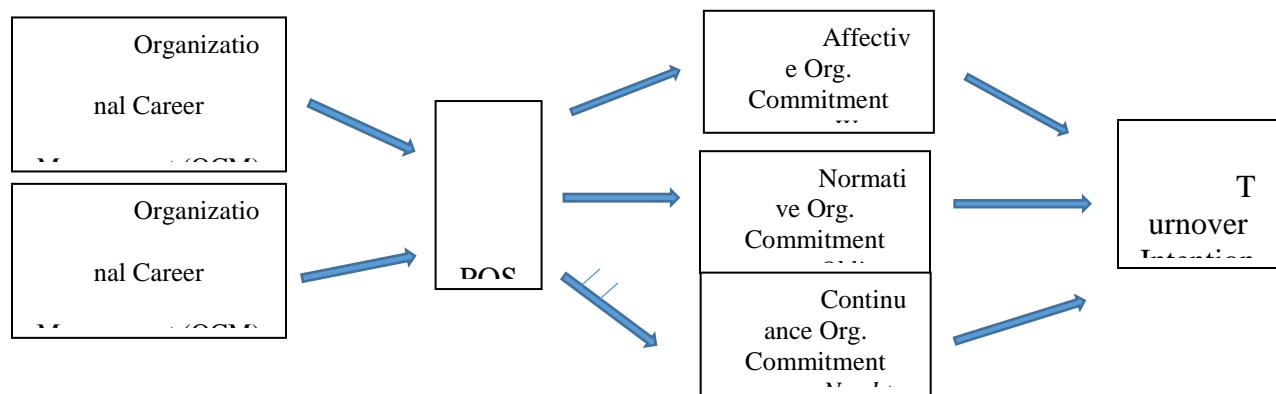
Figure 2:Research Model
Hypothesis 1- OCM Activities and Perceived Organizational Support

1a: Availability of organizational career management activities will increase perceived organizational support.

Supported by POS theory, it is hypothesized that by providing employees with the opportunity to pursue organizational career management activities will result in employees perceiving that the organization cares about their well-being. It will also initiate a social exchange process where employees want to help the organization achieve its goals and objectives (Rhoades & Eisenberger, 2002; Kurtessis et al., 2017;). Employees will assign the organization

humanlike characteristics (Eisenberger et al.. 1986) and through that personification, the employees will view the favorable treatment of having access to organizational career management activities as an indication that the organization favors them as individual employees.

1b: Utilization of available organizational career management activities will increase perceived organizational support.

Building upon the hypothesis that availability of organizational career management activities will increase perceived organizational support, utilization of available organizational career management activities will additionally increase perceived organizational support. Employees who utilize the activities experience the care and benefits that are being provided by the organization and will develop a reciprocal relationship with the organization; whereas the employees who are aware that the activities are available, but do not utilize them, will not.

Hypothesis 2: Availability of OCM Activities and Organizational Commitment

2a: Availability of organizational career management activities will increase perceived organizational support which will increase affective commitment.

According to Kurtessis et al. (2017), organizational identification that occurs as a result of perceived organizational support leads to affective organizational commitment through the shared values and relational bonds between the employee and the organization. It is hypothesized that access to organizational career management activities will increase affective commitment because having access to the organizational career management activities will enhance perceived organizational support. Having organizational career management activities available signals to the employees that the organization cares about their well-being and career development. Employees who do not have access to organizational career management activities will not

experience perceived organizational support and will demonstrate lower levels of affective commitment.

    2b: Availability of organizational career management activities will increase perceived organizational support which will increase normative commitment.

    Perceived organizational support initiates a social exchange process where employees feel obligated to care about the organizations' welfare and help the organization achieve its goals and objectives (Rhoades & Eisenberger, 2002; Kurtessis et al., 2017) . It is hypothesized that access to organizational career management activities will result in feelings of obligation by the employees. Employees will feel obligated to remain employed with the organization because the availability of organizational career management activities signals that the organization cares about the employee and initiates the social exchange process.

    2c: Availability of organizational career management activities will increase continuance commitment but have no relationship with perceived organizational support.

    Limited research has been conducted regarding the impact of perceived organizational support on continuance commitment, or the need to remain employed with an organization. Continuance commitment is typically associated with external factors such as poor job market, inability to relocate, or family commitments or perceived internal investments. Internal factors can include special benefits programs, positive relationships with coworkers, and employee tenure which can all be lost if the employee were to leave the organization (Jex & Britt, 2008). Continuance commitment develops as a result of any event or action that increases the cost of leaving the organization, employment alternatives that the employee believes exists, and as a function of various investments that an employee makes (Meyer & Allen, 1997). Therefore, the availability of organizational career management activities may impact continuance

organizational commitment directly, rather than through perceived organizational support, because an employee may recognize that the availability of the "special organizational career management benefit program" may be lost if they leave the organization and join an organization that does not provide a similar program.

Hypothesis 3: Utilization of OCM Activities and Organizational Commitment

3a. Utilization of organizational career management activities will increase perceived organizational support which will increase affective commitment.

Building upon the hypothesis that availability of organizational career management activities will increase affective organizational commitment, employees who utilize available organizational career management activities will have increased levels of perceived organizational support which will increase affective commitment. Employees who utilize the available activities will experience the care of the organization whereas the employees who are aware that the activities are available, but do not utilize them, receive the message that the organization cares about them but do not experience or benefit from the care that is being provided by the organization.

3b: Utilization of available organizational career management activities will increase perceived organizational support which will increase normative commitment.

Similar to affective organizational commitment, employees who utilize available organizational career management activities will have increased perceived organizational support and will demonstrate increased levels of normative organizational commitment. As supported by POS theory, feelings of obligations to the organization will increase because employees may benefit from utilizing the available activities resulting in the feeling to engage in a reciprocal relationship with the organization.

3c: Utilization of available organizational career management activities will increase continuance commitment but have no relationship with perceived organizational support.

As previously stated, limited research has been completed regarding the impact of perceived organizational support on continuance commitment and continuance commitment is typically associated with external and internal factors. Therefore, the utilization of available organizational career management activities may impact continuance organizational commitment directly, rather than through perceived organizational support, because an employee may recognize that the time and investment in the utilization of career management activities may be lost if they do not remain employed with the organization.

Additionally, if an employee obtains an advanced degree through a tuition assistance program that requires a designated term of service following the completion of the degree and early termination would result in required repayment of tuition, the employee may feel the need to remain employed with the organization due to the cost associated with leaving. The continuance organizational commitment is impacted directly as a result of the utilization of the organizational career management activity rather than as a result of perceived organizational support.

Hypothesis 4: Career Stage Comparison of OCM Activities and Perceived Organizational Support

4a: Availability of organizational career management activities will have a stronger positive effect on perceived organizational support of early stage career professionals than mid or late stage career professionals.

According to Hall (1976), early stage career professionals are still exploring their career interests and are still determining their preferences and place in the workforce; whereas mid and

late stage professionals have already confirmed their career interests and have transitioned into more advanced career roles. As early stage career professionals are eager to explore their career interests, organizational career management activities may be perceived as a tool to assist them with their exploration. Applying POS theory, early stage career professionals may view having access to organizational career management activities as a signal that the organization cares about their well-being, career exploration, and career development.

> *4b: Utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support of early stage career professionals than mid or late stage career professionals.*

Recognizing the development and exploration needs of early stage career professionals, it is hypothesized that the utilization of available organizational career management activities could assist early stage career professionals with their career exploration and development. Mid stage career professionals will also demonstrate a positive effect, however, the effect will not be as strong because organizational career management activities may actually increase the marketability of mid stage career professionals which may lead to the mid stage career professional entering the job market and being hired by another employer. Late stage career professionals will also demonstrate a positive effect because the utilization of available organizational career management activities can address the need for late stage career professionals to remain relevant and able to manage the younger career stage professionals. Although the effect will be positive for late stage career professionals, the positive effect will not be as strong as compared to the effect for early and mid stage career professionals.

Hypothesis 5: Career Stage Comparison of OCM Activities and Organizational Commitment

5a: Availability of organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on affective organizational commitment of early stage career professionals than mid or late stage career professionals.

Results of several studies have found that affective commitment declines in the first year of employment (Mowday & McDade, 1980; Meyer & Allen, 1987; 1988), however, it has not been studied whether or not organizational career management activities were available or utilized during the first year of employment.

5b: Availability of organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on normative organizational commitment of early stage career professionals than mid or late stage career professionals.

According to Mowday et al. (1981), early stage career professionals demonstrate a lack of professional maturity and realistic expectations of their employers. As a result, early stage career professionals may demonstrate an obligation to remain employed with an organization based on programs or services available to them as employees without considering other factors. Mid stage and late stage career professionals demonstrate higher levels of professional maturity and will demonstrate a neutral, or no effect on normative commitment based on the availability of organizational career management activities. If the organizational career management activities are only available, but not utilized, the mid stage and late stage professionals will not experience an increased level of perceived organizational support, resulting in no increased levels of normative organizational commitment.

5c. Utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on affective organizational commitment of early stage career professionals than mid or late stage career professionals.

Wanous (1980) found that low affective commitment within the first year of employment may be due lack of awareness or knowledge of workplace standards, professional standards, and career occupations. The utilization of organizational career management activities can help early career stage professionals with these challenges.

Additionally, Mowday et al., (1982) found that when early stage career professionals remain employed with one organization beyond the first year, the affective commitment developed during that first year period could serve as a foundation for subsequent levels of commitment. Therefore, if early stage career professionals utilize available organizational career management activities in their first year, their affective organizational commitment will increase during that first year and result in subsequent increases in the following years within the early career stage.

5d: Utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on normative organizational commitment of early and mid stage career than late stage career professionals.

Early stage career professionals utilizing available organizational career management activities are eager to explore career options and better define their skills and interests. Mid stage career professionals utilizing available organizational career management activities are seeking advancement and skill refinement. Utilizing organizational career management activities for both

early stage and mid stage career professionals may result in feelings of obligation to the

organization because the career advancement experienced may be viewed as a result of utilizing

the available organizational career management activities. As presented in POS theory, feelings

of reciprocity develop as employees experience the feeling that the organization cares about their

well-being, career development, and advancement, resulting in enhanced normative

commitment.

Normative commitment levels for late stage career professionals may not be as high as

compared to early and mid stage career professionals because late stage career professionals

have plateauing careers and will not feel obligated to remain employed with the organization as a

result of utilizing organizational career management activities.

Hypothesis 6: OCM Activities and Turnover Intentions

6a. Availability of organizational career management activities will have a negative

effect on turnover intentions.

As previously stated, studies have found significant correlations between career

management activities and individual performance, career success, and employee development

(Leibowitz, Schlossberg, & Shore, 1991; Hall, 1994; Noe, 1996; Mone & London, 2010). Many

organizations value skilled employees and will utilize career management strategies to retain

employees for long-term employment (Hemdi & Rahman, 2010; Mohsin, Lengler, & Kumar,

2013). As a result, it is hypothesized that organizational career management activities will have a

negative relationship with turnover intentions, that is, as the availability of organizational career

management activities increase, turnover intentions will decrease. As outcomes such as

performance, career success and employee development increase as a result of available

organizational career management activities, negative outcomes such as turnover intention will decrease.

