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THE MODERATING ROLE OF WORK ORIENTATION ON THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND CAREER SATISFACTION AND CAREER DEVELOPMENT

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I hereby declare that I have compiled the thesis independently

and all works, important standpoints and data by other authors

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ABSTRACT

Human resource (HR) practitioners and academics have been identified employees career satisfaction and development are imperative factors driving the organizations towards the desired outcomes. Many studies have been conducted to determine the organizational and individual components that will influence individuals career satisfaction and development as the organizations can efficiently utilize these factors to achieve its success. Leadership found to be an organizational variable that extremely associates with employees, whereas the individuals' perception about their work has considered as one of the main elements that have a connection with career satisfaction and development practices. Various studies have been conducted on these theories individually and forming relationships with other concepts. However, the current study investigated the relationship of these three variables collectively. The purpose of this study was to explore the moderating effect of work orientation dimensions on the relationship between leadership styles and individuals career satisfaction and development.

The researcher used Spearman's Rho Correlation, Somers'D and Moderated Multiple Regression to analyse the data. The present study results indicate that individuals who perceive WO Job correlated well with rational-objective leadership that positively impacted employees' career success and satisfaction. WO Career respondents showed that they did not depend entirely on inspirational and rational-objective leadership styles. However, passive leadership benefited WO Career and WO Calling respondents to perceive higher success and satisfaction.

Keywords: Work orientation dimensions, WO Job, WO Career, WO Calling, leadership styles, transactional, transformational, laissez-faire, inspirational, rational-objective, passive, career satisfaction, career development, career success

INTRODUCTION

Individuals spend a considerable amount of time in their lives engaged in work, it is an essential feature that offers substantial collective qualities in one's life. The career plays a crucial role in the social and personal lives as it brings a meaningful identity to life.

There is a long historical phase in the current status of the job that turns conventional work methods into contemporary career status. This evolutionary journey triggered by the dramatic economic and technological shifts, acquisitions, restructuring, de-layering, and downsizing (Sullivan & Crocitto, 2007). These were become the reasons for continuous change of how people view their careers and the essence of the relationship between employer and employee. Due to the importance of 'career' to individuals and workplaces many facets of the concept emerged and have been executed within organisational settings including; career management, career satisfaction, development, career planning, and career counselling.

Among them, career satisfaction and development appear to be the prominent factors that provide employees and workplaces with substantial benefits. The immediate benefits that would help both parties in an equitable way are low labour turnover, high morale and motivation of workers, high-performance target orientation, maintaining a healthy employer-employee relationship and ultimately contributing to individuals' whole life satisfaction. Business practitioners and academics have explored the organizational and individual factors that will impact career satisfaction and development as these concepts emerged as the foundations of determining organizational and employees' success.

The past studies have revealed that organizational support, career and skill development opportunities, organisational culture, socio-demographic status, HR strategies, stable individual differences, and communication management elements are considerably influencing on career satisfaction and career development (Lee & Lee, 2018; Lounsbury, et al., 2003; Wiersma & Hall, 2007). Further, it has been proved that high degree of career satisfaction of employees is achieved when the workplace supports them and cares about their improvement over the work cycle (Joo &

Lee, 2017). The level of satisfaction depends on internal and external factors. Internal factors or individual factors influence the overall work satisfaction considerably. The way people perceive things, how they react to different situations, personality types, personal goals, work interest, work orientation, and individuals' dispositional factors are unique to every individual (Anyango et al.,2013; Sypniewska,2014; Wrzesniewski et al., 1997). These psychological features considerably relate to objective characteristics of work. Therefore, companies take actions to discover these individual aspects as they can turn those to work employees happily for organizations' success and build up strong relationships among supervisors and employees.

The atmosphere at work, organization management and leadership style are some factors that also contribute to individuals' satisfaction in an organizational context. Mainly, interpersonal relationships play a paramount role between these components and employees (Sypniewska,2014). It shows that a healthy relationship between supervisors and employees is crucial. This situation brings out the significance of leadership styles in the work relationships. Numerous studies have shown that leadership style acts as a key factor in organization's success and employee's performance (Babakus et al., 2003; Popli & Rizvi, 2007) and positively bridge employee engagement towards the organization's ultimate goal.

While scholars have conducted studies on various factors that influence employees' career satisfaction and development, many other important components in organizational and individual contexts have remained less studied which can have a considerable effect on career concepts. Due to the high level of importance of career satisfaction and development concepts in the respective field and the willingness to contribute and strengthen the findings of previous scholars, this study aims to find out the moderating role of work orientation on the relationship between leadership styles and career satisfaction and development.

The current research applies 'work orientation dimension' from the individual perspective. Companies must consider how individuals view their career, their values and attitudes, and ultimately what their job means to them to achieve a higher level of career satisfaction and match the perceived level of career advancement. Work orientation helps to see what people are looking for from their vocation and what is important to them in their career (Wrzesniewski, et al., 1997). Also, different work orientation dimensions can affect the degree of professionalism, work engagement, work performance and organizational commitment of employees (Wrzesniewski, 2003).

Several studies have shown that leadership can improve employees' well-being and organizational performance (Babakus, et al., 2003; Popli & Rizvi, 2007), there has been a comparative lack of research to examine the influence of leadership styles on career satisfaction and development. The studies were mainly conducted to explore the effect of leadership styles on job satisfaction, and the key theme of career satisfaction was overlooked.

The aim of the research is to explore the moderating effect of work orientation dimensions on the relationship between leadership styles and career satisfaction and development. In addition, the research will address a less attentive subject of investigating the effect of different leadership styles on individuals' career satisfaction and development.

The research will respond to several sub-questions in order to solve the research problem and to achieve the aim of the study:

1). Do different work orientation dimensions (job, career, calling) have a different impact on career satisfaction and development.
2). Which leadership style will have a positive or negative impact on employees' subjective and objective career.
3). What is the relationship between leadership styles and work orientation dimensions
4). To what extent work orientation influences the relationship between career satisfaction and development and leadership style.

The current thesis consists of four main sections. Theoretical review, methodology, data presentation and analysis, and discussion.

The first chapter introduces the main variables with definitions and overview following the literature of the contribution and importance of these variables to workplaces and employees. Further it highlights the interconnection among these variables in the exciting literature and specifies the research gap and the importance of conducting the current research based on the previous studies.

The second chapter discusses the research methodology, which includes the research design, methods used in data collection, detailed information of population and sampling, reliability tests,

and the adoption of the questionnaire comes under the data collection and lastly data analysis methods and limitations.

The third chapter includes data analysis and findings obtained throughout the research.

The fourth chapter discusses the theoretical explanation of findings, managerial implications, limitations and recommendations for the future research.

1. LITEREATURE REVIEW

1.1. Overview of Career

There has been a controversial long history of the career subject in the fields of organizational behaviour, HR management, and some areas of psychology. As a predominant concept, scholars have been discussing it from the last century to the present.

According to Mulhall (2014) there are no clear and definite definitions of career, it has undergone an evolutionary journey. Parsons' (1909), Hughes (1937, 1958), Super (1980), Wilensky (1961), Arthur and Rous-Seau (1996) and Sullivan and Baruch (2009) contributed to the conceptualization of these definitions at different periods.

According to the given definitions Mulhall (2014) has identified four main stages of career transformation. In the very early stages, it defined matching the career development of employees by knowing their capabilities with the external environment, followed by a subjective approach to the definitions, where it mainly defined how individuals perceive and interpret the profession. The next stage has expressed career as a more rigid concept that individuals needed to follow a specific sequence of hierarchies within the organizational framework that has been targeted for a lifetime. The final stage of career emphasized how individuals perceive their vocation on the basis of the experience gained over the lifetime and the influence of the individuals' dispositional factors.

Career has an evolutionary journey in bringing traditional career to modern settings at present. The traditional career has defined as a linear career model, which dominated to support the concept of male as the breadwinner of the family. It was mainly characterized by the way in which employers and employees exchange worker's commitment to the firm and the employer's guarantee of job security (Greenhaus, et al., 2008; Sullivan, & Arthur, 2006; Sullivan & Baruch, 2009). As well as career success and performance evaluated through employee's upward progression of the career ladder. Baruch (2004) Portrayed the linear career model to a mountain climbing journey where there is a topmost that all aspire to reach that it manifested only a single direction (present organization) for career development. In this path organizational system, hierarchy and the

procedures are well established as well as clearly defined the success for each member. In recent decades, one of the most critical newly established ideas in career field literature is the transition from conventional to modern career. This transition has affected to bring the changes in physical dimensions of employment, employers, professions, industries and psychological factors of employees (Mulhall, 2014).

The pace of change has begun with the influence of globalization, ever-changing technological advances and resulted many changes within the organizational context, and employees 'career attitude (Baruch, 2004; Sullivan & Baruch, 2009). Some executed actions of organizations including, restructuring, delayering, acquisitions, and downsizing have underpinned to transform how organizations perceived the employer-employee relationship and how individuals have enacted their careers (Baruch, 2004; Sullivan & Crocitto, 2007). This has given the insight to view career in a different manner than it presented in the traditional setting.

Stepping into the modern career, protean career is the first concept developed that describes individuals are self-directed and versatile enough to respond to the evolving environmental requirements of the workplace. This reflects individual's willingness to shape for self- fulfilment and the control is regulated by individuals, not by employers (Greenhaus, et al., 2008). Next modern career type is, the boundaryless concept developed by Arthur and Rousseau (1996). The notion behind the theory is that career began to describe as disrupting the company's usual hierarchy and the setting while individuals were also willing to make wise vocation-related decisions where they can explore many possibilities (Sullivan, & Arthur, 2006). Moreover, changes in organizational structures have made careers more flexible, dynamic, and less reliant on managers, as workers make decisions without organizational control (Baruch, 2004; Greenhaus, et al., 2008; Sullivan & Baruch, 2009). Despite the two main career types, scholars have introduced hybrid and kaleidoscope career types as new conceptualisations of the career concepts (Sullivan & Baruch, 2009). These modern career types have always added relevance and needs in the continuous advancement of the career concept within the respective field (Greenhaus, et al., 2008).

Career success is another significant concept in the career field. Scholars and organizations have allocated an extensive amount of productive time to identify factors that will influence career success because it has a long-term impact to the entire organization, individual's career path and has a positive strong link with career satisfaction (Akkermans & Kubasch, 2017; Judge, et al.,

1995). Career success has categorized into two dimensions based on what individuals perceive from their vocation and the workplace termed, subjective and objective career.

Career success is meant to be defined more in an objective manner that individuals engaged with organizations to gain a monetary value, physical value or professional status that is observable and measurable (Akkermans & Kubasch, 2017; Dries, et al., 2008). This can be visualized as career developments on employees' career path. The most previous literature has been dominated the objective career (Choi & Nae, 2020; Sitohang, 2019). The changes in employer-employee relationships and how individuals have engaged with their careers (Sullivan & Crocitto, 2007) has shifted the perspective of a career towards a subjective form. The new term describes how individuals appreciate their careers in terms of satisfaction of work and career opportunities, and self-assurance at work. This approach named as the career satisfaction (subjective career) (Akkermans & Kubasch, 2017; Arthur, et al., 2005; Dries, et al., 2008).

