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EMPLOYEE DEVELOPMENT AND TURNOVER: A MODERATED MEDIATION
MODEL OF EMPLOYEE PERCEPTIONS OF DEVELOPMENT, JOB
SATISFACTION, SUPERVISOR SUPPORT, AND INTENT TO STAY

BY

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A thesis submitted in partial fulfillment of the requirements for the

Master of Science

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2020

THESIS ACCEPTANCE PAGE

Ryan Kasdorf

This thesis is approved as a creditable and independent investigation by a candidate for the master's degree and is acceptable for meeting the thesis requirements for this degree.

Acceptance of this does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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ABSTRACT

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As employee turnover continues to be a major concern for organizations, there is increasing evidence that providing development opportunities can be an effective intervention to decrease voluntary turnover. I propose that an integrated theoretical framework of combining Organizational Support Theory (OST) and the Job Demands-Resources Theory (JD-R) is best suited to explain the relationship between employee development and turnover. Moreover, a moderated-mediation model is developed and tested, whereby the relationship between employee perceptions development (EPD) and intent to stay is mediated by job satisfaction, and this indirect relationship is moderated by perceived supervisor support. A large sample ($N = 687$) of survey responses from a healthcare organization in the Midwest were analyzed. The results indicated that there is a direct, positive relationship between EPD and intent to stay. Furthermore, the results showed that job satisfaction, did indeed, mediate the relationship between EPD and intent to stay, although there was no support for the moderated-mediation hypothesis. These findings provide further evidence that employee development is an effective intervention to reduce turnover as well as increase job satisfaction.

Employee Development and Turnover: A Moderated Mediation Model of Employee Perceptions of Development, Job Satisfaction, Supervisor Support, and Intent to Stay

Introduction

Employee turnover continues to be a major topic of interest for both organizational researchers and organizations themselves. Researchers are interested in discerning, based on relevant theories and empirical evidence, key antecedents of employee turnover. Organizations are concerned with employee turnover due to the high costs associated with replacing staff (Society for Human Resources Management, 2016), as well as its negative effects on overall organizational performance (Hancock, Allen, Bosco, McDaniel, & Pierce, 2011). Specifically of interest is voluntary turnover, which refers to the termination of employment due to the employee's own choice, not forced by organizational influences. Research has shown that approximately one-third of employees could have been retained by their organizations (Work Institute, 2018), illustrating the pressing need to clarify key antecedents in the turnover process so that organizations can take preventative actions to retain their most expensive assets, skilled and experienced workers.

Investigating the process of employee turnover is not new in organizational literature; in fact, there are, to date, several existing theoretical models of employee turnover that have received empirical support (e.g., Hom & Griffeth, 1995; Mobley, 1977; Mowday, Porter, & Steers, 1985; Price & Mueller, 1986). Although there are various theoretical explanations underlying the employee turnover process that draw on different proposed antecedents, intention to quit has consistently been shown as the most proximal predictor of turnover (e.g., Mobley, Horning, & Hollingsworth, 1978).

Intention to quit refers to a cognitive withdrawal process in which workers start to disengage from their jobs. This cognitive withdrawal process initiates search intentions (searching for alternative employment opportunities) and subsequently turnover behavior (leaving the organization). Therefore, identifying critical antecedents of the cognitive withdrawal process (i.e., turnover intentions) is paramount to fully understanding the turnover process.

One way that organizations attempt to decrease voluntary turnover is through investing in employee development. Investing in employee professional development is a high-commitment human resource strategy that offers organizations a competitive advantage by enhancing the skills and knowledge of their employees, as well as increasing employee commitment and motivation (Kuvaas & Dysvik, 2009). Organizations clearly benefit from enhancing employee knowledge and skills through employee development, specifically in regard to performance; furthermore, research demonstrates that when employees are satisfied with and have positive perceptions of career development opportunities they are more likely to remain with the organization (e.g., Kuvass & Dysvik, 2009; Lee & Bruvold, 2003). U.S. organizations, having realized the significant competitive advantage that investing in employee development provides, spent approximately \$83 billion on employee training and development last year alone (2019 Training Industry Report, 2020). As organizations continue to invest heavily in training and development, it is paramount to understand how employee perceptions of such development practices affect the desired outcomes of this investment.

