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**Leading Through Engagement: Revealing the Hidden Path from Leadership Functions to Turnover Intention**

Beatriz Isabel Domingues Lemos

Master's in Human Resources Management and Organizational Consulting

Supervisors:
Assistant Professor Patrícia Costa, Department of Human Resources and Organizational Behavior,
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Invited Assistant Professor Inês Sousa, Department of Human Resources and Organizational Behavior,
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September, 2024

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**BUSINESS SCHOOL**

Department of Human Resources and Organizational Behavior

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## Abstract

In line with the importance of teamwork in everyday life, this dissertation explores the influence of functional leadership on team members and leaders through work engagement, on employee turnover intentions. Functional leadership is explored through the functions of: define mission; provide feedback; challenge the team; and support social climate. The study analyzes the role of OFTP as a moderator of this relationship, i.e. whether the perception of time remaining in the professional career alters the effect of the perception of leadership functions on turnover. In order to achieve this objective, a quantitative study was applied, which included responses from leaders and team members, analyzed separately.

The results obtained prove the role of work engagement as a mediator in the study, reinforcing the need to prioritize actions that promote work engagement when the aim is to retain employees, rather than focusing on leadership actions. The data reveals the absence of OFTP moderation, thus showing that the impact of leadership functions does not affect employees' intentions to leave according to their temporal career orientation. Therefore, the adaptation of practices by leaders and organizations that motivate and involve younger and older employees in order to increase their work engagement should be taken into consideration.

# Resumo

À luz da importância do trabalho em equipa no quotidiano, esta dissertação explora a influência da liderança funcional nos membros e líderes de equipas através do work engagement, nas intenções de turnover dos colaboradores. A liderança funcional é explorada através das funções: definir a missão; dar feedback; desafiar a equipa; e apoiar o clima social. O estudo analisa o papel do OFTP enquanto moderador desta relação, ou seja, se a perceção do tempo restante na carreira profissional altera o efeito da perceção das funções de liderança no turnover. Para atingir este objetivo, foi aplicado um estudo quantitativo, que contou com respostas de líderes e membros de equipa, analisadas separadamente.

Os resultados obtidos comprovam o papel do work engagement como moderador do estudo, e reforçam a necessidade de priorizar ações que promovam o work engagement quando o objetivo passa pela retenção de colaboradores, ao invés de se centrar nas ações de liderança. Os dados revelam a ausência da moderação do OFTP, mostrando que o impacto das funções de liderança não afetam as intenções de saída dos colaboradores em função da sua orientação temporal de carreira. Assim, deverá ser tido em consideração a adaptação de práticas por parte dos líderes e das organizações que motivem e envolvam os colaboradores mais jovens e mais velhos, de forma a aumentarem o seu envolvimento no trabalho.

Palavras-chave: Liderança, Envolvimento no Trabalho, Intenção de Rotatividade, Perspectivas Ocupacionais de Tempo Futuro, Satisfação no Trabalho

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## Introduction

Employee turnover is a current business organizations face. More directly or indirectly, employee turnover always results in costs for the organization (Lim et al., 2017), and therefore retention and managing employee turnover are crucial for organizations to improve business growth (Frank et al., 2004) and ensure they have the right human capital.

In today´s dynamic and unpredictable global economy, organizations rely significantly on the quality of their people, especially of leaders (Els & Meyer, 2024), to establish and maintain a competitive advantage. In this sense, one area that has received increased attention in the scientific debate is the role of leadership in team settings (Morgeson et al., 2010), since structuring work around teams is now a reality of organizational life (Morgeson et al., 2010). Despite being an active and relevant topic, there is still no agreed definition of what leadership is (Castro et al., 2021), however, it is common to all authors that it is intrinsically linked to the motivation of the members of an organization (Ferreira & Sampaio, 2018), their performance and the achievement of the proposed objectives. The importance of the analysis of this theme is related to the influence that leadership actions have on employees and company performance (Gomes & Cruz, 2006). Appreciating the importance of team leaders and ensuring their active participation in everyday work activities gives any organization a distinct competitive edge. The interactions between leaders and the members of their teams are complex, and the style of leadership used is often seen as one of the key factors that create and sustain a stable and effective workforce and increase their commitment to the professional environment (Abasilim et al., 2019). This research focuses on the Functional Leadership Theory, which is one of the most influential theories of team leadership. This theory is a practical approach that companies use to identify specific leader behaviors that contribute to increasing the autonomy, productivity and empowerment of team members (Maynard et al., 2017).

In the literature about leadership and employee retention, research has mainly focused on the impact of leadership practices on employees, often treating the workforce as a homogeneous group. However, functional leadership roles can be perceived and implemented differently between leaders and team members (Zaccaro et al., 2001). Exploring these differences is fundamental to understanding how these functions influence turnover intentions, especially since leaders and members can interpret and apply these functions in different ways (Kjellström et al., 2020). In this way, this research distinguishes itself by adopting an approach that contributes an innovative perspective by examining whether the functions of functional

leadership behave in a similar or divergent way between leaders and team members (Zaccaro et al., 2001), an aspect that has been little explored (Hackman & Wageman, 2005).

According to previous studies, there is an increasing need for employees to identify with their roles, and consequently, their engagement with their team and their work has become essential. In this scenario, research about the employee work engagement, that is "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption'' (Schaufeli et al., 2002, p. 74) has gain importance due to the assumption that more engaged individuals show greater dedication to their tasks and have more probability to stay at the organization (Doargajudhur & Dell, 2019). Work engagement is shaped by several factors, and leadership actions are among the most powerful in determining employees' intention to leave the organization (Abasilim et al., 2019).

Leadership actions affect the attitudes of people of different ages in organizations (Kunze & Toader, 2019) and consequently employees can perceive these practices differently, leading to varied responses among different age groups (Kinnie et al, 2005). Although there are a vast number of studies on age and work, there is a need to explore the role of age-related variables in perception of leadership practices, and this study is pertinent since addresses this theme.

As the workforce in most developed countries continues to age (United Nations, 2019), the number of employees over 50 has been arising, accompanied by a decrease in the number of younger people starting their professional path (Eurofound, 2017). Due to their significant presence in today's workforce, older workers and its behaviors through their life span have received increasing attention in studies, compared to younger workers, who get much less attention. This reflects a gap in the literature and validates the contribution of this dissertation to fill the gap. To adjust to the lack of younger workers, organizations, and leaders in particular, will have to take greater consideration of workers' well-being during their careers and adapt jobs to meet the needs of the different ages in the workforce. As people get older and their perception of time changes, their priorities and goals also change, and organizations need to recognize these changes. In line with this idea, the concept of a sustainable career should be taken into account by leaders, as it allows employees to adapt their priorities in line with these changes, promoting not only productivity and professional success, but also emotional balance and personal satisfaction as they progress through their careers (Vos et al., 2020). By prioritizing their well-being, supporting their growth and ensuring that their personal values are in line with their career goals, organizations cultivate an environment that encourages employees to be more dedicated and engaged in their work (Vos et al., 2020).

Since employees' needs and performance can change with age (Kooij et al., 2010), worker age should be considered as a factor that could impact how leadership strategies are perceived. Lifespan Theories can help to explain the processes influenced by aging and age diversity within organizations (Kunze & Toader, 2019). These theories focus on motivation, engagement, and performance change according to the age group, and for this reason, should be considered the support of the study. Thus, leaders should understand how they can act taking into account the age differences. Although the concept of chronological age is widely used, this research focuses on Occupational Future Time Perspectives (OFTP).

As a way of contributing to the literature, the aim of this dissertation is to analyze the impact that leadership actions have on retention. The study explores the mediating effects of work engagement on the relationship between leadership actions and turnover intentions. Additionally, explores and compares the moderating role of OFTP in this relationship. The Theory of Socio-Emotional Selectivity (SST) (Carstensen, 1995) was used as the theoretical foundation (Fasbender et al., 2020) to understand this moderating effect in this relationship.

The structure of this dissertation begins by focusing on the analysis of the current theories of Leadership, Engagement, human development throughout the life cycle, present in the Literature Review (chapter 1): Functional Leadership Theory (McGrath, 1962), Work Engagement (Schaufeli & Bakker, 2004), Lifespan Theories (Truxillo et al., 2012), and Socioemotional Selectivity Theory (Carstensen, 1995), alongside an understanding of the various age groups that currently exist in the labor market. The methodology and data analysis can then be found in chapters 2 and 3, respectively. Chapter 4 analyzes the data discussion and also addresses limitations and suggestions for future research. Chapter 5 presents a brief conclusion to the study. Finally, to complement all the information presented, the last chapter ends with the Annexes.

CHAPTER 1

**Literature Review**

## 1.1 Contextualization of Leadership

The word "leadership" is used in various circumstances and, as a result, more and more theories can be observed on this subject. Although leadership is playing an increasingly important role in an organization´s life, there is still no agreed definition of it (Castro, 2021) as is said that there are as many concepts as there are authors on this topic. However, everyone agrees that leadership is strongly linked to the leader's ability to motivate themselves and others, in order to achieve common goals (Ferreira & Sampaio, 2018).

For the authors Hollander and Julian (1969), leadership is a relationship of influence between two or more people who depend on each other to achieve common goals in a given group situation (Tomaz, 2017). Nascimento and Bryto (2019) share this idea of leadership, as they state that leadership is recognized as a very important management tool with a great impact on a team's performance, as it is through leaders that team members are directed towards the goals that they are expected to achieve (Castro, 2021). In this sense, the importance of leadership goes beyond the success of the organization, as it also significantly influences the commitment of employees and, consequently, their professional performance (Castro, 2021). Al-Ghusin and Ajlouni (2020) add that employees´ organizational engagement influences their attitudes towards work, but is also largely influenced by the existing leadership style.