Career satisfaction and development (objective and subjective career) have significant involvement in an individual's career. Authors researched and proved the interrelation between these terminologies. Dries et al.(2008) have developed a model to explain the different meanings attributed to the career success constructs. In particular, the scholars have identified four different quadrants, including nine significant components: "performance, advancement, self-development, creativity, security, satisfaction, recognition, cooperation and contribution". These regions have recognized as the factors affecting objective and subjective career. Besides, the growing awareness of both terms encouraged scholars to examine the diverse effects of either an objective or subjective career or have used both dimensions together to see the progress of employee outcomes (Choi & Nae, 2020). Nevertheless, when individuals are fulfilled with the means of objective and subjective careers, they acknowledge and committed to contributing most of their potential during their work life. (Akkermans & Kubasch, 2017; Arthur, et al., 2005; Dries, et al., 2008).

In response to the constant changes in the modern dynamic work environment, subjective career begun to play a vital role. Individuals were more focused on personal goal achievements than ever before pertaining to their vocation as the career turned to be self-directed (Park, 2018) and encouraged in developing own professional excellence (Jawahar & Liu, 2016). This has given an insight to individuals to acquainted more subjectively chosen standards in the focus of career satisfaction(Park, 2018). In essence, career satisfaction (subjective career) must be given prominence in this era, as it is a contemporary concept in the field of career.

1.2. Overview of Career Satisfaction

Career satisfaction has also been frequently discussed in the field of career research over the last several decades (Joo & Ready , 2012). Compare to the other career-related topics the concept was given a less consideration in the respective field, but it often significantly contributed to many different personal and organizational circumstances. The career satisfaction concept has newly defined as "the evaluation of the accumulated experiences in one's career so far" (Hagmaier, et al., 2018). However, in the very early stages, a broader explanation has given as, the subjective measure of how individuals view the success of their work and the psychological outcomes that will be gained through their careers (Judge, et al., 1995).

Previous studies have shown, career satisfaction linked to a variety of career-related concepts which resulted a growing awareness within the field and organizations. Career success, prescribing career paths, employees' personal goals, organizational culture, career development, career management and responsibilities were the significant constructs that interrelated with career satisfaction (Akkermans & Kubasch, 2017; Joo & Ready, 2012). It connects work, organizations, personal and professional backgrounds with these career-related concepts. Except the organizational context, recently Hagmaier, et al. (2018) stated, it even closely associated with life satisfaction.

Due to the importance and growing awareness of the concept, studies conducted to explore the organizational and individual factors that influencing on career satisfaction. Joo & Ready (2012) affirmed that career satisfaction is determined by a number of individual and organizational factors. They considered that workplace culture and supportive superiors as organizational factors and the characteristics of employees as the individual factor, and revealed both individual and organizational predictors are equally essential for measuring the association with career satisfaction.

Furthermore, Park (2018) has observed the effect of external and internal variables on career satisfaction. The predictors were career attitude (boundaryless career,) career seeking behaviours and organizational commitment. The results showed a positive relationship with individual variables of boundaryless career and career seeking behaviours, while organizational commitment did not support employees' career satisfaction. This study proved that individual variables could significantly influence employees career satisfaction than organizational factors.

Further, participation in career management activities, well-defined career paths and career opportunities offered by the workplaces support the achievement of a higher level of career satisfaction among employees (Kong, et al. 2012; Joo & Lee 2017). Sultana, et al. (2016) has revealed the career commitment has a positive relationship with subjective career which indicates employees who are dedicated to work remained satisfied with their career. Moreover, individuals deeply held central values and personal vision, as individual factors, play a crucial role in enhancing career satisfaction.

There has been an incredible amount of attention among career academics to add academical value to the new findings. They shed light on transforming career satisfaction into a sustainable competitive advantage in organizations. To achieve such, the contribution of organizational and individual variables become significant. Implementation of well-developed strategies, planning organizational culture management, enhancing leadership and subordinate relationships, implementing HR development programs, and well-structured staffing processes are the identified key variables (Joo & Ready , 2012). past studies have been addressed the significance of the relationship between organizational and individual determinants with career satisfaction. However, there are still too few studies have conducted to explore the relationship between career satisfaction and these variables (Park, 2018).

Considering the impact of career satisfaction on individuals' and organizational primary outcomes academics have stated that high-performance goal orientation, the development of a better organizational learning culture, maintain a good relationship with immediate supervisors, the deliverance of support in the work environment and, ultimately the general satisfaction of life are the main benefits cause by the career satisfaction (Hagmaier, et al., 2018; Joo & Ready, 2012; Joo & Lee, 2017).

In spite of organizational factors, career satisfaction concept is significantly connected with individual qualities and dispositional elements. When individuals are naturally happy, it affects the advancement of many personal aspects at work. Positivity to work, generates more energy to carry on work, to be more participatory, and creates an interest of the profession, that will affect the career and life satisfaction as a whole (Joo & Lee, 2017). Moreover, Coetzee & Bester (2019) have discovered the link between harmonious work passion and career satisfaction. Harmonious passion is a psychological construct that describes individuals' intrinsic motivation of the tasks they involve while not being frustrated. The study confirmed relationship between the two variables is

positive, and the employees who demonstrate harmonious work passion have resulted in a higher level of career satisfaction.

As much research and statements contributed to show the importance of positive relationship with career satisfaction with organizational and individual components, still some scholars discussed the opposite side of it. Psychological breach of contract, a leader's unequal conduct on employees, and limited career advancements are key factors that influence career dissatisfaction where the workplace has adverse outcomes (Clercq & Belausteguigoitia, 2020).

Looking at all these points of view, it appears to be that career satisfaction is a key concept that has a strong connection between the workplace and employees, which will lead to greater effectiveness and performance and ultimately to assure the long-term survival of both parties.

1.3. Overview of Career Development

The launch of an effective career development process is a key challenge for HR practitioners and organizations. Career development is vital for both the employee and the organization as the progression process of individuals in their careers occurs throughout their entire working life. It further emphasizes, individuals' distinct characteristics, work-oriented goals and achievements, and building of a self-concept within a given timeframe that engages in career. (Mulhall, 2014; Sitohang, 2019; Strauser, 2021, p. 79). In regards the significance of career development tool, some theories have been developed. Super's career theory, holland's theory, career construction theory, are the most widely used theories in the field respectively (Strauser, 2021, p. 79). Maintain the effectiveness of the career development tool, collaboration between individual and organizational variables is crucial (Strauser, 2021, p. 89; Sullivan & Baruch, 2009).

HR professionals need to be concerned with two key processes in the formation a well-organized career development system. Including career planning; where it demonstrates the willingness of individuals to identify their skills, values, beliefs and to foster a person achieve professional goals. The next main process is career management, which outlines the organization's steps to deliver well-planned career development programs based on the requirements of the workplace and individual career expectations (Mulhall, 2014; Sitohang, 2019). In addition, organizations have acknowledged that certain methods of career development are appreciative in the current context.

Priority can be given to coaching and mentoring methods, as it can be used for any type of employee to enhance positive attitude. Over time, having such appropriate and effective career development methods will support the satisfaction of individuals with their careers (Akkermans & Kubasch, 2017; Joo & Ready, 2012; Sitohang, 2019).

As a result of changing the nature of work and work context, the outlook for career development has shifted between individuals and employers (Lee & Lee, 2018). It has turned out to be more responsible to individuals in a certain period than to depend solely on the workplace (Savickas, 2011). However, the recent findings stated that it is a process of partnering individuals and organizations to develop employee's skills, competencies, knowledge and attitude required for the current and future vocations (Akkermans & Kubasch, 2017;McDonald & Hite, 2016, p. 100). Same as career satisfaction concept, it is found to be that various individual and organizational factors are influencing on employees' career development. Siagian (2016), (cited in Sitohang, 2019) declared that employee performance, recognition from the relevant parties, employee dedication to work, loyalty to the organization, career development opportunities, advice from superiors, and endless support received from the subordinates are number of factors affecting career development.

Due to the importance of the impact of these factors on career development, McDonald and Hite (2016) introduced an organizational career development framework in that helps the organization plan and implement strategic career development. Organizational culture, strategic direction, current employee base, organizational history of career development mentioned as the influential factors within the organization. The study has also recognized that career resiliency, self-management, career adaptability and employability are independent factors that could impact on career development.

Moreover, Lee & Lee (2018) have examined the link between job performance through career development and the study divided the examined factors into organizational and individual segments. Job rotation, talent management, HR planning, succession planning, mentoring and coaching were categorized as organizational variables that would not control by employees, and work satisfaction and organizational commitment were defined as individual determinants. The results revealed that all the individual factors had a significant impact on career development whereas from the organisational variables, mentoring and coaching was considerably affected on career development.

Scholars and HR professionals aware that their efforts to develop employees' careers would undoubtedly benefit their career satisfaction (Mulhall, 2014; Park, 2018). Coetzee & Bester (2019) stated that to achieve a higher level of career satisfaction engaging in career development activities and career advancement opportunities are essential. They also pointed out, harmonies of work passion will take the initiative of creating a link between the passion of employees for specific tasks and career development opportunities that stimulate the career advancement and satisfaction of employees. The research conducted by Spurk, et al. (2011) revealed there is a trend in individuals who have indicated a higher level of career satisfaction, shows a gradual decline in satisfaction over time. Hence, the study suggested to develop career satisfaction among individuals who are likely to lose interest, using remarkable career advancement tools as one of the most successful methods. Further, career development helps to influence the behavioural change of employees. It provides the independence of individuals where it gives them the freedom to function which will justify the development of self-morality which in turn result individuals' career satisfaction (Strauser, 2021).

Considering the importance of the concept to organisations, it is one of the key indicators of employee performance. Individuals are willing to deliver full capacity when they are motivated and have an evident attitude to make the best contribution to organisational objectives which will gain through career advancements (Sitohang, 2019). The research conducted by Carmeli, et al. (2007) proved the relationship of career development on employees' job performance. Scholars have stated that job performance of employees is the key factor to determine their career advancements. This has further confirmed by Sitohang, (2019) mentioning that the link between job performance and career development is central to any workplace. Further, Mulhall, (2014) specified that to achieve organization's expected goals facilitating employees career advancement requirements is essential.

The importance of balancing the organizational and individual contexts in career development has become more important as work or careers are constantly evolving (Mulhall, 2014; Sullivan & Baruch, 2009). Despite the immense benefits discussed through career development tools, authors have argued that there could be a dark side to contemporary career development as it has recently given rise to many unfavourable changes in career and career development concepts. As a result, the possibility of emerging issues between careers and individuals in the future can be expected. This could be a possible direction for the future research (Akkermans & Kubasch, 2017).

1.4. Overview of Work Orientation

Work orientation discusses the dispositional or personal characteristics that explain the work values or individuals' work attitude about the job that may affects by the nature of the job they are engaged in (Lan, et al., 2012; Wrzesniewski, et al., 1997). "Work orientation is, by definition, a construct that embraces the different purposes that work serves and includes the different meanings that individuals attribute to paid work" (Bellah et al., 1985 cited in Pitacho, et al., 2019). After decades, a new conceptualization has incorporated to the existing definition; a person works for a place with the fundamental aim of getting paid and discovering the meaning of the work he does within the context of work. This was different from the original definition, as it discusses the purpose rather than the relationship, and exemplifies work as a value rather than an attitude (Fossen & Vredenburg, 2014).