Although the majority of research supports the claim that positive perceptions of employee development are related to a decrease in turnover intentions, there are different

underlying theoretical explanations for this relationship. Two theories that are frequently utilized to explain the relationship between employee perceptions of development and turnover intentions are Organizational Support Theory (OST; Eisenberger, Huntington, Hutchison, & Sowa, 1986) and Job Demands-Resources Theory (JD-R; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

Both OST and JD-R make valid theoretical explanations of the mechanisms at work in the relationship between employee development and turnover intentions; positive perceptions of employee development lead to increases in positive work attitudes (e.g., job satisfaction), which subsequently lead to decreases in turnover intentions (e.g., Costen & Salazar, 2011). Researchers seem to agree on the mediating role of work attitudes; however, less attention has been given to other intervening or moderating variables (e.g., Maurer & Lippstreu, 2008). To date, turnover models that include employee development and employee attitudes as key antecedents have used either OST or JD-R, independently, to explain why perceptions of employee development lead to a decrease in voluntary turnover (e.g., Bakker, Demerouti, & Schaufeli, 2003; Tansky & Cohen, 2001). However, I suggest that OST and JD-R are not mutually exclusive and that a more complete model of the relationship between employee development and turnover intention involves integrating both theories. Why? First of all, organizational support should be considered a job resource within the framework of the JD-R because support at work is a characteristic of the environment. Second, there are various ways in which employees form perceptions of employee development. For example, participation in past training workshops, as well as career mentoring, has been found to be positively related to perceptions of development (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011).

This suggests that employee perceptions of development are a function of more than just organizational support. Finally, organizational support should be examined as a contextual variable after perceptions of development have been formed. This integrated model allows for flexibility of antecedents of employee perceptions of development as well as accounts the role of organizational support after such perceptions are formed.

Thus, I posit that the JD-R provides a more robust framework for explaining the mediating role of job satisfaction on the relationship between employee development and turnover intention. The potential increase in job resources by way of employee development leads to job satisfaction, which subsequently decreases turnover intention. Furthermore, I argue, based on OST, that perceived supervisor support acts as a moderating variable of job satisfaction—turnover intention relationship. The current literature examining the relationship between employee development and turnover has, for the most part, neglected the impact of possible moderating variables (e.g., Costen & Salazar, 2011; Foong-ming, 2008; Rahman & Nas, 2013; Shuck, Twyford, Reio, & Schuck, 2014). In order to gain a comprehensive understanding of how employee perceptions of development impact voluntary turnover, research needs to account for the contextual variables in which this relationship exists which will allow organizations to maximize the benefits of investing in development. As such, the primary aim of the current study is to examine the potential moderating role of perceived supervisor support on the relationship between perceptions of employee development and turnover intentions.

The current study will add to the existing literature in several ways. First, I will contribute by replicating past research demonstrating that job satisfaction mediates the

relationship between perceptions of employee development and turnover intentions (e.g., Lee & Bruvold, 2003). Then, I will expand the current theory and understanding of employee development—turnover models, by including supervisor support as a contextual variable that will moderate this relationship. To my knowledge, this is the first study to include supervisor support as a moderating variable and will offer new insights about the conditions under which investing in employee development will have the greatest impact on reducing turnover. The current research will help contribute to a better understanding of how and when employee development decreases turnover (Figure 1).

Theoretical Background and Hypotheses

Employee Perceptions of Development (EPD)

Research investigating the effects of employee development is not a new topic; and as such, the literature is filled with various operational definitions of employee development. Early research on employee development was mainly concerned with updating technical skills and its relationship with task performance (Dubin, 1977). More recent research, however, examines the effects of employee development opportunities on general work attitudes and other organizational outcomes (e.g., Ito & Brotheridge, 2005; Kuvaas & Dysvik, 2010; Maurer & Lippstreu, 2008).

As yet, there is no universally agreed-upon operational definition of employee development opportunities; however, past research has been consistent with measuring employee *perceptions* of development opportunities (e.g., Kraimer et al., 2011; Lee & Bruvold, 2003). The *Organizational Support for Development* scale (OSD; Kraimer et al., 2011) measures employees' overall perceptions of the extent to which an organization offers professional development opportunities to enhance both technical leadership skills.

This conceptualization of employee development assesses perceptions of the actual development programs offered by the organization. Somewhat similar, the *Perceived Investment in Employee Development* (PIED; Kuvass & Dysvik, 2010) scale assesses employees' perception of the organization's dedication and commitment to invest in employee development. PIED is primarily concerned with employee perceptions of the organization's commitment to development, not the actual programs. Thus, in the current study, *employee perceptions of development* (EPD) is operationalized as employees' perceptions of the organization's commitment to development as well as satisfaction with current development opportunities. This operationalization captures both OST and JD-R aspects of employee perceptions of development.

EPD and Turnover

There is a considerable body of existing research acknowledging the effects of EPD, and its various related conceptualizations, on employee turnover intentions (e.g., Koster, Grip, & Fourage, 2011; Kraimer et al., 2011; Tansky & Cohen, 2001; Wayne, Shore, & Liden, 1997). Organizational Support Theory (OST) is often used as the foundation to explain why EPD leads to a decrease in turnover intentions. Drawing from OST and Social Exchange Theory (SET; Blau, 1964), offering employee development opportunities is one way for organizations to convey a message of appreciation to their workers. Employees perceive positive developmental experiences as a cue that the organization values and cares for them, and in return, are less likely to leave the organization (Wayne, Shore, & Liden, 1997). While this theoretical view is certainly valid and has garnered empirical support (e.g., Kraimer et al., 2011; Wayne et al., 1997),

I argue that this relationship fits within the larger context of the Job Demands-Resources Theory.