The lack of consensus in defining the concept of leadership has led to different theories emerging to meet organizational needs and fill the gaps in previous approaches (Spain & Woulfin, 2019). Among the various existing theories, this body of work is restricted to the Functional Leadership Theory approach.

## 1.2 Functional Leadership Theory

Leadership does not operate in isolation, it thrives on continuous interaction with team members. This interaction forms a dynamic process that ultimately determines whether a team achieves its objectives (Adair, 2009). For Fleishman et al. (1991), leadership is inherently functional, focusing on defining and achieving objectives- essentially a pragmatic approach to problem-solving. In this sense, effective team leaders are not passive overseers, they must dedicate themselves to maximizing the likelihood of improving the team's performance. In other

words, they must match their behavior to the team's current needs, thereby maximizing the chances of success.

This perspective of team leadership is in line with Functional Leadership Theory (McGrath, 1962), one of the most influential models of team leadership (Fleishman et al., 1991; Hackman & Walton, 1986; Zaccaro et al., 2001), and the most relevant to the practical manager intent upon understanding leadership (Adair, 2009).

Functional Leadership drives team success by stepping in when necessary to address critical needs (Morgeson et al. 2010). In this framework, leadership is about fulfilling the team's needs in real time, constantly adapting to enhance effectiveness (Morgeson et al., 2010). In the words of McGrath (1962), the leadership role is "to do, or get done, whatever is not being adequately handled for group needs" (p. 5), thus looking at the leader as a completer (Adair, 2009). When a leader ensures that every critical function—whether it's related to task completion or group cohesion—is properly addressed, they've truly succeeded. From this approach, leaders who actively manage their team's strategic human capital resources are better able to solve team problems and promote success than team leaders who take a less active approach (Burke et al., 2006).

In many ways, Functional Leadership Theory can be seen as the theory of group needs. From this perspective, unlike other forms of leadership, in which leadership is seen as a fixed set of universal and static behavioral dimensions, Functional Leadership is a dynamic process that requires adaptive changes in the leader's behavior (Dias Tomaz, 2017), according to what is needed at that moment for a particular team.

Working in teams is a process that uses cycles of interaction and mutual dependence (Kozlowski et al., 1996; Morgeson & Hofmann, 1999). These activity cycles are centered around a common goal and, according to Functional Leadership Theory, can be broken down into two phases: the transition phase and the action phase (Marks, Mathieu, & Zaccaro, 2001). The transition phase involves planning and laying the groundwork for achieving team objectives (Marks et al., 2001); and the action phase is where the rubber meets the road- it's all about execution (Marks et al., 2001).

For this dissertation, four critical leadership functions have been chosen for examination - two from the transition phase and two from the action phase. The "define mission" and "provide feedback" functions belong to the transition phase. "Define mission" involves establishing clear, practical performance expectations so that the entire team understands and connects with the goals (Morgeson et al., 2010). In particular, this leadership role in the team helps to create

a sense of common identity and strengthen relationships between members. "Provide feedback" enhances communication, strengthening team bonds and boosting engagement (Morgeson et al., 2010). From the perspective of Functional Leadership, feedback is an essential ingredient, since it helps team members assess their performance, identify areas for improvement, and grow over time (Einstein & Humphreys, 2001).

Regarding the action phase, the functions selected were "challenge team" and "support social climate". "Challenge team" involves pushing members to reach higher performance levels, questioning existing methods, and encouraging innovation (Morgeson et al., 2010). Latham (1987) describes this role in team leadership as the innovator, the leader who introduces fresh approaches that elevate team performance. Lastly, "support social climate" focuses on cultivating a positive team environment (Morgeson et al., 2010). When team members have strong and supportive relationships, their ability to achieve results is greatly enhanced (Campion et al., 1993). According to the same authors, leaders who promote positive working relationships between members have more satisfied teams (Campion et al., 1993).

## 1.3 Leadership Functions on Turnover Intentions

The relationship between leaders and members is a relevant topic since leaders can affect members, just as members can affect the leaders and their behavior (Luthans, 2011). The same author also points out that leadership effectiveness will have a strong impact on both members and the results they achieve. Leadership has a direct impact on employee and job satisfaction, which is reflected in turnover intention (Giray & Sahin, 2012).

Employee turnover is an unavoidable term in an organization's life and, increasingly, a major concern for contemporary organizations. This term refers to the possibility of an employee leaving the job they are doing in the near future (Ngamkroeckjoti et al., 2012). In other words, it is the movement of workers who leave an organization before the expected end date of their employment contract (Loquercio et al., 2006). As stated by Robinson et al. (2014), turnover entails significant costs, both in terms of direct and indirect costs. This choice by employees to leave an organization can be voluntary or involuntary. Voluntary turnover alludes to a worker's choice to end the relationship with an association (Govindaraju, 2018), while involuntary turnover indicates the expulsion of a worker by the organization (Thomas, 2009).

The common quote that people leave their jobs because of bad leadership shows the impact of leadership in today's organizations (Lim et al., 2017). Furthermore, employee turnover has been linked to ineffective leadership (Abbasi & Hollman, 2000).

Employees tend to consider leadership as a signal of the organization's commitment to their development and reciprocate by making improvements to their behavior (Kurniawati et al., 2022). This positive reciprocity increases their overall job satisfaction and reduces turnover intention (Kakkar et al., 2020). Therefore, leadership perception is a predictor that affects employee turnover intention (Kurniawati et al., 2022).

Going deeper into the functional leadership functions mentioned earlier and starting with the "define mission", this provides a shared understanding, and gives a sense of direction and purpose for every employee. And this involvement of employees in the objectives, if done ethically and effectively by the leader, reduces their intentions to leave a job (Saleh et al., 2022). The function of "provide feedback" positively or negatively reinforces the awareness of each employee's capacity towards organizational objectives (Cianci et al.,2010). Employees tend to look at feedback as a tool for continuous improvement and when they don't receive it, they feel few opportunities for growth and progression (Al-Suraihi et al., 2021). According to the same author, the absence of feedback can affect employee turnover or retention (Al-Suraihi et al., 2021). In terms of "challenge team", it is an important factor that makes work much more interesting and attractive for employees (Ali & Ibrahim, 2019). Some authors argue that it is importantly indirectly through job satisfaction enhancing the employee's retention (Ali & Ibrahim, 2019). When leaders do not allow employees to participate in challenging tasks, more likely is employees leaving the organization (Al-Suraihi et al., 2021). Therefore, this study assumes that challenge the team is one of the most important leadership functions influencing employee's retention (Al-Suraihi et al., 2021). Previous researchers have highlighted the importance of the leader's "support social climate" function for employees. Leaders who tend to promote good working relationships between members are those whose teams are more involved and satisfied, thus reducing their turnover intention (Saleh et al., 2022).

Consistent with the arguments presented above, a direct relationship between leadership actions and turnover intentions is specified in the following way:

**H1:** The perceptions of the leadership functions (a. define mission; b. provide feedback; c. challenge team; and d. support social climate) are negatively related to employee turnover intention.

Functional leadership functions can be understood in different ways between those who perform them and those who perceive them (Zaccaro et al., 2001), so it is important to explore both perspectives to understand how functions affect turnover intentions. Therefore, this hypothesis will be tested separately between team leaders and members.

As already mentioned, leadership plays a very significant role in the organizational context, as it not only contributes to the success of any organization and its supremacy over the competition, but also significantly influences the performance and engagement of employees and their attachment to the organization (Srivastava & Pathak, 2019). Regarding the influence of leaders, Steffens et al. (2014) also suggest that employees are more likely to engage in work when they better understand the meaning and purpose of the work group to which they belong. According to the same author, leaders can facilitate a sense of belonging among group members, which ultimately dictates employee engagement with the workplace (Steffens et al., 2014).

## 1.4 The role of Work Engagement

Work engagement is the most commonly used concept to describe the involvement of individuals that produces positive results, both at an individual level (personal growth and development) and at an organizational level (Schaufeli & Bakker, 2004). Schaufeli et al., (2002) define engagement as a positive, persistent and comprehensive cognitive affective state related to the world of work, consisting of three dimensions: behavioral ("vigor"), emotional ("dedication") and cognitive ("absorption"). "Vigor" is characterized by energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties (Schaufeli & Bakker, 2004); "dedication" translates into involvement, enthusiasm, pride, challenge and inspiration in the performance of work-related tasks, and the attribution of meaning to the work done (Schaufeli & Bakker, 2004); and "absorption" is the result of total concentration and happiness in the activities in which the individual is involved to such an extent that time passes quickly for them and they find it difficult to disconnect from their work (Schaufeli & Bakker, 2004) - being absorbed engaged in work is thus a condition of concentrated attention and inherent satisfaction (Csikszentmihalyi, 1990). Work engagement is therefore characterized by high levels of identification and energy spent at work (Teles et al., 2017). Previous research has found that when employees perceive that their direct leader cares about their needs and encourages them to develop their potential, they feel more engaged with work (Eliyana et al., 2019).

Work engagement contributes positively to organizational outcomes, such as improved performance and productivity, quality and innovation, a higher level of job satisfaction, and lower levels of absenteeism and turnover intention (Schaufeli & Bakker, 2004). The implication of engagement in employees' attitudes, including the intention to stay with the employer, has

been investigated (Schaufeli & Bakker, 2004). Biron and Boon (2013) concluded that highly committed organizations reduce turnover intention among employees and increase engagement (Kurniawati et al., 2022).

