THE EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON CAREER MANAGEMENT

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Abstract

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Transformational leaders are believed to be able to take into account the needs of the organization and the individuals who are part of them. They are said to be able to communicate a vision of the organization and take into account the developmental and self-actualization needs of their followers. The processes that are required for the simultaneous development of the organization and individuals has an impact on career management, yet organizations appear to be shifting the responsibility onto the individuals' shoulders, claiming that they can no longer sustain these initiatives. This study attempts to determine whether transformational leaders impact the career management strategies that their followers adopt and whether these strategies lead to intentions to leave the organization. Using a framework proposed by Guthrie, Coate, and Schwoerer (1998) and transformational leadership theory, a web-based survey was conducted using a snowball sampling technique. One hundred and seventeen respondents rated their supervisor's leadership style, the career management strategies that they use, their aspirations, opportunities for advancement within their organization, and their intentions to leave. Findings suggest that transformational leaders influence career management strategies, yet these career management strategies do not impact intentions to leave. Implications and future research directions are discussed.

Dedication

I would like to dedicate this thesis to my husband, Serge Caron, and our children, Philippe, François, André, and Richard. Your love and encouragement mean the world to me.

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It would not have been possible for me to complete graduate studies and this thesis without help from a number of people. First and foremost, I want to thank my husband, Serge Caron, for making sure that all the pieces were in place and providing an environment that allowed me to follow my dream. Serge, you never ceased to believe in me even during the times when I did not believe in myself. I want to thank our children Philippe, François, André, and Richard, who never once complained about the amount of time that I spent studying and collaborated wholeheartedly in everything that concerned our family. I could not be more proud of the fine young men that you have become. I would also like to thank Dr. Kathleen Boies, my thesis supervisor, for allowing me the space that I needed to find my own way and Dr. Linda Dyer for pointing out that I was "all over the place". That comment was not only appropriate, it was a true eye opener and proved to be instrumental in helping me focus on what was important, in more ways than one. Thank you!

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The Effects of Transformational Leadership on Career Management

Introduction

In recent years, organizational instability has been a regular feature in the popular press. Organizations appear to be fighting for survival and looking for ways to rationalize their work processes as well as their workforce. As a result, larger organizations have resorted to cutting jobs by the thousands, thereby contributing to greater employment instability with resounding effects on organizations of all sizes. In addition, paternalistic paradigms are shifting as organizations are unable to guarantee long-term employment, which has had a profound effect on careers. Organizations are no longer interested in managing careers (Callanan, 2003) and employees are expected to shoulder this responsibility (Brousseau, Driver, Eneroth, & Larsson, 1996). Many organizations explain this shift in responsibility by arguing that one, career management is largely an individual concern and two, they can no longer sustain career management initiatives (Atkinson, 2002).

It may indeed be possible for individuals to manage their own careers; they are often entering the workforce with higher levels of education and they continue to acquire skills and increase their level of proficiency during their working lives, all of which contribute to increasing their marketability. However, this development does not occur in a vacuum nor does it occur only before the individual enters the workforce; it continues throughout the individual's working life and benefits both the individual and the organization.

While assessing whether it is possible for individuals to manage their own careers is an important question, perhaps an equally important question is whether it is desirable, from an organizational perspective. In other words, how does this shift in responsibility affect the organization? Perhaps one of the most serious repercussions concerns the risk that individuals will no longer focus on the organization's developmental goals, and instead choose to focus only on their own (Adams, 2005; Arthur, Khapova, & Wilderom, 2005). Worse yet, they may decide to leave the organization entirely. Miles and Snow (1996) take this argument one step further and predict that organizations of the future will serve their employees, rather than the other way around.

As the organization's representatives, leaders play a central role in maintaining balance between the organization and its employees; they look toward the future and contribute to the development of the organization and its people (Kouzes & Posner, 2002). Therefore, we need to understand how leaders can achieve the organization's developmental goals if individuals are encouraged to consider their development as an activity that is independent of the organization. Some activities, such as formal education, occur outside of the organizational context. However, this is but one form of developmental activity and numerous others occur within an organizational context. Understanding the role that leadership plays in career management initiatives should provide some insight regarding the effects of shifting responsibility onto the employees' shoulders.

This thesis attempts to gain some understanding of whether leadership style, or more specifically transformational leadership, has an impact on the career

management strategies that individuals adopt, and whether these strategies contribute to the development of the organization by influencing individuals to remain in the organization. In order to achieve this, it is important to understand the changes that have affected organizations and the people who are part of them. Therefore, the sections that follow will provide an overview of the changes that have led up to a shift in paradigm, a discussion of how these changes have affected career management initiatives, as well as the role that transformational leadership is believed to play in this process. These sections will be followed by the proposed model and related hypotheses, a detailed description of the study that was conducted, a discussion of the results, limitations and suggestions for future research directions.

Organizations and People

In the past century, organizations have undergone extraordinary changes. Business ventures that began as single-owner enterprises transformed into complex organizations, or virtual social systems (Ackoff, 1998). Organizational and social stability allowed organizations to adopt a paternalistic approach where continued employment was exchanged for loyalty and commitment (Atkinson, 2002), and individuals often remained with one organization for the duration of their working lives (Arthur & Rousseau, 1996).

The creation of these complex organizations had significant implications for individuals, who often abandoned self-employment in favour of security that organizations offered. Stable employment contributed to greater personal wealth and higher levels of education, and added skills allowed individuals to make greater

contributions to the organizations' development. In essence, individuals and organizations formed a relationship whereby the development of one contributed to the development of the other, and both parties took care of each other.

However, the end of the twentieth century and the beginning of the 21st brought about many changes at ever-increasing speed. In order to adapt and survive, organizations have had to restructure and divest themselves not only of some of their physical attributes, such as parts of their organizations and their workforce, but also of some of the paternalistic paradigms that they held.

The changing organizational context brought about turbulence and instability that has had an impact on the individuals who are part of these organizations, as well as on the very nature of the relationships that they have with each other. Brousseau et al. (1996) suggest that these relationships have suffered a "progressive destabilization" and other researchers even suggest that these relationships have shifted away from a relational nature towards a more transactional one (Callanan, 2003; Hall & Moss, 1998).

One of the consequences of these new relationships concerns career management. While many organizations argue that they cannot guarantee long-term employment and that employees should manage their own careers, there is reason to believe that career management should also be an organizational concern (Ng, Eby, Sorensen, & Feldman, 2005). Miles and Snow (1996) argue that career management is dictated by the shape of an organization, and as we have seen, organizational restructure has altered them. This can be further explained from two different

perspectives; the first from an economics perspective, and the second from a marketing perspective.

A career, from an economics perspective, is much like any other service that is bought and sold and follows the laws of supply and demand. While these laws are often associated with an examination of their effects on the quantity and price of consumer goods, they also apply to services, whether these services are provided by organizations or individuals. As will be argued later, a career is indeed a service that individuals provide to employers in exchange for economic gain (Wilson & Davies, 1999). As such, a career will follow the same patterns or mechanisms as products or services that react to complements, substitutions, and the search for equilibrium (for the basics of the laws of supply and demand, see Pindyck & Rubinfeld, 2001).

From a marketing perspective, a career is closely associated with market demand, except in this case, the market for careers is composed of organizations and the providers are individuals. In any event, the same rules apply and we have witnessed cases of insufficient demand that resulted in a product's demise. Cloth diapers, manual typewriters, and carbon paper are prime examples. In the same way, careers evolve in response to the demand for them, and given that they evolve within an organizational context, flatter organizations bring about changing career opportunities, adding substance to this argument.

A review of the literature should provide some insight with regards to the individual's and the organization's perspectives on career management.

Career Management for Organizations and Individuals

Wilson and Davies (1999) define a *career* as "a long-term accumulation of education, skills and experience that an individual sells to an employer or employers, to try to provide the lifestyle that he or she wants for himself or herself and dependants" (p. 102). This definition is in keeping with a perspective that views a career as interacting with the environment (Arthur, Hall, & Lawrence, 1989) and incorporates the relational element between individuals and organizations (Arthur et al., 1989; Betz, Fitzgerald, & Hill, 1989). It also takes into account a broader perspective than vocations, professions, or occupations and assumes that individuals do not "change" careers.

Organizational career management can be defined as the formal career development activities that are initiated and managed by an organization (Sturges, Guest, Conway, & Mackenzie Davey, 2002). These include programs such as training and development (both in-house and external programs), tuition reimbursement, as well as more elaborate programs such as employee development plans, skill assessment, and internal promotion systems (Eby, Allen, & Brinley, 2005). Organizations claim that they can no longer afford the time it takes to actively develop their employees (Baruch, 2004; Thite, 2001) because of today's frenetic pace, and this has created a serious barrier to the viability of many of these organization-initiated career management activities (Atkinson, 2002). Lack of interest and time constraints that result from ongoing organizational renewal have shifted the responsibility for career management onto the employees' shoulders (Bish, Bradley, & Sargent, 2004; Brousseau et al., 1996; Ito, 2003). Yet, career

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management continues to be a part of the performance appraisal process (Budhwar & Baruch, 2003), which suggests that career management is still important to organizations. While in the current organizational context one may be hard pressed to find examples of CEOs who started their careers in the mailroom, we must recognize that individuals are not born into these positions; they have to work their way there. While few individuals attain this degree of advancement, progression occurs at lower levels as well.

From the individual's perspective, *career management* can be defined as work-related behaviors that individuals adopt to improve their current situation and prepare for the future (Sturges et al., 2002). This definition encompasses various behaviors that are used to explore, develop, and implement career goals (Noe, 1996). However, the focus of this thesis will be placed on the implementation aspect because of its emphasis on how goals are achieved rather than on how they are set. More specifically, career management strategies that individuals adopt to achieve their career goals will be examined.

As we can see, career management holds very different meanings for organizations and individuals. For the organization, career management represents activities, while for the individual, career management represents behaviors. This suggests that the "shift" in responsibility that organizations have undertaken may not be an actual shift but rather a form of abandonment, since no real activity has been transferred.

There is reason to believe that organizations should continue their involvement in career management. First, career management can serve as a coping

mechanism that allows organizations to maintain production during times of change (Appelbaum, Ayre, & Shapiro, 2002). Employees who are familiar with the organization are better able to cope with the discomfort that inevitably occurs during times of change. They also provide potential for filling in gaps that are created due to turnover. Second, it contributes to organizational development and provides insurance against obsolescence (Vaught, Hoy, & Buchanan, 1985), stagnation, and paralysis (Arthur & Kram, 1989), providing an opportunity to be proactive rather than reactive. Organizations, much like products and services, are subjected to the same laws of supply and demand. If they do not adapt to the changing demand for their services, they run the risk of becoming obsolete and employees are one of the most important sources for bringing about and implementing organizational change. Third, career management acts as a shield against over reliance on external sources of talent (Vaught et al., 1985) by enabling organizations to take advantage of internal talent (Appelbaum et al., 2002; Eby et al., 2005) that it has either wittingly or unwittingly contributed to developing. Fourth, a decrease in career management efforts has been associated with decreased motivation and the deterioration of relationships within the organization (Atkinson, 2002). Finally, career management has been linked to organizational commitment (Sturges et al., 2002) and may therefore influence whether or not individuals wish to remain in the organization.

These arguments suggest that, rather than abandon career management activities altogether, perhaps organizations need to explore other alternatives. Instead, contemporary organizations may need to adopt a more integrated approach that addresses the needs of everyone concerned by providing support to their

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employees in their career management efforts, rather than pursuing traditional

organizational career management (Atkinson, 2002; Baruch, 2003; Kuo, 2003).

Individuals are already taking career management into their own hands.

Therefore, it may be important to understand what is taking place in order to gain

some understanding of how this affects organizations. The following section should

provide some insight.

A Paradigm Shift

Individuals have been depending on organizations to manage their

careers for many decades and this tradition is so ingrained that many employees still

expect organizational involvement (Atkinson, 2002). At the same time, the

progressive disinterest that organizations have displayed in career management has

forced them to recognize that organizations are less committed to them (Thite,

2001). As a result, individuals are increasingly, albeit sometimes reluctantly

(Baruch, 2004), adopting a *protean* career, which can be defined as a career that

focuses on the individual's personal needs and values rather than on organizational

rewards (Hall, 2004). This new paradigm represents a shift towards greater self-

reliance (Hall & Moss, 1998); the individual assumes responsibility for career

choices and can therefore more easily adapt to changing employment circumstances

(Adams, 2005). During this process, the individual who cannot rely on the

organization for assistance will adopt career management strategies in order to

advance his/her career.

The individual's increased level of independence has not been without repercussions for employers who may now be faced with employees who are more interested in preparing for their own personal advancement than pursuing organizational objectives. Organizations now have to adjust to an increasingly mobile workforce and leaders, as the organization's representatives and driving force, have to adjust to these changes as well. This suggests that the leader's role takes on even greater importance and the need to understand individuals' career management strategies takes on added significance.

Career Management Strategies

Noe (1996) defined career management strategies as a set of behaviors that "increases the likelihood of career goal attainment" (p. 122). Gould and Penley (1984) identified strategies that individuals use in order to advance their careers; these include investments in time and effort, as well as seeking visibility and approval. Using this framework, Guthrie, Coate, and Schwoerer (1998) proposed two broad types of career management strategies. The first type, *relationship-oriented strategies* "involve working through or with other people" (Guthrie et al., 1998), and is composed of three factors: *seeking mentoring, building networks*, and *self-presentation*. All of these strategies involve relationships between individuals and therefore reflect the social aspect of career management. More specifically they refer to behaviors whereby individuals seek career guidance (seek mentoring), establish links with influential individuals both inside and outside the organization (building networks), and ensure that their accomplishments are noted by superiors

(self-presentation). The second type, *self/work-oriented strategies*, moves away from relationships to focus on the individual, the task, and skill development. It is composed of two factors: *maintaining career flexibility* and *extended work involvement*. The associated behaviors include developing skills and experiences that will be needed in the future (maintain career flexibility), and investing oneself in work beyond what is normally required (extended work involvement).

These career management strategies play an important role in the individual's career management initiatives, and as argued earlier, it is important to understand how the leader can bring both the individual's and the organization's goals into alignment, and in the process, attain a form of equilibrium. A prime example of the type of leader that can accomplish this is the transformational leader, who appeals to followers by communicating the organization's vision and at the same time elevating followers' needs for development and self-actualization (Bass, 1998). This suggests that transformational leaders are able to take into account the needs of all parties concerned.