According to JD-R, all characteristics of the work environment, and the job itself, can be categorized as either job demands or job resources. Job demands deplete employees' energy and eventually lead to burnout, which leads to turnover (Bakker and Demerouti, 2017). Job resources reduce the adverse effects of job demands because they are aspects of the work environment that aid in accomplishing work goals and decrease job demands as well as their related costs (Bakker and Demerouti, 2017). When employees experience prolonged job demands, without enough job resources to counteract them, they become disengaged and are at a higher risk for turnover (Bakker, Evangelina, Demerouti, & Euwema, 2015). From a JD-R perspective, turnover is a function of high job demands without enough job resources to offset them.

I propose that the JD-R offers a robust theoretical lens through which to examine the relationship between EPD and turnover, and that EPD should be considered a job resource under the JD-R framework for several reasons. First, by incorporating OST, the increased perceived organizational support (POS) generated through employee development will help reduce the negative effects of job demands. POS has a positive relationship with job satisfaction and positive mood at work, as well as the negative relationship with various workplace strain (Rhoades & Eisenberger, 2002), suggesting that POS not only creates a feeling of obligation to the organization, but it also serves a broader socioemotional function by filling individual needs. Second, employees with positive perceptions of development are likely to enhance their professional skills by way of professional development. As such, EPD serves as a resource because it is functional

in achieving work goals (i.e., better performance) and research has indicated that job performance is negatively related to turnover (e.g., Nyberg, 2010). Lastly, employee's positive perceptions of development are likely to stimulate personal growth and development, making them better equipped to effectively deal with future job demands. In support of this view, Kuvaas and Dysvik (2010) found that employees who perceived their organization was committed to professional development and provided them opportunities to enhance their skills were less likely to have thoughts about quitting. Likewise, Costen and Salazar (2011) reported that employees who have opportunities to improve their professional skills were more satisfied with their job and less likely to voluntarily leave. Furthermore, employees who experience high levels of job resources tend to have lower levels of turnover intentions (e.g., Bakker, Demerouti, & Schaufeli, 2003). Therefore, employees who have positive perceptions of, and satisfaction with, employee development will have lower levels of turnover intention because of the additional job resources (through EPD) that mitigate the adverse effects of job demands. Although much of the existing turnover literature conceptualizes turnover intention as the likelihood that an employee will leave the organization, research has also conceptualized intent to stay as its positive counterpart (e.g., Kim & Jogaratnam, 2010; Liu, 2000). Intent to stay is defined as an individual's level of commitment to remain with the organization and is measured as the antithesis of the turnover intention (Liu, 2000). Therefore, in the current study, turnover intentions were operationalized, and measured, as intent to stay in order to frame the survey items in a positive direction as to not influence current employees with negative connotations of traditional turnover intention items.

Hypothesis 1: There is a direct, positive relationship between EPD and Intent to Stay.

Job Satisfaction, EPD, and Turnover

Job satisfaction has been frequently studied in organizational literature and consistently predicts positive outcomes for organizations, such as decreased employee turnover (e.g., Lambert, Hogan, & Barton, 2001). Research has shown that dissatisfaction with one's job engenders a psychological withdrawal process that subsequently results in an employee leaving the organization (e.g., Hom, Caranikas-Walker, Prussia, & Griffeth, 1992; Mobley, Horner, & Hollingsworth, 1978). Furthermore, a recent meta-analysis demonstrated that job satisfaction is one of the strongest predictors of turnover (Griffeth, Hom, & Gaertner, 2000).

From a JD-R perspective, job satisfaction is actually a valuable personal resource that diminishes the deleterious effects of job demands. The conceptualization of job satisfaction – perceptions that the job is achieving or facilitating one's expected values (Locke, 1969) – implies a motivational aspect. Satisfaction with one's job fulfills certain intrinsic, psychological needs. This fulfillment of intrinsic, psychological needs acts as a personal resource. Because job resources counteract job demands, and job demands lead to turnover, job satisfaction will act as a resource to decrease the effects of job demands. Therefore, in the context of JD-R, job satisfaction will be related to a decrease in turnover intention because the fulfillment of intrinsic needs will offset the adverse effects of job demands.

Furthermore, job satisfaction has been shown to be largely influenced by the characteristics of the work environment, such as the nature of the work, social support,

and other organizational elements (e.g., Gaertner, 2000; Lambert et al, 2001), suggesting that job satisfaction falls squarely within the framework of the JD-R. Additionally, increases in job resources predict future job satisfaction (Tims, Bakker, & Derks, 2013), further demonstrating support for the proposition that job satisfaction is derived from the characteristics of the work environment.