Although, the work orientation model is been invented a few decades back, no academics were succeeded to replace a controversial and contemporary work dimension model. However, the very recent experiment conducted by Pitacho et al. (2019) were added a new meaning to the concept while examining the impact and the correlation of three dimensions on each other. The results of the study contributed to the reconfirmation of Bellah et al. (1985) three-dimensional model is still the most appropriate model in the work orientation; hence the rest of the models are not acceptable. It is crucial to understand the work orientation of individuals as their subjective experience of the work they do and will interact directly with the objective quality of work (Wrzesniewski, et al., 1997). There are many factors which can be seen as the influencers to gain positive and negative work experience including, different working conditions, job duties, workplace environment, financial receivables, leadership, other entitlements, promotional procedures, and co-workers and the main aspect apereas to be work satisfaction. However, it does not depend entirely on the satisfaction of the career as it differs in certain situations (Locke & Latham, 1990; Wrzesniewski, et al., 1997).

Bellah and his colleagues (1985) have devised a tripartite sociological model that describes three possible work orientations in relationship to work, namely the job, career, and calling. These orientation dimensions have specific individual goals: how one perceives one's job, what beliefs

they have in relation to work, and the emotional and behavioural link within the organizational context (Bellah et al., 1985 cited in Pitacho, et al., 2019).

Generally, job, career and calling are not based on occupation, and even in one type of occupation there is a potential to find all three kinds of work characteristics owned individuals (Wrzesniewski, et al., 1997: Wrzesniewski, 2003, p. 302). It is fundamental to identify how employees view the profession and what they expect from their careers as it will lead organizations to take necessary steps to retain employees and improve their productivity. In addition, it will extremely contribute to decide of a number of factors, such as motivation, satisfaction, the necessity of career development and organization success (Lan, et al., 2012).

1.4.1. Overview of Job, Career and Calling Dimensions

Job orientation would consider that work was primarily a way to make a living, and individuals do not seem excited or enjoy their work. Individuals with a job dimension focus mainly on material benefits and value their vocation on the basis of their satisfaction with the achievement of financial aspects. The link between a vocation and a person is very low, since they mainly consider the financial aspects of a job (Pitacho, et al., 2019; Wrzesniewski, 2003, p. 302), and feel less assured their work (Wrzesniewski, et al., 1997). Therefore, they have a desire for breaks from work and, past results showed less satisfaction, low target orientation or dissatisfaction with work (Lan, et al., 2012; Pitacho, et al., 2019).

Career-oriented individuals are primarily concerned with promotions and advancements. They demonstrate a deep commitment to work by knowing that better performance will work as a source of reward, status and power (Wrzesniewski, 2003, p. 302). Career orientation individuals seeking for benefits that offered by the organisation. As well as financial rewards accompanied with the career which brings self-esteem and recognition in the society. (Bellah et al., 1985 cited in Wrzesniewski, 2003.p. 301; Lan, et al., 2012). In addition, scholars revealed, less concern about relationships with people at work, in-between satisfaction levels, only focus on career advancements, negative association with length of work are some of the characteristics of the career oriented employees (Lan, et al., 2012; Fossen & Vredenburg, 2014; Wrzesniewski, et al., 1997).

The individuals who have calling work orientation can be considered as they work for self-fulfilment as that they think their work benefit the world. They even do not rely mainly on financial rewards if they financially secure. In contrast, they always tend to find a deeper meaning in the

work that they involve and seek self-actualization within a vocation. Overall, it seems they have a great relationship to work, the feeling of enjoyment, job security, positive attitude of work and the long term desire to be involved in work (Fossen & Vredenburg, 2014; Lan, et al., 2012; Pitacho, et al., 2019; Wrzesniewski, 2003, p. 303). They are willing to pay more attention to intrinsic rewards than extrinsic (Pitacho, et al., 2019). Some occupations can categorize under the calling dimension based on the work's nature (Wrzesniewski, et al., 1997).

Due to the significance of three work orientations, the previous studies researched the correlation and comparisons of the dimensions. Calling and job dimensions fall under the single dimension where it has been given two different meaning as work as fulfilment and work is essential only for living, and it has been mentioned that these two dimensions are related negatively (Wrzesniewski, et al., 1997). When compare career and calling with job dimension observed the individuals who perceive career and calling were emphasized positive and significant relationship between several aspects of the job and higher levels of satisfaction with life (Lan, et al., 2012; Pitacho, et al., 2019; Wrzesniewski, et al., 1997). Moreover, recent research has confirmed that three dimensions are directly affected and correlated (Pitacho, et al., 2019).

1.4.2. The Importance and Contribution of Work Orientation to Organisations and Employees

Work orientation plays a significant role within work and individual contexts. It relates to many individual attributes, which the employees need be aware, as they deal with these attributes within the work regularly. Personality, commitment, and work intention are categories of individual attributes associated with work (Fossen & Vredenburg, 2014).

Work orientation is an important concept that explains how people have different behaviours in an organizational context and guide for practical implications for any organization. The appropriate application of this dimension will help organizations to be knowledgeable during the selection process and to recognize employees' perceptions that support employee retention (Lan, et al., 2012; Pitacho, et al., 2019). It provides the foundation for career counselling, career development procedures and to offer the suitable motivation programs. In addition, one's work orientation will have the possibility of affecting their overall satisfaction and job performance. Therefore, an organization that can closely monitor the work orientation of employees will have a great potential to align employees with the organisational goals (Fossen & Vredenburg, 2014; Wrzesniewski, et al., 1997).

The study carried out by Lan, et al. (2012) stated the advantages of the practical implications of work orientation. The research was taken Chinese accounting practitioners as the selected sample, and the results were supported to make strategic decisions on employee motivation, professional development and to plan some mentoring programs for those who see their work as just a job. For those who see their work as a career, to plan promotions and advancements. Also, the career itself has shown to be a motivator for those workers who view the vocation as calling. They further stated, when organizations are well acquainted with work orientation, it will be easy to match the employee with the ideal job leading to job satisfaction and investigate the needs and expectations of employees in terms of job matching, promotions, etc. Also, in particular, this dimension will be a great opportunity to educate future graduates about the fundamentals and values to achieve higher job satisfaction.

To sum up work orientation gives an overview of how individuals feel their work by heart and provides an in-depth insight into the necessary implications for one's work and organization. Previous studies have shown that understanding how employees view their work may help organizations and individuals in different manner. Due to the enormous importance of work orientation concept for individuals and organizations, this study specifically seeks to investigate the effect work orientation dimensions on career satisfaction and career development, and how it will moderate the relationship between leadership styles and career satisfaction and development.

1.5. Overview of Leadership

Leadership is one of the most long-lasting and influencing topic within the field of management, where it closely interacts with human relations in organisations. Due to the nature of the concept, it has become very popular among scholars, and it is one of the main topics that have been most extensively studied in the respective field.

There are many definitions that have been stated by several scholars, there is no standard definition for the concept, and yet the scholars and researchers continue defining and developing leadership (Antonakis et al., 2004, p. 25; Day, 2014, p. 41; Ulrich & Smallwood, 2012). The evolving process of definitions was confusing as the meanings were overlapping. However, academics agreed that it is some kind of an influencing process (Antonakis et al., 2004, p. 5; Day, 2014, p. 41). In the

recent past, Bass and Bass (2009, p. 26) have stated that leadership stands for "… the influence of the leader and the followers, who intended to make real changes that reflected their common purpose".

Leadership scholars have developed various theories and concepts of leadership. Leadership styles, models, trait approaches, rules, characteristics and biological factors of leaders are key areas that have been considered helpful to leaders and organisations around the world (Antonakis et al., 2004, p. 33; Bass & Bass, 2009, p. 83; Day, 2014, p. 73; Hancott, 2016, p. 16; Ulrich & Smallwood, 2012). The scholars have anticipated that in the twenty-first century, the leader will be the main person who appears to be responsible for all organisation's activities, which means that the leader's role has been connected mainly with employees and organisational performance.

1.5.1. Transformational, Transactional and Laissez-Faire Leadership Styles

Leadership styles are the different patterns of how superiors build relationships with their subordinates (Bass & Bass, 2009). It plays a vital role in any organisation by providing direction, implementing and executing plans and interact closely with people to enhance their motivation towards organisational and personal goals (Ojokuku et al., 2012). Due to the growing importance, academics and business practitioners have discovered a series of leadership styles. This research will be based on transformational(inspirational), transactional (rational-objective) and laissez-faire leadership (passive) styles.

Transformational leadership style aims at organisation's continues transformation in the fast-changing environment (Demirtas & Karaca, 2020, p. 85). These leaders closely interact with employees and support them to accomplish their personal needs and advancements. They set higher targets which in turn result in higher performance and motivates and encourages individuals to perform well. They influence followers by empower them and inspire them to become leaders. One of the main characteristics of this leadership style is that it supports raising the leadership to the next level where it focused on the future requirements and opportunities (Bass & Avolio, 1994, p. 4; Bass, 1999; Bass & Ronald, 2006, Chapter 1; Demirtas & Karaca, 2020, p. 85; Mroz et al., 2020).

Transformational leadership has main four components; idealised influence, which indicates that leaders are the role model to be followed; inspirational leadership which shows that leader works for a vision, intellectual stimulation that encourages employees to be innovative and individualised

consideration which describes that leader supports employees with development opportunities for growth. Specifically, these leaders can see the organisation's mission and individual's demands. As well as they can match an individual's needs with organisational requirements that support achieving an individual's higher performance (Bass 1999; Bass & Avolio, 1994, p. 4).

The transactional leadership style focuses on exchanging commitment between leaders and employees (Bass & Avolio, 1994, p. 5; Bass & Ronald, 2006, Chapter 1). This leadership can be used effectively when the organisational environment is stable, has less innovation requirements, and performs low-risk tasks (Mroz et al., 2020). Transactional leadership depends on three forms; contingent reward, where the leader motivates individuals to achieve higher performance and will be rewarded based on the adequacy of the results. The next type is active management by exception, which describes that leaders continuously monitor individuals and take actions when necessary, when they fail to meet standards. The last method is passive management by exception that allows individuals to carry on their tasks and waiting passively for errors and mistakes to occur, and then the correction will be taken place (Bass, 1999; Bass & Avolio, 1994, p. 5). Interestingly, transactional leadership connects well with deciding employee's good performance appraisal, assigning new responsibilities, tasks, job promotions and change in job duties (Kilani, 2016).

Laissez-faire leadership is the most inactive and inefficient style. It is characterised by poor decision-making skills, delay in actions, and irresponsible behaviours of leaders (Bass & Ronald, 2006, Chapter 1). This indicates the form of non-transaction (Bass & Avolio, 1994, p. 5). These leaders avoid taking actions even when there is a need to address the problem which leads to employees' dissatisfaction, low performance, and conflicts within the organisation (Bass, 1999).

1.5.2. The Importance of Leadership to Organisations and Employees

Leadership plays a decisive role in keeping the balance between the organisational orientation of the main goal and influencing others to follow it. Therefore, leadership is regarded as a key element of an organisations' success or failure.

Effective leadership ensures the direction of the organisation towards its vision. It has a strong relationship with organisational performance, growth and the success (Meraku, 2017; Ojokuku et al., 2012; Ulrich & Smallwood, 2012). Having a systemised leadership will always help to properly integrate and coordinate the processes and subsystems within the organisation (Winston &

Patterson, 2006). In order to succeed, every organisation must acquire the ideal set of employees. Employees need to excel competence, commitment and contribution to the company equally. For this reason, leaders support companies and employees. Leaders shape employees to have these three dimensions without fail to achieve organisational and personal goals (Ulrich & Smallwood, 2012).