Transformational Leadership Theory

Scholars have displayed a great deal of interest in the Full Range Model of Leadership that Bass (1985, 1998) developed based on earlier work that had been conducted by House (1977), and by James MacGregor Burns (1978). This model provided a new perspective to leadership research that had used other paradigms such as contingency theories. Perhaps one of the most important contributions this research has made is the examination of leadership as a developmental process for

all employees, and the recognition of their contribution to the organization. Bass (1998) hoped to demonstrate that leaders who attempt to transform their environments are more effective than those who resort to either constructive or corrective transactions, or those who tend to avoid their responsibilities.

Transformational leadership is made up of four distinct yet interrelated types of behaviors. Through *idealized influence*, also referred to as charisma, the leader acts as a role model with high moral and ethical standards, and attempts to gain the respect, trust, and admiration of his followers; through *inspirational motivation,* the leader inspires, motivates, provides a shared vision of the organization as well as meaning and challenge to the followers' work; through *intellectual stimulation,* the leader develops and nurtures creativity, innovation, and participation in the search for solutions; finally, through *individualized consideration*, the leader tends to the developmental and growth needs of his/her followers, and to the development of potential (Bass, 1998). According to Avolio and Bass (2004), one of the objectives of transformational leadership is to promote the development at the individual, group, and organizational levels.

Bass (1998) suggested that, although all leaders display a mixture of behaviors, the most effective leaders display mainly transformational components. While transformational leaders focus on providing rewards or dispensing punishment, they also focus on their ability to motivate, inspire, stimulate, and develop subordinates, elements that focus on the development of relationships over the long term.

Transformational leaders, through their sense of vision and inspiration, are thought to be altruistic (Price, 2003) and able to direct followers' attention away from self-centered goals in order to focus on the organization's vision and objectives. While this redirection may be necessary in order to reach a form of cohesiveness that ensures the proper functioning of the organization, higher-order goals cannot be sustained indefinitely. At some point in time, the individual's personal goals must be addressed as well (Vaught et al., 1985). Bass (1998) recognized that the follower's need for *self-actualization*, which is defined as the development of an individual's full potential (Maslow & Kaplan, 1998), constituted an important aspect of transformational leadership. In other words, while the transformational leader has the ability to direct the follower's attention towards the organization's vision and goals, it was not meant to exclude the follower's needs in the process. The individualized consideration component attests to this.

Bass (1998) argued that one of the leaders' roles is to develop leadership within their subordinates, not only at the top but at every level in the organization. This is in keeping with an ideal set forth by Kouzes and Posner (2002) who described *leadership* as "a process ordinary people use when they are bringing forth the best from themselves and others" (p. xxiii). Transformational leaders tend to display these types of behaviors. As discussed previously, transformational leaders strive to inspire, motivate, stimulate, and develop the individuals around them. Therefore, it appears that the transformational components address developmental issues, by encouraging initiative and autonomy, rather than only performance issues and expecting blind obedience.

Transformational leadership is of particular interest and lends itself well to the study of career management for three reasons. First, transformational leadership and career management both depict developmental processes. Second, both encompass a long-term aspect. Lastly, transformational leaders act as gatekeepers of the organization's vision and the individual's growth needs. Therefore, examining transformational leadership and career management together should provide valuable insight as to whether the developmental needs of the organization and the individual can be consolidated through the leader.

Purpose of the Research

Transformational leaders bridge the gap between the organization and the individuals who are part of it. They are thought to encourage follower development through creativity, innovation, continuous improvement, and self actualization. At the same time, career management, which used to form the bridge between people and organizations, is being abandoned. Thus, paradoxically, it appears that organizations want leaders who build relationships, yet their waning interest in career management communicates an inability or unwillingness to foster relationships with their employees.

There is little doubt that organizational needs have changed considerably and maintaining flexibility, even with regards to the workforce, is now crucial to survival. On the other hand, employees need to maintain flexibility in order to survive the winds of organizational change. However, this leaves important gaps with regards to the level of stability that organizations require in order to develop,

and the stability that individuals require in order to maintain and sustain their lives outside the organization. Therefore, additional research is needed in order to better understand where these two domains converge.

The above arguments lead me to my research question: Are individuals' career management initiatives supported by transformational leaders and will these initiatives influence intentions to leave the organization? The answer to this research question should provide some insight regarding the seemingly opposing directions that transformational leadership and career management have taken. For the organization, the need for transformational leadership does not reside only with transforming the organization; on a more concrete level, it means transforming people. For the individual, career management provides added insurance of employability. These organizational and individual objectives require continuous, simultaneous development and provide benefits for both organizations and employees. From the organization's perspective, career management ensures a steady flow of available manpower; from the individual's perspective, it ensures progression. Furthermore, from an economics perspective, it strives to reach equilibrium between supply and demand, and from a marketing perspective, it provides insurance against obsolescence. Lastly, from a relational aspect, it ensures that both parties are working together, not against each other. Only concerted efforts can ensure that all these perspectives are in alignment (Arthur & Kram, 1989). Hypotheses are outlined below and represented in Figure 1.

Figure 1. Proposed Model and Hypotheses

Transformational leadership

Career Management Strategies
Seek mentoring
Network building
Self-presentation
Maintaining career flexibility
Extended work involvement

Career aspirations

Opportunities for advancement

Intention to leave
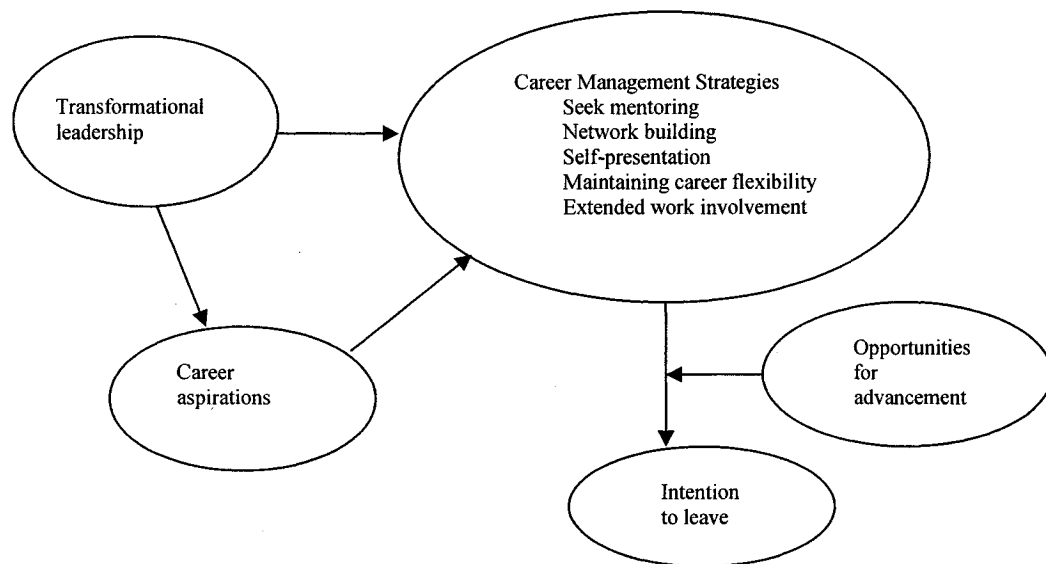
Hypotheses

As we have seen earlier, transformational leadership is oriented towards relationship building. The idealized influence component suggests that transformational leaders act as role models and the other components, intellectual stimulation, individualized consideration, and inspirational motivation tend to the individuals' needs to be nurtured, inspired, and encouraged to develop to their full potential. Furthermore, the altruistic qualities that transformational leaders are thought to possess suggest that they will act in the organization's and the individuals' best interests. In other words, leaders who are transformational will promote the development of the organization and the development of their subordinates.

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Research in the area of transformational leadership has focused by and large on establishing links with employee performance and attitudes. Positive links have been found with job satisfaction, satisfaction with the leader, and motivation (Judge & Piccolo, 2004), self-efficacy, and group cohesiveness (Pillai & Williams, 2004) as well as positive organizational outcomes such as organizational commitment (Bycio, Hackett & Allen, 1995; Pillai & Williams, 2004), performance (Lim & Ployhart, 2004; Walumbwa, Wang, Lawler, & Shi, 2004), and leader effectiveness (Lowe, Kroeck, & Sivasubramaniam, 1996). However, less attention has been paid to developmental issues, such as career management. While Dvir, Eden, Avolio, and Shamir (2002) found some support for the impact of transformational leadership on follower development, their study did not assess career management. Rather, in their field experiment, leaders who received transformational leadership training were found to have an impact on their followers' development by increasing their self-efficacy, collectivistic orientation, and ability to exhibit independent critical thinking. What is notable based on the review of the literature is an apparent absence of research examining the relationship between leadership and the utilization of career management strategies.

The following sections provide a discussion of the five career management strategies under review in this thesis, as well as research that has been conducted in each area.

Mentoring

Mentoring is considered to be a career enhancement tool (Eby &
Lockwood, 2004) and is recognized as a career management strategy (Joiner,
Bartram, & Garreffa, 2004). However, mentoring programs that are initiated by the
organization are sometimes treated as a form of reward (Bish et al., 2004) and are
usually reserved for high potential employees (Eby & Lockwood, 2004). Protégés
have reported career related benefits such as career planning, exposure and visibility,
sponsorship for promotions (Eby & Lockwood, 2004), as well as an increased sense
of marketability (Eddleston, Baldridge, & Veiga, 2004). These positive results tend
to suggest that individuals who wish to advance their careers may be interested in a
mentoring relationship. However, formal mentoring programs are not generally
initiated by the individual and are not accessible to everyone.

Joiner et al. (2004) suggest that one of the main reasons individuals seek
a mentor is the pursuit of career success, and that the mentoring relationship has a
positive influence on career progression and perceptions of career success. These
findings identify what individuals hope to gain by seeking a mentor, yet little is
known regarding the antecedents of seeking a mentoring relationship in an
organizational setting. Formal mentoring programs are unable to provide these
answers since they are usually initiated by a third party.

Sosik and Godshalk (2000) described the mentoring relationship as
career oriented with a focus on development over the long term; they also found that
protégés were more likely to receive mentoring from a transformational leader. This
may suggest that transformational leaders are more open to supporting and

encouraging their followers to engage in mentoring relationships, either with themselves or with some other mentor. Therefore, the following hypothesis is proposed:

H1: Transformational leadership will be positively related to followers seeking a mentoring relationship as a career management strategy.

Networking

Prospective entrepreneurs and small business owners rely extensively on networking for the various resources that they need in order to survive and flourish (Miller & Besser, 2005), and the existence of a large number of associations, such as professional associations, attests to the popularity of networking. In the current context, *networking* can be defined as relationships that are developed and maintained based on their potential to provide work and career assistance (Forret & Dougherty, 2004).

Some of the networking behaviors that are adopted by individuals include going to lunches, joining professional associations, socializing, and seeking high visibility assignments (Forret & Dougherty, 2001, 2004). These examples demonstrate that networking can take place either inside or outside the organization.

Networking has been identified as an added benefit in mentoring relationships in that mentors provide protégés with access to individuals in higher level positions (Forret & Dougherty, 2004). While both mentoring and networking involve relationship building, the two are distinct concepts. Individuals are deemed to pursue career benefits in both types of relationships. However, networking

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relationships are less intense, less personal, and are based on potential, rather than on actual assistance (Forret & Dougherty, 2004).

In a career context, networking has generated some theoretical and empirical interest. This technique is frequently used successfully not only in the initial job search when the individual is just entering the job market (Marmaros & Sacerdote, 2002) but also when he/she is already employed (Wahba & Zenou, 2005), and some support has been found for its effects on perceived and objective career outcomes (Forret & Dougherty, 2004). It is sometimes viewed as a form of security against unemployment (Forret & Sullivan, 2002). While research suggests that men who adopt networking behaviors report more progress than women (Forret & Dougherty, 2004), and managers experience better salary progression than non-managers (Gould and Penley, 1984), there is nonetheless reason to believe that most individuals can benefit from networking behaviors. Furthermore, Michael and Yukl (1993) examined both internal and external networking, and found that both were related to employee advancement in the organization. Therefore, it could be argued that networking can be perceived by individuals as an effective career management strategy to obtain valued career outcomes.

As can be seen, much of the research on networking examines career outcomes and individual differences in relation to these outcomes. However, antecedents to networking appear to have generated less interest. One of the few such studies examined the influence of personal and job characteristics on the use of various networking behaviors (Forret & Dougherty, 2001); their findings suggest

that position within the organization, and some personality traits were predictors of the various forms of networking behaviors.

This paucity of research on antecedents leaves an important gap in the literature: the environment's influence on the use of networking behaviors. The leader plays an important role in the individual's environment and there is reason to believe that the leader will influence networking behaviors. First of all, by and large, networking is a highly accepted means for achieving valued goals and as such its use may be encouraged rather than discouraged. Secondly, as argued earlier, the transformational leader tends to the follower's needs for development and self-actualization. As such, it could be inferred that he/she will act as a sponsor for the individual's career needs and career sponsors have been found to be related to access to information and resources (Seibert, Kraimer, & Linden, 2001). The transformational leader is also thought to act as a mentor, and it has been argued earlier that mentors provide access to networking opportunities. Therefore, as a career sponsor and mentor, the transformational leader is thought to influence networking opportunities. Therefore, the following hypothesis is presented:

H2: Transformational leadership will be positively related to the followers' use of network building as a career management strategy.

Self-presentation

Self-presentation is defined as behaviors that individuals use to regulate their image in order to control how they are perceived by others (Beauvois & Dubois, 2001; Gould & Penley, 1984; Sosik, Avolio, & Jung, 2002). In essence,

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these behaviors are adopted in order to make the individual look good. Self-presentation strategies are generally utilized whenever individuals feel that they will be evaluated, and take on added importance when the evaluator has the ability to grant a desired outcome (Beauvois & Dubois, 2001).

There are many reasons that help explain why individuals will make use of self-presentation. The bar has been raised for individuals who wish to advance in their careers and employees cannot afford to simply coast until they retire. Job loss due to downsizing and closures reported in the popular press suggest that individuals need to be more competitive than ever before, not only to advance in the organization, but also to keep their jobs; the number of organizations who have terminated their CEOs attests to this. Self-presentation strategies are utilized not only in situations where individuals try to avoid negative repercussions, such as job loss, but also in situations where they wish to obtain some positive outcome, such as getting promotions.

Self-presentation is a strategy that is often used by applicants during the recruitment process (Hazer & Jacobson, 2003), a critical time for creating a good impression. This rationale could also be extended to individuals who wish to advance in their careers, since they undertake a similar process. In fact, Forret and Dougherty (2004) found a positive relationship between self-presentation and number of promotions, compensation, and perceived career success.