One characteristic of the work environment that may affect job satisfaction is opportunities for employee development. Research has shown that professional development opportunities (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007), support for employee development (Kraimer et al., 2011), and perceived investment in employee development (Lee & Bruvold, 2003) have positive relationships with employee well-being (e.g., job satisfaction). Furthermore, Xanthopoulou et al. (2007) showed that job resources (including employee development) reduced the effects of job demands on burnout. These results suggest that employee perceptions of development indirectly affect turnover intentions through job satisfaction. Therefore, EPD is a job resource that leads to an increase in job satisfaction (e.g., Costen & Salazar, 2011; Koster et al., 2011; Lee & Bruvold, 2003). This increased job satisfaction buffers the negative effects of job demands, resulting in a decrease in turnover intention.

Hypothesis 2: Job satisfaction mediates the relationship between EPD and intent to stay.

The Moderating Role of Supervisor Support

Drawing from OST and social exchange theory (SET; Blau 1964), research indicates that POS is related to various positive organizational outcomes, including increased task performance, increased extra-role performance, and decreased turnover

(e.g., Rhoades & Eisenberger, 2002). High levels of POS lead to feelings of obligation, where employees not only feel committed to the organization, but also are motivated to engage in behaviors that will benefit the organization (i.e., employees with high levels of POS balance their exchange relationship with their organization by helping the organization achieve goals).

Employees also develop “general views concerning the degree to which supervisors value their contributions and care about their well-being”, referred to as perceived supervisor support (PSS; Kottke & Sharafinski, 1988). Supervisors are seen as representatives of the organization because of the impact they have on subordinates, including allocating resources, performance reviews, and other employment decisions. As such, employees interpret treatment from their supervisor (either positive or negative) as emblematic of their organization’s support (Eisenberger et al., 1986). In support of this proposition, meta-analytic findings showed that PSS did, indeed, predict POS (Rhoades, & Eisenberger, 2002), which illustrates the impact that supervisors have on employee attitudes, as well as subsequent behavior. Research has also demonstrated that supervisors affect employee well-being (e.g., job satisfaction) through their impact on the work environment (e.g., Moyle, 1998; Sellegren, Ekvall, & Tomson, 2008; Sorrentino et al., 2008). This stream of research suggests that supportive supervisors create a positive work environment where employees feel valued, which in turn leads to feelings of job satisfaction.

In line with JD-R, perceived supervisor support is a job resource that can help diminish the strain caused by job demands. Another critical component of JD-R, as it relates to supervisor support and job satisfaction, is the concept of gain spirals and loss

spirals (Bakker & Demerouti, 2017). Past research examining the causal mechanisms involved in the JD-R have shown reciprocal relationships between job demands, job resources, and well-being (e.g., Hakanen, Perhoniemi, & Toppinen-Tanner, 2008; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009) indicating that an increase in job resources leads to an increase in well-being, subsequently leading to an increase in future job resources. Because supervisors affect employee well-being through their impact on the work environment (e.g., Moyle, 1998), supervisors have the potential to influence gain and loss spirals. Supervisor support has been shown to be a crucial aspect of the work environment because it minimizes the effects that job strain has on negative organizational outcomes (e.g., Breevaart, & Bakker, 2018; Harris, Harris, & Harvey, 2008).

Drawing from both JD-R and OST, I posit that perceived supervisor support will moderate the indirect relationship between EPD and turnover intention through job satisfaction, which, to the best of my knowledge, has not yet been investigated and extends existing theory. EPD is a job resource that is related to an increase in job satisfaction (e.g., Koster et al., 2011). Past researchers have demonstrated a direct, positive relationship between perceived supervisor support and job satisfaction (e.g., Gok, Karatuna, & Karaca, 2015). This suggests that job satisfaction derived from EPD will subsequently be affected by the level of perceived supervisor support. Research indicates that supportive supervisors affect employee attitudes through their impact on the work environment (e.g., Sellegren, Ekvall, & Tomson, 2008). Furthermore, employees who perceive the work climate as psychologically safe report high levels of job satisfaction even when levels of perceived risk are high (Nielsen, Mearns,

Matthiesen, & Eid, 2011). Supportive supervisors employ behaviors that are likely to cultivate work climates that promote psychological safety because they show concern for individual employees and allow them to voice concerns without fear of reprisal. As such, when PSS is high, this will create a positive work environment in which employees with increased job satisfaction from EPD can initiate a resource gain spiral, which subsequently increases intent to stay. When PSS is low, employees will have to use additional resources in order to make up for the lack of supervisor support. In this instance, the increased job satisfaction from high levels of EPD may not result in increased intent to stay because those resources will be expended before they lead to positive outcomes. Therefore, hypothesis 3 is as follows:

Hypothesis 3: The indirect effect of EPD on intent to stay through job satisfaction is stronger when perceived supervisor support is higher.

Method

Participants

The data set that was analyzed for this study is from an employee experience survey that was distributed to employees at a large healthcare organization in the Midwest after one year of employment. The overall purpose of the employee experience survey is to assess various workplace attitudes and gather feedback on the work environment from the employee perspective. As one of the largest change initiatives in its history, the organization was in the process of merging with another large healthcare organization. Therefore, the organization attaches great importance to employee attitudes and development.