The empirical data suggests leadership actions may be related to employee retention. Regarding the influence of leaders, Steffens et al. (2014) shows that workers are more likely to be engaged at work when they are satisfied with the performance of their leaders. Irdaningsih et al. (2020) add that the higher the levels of satisfaction with leaders, the higher the performance of team members and the greater the desire to remain in the organization.

Based on the evidence presented above, the next hypothesis is that work engagement will mediate the relationship between leadership functions and turnover intentions. That is, leadership functions will contribute to increasing levels of engagement, which in turn will decrease workers' turnover intention:

**H2:** Work engagement mediates the relationship between leadership functions (a. define mission; b. provide feedback; c. challenge team; and d. support social climate) and turnover intentions.

In order to understand whether these functional leadership functions behave in the same way from the perspective of leaders and team members in terms of their impact on turnover intentions through engagement, this hypothesis will be tested separately between the two groups in the next chapter.

Nevertheless, the studies by Al-Ghusin and Ajlouni (2020) show that age also has a considerable influence on the type of work engagement that best describes the employee's attachment to the work and, from this perspective, it is important to understand whether it also has an influence on how leadership is perceived. In other words, it is important to understand whether this perception of leadership actions is different for workers of different ages.

## 1.5 Lifespan Theories

With increased life expectancies, employees may be able to work longer than in the past. In this sense, there has been an increasing interest in how age relates to work attitudes and behaviors (Truxillo et al., 2012).

Lifespan Theories (Truxillo et al., 2012) proposed that workers' motivations, and consequently their work engagement, change throughout their work lives, as do their needs and preferences (Boehm et al., 2021). This is something that should be considered by leaders. Since

few recent empirical studies have focused on the interaction between leadership actions and age, the importance of the research in question is reinforced.

The basic idea of Lifespan Theories assumes that patterns of change occur throughout the developmental trajectories of human life (Truxillo et al., 2012). A lifespan motivation perspective recognizes that various age-related factors can impact older workers' employment choices, as well as the degree of dedication they put into their professional activities (Beier et al., 2022). Truxillo et al. (2012) point out that understanding these changes over the lifespan is essential to create work environments that are inclusive and make the most of workers' potential of all ages. In line with these theories, different job characteristics, including leadership actions, tend to be perceived in different ways and have different benefits for older and younger workers.

There are several ways of measuring age, but as the study focuses on the work context, the Occupational Future Time Perspectives (OFTP) seems more relevant. Another way of measuring age is through chronological age, but this coexists with other variables, such as fluid and crystallized cognitive skills, so it is no appropriate (Truxillo et al., 2012). Although these variables may change within individuals over time, there is still significant variation between individuals. In other words, despite conscientiousness generally increases with age (Roberts et al., 2006), many younger individuals have higher levels of conscientiousness than some older individuals (Truxillo et al., 2012).

The OFTP represents individuals' perception of the time remaining for their professional activities (Rudolph et al., 2018). It is important to note that OFTP can refer to various professional activities and different periods of time, depending on the context considered. For example, looking at professional athletes, they face a shorter career than most professionals, which will result in lower OFTP. This perception of the near future impacts and influences the motivation and decisions that are made at a professional level (Rudolph et al., 2018). Additionally, professional time generally covers the total period from the start of a career until retirement (Rudolph et al., 2018).

Depending on the time context, people set goals and adjust their motivational efforts to achieve them. The priority of certain goals can change with the perception of time remaining. For example, when people perceive time as limited - such as when getting older - they tend to focus on emotionally meaningful goals rather than broad or long-term goals (Rudolph et al., 2018). As a result, it is assumed that the perception of limited time influences social motivation and goal setting, with a greater emphasis on the regulation of emotional states. Several

researchers (e.g., Carstensen, (1995)) have concluded that people's professional values vary according to age.

Younger workers tend to value professional orientation and information gathering - long-term benefits such as knowledge acquisition or future career opportunities- while older workers attach greater importance to emotionally meaningful goals and generativity motives at work (Rudolph et al., 2018). At the end of their careers, workers work harder to conserve resources, avoid negative emotions (Rudolph et al., 2018) and look for activities that provide a sense of purpose, such as supporting other colleagues. Thus, the perception of limited time affects motivation and goal orientation, with a greater emphasis on emotional regulation. In the same vein, the theory of Socio-Emotional Selectivity (SST) (Carstensen, 1995) defends that the way we perceive time affects our motivation and behavior concerning social goals.

SST (Carstensen, 1995) is a Lifespan Theory, which is characterized by building a proposal that each person's future time perceived and the specific characteristics of the job interact to affect job satisfaction (Truxillo et al., 2012) and engagement.

This theory assumes a variation in individual´s motivation and performance based on their life and time perspective (Kunze & Toader, 2019). In other words, the theory says that people are oriented by the same core set of socio-emotional goals throughout their lives. However, the priority of the different sets of goals is relative and changes according to the perception of the time left in life (Löckenhoff & Carstensen, 2007) . SST is intrinsically linked to chronological age (Löckenhoff & Carstensen, 2007) , which means that the older they are, the more future perspectives of employees are likely to shrink as they approach the retirement age (Fasbender et al., 2019). Hence, when time is perceived as limited - for instance, when people get older - they prioritize present-oriented goals that provide emotional fulfillment (Löckenhoff & Carstensen, 2007). In contrast, when individuals pursue expansive or open-ended goals, they focus on potential long-term payoffs, that enhance their future (Rudolph et al., 2018).

Several researchers have found that people's professional values vary with age. Throughout the ageing process, individuals become more selective, prioritizing their positive emotions and minimizing their social risks (Carstensen et al., 1999). As they get older, they are more likely to focus on positive experiences and attitudes (Truxillo et al., 2012). On the other hand, younger workers tend to value career guidance, and not so much emotionally meaningful goals and generativity motives at work (Rudolph et al., 2018).

Some leadership actions as support social climate offer a rewarding social experience that aligns with the socioemotional goals of older employees, who usually have a more limited view of their occupational future. Older workers are more likely to value their leader's social support,

which will consequently make them more satisfied with their work and invest more effort in it. SST theory (Carstensen et al., 1999) would suggest that the relational aspects of receiving social support should be especially attractive to older workers, in terms of job satisfaction, engagement, and contextual performance (Truxillo et al., 2012).

On the other hand, previous research has shown that other leadership actions, such as feedback, are a driver of engagement and job satisfaction (Bakker et al., 2005). The impact of leadership actions on engagement of age-diverse workers is still largely unknown- this addresses a gap in the literature on how age interacts with leadership actions. In a lifespan approach to job design, Truxillo et al. (2012) proposed that feedback should be more beneficial to the satisfaction of younger workers. However, the available empirical data does not confirm these hypotheses. On the other hand, research has shown that feedback can have positive effects for both younger and older workers (Marques et al., 2023), and the same author's study also defends that feedback can have positive effects on both. In concrete terms, they concluded that feedback causes positive reactions for different reasons: older workers interpret feedback as an indicator of the quality of their social relationships at work, while younger workers see it as a tool for improving their performance and achieving their desired career goals (Marques et al., 2023).

Therefore, based on SST Theory, it is expected that depending on the function held by the leader, people of different ages can show strong relationships with the same functions, which increases their job satisfaction and consequently reduces their turnover intentions.

Individuals with more limited future time perspectives often see the leader's social support as a sign of the organization's dedication, leading them to improve their behavior in return. On the other side, younger individuals look to the leader's feedback as a proof of the organization's investment in their career, motivating them to get more satisfied with the organization. As stated by Kakkar et al. (2020), this positive reciprocity increases their job satisfaction and decreases their intention to leave the company.

This dissertation supports the idea that OFTP is the underlying resource that explains why age could be a boundary condition in the relationship between leadership actions and turnover intentions. In other words, OFTP can increase or decrease the strength of the relationship between leadership functions and turnover intentions. Greater performance from leaders in the functions of functional leadership already mentioned - defining mission; challenge team; provide feedback; and support social climate - is particularly useful for younger workers, i.e. those with greater prospects of occupational time have the opportunity to improve their professional future (Marques et al., 2023). High levels of challenge team contribute to the

acquisition of knowledge and, adding high levels of feedback on performance and skills' improvements, create greater commitment and motivation in their careers (Marques et al, 2023).

**H3:** OFTP moderates the relationship between leadership functions (a. define mission; b. provide feedback; c. challenge team; and d. support social climate) and turnover intentions, in a way that the effect is stronger for employees with high levels of OFTP (vs. employees with low levels of OFTP).

To conclude, SST Theory is crucial to the study since it defends that the focus of motivation and job satisfaction changes according to age groups, which are measured by occupational future time perspectives.

# CHAPTER 2
## Quantitative Study

In order to achieve the desired objectives and analyze the main issues raised, this study used a quantitative methodology, through a questionnaire. The survey was used to gather information on the impact of leadership actions on work engagement and turnover, differentiating between the perspectives of team leaders and team members. In order to understand the effects of leadership actions, the 4 functional functions of leadership already mentioned were explored: defining the mission; giving feedback; challenging the team; and supporting the social climate. In this study, OFTP will be tested as the moderator of the study.