There is a need for effective leadership to enhance and sustain employees career success (Al-Ghazali, 2020; Chang et al., 2020) and retain talented employees who can meet organisational requirements (Kaya & Karatepe, 2020). It acts as one of the main approaches influencing increase employees' positive outcomes, career growth and generates higher career satisfaction (Babakus et al., 2003; Chang et al., 2020; Meraku, 2017). Furthermore, leadership works as an emotional tool to align individuals' energy and focus on organisational objectives. This further supports enhancing employee's passion of commitments towards the organisation and contribute for a coordinated effort which results to achieve more than they perform individually (Ojokuku, et al., 2012; Winston & Patterson, 2006). Furthermore, motivating employees to expand their competence level in their profession is significant (Al-Ghazali, 2020), which lead to achieve employees' efficient performance continuously (Ojokuku et al., 2012).

1.5.3. The Relationship between Leadership and Career Satisfaction and Development

Leadership can influence employees' performance, motivation, job satisfaction and the interrelatedness with many other variables (Kaya & Karatepe, 2020; Mulhall, 2014; Wipulanusat, et al., 2018). Leadership plays one of the most influential roles to enhance employees' desire to work and manage employees career satisfaction (Chang, et al., 2020).

Workplaces and managers must address some of the key leadership qualities in the organizational context in order to increase career satisfaction and career development. Decentralized decision-making processes, providing authority and autonomy at work, sharing ideas and information, accepting some minor errors of new experiments, setting targets and direct employees to achieve them, providing strengths and opportunities to individuals and deliver career development support are some remarkable leadership attributes. If such support offered, followers would have an enthusiasm of managing their career path that will have a beneficial impact on their careers and career satisfaction, which in turn, contributes to achieving better organisational performance (Kim & Beehr, 2017; Wipulanusat, et al., 2018).

Several studies have been conducted to explore the relationship of specific leadership styles with career satisfaction and development. Chang, et al. (2020) revealed in his study that there is a positive relationship between authentic leadership and career satisfaction. The more the leaders have authentic leadership qualities, the higher the career satisfaction of followers. The findings indicate that authentic leadership effectively promotes the development of followers and career success through different psychological pathways under different conditions. Parallelly, the study conducted by Ilkhanizadeh & Karatepe (2018) has observed the link between servant leadership and career satisfaction. The study revealed that servant leadership is human-oriented and supportive; these characteristics have steered to increase employee trust in the organization which in turn resulted for a positive impact on job, career and life satisfaction.

Further, it has always been a lively topic for the career development of individuals. During past decades' leadership acted as a key determinant in the workplace that facilitates career development-related activities, where it ensures employees to provide a career development path that will direct towards achieving company goals (Sitohang, 2019), In addition, when leaders empower followers variously, they feel more confident and empowered to create a sense of feeling to develop their careers. Hence, they will deliberate to develop skills by participating in the training and coaching programs to enhance their careers (Kim & Beehr, 2017).

Scholars have conducted various investigations to establish the relationship between leadership styles and job satisfaction. Job satisfaction and career satisfaction are not the same concepts. Career satisfaction is a more expansive and long term concept than job satisfaction. An intense career satisfaction is associated with improving job performance, whereas job satisfaction considers one's short term satisfaction about a specific job (Chang, et al., 2020; Kim & Beehr, 2017).

However, the relationship between career satisfaction and career development with leadership styles has not been empirically validated in a significant manner. Therefore, academics suggested that more research should be conducted on leadership as part of the career field (Akkermans & Kubasch, 2017). The scarcity of research on the impact of leadership styles on career satisfaction and career development has given the opportunity in this study to examine the relationship between leadership styles and career satisfaction and career development. Also, as the significance has been addressed earlier, the research will investigate the moderating role of work orientation dimensions on this relationship.

2. METHODOLOGY

This chapter focuses on the methodology used to determine the relationship between various leadership styles and career satisfaction and career development and to observe the moderating role of work orientation dimensions on these variables. The chapter consists of various sub-chapters such as research paradigm, design, sampling and the description of the sample, measures used in the research and, data analysis.

2.1. Research Paradigm

The research will be grounded on ontological, epistemological, methodological, and axiological assumptions in designing the research philosophy.

Ontology assumption defines the researchers' view of the reality or the study of what exists (Tolk, 2013, p. 4). This study will associate the positivism view under this assumption. The research considers the reality is external from the study where it adopts quantitative approach to discover if there is a relationship between the variables of leadership styles, career satisfaction and development and work orientation dimensions.

Epistemological assumption explains the philosophy of concerning the sources of knowledge (Tolk, 2013, p. 4). Here, the researcher is focused on the positivism approach as the study has carried out based on the observable and measurable data.

Methodological assumption discusses about the strategy of the research that applies to gather the data. The research was used survey study as it allows gathering a large data set from a significant population effectively and efficiently.

The axiological assumption is another essential philosophy section that briefs about the ethical consideration and values of study process (Saunders, et al., 2015, p. 128). The study has applied the positivism approach, where the researcher maintains an independent and objective stance from the data gathered of research participants and all stages of the research process.

2.2. Research Design

The quantitative research method was used to collect data to find answers to the stated problem and achieve the thesis aim. This method allows a to gather data from a large sample using more structured data collection techniques. This provides the objectivity and the accuracy to the study as it applies statistical measures to test gathered data (Hair, et al., 2011, p. 145-146). The current study used a questionnaire in order to gather the primary data that covered all the relevant aspects to address the research problem and objectives.

The research is followed the deductive approach to describe the characteristics of the underlying research phenomenon. It supported to explain the causal relationship between leadership styles, individuals' career satisfaction and advancement and discovered the linkage of work orientation dimension and leadership styles. In addition, all the needed data were measured quantitively and tested a theory based on the specific data gathered (Saunders et al., 2015, p. 166).

LimeSurvey open-source online survey package has been used to collect the responses. This online survey tool facilitates the analysis of a wide range of questions, accessible to a broad range of conditions, and uses different methods for result validations. The link to the questionnaire was distributed through various social media platforms. The questionnaire was only in English. In the cover letter (Appendix 1) the potential participants were informed that their data will be used only in master thesis' research and all the responses are gathered on an anonymous basis. Participation was voluntary. The questionnaire link consisted of two options, that whenever participants want, they could resume the answers and proceed later or after opened the questionnaire link if they are not willing to fill the survey, they could exit without proceeding further.

The data were collected from 22nd of February to 23rd of March 2021. A reminder was sent after ten days, to the potential participants to get the maximum responses collected within a shorter time period.

2.3. Sampling and the Description of the Sample

The target population of the present study was individuals who had been working in different sectors in various organizations holding different job positions.

The convenience sampling method was applied to gather data from the conveniently available pool of respondents. It is a non-probability sampling which the sample being chosen based on the convenience of source of data for researcher. The main criterion considered to the sampling is that the respondent's availability and willingness for the participation in the survey (Lavrakas, 2008, p. 149; Saunders, et al., 2015,p. 304). Thus, the study was mainly targeted the individuals who are currently employed. The study was mainly focused on reaching the individual respondents through various social media platforms (Facebook, WhatsApp, skype) and email groups.

Considering the survey responses, 275 individuals opened the link, but only 156 were completed, and all these completed survey data were presented in the analysis chapter. Among 275 responses, 119 participants did not complete the questionnaire, and the majority of these respondents have only opened the link and did not proceed further. It can be assumed that they exited the survey just after reading the cover letter since they were not interested in proceeding any further. Surprisingly, four individuals have answered more than half of the survey questionnaire but could not complete it, which seems that they were not aware of the resume option to fill the remained questions later. The response rate of convenience sampling is based on the availability and willingness to complete the survey. Every person who receives the questionnaire will not be responded. Therefore, survey academics have estimated that the response rate can be between 20% to 60% (Baxter, et al., 2015). This research survey response rate is 56.7%.

The sample consists of 80 males (51.9%) and 76 females (48.1%). The average age respondents was 34,8 years and the average length of service was 6,1 years.

Categorization of age groups were 0-24 years old (2%), 25-29 years old (17%), 30-34 years old (22%), 35-39 years old (42%) ,40-44 years old (10%) and 45 – 55years old (6%). The first two groups were combined as the data size was too small to analyse individually. Also, the last age group were expanded for 10 years to increase the number respondents in the group.

The tenure groups were created considering the number of years respondents worked in the particular organization. The groups were categorized 0-2(22,4%), 3-5(30,1%),6-9(23,1%) and 10 years and above (23,1%). Two persons didn't mark the length of their service.

In order to get the participation of all kinds of employees, work positions were categorized into elementary workers (7,1%), skilled workers (23,1%), technical workers (7,7%), specialists (15,4%), top specialists (3,2%), first level managers /field managers (9,6%), middle level managers (20,5%) and top-level managers (13,5%).

2.4. Measures used in the Research

A questionnaire was designed to collect the primary data from the individual respondents. It contains 90 items for measuring respondents career satisfaction, career advancement, and work orientation and identifying various leadership styles of their superiors.

The questionnaire for this study was modified and adapted six pre-existing validated survey questionnaires. The constructs and items used in the questionnaire are attached in Appendix 1. The following table contains the original sources used to develop the questionnaire.

Table 2.1. Reference table

Scale	Reference
Work orientation	Wrzesniewski et al. (1997)
Work orientation	Spence (1983)
Multifactor leadership questionnaire	Hartog et al (1997)
Career satisfaction scale	Spurk et al (2011)
Leadership and Trust	Robinson and Rousseau (1994)
Perception of career success	Gattiker and Larwood (1986)

Source: compiled by the author

The above questionnaires initially used various self-rating scales ranging from 1to 3 and expanded on to the scale of 1to 7. However, this study considered to use 1 to 6 Likert-scale for all the given scales to maintain the uniformity and achieve the most reliable and accurate outcome from the respondents. The scale was included ratings ranging 1 = strongly disagree 2 = disagree, 3 =somewhat disagree, 4 = somewhat agree, 5 = agree, 6 = strongly agree.

At the beginning of the questionnaire, several demographic items appeared, including gender, age, profession, the length of service and country of origin.

The researcher used two previously issued recognized study questionnaires to assess the work orientation dimensions of individual respondents. The work-life questionnaire developed by Wrzesniewski et al. (1997) has listed 18 items divided into three scales. The current study included the same questionnaire to measure how respondents are viewing one's work as a job, career, or calling. However, to measure work orientation- career scale accurately the study added three more questions from the scale developed by Spence (1983).

In the study the modified and adapted multifactor leadership questionnaire (Dutch version) developed by Hartog et al. (1997) was used. The questionnaire consists of 34 items and permits to identify various leadership styles that the respondents could recognize from their superiors' behaviours – transformational leadership, transactional leadership and laissez-faire leadership. Hartog et al. (1997) were named these leadership styles inspirational, rational-objective, and passive leadership instead of transformational, transactional, and laissez-faire to avoid the confusion with originally developed Bass and associates' (1989) three factor study and the current study also procced on the same terms. Also, the Trust in Leadership questionnaire was included in the study with 7 items. The scale has developed by Robinson and Rousseau (1994) to measure the trust that employees have on their employer.

Career satisfaction scale (CSS) with five items has included to measure respondents' perception about career satisfaction and development. This has developed by Spurk et al. (2011) based on Greenhaus et al. (1990) CSS model where they mainly measured career outcomes and advancement prospects of respondents.