An email was automatically sent out to employees after one year of employment containing a link to the online survey that was completed in Qualtrics. Employees were informed that the purpose of the survey is for the organization to gain a better understanding of employee perceptions and experiences. The employees were assured that the completion of the survey is voluntary and all personal information will remain confidential. The self-report questionnaire was completed at work in approximately 10-15 minutes. The initial sample consisted of 723 employees, but after excluding several participants' data due to missing responses the final sample size included for analysis was 687. Participants' average age was 36 years old ($SD = 12.84$) and they have all been employed with organization for one year. The final sample was approximately 80 % female and 20 % male and predominantly white (84 % white, 5 % black, 3 % Hispanic, 3 % Asian, 1 % pacific islander, 2 % Native-American, and 2% multi-racial).

Measures

Employee Perceptions of Development. Employee perceptions of development was measured with a four-item scale that assesses an individual's perceptions of the organization's commitment to help them develop new skills and competencies, as well as their satisfaction with current development opportunities (adapted from Kuvass & Dysvik, 2010). The internal consistency of the scale was quite high ($\alpha = 0.92$). Example items include, "My organization is dedicated to professional development" and "I am satisfied with my opportunities for professional growth". All items were measured on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). An overall score was computed by averaging across the four items and a higher number indicates more

positive perceptions of employee development. See the complete measure in Appendix A.

Job Satisfaction. A single item was used to measure global job satisfaction that assesses an individual's attitude toward his or her job in its entirety. Participants answered the question, "Taking everything into consideration, how do you feel about your job as a whole" on a scale from 1 (*extremely dissatisfied*) to 5 (*extremely satisfied*). See the complete measure in Appendix A.

Supervisor Support. Supervisor support was measured with the Supervisory Support scale (Greenhaus, Parasuraman, & Wormley, 1990) to assess individual perceptions that an immediate supervisor values their work contributions and supports their personal well-being. The scale consists of six items measured on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The internal consistency of the scale was acceptable ($\alpha = 0.89$). An example item is "My supervisor makes sure I get the credit when I accomplish something substantial on the job". An overall score was computed by averaging across the six items and a higher score indicates greater perceived supervisor support. See the complete measure in Appendix A.

Intent to Stay. Intent to stay was measured with a three-item scale to assess an individual's level of commitment to remain the organization (adapted from McCloskey & McCain, 1987). The scale frames traditional turnover intention items in a positive direction. An example item is "I am likely to be working for this organization one year from now". All items were measured on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) and an overall score was computed by averaging across the three items; higher score indicates a greater likelihood they will remain with the

organization. The internal consistency of the scale was acceptable ($\alpha = 0.87$). See the complete measure in Appendix A.

Controls. Age, gender, and ethnicity have been found to be significant predictors of job satisfaction and/or turnover (e.g., Doede, 2017; Lambert et al., 2001). As such, these demographic characteristics were included as possible control variables in the current study. Additionally, location was examined as a control variable because the organization from which the data was collected is geographically dispersed and different locations may have different development opportunities. Lastly, equal employment opportunity (EEO) job category code was examined as a possible control variable to account for differences between types of jobs.

Results

Descriptive statistics including correlations, means, standard deviations, and coefficient alpha values are shown in Table 1. First, demographic characteristics were tested to examine which control variables should be included for further analyses. The results indicated that there were no significant differences between gender, ethnicity, location, and EEO code and main variables of interest, so, these demographics variables were excluded from subsequent analyses. However, age was found to be a significant predictor of both job satisfaction ($F(1, 694) = 9.26, p < 0.01, R^2 = 0.01$) and intent to stay ($F(1, 715) = 6.72, p < 0.01, R^2 = 0.001$); therefore, age was included as a control variable in the subsequent analyses.

Hypothesis 1 was tested with hierarchical linear regression and the results are shown in Table 2. After controlling for age, employee perceptions of development were significantly related to intent to stay ($\beta = 0.63, p < 0.01$). Hypothesis 1, which stated that

there is a direct, positive relationship between employee perceptions of development and intent to stay, was supported.

Hypothesis 2, which stated that job satisfaction would mediate the relationship between employee perceptions of development and intent to stay, was tested with Model 4 of the PROCESS MACRO (Hayes, 2017). The mediation results of the hypothesized model are provided in Table 3. A direct relationship between employee perceptions of development and intent to stay was supported in hypothesis 1. Additionally, regression analyses showed that after controlling for age, employee perceptions of development were significantly related to job satisfaction ($\beta = 0.46, p < 0.01$). Furthermore, job satisfaction was found to be significantly related to intent to stay ($\beta = 0.40, p < 0.01$). Thus, all criteria needed to test for mediation were met. To test for mediation, the indirect effects produced by the PROCESS program based on bootstrapped confidence intervals were examined. As can be seen in Table 3, the indirect effects were significant at the 95% level of significance, as indicated when the lower and upper level of the confidence interval does not contain zero. The indirect effect of employee perceptions of development on intent to stay (through job satisfaction) was positive and significant ($\beta = 0.18, p < 0.05$), providing support for hypothesis 2.