Research in this area appears to have concentrated on examining when individuals engage in self-presentation behaviors, such as during a job interview, and why they do so, such as avoiding negative repercussions or obtaining a desired

outcome. However, little research has attempted to examine other factors that trigger the use of self-presentation, such as how other individuals influence its use or the risk that is incurred when engaging in these behaviors.

It was argued earlier that transformational leaders focus on building relationships. They encourage initiative, creativity, and innovation, allowing the individual to exercise autonomy, and propose solutions other than agreed-upon transactions. Furthermore, they communicate the organization's vision and objectives. It could therefore be inferred that this clear communication will reduce ambiguity by providing the individual with information that will allow him/her to engage in self-presentation that is in line with organizational objectives, and the autonomy will allow him/her to take risks by stepping outside pre-determined boundaries. In other words, the individual will feel more confident in presenting his/her ideas because he/she has been encouraged to do so and because he/she knows what is important. Therefore, the following hypothesis is proposed:

H3: Transformational leadership will be positively related to the followers' use of self-presentation as a career management strategy.

Maintain Career Flexibility

Guthrie et al. (1998) referred to *maintain career flexibility* as work-directed behaviors whose purpose is to develop skills and expertise that are likely to contribute to future advancement. It represents the individual's initiatives to adapt to organizational changes, and to seek opportunities to gain experience and broaden

skills. This career management strategy was previously coined creating opportunities by Gould and Penley (1984) and both labels will be used interchangeably.

Some evidence suggests that individuals of all kinds place substantial emphasis on developing skills that will serve them in the future. Using Gould and Penley's (1984) framework, Kuo (2003) conducted a study in Taiwan and found that creating opportunities was consistently reported to be a highly utilized career management strategy. Furthermore, there were no significant differences in terms of gender, marital status, age, education, work experience, salary, or position. While this explains its popularity for individuals of all types, it does not explain why individuals adopt this as a career management strategy.

Research suggests that willingness to participate in development activities (McEnrue, 1989; Noe, 1996), as well as motivation and supervisor support (Noe & Wilk, 1993) are important predictors of employee participation in development activities. Therefore, there is reason to believe that transformational leaders will influence their followers in this direction. It has been argued that transformational leaders look toward the future, encourage development, and stimulate their followers. This suggests that they will encourage followers to respond to today's needs, to adapt to organizational changes, and to prepare for the future. Therefore, the following hypothesis is proposed:

H4:   Transformational leadership will be positively related to the followers' use of maintaining career flexibility as a career management strategy.

Extended Work Involvement

In essence, *extended work involvement* represents the investment individuals make in their jobs (Gould & Penley, 1984), over and above what is generally expected (Bolino & Turnley, 2005). The sole purpose of this strategy is to develop proficiency and skills; it does not involve a relationship between individuals and for this reason, Guthrie et al. (1998) termed this strategy as work/self oriented.

While investing time and effort into one's job may appear desirable, some evidence suggests that this may not always be the case. In fact, Gould and Penley (1984) described extended work involvement as a "preoccupation". Yet, a preoccupation with work, even when it is undertaken voluntarily, has been found to lead to negative outcomes such as work-family conflict and job stress (Bolino & Turnley, 2005).

In a study conducted among research and development professionals, Aryee (1992) found that career management strategies were related to the perceptions of what is valued in the organization. This suggests that the individual who uses extended work involvement as a career management strategy may be doing so because it is expected, not because he/she really wants to. In another study, Cropanzano, Howes, Grandey, and Toth (1997) examined the effects of work environments on job involvement; their findings suggest that extended work involvement generated negative outcomes in political work environments, and positive outcomes in supportive environments. These studies suggest that organizational environment exerts an influence on how extended work involvement affects employees.

Given that leaders constitute an important element of the individual's environment and that organizational environment has an important impact on the outcomes of extended work involvement, it could be inferred that transformational leaders will influence the use of extended work involvement as a career management strategy. However, it has also been suggested that truly transformational leaders are attentive to the individual's needs and therefore it could be inferred that they may not expect the level of "preoccupation" that is associated with extended work involvement and may discourage its use. Therefore, the following hypothesis is proposed:

H5: Transformational leadership will be negatively related to the followers' use of extended work-involvement as a career management strategy.

Career Aspirations

In a general sense, aspirations are viewed as future intentions (Otis, Grouzet, & Pelletier, 2005), as preferences and ambition (Tharenou & Terry, 1998), and correspond to an ideal to a certain degree. Specifically, *career aspirations* are defined as a desire to advance or progress in an organizational or work-related context (Nauta, Epperson, & Khan, 1998).

Some studies provide insight regarding the factors that influence the development of career goals, or aspirations. However, much of this research has concentrated on processes that occur prior to the individual's entry into the workforce and has been conducted with students. For instance, children's and students' decision-making processes and initial career choice (Gati, Krausz, &

Osipow, 1996; Solberg, Brown, Good, Fischer, & Nord, 1995; Wall, Covell, & MacIntyre, 1999), gender differences (Correll, 2004; Nauta et al., 1998), and culture (Fouad & Byars-Winston, 2005) have been examined.

Other research suggests that educational and career aspirations as well as perceptions of opportunity may be influenced by environmental forces such as family, peers, and school (Wall et al., 1999). This research also suggests that people who are significant to the individual are able to influence career aspirations. Therefore, it could be argued that the individual's career aspirations may be influenced by situations and significant people and that they may change over time.

However, little research has examined the processes that occur after the individual enters the workforce. This leaves an important gap with regards to how aspirations evolve in response to acquired experience, changing opportunities, and significant people after they enter the workforce. Yet, there is reason to believe that these factors will influence career aspirations.

There is reason to believe that transformational leaders may influence the follower's career aspirations, either actively or passively. First, they are thought to act as coaches or mentors (Bass, 1998). Second, they may be perceived as role models and influence the follower in that fashion. Third, transformational leaders are thought to motivate, inspire, and contribute to the individual's needs for development and self-actualization. Fourth, Scandura and Williams (2004) found that transformational leadership influences career expectations, a concept that is similar to career aspirations. Therefore, the following hypothesis is proposed:

H6: Transformational leadership will be positively related to the followers' career
aspirations.

Tharenou and Terry (1998) argued that managerial aspirations influence attitudes and behaviors that ultimately lead to career progression. In a general sense, these managerial aspirations can be compared to goals, insofar as a *goal* is viewed as something an individual wishes to achieve (Ivancevich & Matteson, 2002) or as "the purpose for which one engages in a task" (Van Yperen, 2003, p. 1006). This comparison allows for a generalized interpretation that can be extended to career aspirations and allows us to view aspirations as a motivating force. In other words, career aspirations influence the adoption of behaviors, or career management strategies, in order to achieve career goals. Locke and Latham (1990), who originated goal setting theory, considered goals to be of utmost importance because they believed that they are at the heart of most human action. This motivating force can also be explained with Fishbein and Ajzen's (1975) theory of reasoned action, which proposes that intentions lead to behavior. In the present case, aspirations can be viewed as intentions, and career management strategies are the behaviors that result from these intentions.

It could be argued that career aspirations will play an important role in the adoption of career management strategies, given that individuals are increasingly responsible for managing their own careers. That is, having greater career aspirations will likely lead individuals to adopt career management strategies in order to reach their goals. In a more basic sense, individuals will adopt career

management strategies because they wish to advance their careers; this presupposes that they possess career aspirations. This leads to the next hypothesis:

H7: The followers' career aspirations will be positively related to his/her adoption of career management strategies.

Greenhaus, Callanan, and Kaplan (1995) suggest that setting career goals is essential in career management, arguing that this process provides the individual with direction and can serve as a mechanism for planning how to achieve his/her career aspirations. While the individual's career aspirations likely reflect his/her individual preferences and perceptions, the immediate supervisor has an opportunity to provide the individual with information that may not otherwise be available. For example, during the performance appraisal process, the employee and his/her immediate supervisor can review not only past performance, but future opportunities as well. This process sets the stage for discussions concerning the follower's aspirations, skills, abilities, necessary development, and potential adoption of career management strategies. Therefore, the following hypothesis is proposed:

H8: The followers' career aspirations will partially mediate the relationship between transformational leadership and the followers' use of each of the career management strategies.

Intentions to Leave

Individuals cannot develop solely for the benefit of the organization; the individual must benefit as well (Vaught et al., 1985). The follower who has adopted

career management strategies in the hope of advancing his/her career will therefore have expectations of career progression. This leaves the individual with two options: either remain with the organization, or pursue his/her career elsewhere.

It has been argued earlier that mentoring, networking, and self-presentation are relationship-oriented career management strategies that involve developing relationships with other people (Guthrie et al., 1998). Through mentoring, the individual seeks an interrelationship with someone who will assist with developmental and behavioral assistance; through networking, he/she seeks channels that will potentially lead to career progression; through self-presentation, he/she will display progressive development. These three strategies cannot be adopted in isolation. They can only function through other people.

These relationships are often, albeit not exclusively, created with other individuals within the organization. It could therefore be argued that developing relationships with other people in the organization may influence them to remain in the organization. However, while it could be argued that networking, particularly networking with individuals outside the organization, could influence intentions to leave the organization, some research suggests otherwise. For instance, networking was found to have a positive relationship with advancement within the organization, regardless of whether the networking occurs inside or outside the organization (Michael & Yukl, 1993).

It could be argued that relationship-oriented career management strategies act as a positive influence on longer-term employment because they may foster organizational commitment, which has been found to be negatively related to

turnover intentions (Tett & Meyer, 1993). Interestingly, in an effort to separate cognitive and emotional attachment to the organization, Dvir, Kass, and Shamir (2004) examined the relationship between transformational leadership and affective commitment to the organization. Their research suggests that imparting vision creates an emotional bond. Therefore, it could be argued that individuals who adopt career management strategies that are relationship oriented will develop affective commitment with the organization and therefore will not have strong intentions to leave. This leads us to the next set of hypotheses:

H9a: The followers' use of the seek-mentoring career management strategy will be negatively related to his/her intention to leave.

H9b: The followers' use of the network-building career management strategy will be negatively related to his/her intention to leave.

H9c: The followers' use of the self-presentation career management strategy will be negatively related to his/her intention to leave.

Sullivan (1999) argued that contemporary workers choose marketability because they cannot count on job security. This suggests that employees who are expecting to leave on a moment's notice are constantly preparing themselves for change, thereby adopting career management strategies that keep their skills and experience up to date. Through maintaining career flexibility and extended work involvement, individuals seek to self-develop in order to be prepared to change jobs at a moment's notice. In other words, they will adopt career management strategies that are self/work oriented. Therefore, the following hypotheses are proposed:

H9d: The followers' use of the maintain career flexibility career management

strategy will be positively related to his/her intention to leave.

H9e: The followers' use of the extended work-involvement career management

strategy will be positively related to his/her intention to leave.

Opportunities for Advancement

There is reason to believe that opportunities for advancement will

moderate the relationship between the adoption of career management strategies and

intentions to leave. Research conducted by Ito and Brotheridge (2005) suggests that

career adaptability, which includes development activities and networking, was

positively related to intentions to leave, and affective commitment was negatively

related to intentions to leave. While they argue that adaptability can be perceived as

valuable both within the organization and outside the organization, their study did

not take into account any internal opportunities that may or may not exist. Yet,

intuitively, an individual who partakes in career management strategies and wishes

to advance in his/her career, will seek opportunities either within the organization or

outside of it. Therefore, the following hypothesis is proposed:

H10: Opportunities for advancement will moderate the relationship between the five

career management strategies and the followers' intentions to leave.

In summary, transformational leaders are thought to go beyond self-

interests and attempt to ensure that organizational and individual needs are in

alignment. Therefore, they will ensure that the individuals' developmental needs are

provided for by helping them achieve career goals. Since organizations claim that they are no longer able to manage their employees' careers, individuals are taking charge and adopting career management strategies in order to achieve their career-related goals. It is being suggested here that transformational leaders will influence their followers' initiatives.

Furthermore, it is expected that career aspirations will partially mediate the relationship between transformational leadership and the five career management strategies, that the relationship-oriented career management strategies will have a negative relationship with intention to leave, that the work/self-oriented career management strategies will be positively related to intention to leave, and that opportunities for advancement will moderate the relationship between career management strategies and intentions to leave.

In order to test the hypotheses that have been proposed, employed individuals assessed their supervisor's leadership style and responded to questions regarding career-related issues such as strategies and aspirations, mobility, alternatives, and intentions to leave. The methodology adopted in order to test the hypotheses and the results of the online survey that was conducted are provided in the sections that follow.

Method

Sample and Procedure

Career management is an activity that may be undertaken by anyone who holds a job, regardless of position, educational background, size of the organization, or type of industry. In order to better understand whether leadership exerts an influence on career management, it is important to include participants who represent each of these elements, or categories. Therefore, the researcher chose a *snowball sampling* technique for data collection in an effort to achieve a diverse representation. Snowball sampling consists of selecting a sample based on personal contacts and then requesting potential participants to nominate other individuals who may be willing to participate in the research (Whitley, 2002). Snowball sampling has been used successfully in other studies (Inkson & Myers, 2003; Metz, 2004; Raymark, Schmit & Guion, 1997) and has also been conducted using a web-based survey (Jandeska and Kraimer, 2005; Tansel & Güngör, 2003).

Individuals who are part of the researcher's personal network of contacts were solicited to participate in a web-based survey and asked to forward the request to individuals who are part of their own personal networks. Contacts were not required to inform the researcher of the names of the individuals to whom the requests were forwarded. To ensure confidentiality and to reduce the risk that the messages would be deleted by service providers, individual emails were sent to 92 friends, relatives, neighbours, and former colleagues, with a follow up message being sent two weeks later (see Appendix A). The message contained a brief introduction, links to both the English and French versions of the survey, the

password needed to access the survey, and a request that the message be passed along to friends, family, and colleagues who may be willing to participate in the survey. The website included instructions regarding the time required to complete the survey, a consent form, an assurance that they could terminate participation at any given moment without repercussions and that the responses would remain anonymous, an invitation to pass along the request to friends, relatives, and colleagues, as well as a questionnaire that was accessible after entering a password (see Appendix B for English and Appendix C for French).