6b. Utilization of available organizational career management activities will have a negative effect on turnover intentions.

Moreover, as employees utilize available organizational career management activities, turnover intentions will be lower as compared to employees who have access to the activities, but do not utilize them. Employees who utilize the activities will experience additional internal benefits as a result of completing the activities and will have less desire to leave the organization.

IV   DESIGN AND METHODOLOGY

IV.1 Research Model Design

A correlational quantitative design is utilized for this research because the researcher is seeking a statistically significant relationship between career management activities, the quantifiable independent variable, and perceived organizational support, organizational commitment, and turnover intentions, the quantifiable dependent variables. This study is not an experimental design within a controlled experimental setting, therefore, causality cannot be determined. Correlational research design is appropriate for this study because there will be no manipulation of variables or use of a controlled experimental research setting. Numerical data will be collected via an online survey to test the hypotheses of the relationships of predetermined variables based on inquiries of proposed problems.

IV.2 Study Participants

Participants for this study are sourced by an online research panel managed by Qualtrics, a research software and management company. Qualtrics recruits participants utilizing existing panels of survey participants and via panel vendors. Participants are vetted utilizing a "double-opt in" program where participants are registered as panelists or are invited to serve as panelists. Qualtrics recruits a nationally represented sample and verifies validity of panelists' information utilizing multiple verification tools.

The population for this study includes individuals (1) residing in the United States who (2) speak English and were (3) born prior to 1997 to capture the relevant age of early, mid, and late career stage professionals. Due to the concept of organizational commitment within a professional workplace setting, the population is comprised of employees who have (4) completed a minimum of "some college" and are (5) working 35 or more hours per week in a (6)

salaried, salary equivalent (i.e. contract), or hourly, professional position (7) equivalent to a minimum of $32,000 per year. The participants are also required to complete a qualifying question that inquires whether or not career management activities are available to them as employees of their organizations. Participants who do not know if career management activities are available to them as employees, are excluded from the population sample. There are no restrictions regarding industry or organization size.

Recognizing the survey is an online survey, 1,000 participants are recruited with the intention to utilize 400 responses after cleaning the data and ensuring an adequate number of responses to analyze each hypothesis. The total number of participants is determined by the number needed to ensure reliability and validity of the study using power analysis. The power analysis is conducted using the G*Power software which is a statistical power analysis program designed to analyze types of power and compute sample size for different statistical analyses. The sample size is computed based on the different factors of Cohen's effect size, the alpha level, and the power of the study. As shown in Appendix A, an *a priori* ANCOVA power analysis was selected with a power of .95, an alpha level of 0.05, and a medium effect size of .25 and the total sample size computed was 400.

Participants are pre-screened utilizing qualifying questions at the start of the survey and if they do not satisfy the inclusion requirements, they are excluded from the study and the survey does not continue. Qualtrics compensate the participants a portion of the $3.60 per participant fee that is paid to Qualtrics by the researcher. Participants are compensated upon successful completion of the survey and failure to complete the survey results in no compensation.

IV.3 Instruments and Variables

      Career Stage Identifier Questionnaire. Career stage identifying questions follow the initial qualifying questions regarding availability of organizational career management activities and include birth year, employment category, education level, and the number of hours work per week. A new categorical variable has been created to properly categorize early, mid, and late stage career professionals. Career stages can be defined by employee age, organizational tenure, and position, so a new continuous variable is created by calculating employee age utilizing birth year and adding one to three years onto the age based on educational attainment assuming the participant pursued graduate education upon completion of a bachelor's degree (one year for completed some post-baccalaureate education, two years for completing a Master's degree, and three years for completing a professional or doctorate degree). The newly created continuous variable is collapsed into three groups to create a new categorical value with early career stage professionals ages 21-30, mid-stage career professionals ages 31-45, and late stage career professionals ages 45 or older. Frequency and percentages of participants found in each career stage is shown in Table 4.

Table 4: Frequency and Percentage of Participants in Adjusted Career Stages

	Frequency	Percentage
Career Stage		
Early (21-30 years old)	141	22.9
Mid (31-45 years old)	229	37.1
Late (46 years and older)	245	39.7

      Career Management Activities Instrument. The availability and utilization of organizational career management activities are determined by two qualifying questions at the beginning of the survey. Survey participants are asked the following two questions:

Organizational career management activities are programs or activities provided by an organization to support their employees' career success. For example, management training, networking opportunities, and skill development workshops.

Qualifying Question 1a:
Are career management activities available to you as an employee of your current organization?

- Yes

- No

- Don't Know

Qualifying Question 1b:
Did you participate in any career management activities provided by your current employer?

- Yes

- No

- Don't Know

If participants select "Yes" for Qualifying Question 1a, they are directed to Qualifying Question 1b to inquire about their utilization of the available career management activities. If participants select "No" to Qualifying Question 1a, they are directed to Question 2. If participants select, "Don't Know" for Qualifying Question 1a, the participants are directed to Question 2; however, these participants were removed from the participant sample and were not included in the analysis of this study. Frequency scores for the two qualifying questions are shown in Table 5.

Table 5:Frequency Scores of OCM Availability and OCM Utilization

	N
OCM Availability:	
Yes, OCM activities available	390
No, OCM activities not available	226
Total:	616

OCM Utilization:	
Yes, utilize available OCM activities	254
No, do not utilize available OCM activities	135
Don't Know	1
Total:	390

Perceived Organizational Support Instrument. The mediator variable of perceived organizational support (POS) will be measured using the Survey of Perceived Organizational Support designed by Eisenberger (1984).The initial 36-item survey was designed in 1984 and a modified six question survey was designed in 1990 by Eisenberger et al. (1990) with a Cronbach alpha of 0.97 for previous administrations. The modified six question survey utilizes a 5- point scale anchored with (1) strongly disagree, (2) somewhat disagree, (3) neither disagree nor agree, (4) somewhat agree, and (5) strongly agree.

Organizational Commitment Instrument. The dependent variable of organizational commitment is measured using the Affective, Continuance, and Normative Commitment Scale designed by Allen and Meyer (1990). Definitions of the three constructs were used to develop an initial pool of items designed in 1990, but a revision of the items was created in 1993. Previous administrations estimated the internal consistency of the three scales using coefficient alphas.

"The number of estimates obtained for the three scales ranges from a low of 20 for the Normative Commitment Scale to a high of more than 40 for the Affective Commitment Scale. Median reliabilities for the Affective, Continuance, and Normative Commitment Scales, respectively are .86, .79, and .73. With few exceptions, reliability estimates exceed .70" (Meyer & Allen, 1997, p. 120).

The Affective, Continuance, and Normative Commitment Scale was designed using 13 items with a 7-point scale with anchors labeled as (1) strongly disagree and (7) strongly agree with reverse-keyed items. For this research study, the scale is modified to utilize a 5- point scale

anchored with (1) strongly disagree, (2) somewhat disagree, (3) neither disagree nor agree, (4) somewhat agree, and (5) strongly agree. As recommended by Meyers and Allen (1997), the items from the three scales were interchanged to form the 13 item series.

Turnover Intention Instrument. Turnover intentions are measured utilizing questions from Hom et al. (1998) and Mobley et al. (1978) with a Cronbach alpha of 0.87 for previous administrations. The four questions utilize a 5- point scale anchored with (1) strongly disagree, (2) somewhat disagree, (3) neither disagree nor agree, (4) somewhat agree, and (5) strongly agree.

Table 6 provides the descriptive statistics for the Perceived Organizational Support, Affective Organizational Commitment, Normative Organizational Commitment, Continuance Organizational Commitment and Turnover Intentions instruments.

Table 6: Descriptive Statistics of Instruments

	N	Min	Max.	Mean	Std. Deviation
Perceived Organizational. Support	616	1.00	5.00	3.36	1.02
Affective Organizational Commitment	616	1.00	5.00	3.27	0.95
Normative Organizational Commitment	616	1.00	5.00	3.13	1.00
Continuance Organizational Commitment	616	1.00	5.00	3.36	0.77
Turnover Intentions	616	1.00	5.00	2.74	1.10

Demographics Questionnaire. The demographics questionnaire is used to measure control categorical variables such as industry, occupation, size of the organization, gender, ethnicity, and income of the sample population. The survey also concludes with four additional open-ended questions and a generational cohort identity question to further inform possible future research. A comprehensive copy of the survey can be found in Appendix A.

IV.4 Data Collection

Informed Consent. Prior to the start of the survey, participants are provided with an informed consent form that provides notification that (a) participation can be terminated at any

time; however, early termination will result in not receiving payment. They are also be notified

that (b) no compensation will be provided to the researcher, (c) no deception will be used in the

study, and (d) their information will remain confidential within the limits of the online Qualtrics

system. Subjects agree to the informed consent by continuing with the survey and are provided

the option to print a copy of the informed consent for record-keeping purposes. If subjects do not

agree with the informed consent, the survey session terminates and the subjects do not continue

with the survey. A copy of the informed consent can be found in Appendix C.

Compensation. Qualtrics compensates the participants a portion of the $3.60 per

participant fee that will be paid to Qualtrics by the researcher. Participants are compensated upon

successful completion of the survey and failure to complete the survey results in no

compensation.

Allotted Completion Time. Participants are provided with unlimited time to complete

the survey; however, it was estimated that the survey takes approximately 7-10 minutes to

complete.

Data Collection and Storage. The survey responses are collected via the Qualtrics

online survey platform and participants are be personally linked to any identifying information.

The data collected is downloaded by a Qualtrics project manager and is sent electronically to the

researcher as an Excel file and is stored in the researcher's online Qualtrics account.

IV.5 Data Analysis

The following steps are completed prior to conducting the statistical analysis.