Model 14 of the PROCESS MACRO (Hayes, 2017) was used to test hypothesis 3, which stated that the indirect effect of employee perceptions of development on intent to stay (through job satisfaction) would be moderated by supervisor support. Results from the moderated-mediation analysis are provided in Table 4. The interaction effect of job satisfaction and supervisor support on intent to stay was found to be non-significant at the 0.05 level; however, it was marginally significant ($\beta = 0.05, p = 0.08$). Including the

interaction term in the model only resulted in an increase of 0.2 % of explained variance. The index of moderated mediation based on bootstrapped confidence intervals produced by the PROCESS program was examined to test if the indirect effect of employee perceptions of development on intent to stay (through job satisfaction) is moderated by supervisor support. As shown in Table 4, the lower and upper levels of the confidence interval did include zero, indicating that supervisor support does not moderate the indirect effect of employee perception of development on intent to stay ($\beta = 0.02, p > 0.05$); thus, hypothesis 3 was not supported.

Discussion

With the ever-changing landscape in the business world, organizations consistently search for new ways to create and sustain a competitive advantage. Thus, employee turnover continues to be a major area of focus for organizations due to high costs of replacing employees (Society for Human Resources Management, 2016) as well the associated decrease in overall organizational performance (Hancock et al., 2011). Prior research has demonstrated that investing in employee development and providing positive developmental experiences is an effective way to decrease turnover (e.g., Ito & Brotheridge, 2005; Lee & Bruvold, 2003; Xanthopoulou et al., 2007). As such, the primary goals of the current study were to replicate past findings that positive perceptions of employee development are related to a decrease in turnover, integrate OST and JD-R to provide a more complete framework for understanding this relationship, and explore the possible moderating effect of supervisor support. The present research adds to the existing literature in several ways.

First, the current study showed that positive perceptions of employee development are directly related to an increase in intent to stay, which is in line with past research (e.g., Kuvaas & Dysvik 2010; Wayne et al., 1997), thus providing further evidence that offering employee development opportunities is an effective intervention to reduce turnover. Furthermore, the operationalization of employee perceptions of development (EPD) in the current study adds to the existing literature by providing a more complete picture of the different perceptions of employee development. Although past research has been consistent with measuring *perceptions* of employee development, researchers have focused on different aspects of these perceptions. For example, Lee and Bruvold (2003) found that perceived investment in employee development was related to a decrease in turnover intentions, while Tansky and Cohen (2001) found that satisfaction with development opportunities was also related to a decrease in turnover intentions. Thus, operationalizing EPD as employees' perceptions of the organization's commitment to development as well as satisfaction with current development opportunities provides evidence that both of these perceptions are equally important when considering offering developmental opportunities to employees.

Second, integrating Organizational Support Theory (OST) and Job Demands-Resources Theory (JD-R) provides a more robust framework for examining the relationship between employee development and turnover. This view was supported by the finding that job satisfaction mediated the relationship between EPD and intent to stay. Positive perceptions of employee development were related to an increase in job satisfaction, and this increase in job satisfaction subsequently led to an increase in intent to stay. As employee development opportunities are part of the work environment, and

job satisfaction is largely influenced by characteristics of the work environment (Lambert et al., 2001), this finding supports the view that employee perceptions of development are a valuable job resource that can mitigate the effects of job demands. Furthermore, I proposed that that organizational support should be viewed as a job resource within the context of the JD-R. Research has demonstrated that offering employee development opportunities is a way for organizations to show that they value their employees (Wayne et al., 1997). Additionally, organizational support contributes to job satisfaction by fulfilling individual socioemotional needs (Rhoades & Eisenberger, 2002). Therefore, providing employees with positive developmental experiences not only conveys a message of appreciation, but also fulfills individuals' needs that lead to increased job satisfaction, which then results in increased intent to stay.

Although the current study showed that job satisfaction does mediate the relationship between EPD and intent to stay, the hypothesis that this indirect relationship would be moderated by supervisor support was not supported. This suggests that the resulting increase in job satisfaction from EPD is not significantly impacted by supervisor support. One possible explanation for this finding is the fact that job demands were not accounted for in the current study. The results from the moderated-mediation analysis revealed that the indirect effect of EPD on intent to stay (through job satisfaction) was positive and significant at one standard deviation above and below the mean score for supervisor support. This indicates that even at lower levels of supervisor support, the increased job satisfaction from EPD was still positively related to intent to stay. Drawing from JD-R, turnover is a function of sustained job demands without enough job resources to counteract them (e.g., Bakker et al., 2015). Therefore, if perceived job demands were

low, then the impact of supervisor support may have been negated because additional job resources would not have been needed. However, if perceived job demands were high, supervisor support may become a more valuable job resource to help mitigate the effects of those job demands. As such, future research should control for perceived job demands to account for this potential discrepancy. Accounting for perceived job demands would provide more complete information needed to examine the potential moderating effect of supervisor support.