Collecting data through the Internet may incur some disadvantages. For instance, one of the problems associated with this type of data collection concerns the risk of the survey being accessible to individuals who should not otherwise have access. However, requiring a password is thought to minimize this risk (Stanton, 1998). Potential hackers would need to have access not only to the website, but also to the contents of the email message that contained the password. On the other hand, this type of data collection presents many advantages. First, widespread use of the Internet allows greater flexibility in reaching a large number of individuals in a short period of time; most people have access to a computer either at home, at school, at the office, or through other sources such as Internet cafés. Second, online surveys reduce some of the risk of error associated with the manipulation of paper copies (Stanton, 1998). It eliminates the risk of the response getting lost in the mail system, and reduces data entry errors associated with transcribing the information from paper copies since data is automatically entered into a database. Third, online surveys contribute to the voluntary aspect of participation; respondents can complete

the survey at their convenience, removing external pressure that may be exerted when the survey is administered under supervision since there is no interaction between the respondent and the survey administrator (Whitley, 2002). Furthermore, the request can be forwarded by the respondent, thereby minimizing the sense of obligation that may occur if the recipient received the request directly from the researcher. Fourth, it allows the participant to forward the request easily, without the inconvenience of handling paper copies, envelopes, and postage. Fifth, it contributes to safeguarding anonymity, since responses were not sent directly to the researcher; rather, they were gathered on the John Molson School of Business website. Finally, when compared to paper and pencil surveys, online surveys contain less missing data (Stanton, 1998). Therefore, it was felt that the speed, convenience, accessibility, and anonymity, would contribute to increased participation, as well provide more complete and accurate information.

One hundred and seventy-three responses were collected on the website, which resulted in 117 (67.6%) usable responses. These included 61 English responses (52.1%) and 56 French responses (47.9%), composed of 81 women (69.2%) and 36 men (30.8%). On average, the respondents were 45 years of age (SD=9.73). Since there is no way of knowing how many requests were actually sent out, it is not possible to calculate the percentage of responses relative to the number of requests. However, given that the number of responses is greater than the number of initial requests sent out, it would appear that the snowball sampling technique was effective.

The sample is composed of individuals who are between 20 and 65 years of age, who have accumulated up to 45 years of work experience (M=24.14, SD=9.84), have been employed by the same organization up to 40 years (M=10.37, SD=9.81), have occupied their current position for up to 28 years (M=5.77, SD=5.95), and have reported to the same supervisor for up to 20 years (M=3.16, SD=3.39). With regards to level of education, 21 participants have completed High School (17.9%), 13 have completed a Technical Diploma (11.1%), 23 have completed College (20%), 57 have a University degree (48.7%), and 3 have received some other form of education (2.6%).

The positions occupied by the respondents within the organization are as follows: 9 are part of Upper Management (7.7%), 13 are Executives (11.1%), 21 are Middle Management (17.9%), 14 are First-level Management (12%), 9 are Supervisors (7.7%), 33 are Staff (28.2%), and 18 occupy other positions (15.4%). With regards to the types of industries, the following was reported: 23 were from Manufacturing (19.7%), 15 from Finance/Insurance/Banking (12.8%), 12 from Public Services (10.3%), 12 from Health (10.3%), 10 from Education (8.5%), 10 from Wholesale/Retail Trades (8.5%), 7 from Communications (6%), 3 from Transportation (2.6%), and 25 from other industries (21.4%). With regards to reported organization size, 57 respondents work in organizations that employ less than 500 people (48.7%), 12 work in organizations that employ between 501 and 1,000 people (10.3%), 16 work in organizations that employ between 1,001 and 5,000 people (13.7%), 26 work in organizations that employ more than 5,001 people (19.7%), and 6 respondents did not supply this information (5.1%).

Therefore, the sample includes individuals from various organization sizes, and representation was gathered from each education level, position level, and type of industry. In summary, this research was intended to capture responses from a diverse workforce occupying a variety of positions, from different types of organizations and industries. This objective appears to have been achieved.

Measures

The web-based survey consisted of questionnaires that were intended to rate the career management strategies that the respondents utilize, their career aspirations, their intentions to leave the organization, as well as assess their immediate supervisor's transformational leadership style. Other questions were included in order to assess the respondents' perceptions of alternatives or internal mobility, and demographic characteristics. The survey was made available in both English and French versions, and can be found in Appendices D (English) and E (French). However, due to copyright restrictions, only four sample items of the Multifactor Leadership Questionnaire are included. Details of the measures, including any modifications that were made to the original questionnaires, are provided below.

Transformational leadership. Using the Multifactor Leadership Questionnaire (MLQ) – Form 5X (Bass & Avolio, 1995), which has been used extensively in prior research, respondents were asked to indicate the frequency with which their supervisor displayed the transformational behaviors. Twenty items were used to assess the four components of transformational leadership: inspirational

motivation (4 items), idealized influence (8 items), intellectual stimulation (4 items), and individualized consideration (4 items). Items were measured using a 5-point scale (0 = never to 4 = always). Sample items of transformational leadership include "Specifies the importance of having a strong sense of purpose", "Talks enthusiastically about what needs to be accomplished", "Considers that you have different needs, abilities, and aspirations from others", and "Gets you to look at problems from many different angles". Prior research indicates that the four transformational leadership subscales form one higher-order factor (Avolio, Bass, & Jung, 1999), therefore all items have been combined into one scale in this study.

Career management strategies. This construct was measured using a questionnaire proposed by Guthrie et al. (1998); this instrument is a modified version of the Career Strategies Inventory that was developed by Gould and Penley (1984). The questionnaire that was utilized by Guthrie et al. (1998) contained 25 items; however, three items that did not load onto any factors in their study were not included here, reducing the number of items to 22. Slight modifications were made to the questionnaire: verbs in the past tense were changed to the present tense, and wording was changed to reflect statements that would be made by the respondent. For instance, the word "you" was changed to "my".

Guthrie et al. (1998) found that the items reflected two broad dimensions, each with associated subscales. Relationship-oriented strategies subscales included seek mentoring (5 items), build networks (4 items), and self-presentation (3 items) while work-oriented strategies subscales included maintain career flexibility (7 items) and extended work involvement (3 items). Each item was measured on a 7-

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point scale (1 = do not use or rely upon at all to 7 = use or rely upon to a great extent). Respondents were asked to indicate their reliance on such items as "Make my boss aware of assignments I want" and "Keep career options open."

Intention to leave. This construct was measured with three items which were used in previous research (Arnold & Mackenzie Davey, 1999). In order to provide consistency with other scales in the survey and facilitate mixing questions with other measures that required the same anchors, the original 5-point range was extended to seven points. It was thought preferable to increase rather than decrease scales, when necessary. Using a 7-point scale, respondents were asked to indicate their agreement with each statement (1 = strongly disagree to 7 = strongly agree). Items included "I frequently find myself thinking about leaving this organization."

Career aspirations. Career aspirations were included as a mediator variable. A 19-item instrument developed by Tharenou and Terry (1998) was used to assess two dimensions of aspirations: desired aspirations (13 items), which depict preferences and ambition, and enacted aspirations (6 items), which represent actual behavior. Only slight modifications were made to the original questionnaire; wording was changed to reflect aspirations to advance in more general terms, since some of the questions in the original questionnaire specified aspirations for advancement to a managerial position. Only those items that were specific to management aspirations were modified to reflect a more general career progression. Also, "frequency" anchors that had been utilized in Tharenou and Terry's (1998) study did not appear to correspond to the questions relating to desired aspirations. Therefore, the anchors were changed to (1 = strongly disagree to 7 = strongly agree).

However, the frequency anchors were maintained for the items relating to enacted aspirations. In both cases, the scale ranges were increased to 7 points (instead of 1 to 5) in keeping with reasons stated earlier. Sample items include "My aspirations are very high in regard to professional recognition and achievement" (desired aspirations) and "I have discussed my career prospects with someone with more experience in the department/organization" (enacted aspirations).

Perceived alternatives and mobility. In order to assess whether intention to leave could be attributed to career management strategies, it was felt that it would be necessary to assess perceived lack of alternatives and internal mobility. Therefore, two moderator variables were included: lack of alternatives and perceived employee internal mobility. Lack of alternatives was measured using three items proposed by Powell and Meyer (2004). A sample item includes "What keeps me working at this company is the lack of opportunities elsewhere." Using a 7-point scale (1 = strongly disagree to 7 = strongly agree), respondents were asked to indicate the extent to which they disagreed or agreed with the statements. In this case, a low score indicated high perceptions of alternatives and a high score indicated perceptions of few alternatives.

In order to assess perceived mobility, four items were used from a questionnaire proposed by Landau and Hammer (1986). In their study, perceived mobility had been found to be significantly related to intention to leave. Two items were rated on a 7-point scale (1 = strongly disagree to 7 = strongly agree), and two items were rated on a 6-point scale (1 = I have no chances at all to 6 = I have very high chances). Sample items include "It would be easy to find a job in another

department within this organization" and "What are your chances of moving to a job at a higher level within your current organization?"

Control variables. Research indicates that many factors can be attributed to an individual's behavior to advance in his/her career. For instance, age has been found to be a predictor of motivation to advance (Nabi, 2000), willingness to engage in self-development that may lead to career advancement (McEnrue, 1989), networking behavior (Nabi, 2003), and it has also been found to be negatively related to intentions to leave (Landau & Hammer, 1986). In addition, Guthrie et al. (1998) had found age to be negatively related to seek mentoring, and positively related to both maintaining career flexibility and extended work involvement.

Organization size is yet another factor that has been found to exert an influence on individual's career management (Baruch & Peiper, 2000; Nabi, 2000). In this study, it was deemed necessary to control for this since respondents represent organizations of all sizes. Also, it could be argued that ambitious individuals will be more attracted to the perceived opportunities for advancement that larger organizations can offer, and that career management programs are more often found in organizations that had this characteristic.

It was also deemed necessary to control for the type of industry the respondent's organization was part of, as well as the number of hours of contact the respondent had with his/her supervisor, since this may exert an influence on his/her evaluation of the supervisor's leadership style as well as the opportunity for the supervisor to influence followers. That is, the influence that supervisors have on

their subordinates may be reduced depending on the amount of contact between the two (Howell, Neufeld, & Avolio, 2005).

Translation of the Questionnaires. Translation of the MLQ into French has been previously validated (Cacciatore, Faulk, Perret, & Antonakis, 2003). All of the other questionnaires were translated into French by the researcher, whose mother tongue is English but who possesses a high proficiency of the French language, and were verified by two other individuals: the thesis supervisor, whose mother tongue is French, and a professional translator.

Data Cleansing

Missing data. The web-based survey generated 173 responses. Of these, 31 (17.9%) were eliminated because they were blank, 17 (9.8%) were eliminated because the Multifactor Leadership Questionnaire (MLQ) – Form 5X was not completed, and 8 (4.6%) were eliminated because of missing data based on the following criteria: more than one missing item in measures that included up to five items, and more than two missing items in measures that included six or more items. Therefore, 117 responses were retained in the final sample.

Outliers. Standardized scale scores were computed in order to detect the presence of univariate outliers. According to Tabachnick and Fidell (1996), a z score greater than 3.29 in absolute value, that is, more than three standard deviations of the mean, indicates a possible outlier. In the current study, no univariate outliers were detected.

Data Analysis

Factor Analysis and Reliability. As a first step, Cronbach's alphas for the five subscales of the career management strategies questionnaire were calculated; they did not generate sufficient levels of reliability. Cronbach's alphas for three of the five subscales were below the normally accepted cut-off point of .70; seek mentoring was .82, build networks was .53, self-presentation was .61, maintain career flexibility was .76, and extended work involvement was .68. Therefore, a principal components factor analysis with Varimax rotation was conducted; it did not support five factors. However, a scree plot (see Figure 2) confirmed the presence of one major factor. Therefore, another principal components factor analysis was conducted, forcing all items onto one factor. According to Stevens (1996), items whose loadings are less than .4 should be dropped. Therefore, three items were eliminated from the analyses. Cronbach's alpha was computed for the remaining items and was found to be .90. Therefore, all subsequent analyses for career management strategies were conducted as only one variable, rather than using the five subscales proposed by Guthrie et al. (1998).

Figure 2

Scree plot of factor analysis of career management strategies questionnaire

Scree Plot
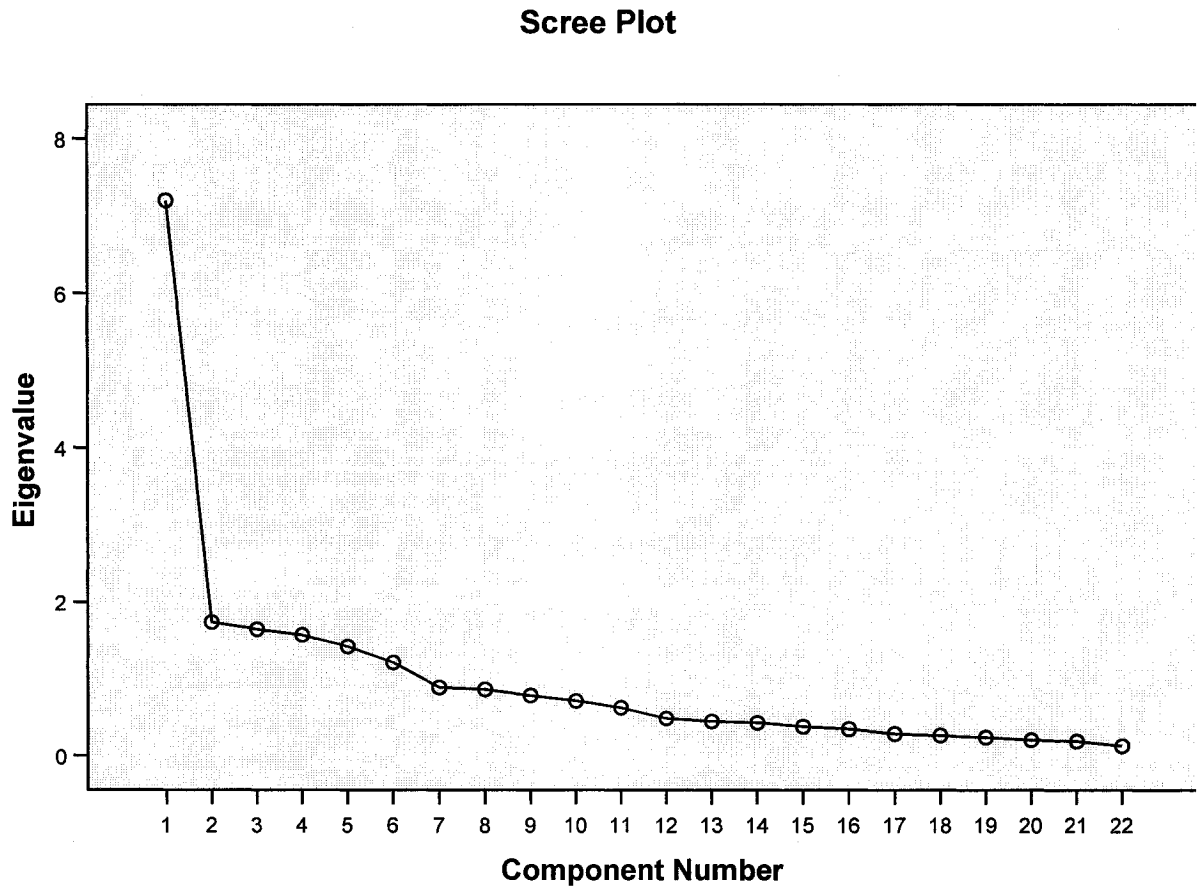
Results from the factor analysis of the aspirations questionnaire indicated

the presence of four factors whose Eigenvalues were above 1. The first factor

included 11 out of the 13 items in the desired aspirations factor, and the second

factor included four out of the 6 enacted aspirations factor. In the first factor, the two

items that did not load as expected were dropped since, unlike the remaining

questions, they did not appear to measure advancement. Similarly, in the second

factor, the two items with low factor loadings were dropped because they did not

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appear to measure aspirations. After eliminating these items, Cronbach's alphas were found to be .93 for desired aspirations and .82 for enacted aspirations.