Obtain Data

↓

Prepare Codebook

↓

Structure Date File

↓

Code Date File

↓

Clean Data

↓

Modify Variables

↓

Explore Data with Descriptive Statistics
Test Frequencies & Means, Assess Outliers, Assess Reliability of Scales

↓

Conduct Statistical Analysis
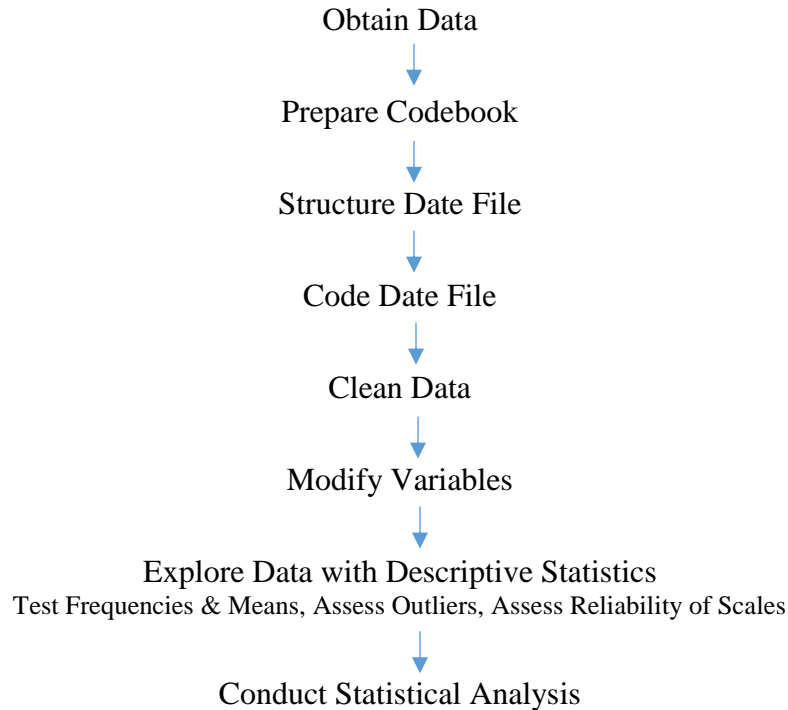
Figure 3: Flow Chart of Data Preparation and Analysis

Coding Data. A codebook has been prepared to provide a summary of the instructions that are utilized to convert the raw data obtained from each participant into a format that can be understood by the SPSS and Smart PLS statistical software. Preparing the codebook requires defining and labeling each variable and assigning numbers to each possible response. Each survey question has a unique variable name and each participant is provided a unique identifying number. That way, if an error is found in the dataset, the identifier numbers will assist the researcher with locating and correcting the data error. Upon completion of the codebook, the researcher assigns the proper coding to each survey question and prepares the data in Microsoft Excel in preparation for importing into the SPSS and Smart PLS software.

Cleaning Data. After importing the data into the SPSS statistical software and before statistical analysis can begin in the Smart PLS software, the data is reviewed for errors and the errors are corrected. Minimum and maximum values are reviewed for categorical and continuous data and mean scores are reviewed for continuous data. Invalid or missing cases are removed

based on the impact of the missing data. For example, if birth year is missing, the case is removed because statistical analysis related to career stage will not be possible without birth year.

Descriptive Statistics. Descriptive statistics are utilized to summarize the population sample and study variables and can be found in Appendix B. Frequencies and percentages are utilized to describe categorical data and central tendencies measure of mean and standard deviation are used to summarize the continuous variables.

Scale Reliability and Validity. Multiple scales are utilized in this study, therefore, specific analysis is conducted to ensure the scales' reliability and internal consistency. Convergent and discriminant validity are evaluated for the reflective measures and the convergent validity is assessed by the examination of indicator reliability, composite reliability, and average variability. Internal consistency is determined utilizing the Cronbach's alpha coefficient and strong internal consistency is determined with a .7 or above (DeVellis, 2012). Since Cronbach alpha values are sensitive to the number of items in a scale, a short scale with fewer than ten items may have a lower Cronbach alpha and in these cases, a mean inter-item correlation is calculated. Briggs and Cheek (1986) recommend an optimal inter-item correlation of .2 to .4. Scale reliability will be calculated for the following scales: perceived organizational commitment scale (POS scale), affective organizational commitment scale (OC-AC scale), normative organizational commitment scale (OC-NC scale), continuance commitment scale (OC-CC scale), and turnover intentions scale (TI scale).

The dependent variables were measured utilizing scales with confirmed reliability as shown with Cronbach alpha coefficients and composite reliability. Cronbach's Alpha is considered to be a measure of scale reliability and is a measure of internal consistency that

demonstrates how closely related a set of items are as a group (DeVellis, 2012). According to

Fornell and Larker (1981), composite reliability is utilized to assess internal consistency and

should be greater than 0.7. Scores greater than .7 are considered acceptable, scores above .8 are

considered good, and scores above .9 are considered excellent for the Cronbach's Alpha,

composite reliability, and rho_A (Fornell & Larker, 1981). The Average Variance Extracted

(AVE) is the degree in which the measurements traits are different and scores above.5 are

considered acceptable (Fornell & Larker, 1981). As shown in Table 7, all scales are

demonstrating strong reliability and consistency with the exception of Continuance

Organizational Commitment.

Table 7: Reliability and Validity Analysis of Scales

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Perceived Organizational Support	0.91	0.92	0.93	0.62
Affective Organizational Commitment	0.76	0.80	0.84	0.52
Normative Organizational Commitment	0.75	0.75	0.84	0.58
Continuance Organizational Commitment	0.39	0.27	0.52	0.33
Turnover Intentions	0.83	0.84	0.89	0.66

Discriminant validity tests whether or not constructs that are not supposed to be related

are in fact, not related (Fornell & Larker, 1981). When constructs are more strongly correlated

with their own measures than with any other construct, good convergent and discriminant

validity are present. Additionally, cross-loadings are calculated and higher loadings with the

scales' respective constructs than with any other reflective constructs also demonstrates good

convergent and discriminant validity (Fornell & Larker, 1981). The results of the discriminant

validity tests of the five scales demonstrated good convergent and discriminate validity as shown

in Table 8.

Table 8:: Discriminant Validity Analysis of Scales

	POS	OC-AC	OC-NC	OC-CC	TI
Perceived Organizational Support (POS)	0.72				
Affective Organizational Commitment (OC-AC)	0.54	0.58			
Normative Organizational Commitment (OC-NC)	0.72	0.54	0.76		
Continuance Organizational Commitment (OC-CC)	0.73	0.37	0.65	0.79	
Turnover Intentions	-0.61	-0.34	-0.49	-0.62	0.81

Table 9 demonstrates that all loadings are above the 0.7 threshold suggesting good

indicator reliability (Fornell & Larker, 1981) with the exception of one OC-AC indicator and two

OC-CC indicators. Similarly, composite reliabilities were assessed and all are greater than .70

with the exception of OC-CC. Due to the frequency in which the Continuance Organizational

Commitment Scale is utilized in previous studies, analysis will continue despite low reliability to

allow for comparison with previous studies.

Table 9:: Loadings of Reflective Constructs

Construct	Indicator	Loadings
POS	Q33.Organization values my contribution to its well-being.	0.81
CR=0.93	Q34.Organization fails to appreciate any extra effort from me.	0.74
	Q35.Organization would ignore complaints from me.	0.72
	Q36.Organization really cares about my well-being.	0.83
	Q37.Even if I did best job possible, the organization would fail to notice.	0.79
	Q38.Organization cares about my general satisfaction at work.	0.85
	Q39.Organization shows little concerns for me.	0.80
	Q40.Organization takes pride in my accomplishments at work.	0.80
OC-AC	Q20.Happy to spend rest of career with current employer.	0.77
CR=0.84	Q22.Current employer has a great deal of personal meaning to me.	0.84
	Q25.Feel as if my current employer's problems are my own.	0.47
	Q28.Do not feel a strong sense of belonging to my current employer.	0.75
	Q30.Do not feel emotionally attached to current employer.	0.72
OC-NC	Q23.Would feel guilty if I left current employer right now.	0.84
CR=0.84	Q24.Do not feel any obligation to remain with current employer.	0.68
	Q26.Even to my advantage, would not feel it would be right to leave.	0.79
	Q29.Owe a great deal to my employer.	0.74
OC-CC	Q21.Life would be disrupted if I decided to leave employer right now.	0.76
CR=0.52	Q27.Might consider working elsewhere if I had not put so much of myself into my current employer.	0.07
	Q31.Would be very hard for me to leave even if I wanted to.	0.84
	Q32.Not afraid of what may happen if I quit my job without another one.	0.17

Table 9: Loadings of Reflective Constructs		(continued)
Construct	Indicator	Loadings
TI	Q41.Consider leaving my employer one day.	0.80
CR=0.89	Q42.Constantly want to quit my job.	0.86
	Q43.Will try to look for a suitable job next year.	0.81
	Q44.Own prospects would not be good if I continue to stay with my employer.	0.77

CR=Composite Reliability

Multicollinearity of Scales. Multicollinearity is assessed to determine whether or not there is a high correlation of at least one independent variable in combination with other independent variables and is measured by variance inflation factors (VIF) and tolerance (Hair et.al, 2010). If VIF values exceed 4.0, or by tolerance less than 0.2, then there is a problem with multicollinearity (Hair et. al, 2010). As shown in Table 10, all VIF values are below 4.0, therefore indicating there are no multicollinearity problems with the scales

Table 10:Multicollinearity Analysis of Scales Utilizing VIF Values

	POS	OC-AC	OC-NC	OC-CC	TI
Perceived Organizational Support (POS)		1.00	1.00	1.00	
Affective Organizational Commitment (OC-AC)	1.00				2.22
Normative Organizational Commitment (OC-NC)	1.00				1.51
Continuance Organizational Commitment (OC-CC)	1.00				2.23
Turnover Intentions		2.22	2.23	1.51	

Evaluating Research Model & Hypotheses-Smart PLS. Partial least squares (PLS) is utilized to empirically evaluate the research model. A PLS structural equation modeling (SEM) technique can simultaneously test the measurement model, the relationship between indicators and their corresponding constructs, and the structural model, the relationship between constructs (Hair et. al, 2010). A PLS-SEM produces loadings from reflective constructs to their indicators, weights to formative constructs from their indicators, standardized regression coefficients

between constructs, and coefficients of multiple determination (R-square) for dependent

variables (Gefen, Straub, & Boudreau, 2000).

In PLS, the relationship between constructs and its indicators can be modeled as

formative, caused induced indicators, or reflective, effect indicators (Gefen et al., 2000). In this

study, perceived organizational support (POS), affective organization commitment (OC-AC),

normative organizational commitment (OC-NC), continuance organizational commitment (OC-

CC), and turnover intentions (TI) are reflective constructs with eight, five, four, four, and four

indicators respectively. Table 9 presents a summary of the constructs and their loadings.

To test the differences between career stages, a multi-group analysis (MGA) is conducted

in PLS. The multi-group analysis (MGA) allows the researcher to test pre-defined data groups to

determine if there are significant differences in the group-specific parameter estimates. This

method is a non-parametric significance test for the difference of group-specific results that

builds upon PLS-SEM bootstrapping results.