The hypotheses were defined in the previous chapter and the conceptual model was defined according to the hypotheses and the entire literature review.
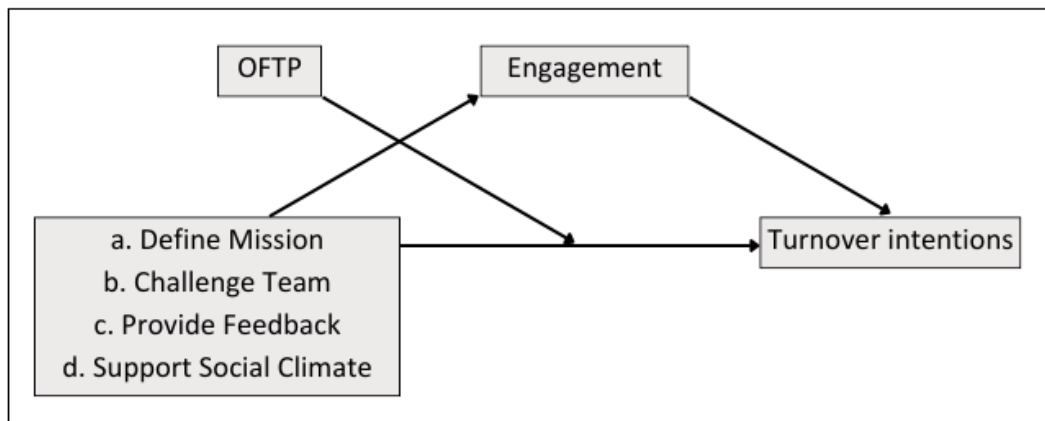


*Figure 1- Conceptual Model of Study - Source: own elabor*

## 2.1 Methodology

## 2.1.1 Sample

In order to answer the questionnaire, the sample (non-probabilistic) would have to fulfill the criteria of being currently workers in Portugal.

The questionnaire reached a total of 282 people, however, only 228 answers were considered valid, representing answers that reached at least 80,85% of the questionnaire, only including 54 answers that were not fully completed.

The sample includes 142 women (62,3%) and 82 men (36%), and 4 people (1,8%) who did not reveal their gender. In terms of age, the average was 39 years old (SD= 13.15), ranging from 21 to 64 years old. Regarding academic qualifications, bachelor's degree was verified as

the most common degree among participants (N= 110; 48.5%), followed by master's degree (N= 72; 31.7%), and high school (12th Grade) (N= 23; 11%). The average number of years that the participants have been working in their respective organizations is 12 years (SD = 12.41), with the minimum length of service registered being 1 month and the maximum 43 years. From the sample collected, 63 participants are team leaders (27,6%) and 164 are team members (71,9%), and one person who didn't want to reveal his position.

*Table 2.1- Sample Demographic Characteristics*

| | Categories | Absolute Frequency | Relative Frequency |
|---|---|---|---|
| **Answers** | Answers Registered | 282 | 100% |
| | Answers Valid | 228 | 80.85% |
| **Gender** | Female | 142 | 62.30% |
| | Male | 82 | 36.00% |
| | No Information | 4 | 1.80% |
| **Mean Age** | 39 years old (SD = 13.15) | | |
| **Level of Education** | Below 9th grade | 1 | 0.40% |
| | 9th grade | 1 | 0.40% |
| | High School (level 3) | 14 | 6.10% |
| | High School- Vocational course (level 4) | 9 | 3.90% |
| | Cteps- higher professional technical courses | 10 | 4.40% |
| | (level 5) | 110 | 48.20% |
| | Bachelor's Degree (level 6) | 72 | 31.60% |
| | Master's Degree (level 7) | 10 | 4.40% |
| | Doctor's Degree (level 8) | | |
| **Participants' working positions** | Team leaders | 63 | 27.60% |
| | Team members | 164 | 71.90% |
| **Length of professional experience in current company (years)** | 12 years (SD = 12.41) | | |

**Note.** SD = Standard Deviation

## 2.1.2 Procedure

The data was collected through an online questionnaire developed on Qualtrics Survey platform. The questionnaire was sent online via link to the employees of the company where the author is currently working and directly to personal contacts, in order to reach the largest number of participants, according to a snowball procedure - contacting close individuals and asking them to nominate others.

The questionnaire was available between March 6th and July 16th of 2024 and lasted approximately 7 minutes (Annex A). The survey was constructed in line with other similar studies about the impact of leadership actions on turnover intentions, exploring the perspective of team leader and member, for older and younger workers (Truxillo et al., 2013), and presented in Portuguese to allow better understanding by the participants. The purpose of the study, the length of the questionnaire and the rights of each participant were specifically presented at the beginning of the questionnaire in an informed consent form, to inform them of the confidentiality and anonymity granted and the possibility of not taking part or of discontinuing participation. Each segment of the questionnaire was followed by the appropriate instructions, avoiding missunderstandings.

## 2.1.3 Instruments of Data Collection

The survey was divided into sections, and each variable was presented according to specific measuring scales. In the first section, the informed consent was presented and in the second section the confirmation that participants were working currently was made, asking whether they were the team leader or a team member.

In section 3, engagement ($\alpha$= .96) was measured according to Utrecht Work Engagement Scale (UWES-9; Schaufeli & Bakker, 2004) divided into vigor (e.g., "At my work, I feel bursting with energy"), dedication (e.g., "I am proud on the work that I do."), absorption (e.g., "I feel happy when I am working intensely."), each with three items, adapted by Sinval, et al. (2018) to the Portuguese version, and measured with a Likert scale from 1 (totally disagree) to 5 (totally agree).

When evaluating Team Leadership Functions, separate variables have been created for those who answered team leader and for those who answered team member. The variables registered the following level of Alpha Cronbach: define mission for team members ($\alpha$= .95) (e.g., "My leader ensures that the team has a clear direction."), and define mission for team leader ($\alpha$= .89) (e.g., "As a leader, I ensure that the team has a clear direction."); Challenge

team for team members (α= .88) (e.g., "My leader challenges the status quo."), and challenge team for team leader (α= .85) (e.g., "As a leader I challenge the status quo."); Provide feedback for team members (α= .88) (e.g., "My leader gives positive feedback when the team performs well."), and provide feedback for team leader (α= .82) (e.g., "As a leader, I give positive feedback when the team performs well."); Support social climate for team members (α= .92) (e.g., "My leader does things to make it enjoyable to be a member of the team."), and support social climate for team leader (α= .79) (e.g., "As a leader I do things to make it enjoyable to be a member of the team."). These variables were also evaluated from 1 (Strongly disagree) to 5 (Strongly agree) on a Likert scale.

Next, OFTP (α= .90), was analyzed, using Zacher's scale (2013). The ten items were answered on five-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree), (e.g., "My professional future is full of possibilities.").

Finally, turnover intentions (α=.84) were measured according to Turnover Cognition Scale (Bozeman & Perrewé, 2001), a unidimensional scale composed by five items (e.g., "I will probably look for a new job in the near future") and adapted to Portuguese language by Barbosa (2012), evaluated from 1 (Totally disagree) to 5 (Totally agree) in the Likert scale.

The last sections of the questionnaire included information about participants' demographic data, such as gender, age, level of education concluded, area and months of professional experience.


## 2.1.4 Data Analysis Strategy

The previous preliminary analysis and treatment of the initial results, only considering the after the results extraction from Qualtrics, the data collected was analysed on Statistical Package for Social Sciences (SPSS, version 29), following answers that were at least 80% completed. Secondly, three items from turnover intentions and the other three from OFTP were inverted into new variables to allow the right analysis. All data was reported with a confidence interval of 95%.

In order to understand the reliability of each scale, a reliability analysis was performed, and the respective Alpha of Cronbach was presented above in subchapter 2.1.3. To proceed with the analysis, the various items associated with the same variable were computed into a single new variable, separating the responses of team leaders and team members, to be possible to analyse each one's perspective. Descriptive statistics were then calculated, and a correlation

matrix was created, using Pearson's and Spearman's coefficients to facilitate analysis of the associations between the variables (Table 3.1).

In line with the conceptual model presented above, this is a mediation and moderation model. In this sense, a mediation was carried out for each leadership function (define mission, challenge team, provide feedback, and support social climate) as well as a moderation for the relationship between each of the 4 functions and turnover intentions, using OFTP as the moderating variable (Model 5 – Process Macro, Hayes, 2022). It should be clarified that once the team leader and team member responses were separated, different models were made. In other words, all these analyses of the 4 leadership functions were carried out separately for each of the positions (team leader or team member). This analysis was performed with Process Macro (version 4.2) (Hayes, 2022).

For this data analysis, two models were used - one for team members and one for team leaders - and the aim will not be to compare the two models, but see if the various leadership functions' perceptions behave in the same way for the two groups.

# CHAPTER 3
## Quantitative Analysis Results

## 3.1 Descriptive Statistic And Correlation Analysis

Descriptive statistics and correlation analysis are presented in Table 3.1. Participants showed moderate to high levels of engagement with their job ($M$= 3.78; $SD$= .66). Team members' perceptions of the four leadership functions indicate moderate levels of performance from their leaders, as the means vary between 3.74 and 3.90. Between the four leadership functions, define mission is the function with the highest value ($M$= 3.90; $SD$= .83) in contrast to provide feedback ($M$= 3.74; $SD$= .80) which is the one with the lowest mean score. Regarding the team leaders' perception of these four functions, the averages vary between 4.23 and 4.36, which suggests these participants evaluate their own performance even more positively than team members. The define mission function is also indicated by the team leaders as the function they perform best ($M$= 4.36; $SD$= .50) while they also perceive the provide feedback function ($M$= 4.22; $SD$= .50) as the function among the four with the lowest performance on their part. Turnover intentions are below the average point of the scale ($M$= 2.52; $SD$ =.94) emphasizing the low intentions to search for a new job.