Test of comparison of means. In order to determine whether any differences were found between English and French questionnaires, and between the responses received from men and women, means were compared. None of the comparisons were significant. Results are presented in Table 1 (gender) and Table 2 (language).

Table 1

Mean comparisons based on gender

| Scale | Female | | Male | | |
	Means	SD	Means	SD	F
TFL	2.31	.80	2.24	.74	.20
CMS	4.65	1.07	4.68	1.02	.02
Aspirations (D)	4.56	1.57	4.58	1.36	.01
Aspirations (E)	4.35	1.52	4.36	1.56	.00
Alternatives	2.82	1.42	2.89	1.20	.07
Mobility	-.01	.84	.03	.82	.08
IL	3.19	1.82	3.20	1.64	.00

Note: TFL: Transformational leadership; CMS: Career Management Strategies; Aspirations (D): Desired aspirations; Aspirations (E): Enacted aspirations; IL: Intention to leave.

Table 2

Mean comparisons based on language

Scale	English		French		
	Means	SD	Means	SD	F
TFL	2.30	.79	2.28	.78	.03
CMS	4.65	1.02	4.68	1.09	.03
Aspirations (D)	4.78	1.52	4.32	1.46	2.77
Aspirations (E)	4.50	1.55	4.19	1.51	1.22
Alternatives	2.86	1.36	2.82	1.35	.02
Mobility	-.08	.89	.09	.75	1.15
IL	3.34	1.79	3.03	1.72	.93

Note: TFL: Transformational leadership; CMS: Career Management Strategies; Aspirations (D): Desired aspirations; Aspirations (E): Enacted aspirations; IL: Intention to leave.

Tests of the hypotheses. After having conducted the factor analyses

described above and checked for reliability, correlation and regression analyses were

conducted in order to test the proposed hypotheses. It should be noted that, based on

the results of the factor analyses, Hypotheses 1 through 5, and 9a through 9e could

not be tested as proposed. Instead, hierarchical regression analyses, which included

control variables, were conducted for alternate forms of these hypotheses.

Nonetheless, correlation and regression analyses were used to test Hypotheses 6 and

7. In addition, Baron and Kenny's (1986) method was used to test for mediating

effects for Hypothesis 8, and moderating effects for Hypothesis 10. The following

section provides a discussion of the results of these analyses.

Results

Means, standard deviations, intercorrelations and Cronbach's alphas were calculated for each of the variables of interest. Only the Cronbach's alpha for alternatives lies slightly under the .7 cut-off point normally accepted; nonetheless, it falls within a moderate range (Robinson, Shaver, & Wrightsman, 1991) and it has been argued that characteristics of the sample can affect this measure of internal consistency (Whitley, 2002), rendering the .7 cut-off point a rule of thumb. Therefore, this variable was retained in the analyses. Table 3 presents the results.

Table 3

Means, Standard Deviations, Intercorrelations among Variables and Cronbach's Alphas

		Mean	SD	1	2	3	4	5	6	7
1.	TFL	2.29	.78	**.94**						
2.	Aspirations (D)	4.56	1.50	.02	**.93**					
3.	Aspirations (E)	4.35	1.53	.21*	.41**	**.82**				
4.	CMS	4.66	1.05	.23*	.53**	.62**	**.90**			
5.	IL	3.19	1.76	-.27**	.22*	-.04	.17	**.80**		
6.	Alternatives	2.84	1.35	-.02	-.17	-.22*	-.21*	.23*	**.66**	
7.	Mobility	3.38	1.54	.26**	.23*	.31**	.26**	-.27**	-.32**	**.84**

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
Cronbach's alphas are indicated in bold in the diagonals.

As stated earlier, the factor analysis and the Cronbach's alphas that were computed for the career management strategies questionnaire did not generate results that supported the use of the five subscales proposed by Guthrie et al. (1998). Rather, the factor analysis suggested the use of one single factor, from which only three items were removed due to their low factor loadings, leaving 19 items that

loaded onto one factor. Therefore, Hypotheses 1 through 5, which proposed a link between transformational leadership and the five individual subscales could not be tested. Furthermore, Hypotheses 9a through 9e, which proposed relationships between the various career management strategy subscales and intention to leave could not be tested either.

Alternately, an examination of career management strategies as only one factor was conducted. Table 3 indicates relationships that are both positive and significant with transformational leadership ($r = .23$, $p < .05$), desired career aspirations ($r = .53$, $p < .01$), enacted career aspirations ($r = .62$, $p < .01$), perceptions of employee internal mobility ($r = .26$, $p < .01$), as well as a negative and significant relationship with perceived lack of alternatives ($r = -.21$, $p < .05$). Regression analyses that were conducted in order to test these relationships will be discussed further.

Instead, the link between transformational leadership and career management strategies was tested, using as control variables age, size of organization, hours of contact with supervisor, and type of industry. As indicated in Table 4, the introduction of transformational leadership after the control variables yielded a significant change in the multiple correlation, lending support to this hypothesis[1].

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[1] It was hypothesized that the first four career management strategies (seek mentoring, build networks, self-presentation, and maintain career flexibility) would display a positive relationship with transformational leadership, and that extended work involvement would display a negative relationship. Therefore, additional regressions were performed in order to determine whether any differences could be detected when the two items that measured extended work involvement were not included in the calculation of the overall career management strategies scale. No differences were found either in significance or in the direction of the relationships.

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Table 4

Hierarchical Regression Analysis Testing the Relation between Transformational Leadership and Career Management Strategies

	Career Management Strategies			
	R^2	ΔR^2	ΔF	ß
Step 1	.13	.13	1.28	
Age				-.23*
Hours of contact/supervisor				.05
Size of organization				.07
Communication industry				-.02
Education industry				-.02
Finance industry				.10
Health industry				-.08
Manufacturing industry				-.18
Public service industry				.05
Transportation industry				-.02
Sales industry				.16
Step 2	.17	.04	4.51*	
Age				-.22*
Hours of contact/supervisor				.04
Size of organization				.03
Communication industry				.01
Education industry				-.04
Finance industry				.09
Health industry				-.07
Manufacturing industry				-.14
Public service industry				.08
Transportation industry				-.01
Sales industry				.17
Transformational leadership				.21*

* $p < .05$

Hypothesis 6 proposed that transformational leadership was positively related to career aspirations. Hierarchical regressions were conducted to test the relationship between transformational leadership and both types of career aspirations: enacted and desired, using the same control variables as previously. As indicated in Table 5 (enacted aspirations) and Table 6 (desired aspirations), these hypotheses were partially supported. A marginally significant relationship was found between transformational leadership and enacted career aspirations, but the relationship with desired career aspirations was not significant.

Table 5

Hierarchical Regression Analysis Testing the Relation between Transformational Leadership and Enacted Career Aspirations

| | Enacted Career Aspirations | | | |
	R^2	ΔR^2	ΔF	β
Step 1	.15	.15	1.56	
Age				-.23*
Hours of contact/supervisor				-.08
Size of organization				.14
Communication industry				.06
Education industry				-.12
Finance industry				.12
Health industry				-.16
Manufacturing industry				-.14
Public service industry				.04
Transportation industry				.01
Sales industry				-.08
Step 2	.18	.03	3.61[†]	
Age				-.22*
Hours of contact/supervisor				-.09
Size of organization				.11
Communication industry				.08
Education industry				-.14
Finance industry				.12
Health industry				-.15
Manufacturing industry				-.10
Public service industry				.06
Transportation industry				.03
Sales industry				-.07
Transformational leadership				.18[†]

[†] $p < .10$, * $p < .05$

Table 6

Hierarchical Regression Analysis Testing the Relation between Transformational Leadership and Desired Career Aspirations

	Desired Career Aspirations			
	R^2	ΔR^2	ΔF	ß
Step 1	.24	.24	2.62**	
Age				-.36**
Hours of contact/supervisor				-.11
Size of organization				-.00
Communication industry				-.02
Education industry				-.22*
Finance industry				.05
Health industry				-.17
Manufacturing industry				-.07
Public service industry				-.12
Transportation industry				-.06
Sales industry				.13
Step 2	.24	.00	.17	
Age				-.36**
Hours of contact/supervisor				-.11
Size of organization				-.00
Communication industry				-.01
Education industry				-.23*
Finance industry				.05
Health industry				-.16
Manufacturing industry				-.06
Public service industry				-.11
Transportation industry				-.05
Sales industry				.13
Transformational leadership				.04

$* p < .05. ** p < .01$

Hypothesis 7 proposed a positive relationship between career aspirations and career management strategies. Table 7 (enacted aspirations) and Table 8 (desired aspirations) provide results of the hierarchical regression analyses that were conducted, testing the relationship between both enacted and desired career aspirations and career management strategies, using the same control variables as in preceding analyses. Results suggest that this hypothesis was supported, since positive significant relationships were found in both cases.

Table 7

Hierarchical Regression Analysis Testing the Relation between Enacted Career Aspirations and Career Management Strategies

	Career Management Strategies			
	R^2	ΔR^2	ΔF	ß
Step 1	.13	.13	1.28	
Age				-.23*
Hours of contact/supervisor				.05
Size of organization				.06
Communication industry				-.02
Education industry				-.02
Finance industry				.10
Health industry				-.08
Manufacturing industry				-.18
Public service industry				.05
Transportation industry				-.02
Sales industry				.16
Step 2	.47	.36	58.38**	
Age				-.09
Hours of contact/supervisor				.10
Size of organization				-.02
Communication industry				-.06
Education industry				.06
Finance industry				.02
Health industry				.03
Manufacturing industry				-.09
Public service industry				.03
Transportation industry				-.03
Sales industry				.21*
Enacted career aspirations				.63**

*$p < .05$, ** $p < .01$

Table 8

Hierarchical Regression Analysis Testing the Relation between Desired Career Aspirations and Career Management Strategies

	Career Management Strategies			
	R^2	ΔR^2	ΔF	ß
Step 1	.13	.13	1.28	
Age				-.23*
Hours of contact/supervisor				.05
Size of organization				.07
Communication industry				-.02
Education industry				-.02
Finance industry				.10
Health industry				-.08
Manufacturing industry				-.18
Public service industry				.05
Transportation industry				-.02
Sales industry				.16
Step 2	.35	.22	32.10**	
Age				-.04
Hours of contact/supervisor				.11
Size of organization				.06
Communication industry				-.02
Education industry				.10
Finance industry				.07
Health industry				.01
Manufacturing industry				-.14
Public service industry				.12
Transportation industry				.01
Sales industry				.09
Desired career aspirations				.55**

** $p < .01$

Hypothesis 8 proposed that career aspirations partially mediated the relationship between transformational leadership and career management strategies. To test for mediation, three separate regressions were conducted using Baron and Kenny's (1986) model. In the first regression, enacted career aspirations (the dependent variable) were regressed on transformational leadership (the independent variable); the results of this regression were already presented in Table 5 and the relationship was found to be marginally significant. In the second regression, career management strategies (the dependent variable) were regressed on transformational leadership (the independent variable); the results of this regression were already presented in Table 4 and the relationship was found to be significant. In the third regression, career management strategies (the dependent variable) were regressed on both transformational leadership (the independent variable) and enacted career aspirations (the mediator variable) along with the same control variables that had been used in all other regressions. Results can be found in Table 9 (mediator variable: enacted aspirations). They suggest that enacted career aspirations mediate the relationship between transformational leadership and career management strategies since in the third step, transformational leadership is no longer significant while enacted aspirations are significant. These steps were repeated again using desired career aspirations as the mediator variable. With regards to desired career aspirations, the first regression (results of this regression were presented in Table 6) was not significant, indicating an absence of mediation. Therefore, it was not necessary to proceed with steps 2 and 3. The results partially support the proposed

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hypothesis since at least one dimension of career aspirations mediates the

relationship between transformational leadership and career management strategies.

Table 9

Hierarchical Regression Analysis Testing the Relation between Transformational Leadership and Career Management Strategies, Mediated by Enacted Career Aspirations

	Career Management Strategies			
	R^2	ΔR^2	ΔF	ß
Step 1	.13	.13	1.28	
Age				-.23*
Hours of contact/supervisor				.05
Size of organization				.07
Communication industry				-.02
Education industry				-.02
Finance industry				.10
Health industry				-.08
Manufacturing industry				-.18
Public service industry				.05
Transportation industry				-.02
Sales industry				.16

	Career Management Strategies			
	R^2	ΔR^2	ΔF	ß
Step 2	.17	.04	4.51*	
Age				-.22*
Hours of contact/supervisor				.04
Size of organization				.03
Communication industry				.01
Education industry				-.04
Finance industry				.09
Health industry				-.07
Manufacturing industry				-.14
Public service industry				.08
Transportation industry				-.01
Sales industry				.17
Transformational leadership				.21*
Step 3	.47	.30	53.04**	
Age				-.09
Hours of contact/supervisor				.09
Size of organization				-.04
Communication industry				-.05
Education industry				.04
Finance industry				.02
Health industry				.03
Manufacturing industry				-.08
Public service industry				.04
Transportation industry				-.02
Sales industry				.21*
Transformational leadership				.10
Aspirations (E)				.61**

$* p < .05, ** p < .01$

Hypotheses 9a through 9e proposed a relationship between the five

subscales of career management strategies and intention to leave. As stated earlier,

these hypotheses could not be tested since no support was found for these subscales.