V   RESULTS

V.1   Statistical Analysis of Research Model

Statistical analysis was conducted to test the support of the structural model and hypotheses utilizing Smart PLS. An image of the research model without the loadings as designed in Smart PLS is shown in Figure 4. The structural model represents the relationship between concepts that were hypothesized in the research model.
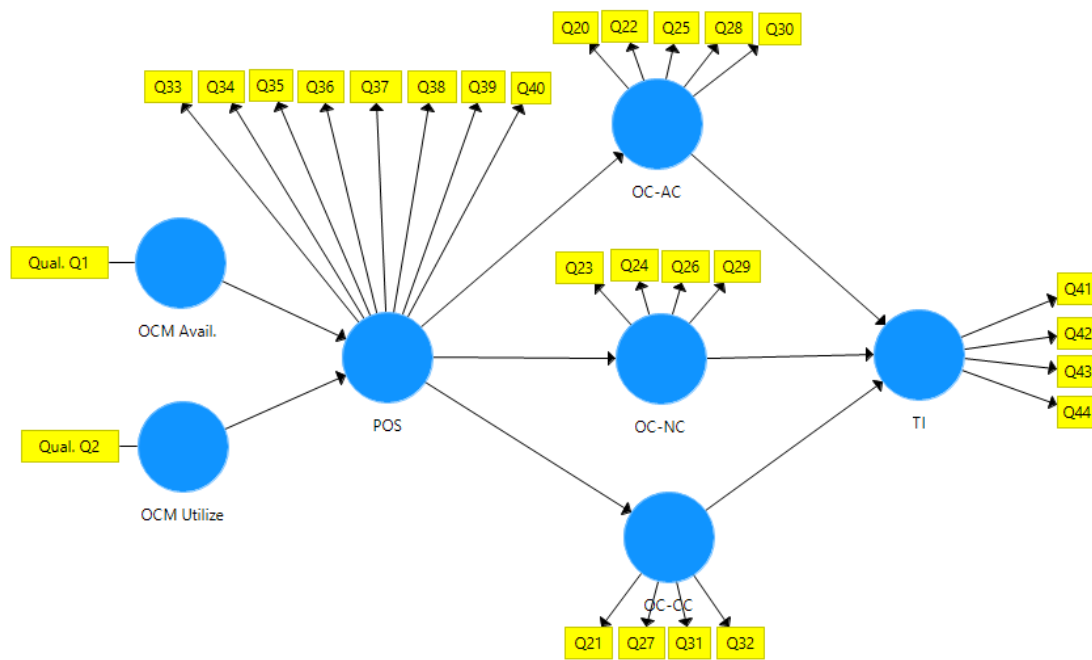
Figure 4: Research Model without Loadings as Designed in Smart PLS

In Smart PLS, paths (statistical and practical significance) and coefficients of determination (R-squares) together indicate overall goodness of fit for the model (Hair et. al, 2010). The overall explanatory power of the structural model was assessed to demonstrate the amount of variance explained by the independent variables of the availability and utilization of organizational career management activities and to assess the strength of the model paths. Table 11 provides the total effects of the structural model.

Table 11: Structural Model Total Effects with Correlation Coefficients

	POS	OC-AC	OC-NC	OC-CC	TI
Perceived Organizational Support (POS)		0.73**	0.65**	0.37**	*-0.45**
Affective Organizational Commitment (OC-AC)	0.73**				-0.53**
Normative Organizational Commitment (OC-NC)	0.65**				-0.10
Continuance Organizational Commitment (OC-CC)	0.37**				0.00
Turnover Intentions	-0.45**	-0.53**	-0.10**	0.00**	
OCM Available	0.14**	*0.10**	0.09**	*0.05**	-0.06**
OCM Utilized	0.09*	*0.06*	0.06*	*0.03*	-0.04*

** p<.001   * p<.05
Italics=Indirect effects

The results shown in Table 11 and Figure 5 demonstrate a significant relationship between the availability of organizational career management activities and perceived organizational support and a significant relationship between the utilization of available organizational career management activities and perceived organizational support. There is also a significant relationship between perceived organizational support and affective organizational commitment, normative organizational commitment, and continuance organizational commitment. Supporting previous studies, perceived organizational support positively impacts affective organizational commitment, or wanting to remain with the employer, and normative organizational support, or feeling obligated to stay with the employer. Contrary to previous studies, a positive, significant relationship is present between perceived organizational support and continuance organizational commitment. This result demonstrates that when perceived organizational support increases, employees demonstrating the need to remain employed with the organization increases, or the inverse, as perceived organizational support decreases, employees demonstrating the need to remained employed with the organization decreases.

Lastly, a significant negative relationship is demonstrated between affective organizational commitment and turnover intentions whereas normative and continuance organizational commitment do not demonstrate a significant relationship. This supports the

notion that as employees want to remain employed with the organization, their turnover

intentions, or their desire to leave the organization will decrease or as employees do not want to

remain employed with the organization, their desire to leave the organization will increase.

** p<.001, * p<.05
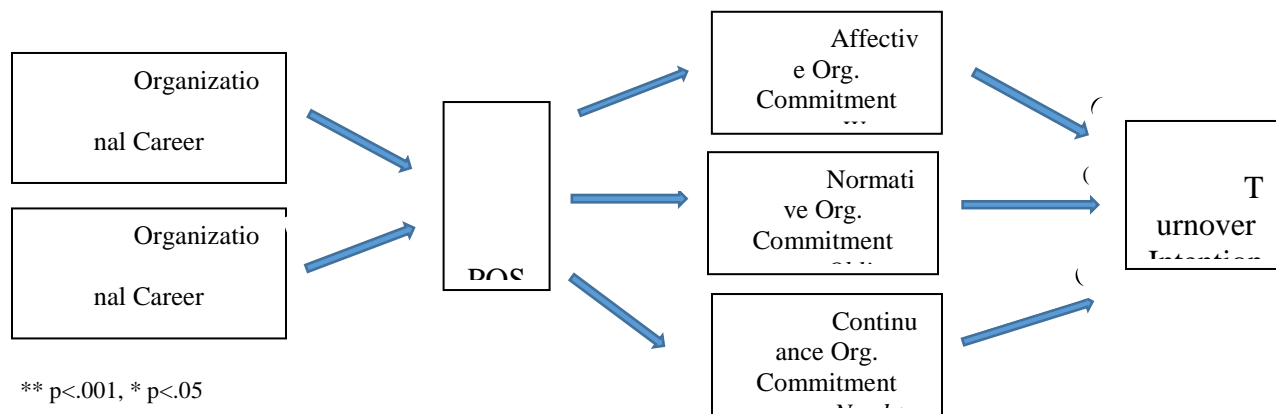
Figure 5: Research Model with Coefficients

V.2   Statistical Analysis of Hypotheses

The statistical analysis of the research model supports that the model is valid and can be

applied to evaluate the hypotheses. Table 12 provides a summary of the results of the statistical

analysis of the hypotheses.

Table 12: Results of Hypotheses Analysis	Result
Hypothesis 1- OCM Activities and Perceived Organizational Support	
1a: Availability of organizational career management activities will increase perceived organizational support.	Supported
1b: Utilization of available organizational career management activities will increase perceived organizational support.	Supported
Hypothesis 2: Availability of OCM Activities and Organizational Commitment	
2a: Availability of organizational career management activities will increase perceived organizational support which will increase affective commitment.	Supported

Table 12: Results of Hypotheses Analysis   (continued)

	Result
2b: Availability of organizational career management activities will increase perceived organizational support which will increase normative commitment.	Supported
2c: Availability of organizational career management activities will increase continuance commitment but have no relationship with perceived organizational support.	Not Supported

Hypothesis 3: Utilization of OCM Activities and Organizational Commitment
3a. Utilization of available organizational career management activities will   Supported
increase perceived organizational support which will increase affective
commitment.

Table 12: Results of Hypotheses Analysis_____(continued)_
	Result
3b: Utilization of available organizational career management activities will increase perceived organizational support which will increase normative commitment.	Supported
3c: Utilization of available organizational career management activities will increase continuance commitment but have no relationship with perceived organizational support.	Not Supported

Hypothesis 4: Career Stage Comparison of OCM Activities and Perceived Organizational Support
4a: Availability of organizational career management activities will have a   Not Supported
stronger positive effect on perceived organizational support of early stage
career professionals than mid or late stage career professionals.

4b: Utilization of available organizational career management activities will   Not Supported
have a stronger positive effect on perceived organizational support of early
stage career professionals than mid or late stage career professionals.

Hypothesis 5: Career Stage Comparison of OCM Activities and Organizational Commitment
5a: Availability of organizational career management activities will have   Not Supported
a stronger positive effect on perceived organizational support which will
have a stronger positive effect on affective organizational commitment
of early stage career professionals than mid or late stage career professionals.

5b: Availability of organizational career management activities will have   Not Supported
a stronger positive effect on perceived organizational support which will
have a stronger positive effect on normative organizational commitment
of early stage career professionals than mid or late stage career professionals.

5c. Utilization of available organizational career management activities will   Not Supported
have a stronger positive effect on perceived organizational support which will
have a stronger positive effect on affective organizational commitment of early
stage career professionals than mid or late stage career professionals.

5d: Utilization of available organizational career management activities will   Not Supported
have a stronger positive effect on perceived organizational support which will
have a stronger positive effect on normative organizational commitment of
early and mid stage career professionals than late stage career professionals.

Table 12: Results of Hypotheses Analysis   (continued)

	Result
Hypothesis 6: OCM Activities and Turnover Intentions	
6a. Availability of organizational career management activities will have a negative effect on turnover intentions.	Not Supported
6b. Utilization of available organizational career management activities will have a negative effect on turnover intentions.	Not Supported

Hypothesis 1- OCM Activities and Perceived Organizational Support

1a: Availability of organizational career management activities will positively impact perceived

organizational support.

The availability of organizational career management activities has a positive, significant

relationship with perceived organizational support, thus supporting hypothesis 1a.

** p<.001, * p<.05

```
┌─────────────────┐          ┌─────────┐
│  Organizatio    │   ──►    │         │
│  nal Career     │          │  POS    │
└─────────────────┘          └─────────┘
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Figure 6: Relationship Between Availability of Organizational Career Management Activities and Perceived Organizational Support

1b: Utilization of available organizational career management activities will positively impact perceived organizational support.
     The utilization of available organizational career management activities has a significant,

positive relationship with perceived organizational support, thus supporting hypothesis 1b.