Since there are continuous and nominal variables in the study, Pearson's and Spearman's correlation analysis was made (Table 3.1). Considering the independent variables regarding the perception of team members, positive correlations were found between these four variables and work engagement. The highest significant correlations are verified between engagement and the functions of provide feedback ($r$= .42; $p < .01$) and support social climate ($r$= .43; $p < .01$). The significant and positive correlations show that when one variable increases, the other increases in the same proportion. These four independent variables also establish positive relationships with the OFTP, however the challenge team function ($r$= .23; $p < .01$) is the most significant positive correlation. Turnover intentions show negative correlations with the 4 functions. The functions of define mission ($r$= -.24; $p < .01$), provide feedback ($r$= -.25; $p <.01$) and support social climate ($r$= -.28; $p < .01$) are strongly correlated with turnover intentions, with the last being the most significant correlation in this group. Therefore, due to the negative correlations, the higher the levels of these variables, the lower the employees' intentions to leave the company.

Analyzing the responses of the participants in the team leaders' group, the four leadership roles show positive and significant correlations with work engagement, with the challenge team function being the strongest ($r$= .50; $p < .01$), followed by define mission role ($r$= .49; $p < .01$).

The correlation between these four independent variables and OFTP is positive in all of them, being strongest in the challenge team function ($r= .37$; $p < .01$), and also significant in the functions of provide feedback ($r= .25$; $p < .05$) and support social climate ($r=.26$; $p < .05$). In terms of turnover intentions, the 4 leadership roles show negative correlations with this variable, but none of them are significantly correlated.

Turnover intentions show a negative and high significant correlation with the study's mediator - work engagement ($r= -.42$; $p < .001$) - which suggests that more engaged workers are less likely to leave the company. In other words, high levels of work engagement have more impact in decreasing turnover intentions. Engagement is also positively associated to the moderator- OFTP - ($r= .15$; $p < .05$), although this effect is small.

OFTP establishes significant negative correlation with turnover intentions ($r= -.22$; $p < .01$), which indicates that the higher the participants' future occupational perspectives, the lower their intentions to leave the company.

Regarding the age of participants, this variable is strongly and negatively correlated with the define mission function from the team leaders' perspective ($r= -.40$; $p < .01$). However, the correlations with all the other functions seen by the leaders are also negative but not strong. There is also a strong negative correlation with the study mediator ($r= -.31$; $p < .01$), which shows that the older the worker, the lower the level of engagement tends to be. On the other hand, the correlations of age with the moderator ($r= .61$; $p < .01$), and with turnover intentions ($r= .40$; $p < .01$) are positively significant.

Lastly, the correlations between gender and the variables under analysis show no significant correlations, with the exception of turnover ($r= .13$; $p < .05$). This means that an individual's gender is associated, although weakly, with their turnover behavior. In other words, it may indicate that a specific gender, in this case female, has a slightly greater tendency to leave the organization.

*Table 3.1- Mean, Standard Deviation, and Pearson and Spearman's Correlations*

| | M (SD) | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Length of professional experience in current company (years) | 12.31 (12.41) | | | | | | | | | | | | | | |
| 2. Define Mission (member) | 3.90 (0.83) | -.10 | | | | | | | | | | | | | |
| 3. Challenge Team (member) | 3.80 (0.76) | -.15 | .83** | | | | | | | | | | | | |
| 4. Provide Feedback (member) | 3.74 (0.80) | -.10 | .78** | .75** | | | | | | | | | | | |
| 5. Support Social Climate (member) | 3.77 (0.88) | -.13 | .85** | .81** | .80** | | | | | | | | | | |
| 6. Define Mission (leader) | 4.36 (0.50) | .29* | | | | | | | | | | | | | |
| 7. Challenge Team (leader) | 4.28 (0.53) | .07 | | | | | .68** | | | | | | | | |
| 8. Provide Feedback (leader) | 4.22 (0.50) | .13 | | | | | .62** | .72** | | | | | | | |
| 9. Support Social Climate (leader) | 4.30 (0.48) | .02 | | | | | .54** | .61** | .66** | | | | | | |
| 10. Work Engagament | 3.77 (0.66) | .28** | .41** | .41** | .42** | .43** | .49** | .50** | .41** | .31* | | | | | |
| 11. OFTP | 3.50 (0.79) | -.52** | .15* | .23** | .16* | .17* | .20 | .37** | .25* | .26* | .15* | | | | |
| 12. Turnover | 2.52 (0.94) | -.37** | -.24** | -.17* | -.25** | -.28** | -.19 | -.04 | -.00 | -.14 | -.42** | -.22** | | | |
| 13. Age | 39.90 (13.16) | -.86** | .07 | .18* | .05 | .09 | -.40** | -.26* | -.32* | -.20 | -.31** | .61** | .40** | | |
| 14. Gender | | 0 | -.15 | -.08 | .02 | -.01 | -.04 | -.05 | .04 | .05 | -.06 | .02 | .13* | -.02 | |

**Note.** The empty cells are due to the lack of correlations between the member variables and the leader variables; *p <.05, **p <.01, M = Mean, SD = Standard Deviation

## 3.2 Mediation And Moderation Model

Results of the models are displayed in Tables 3.2. to 3.9. According to Hayes (2013), the significancy of the effects of the mediation can be assumed if 0 is not within the confidence interval (BootLLCI; BootULCI).

To test the first hypothesis of the study, H1, and looking first at the team members' perspectives, the results suggest that the relationship between the 4 leadership functions and turnover intentions were not supported: define mission (B= -.25, Boot CI= -1.04; .54) (Table 3.2); challenge team  (B= .02, Boot CI= -.77; .82) (Table 3.3); provide feedback (B= -.22, Boot CI= -.99; .55) (Table 3.4); and support social climate (B= -.18, Boot CI= -.86; .50) (Table 3.5). Thus, the 4 leadership functions are not directly related to turnover intention in this study. The team leaders' perspective also had results with very consistent patterns. Each of the functions does not affect turnover directly: define mission (B= -.38, Boot CI= -2.26; 1.5) (Table 3.6); challenge team (B= .85, Boot CI= -.98; 2.67) (Table 3.7); and provide feedback (B= .97, Boot CI= -1.24; 3.17) (Table 3.8); and support social climate (B= 1.21, Boot CI= -1.01; 3.42) (Table 3.9). To sum up, regardless the leadership function, in both members and leaders, the direct relationships of all of them with turnover are not significant.

Considering hypothesis 2, all the sub-hypotheses are supported, both from the perspective of the members: define mission (B= -.21, Boot CI= -.35; -.10) (Table 3.2); challenge team (B= -.24, Boot CI= -.40; -.12) (Table 3.3); provide feedback (B= -.21, Boot CI= -.33; -.10) (Table 3.4); and  support social climate (B= -.19, Boot CI= -.32; -.09) (Table 3.5); and from the leaders' perspective (B= -.31, Boot CI= -.62; -.7) (Table 3.6); (B= -.34, Boot CI= -0.61; -.11) (Table 3.7); (B= -.29, Boot CI= -.52; -.09) (Table 3.8); (B= -.19, Boot CI= -.39; -.02) (Table 3.9), respectively. These results show an indirect effect. This underlines the critical role of work engagement as the main mechanism through which leadership functions have an impact on turnover, demonstrating the consistency of these effects across different perspectives. On the leaders' side, it means that the more they perceive themselves as leaders who have these behaviors, the more engaged they will be and the less turnover they will have.

Still regarding the study's mediator, it is important to highlight some significant effects. In the 8 models analyzed, there is a significant direct effect between leadership roles and engagement. From the perspectives of both team members (define mission: B= .33, Boot CI= .22; .45 (Table 3.2); challenge team B= .36, Boot CI= .23; .48 (Table 3.3); provide feedback B= .34, Boot CI= .22; .46 (Table 3.4); support social climate B= .32, Boot CI= .21 (Table 3.5); .43) and leaders (B= .64, Boot CI= .35; .92 (Table 3.6); B= .61, Boot CI= .34; .88 (Table 3.7);

B= .52, Boot CI= .22; .82 (Table 3.8); B= .43, Boot CI= .1; .75 (Table 3.9), respectively), we found this significant relationship. The study mediator also has a significant effect on turnover. In the 4 roles played by members (define mission: B= -.63, Boot CI= -.86; -.40 (Table 3.2); challenge team B= -.67, Boot CI= -.90; -.44 (Table 3.3); provide feedback B= -.62, Boot CI= -.85; -.40 (Table 3.4); support social climate B= -.60, Boot CI= -.83; -.37 (Table 3.5)), this effect was found, as well as in the 4 roles played by team leaders (define mission: B= -.48, Boot CI= -.80; -.16 (Table 3.6); challenge team B= -.55, Boot CI= -.86; -.24 (Table 3.7); provide feedback B= -.55, Boot CI= -.85; -.25 (Table 3.8); support social climate B= -.44, Boot CI= -.73; -.14(Table 3.9)). The effect of engagement on turnover is strongly significant in all these relationships.

Regarding the moderator of the study, all the other sub-hypotheses of hypothesis 3 were not supported. The team member participants revealed the following interactions between the functions and OFTP: define mission (B= .03, Boot CI= -.18; .23) (Table 3.2); challenge team (B= -.03, Boot CI= -.24; .18) (Table 3.3); provide feedback (B= .01, Boot CI= -.19; .22) (Table 3.4); and support social climate (B= -.00, Boot CI= -.18; .18) (Table 3.5). For the team leader participants, no significant relationships were found between the interactions of the 4 roles and OFTP: define mission (B= .09, Boot CI= -.46; .63) (Table 3.6); challenge team (B= -.23, Boot CI= -.77; .32) (Table 3.7); provide feedback (B= -.23, Boot CI= -.88; .41) (Table 3.8); and support social climate (B= -.41, Boot CI= -1.07; .25) (Table 3.9). As a result, all these relationships are not significant, which indicates that OFTP does not moderate the relationship between leadership roles and turnover intentions. These results are understandable since the direct effects between leadership functions and turnover are not significant.