However, a hierarchical regression analysis was conducted to determine whether

career management strategies, as a single factor, were related to intentions to leave,

using the same control variables indicated earlier. Table 10 provides the results of

this analysis. As can be seen, this hypothesis was not supported since the

relationship did not prove to be significant.

Table 10

Hierarchical Regression Analysis Testing the Relation between Career Management Strategies and Intention to Leave

	Intention to Leave			
	R^2	ΔR^2	ΔF	β
Step 1	.12	.12	1.17	
Age				-.12
Hours of contact/supervisor				.14
Size of organization				-.14
Communication industry				-.05
Education industry				.02
Finance industry				.11
Health industry				-.09
Manufacturing industry				.08
Public service industry				-.16
Transportation industry				.02
Sales industry				-.04

| | Intention to Leave | | | |
	R^2	ΔR^2	ΔF	β
Step 2	.15	.03	2.70	
Age				-.09
Hours of contact/supervisor				.13
Size of organization				-.15
Communication industry				-.05
Education industry				.03
Finance industry				.09
Health industry				-.08
Manufacturing industry				.11
Public service industry				-.16
Transportation industry				.03
Sales industry				-.06
Career management strategies				.17

Hypothesis 10 proposed that opportunities for advancement, measured as perceptions of lack of alternatives and perceived employee internal mobility, would moderate the relationship between career management strategies and intentions to leave. Two hierarchical regression analyses were conducted, according to Baron and Kenny's (1986) guidelines, whereby the two predictors are entered first, and the moderator variable (the product of the two predictors) is entered next. Both predictors were centered in order to reduce multicollinearity that is associated with moderator analysis. According to Baron and Kenny (1986), support is said to be found if the interaction is significant. Results can be found in Table 11 (perceived lack of alternatives) and Table 12 (perceived mobility). Therefore, it appears that this hypothesis was only partially supported since the interaction effect for perceived

alternatives is not significant, while perceived employee mobility is marginally

significant.

Table 11

Regression Analysis Testing the Relation between Career Management Strategies and Intention to Leave, Moderated by Perceived Alternatives

| | Intention to Leave | | | |
	R^2	ΔR^2	ΔF	β
Step 1	.12	.12	1.17	
Age				-.12
Hours of contact/supervisor				.14
Size of organization				-.14
Communication industry				-.05
Education industry				.02
Finance industry				.11
Health industry				-.09
Manufacturing industry				.08
Public service industry				-.16
Transportation industry				.02
Sales industry				-.04
Step 2	.19	.07	3.75*	
Age				-.10
Hours of contact/supervisor				.09
Size of organization				-.13
Communication industry				-.05
Education industry				-.00
Finance industry				.08
Health industry				-.05

| | Intention to leave | | | |
	R^2	ΔR^2	ΔF	ß
Manufacturing industry				.11
Public service industry				-.14
Transportation industry				.04
Sales industry				-.06
Career management strategies				.22*
Perceived alternatives				.22*
Step 3	.20	.01	.97	
Age				-.09
Hours of contact/supervisor				.09
Size of organization				-.13
Communication industry				-.06
Education industry				-.01
Finance industry				.08
Health industry				-.06
Manufacturing industry				.11
Public service industry				-.16
Transportation industry				.04
Sales industry				-.06
Career management strategies				.32*
Perceived alternatives				.17
Moderator - alternatives				.15

* $p < .05$

Table 12

Regression Analysis Testing the Relation between Career Management Strategies and Intention to Leave, Moderated by Perceptions of Employee Mobility

| | Intention to Leave | | | |
	R^2	ΔR^2	ΔF	ß
Step 1	.12	.12	1.17	
Age				-.12
Hours of contact/supervisor				.14
Size of organization				-.14
Communication industry				-.05
Education industry				.02
Finance industry				.11
Health industry				-.09
Manufacturing industry				.08
Public service industry				-.16
Transportation industry				.02
Sales industry				.04
Step 2	.26	.14	8.99**	
Age				-.22*
Hours of contact/supervisor				.11
Size of organization				-.03
Communication industry				.01
Education industry				.07
Finance industry				.15
Health industry				-.10
Manufacturing industry				.09
Public service industry				-.05
Transportation industry				.03
Sales industry				-.05
Career management strategies				.24*
Perceived mobility				-.41**

| | Intention to Leave | | | |
	R^2	ΔR^2	ΔF	β
Step 3	.29	.02	$2.76^{\dagger}$	
Age				-.22*
Hours of contact/supervisor				.11
Size of organization				-.04
Communication industry				-.00
Education industry				.08
Finance industry				.13
Health industry				-.11
Manufacturing industry				.09
Public service industry				-.10
Transportation industry				.01
Sales industry				-.05
Career management strategies				$.19^{\dagger}$
Perceived mobility				-.28*
Moderator - mobility				$-.19^{\dagger}$

$^{\dagger}p < .10$, $* \; p < .05$, $** \; p < .01$

In summary, the individual subscales of career management strategies were not supported. Rather, career management strategies were examined as a single factor. Given this, it was not possible to test the proposed hypotheses. However, the results of both the correlation analysis and the regression analyses that were conducted report similar findings. Transformational leadership was found to be positively and significantly related to enacted career aspirations and career management strategies; both desired and enacted career aspirations were found to be positively and significantly related to career management strategies; and career

management strategies were not found to be positively and significantly related to intentions to leave.

The following section will provide a discussion of these findings, the practical implications that can be drawn, the limitations of the research, suggested future research directions as well as concluding comments.

Discussion

The results of this study indicate three major findings. First, career management strategies may form one single factor rather than the five previously suggested by Guthrie et al. (1998). Second, transformational leadership is positively and significantly related to career management strategies. Lastly, career management strategies are not significantly related to intention to leave. This suggests that even if individuals actively adopt career management strategies, they do not necessarily intend to leave the organization they are working for.

Nonetheless, the model that was proposed in this study was based on the five individual factors of seek mentoring, building networks, self presentation, maintain career flexibility, and extended work involvement and as such was not supported. However, the central role that is played by career management strategies was supported. While these findings were not expected, they are not unusual since factors that have been found in prior research may not prove to be highly stable across samples (Whitley, 2002). The results in this study confirm this. Therefore, it was not possible to test whether or how transformational leadership is related to the individual subscales proposed by Guthrie et al. (1998), nor was it possible to test whether or how these individual subscales were related to an individual's intention to leave. However, the results do provide some support as well as some other interesting findings.

As stated earlier, transformational leadership could not be linked to the individual career management strategies subscales. However, it was found to be positively related to career management strategies as a single factor. This lends

support to the contention that transformational leaders will provide assistance to their followers with regards to their needs for development and growth (Bass, 1998; Dvir et al., 2002). While this model does not, and cannot, suggest a causal relationship, it supports the notion that transformational leaders influence their followers in their career management efforts. It also lends support to a view of leadership as enabling the development not only of the organization but also of its people (Kouzes & Posner, 2002).

The results also indicate that transformational leadership is positively related to enacted career aspirations, but the relationship with desired career aspirations was not significant, providing only partial support for the stated hypothesis. In this study, enacted career aspirations represent behaviors that the individual adopts with regards to his/her career aspirations. The second facet of career aspirations in this study, desired career aspirations, only represents attitudes or desires, not actual behavior. However, the lack of significance that was found is surprising. Research suggests that role models can serve to inspire and motivate individuals, whether or not actual interaction occurs (Gibson, 2004) and transformational leaders, through the idealized influence and inspirational motivation components, are thought to act as role models and help formulate a vision and objectives. Therefore, it was expected that the follower would emulate the leader. However, the findings appear to suggest that transformational leaders will influence the followers' behaviors, but not their desires or attitudes.

Although not hypothesized, transformational leadership was found to be negatively related to intention to leave, and positively related to perceptions of

employee internal mobility. This suggests that transformational leaders' followers will be more inclined to seek mobility within the organization rather than leave, and as such provides a partial answer to the original research question. These findings are in line with research that suggests that supervisory support is negatively related to intention to leave (Ito & Brotheridge, 2005), that transformational leadership is positively related to organizational commitment (Avolio, Zhu, Koh, & Bhatia, 2004; Pillai & Williams, 2004), and that organizational commitment (Tett & Meyer, 1993) is both negatively related to intention to leave, and positively related to intentions to remain in the organization (Somers, 1995).

It was hypothesized that career aspirations would be positively related to the adoption of career management strategies and this hypothesis was supported. Enacted and desired career aspirations were both positively related to career management strategies, and this is in keeping with Van Yperen's (2003) definition of a goal as a precursor of action. In other words, individuals will engage in career management strategies because they have career aspirations that they want to fulfill.

Baron and Kenny (1986) describe a mediator variable as one that "accounts for the relation between the predictor and the criterion" (p. 1176) and attempts to explain how or why a particular phenomenon occurs. In this case, it was hypothesized that transformational leadership would influence individuals to adopt career management strategies because of their influence on aspirations. It was believed that transformational leadership would augment career aspirations and in turn, career aspirations would influence the adoption of career management strategies. This hypothesis was supported since partial mediation was found.

Although no significant relationship was found between career management strategies and intentions to leave, other findings proved to be of interest. The results suggest that career management strategies are negatively related to lack of alternatives and positively related to perceived internal mobility. This suggests that the individuals in this study believe that they have both alternatives and perceptions of internal mobility, and that they do not wish to leave their current organization. While these results are encouraging, it must nonetheless be recognized that other factors may play an equally important role.

For instance, the average respondent is around 45 years of age and has been employed with the same organization for approximately 10 years. Several studies have found age to be negatively related to intentions to leave (Connell, Ferres, & Travaglione, 2003; Ito & Brotheridge, 2005), and tenure has been found to be negatively related to attitudes towards leaving, intentions to leave, and actual turnover (Van Breukelen, Van der Vlist, & Steensma, 2004). In yet another study, both age and tenure were negatively related to intentions to leave (Powell & Meyer, 2004). This provides a strong case for linking both age and tenure with intentions to stay with the organization. However, one may question whether these findings would hold for individuals who are younger and/or have less tenure. It is possible that younger individuals, who may not have acquired the maturity, personal or professional responsibilities, may view their future in a very different light than older individuals and may be more inclined to assume the risks that are associated with moving from one organization to another. They may also be more impatient to advance in their careers, making them more inclined to seek opportunities wherever

they can be found. Therefore, it is possible that a sample of younger individuals would still engage in career management strategies, but that these strategies would be positively related to intentions to leave.

Gender is yet another factor that may influence the relationship between career management strategies and intentions to leave. Women and men do not enjoy the same opportunities in the work environment, nor do they share the same degree of personal and professional responsibility. Therefore, it could be argued that gender may influence intentions to leave. However, while the sample in this study is comprised of approximately twice as many women as men, the means and standard deviations for intentions to leave were almost identical. Therefore, there is little indication that a more balanced sample would generate different results.

In summary, the results of this study suggest that the transformational leader inspires and motivates followers to achieve their self-actualization needs. As can be seen, while the transformational leader may not necessarily influence the followers' desires, he/she may indeed influence followers in taking the necessary steps in order to achieve their career goals by encouraging them to act upon their aspirations and take an active part in the management of their careers. At the same time, transformational leaders do not appear to be working against the organization's vision since they do not appear to influence the individual's intentions to leave the organization. Rather, lack of alternatives and desired aspirations appear to play a role in the individual's desire to leave the organization, and these elements were not related to transformational leadership.

Practical Implications

Individuals will manage their careers, with or without the help of their superiors, and this study indicates that transformational leaders play a role in the adoption of career management strategies without necessarily influencing followers to leave the organization. In other words, helping followers develop their careers does not appear to be detrimental to the organization; in fact, it appears to achieve a balance between individual and organizational needs, as proposed by Kouzes and Posner (2002) and as argued in the introduction. This has several positive practical implications.

First of all, this research suggests that organizations stand to benefit from transformational leaders. While this study did not pit transformational leadership against any other types of leadership, the findings nonetheless indicate that transformational leaders do not influence individuals to leave the organization. This may appear paradoxical given that it was argued in the introduction that organizations have been divesting themselves of some of their workforce and that they increasingly require flexibility, thereby raising questions as to whether it is desirable to try to decrease intentions to leave. Indeed, some degree of turnover is both expected and desired. However, the large body of research on organizational commitment and turnover attests to the fact that organizations strive to increase organizational commitment and retain their employees.

This study suggests that transformational leaders feed aspirations, not specifically at the conceptual level, but at the enacted level. These leaders also

contribute to the adoption of career management strategies, and in so doing, may allow the organization to tap into resources that they have at hand.

Second, given that career management strategies are not related to intentions to leave, it would appear that organizations stand to benefit from involvement in career management strategies. Organizations are presented with an opportunity to direct the development that is occurring and thereby align this development with their strategic plans. Organizations can either direct or at the very least assess whether they will be able to fulfill their developmental needs with the employees that they already have. As indicated earlier, these measures can guard against obsolescence (Vaught et al., 1985), stagnation, and paralysis (Arthur & Kram, 1989) in the long term, as well as provide a steady flow of available manpower in the short term.

Third, individuals stand to benefit from organizational involvement in career management. While organizations are assessing their need for human resources, individuals are assessing whether the organization can fulfill their own needs for growth and development. This represents the 'fit' that is so often cited in the popular press, or the equilibrium mentioned earlier. Individuals who perceive opportunities for internal mobility are less likely to want to leave the organization than those who perceive lack of alternatives, as we have found in the present study. It has also been argued that individuals continue to expect organizational involvement in their career management efforts, even though they recognize that organizations are less committed to them. Perceptions of involvement on the part of

the organization, through support from their supervisor, may contribute to their own feelings of commitment.

Fourth, it was argued in the introduction that organizations are shifting the responsibility for career management onto the shoulders of individuals. This study appears to indicate that this shift has not yet taken place. Rather, it suggests that individuals can continue to expect some support, if not in the form of organization-initiated programs, at least through leadership. While organizations argue that they can no longer afford the time it takes to develop their employees, developing through leadership can be achieved at little or no cost. Development will occur over time, regardless of any organizational involvement. Otherwise, stagnation will set in with serious consequences for the organization. Therefore, it is to the organization's advantage to help employees develop.

The results of this research also suggest that there is still hope for developing relationships that are relational in nature, rather than simply transactional, as had been suggested by some researchers (Callanan, 2003; Hall & Moss, 1998). It also suggests that Miles and Snow's (1996) prediction has not yet materialized; organizations do not yet only serve individuals. This also implies that individuals do not only serve the organization. At present, both parties appear to benefit from this relationship.