```
┌─────────────────┐          ┌─────────┐
│  Organizatio    │   ──►    │         │
│  nal Career     │          │  POS    │
└─────────────────┘          └─────────┘
```

   ** p<.001, * p<.05
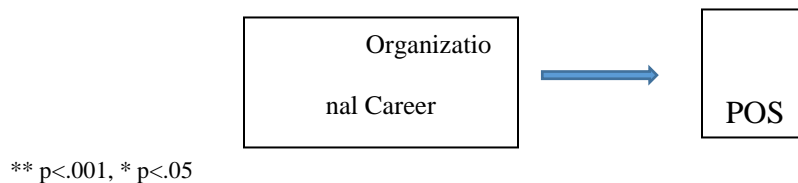
Figure 7:Relationship Between Utilization of Available Organizational Career Management Activities and Perceived Organizational Support

Hypothesis 2: Availability of OCM Activities and Organizational Commitment

2a: Availability of organizational career management activities will increase perceived organizational support which will increase affective commitment.

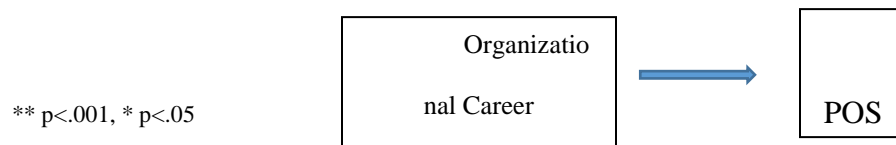As shown in Figure 8, the availability of organizational career management activities has a positive, significant relationship with perceived organization support and perceived organizational support has a positive, significant relationship with affective organizational commitment. When removing perceived organizational support, there is still a positive, significant relationship between organizational career management activities, however, the magnitude of the relationship is stronger when perceived organizational support is present, supporting the research model and hypothesis 2a.

2b: Availability of organizational career management activities will increase perceived organizational support which will increase normative commitment.

As shown in Figure 8, similar to hypothesis 2a, there is a positive significant relationship between the availability of organizational career management activities and perceived organizational support and a positive, significant relationship between perceived organizational support and normative organizational commitment. When removing perceived organizational support, a positive, significant relationship is still present; however, the magnitude of the relationship is stronger when perceived organizational support is present, supporting the research model and hypothesis 2b.

2c: Availability of organizational career management activities will increase continuance commitment but have no relationship with perceived organizational support.

Limited previous research did not find a significant relationship between perceived organizational support and continuance organizational commitment informing the research

model. However, as shown in Figure 8, the statistical analysis of the research model and hypothesis 2c demonstrates a positive, significant relationship between perceived organizational support and continuance organizational commitment. When removing perceived organizational support, the statistical analysis does not demonstrate a significant relationship between the availability of organizational career management activities and continuance commitment, signaling that perceived organizational support may be moderating the relationship between the availability of organizational career management activities and continuance organizational support, thus not supporting hypothesis 2c.

** p<.001, * p<.05
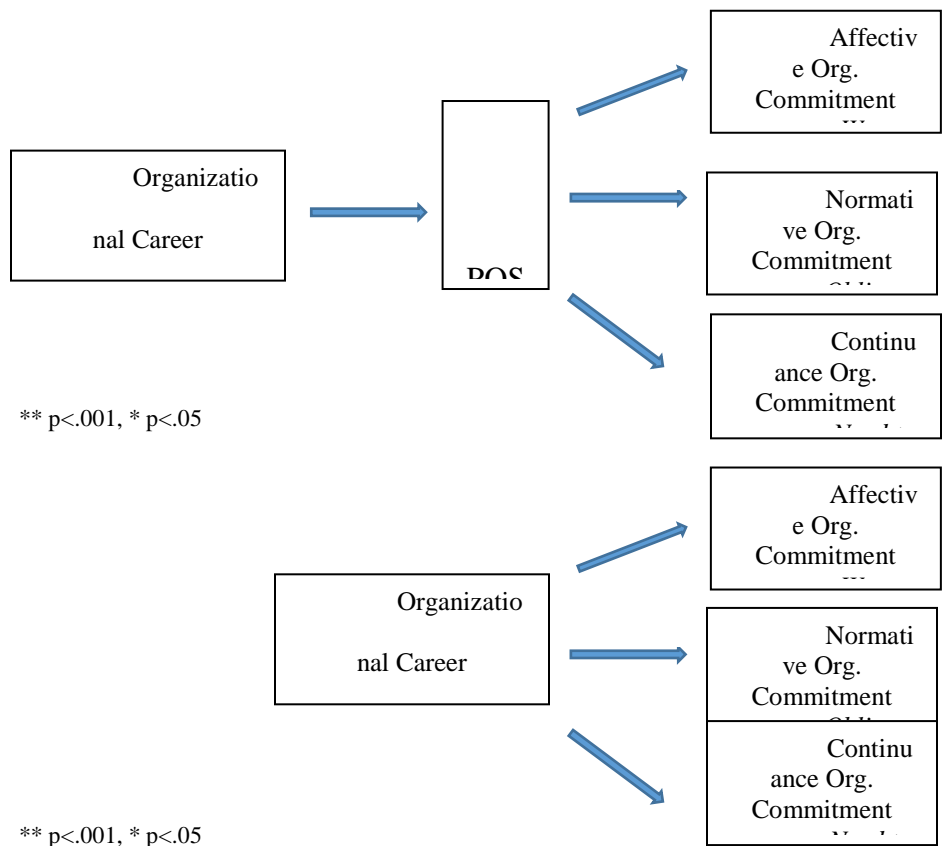
Figure 8:Relationship Between Availability of Organizational Career Management Activities and Organizational Commitment

Hypothesis 3: Utilization of OCM Activities and Organizational Commitment

3a. Utilization of available organizational career management activities will increase perceived organizational support which will increase affective commitment.

As shown in Figure 9, utilization of available organizational career management activities has a positive, significant relationship with perceived organizational. Upon removing perceived organizational support, a significant relationship is not demonstrated between utilization of organizational career management activities and affective organizational commitment, thus supporting hypothesis 3a.

3b: Utilization of available organizational career management activities will increase perceived organizational support which will increase normative commitment.

As shown in Figure 9, similar to hypothesis 3a, utilization of available organizational career management activities has a positive, significant relationship with perceived organizational support which has a positive, significant relationship with normative organizational commitment. Upon removing perceived organizational support, a significant relationship is demonstrated between utilization of organizational career management activities and normative organizational commitment. However, the magnitude of the relationship between perceived organizational support and normative commitment is higher than the relationship between utilization of organizational career management activities and normative commitment without perceived organizational support, thus supporting hypothesis 3b.

3c: Utilization of available organizational career management activities will increase continuance commitment but have no relationship with perceived organizational support.

As previously stated in hypothesis 2c, previous studies did not indicate a relationship between perceived organizational support and continuance commitment; however, as shown in

Figure 9, the statistical analysis of the research model and hypothesis 3c indicates a positive,

significant relationship between perceived organizational support and continuance commitment.

Upon removing perceived organizational support, there is no significant relationship between

utilization of available organizational career management activities and continuance

commitment, demonstrating the perceived organizational commitment does have a relationship

with continuance commitment, thus, not supporting hypothesis 3c.
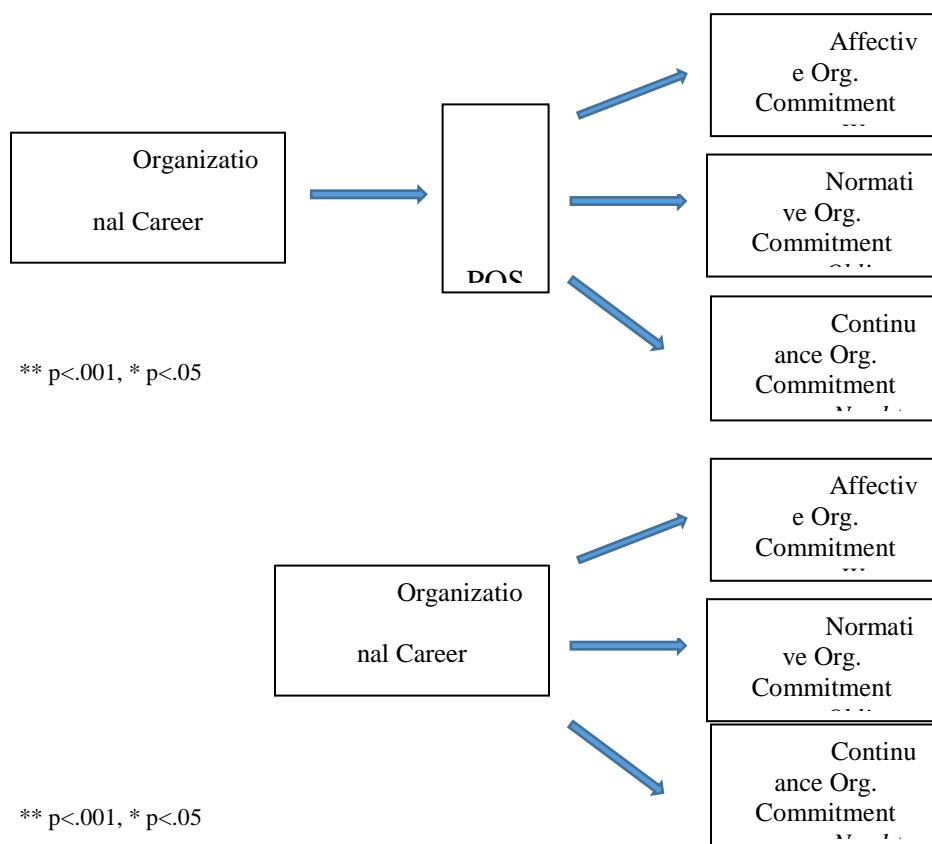
Figure 9:Relationship Between Utilization of Available Organizational Career Management Activities and Organizational Commitment

Hypothesis 4: Career Stage Comparison of OCM Activities and Perceived Organizational Support

4a: Availability of organizational career management activities will have a stronger positive

effect on perceived organizational support of early stage career professionals than mid or late

stage career professionals.

As shown in Table 13, there is no significant difference between early stage career

professionals and mid or late stage career professionals, not supporting the hypothesis that

availability of organizational career management activities will have a stronger, positive effect

on perceived organizational support of early stage career professionals than mid or late stage

career professionals.

Table 13:Multi-Group Analysis for Availability of OCM Activities and Career Stages

	Path Coefficient Diff. Early-Mid	Path Coefficient Diff. Early-Late	p-Value Early-Mid	p-Value Early-Late
OCM Available—POS	0.00	0.15	0.45	0.06

4b: Utilization of available organizational career management activities will have a stronger

positive effect on perceived organizational support of early stage career professionals than mid

or late stage career professionals.

As shown in Table 14, there is no significant difference between early stage career

professionals than mid or late stage career professionals, not supporting the hypothesis that

utilization of available organizational career management activities will have a stronger, positive

effect on perceived organizational support of early career stage professionals than mid or late

stage career professionals.

Table 14: Multi-Group Analysis for Utilization of Available OCM Activities and Career Stages

	Path Coefficient Diff. Early-Mid	Path Coefficient Diff. Early-Late	p-Value Early-Mid	p-Value Early-Late
OCM Utilization.—POS	0.07	0.04	0.26	0.26

Hypothesis 5: Career Stage Comparison of OCM Activities and Organizational Commitment

5a: Availability of organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on affective organizational commitment of early stage career professionals than mid or late stage career professionals.

5b: Availability of organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on normative organizational commitment of early stage career professionals than mid or late stage career professionals.

As shown in Table 15, there is no significant difference between early stage career professionals and mid or late stage career professionals therefore not supporting the hypotheses that the availability of organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on affective organizational commitment and normative organizational commitment of early stage career professionals than mid or late stage career professionals.

Table 15: Multi-Group Analysis for Availability of OCM Activities, Organizational Commitment, and Career Stages

	Path Coefficient Diff. Early-Mid	Path Coefficient Diff. Early-Late	p-Value Early-Mid	p-Value Early-Late
OCM Activities—POS	0.01	0.12	0.55	0.14
POS—OC-AC	0.07	0.04	0.08	0.18
POS—OC-NC	0.03	0.01	0.35	0.45
POS—OC-CC	0.06	0.04	0.28	0.70

5c. Utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on affective organizational commitment of early stage career professionals than mid or late stage career professionals.

As shown in Table 16, there is no significant difference between early stage career professionals and mid or late stage career professionals therefore not supporting the hypotheses that the utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on affective organizational commitment organizational commitment of early stage career professionals than mid or late stage career professionals.

Table 16: Multi-Group Analysis for Utilization of Available OCM Activities, Organizational Commitment, and Career Stages

	Path Coefficient Diff. Early-Mid	Path Coefficient Diff. Early-Late	p-Value Early-Mid	p-Value Early-Late
OCM Utilization—POS	0.04	0.02	0.34	0.44
POS—OC-AC	0.07	0.04	0.07	0.19
POS—OC-NC	0.03	0.01	0.34	0.44
POS—OC-CC	0.05	0.04	0.29	0.70

5d: Utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on normative organizational commitment of early and mid stage career professionals than late stage career professionals.

As shown in Table 17, there is no significant difference between early, mid, and late stage career professionals therefore not supporting the hypothesis that utilization of available organizational career management activities will have a stronger positive effect on perceived organizational support which will have a stronger positive effect on normative organizational commitment of early and mid stage career professionals than late stage career professionals.

Table 17: Multi-Group Analysis for Utilization of Available OCM Activities, Organizational Commitment, and Career Stages

	Path Coeff. Diff. Early-Mid	Path Coeff. Diff. Early-Late	Path Coeff. Diff. Mid-Late	p-Value Early-Mid	p-Value Early-Late	p-Value Mid-Late
OCM Utilization—POS	0.04	0.02	0.03	0.34	0.44	0.63
POS—OC-AC	0.07	0.04	0.03	0.07	0.19	0.74
POS—OC-NC	0.03	0.01	0.02	0.34	0.44	0.64
POS—OC-CC	0.05	0.04	0.09	0.29	0.70	0.90

Hypothesis 6: OCM Activities and Turnover Intentions

6a. Availability of organizational career management activities will have a negative effect on turnover intentions.

There is no significant relationship between availability of organizational career management activities and turnover intentions, thus not supporting hypothesis 6a.
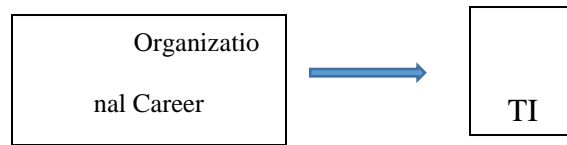
** p<.001, * p<.05

Figure 10: Relationship Between Availability of Organizational Career Management Activities and Turnover Intentions

6b. Utilization of available organizational career management activities will have a negative effect on turnover intentions.

There is no significant relationship between availability of organizational career management activities and turnover intentions, thus not supporting hypothesis 6a.

** p<.001, * p<.05

Figure 11: Relationship Between Utilization of Available Organizational Career Management Activities and Turnover Intentions

VI   DISCUSSION

VI.1 Key Findings and Implications

The availability and utilization of available organizational career management activities have an impact on perceived organizational support.

Prior research has demonstrated the (1) relationship between perceived organizational support and organizational commitment (Mowday, 1982; Mathieu & Zajac, 1990; Meyer & Allen, 1997; Rhoades & Eisenberger, 2002), the (2) relationship between career management activities and organizational commitment (DeVos & Soens, 2008; DeVos et. al 2009; Hemdi & Rahman, 2010; Mohsin et. al, 2013; Guan et. al, 2015), and the (3) relationship between organizational commitment and turnover intentions (Mowday et. al, 1982; Meyer & Allen, 1984; Cohen, 1991). This study examines the r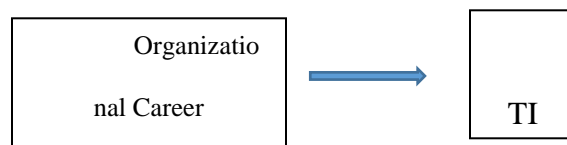elationship between organizational career management activities on affective, normative, and continuance organizational commitment through the lens of Perceived Organizational Support Theory, which has not been previously studied. This study has demonstrated that the availability and utilization of available organizational career management activities have a positive relationship on perceived organizational support. This finding indicates that as organizational career management activities increase, perceived organizational support will increase, or as organizational career management activities decrease, perceived organizational support will decrease. As a result, this study confirms that the offering and utilization of organizational career development activities will impact whether or not employees perceive that the organization cares about them which impacts the reciprocation of care back to the organization.