**Effects of Mediations and Moderations (Process Model 5)**

*Table 3.2- Effects of Mediations and Moderations of Define Mission (member)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 1** | | | | | | |
| **Direct Effect** | | | | | | |
| Define Mission (member) | 0.333 (0.058) | 0.219 | 0.447 | -0.253 (0.400) | -1.043 | 0.536 |
| **Moderator** | | | | | | |
| OFTP | | | | 0.028 (0.103) | -0.176 | 0.232 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.630 (0.116) | -0.858 | -0.401 |
| **Indirect Effect** | | | | | | |
| Define Mission (member) via Engagement | -0.210 (0.063) | -0.349 | -0.103 | | | |
| $R^2$ | | 0.175 | | | 0.266 | |
| $F$ | | 33.286 | | | 13.976 | |
| $p$ | | $< 0.001$ | | | $< 0.001$ | |

*Table 3.3-Effects of Mediations and Moderations of Challenge Team (member)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 2** | | | | | | |
| **Direct Effect** | | | | | | |
| Challenge Team (member) | 0.359 (0.064) | 0.234 | 0.485 | 0.022 (0.403) | -0.774 | 0.817 |
| **Moderator** | | | | | | |
| OFTP | | | | -0.027 (0.107) | -0.239 | 0.185 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.672 (0.112) | -0.901 | -0.443 |
| **Indirect Effect** | | | | | | |
| Challenge Team (member) via Engagement | -0.241 (0.071) | -0.396 | -0.121 | | | |
| $R^2$ | | 0.170 | | | 0.257 | |
| $F$ | | 32.062 | | | 13.305 | |
| $p$ | | $< 0.001$ | | | $< 0.001$ | |

*Table 3. 4- Effects of Mediations and Moderations of Provide Feedback (member)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 3** | | | | | | |
| **Direct Effect** | | | | | | |
| Provide Feedback (member) | 0.337 (0.060) | 0.219 | 0.456 | -0.220 (0.388) | -0.986 | 0.546 |
| **Moderator** | | | | | | |
| OFTP | | | | 0.013 (0.104) | -0.192 | 0.219 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.624 (0.115) | -0.852 | -0.396 |
| **Indirect Effect** | | | | | | |
| Provide Feedback (member) via Engagement | -0.210 (0.058) | -0.328 | -0.105 | | | |
| $R^2$ | | 0.167 | | | 0.269 | |
| $F$ | | 31.503 | | | 14.198 | |
| $p$ | | < 0.001 | | | < 0.001 | |

*Table 3.5- Effects of Mediations and Moderations of Support Social Climate (member)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 4** | | | | | | |
| **Direct Effect** | | | | | | |
| Support Social Climate (member) | 0.320 (0.054) | 0.214 | 0.427 | -0.180 (0.345) | -0.861 | 0.501 |
| **Moderator** | | | | | | |
| OFTP | | | | -0.002 (0.093) | -0.185 | 0.181 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.602 (0.116) | -0.831 | -0.372 |
| **Indirect Effect** | | | | | | |
| Support Social Climate (member) via Engagement | -0.193 (0.057) | -0.317 | -0.095 | | | |
| $R^2$ | | 0.184 | | | 0.276 | |
| $F$ | | 35.341 | | | 14.643 | |
| $p$ | | < 0.001 | | | < 0.001 | |

*Table 3. 6-Effects of Mediations and Moderations of Define Mission (leader)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 5** | | | | | | |
| **Direct Effect** | | | | | | |
| Define Mission (leader) | 0.639 (0.143) | 0.353 | 0.924 | -0.377 (0.938) | -2.256 | 1.501 |
| **Moderator** | | | | | | |
| OFTP | | | | 0.086 (0.273) | -0.461 | 0.633 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.478 (0.160) | -0.799 | -0.158 |
| **Indirect Effect** | | | | | | |
| Define Mission (leader) via Engagement | -0.305 (0.140) | -0.621 | -0.068 | | | |
| $R^2$ | 0.247 | | | 0.216 | | |
| $F$ | 20.051 | | | 3.988 | | |
| $p$ | < 0.001 | | | 0.006 | | |

*Table 3.7-Effects of Mediations and Moderations of Challenge Team (leader)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 6** | | | | | | |
| **Direct Effect** | | | | | | |
| Challenge Team (leader) | 0.611 (0.134) | 0.342 | 0.879 | 0.846 (0.912) | -0.981 | 2.672 |
| **Moderator** | | | | | | |
| OFTP | | | | -0.227 (0.271) | -0.771 | 0.316 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.549 (0.156) | -0.862 | -0.236 |
| **Indirect Effect** | | | | | | |
| Challenge Team (leader) via Engagement | -0.335 (0.130) | -0.612 | -0.106 | | | |
| $R^2$ | 0.254 | | | 0.225 | | |
| $F$ | 20.717 | | | 4.200 | | |
| $p$ | < 0.001 | | | 0.005 | | |

*Table 3.8- Effects of Mediations and Moderations of Provide Feedback (leader)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 7** | | | | | | |
| **Direct Effect** | | | | | | |
| Provide Feedback (leader) | 0.521 (0.149) | 0.224 | 0.818 | 0.967 (1.101) | -1.238 | 3.171 |
| **Moderator** | | | | | | |
| OFTP | | | | -0.234 (0.322) | -0.879 | 0.411 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.549 (0.151) | -0.852 | -0.247 |
| **Indirect Effect** | | | | | | |
| Provide Feedback (leader) via Engagement | -0.286 (0.111) | -0.516 | -0.085 | | | |
| $R^2$ | | 0.168 | | | 0.231 | |
| $F$ | | 12.310 | | | 4.348 | |
| $p$ | | < 0.001 | | | 0.004 | |

*Table 3.9- Effects of Mediations and Moderations of Support Social Climate (leader)*

| Variables | Engagement | | | Turnover | | |
|---|---|---|---|---|---|---|
| | B (SE) | BootLLCI | BootULCI | B (SE) | BootLLCI | BootULCI |
| **Model 8** | | | | | | |
| **Direct Effect** | | | | | | |
| Support Social Climate (leader) | 0.427 (0.163) | 0.102 | 0.752 | 1.208 (1.106) | -1.006 | 3.421 |
| **Moderator** | | | | | | |
| OFTP | | | | -0.4123 (0.330) | -1.073 | 0.248 |
| **Mediator** | | | | | | |
| Engagement | | | | -0.436 (0.149) | -0.733 | -0.139 |
| **Indirect Effect** | | | | | | |
| Support Social Climate (leader) via Engagement | -0.186 (0.095) | -0.389 | -0.020 | | | |
| $R^2$ | | 0.102 | | | 0.241 | |
| $F$ | | 6.902 | | | 4.601 | |
| $p$ | | 0.011 | | | 0.003 | |

Note. CI = 95% (bootstrapping), SE = Stand Error

# CHAPTER 4
## Data Discussion

The main objective of this study was understanding the impact of leadership actions on turnover, using engagement as a mediator of the relationship, and OFTP as a moderator. As mentioned above, the study does not intend to compare the responses of participants who are team leaders and members, but only examine whether the 4 leadership functions act identically in both groups, and the results confirm that the two groups exhibit similar response patterns.

Although leadership has been widely studied as a factor that can influence worker retention, the direct effects of its actions may be less pronounced than expected. The results of the present study confirm this, given the total lack of significance of direct effects of leadership functions on turnover intentions. Leadership functions, regardless of whether perceived by leaders or team members, do not directly impact turnover intentions. This factor is aligned with the idea that the relationship between leadership and turnover is often mediated by other variables (Griffeth et al., 2000). This means that the leadership functions studied may not be enough on their own to retain workers if other organizational conditions are not met (Yukl, 2012). Thus, there are practices such as training and development that can highlight career development opportunities, promoted by leaders, which consequently increase work engagement, resulting in lower intentions to leave the organization (Allen et al., 2003). Additionally, and no less importantly, there are authors who also argue that other practices such as fair compensation and attractive benefits, from performance incentives to health plans, reinforce retention (Meyer & Allen, 1997).

The study shows that work engagement acts as a full mediator in the relationship between leadership actions and turnover, suggesting that leadership practices do not directly influence turnover, but rather through work engagement levels. This finding is in accordance with the literature that positions work engagement as a crucial mediator between leadership and organizational results- leaders are able to increase engagement by inspiring and motivating their team, which in turn reduces the intention to leave (Castro, 2021). Work engagement plays a significant role in driving organizational success, and engaged employees are more likely to stay in organizations because they feel that their work is meaningful and that their needs are met (Harter et al., 2002). The full mediation of engagement suggests that leadership actions have an indirect impact on turnover by improving work engagement, supporting studies which show that high engagement is associated with lower turnover rates (Schaufeli & Bakker, 2004). In this study, this means that in order to reduce turnover, leadership actions should focus on

fostering engagement, since it is the main mechanism through which leadership influences worker retention. Thus, strategies that increase engagement can be more effective than direct changes in leadership actions when it comes to retention.