The study adapted the perception of career success scale with 22 items developed by Gattiker and Larwood (1986). It has mainly divided into five scales, including job success, interpersonal success, financial success, hierarchical success and life success. This scale has used specifically to measure the career development of individuals through the perception of career success.

The Cronbach's alpha or coefficient alpha measure was applied to determine the internal consistency (Bonett & Wright, 2014; Leonard, 2005, P.59) of all the scales. The work orientation scale (21 items) consists of three subscales. Work orientation scale -Job (7 items), Work orientation

scale- Career (6 items) and Work orientation scale- Calling (8 items). These scales originally achieved coefficient alpha 0.47, 0.62 and 0.71 respectively. Prior to getting these scores, three scales were revised. Work orientation scale- Calling (8 items) had coefficient alpha above 0.70 which counts as reliable, while the other two scales were below 0.70. In order to get higher reliability, two items from the Work orientation scale - Job (5 items) and one item from the Work orientation scale - Career (5 items) has discarded which has given low inter-item correlation. After the adjustments of Work orientation scale - Job (5 items) and Work orientation scale- Career (5 items) had coefficient alpha 0.63 and 0.70, respectively. Although the new figures are not stronger, it has been accepted at a low level as previous studies were stated that there is no universal minimally acceptable reliability value as the accepted level depends on the type of application and population reliability value. In such manner smaller reliability figures are tolerable (Bonett & Wright, 2014).Reliability concerns here can rise due to indirect influence from external factors (e.g., age, gender, cultural origin etc.) that can influence respondents' answers (Ursachi, et al., 2015).

The multifactor leadership scale (34 items) consists of three subscales - Inspirational leadership scale (18 items), Relational leadership objective scale (9 items), and Passive leadership scale (7 items). All had coefficient alpha above 0.70, which considered to be reliable. The research used another scale for leadership and trust (7 items). In order to represent the scale reverse scoring was conducted for two items and the internal consistency of this measure (coefficient alpha) was 0.85.

The Perception of career success (22 items) consists of five scales, including job success scale (8 items), interpersonal success scale (4 items), financial success scale (3 items), hierarchical success scale (3 items) and life success scale (4 items). These scales resulted in coefficient alpha 0.90, 0.89, 0.78, 0.86 and 0,86, respectively, and all the scales were considered reliable as the figures were higher than 0.70.Also, last presented scale Career satisfaction scale (five items) has coefficient alpha 0.94, which denoted a higher value than 0.70, indicating the scale's high reliability. The below table 2.2. summarises the validated scales and coefficient alpha figures.

Table 2.2. coefficient Alpha of validated scales

Validated Scale	Coefficient Alpha
Work Orientation Job (WO Job)	0,636
WO Orientation Career (WO Career)	0,708
WO Orientation Calling (WO Calling)	0,693
Inspirational Leadership	0,956
Rational- Objective Leadership	0,839
Passive Leadership	0,78
Leadership Trust	0,849
Career- Job Success	0,903
Career- Interpersonal Success	0,895
Career - Financial Success	0,776
Career- Hierarchical Success	0,866
Career - Life Success	0,864
Career - Satisfaction	0,944

Source: author's calculations

2.5. Method of Data Analysis

Statistical Package for Social Scientists (SPSS Version 23) has been used for analysis. First, reliability tests have been performed using Cronbach's alpha (coefficient alpha) standard measure to determine the internal consistency of used scales. All the variables were tested to find out mean, median, and standard deviation figures. After that, the Independent Samples T-Test was run to compare the statistical behaviour and differences of gender groups with all the other variables. One-Way ANOVA, Post Hoc test with Tamhane method were performed to reveal the statistically significant differences in age groups, tenure groups, cultural groups and work positions. Spearman's correlation coefficient (rho- ρ) was applied to measure the relationship between the variables. Following that to evaluate the correlation results in depth Somers' D test was run. It supported to assess which variables will behave as the dominator that influences the most change in another variable. Finally, Andrew F. Hayes process macro was used to perform moderated multiple regression. The study used this measure to test the moderating role of work orientation dimensions (WO Job, WO Career, WO Calling) on the relationship of leadership styles (Inspirational, Rational- Objective, Passive) and Career Success and Career Satisfaction.

3. DATA PRESENTATION AND ANALYSIS

3.1. Descriptive Statistics of the scales of Work Orientation, Perception of Career Success and Satisfaction and three Leadership Styles

The first step of the data analysis is to check the used scales' internal consistency and validity. It has been performed and presented in the previous chapter. All the scales were obtained at an acceptable level of internal consistency ranging from 0,636 to 0,956. The factor analysis was performed subsequently. According to Table 3.1 the highest score has given life success subscale (mean=4,7821), which comes under the Perception of career success scale, and respondents scored lowest in WO Job (mean=3,1705) a subscale of Work orientation.

In the Work orientation scale, respondents showed they are dissatisfied with WO Job and WO Calling scales, whereas WO Career (mean=4,3474) were scored slightly higher than WO Job and WO Calling. Based on the Multifactor leadership scale, Inspirational Leadership (4,3226) was the highest scored subscale. The results acquired under the Perception of career success scale is noticeable as all the subscales were scored higher except the financial success scale (Mean=3,9744), which has given the lowest score in this scale but higher than the lowest score indicator among all the scales. At last, Career satisfaction scale also obtained an acceptable value (Mean=4,1833) as '4' indicates 'somewhat agree' in 6-point Likert scales. All these figures are presented in Table 3.1.

The t-test has been performed to compare the means of gender groups (men and women) to determine whether statistical evidence is associated to find out if they are significantly different. The results indicate that there were no noticeable significant differences between men and women in most scales except the Career – Financial Success. Even though both groups are satisfied under Career – Financial Success, women evaluate the scale lesser than men (accordingly m=3,7807 m=4,1583, t = 2,139, p =0,034) while men had a moderate stance of it (Appendix 2).

To determine statistically significant differences between age groups, One-Way ANOVA, Post Hoc test with Tamhane method was performed. Comparing the given evaluation of the scales, there were no statistically significant differences were found between age groups.

Table 3.1. Statistics of target variables

Variables	Mean	Median	Std. Deviation
Work orientation			
WO Job	3,1705	3,2000	,97843
WO Career	4,3474	4,4000	,90792
WO Calling	3,8077	3,7500	,67013
Multifactor leadership			
Inspirational Leadership	4,3226	4,5000	,98774
Rational - Objective Leadership	4,2123	4,3333	,84783
Passive Leadership	3,2363	3,1429	,98930
Leadership and Trust scale			
Trust in Leadership	3,8040	3,8571	,95992
Perception of career success			
Career- Job Success	4,5168	4,6250	,96523
Career- Interpersonal Success	4,7244	5,0000	,93764
Career - Financial Success	3,9744	4,0000	1,11461
Career- Hierarchical Success	4,0427	4,1667	1,24533
Career - Life Success	4,7821	5,0000	,89745
Career satisfaction scale			
Career - Satisfaction	4,1833	4,4000	1,15529

Source: author's calculations

One-Way ANOVA test results revealed significant differences between tenure groups in Career-Interpersonal Success (F=3,183, p=0,026) and Career- Hierarchical Success scales (F=4,390, p=0,005). Even though the scores were slightly higher than the standard significance level (p=0,05), Career Satisfaction (F=2,500, p= 0,062) and Inspirational Leadership scales (F=2,477, p= 0,064) also considered under this category.

Looking at the figures specified in Post Hoc test with Tamhane method, which compares the results between tenure groups, have confirmed a statistically significant difference between first (0-2 years) and second (3-5 years) tenure groups. The scales were Inspirational Leadership (p =0,022), Career- Interpersonal Success (p =0,019), Career- Hierarchical Success (p =0,001) and Career-Financial Success (p =0,052). Although the statistical differences were revealed only between the first and second tenure groups, analysing results in detail describe that the second tenure group is less satisfied with most scales (Appendix 3).

In order to find the statistically significant differences between different cultural (country) groups ANOVA and Post Hoc test with Tamhane method were performed. The results indicate significant differences in Rational-Objective Leadership subscale (F= 2,881, p=0,011) and the rest of the scales were not found any statistically significant differences (Appendix 4).

The final test was run to determine statistically significant differences between work positions. One-Way ANOVA and Post Hoc test with Tamhane method was performed. One-Way ANOVA test results indicate significant differences between work positions in Passive Leadership (F=2,704, p=0,011) and Career Financial Success (F=2,617, p=0,014). Further, Post Hoc test with Tamhane method results revealed a statistically significant difference between position 1(elementary worker) and position 2 (skilled worker) in Career Financial Success (p= 0,048) scale (Appendix 5).

3.2. The results of Correlation Analysis for Work Orientation, Perception of Career Success and Satisfaction and three Leadership Styles

Pearson's coefficient of correlation measures the strength and direction of association between two quantitative variables. Correlation may be linear, non-linear and positive or negative' (Collis and Hussey, 2014, p. 270). In this study, Spearman's correlation coefficient (rho- ρ) was performed to measure the strength and direction of monotonic association between nonparametric variables measured on an ordinal scale (Sedgwick, 2014). Spearman's correlation coefficient (ρ), the strength of the correlative relationships was assessed as follows, $0,30 \leq \rho \leq 0,49$ – weak relationship; $0,50 \leq \rho \leq 0,69$ – moderate relationship; $0,70 \leq \rho \leq 0,89$ – strong relationship; $\rho \geq 0,9$ very strong relationship (Dancey and Reidy, 2004, P.176).

Several demographical items, including gender, age, tenure, and work positions with all the scales, were taken to measure the correlation and revealed no remarkable relationships (Appendix 6).

WO Job respondents revealed a significant but weak correlation with Passive Leadership (ρ =0.335), while the other two orientations did not show any relationship with this leadership style. The WO Job respondents' relationship with other leadership styles and career success and satisfaction variables, were mostly negative and statistically not significant. These results do not

permit to draw strong conclusions, but the negative orientation of relationships allow to assume, that respondents with this work orientation feel to be less successful in their careers and were not happy with the entire career satisfaction.

Responses of those, who view work as a career (WO Career), rated that they prefer to work under the Rational-Objective Leadership (ρ =0.331) where it shows a positive correlation. At the same time, they were satisfied with Career Financial Success (ρ =0.348) than the other components as it denotes a weak but significant and positive correlation.

Concerning the respondents who perceive WO Calling were disclosed the preference on Inspirational (ρ =0.404) and Rational-Objective Leadership (ρ =0.0358) styles as the relationships were positive and significant although it is weak. Similarly, the same set of respondents resulted in a weak but significant and positive correlation with all the components in career success and career satisfaction. The components are Career Job Success (ρ =0.0462), Career Interpersonal Success (ρ =0.396), Career Financial Success (ρ =0.0401), Career Hierarchical Success (ρ =0.0482), Career Life Success (ρ =0.0311) as well as Career Satisfaction (ρ =0.0408). Based on the correlation analysis results, it seems that the individuals who are calling oriented are more satisfied with the career and career success than the other work orientation dimensions.