Limitations

This research, as is the case with any research, has some limitations that need to be highlighted. First, this study was conducted using only self-report

measures and as such may be subject to common-method bias. However, its purpose was to assess individuals' perceptions about their leader as well as their own desires and behaviors. Therefore, self-report measures were the most logical choice. Furthermore, some of the correlations were rather low, which argues against common-method bias.

Second, it may be subjected to respondent bias. The supervisor's transformational leadership style was assessed by only one subordinate and therefore the results are based on that person's perceptions. However, it is believed that transformational leaders' behavior will be consistent with all followers, suggesting that individual followers' responses will not differ significantly.

Third, since the study is correlational, it is impossible to determine whether one variable may actually cause another. In fact, it is possible that a reverse causation may be in effect. For instance, it is not possible to determine whether the perception is a result of the leadership behavior, or whether the leadership behavior is a result of the perception. In this thesis, it was suggested that the leader displays transformational leadership behaviors and that these behaviors influence the followers' adoption of career management strategies. However, it is equally possible that individuals who adopt career management strategies perceive behaviors in their leaders that they may not otherwise perceive because of their desire to advance in their careers. The strength of the desire and the extent to which the individual feels that assistance is or is not provided may influence the follower's rating of their supervisor's transformational leadership style.

Fourth, the research may suffer from lack of structural validity with regards to the career management strategies questionnaire. This measurement instrument has not yet been used as widely as some other instruments and may require additional testing using varied sample sizes in different settings.

One final limitation concerns the relatively small sample size. While larger sample sizes add substance to the findings, the sample in the current study nonetheless represents diversity with regards to industry types, position, and education levels. It also received fair representation with regards to gender and language.

Future Research Directions

This study contributes to the transformational leadership literature. It has been argued that transformational leaders elevate their followers' developmental and self-actualization needs, but little is known about the outcomes of this influence. This study provides some indication that transformational leaders act as vehicles for transforming these needs into action. Future research could possibly examine whether transformational leadership leads not only to desired career progress, but whether any career progress was actually achieved.

This study has also contributed to the career management literature. Much attention has been given to career management either from an organizational perspective or from the individual's perspective. However, little attention has been paid to the interaction between the two. It has been argued that it is time to examine the changing nature of career management that can benefit both the organization and

the individual and this study takes only a small step in that direction. Researchers have called for a more integrated approach to career management (Atkinson, 2002; Baruch, 2003; Kuo, 2003), suggesting that organizations should not abandon their career management efforts. Rather, they should review their traditional, paternalistic approaches in favour of providing support to their employees in their career management efforts. Future research could examine other factors that may influence the adoption of career management strategies, such as formal organization-initiated career management programs or developmental activities such as mentoring and training, where they still exist. It may be interesting to examine whether transformational leaders have more of an impact on career management initiatives than formal organizational career management programs.

As we have seen in this study, the average respondent is in his/her mid-forties and has been working for the same organization 10 years on average. Other research that measured age and/or tenure with intentions to leave had similar samples. Future research could examine the links between transformational leadership and career management strategies from the standpoint of individuals who are younger and/or have less tenure since their expectations of organizational assistance in career management may be different.

Conclusion

The purpose of this study was to examine whether transformational leaders influence the career management strategies that their followers adopt and whether this impacted followers to leave the organization. The results suggest that transformational leaders do, indeed, influence the adoption of career management strategies, and at the same time the adoption of career management strategies do not influence individuals to leave the organization. Unfortunately, it was not possible to determine specific types of career management strategies that the transformational leader affects. This study suggests that transformational leaders serve as a catalyst for career management and as such, provide support for an integrated approach to career management. This does not mean that organizations should abandon all their traditional career management initiatives. While transformational leaders may influence their followers' adoption of career management strategies, they cannot be used as a substitute for career management activities that may be context specific such as specialized training and internal promotion systems. Rather, the integrated approach that is proposed should include a re-evaluation of what has been undertaken, sometimes blindly, in order to discard obsolete activities and integrate effective ones, and view the transformational leader's influence as a complement to other systems.

This study has contributed to both the transformational leadership literature and the career management literature. On the one hand, little research has been conducted linking transformational leadership to follower developmental issues. Instead, much of the research has concentrated on performance issues and

attitudes. Yet, development is a central theme in transformational leadership. This study has found that transformational leadership appears to influence follower development through the career management process. On the other hand, little research has been conducted to examine a more integrated approach to career management. The results of this study suggest that this new paradigm may be a step in the right direction. Furthermore, arguments have been presented for adopting an approach to career management based on marketing and economics perspectives. Career management is not an activity that is conducted in isolation. It is conducted in an organizational context and is subjected to the laws of supply and demand which help explain their symbiotic relationship. When organizations change, individuals who are part of them change as well; likewise, the changes that individuals undergo affect organizations. Organizations would be well served to take this into consideration.

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Email content

Note: The email content was identical for both English and French versions. The only difference is the sequence of the text. English versions had English text first, and French version had French text first.

January 9, 2006

Dear contact,

I am a graduate student at the John Molson School of Business (Concordia University) and am currently collecting data for my thesis. Through this study, I hope to gain some understanding about leadership and employee development. Your input is necessary to ensure the success of this project.

To this effect, a web-based survey has been developed. The questions are straightforward, and you will not be asked to identify yourself, thereby ensuring your anonymity.

To access this survey, please click on the following link:
http://dbonline.concordia.ca/boies/employee-dev.htm

Le questionnaire est également disponible en français:
http://dbonline.concordia.ca/boies/employee-devF.htm (vous trouverez le message français plus bas).

You will be prompted for a username and password. There is no need to enter a username, however you must enter the password 'leadership' (without the quotes) to access the survey.

In order to increase the relevance of the information that is gathered, please forward this request to your friends, relatives, and colleagues. A large number of responses will contribute to results that are more meaningful.

Your participation is valuable and your time is greatly appreciated. Thank you in advance for your input.

Best regards,

Carole MacPhee, Graduate Student
John Molson School of Business
Concordia University

Le 9 janvier 2006

Bonjour,

Je suis une étudiante de deuxième cycle à l'École de gestion John-Molson (Université Concordia). Je dois recueillir des données pour mon mémoire qui me permettra de mieux comprendre le lien entre le leadership et le développement des employés. Votre participation contribuera au succès de ce projet.

À cette fin, un questionnaire a été développé et est disponible sur Internet. Les questions sont simples et votre participation est anonyme; vous n'aurez pas à vous identifier.

Pour accéder au questionnaire, cliquez sur le lien suivant:
http://dbonline.concordia.ca/boies/employee-devF.htm

An English version is also available at:
http://dbonline.concordia.ca/boies/employee-dev.htm

Pour accéder au sondage, il n'est pas nécessaire d'entrer un nom d'usager; cependant, vous devrez entrer le mot de passe 'leadership' (sans les apostrophes).

Afin de répondre à mes questions de recherche, il est nécessaire de recueillir des données d'un grand nombre de personnes. C'est pourquoi nous vous demandons de réacheminer cette demande à vos ami(e)s, vos collègues et aux membres de votre famille.

Votre participation est importante et grandement appréciée. Merci à l'avance de votre participation.

Carole MacPhee, étudiante de deuxième cycle
École de gestion John-Molson
Université Concordia

Appendix B
Information Sheet and Consent Form (English version)

John Molson
School of Business
Concordia University

Your input is valuable! We are interested in gathering information
regarding leadership practices and employee development. Your input
will help us achieve that goal. To this effect, you are asked to respond to
the attached questionnaire that will take approximately 15 minutes to
complete.

Please note that your participation is completely voluntary. There are no
known risks, discomfort, or inconvenience aside from the time taken to
respond to the questionnaire. You may refuse to participate, not respond
to any question, or withdraw completely from the study at any time
without any repercussions whatsoever.

Responses will be anonymous and only the researchers mentioned below,
as well as one person who will maintain the on-line survey, will have
access to your individual responses. All data will be reported in aggregate
form. In this way, your responses will remain completely anonymous.

Your participation is crucial to the success of this study and your
cooperation is greatly appreciated. If you are interested in learning about
the results, a report summarizing the findings will be made available upon
request once the study is complete. Should you have any questions,
please feel free to contact us at the addresses or telephone number listed
below.

We thank you for your cooperation in this project.

	Kathleen Boies, Ph.D.
Carole MacPhee, Graduate Student	Assistant Professor, Department of
John Molson School of Business	Management
Concordia University	John Molson School of Business
	Concordia University
	1455 de Maisonneuve Blvd. W.
	Montreal (Quebec) H3G 1M8
	Tel. (514) 848-2424 ext. 2902
	kboies@jmsb.concordia.ca

Consent to participate in research

I agree to participate in the program of research being conducted by Carole MacPhee, a graduate student in the M.Sc. in Administration program, Management Option, at the John Molson School of Business (Concordia University), under the supervision of Kathleen Boies, Ph.D., Department of Management, Tel. (514) 848-2424 ext. 2902, kboies@jmsb.concordia.ca.

The purpose of this research is to examine the relationship between leadership styles and employee development.

As a participant, I will be required to complete the questionnaire that follows, which will take approximately 15 minutes. My responses will remain anonymous and I will not be asked to identify myself.

Conditions of participation:

- I understand that I am free to withdraw my consent and/or discontinue my participation at any time without negative consequences.

- I understand that my participation is anonymous.

- I understand that the results of this study will be published in aggregate form.

- I understand that the data will be stored on digital media in a secure place for a period of five (5) years after the publication of my thesis or any subsequent journal publication.

If at any time you have questions about your rights as a research participant, please contact: Adela Reid, Research Ethics and Compliance Officer, Concordia University, at (514) 848-2424 x7481, or email adela.reid@concordia.ca.

I HAVE CAREFULLY READ THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

I agree

École de gestion
John-Molson
Université Concordia

Votre opinion est importante! Nous voulons recueillir des informations concernant le leadership et le développement des employés. Votre opinion contribuera à atteindre cet objectif. À cette fin, nous vous demandons de répondre au sondage ci-joint, qui vous prendra environ 15 minutes à compléter.

Veuillez noter que votre participation est tout à fait volontaire. À notre connaissance, il n'existe aucun risque, inconfort ou désagrément, autre que le temps requis pour répondre au questionnaire. Vous pouvez choisir de ne pas répondre à toutes les questions ou de ne pas participer. Vous pouvez également cesser de participer à cette étude à tout moment sans répercussions.

Les réponses seront anonymes et seules les personnes ci-bas et la personne responsable du site web auront accès aux réponses individuelles. Celles-ci seront rassemblées et feront partie d'un ensemble agrégé, et seul un résumé de l'ensemble des participants sera présenté. De cette manière, l'anonymat de vos réponses est assuré.

Votre participation est essentielle à la réussite de ce projet et votre coopération est grandement appréciée. À la fin de l'étude, un rapport des résultats sera disponible sur demande. N'hésitez pas à contacter une des personnes mentionnées ci-dessous si vous désirez recevoir de plus amples renseignements.

Merci de votre coopération.

	Kathleen Boies, Ph.D.
Carole MacPhee, étudiante de deuxième cycle École de gestion John-Molson Université Concordia	Professeure adjointe Département de management École de gestion John-Molson Université Concordia 1455, boul. de Maisonneuve Ouest Montréal (Québec) H3G 1M8 Tél. (514) 848-2424 poste 2902 kboies@jmsb.concordia.ca

Consentement de participation à la recherche

J'accepte de participer à l'étude de Carole MacPhee, étudiante de deuxième cycle au programme de Maîtrise en sciences de l'administration (M.Sc.), option management, à l'École de gestion John-Molson (Université Concordia), sous la supervision de Kathleen Boies, Ph.D., département de management, tél. (514) 848-2424 poste 2902, kboies@jmsb.concordia.ca.

Le but de cette étude est d'examiner la relation entre le leadership et le développement des employés.

À titre de participant(e), je devrai répondre au questionnaire qui suit, qui prendra environ 15 minutes à compléter. Mes réponses demeureront anonymes et je n'aurai pas à m'identifier.

Conditions de participation:

- Je comprends que je suis libre de retirer mon consentement et/ou terminer ma participation à tout moment sans conséquences négatives.
- Je comprends que ma participation est anonyme.
- Je comprends que seul un résumé des données de l'ensemble des participants sera publié.
- Je comprends que les données seront enregistrés sur support numérique et conservées dans un endroit sécurisé pendant une période de cinq (5) ans suivant la publication de mon mémoire ou tout autre article découlant de cette recherche.

Si vous avez des questions concernant vos droits à titre de participant à cette recherche, veuillez contacter : Adela Reid, agente d'éthique en recherche/conformité, Université Concordia, au (514) 848-2424, poste 7481, courriel adela.reid@concordia.ca.

J'AI LU ET JE COMPRENDS CETTE ENTENTE. JE CONSENS À PARTICIPER VOLONTAIREMENT À CETTE ÉTUDE.

J'accepte

On-line Survey (English version)

John Molson
School of Business
Concordia University Page 2

Section 1: Development

Please indicate the extent to which you agree or disagree with each of the following statements. Please use the following scale for the seven possible responses.

Statement	1 Strongly disagree	2	3	4	5	6	7 Strongly agree
My aspirations are very high in regard to professional recognition and achievement.	1	2	3	4	5	6	7
I have no ambition to advance to a higher level position.	1	2	3	4	5	6	7
I frequently find myself thinking about leaving this organization.	1	2	3	4	5	6	7
I would like to be in a position of greater influence in the department/organization.	1	2	3	4	5	6	7
I feel that I have too few options to consider leaving this organization.	1	2	3	4	5	6	7
It would not bother me if I was to continue to do the same type of work.	1	2	3	4	5	6	7
My chances for moving above my present position in this organization are high.	1	2	3	4	5	6	7

I do not wish to advance to a position of more responsibility.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

	1	2	3	4	5	6	7
Statement	Strongly disagree						Strongly agree
My job is arranged such that I do not have the chance to do an entire piece of work from beginning to end.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I would like to move into a higher position over the next 5 years.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
One of the few negative consequences of leaving my organization would be the scarcity of available alternatives.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
For me the hassles of being in a higher position would outweigh the benefits.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
My work provides me the chance to completely finish the pieces of work I begin.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I would like to advance to a position where I can have an influence or a greater influence on policy decisions.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I often daydream about what it would be like to work in another organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
A promotion to a higher position means more worries and should be avoided for that reason.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

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Statement	1 Strongly disagree	2	3	4	5	6	7 Strongly agree
It would be easy to find a job in another department within this organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
It would be good to be in a position in which I could develop, manage, and coordinate the policies and activities of a work area.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
My job involves doing a whole or an identifiable piece of work, rather than a small portion of the overall work process.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I would like to get into jobs with higher levels of responsibility, and would not mind if I eventually moved out of work specifically related to my area of technical expertise.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
What keeps me working at this company is the lack of opportunities elsewhere.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I intend to apply for a higher position.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I intend to apply for jobs in other organizations in the next year.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
My plans include attaining a higher position.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

Proceed to next page

Section 1: Development (cont'd)

For each of the statements listed below, please indicate how frequently you have used or relied upon the behavior described. Please use the following scale for the seven possible responses.