Nevertheless, the data indicates that the 4 leadership actions have a significant impact on engagement, suggesting that leadership practices focused on defining the team's mission, challenging the team, and providing feedback and support, are directly associated with higher levels of work engagement. Based on Zaccaro et al. (2001), the actions of functional leadership, which focus on ensuring that teams have the necessary resources and guidance to achieve objectives, can improve work engagement by increasing task clarity and trust in leadership. Additionally, as some studies suggest, leaders who provide continuous support, feedback and show transparency to their team increase the perception of organizational support, which increases work engagement (Schaufeli & Bakker, 2004). Thus, these findings, in line with the results obtained, suggest that work engagement can be an important indicator of effective functional leadership practices, since the ability to engage employees is crucial to improving organizational performance and increasing job satisfaction. However, it should be noted that the coefficients tend to be higher in the analyses carried out with the leaders. This result may have something to do with common method bias because all the questions are based on the person's own reference point. The more leaders perceive themselves as competent, the more engaged they are, i.e. their own leadership behaviors influence their engagement. This shows a kind of positive spiral between their behavior as a leader and their engagement. The sense of competence is one of the pillars of the Self-Determination theory, and involves the need to feel effective when facing challenges (Ryan & Deci, 2000). When individuals feel competent, this tends to increase their intrinsic motivation and, consequently, to be more engaged (Ryan & Deci, 2000), and this is the situation with the leaders in this study.

The more engaged employees are in their work, the less likely they want to leave the organization. This was expected, since employees who feel motivated and connected to what they do tend to have a greater sense of belonging to the organization, and therefore have less probability to look for new opportunities. In line with the results obtained, Schaufeli and Bakker (2004) point out that work engagement is directly linked to dedication and involvement at work, which naturally reduces the turnover intentions. This underlines the importance of promoting an environment where employees feel valued and motivated, as this not only improves the organizational climate, but also helps retain talent within the company.

The results confirm that OFTP does not play a moderating effect on the relationship between leadership functions and turnover intentions, for both team members and leaders.

Although the research suggests that OFTP can influence work relationships (Zacher & Frese, 2009), the data from the present study do not support this hypothesis. Younger workers tend to have more future-focused career outlook, which could amplify the impact of leadership functions on engagement and, consequently, on turnover (Zacher & Frese, 2009). However, the interactions between the 4 leadership functions and OFTP were not significant. This points to the fact that, contrary to what some studies suggest (e.g., Shipp et al. (2009)), the impact of leadership functions on turnover does not depend on the time orientation of employees.

As already stated, this lack of moderation can be explained by the fact that, as the direct effect between leadership functions and turnover was no longer significant, it is unlikely that a moderating variable could play a relevant role. A moderation only occurs when there is a significant direct effect to be moderated. Lastly, although OFTP is a relevant variable in various contexts, the results indicate that, in this study, it does not influence the relationship between functional leadership functions and employees' turnover intentions.

## 4.1 Limitations And Future Directions

By critically analyzing the study that has been conducted, some limitations have been detected and are presented along with some recommendations for future lines of research. Firstly, it's important to highlight the sample selection and collection process. Initially, this study was designed to analyze work teams in the company where the author is currently working, from the perspective of the leader and the members of the same team. The questionnaire was sent to various leaders in the organization via email, where they were asked to create a code, share it with their team and all respond. So, at the start of the questionnaire there was a question asking for this response code, in order to identify the various teams. This whole process of collecting the sample contributed to a small valid sample, for all that it involved. This led to the need to open up the questionnaire to other teams, no longer analyzing it by team but individually. In this way, a copy of the questionnaire was created, this time without the question asking for the response code, and extended to the author's networking cycle. For this reason, it would be important from the beginning to extend the sample to more heterogeneous groups, including more teams from different sectors, in order to ensure greater representativeness and validity of the data, and to see whether the results would remain the same or change due to different perspectives and realities.

The length of the questionnaire may have contributed to a relatively reduced valid sample (N=228), since the system in which it was created shows that long surveys tend to be less likely

to have their questions answered in full. For future studies, a possible option would be not only reduce the total number of questions, but also explore the use of instant feedback between sections, in order to increase the sense of progress and motivate participants to complete the questionnaire.

The absence of a direct impact of leadership actions on turnover reinforces the need for a multifaceted approach to talent retention, where leadership plays a mediating or moderating role, rather than being the sole or predominant factor, which should be taken into account for future research. If leadership functions are not significant, there may be other functions at team level that are important to implement, and which should also be explored further, such as the implementation of reward systems at team level. Implementing this practice, in addition to enabling team members to recognize and reward each other's performance, can create a more motivating work environment, which complements leadership functions.

In addition, it would be important to deepen the scope of research into job satisfaction. Although it wasn't analyzed in depth, it was mentioned multiple times throughout the study, so it could have an impact as a moderator of the study, and since OFTP didn't prove to be a significant moderator, job satisfaction could show different results.

Furthermore, in the following quantitative studies, it would be interesting to use longitudinal studies to better understand the relationship between leadership, work engagement and turnover. These studies make it possible to observe the impact of leadership functions over time, assessing how turnover intentions develop as a function of changes in leadership and work engagement.

## 4.2 Pratical Implications

Due to the practical context of the study, it was crucial to devise some practical implications for leadership functions and organizational practices.

As mentioned above, these practices should be aligned with the age of employees, but with caution, because as the study indicates, the time orientation of employees, in terms of focusing on the future does not directly influence the relationship between leadership roles and turnover. In practical terms, this implies that leadership strategies focused on long-term development may not be enough on their own to reduce turnover, especially if they are not followed by other factors that directly impact work engagement and satisfaction. The OFTP's lack of moderation may indicate that workers do not relate their turnover intentions to long-term perceptions, but

rather to more immediate and tangible factors within the organization (Meyer & Allen, 1997), which should guide leaders to balance their approaches.

In order to leaders improve their practices, the study's mediator – work engagement - should be considered and they should adapt their roles so that they increase engagement, as this has a direct impact on reducing turnover. Organizations should also take this into account and can even implement training programs focused on functional leadership, so that leaders perform their duties in a way that impacts engagement.

Organizations should also focus on improving the work environment and encouraging employee well-being to promote work engagement and, consequently, reduce employee turnover intentions. The reformulation of policies such as training can be important practices to complement leadership roles in order to provide an environment of continuous learning and development for employees, which can have positive impact on turnover. The functional leadership functions present in this dissertation can and should be worked on to increase employee engagement. Taking the practical case of the provide feedbak function, if it is given regularly and constructively to team members, recognizing their achievements and helping them to make continuous progress, it will make them feel supported and more engaged with their work. Taking the challenge team function as another example, leaders who assign projects that stimulate the team, take them out of their comfort zone and go beyond routine tasks, will make team feel more encouraged. In addition, as leaders they should also give visibility and recognition to these challenges, as team members will feel that their contribution is relevant and will therefore be more engaged.

# CHAPTER 5
## Conclusion

In conclusion, the main aim of this dissertation was analyzing the impact of leadership actions on turnover intentions, through work engagement, used as a mediator in the study, and also to understand whether the impact of leadership actions varies according to the employees' OFTP. This allows leaders to adapt their practices to new contexts, perspectives and various age groups in the organization.

Given the non-significant relationship between leadership actions and turnover, additional perspectives were discussed. Leadership actions take place in an organizational context that cannot be forgotten. Leadership is always "situated" and framed by organizational practices that also influence the turnover intentions of individuals. This study seems to reinforce the idea that the continuity of employees in the organization depends on top-down measures (from the top to the individual) that show interest in employees, value their work and engage them in the organization, rather than focusing solely on leadership.

The findings of this dissertation and associations with the literature contribute to highlighting the importance of work engagement in the relationship with turnover. By promoting an organizational culture where employees feel involved, leaders can indirectly reduce turnover, since work engagement plays a crucial role in retention.

The study also emphasizes that leaders should focus on practices that bring tangible and immediate results, rather than relying on strategies focused exclusively on long-term horizons. Nonetheless, this dissertation contributes to increasing and advancing the knowledge and management of employee groups of various ages, through their OFTP, which here proved not to be significant. When confronted with the results of the study, new aspects emerged, with age being mentioned as an essential but not significant aspect for defining practices as a single moderating aspect.

In practice, this dissertation underlines that, in order to reduce turnover, it is essential for companies to prioritize strengthening work engagement through leadership actions that create a motivating and engaging work environment.

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## Annex A - Questionnaire

### Section 1 - Informed Consent

Dear participant,

The present study is part of a research project being carried out at Iscte - Instituto Universitário de Lisboa. The aim of the study is to understand and evaluate the impact that the organizational climate and leadership have on the engagement and retention of workers.

The study is being carried out by Andreia Ferreira (asspm1@iscte-iul.pt) and Beatriz Lemos (bidls@iscte-iul.pt), under the guidance of Professors Patrícia Costa and Inês Sousa, whom you can contact if you have any questions or would like to share any comments.

Your participation in the study, which will be highly valued, consists of answering this questionnaire, which is estimated to take 7 minutes.

Participation in the study is strictly voluntary: you can freely choose to take part or not. If you have chosen to take part, you can stop taking part at any time without having to give any reasons. As well as being voluntary, participation is also anonymous and confidential. The data obtained will only be used for statistical purposes and no individual response will be analyzed or reported. At no point during the study do you need to identify yourself.

Have you understood the information, and do you consent to take part in this study?

- Yes, I confirm.

### Section 2

Please enter your answer code.

I am:

- Team leader
- Team member

### Section 3- Team atmosphere

**Q3.1** The following statements refer to the support you feel from your work colleagues. For each of them, please indicate your degree of agreement, using a scale of 1 (strongly disagree) to 5 (strongly agree).

| Support from colleagues | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I get help and support from my colleagues if necessary. | | | | | |

My colleagues are willing to listen to my problems at work if necessary.

My colleagues talk to me about how well I do my job.