Thereafter, Spearman's correlation coefficient test was performed to evaluate the relationship between career success and satisfaction with various leadership styles. Firstly, the respondents who recognized their leaders perform Inspirational Leadership resulted in a significant and moderate to strong level range of correlation in all scales. Simultaneously, all the scales had positive relationship, such as Career Job Success (ρ=0.0765), Career Interpersonal Success (ρ =0.0653), Career Financial Success (ρ =0.0553), Career Hierarchical Success (ρ =0.0605), Career Life Success (ρ=0.497) as well as Career Satisfaction (ρ =0.0569). However, these results were not shown any evidence to assess which variable has a strong impact on the other variable to cause such correlations.

Since Spearman's correlation coefficient does not support evaluating which of these variables in this relationship is dominating and causing the most change in another variable, Somers' D test was run to assess it further. This test revealed that all the components in career success scale and satisfaction have stronger impact in these relationships, which means that the individuals who are

more consistent with career success and career satisfaction perceive their superiors acquire more Inspirational Leadership qualities (Appendix 7).

The remaining two leadership styles were further analysed. Rational-Objective Leadership has resulted in a significant and positive but weak relationship with career success in all scales despite Career Job Success which has a moderate correlation (ρ =0.527). Overall, the relationship is weaker compared to Inspirational Leadership. The relationships between Passive Leadership and all career success and satisfaction scales were very weak, non-significant and the relationship orientation is negative over all scales. It can be assumed that Passive Leadership does not support career satisfaction to any extent.

The most significant and interesting results revealed with Spearman's correlation analysis have discussed above. The relationships between leadership trust and the components of career success factors were all positive and statistically significant and mostly had a moderate strength (r= 0,560 – 0,662, p< 0,001). Somers' d test revealed that those who assessed their career success higher had also stronger trust in their leaders.

3.3. Moderation Analysis for the Relationships between Leadership Styles and Career Success and Satisfaction with Work Orientation Dimensions as Moderating Variables

The study used Hayes' process macro to perform moderated multiple regression to discover the moderating effect of work orientation dimensions on the relationship of leadership styles and Career Success and Career Satisfaction.

Firstly, multiple tests were run to discover the moderation effect of work orientation (WO Job, WO Career, WO Calling) on the relationship of leadership styles (Inspirational, Rational-Objective and Passive) and Career Success, and thereafter second series of tests were performed on the Career Satisfaction. Below will present the results based on the leadership styles.

3.3.1. Moderation effect of Work Orientation dimensions on the relationship of Inspirational Leadership and Career Success

The analysis revealed that WO Job did not have a moderating effect on the relationship between Inspirational Leadership and Career Success (b=0,327, p=0,269). The direct relationship between Inspirational Leadership and Career Success was positive and statistically significant (b=1,636, p=0,000) but whereas, WO Job had no positive and statistically significant direct relationship with Career Success (b=-0,193, p=0,064).

The interaction effect of WO Career and Inspirational Leadership on Career Success was statistically significant and negative (b=-0,982, p=0,007). WO Career did not directly support Career Success (b=0,281, p=0,068). Although the moderation effect is significant, the change from one model to another did not add a considerable effect as it showed only a slight added variation (2.5%). This effect visualized in Figure 3-1 explains that Inspirational Leadership has a weaker effect on individual's Career Success when individuals are Career oriented.

Figure 3-1. Moderation effect of WO Career on the relationship between inspirational leadership and career success
Source: author's calculations based on data from Appendix 8

The final test was performed to discover the moderation effect WO Calling on the relationship of Inspirational Leadership and Career Success. The test discovered that WO Calling has no moderating effect because the interaction effect is statistically insignificant and negative (b=0,053, p=0,864). However, the direct relationship of both variables with Career Success is positive and significant (Appendix 8).

3.3.2. Moderation effect of Work Orientation dimensions on the relationship of Rational-Objective leadership and Career Success

The next series of tests have been performed on the Rational-Objective Leadership and work orientation dimensions.

WO Job created a role of moderating variable on the relationship between Rational-Objective Leadership and Career Success as the results were statistically significant and positive (b=1,058, p=0,004). Besides, evaluating the direct effect of variables, WO Job did not show an acceptable level of statistical measures on Career Success, while Rational-Objective Leadership has resulted a positive and significant relationship. Although, the interaction effect is significant, the change from one model to another was 0,039, indicating that the effect is only accounted for 3.9% added variation. The Figure 3-2 explains that Rational-Objective leadership has a stronger effect on individuals Career Success when employees are Job oriented.

Figure 3-2. Moderation effect of WO Career on the relationship between rational-objective leadership and career success
Source: author's calculations based on data from Appendix 9

Concerning the same relationship, the moderation effect of WO Career was statistically significant and negative (b=-1,495, p=0,001). However, WO Career did not support Career Success directly. After adding the interaction term, the previous model was changed by 0,077, which the percentage is 7.7%. Figure 3- 3 shows that Rational-Objective leadership has a weaker effect on individuals Career Success when they are career oriented.

Thereafter, the test was performed to investigate the moderating effect of WO Calling on the relationship between Rational-leadership and Career Success. The interaction effect was statistically insignificant and negative (b=-0,679, p=0,063), whereas both variables were independently significant and positively connected. (Appendix 9)

Figure 3-3. Moderation effect of WO Career on the relationship between rational-objective leadership and career success
Source: author's calculations based on data from Appendix 9

3.3.3. Moderation effect of Work Orientation dimensions on the relationship of Passive leadership and Career Success

The next tests have been performed on the Passive Leadership and work orientation dimensions. The moderation analysis resulted that WO Job was not reported a moderating effect on the relationship between Passive Leadership and Career Success (b=0,013, p=0,963). Also, WO Job showed a negative and insignificant relationship with Career Success individually.

The interaction effect of WO Career and Passive Leadership on Career Success resulted positive and significant correlation (b=1,502, p=0,000). The individual relationship among WO career with Career Success was significant and positive but, Passive Leadership did not directly support Career Success. According to the Figure 3-4, Passive Leadership has a strong effect on individuals Career Success when individuals are Career oriented.

Finding out the moderating effect of WO Calling on the relationship of Passive Leadership with Career success resulted the interaction influence was statistically significant and positive (b=0,896, p=0,003). The direct impact of these variables was significant but had a negative association between Passive Leadership and Career success. After adding the interaction term, the previous

model has changed by 0,045 which added a slight variation of 4.5% to the new model. The visualized Figure 3-5 describes Passive Leadership has a strong effect on Career Success when respondents are WO Calling oriented (Appendix 10).

Figure 3-4. Moderation effect of WO Career on the relationship between passive leadership and career success
Source: author's calculations based on data from Appendix 10
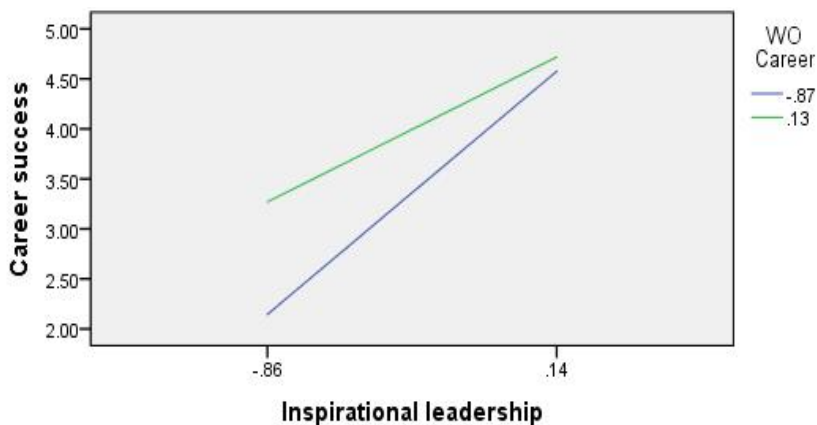

Figure 3-5. Moderation effect of WO Calling on the relationship between passive leadership and career success
Source: author's calculations based on data from Appendix 10

3.3.4. Moderation effect of Work Orientation dimensions on the relationship of Inspirational Leadership and Career Satisfaction

According to the results WO Job did not have a moderating effect on the Inspirational Leadership and Career Satisfaction as the connection is weak and statically insignificant (b=0,323, p=0,466).

The direct impact between WO Job and Career Satisfaction was weak and negative while Inspirational Leadership had a positive and significant association with Career Satisfaction.

Testing the moderation impact of WO Career on the same relationship resulted that association is negative but statically significant (b=-1,356, p=0,010). Both variables indicated the direct effect on Career Satisfaction is positive and significant. These effects are visualized in Figure 3-6 explains Inspirational Leadership has a weaker effect on the Career Satisfaction when individuals are career oriented.
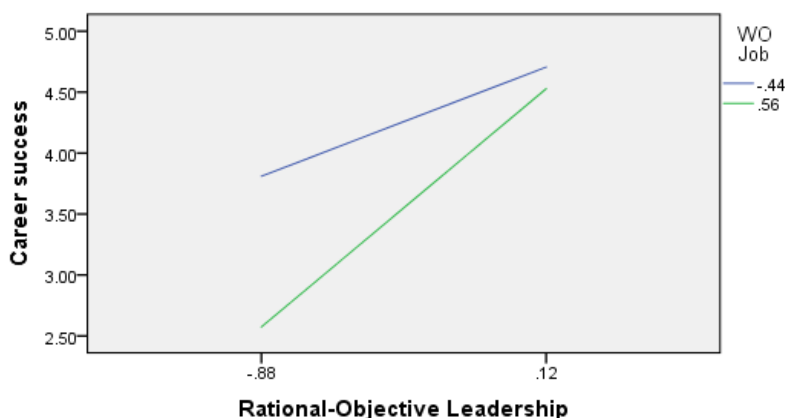

Figure 3-6. Moderation effect of WO Career on the relationship between inspirational leadership and career satisfaction
Source: author's calculations based on data from Appendix 11

There was no moderation effect of WO Calling on the relationship between Inspirational leadership and Career Satisfaction (b=-0,300, p=0,521) but the direct impact of variables was positive with Career Satisfaction (Appendix 11).

3.3.5. Moderation effect of Work Orientation dimensions on the relationship of Rational-Objective leadership and Career Satisfaction

The next analysis revealed the impact of WO Job on the relationship between Rational-Objective Leadership and Career Satisfaction where it resulted a positive and significant connection (b=1,260, p=0,014). The direct impact of Rational-Objective Leadership and Career Satisfaction was positive and significant. But WO Job did not support Career Satisfaction individually. This interaction effect is shown in Figure 3-7 explains that Rational-Objective Leadership has a stronger effect on Career Satisfaction when individuals are job oriented.