Perceived organizational support has an impact on affective, normative and continuance commitment.

In addition to confirming that the availability and utilization of available organizational career management activities have a relationship with perceived organizational support, this study also confirms that the perceived organizational support positively impacts affective, and normative organizational commitment, similar to previous findings by Rhoades & Eisenberger (2002), and continuance commitment, contrary to previous studies (Mowday et. al, 1982; Allen & Meyer, 1993; Meyer & Allen, 1997; Sturges et. al, 2002).

Enhanced levels of affective organizational commitment, or the desire to *want* to contribute to the success of the organization, develops the shared values and relational bond between employees and the organization (Meyer & Allen, 1997). According to Meyer & Allen (1997), employees with high levels of affective commitment are valuable employees with high levels of enthusiasm, productivity, and increased desire to remain employed with the organization. This study demonstrates a positive relationship between perceived organizational support and affective organizational commitment indicating that when perceived organizational support increases, affective organizational commitment increases aligning with Meyer & Allen's (1997) previous findings. These results should continue to motivate organizations and business leaders to find ways to show care and concern for employees because as employees' perception of organizational support increases, their desires to want to contribute increases. The increased desire to *want* to contribute to the success of the organization results in increased levels of enthusiasm, productivity, and desire to remain employed with the organization, reducing turnover costs (Meyer & Allen, 1997). However, organizations and business leaders also need to recognize the inverse relationship of low perceived organizational support resulting in low affective commitment which can result in low enthusiasm, high absenteeism, and an increased likelihood that the employee may leave the organization.

The study also demonstrates a positive relationship between perceived organizational support and normative organizational commitment indicating that as perceived organizational support increases, normative organizational commitment, or feeling obligated to contribute to the organization, increases, again aligning with previous research by Meyer & Allen (1997). According to Meyer & Allen (1997), employees with high levels of normative organizational commitment are also valuable employees to the organization with high enthusiasm, a strong desire to contribute to the organization, and an increased desire to remain employed with the organization. However, high levels of normative commitment can also lead to moderate feelings of frustration and resentment because the employees are feeling obligated to contribute to the organization rather than wanting to contribute to the organization (Meyer & Allen, 1997). For example, employees earning an advanced degree through a tuition reimbursement program may exhibit high enthusiasm and a strong desire to contribute to the organization. However, the employees carry resentment and frustration because the tuition reimbursement program requires employees to remain employed with the organization for a designated amount of time without experiencing a penalty to refund the cost of the advanced degree. This resentment could lead to frustration resulting in lower levels of employee satisfaction.

Also, considering the inverse positive relationship, low perceived organizational support can result in low normative commitment which results in low enthusiasm, low desire to contribute, and an increased likelihood to leave the organization. As a result, organizations need recognize the positive and negative implications of high and low levels of normative affective commitment and will need to monitor normative affective commitment closely to balance the negative and positive implications.

Lastly, this study demonstrates a positive relationship between perceived organizational support and continuance organizational commitment. This funding is contrary to limited, previous studies (Mowday et. al, 1982; Allen & Meyer, 1993; Meyer & Allen, 1997; Sturges et. al, 2002) that have demonstrated no significant relationship between perceived organizational support and continuance commitment. The contrary findings may be a result of a strong economy during the time of this study which may results in a stronger influence on internal factors rather than external factors when assessing continuance commitment. Additionally, limited research attention has been directed towards studying continuance commitment. Thus the results of the limited studies may simply not accurately represent the relationship between perceived organization support and continuance commitment as compared the multiple studies regarding the relationship between affective and normative organizational commitment and perceived organizational support.

According to Meyer & Allen (1997), employees with continuance organizational commitment believe that there are strong costs to leaving the organization and feel the *need* to contribute to the organization. Since perceived organizational support has a positive relationship with continuance organizational commitment, this indicates that as employees' perception that the organization cares about them increases, their feeling the need to contribute meaningfully to the organization will increase. Or inversely, if their perception that the organization cares about them decreases, their feeling the need to contribute meaningfully to the organization will decrease. Continuance commitment can be influenced by internal and external factors (Meyer & Allen 1997) and the offering of organizational career management activities is an internal factor that can increase the feelings that the organization cares about the employees. This in turn increases the feelings that the employees need to contribute meaningfully because if they do not

remain employed with the organization, they would lose the benefit of available organizational career management activities. On the inverse, not offering organizational career management activities may result in decreased feelings that the organization cares about them which decreases their need to remain employed with the organization. They may seek new employment with an organization that does provide organizational career management activities. Also, not offering organizational career management activities decreases employees' ability to gain new skills to enhance their marketability which may decrease feelings that the organization cares about them. As previously stated with normative organizational commitment, organizations and business leaders need to monitors the different levels of continuance commitment due to the negative implications of both high and low levels of continuance commitment.

Organizational career management activities do not have a direct impact on turnover intentions.

Although previous studies have found significant correlations between career management activities and individual performance, career success, and employee development (Leibowitz et. al, 1991; Hall, 1994; Noe, 1996; Mone & London, 2010) and previous studies have found that organizations will utilize career management strategies to retain employees (Hemdi & Rahman, 2010; Mohsin, et al, 2013), this study does not find support for the notion that organizational career management activities have a direct impact on turnover intentions. However, the additional components of the research model still should be considered. Since the availability and utilization of organizational career management activities have a positive relationship with perceived organizational support and perceived organizational support has a positive relationship with affective, normative, and continuance commitment, organizations and business leaders need to consider the positive and negative implications of these findings, which

may ultimately impact turnover intentions. When comparing the results of this study with previous studies, the results may differ because previous studies were reviewing contributing factors of turnover intentions. These contributors to turnover intentions may have been influenced by other factors, whereas this study analyzed the direct relationship between organizational career management activities and turnover intentions.

There is no significant difference between career stages.

This study demonstrates that the availability and utilization of organizational career management activities does not impact early, mid, and late stage career professionals differently. Although multiple studies have found that affective commitment declines in the first year of employment (Meyer & Allen, 1987; 1988; Mowday & McDade, 1980; Wanous, 1980) and early stage career professionals are eager to explore career options and better define their skills and interests (Hall, 1976), the results of this study may indicate the need to reexamine the characteristics of the three career stages. Previous studies were conducted prior to 1990 and due to enhanced and non-traditional educational attainment practices in the current workforce, the definitions of the three career stages may need to be modified. The possible uncertainty of the predefined career stages and the results of this study informs organizations to consider developing broad organizational career management activities that apply to all career stages or develop specific activities for each career stage upon better defining the stages, rather than assume that only one career stage needs organizational career management activities more than the others. This study motivates future research to further explore organizational commitment across career stages in the modern day workplace.

Additionally, it is worth noting that there was a significant relationship at the .10 level between early and late stage career professionals when reviewing the relationship between the

availability of organizational management activities and perceived organizational support and between early and mid stage career professionals when reviewing the relationship between the availability and utilization of organizational career management activities on affective organizational commitment. Additional survey participants may have resulted in significant results and it is recommended that this finding be further explored in future research.

VI.2 Contributions

Contributions to Practice

This study can assist organizations with identifying and implementing retention strategies to reduce the high cost of turnover and assist organizations with the decision regarding the return on investment of organizational career management activities. This study demonstrates that organizational career management activities do impact employees' perception that the organization cares about them which impacts their commitment to the organization. Varying levels of affective, normative, and continuance need to be monitored and addressed due to the multiple positive and negative implications of each.

Acknowledging the diversity of age and work experience within the workforce, this study recognizes the added complexity for organizations to retain employees across multiple career stages. Since career stages can be defined utilizing employee age, organizational tenure, and position tenure, it is difficult for organizations to quickly and accurately categorize employees within their appropriate career stages to apply organizational career management activities that may be tailored towards the specific needs of each career stage. Assumptions cannot be made about the specific development needs and commitment behaviors of each stage and further research is needed to explore career stage categorization, differences, and needs.

Contributions to Academic Literature

In regards to career stages, this study can contribute to the academic literature regarding career stage theory and can motivate the exploration of new career stage theories. As the workforce continues to expand with later retirements and evolve with non-traditional career paths and educational attainments, this study encourages additional research to better define, redefine, or add to the existing career stage theories that were established prior to 1980 in alignment with developmental life stage theories.