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q3.2** The following statements refer to the atmosphere between you and your work colleagues. For each of them, please indicate your degree of agreement, using a scale of 1 (strongly disagree) to 5 (strongly agree).

| Team atmosphere | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| There is a good atmosphere between me and my colleagues. | | | | | |
| There is a good co-operation between colleagues at work. | | | | | |
| I feel part of a community at my place. | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q3.3** The following statements refer to your feelings about work. For each of them, please indicate your degree of agreement, using the scale from 1 (strongly disagree) to 5 (strongly agree).

| Engagement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| At my work, I feel bursting with energy. (vigor) | | | | | |
| At my job, I feel strong and vigorous. (vigor) | | | | | |
| I am enthusiastic about my job. (dedication) | | | | | |
| My job inspires me. (dedication) | | | | | |
| When I get up in the morning, I feel like going to work. (vigor) | | | | | |
| I feel happy when I am working intensely. (absorption) | | | | | |
| I am proud on the work that I do. (dedication) | | | | | |
| I am immersed in my work. (absorption) | | | | | |
| When I am working, I forget everything else around me. (absorption) | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q3.4** The following statements refer to your relationship with your team. For each of them, please indicate your degree of agreement, using a scale from 1 (totally disagree) to 5 (totally agree).

| Team relationship | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I don't feel "emotionally attached" to this organization. | | | | | |
| This organization has great personal significance for me. | | | | | |
| I don't feel like "part of my family" in this organization. | | | | | |
| I really feel as if the problems of this organization are my own. | | | | | |
| I would be very happy to spend the rest of my career in this organization. | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

## Section 4- job Crafting

**Q4.1** The following statements refer to your willingness to develop. For each of them, please indicate your degree of agreement, using a scale of 1 (strongly disagree) to 5 (strongly agree).

| Willingness to develop | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I try to develop my skills. | | | | | |
| I'm looking to develop professionally. | | | | | |

| I try to learn new things at work. |
| --- |
| I make sure I use my skills to the full |
| I decide for myself how to do things |
| I ask my supervisor to guide me. |
| I ask if my supervisor is satisfied with my work. |
| I look to my supervisor for inspiration. |
| I ask others for feedback on my professional performance. |
| I ask my colleagues for advice. |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q4.2** The following statements refer to your relationship with the demands of the job. For each of them, please indicate your degree of agreement, using a scale from 1 (never) to 5 (always).

| Job demands | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| I make sure that my work is less mentally intense. | | | | | |
| I try to make sure that my work is less emotionally intense. | | | | | |
| I manage my work in such a way as to try to minimize contact with people whose problems affect me emotionally. | | | | | |
| I organize my work in such a way as to minimize contact with people whose expectations are unrealistic. | | | | | |
| I try to make sure that I don't have to make too many difficult decisions at work. | | | | | |
| I organize my work in such a way as to ensure that I don't have to concentrate for too long at a time | | | | | |
| When an interesting project comes up, I proactively offer to collaborate on it. | | | | | |
| If there are new developments, I'm one of the first to hear about them and try them out. | | | | | |
| When there isn't much to do at work, I see it as an opportunity to start new projects. | | | | | |
| I regularly take on extra tasks, even though I don't get paid extra for them. | | | | | |
| I try to make my work more demanding by examining the underlying relationships between aspects of my work. | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

## Section 5- Team leadership functions

**Q5.1 -** *If "I'm a team member" is selected*- The following statements refer to the leader's definition of the team's mission and challenge. For each of them, please indicate your degree of agreement, using a scale from 1 (strongly disagree) to 5 (strongly agree).

| Define Mission and Challenge Team | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| My leader ensures that the team has a clear direction. (Define Mission) | | | | | |
| My leader stresses the importance of having a collective sense of mission. (Define Mission) | | | | | |
| My leader develops and articulates a clear team mission. (Define Mission) | | | | | |
| My leader ensures that the team understands the objective. (Define Mission) | | | | | |
| My leader helps to give a clear vision of where the team is going. (Define Mission) | | | | | |
| My leader reconsiders the key assumptions to determine the appropriate course of action. (Challenge Team) | | | | | |

My leader stresses the importance and value of questioning team members. (Challenge Team)

My leader challenges the status quo. (Challenge Team)

My leader suggests new ways of looking at how to complete the work. (Challenge Team)

My leader contributes ideas to improve the way the team does its work. (Challenge Team)

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q5.2 -** *If "I'm a team leader" is selected***-** The following statements refer to the leader's definition of the team's mission and challenge. For each of them, please indicate your level of agreement from 1 (strongly disagree) to 5 (strongly agree).

| Define Mission and Challenge Team | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| As a leader, I ensure that the team has a clear direction. (Define Mission) | | | | | |
| As a leader, I stress the importance of having a collective sense of mission. (Define Mission) | | | | | |
| As a leader I develop and articulate a clear team mission. (Define Mission) | | | | | |
| As a leader, I ensure that the team understands the objective. (Define Mission) | | | | | |
| As a leader, I help to give the team a clear vision of the way forward. (Define Mission) | | | | | |
| As a leader, I reconsider the main assumptions to determine the appropriate course of action. (Challenge Team) | | | | | |
| As a leader, I emphasize the importance and value of questioning team members. (Challenge Team) | | | | | |
| As a leader I challenge the status quo. (Challenge Team) | | | | | |
| As a leader, I suggest new ways of looking at how to complete the work. (Challenge Team) | | | | | |
| As a leader, I contribute ideas to improve the way the team does its work. (Challenge Team) | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q5.1 -** *If "I'm a team member" is selected***-** The following statements refer to the feedback and social climate support given to the team by the leader. For each of them, please indicate your level of agreement from 1 (strongly disagree) to 5 (strongly agree).

| Provide Feedback and Support Social Climate | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| My leader rewards the performance of his/her team members according to performance standards. (Provide Feedback)0 | | | | | |
| My leader reviews the relevant performance results with the team. (Provide Feedback) | | | | | |
| My leader communicates business issues, operational results and team performance results. (Provide Feedback) | | | | | |
| My leader gives positive feedback when the team performs well. (Provide Feedback) | | | | | |
| My leader gives correct feedback. (Provide Feedback) | | | | | |
| My leader responds promptly to team members' needs or concerns. (Support Social Climate) | | | | | |
| My leader participates in actions that show respect and concern for team members. (Support Social Climate) | | | | | |

My leader goes beyond his/her own interests for the good of the team. (Support Social Climate)

My leader does things to make it enjoyable to be a member of the team. (Support Social Climate)

My leader looks after the personal well-being of team members. (Support Social Climate)

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

**Q5.4 -** *If "I'm a team leader" is selected*- The following statements refer to the feedback and social climate support given to the team by the leader. For each of them, please indicate your level of agreement from 1 (strongly disagree) to 5 (strongly agree).

| Provide Feedback and Support Social Climate | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| As a leader I reward the performance of my team members according to performance standards. (Provide Feedback) | | | | | |
| As a leader, I analyze the relevant performance results with the team. (Provide Feedback) | | | | | |
| As a leader I communicate business issues, operational results and team performance results. (Provide Feedback) | | | | | |
| As a leader, I give positive feedback when the team performs well. (Provide Feedback) | | | | | |
| As a leader I give correct feedback. (Provide Feedback) | | | | | |
| As a leader, I respond promptly to team members' needs or concerns. (Support Social Climate) | | | | | |
| As a leader I participate in actions that show respect and concern for team members. (Support Social Climate) | | | | | |
| As a leader, I go beyond my own interests for the good of the team. (Support Social Climate) | | | | | |
| As a leader I do things to make it enjoyable to be a member of the team. (Support Social Climate) | | | | | |
| As a leader, I look after the personal well-being of team members. (Support Social Climate) | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

## Section 6- OFTP

**Q6.1** The following statements refer to your professional future. For each of them, please indicate your degree of agreement using the scale from 1 (strongly disagree) to 5 (strongly agree).

| OFTP | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Many opportunities await me in my professional future. | | | | | |
| I hope to set myself many new goals in my professional future. | | | | | |
| My professional future is full of possibilities. | | | | | |
| I can do anything I want in my professional future. | | | | | |
| The possibilities for my professional future are limited. | | | | | |
| There's still plenty of time in my professional life to make new plans. | | | | | |
| Most of my professional life is ahead of me. | | | | | |
| My professional future seems endless to me. | | | | | |

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I have the feeling that my professional time is running out. | | | | | |
| As I get older, I begin to feel that time in my professional future is limited. | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

## Section 7- Turnover intentions

**Q7.1** The following statements refer to your desire to leave the organization where you work. For each of them,

please indicate your level of agreement from 1 (strongly disagree) to 5 (strongly agree).

| Turnover intentions | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I will probably look for a new job in the near future | | | | | |
| At the present time, I am actively searching for another job in a different organization. | | | | | |
| I do not intend to quit my job. | | | | | |
| It is unlikely that I will actively look for a different organization to work for in the next year. | | | | | |
| I am not thinking about quitting my job at the present time. | | | | | |

1- Totally disagree; 2- Disagree; 3- Neither agree nor disagree; 4- Agree; 5- Totally agree.

## Section 8- Demographic data

**Q8.1** Gender

- Female
- Male
- Non-binary
- I prefer not to say

**Q8.2** Year of birth: _____

**Q8.3** Academic qualifications

- Inferior to the 9th Grade
- 9th Grade
- Secondary education (level 3)
- Secondary education (level 4 - Professional course)
- Post-secondary non-higher education (level 5 - Professional Higher Technical Courses -Cteps)
- Degree (level 6)
- Master's degree (level 7)
- Doctor´s degree

**Q8.4** Please indicate your organization's sector of activity: _____

**Q8.5** How long have you been with the organization? _____

**Q8.6** How long have you been with the team? _____