Thereafter, the test was run to observe the moderation impact of WO Career and the relationship was significant and negative (b=-1,849, p=0,002). Variables were individually formed a positive and significant association with Career Satisfaction. This moderation effect visualized in below Figure 3-8 and explains Rational-Objective Leadership has a weaker effect on individuals Career Satisfaction when employees are career oriented.
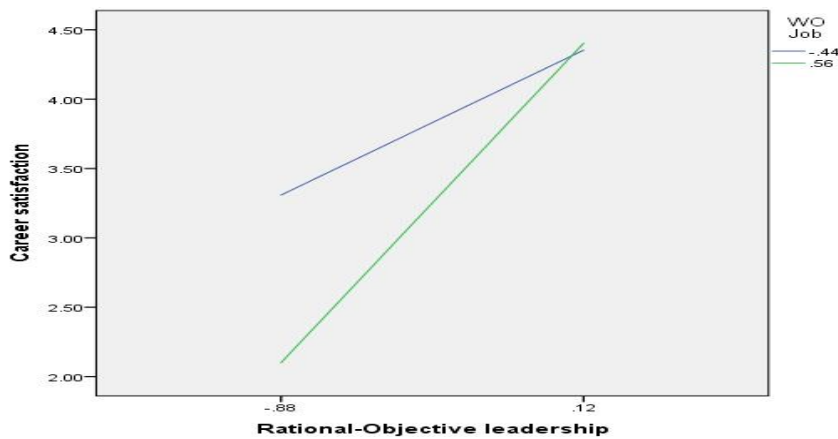
Figure 3-7. Moderation effect of WO Job on the relationship between rational-objective leadership and career satisfaction
Source: author's calculations based on data from Appendix 12
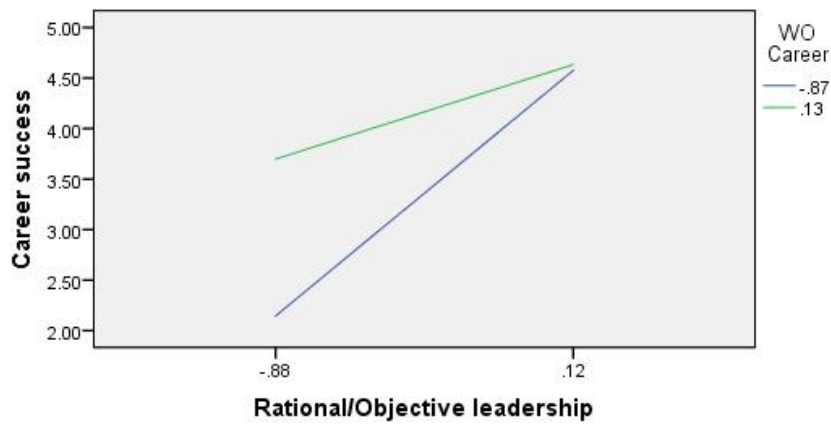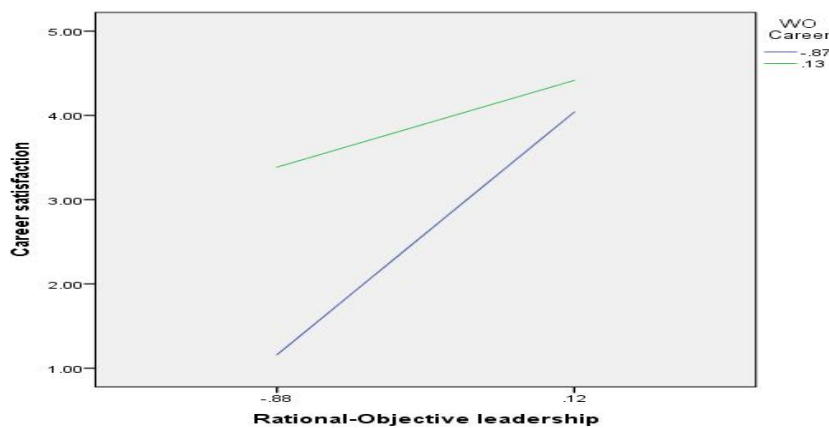

Figure 3-8. Moderation effect of WO Career on the relationship between rational-objective leadership and career satisfaction
Source: author's calculations based on data from Appendix 12

Subsequently, the results showed that there is no moderation effect of WO Calling on the relationship between Rational-Objective Leadership and Career Satisfaction as the relationship is

insignificant and negative (b=-0,856, p=0,096). But both variables were independently coped a positive and significant relationship with Career Satisfaction (Appendix 12).

3.3.6. Moderation effect of Work Orientation dimensions on the relationship of Passive leadership and Career Satisfaction

The final moderation analysis test was performed to discover the interaction effect of work orientation dimensions on the relationship of Passive Leadership on Career Satisfaction.

The results revealed WO Job did not have a moderating effect on the relationship as the connection is negative and insignificant (b=-0,076, p=0,845). Also, the direct impact was not significant and related negatively.

When analysing the results in the interaction effect of WO Career with the above-mentioned relationship, it has given statistically significant and positively related figures (b=1,613, p=0,003). The direct impact of WO Career with Career Satisfaction showed a significant and positive relationship while the Passive Leadership did not cooperate with Career Satisfaction independently. The Figure 3-9 explains Passive Leadership has a strong impact on individuals Career Satisfaction when individuals are WO Career oriented.
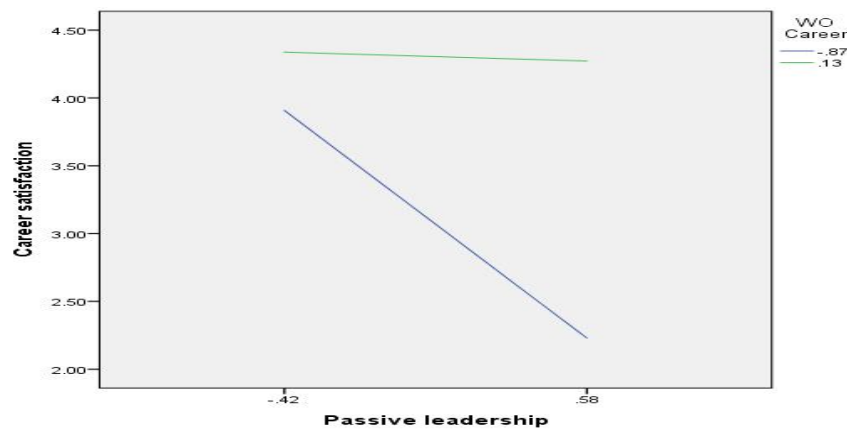
Figure 3-9. Moderation effect of WO Career on the relationship between passive leadership and career satisfaction
Source: author's calculations based on data from Appendix 13

As far as WO Calling is concerned, moderating effect on the same relationship is positive and significant (b=1,255, p=0,003). The results showed that WO Calling and Career Satisfaction associated significantly and positively but, Passive Leadership did not connect positively with

Career Satisfaction. The Figure 3-10 shows Passive Leadership has a strong effect on Career Satisfaction when respondents perceive WO Calling (Appendix 13).
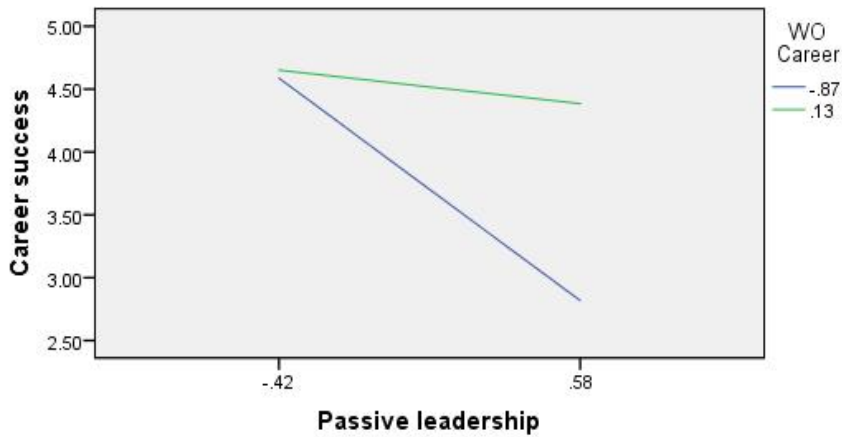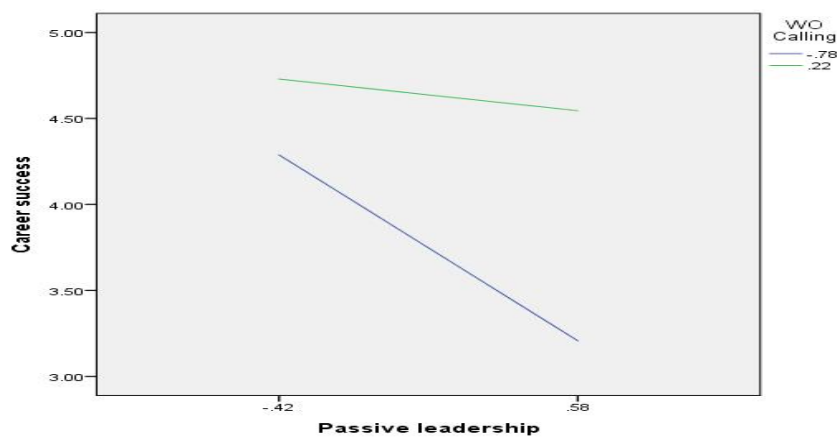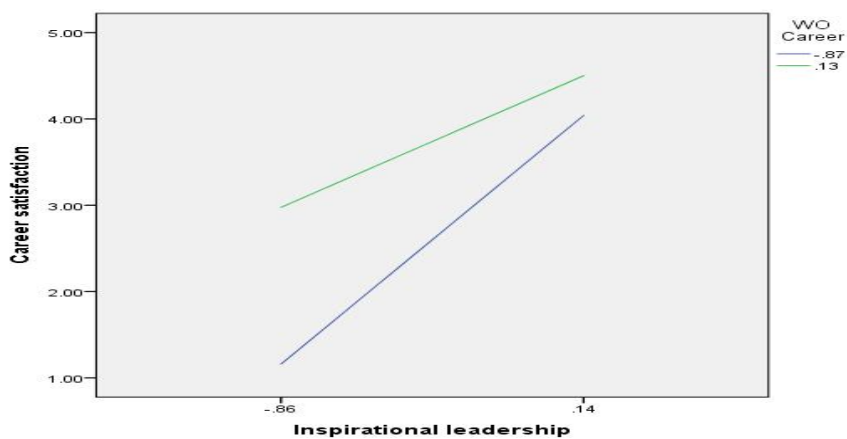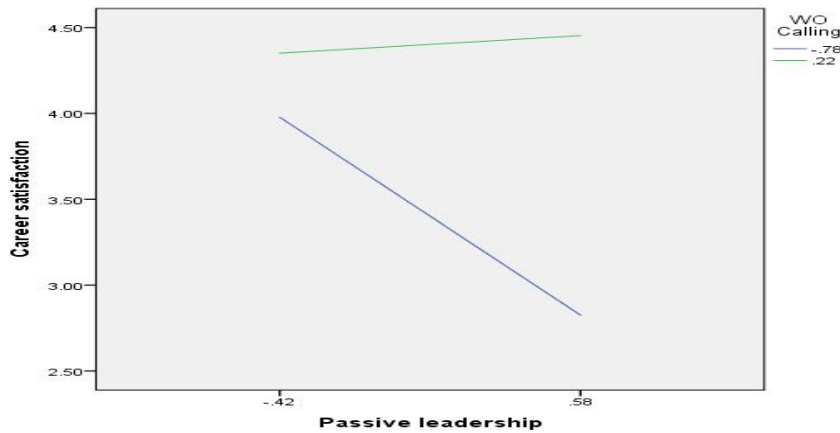

Figure 3-10. Moderation effect of WO Calling on the relationship between passive leadership and career satisfaction

Source: author's calculations based on data from Appendix 13

3.4. Summary of Findings from conducted research

Spearman's correlation coefficient analysis revealed the correlation among work orientation dimensions, Leadership styles, Career Success components and Career Satisfaction. Respondents who viewed their work as WO Job did not find compatible to work under any leadership style, but a very weak connection was formed with Passive Leadership. Overall, they acquired less Career Success and Satisfaction. Those who viewed their vocation as WO Career chose Rational-Objective Leadership as the preferred leadership which in turn supported them to achieve work and life satisfaction and enhanced Career Success to some extent. People with WO Callings shown that they were more than happy to work under Inspirational and Rational-Objective leaders. The results evidenced that compared to the other two dimensions WO Calling respondents were most satisfied in life and career aspects.