Statement	1 Never	2	3	4	5	6	7 Frequently
I have sought feedback on my job performance.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I have discussed my career prospects with someone with more experience in the department/organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I have engaged in career path planning.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I have updated my skills in order to be more competitive for promotion.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I have discussed by aspirations with a senior person in the department/organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
I have volunteered for activities other than my day-to-day work tasks.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

Section 1: Development (cont'd)

Please indicate your opinion regarding the following statements.
Please use the following scale for the six possible responses.

In your opinion...	1	2	3	4	5	6
	I have no chances at all					I have very high chances

What are the chances you have to move to another job at the same level as the one you now have, but in a different department?

1 □ 2 □ 3 □ 4 □ 5 □ 6 □

What are your chances of moving to a job at a higher level within your current organization?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○

Proceed to next page

Section 1: Development (cont'd)

For each of the statements listed below, please indicate the extent to which you use or rely upon the behavior described. Please use the following scale for the seven possible responses.

Statement	1 Do not use or rely upon at all	2	3	4	5	6	7 Use or rely upon to a great extent
Adapt to changes in who I work with.	1	2	3	4	5	6	7
Seek mentoring relationships.	1	2	3	4	5	6	7
Work at my job beyond normal work hours.	1	2	3	4	5	6	7
Keep career options open.	1	2	3	4	5	6	7
Work hard when I know superiors will see results.	1	2	3	4	5	6	7
Get career guidance from supervisors.	1	2	3	4	5	6	7
Make my boss aware of assignments I want.	1	2	3	4	5	6	7

| Attend organization development opportunities. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ | 6 ○ | 7 ○ |

Statement	1 Do not use or rely upon at all	2	3	4	5	6	7 Use or rely upon to a great extent
Seek feedback about my performance and implications for my progress.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Take my work home with me.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Make superiors aware of my accomplishments.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Build a network of contacts in the organization to get information.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Develop skills which may be needed in future career positions.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Make my superiors aware of my career objectives.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Look for opportunities to learn new skills.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Present myself as a person who "gets things done".	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

Statement	1 Do not use or rely upon at all	2	3	4	5	6	7 Use or rely upon to a great extent
Get career guidance from people outside the organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Spend considerable non-work hours thinking about my job.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Obtain broadly based work experiences in the organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Get career guidance from experienced people in the organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Seek development opportunities (e.g. seminars, classes) outside the organization.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Adapt to changes in my work.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

Proceed to next section

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Section 2: Leadership

Listed below are descriptive statements about superiors. For each statement we would like you to judge how frequently each statement fits your current immediate supervisor. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please use the rating scale shown below.

Your immediate supervisor...	0 Never	1 Rarely	2 Sometimes	3 Often	4 Always
Talks enthusiastically about what needs to be accomplished.	0	1	2	3	4
Specifies the importance of having a strong sense of purpose.	0	1	2	3	4
Gets you to look at problems from many different angles.	0	1	2	3	4
Considers that you have different needs, abilities, and aspirations from others.	0	1	2	3	4

Proceed to next section

Note: due to copyright restrictions, only four (4) of the 20 questions that were included in the survey are reproduced here.

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Section 3: Demographic Information

As background information, please answer the following:

Gender of respondent: `Male ▼`

Age of respondent: `[          ]`

Education level: `High School ▼`

Position: `Executive ▼`

Number of years of work experience: `[          ]`

Number of years with current employer: `[          ]`

Number of years in current position: `[          ]`

Number of years reporting to current immediate supervisor: `[          ]`

Number of hours per week you are in direct contact with your immediate supervisor: `[          ]`

Gender of immediate supervisor: `Male ▼`

Type of industry: `Manufacturing ▼`

Number of employees in organization: `[          ]`

`Submit survey`

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We thank you for your cooperation in this project. If you are interested in learning about the results of this study, or about related topics, please do not hesitate to contact the undersigned. Once the study is complete, we would be pleased to send you a summary of the findings.

Carole MacPhee, Graduate Student John Molson School of Business Concordia University carole.macphee@videotron.ca	Kathleen Boies, Ph.D. Assistant Professor, Department of Management John Molson School of Business Concordia University 1455 de Maisonneuve Blvd. W. Montreal (Quebec) H3G 1M8 Tel. (514) 848-2424 ext. 2902 kboies@jmsb.concordia.ca

Appendix E

On-line Survey (French version)

Section 1 : Développement

Veuillez indiquer à quel point vous êtes en accord ou en désaccord avec les énoncés suivants. Veuillez utiliser l'échelle suivante pour les sept réponses possibles.

Énoncé	1 Tout à fait en désaccord	2	3	4	5	6	7 Tout à fait d'accord
J'aspire grandement à réussir et à obtenir de la reconnaissance professionnelle.	1	2	3	4	5	6	7
Je n'ai pas l'ambition d'occuper un poste plus élevé.	1	2	3	4	5	6	7
Je pense souvent à quitter cette organisation.	1	2	3	4	5	6	7
J'aimerais accéder à un poste de plus grande influence dans le département/l'organisation.	1	2	3	4	5	6	7
Je crois que je n'ai pas assez d'options pour songer à quitter cette organisation.	1	2	3	4	5	6	7
Ça ne me dérangerait pas de continuer à faire le même genre de travail.	1	2	3	4	5	6	7
Mes chances d'obtenir un poste plus élevé dans cette organisation sont élevées.	1	2	3	4	5	6	7

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Je ne désire pas accéder à un poste qui comporte plus de responsabilités.

1 2 3 4 5 6 7

Énoncé	1 Tout à fait en désaccord	2	3	4	5	6	7 Tout à fait d'accord
Mon travail est organisé de telle sorte que je n'ai pas la possibilité d'effectuer une tâche du début à la fin.	1	2	3	4	5	6	7
J'aimerais obtenir un poste plus élevé d'ici les cinq prochaines années.	1	2	3	4	5	6	7
L'une des seules conséquences négatives auxquelles je devrais faire face si je quittais cette organisation est le manque de solutions de rechange.	1	2	3	4	5	6	7
Les tracas d'un poste plus élevé sont plus grands que les avantages à mes yeux.	1	2	3	4	5	6	7
Mon travail me permet de mener à terme les tâches qui me sont confiées.	1	2	3	4	5	6	7
J'aimerais accéder à un poste où je pourrais exercer une influence, ou une plus grande influence, sur les décisions concernant les politiques.	1	2	3	4	5	6	7
Je rêve souvent à ce que ce serait de travailler dans une autre organisation.	1	2	3	4	5	6	7
Une promotion à un poste plus élevé entraîne plus d'inquiétudes et devrait être évitée pour cette raison.	1	2	3	4	5	6	7

Énoncé	1 Tout à fait en désaccord	2	3	4	5	6	7 Tout à fait d'accord
Il serait facile de trouver un poste dans un autre département dans cette organisation.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
J'aimerais accéder à un poste où je pourrais élaborer, gérer, et coordonner les politiques et les activités d'une unité de travail.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Mon travail comporte une tâche identifiable et complète, plutôt qu'une petite partie d'un processus global.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
J'aimerais accéder à des postes de plus grande responsabilité et ça ne me dérangerait pas de passer éventuellement à un travail en dehors de mon champ d'expertise.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Ce qui me retient à cet employeur est le manque de perspectives d'avenir ailleurs.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
J'ai l'intention de poser ma candidature à un poste plus élevé.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
J'ai l'intention de poser ma candidature auprès d'autres organisations au cours de la prochaine année.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○
Accéder à un poste plus élevé fait partie de mes projets.	1 ○	2 ○	3 ○	4 ○	5 ○	6 ○	7 ○

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Section 1 : Développement (suite)

Pour chaque énoncé qui suit, veuillez indiquer la fréquence à laquelle vous avez manifesté le comportement décrit. Veuillez utiliser l'échelle suivante pour les sept réponses possibles.

Énoncé	1 Jamais	2	3	4	5	6	7 Très souvent
J'ai cherché à obtenir du «feedback» concernant mon rendement au travail.	1	2	3	4	5	6	7
J'ai discuté de mes perspectives de carrière avec une personne ayant plus d'expérience que moi dans mon département/organisation.	1	2	3	4	5	6	7
J'ai entrepris un plan de carrière.	1	2	3	4	5	6	7
Je tiens mes habiletés à jour afin d'améliorer mes chances de promotion.	1	2	3	4	5	6	7
J'ai discuté de mes aspirations avec une personne ayant un poste plus élevé que le mien dans mon département/organisation.	1	2	3	4	5	6	7

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Je me suis proposé(e) pour des activités autres que mes tâches quotidiennes.

1   2   3   4   5   6   7

Section 1 : Développement (suite)

Veuillez indiquer votre opinion concernant les énoncés suivants.
Veuillez utiliser l'échelle suivante pour les six réponses possibles.

	1	2	3	4	5	6
Selon vous...	Je n'ai aucune chance					Mes chances sont très élevées

Quelles sont vos chances d'obtenir un poste de même niveau que celui que vous occupez actuellement dans un autre département ?

1   2   3   4   5   6

Quelles sont vos chances d'obtenir un poste plus élevé que celui que vous occupez actuellement dans votre organisation?

1   2   3   4   5   6

Passez à la page suivante

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Section 1 : Développement (suite)

Pour chaque énoncé qui suit, veuillez indiquer la fréquence à laquelle vous manifestez le comportement décrit. Veuillez utiliser l'échelle suivante pour les sept réponses possibles.

Énoncé	1 Ne manifeste jamais	2	3	4	5	6	7 Manifeste très souvent
M'adapter aux nouvelles personnes avec lesquelles je travaille.	1	2	3	4	5	6	7
Rechercher des relations de mentorat.	1	2	3	4	5	6	7
Travailler au-delà de mes heures normales de travail.	1	2	3	4	5	6	7
Maintenir mes options de carrière ouvertes.	1	2	3	4	5	6	7
Travailler fort lorsque je sais que mes supérieurs verront les résultats.	1	2	3	4	5	6	7

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| Obtenir des conseils de carrière de mon supérieur. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Informer mon supérieur des affectations qui m'intéressent. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Participer à des activités de perfectionnement coordonnées par l'organisation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

	1	2	3	4	5	6	7
Énoncé	Ne manifeste jamais						Manifeste très souvent

| Chercher à obtenir du «feedback» concernant mon rendement et ses incidences sur mon avancement. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Apporter du travail à la maison. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| M'assurer que mes supérieurs sont au courant de mes réalisations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Bâtir un réseau de contacts dans l'organisation pour obtenir de l'information. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

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Développer des habiletés qui me serviront probablement dans de futurs postes.

1   2   3   4   5   6   7

Informer mes supérieurs de mes objectifs de carrière.

1   2   3   4   5   6   7

Rechercher des occasions d'acquérir de nouvelles habiletés.

1   2   3   4   5   6   7

Me présenter comme une personne qui obtient des résultats.

1   2   3   4   5   6   7

Énoncé	1 Ne manifeste jamais	2	3	4	5	6	7 Manifeste très souvent

Obtenir des conseils de carrière de personnes à l'extérieur de l'organisation.

1   2   3   4   5   6   7

Passer une partie considérable de mes temps libres à penser à mon travail.

1   2   3   4   5   6   7

Acquérir des expériences diversifiées dans cette organisation.

1   2   3   4   5   6   7

| Obtenir des conseils de carrière de personnes d'expérience dans cette organisation. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ | 6 ○ | 7 ○ |

| Rechercher des occasions de perfectionnement (i.e. séminaires, cours) à l'extérieur de l'organisation. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ | 6 ○ | 7 ○ |

| M'adapter aux changements dans mon travail. | 1 ○ | 2 ○ | 3 ○ | 4 ○ | 5 ○ | 6 ○ | 7 ○ |

Passez à la section suivante

Section 2 : Leadership

Veuillez indiquer la fréquence avec laquelle chaque énoncé qui suit correspond à votre superviseur immédiat. Si l'énoncé ne s'applique pas, ou si vous n'êtes pas certain(e), né répondez pas. Veuillez utiliser l'échelle suivante.

	0	1	2	3	4
Votre supérieur immédiat...	Pas du tout	De temps à autre	Parfois	Assez souvent	Très souvent ou presque toujours
Parle avec enthousiasme de ce qui doit être accompli.	0	1	2	3	4
Souligne l'importance d'avoir une forte determination.	0	1	2	3	4
M'encourage à voir les problèmes sous différents angles.	0	1	2	3	4
Considère que j'ai des besoins, des aptitudes et des aspirations différentes des autres.	0	1	2	3	4

Passez à la section suivante

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Section 3 : Information générale

À titre d'information générale, veuillez répondre aux questions suivantes :

Le répondant est un(e) : [homme ▼]

Âge du répondant : [   ]

Formation académique : [diplôme d'études secondaires ▼]

Niveau du poste occupé : [exécutif ▼]

Nombre d'années d'expérience de travail : [   ]

Nombre d'années chez l'employeur actuel : [   ]

Depuis combien d'années occupez-vous votre poste actuel? [   ]

Depuis combien d'années relevez-vous de votre supérieur immédiat? [   ]

Pendant combien d'heures êtes-vous en contact avec votre supérieur immédiat chaque semaine ? [   ]

Votre supérieur immédiat est un(e) : [homme ▼]

Domaine d'activité : [industrie manufacturière ▼]

Nombre d'employés dans votre organisation : [   ]

[Enregistrez vos réponses]

Nous vous remercions de votre participation. Si vous désirez connaître les résultats de cette étude, n'hésitez pas à contacter les personnes ci-dessous. Il nous fera plaisir de vous envoyer un sommaire des résultats lorsque l'étude sera terminée.

Carole MacPhee, étudiante de deuxième cycle École de gestion John-Molson Université Concordia carole.macphee@videotron.ca	Kathleen Boies, Ph.D. Professeure adjointe Départment de management École de gestion John-Molson Université Concordia 1455, boul. de Maisonneuve Ouest Montréal (Québec) H3G 1M8 Tél. (514) 848-2424 poste 2902 kboies@jmsb.concordia.ca