Another possible explanation for the absence of support for the moderated-mediation relationship is the lack of variance for reported levels of perceived supervisor support in the current sample. Supervisor support was measured on a 5-point scale and the mean reported score was 4.15 ($SD = 0.91$). The moderated-mediation analysis examined the impact of supervisor support on the indirect relationship between EPD and intent to stay (through job satisfaction) at the mean level of supervisor support, one standard deviation below the mean, and one standard deviation above the mean. One standard deviation below the mean score for supervisor support (i.e., a score of 3.23) would still suggest that employees view their immediate supervisor as somewhat supportive. Therefore, the lack of variation in reported scores for supervisor support may have contributed to not finding a significant moderated-mediation effect because all levels included in the analysis were positive. The results may have been different if with greater variance because, then, one standard deviation below the mean would have indicated that employees view their supervisor as unsupportive; therefore, detracting from current job resources.

While the present research adds valuable information to existing literature, there are several limitations that should be acknowledged. First, all variables in the study were measured at the same point in time. As with all cross-sectional research, claims of causal relationships cannot be made with confidence. Although hypothesis 2 was supported, future research should include several measures of EPD and job satisfaction over time in order to establish causality of this mediated relationship. Another methodological limitation of the study was that all variables were gathered from a single source through self-reported measures; therefore, common method bias may be a concern. When variables are all measured with the same source, there is a potential for inflated or deflated correlations (i.e., common method bias). Lastly, because the data analyzed in the study was extracted from an existing data set, additional control variables were not able to be accounted for. Future studies should measure and control for other job resources to isolate the effects of EPD on job satisfaction and subsequent turnover intentions. Because job satisfaction is largely influenced by the work environment (e.g., Lambert et al., 2001), it is probable that other characteristics of the work environment, besides EPD, influenced job satisfaction in the current study.

Limitations notwithstanding, there are several practical implications for organizations based on the results. First, and foremost, is that providing employees with positive developmental experiences is an effective way to help reduce turnover. Organizations should not only be concerned with employee perceptions of their commitment to development, but also ensure that employees are satisfied with actual developmental programs. Organizations that demonstrate that they are committed to employee development, and actually provide positive developmental experiences, will

decrease their voluntary turnover. Furthermore, organizations will reap additional benefits from the increased job satisfaction resulting from positive perceptions of employee development. Job satisfaction is not only negatively related to turnover (e.g., Gaertner, 2000), but it is also positively related to organizational citizenship behaviors (Whitman, Rooy, & Viswesvaran, 2010) and job performance (Nyberg, 2010). Cultivating positive perceptions of employee development will drive employee job satisfaction and the resulting positive outcomes.

The current study contributed to the existing literature by providing additional evidence for the positive effects of employee development on job satisfaction and intent to stay by examining a large sample in an organizational setting. It is clear that investing in employee development and providing meaningful developmental experiences will result in positive outcomes for organizations. Additionally, examining EPD as a job resource through the framework of the JD-R, as opposed to solely through the lens of OST, provides a more robust theoretical view of its outcomes by capturing both the social exchange perspective as well the fulfillment of socio-emotional needs that development opportunities provide. This will provide organizations with a more complete view of how offering development opportunities can potentially lead to positive outcomes by emphasizing various employee perspectives regarding professional development. As such, organizations should continue to invest in providing employees with positive developmental experiences to increase their competitive advantage.

APPENDIX A: List of Measures

Employee Perceptions of Development

1. My organization invests time and money in employee development.
2. I am satisfied with my opportunities for professional growth.
3. My organization is dedicated to professional development
4. I have an understanding of my career path at this company.

Job Satisfaction

1. Taking everything into consideration, how do you feel about your job as a whole?

Supervisor Support

1. My supervisor takes the time to learn about my career goals and aspirations.
2. My supervisor keeps me informed about different career opportunities for me in the organization.
3. My supervisor makes sure I get the credit when I accomplish something substantial on the job.
4. My supervisor gives me helpful feedback about my performance.
5. My supervisor supports my attempts to acquire additional training or education to further my career.
6. My supervisor provides assignments that give me the opportunity to develop and strengthen new skills.

Intent to Stay

1. It would take a lot to get me to leave this organization.
2. I do not frequently think of quitting my job or transferring within the organization.
3. I am likely to be working for this organization one year from now.