This study also provides a relevant, current empirical study to the existing literature stream regarding organizational career management activities. It also contributes to the limited academic research regarding the impact of organizational career management activities on organizational commitment across career stages. There are many studies that support the premise that organizational career management activities impact organizational commitment and studies that demonstrate a difference in organizational commitment across career stages, however, there are limited studies that research the impact of organizational career management activities on organizational commitment across career stages. The results of this study support and reinforce previous research regarding the impact of organizational career management activities on organizational commitment while also challenging previous research that supports organizational commitment differences across career stages considering the impact of the availability and utilization of organizational career management activities. This study provides insight into specific activities that may be motivating or influencing the impact of organizational commitment across the various career stages.

This study also contributes to the limited academic literature regarding continuance organizational commitment while also finding results contradictory to previous results that demonstrate a relationship between perceived organizational support and continuance

organizational commitment. This can motivate future inquiry and research regarding continuance commitment and the role it can play in turnover intention and retention strategies.

Contributions to Theory

Lastly, in addition to contributing to the business community and academic literature, this study contributes to the framing and application of Perceived Organizational Support Theory by examining the impact of organizational career management activities on organizational commitment through the lens of Perceived Organizational Support Theory, which has not been previously examined.

VI.3 Limitations and Future Research

Although previous studies have examined affective, normative, and continuance organizational commitment separately, Meyer and Allen (1997) have presented the importance of considering the three areas of organizational commitment as components because employees can demonstrate varying levels of all three areas and the varying levels of all three areas may have different implications. Studying the three areas separately may be diluting the overall implications of varying levels of each area of organizational commitment. Therefore, it is encouraged that future research examine the outcomes of organizational career management activities considering organizational commitment as a whole and with the three areas independently to assess different outcomes and implications within the variations.

Additionally, it needs to be recognized that the continuance organizational commitment indicators did not have a strong Cronbach Alpha, therefore, the findings that perceived organizational support has a positive, significant relationship with continuance organizational support may need to be further researched to reinforce the findings in this study.

Due to the multi-faceted definition of career stages that includes age, position tenure, and organizational tenure, future research is encouraged to better define and examine the components that define career stage categories. Due to enhanced and non-traditional educational attainment practices in the current workforce, it was difficult to accurately define and classify study participants into appropriate career stages to ensure accurate assessment of career stage differences. For example, a subject participant may have graduated college at the age of 22 and may have worked in an hourly position for two years before deciding to pursue a Master's degree at the age of 25. The subject then graduates from the Master's program at the age of 27 and begins his or her salaried career at the age of 28. Therefore, at the age of 30, the subject is still exploring career options and learning workplace dynamics which aligns with the characteristics of an early stage career professional; however, by age, the subject would be defined as a mid-stage career professional. Other examples may include professionals who have made career changes and although they have previous work experience in a specific industry, they are exhibiting early stage career characteristics within their new profession and new employer. Future research should better define and categorize subjects or new career stages be proposed to address the evolution of the current workforce as it relates to age, position tenure, and organizational tenure.

Regarding methodology, sample limitations may have been present as well. The sample for this study included a disproportionate number of females which may be impacting levels of perceived organizational support. Although gender was controlled in the analysis, an equal representation of males and females may have resulted in gender differences in the responses. The sample also included a large number of subjects from large corporations which may be impacting the responses regarding the availability and impact of specific organizational career

management activities. Larger corporations may have the resources to be able to provide organizational career management activities and a variety of activities. Smaller organizations may not have the resources to be able to provide a variety of organizational career management activities, however, if activities are available, they may tend to be more personalized and unique to individual needs. Future research may want to continue to explore the data to assess the distribution of career stages within the different organizations and the impact of availability and utilization of activities within small, medium, and large organizations separately. The results of that study could inform recruitment and retention strategies for small, medium, and large organizations as job candidates are exploring future employer options and the right fit for their individual needs.

Lastly, future research can further explore industry specific or occupation specific differences regarding organizational career management activities and organizational commitment across career stages. Although industry and occupation were controlled in this study, further analysis could be explored within specific industries and occupations.

VII CONCLUSION

Organizational career management activities, perceived organizational support, organizational commitment, career stages, and turnover intentions are all important areas to study to assist organizations with reducing the cost of retention and turnover to positively impact the bottom line. Each concept can be studied individually and this study has researched the concepts comprehensively which has contributed to both practice and academic literature. The evolving dynamics of the workforce and pace in which employees change employers and occupations will be important to consider as organizations attempt to maximize their profits by gaining a return on their investment in their employees.

APPENDICES

Appendix A: G*Power Sample Size Computation

Central and noncentral distributions | Protocol of power analyses

critical F = 1.85481

Test family
F tests

Statistical test
ANCOVA: Fixed effects, main effects and interactions

Type of power analysis
A priori: Compute required sample size – given α, power, and effect size

Input Parameters

Determine =>	Effect size f	0.25
	α err prob	0.05
	Power (1−β err prob)	0.95
	Numerator df	10
	Number of groups	2
	Number of covariates	5

Output Parameters

Noncentrality parameter λ	25.0000000
Critical F	1.8548146
Denominator df	393
Total sample size	400
Actual power	0.9503925

Appendix B: Descriptive Statistics

Frequency and Percentage Summaries of Demographic Information

	Frequency	Percentage
Career Stage		
1. Early (21-30 years old)	141	22.9
2. Mid (31-45 years old)	229	37.1
3. Late (46 years and older)	245	39.7
Race/Ethnicity		
1. African American	53	8.6
2. American Indian	4	0.6
3. Asian	47	7.6
4. Hispanic	29	4.7
5. Pacific Islander	1	0.2
6. White/Non-Hispanic	463	75.0
7. Other	12	1.9
8. Prefer to not answer	2	0.3
Gender		
1. Male	202	32.7
2. Female	409	66.4
3. Other	5	0.8
4. Prefer to not answer	0	0.0
Marital Status		
1. Single	183	29.7
2. Married	338	54.9
3. Divorced, Separated, Widowed	92	14.9
4. Prefer to not answer	3	0.5
Level of Education		
1. Some college	135	21.9
2. Associate degree	92	14.9
3. Bachelor's degree	208	33.8
4. Master's degree	118	19.2
5. Some post-graduate	33	5.4
6. Doctorate/Professional degree	29	4.7
Employment Category		
1. Salaried	317	51.5
2. Salary equivalent (i.e. contract)	88	14.3
3. Hourly, equivalent to $32,000/year salary	210	34.1
Income Before Taxes in Last 12 Months		
1. $25,000-$34,999	54	8.8
2. $35,000-$49,999	120	19.5
3. $50,000-$74,999	188	30.5
4. $75,000-$99,999	120	19.5
5. $100,000-$149,999	81	13.1
6. $150,000 or more	38	6.2
7. Prefer to not answer	15	2.4

Frequency and Percentage Summaries of Demographic Information   (continued)

	Frequency	Percentage
Employer Size		
1. Small (1-24 employees)	105	17.0
2. Medium (25-100 employees)	143	23.2
3. Large (100+ employees)	368	59.7
Employer Industry		
1. Construction/Manufacturing	76	12.3
2. Education	86	14.0
3. Health Services	111	18.0
4. Business, Professional, Financial Services	87	14.1
5. Government	54	8.8
6. Leisure and Hospitality	16	2.6
7. Information and Technology	44	7.1
8. Trade, Transportation, Utilities	29	4.7
9. Other	113	18.3
Occupation		
1. Architecture and Design	8	1.3
2. Art, Media, and Design	23	3.7
3. Building and Grounds	12	2.0
4. Community and Social Service	15	2.4
5. Computer and Information Technology	39	6.3
6. Education, Training, and Library	75	12.2
7. Engineering	26	4.3
8. Entertainment and Sports	6	1.0
9. Farming, Fishing, Forestry	3	0.5
10. Food Preparation and Serving	12	1.9
11. Healthcare	91	14.8
12. Legal Services	12	1.9
13. Life, Physical, Social Sciences	4	0.6
14. Management	56	9.1
15. Military and Protective Services	7	1.1
16. Office and Administrative Support	43	7.0
17. Personal Care and Services	15	2.4
18. Sales and Marketing	33	5.4
19. Transportation	19	3.1
20. Other	51	8.3
Length of Employment in Current Position		
1. <2 years	139	22.6
2. 3-10 years	237	38.5
3. 11-20 years	157	25.5
4. 20+ years	83	13.5
Length of Employment with Current Employer		
1. <2 years	121	19.6
2. 3-10 years	245	39.8

Frequency and Percentage Summaries of Demographic Information_____ (continued)

	Frequency	Percentage
3. 11-20 years	179	29.1
4. 20+ years	71	11.5
Length of Employment in Salary or Salary Equivalent Position		
1. 0-2 years	88	14.3
2. 3-5 years	98	15.9
3. 6-10 years	77	12.5
4. 11-15 years	178	28.9
5. 16+ years	175	28.4

Appendix C: Informed Consent

Georgia State University
Executive Doctorate of Business
Informed Consent

Title: Impact of Career Development Activities on Early, Mid, and Late Stage Career
Professionals
Principal Investigator: Dr. Patricia Ketsche
Student Principal Investigator: Melissa Furman

I.   Purpose:
You are invited to participate in a research study. The purpose of the study is to investigate the
importance of career management activities in retaining early, mid, and late stage career
professionals within an organization. You are invited to participate because you are a current
early, mid, or late stage career professional employed in a salaried, or salary-equivalent position.
A total of 500 participants will be recruited for this study and participation will require
approximately 15 minutes of your time.

II.   Procedures:
If you decide to participate, you will be completing a survey using the Qualtrics survey platform.
The survey should require approximately 15 minutes of your time and you will be compensated
for completing the survey. If you do not meet the initial qualifications needed for the survey, you
will not be able to complete the survey and will not be compensated for your time. If you do not
complete the survey, you will not be compensated for your time.

III.   Risks:
In this study, you will not have any more risks than you would in a normal day of life and your
participation in this study will not cause any consequences. .

IV.   Benefits:
Participation in this study may not benefit you personally; however, overall, we hope to gain
information about early, mid, and late stage career professionals to assist organizations with
retaining employees.

V.   Compensation:
Qualtrics will be compensating you a portion of the $3.60 per respondent fee that is being paid to
collect survey respondents.

VI.   Voluntary Participation and Withdrawal:
Participation in research is voluntary. You do not have to be in this study. If you decide to be in
the study and change your mind, you have the right to drop out at any time. It is preferred that
you do not skip questions because skipping questions may negatively impact the overall validity
and contribution to the research study. If you withdrawal from the study prior to the completion
of the survey, you will not receive the compensation stated above.

VII.   Confidentiality:

We will keep your records private to the extent allowed by law. Dr. Patricia Ketshe and Melissa Furman will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP). You will not be asked for your name or contact information and we will use "Respondent #" rather than you name on study records. The information you provide will be stored on password- and firewall-protected computers; however, please recognize that all information collected via the internet has limited confidentiality. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally.