APPENDIX B: Figures and tables

Figure 1. *Indirect effect of employee perceptions of development on intent to stay (through job satisfaction) as a function of supervisor support.*

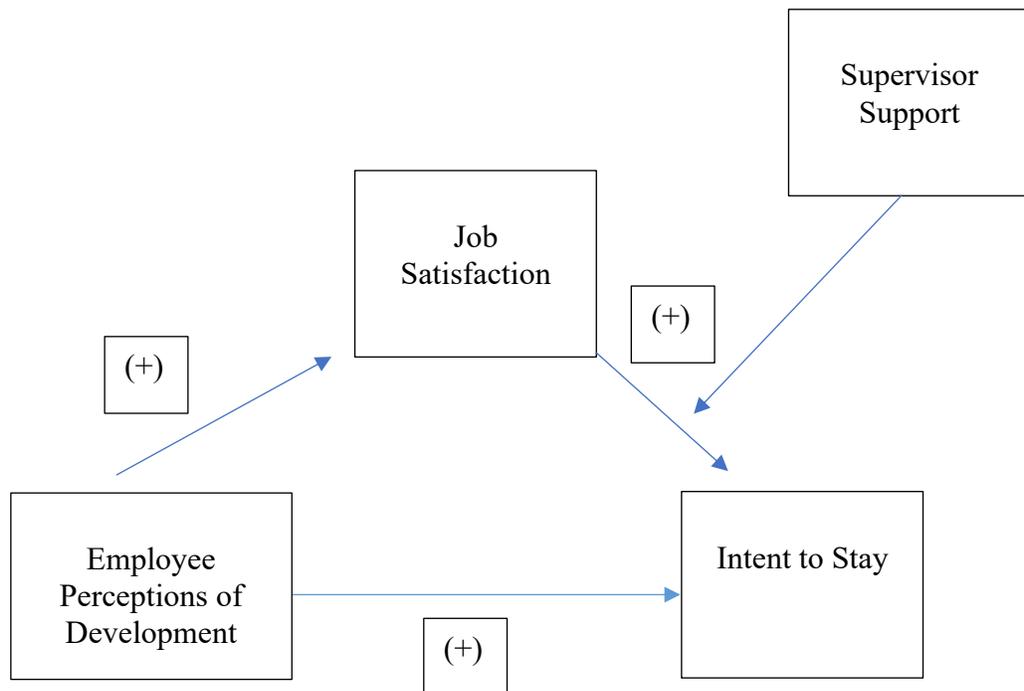


Table 1. Descriptive statistics and correlations.

Variable	M	SD	1	2	3	4	5	6
1. Employee Perceptions of Development	3.99	0.95	(.92)					
2. Job Satisfaction	4.27	0.84	.52**	(-)				
3. Supervisor Support	4.15	0.92	.66**	.49**	(.89)			
4. Intent to Stay	3.81	0.91	.63**	.60**	.51**	(.87)		
5. Age	35.99	12.84	.05	.12*	-.04	.10*	(-)	
6. Gender	0.19	0.39	.01	-.03	-.01	.03	.06	(-)

Note. * significant at $p = .05$, ** significant at $p = .001$. Bold values represent Cronbach's alpha reliabilities (except for Job Satisfaction, Age, and Gender). Gender was coded as "0 = female" and "1 = male".

Table 2. Regression Results for Intent to Stay

Predictor	Intent to Stay β (SE)
Control Variable	
Age	.07 (.002)*
Independent Variables	
E.P.D	.63 (.03)**
R^2	.40**

Note. E.P.D. = *Employee Perceptions of Development*. Standardized regression coefficients are reported; standard errors in parentheses. Bootstrap sample size = 5,000. * $p < .05$; ** $p < .01$.

Table 3. Mediation Results

Predictor	Model 1 Job Satisfaction β (SE)	Model 2 Intent to Stay β (SE)	
Control Variable			
Age	.01 (.002)*		.002 (.001)
Independent Variables			
E.P.D	.46 (.03)**		.41 (.03)**
Job Satisfaction	-		.40 (.03)**
R^2	.28**		.50**
Bootstrap indirect effects on intent to stay (through job satisfaction)	β (SE)	LL 95% CI	UL 95% CI
E.P.D.	.18 (.03)*	.13	.26

Note. E.P.D. = Employee Perceptions of Development. LL = lower limit; CI = confidence interval;

UL = upper limit. Unstandardized regression coefficients are reported; standard errors in parentheses. Bootstrap sample size = 5,000. * $p < .05$; ** $p < .01$.

Table 4. Moderated Mediation results

Predictor	Intent to Stay β (SE)		
Control Variable			
Age		.003	(.002)
Independent Variables			
E.P.D		.37	(.03)**
Job Satisfaction		.21	(.10)*
Supervisor Support		-.09	(.10)
J.S.*S.S.		.05	(.03)
R^2		.49**	
Index of Moderated Mediation	β (SE)	LL 95% CI	UL 95% CI
Supervisor Support	.02 (.01)	-.01	.05

Note. E.P.D. = Employee Perceptions of Development. LL = lower limit; CI = confidence interval; UL = upper limit. Unstandardized regression coefficients are reported; standard errors in parentheses. Bootstrap sample size = 5,000. * $p < .05$; ** $p < .01$.

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