VIII.   Contact Persons:
Contact Dr. Patricia Ketsche at pketsche@gsu.edu, 404-413-7635, or Melissa Furman at mziegler@student.gsu.edu, 803-257-0333, if you have questions, concerns, or complaints about this study. You can also call if you think you have been harmed by the study. Call Susan Vogtner in the Georgia State University Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu if you want to talk to someone who is not part of the study team. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

IX.   Waiver of Documentation of Consent for Online Studies

If you agree to participate in this research, please continue with the survey.

As a participant of this online survey, you can print a copy of the informed consent form for your records.

Appendix D: Survey

Organizational career management activities are programs or activities provided by an organization to support their employees' career success. For example, management training, networking opportunities, and skill development workshops.

Qualifying Question 1a:
Are career management activities available to you as an employee of your current organization?
- Yes

- No

- Don't Know

If "Don't Know", survey ends.
If "No", Qualifying Question 2 appears.
If "Yes", Qualifying Question 1b appears.

Qualifying Question 1b:
Did you participate in any career management activities provided by your current employer?
- Yes

- No

- Don't Know

Qualifying Question 2:
What is your year of birth? (YYYY)
If Birth Year >1997, survey ends.

Qualifying Question 3:
Please select the employment category below that best defines your current employment.
- Salary (exempt) professional

- Salary equivalent (ie. contract) professional

- Hourly, professional position equivalent to a minimum $32,000/year salary

- Hourly, professional position NOT equivalent to a minimum $32,000/year salary

- Hourly, non-professional position

- Unemployed (ie. not employed, retired, etc.)

If "Salary (exempt) professional", continue to Qualifying Question 4.
If "Salary equivalent (ie. contract) professional", continue to Qualifying Question 4.
If "Hourly, professional position equivalent to a minimum $32,000/year salary", continue to Qualifying Question 4.
If "Hourly, professional position NOT equivalent to a minimum $32,000/year salary", survey ends.
If "Hourly, non-professional position", survey ends.
If "Unemployed", survey ends.

Qualifying Questions 4:
Please indicate the average number of hours you work per week.

- 35+ or more hours per week (1)

- Less than 35 hours per week (2)

If "35+ or more hours per week", continue to Qualifying Question 5.
If "Less than 35 hours per week", survey ends.

Qualifying Question 5:
What is your highest level of education?

- Completed some high school

- High school graduate or equivalent

- Completed some college

- Associate's degree

- Bachelor's degree

- Completed some post-graduate

- Master's degree

- Doctorate, Ph.D, Law, Medical, or Professional degree

If "Completed some high school", survey ends.
If "High school graduate or equivalent", survey ends.
If "Completed some college", survey continues.
If, "Associate's degree" survey continues.
If "Bachelor's degree" survey continues.
If "Completed some post-graduate", survey continues.
If "Master's degree", survey continues.
If "Doctorate, Ph.D, Law, Medical, or Professional degree", survey continues.

Current Employment.
Q1. What is the job title of your current position?

Q2. How long have you been employed in your **current position**?

- Less than 2 years

- 3-10 years

- 11-20 years

- 20+ years

Q3. How long have you been employed with your **current employer**?

- Less than 2 years

- 3-10 years

- 11-20 years

- 20+ years

Q4. How many years have you been working in a salary or salary-equivalent position?

- 0-2 years

- 3-5 years

- 6-10 years

- 11-15 years

- 16+ years

Q5. Please select the **<u>industry</u>** that best describes your current employer:
- Construction

- Education

- Health Services

- Financial Services

- Government

- Leisure and Hospitality

- Manufacturing

- Natural Resources & Mining

- Professional and Business Services

- Information and Technology

- Trade, Transportation, and Utilities

- Other:

Q6. Please select the **<u>occupation category</u>** that best describes your **<u>occupation</u>**.
- Architecture and Design

- Art and Design

- Building and Grounds

- Business and Financial

- Community and Social Service

- Computer and Information Technology

- Construction and Extraction

- Education, Training, and Library

- Engineering

- Entertainment and Sports

- Farming, Fishing, and Forestry

- Food Preparation and Serving

- Healthcare

- Legal

- Life, Physical, and Social Science

- Management

- Media and Communication

- Military

- Office and Administrative Support

- Personal Care and Services

- Protective Services

- Sales and Marketing

- Transportation

- Other:

Q7. Considering all locations, what is the approximate size of your current employer?
- Small (1-24 employees)

- Medium (25-100 employees)

- Large (100+ employee) (3)

Organizational Career Management Activities:
Please answer the following questions regarding your current employer and your organizational career management activities.

Q8. My employer uses performance appraisals as a basis for career planning.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q9. I receive career planning assistance from my direct supervisor
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q10. I receive career planning assistance from my human resource department.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q11. My employer provides mentoring opportunities.

Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q12. My employer provides resources (ie, websites, brochures, etc.) on career development.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q13. My employer appreciates and supports individual development efforts.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q14. My employer supplies full information about job openings.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q15. My employer develops career plans with individuals.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q16. My employer supports and encourages job rotation assignments to learn about different opportunities within the organization.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q17. My employer provides retirement preparation programs.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q18. My employer encourages the pursuit of formal education as part of career development.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q19. My employer provides career development workshops.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Organizational Commitment:
Q20. I would be very happy to spend the rest of my career with my current employer.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q21. Too much of my life would be disrupted if I decided I wanted to leave my employer right now.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q22. My employer has a great deal of personal meaning for me.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q23. I would feel guilty if I left my current employer now.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q24. I do not feel any obligation to remain with my current employer.
Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q25. I feel as if my current employer's problems are my own.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q26. Even if it were to my advantage, I do not feel it would be right to leave my current organization.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q27. If I had not already put so much of myself into this employer, I might consider working elsewhere.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q28. I do not feel a strong sense of belonging to my current employer.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q29. I owe a great deal to my current organization.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q30. I do not feel "emotionally attached" to my current employer.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q31. It would be very hard for me to leave my current employer right now, even if I wanted to.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q32. I am not afraid of what might happen if I quit my job without having another one lined up.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Perceived Organizational Support:
Listed below are statements that represent possible opinions you may have about working at your current employer. Please indicate the degree of your agreement or disagreement with each statement that best represents your point of view about your current employer.

Q33. The organization values my contribution to its well-being.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q34. The organization fails to appreciate any extra effort from me.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q35. The organization would ignore any complaints from me.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q36. The organization really cares about my well-being.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q37. Even if I did the best job possible, the organization would fail to notice.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q38. The organization cares about my general satisfaction at work.
    Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q39. The organization shows very little concern for me.
   Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q40. The organization takes pride in my accomplishments at work.
   Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Turnover Intentions:
Q41. I consider leaving my current employer one day.
   Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q42. I constantly want to quit my current job.
   Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q43. I will try to look for a suitable new job next year.
   Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Q44. I think my own prospects will not be good if I continue to stay with the company.
   Strongly disagree   Somewhat disagree   Neither agree nor disagree   Somewhat agree   Strongly agree

Reasons for Leaving Previous Employment:
Q45. Thinking about your previous employers, what were your reasons for leaving? Please select all that apply.
   - I have only worked for one employer and I have not left previous employers.

   - Lack of upward mobility.

   - Pay increase at new employer.

   - Employer did not care about my success.

   - Employer was not "socially responsible".

   - Employer was not "environmentally responsible"

   - Employer was not a "good fit".

   - Negative relationships with supervisor.

   - Negative relationship with coworker.

   - Career change

   - Other:

Open-Ended Questions:
Q46. What can your employer do to demonstrate care for you?

Q47. What are the most important characteristics you consider when choosing an employer?
Q48. If you are thinking about leaving your current employer, what could your employer due differently to retain you as an employee?

Demographics:
Q49. What is your **race/ethnicity**?

- African American

- Asian

- Pacific Islander

- American Indian

- Hispanic

- White/Non-Hispanic

- Other:

- I prefer to not answer.

Q50. What was your individual income before taxes during the past 12 months?
- Less than $25,000

- $25,000-$34,999

- $35,000-$49,999

- $50,000-$74,999

- $75,000-$99,999

- $100,000-$149,999

- $150,000 or more

- I prefer to not answer.

Q51. What is your marital status?
- Single (never married)

- Married

- Divorced, Separated, Widowed

- I prefer to not answer.

Q52. What is your gender?
- Male

- Female

- Other

- I prefer to not answer.

Q53. Which generational cohort do you most identify with?
- Millennial/Generation Y

- Generation X

- Baby Boomers

- I do not identify with a generational cohort.

- I do not know enough about the different generational cohorts to be able to answer this question.

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VITA

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Melissa has a passion for helping individuals with career, professional, and leadership development and serves as a visiting faculty member for leadership training and professional development programs. Melissa's research and business interests include: generational diversity in the workplace, women's leadership, and technical professionals transitioning into management roles and plans share her knowledge through facilitating workshops in the business community and publishing in scholarly journals.

Prior to becoming the Assistant Dean, Melissa served in multiple roles within university career centers at Augusta University, Johns Hopkins University, The University of Georgia, and Emory University.

Melissa completed her Doctorate of Business and Masters of Science degree in Professional Counseling from Georgia State University and her Bachelor of Arts degree in Psychology from Susquehanna University in Selinsgrove, PA. Melissa is a National Certified Counselor (NCC) and a Certified Career Development Facilitator (CDF).

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