These results further confirmed when comparing the leadership styles with Career Success and Satisfaction. Individuals supervised by Inspirational and Rational-Objective leaders showed a moderate to a strong level Success and Satisfaction in their career compared to Passive Leadership. Passive Leadership found to be not supporting Career Success and Satisfaction to any extent. with respect to Leadership and Trust, the more respondents achieved Success and Satisfaction at work

the more they believe their leaders. As the correlation does not addressed which variable triggered to have changed in another variable, Somers'd test was performed on Inspirational leadership and leadership and trust with Career Success and Satisfaction as they were strongly correlated. This result perhaps surprising, that when they perceive a higher level of Satisfaction and Career Success, they preferred to work under Inspirational leaders, as well as they build up a strong trust of their leaders.

The findings related to moderation effect of work orientation dimensions on the relationship of Leadership styles and Career Success and Career Satisfaction as follows.

The individuals who are Job oriented were the least satisfied and perceive less success in their career. However, when they assign under Rational-Objective leaders, they created a good bond resulting higher Career Success and Satisfaction.

WO Career oriented respondents were revealed a weaker moderation effect with Inspirational and Rational-Objective Leadership styles which means that when individuals are Career oriented, Inspirational and Rational-Objective Leadership styles had less impact on respondents' Career Success and satisfaction. However, these respondents managed to perceive higher Career Success and Satisfaction even in this situation, which shows that WO Career-Oriented individuals do not depend on these leadership styles; instead, they act dominantly in determining their Career Success and Satisfaction. Also, the interaction effect between Career oriented respondents and Passive Leadership was strong. It benefited WO Career individuals to perceive more Career Success and satisfaction under the observation of Passive leaders than the individuals who do not perceive WO Career. The reasons could be, Career-oriented respondents are primarily concerned about their career goals, they believe in their own abilities and making an effort independently to achieve professional success. Simultaneously, Passive leaders do not interfere with individuals work; they permit individuals to take their own decisions and proceed the way they preferred. Hence, this leadership style allows WO Career respondents to be more independent. Here, both parties are compatible to work together, thus it resulted a strong moderation impact.

WO Calling respondents did not form a moderation effect with Inspirational and Rational-Objective Leadership styles. However, they resulted in a strong interaction effect with Passive Leadership style, which benefited respondents to perceive higher Career Success and Career Satisfaction than those who do not perceive WO Calling. As described above, Passive Leadership

is considered as an inactive style, and at the same time, WO Calling respondents work for self-fulfilment and create a good association with the job. They satisfied primarily and feel very successful about the work itself and do not need the leader's guidance. Thus, working under Passive leaders caused a strong effect in this relationship.

Furthermore, the direct impact of WO callings on Career Success and satisfaction reported significant and positive connections whereas the other two dimensions individually did not consistently connect positively with Career Success and satisfaction.

To sum up, the study confirms that the WO career does not rely on leadership styles as it works as a dominant and self-directed dimension. The positive impact of Passive leadership is also due to the nature of the leadership allows them to act independently. As far as WO Job and WO Calling are concerned, Rational-Objective Leadership and Passive Leadership styles will respectively support them to be more satisfied and perceive more successful. In the following section, a theoretical explanation of the results is discussed.

4. DISCUSSION

The aim of this thesis is to explore the moderating effect of work orientation dimensions on the relationship between leadership styles and an individual's career satisfaction and development. Career satisfaction and development concepts have become the main aspects of HRs in today's business world as these collectively determine career success. Considering employees interaction within the organisation in the journey of career satisfaction and career development, leadership acts as a strong player. Leadership styles practised by leaders play effective roles to manage employees to influence their attitude to achieve career success and organisational success. Due to the significant relationship of leaders and employees, most research examined direct effects between leadership styles and job satisfaction, while a few studies were carried out to examine the impact of different leadership styles on individuals' career satisfaction.

Further, past studies have been discovered that leadership is not the only factor that influences employees career development and satisfaction; the employee's perception of the job or the work orientation could have a huge possibility to change the relationship between these variables. Surprisingly, applying work orientation as the moderator on this relationship has not been studied yet. Therefore, the current study applied three meaningful work orientations as the moderator to investigate if employee's work orientation will influence the relationship between leadership styles and employees career satisfaction and development.

4.1. Theoretical Explanation of Results

Wrzesniewski et al. (1997) discovered in their study that work and life satisfaction rated notably and significantly highest for WO callings and lowest for WO Jobs while WO career falls in between these dimensions. Interestingly, the current study reconfirmed that employees who view their work as WO Job were least satisfied with work and life and WO Calling oriented employees were declared the highest level of career and life satisfaction. Moreover, the present study agreed

with the previous findings related to WO Career that respondents in this group had a moderate level of work and life satisfaction which falls in between WO Job and WO Calling.

Further, Wrzesniewski et al. (1997) debated that WO Job and WO Calling ratings were strongly and inversely related. Similar results were found in the present study in WO Job and WO Calling. These orientations align on a single dimension where WO Job resulted in an insignificant and negative relationship and WO Calling is related positively and significantly with variables. Thus, the relationship is inversely related. Earlier career dimension was recognised as it provided less advantage over a WO Job in the variables assessed. Contrary to the previous findings, the current study proved it was correlated positively with tested variables and became much more significant than WO Job.

Further, the current study largely supported the previous judgement of satisfaction with life and work more dependent on how employees see their work than any other components (Wrzesniewski et al.,1997). It has evidenced by the correlations that formed work orientation dimensions with other tested variables, including career satisfaction, leadership and trust and the components of career success.

Previous academics and HR expertise had given immense importance to the career success concept and examined the factors influencing individual's career success (Akkermans & Kubasch, 2017). Dries et al. (2008) further stated in their study the importance of understanding employees' perception about their job when developing the career success construct model. Although the previous studies have addressed the significance, the lack of attention had been given to explore the correlation between employees' perception of the job and career success components. Therefore, the current study investigated the respondent's perception of career success, including job success, interpersonal success, financial success, hierarchical success, and life success. The results were WO Job respondents perceived the least career success; in contrast, WO Callings were very confident about the career success and rated most of the components listed under career success at the highest level. WO Career respondents were having a positive and moderate stance of their career success. However, organisations can approach these new findings to enhance employees' career success and motivate them towards work performance in an appropriate manner.

A considerable amount of research was carried out to explore the effect of various leadership styles on job satisfaction (Kaya & Karatepe, 2020; Mulhall, 2014; Wipulanusat et al., 2018); A lack of

studies have been conducted to finding out the link of several leadership styles with career satisfaction and development. Therefore, the current study shed some light on the relationship of inspirational (transformational), rational-objective (transactional), and passive (laissez-faire) leadership styles with career success and satisfaction.

Considering the outcomes of tests, the current study agreed with the previous scholars' findings that the direct impact of WO Job respondents shows less satisfaction or dissatisfaction with work (Lan et al., 2012; Pitacho et al., 2019). According to the correlation analysis, individuals who view their work as WO Job did not create a strong correlation with any leadership style and resulted a very low career success and satisfaction. However, WO Job had a strong moderation effect, when rational-objective leadership was present which resulted higher perception of career success and satisfaction.

 Simultaneously, the direct impact of WO Calling with all leadership styles was positive and triggered higher career success and satisfaction. This supports the previous literature that WO Callings have a great bond with work, and any job they perform brings self-fulfilment. Thus, they have a positive attitude toward the job (Lan et al., 2012; Pitacho et al., 2019, Wrzesniewski, 2003, p. 303). Besides, WO calling as a moderator on the relationship between leadership styles and career success and satisfaction created strong effect with passive leadership, which is considered a new finding.

To sum up, this thesis provides insight for research in the work orientation dimensions as a moderator on the relationship between leadership styles, career satisfaction and development. It supported some previous findings and contradicted some of them. The research has given access to several new findings that will support workplaces for deciding the most appropriate leadership styles for different groups of individuals who have different work orientations.

4.2. Limitations and Recommendations for Future Research

As is the case with every empirical study, there are some limitations in this research. The research mainly focused on the variables of work orientation dimensions, three leadership styles, career satisfaction and development, and these results proved interesting. This allows researching new fields of potentially interesting relationships. Exploring the relationship of work orientation with

employee's performance, motivation, and retention may produce exciting outcomes relevant to today's organisations and employees.

This research used a multifactor leadership questionnaire developed by Hartog et al. (1997) to assess superiors' leadership styles. The questions included were limited to measure the main three leadership styles and was not facilitated to investigate different leadership practices. Therefore, future research could investigate the same relationship expanding the number of leadership styles and practices involved that respondents have more freedom to choose than limiting to a few leadership styles.

The present study did not assess the relationship between leadership styles and career satisfaction and success based on gender. There could be a difference between the female and male reaction to leadership styles and the degree of career satisfaction and development they will experience under different leadership styles. As well as considering the moderation effect gender role could make some changes in results, based on how they perceive the job and the long-term attitude they have about the job. Therefore, it would be interesting to do similar research prioritising differences based on gender types as it will add knowledge about how different gender would continue with work orientations and their preferences of leadership styles.

Initially, respondents were asked to choose work positions based on the eight occupations listed in the questionnaire. These results were only collected for descriptive analysis. The main aim of the research was to investigate the moderating effect of work orientations on leadership styles and career satisfaction and development; hence the research did not expect to find employees' work orientation within the work positions separately. However, the previous studies had shown that work orientations do not depend on the occupations; within any position, there is a potential to have individuals with all three kinds of orientations (Wrzesniewski et al., 1997; Wrzesniewski, 2003). Therefore, exploring the moderating role of work orientations on leadership styles and career satisfaction on different occupational groups will be a good relationship and are interesting knowledge for the investments in HR practices and leadership development programs.

Finally, our study was not limited to only one company or country. The respondents were from different parts of the world, included seven countries (Sri Lanka, Nigeria, Estonia, Iran, Azerbaijan, Bangladesh and India). The majority originated from Asia (125 respondents), and the rest belonged to Europe and Middle East countries (33 respondents). This unequal mixed of

respondents would have given a subjective base to the data gathered based on their culture, and it would have affected the formed relationship and the moderation analysis. Therefore, limiting to a particular country or a region of the world will help to acquire more objective and reliable findings in future research.

4.3. Managerial Implications

This study's practical and theoretical implication is dedicated to HR practitioners, academics, and business organisations. The study shed some light on enhancing employee- leader relationship. In particular, leaders have the power to support employees for increasing career satisfaction and offer chances to develop in career. Simultaneously, employees would want to work under their preferred leader, which they perceive working under such leadership will drive them towards success in their career and allow them to use their potential optimally. The present study has provided insight to HR professionals to form strategies to develop employee- leader relationships by assigning appropriate leaders with the ideal set of employees.

Furthermore, by defining individuals work orientation, organisations can identify employee's expectation of work. If an organisation has individuals who are job oriented, their primary expectation is the financial benefit that received from work and they do not goal oriented. In this case, HR professionals can assign them to work with rational-objective leaders, which benefit them to increase career satisfaction and achieve career success. When the workplace has career-oriented employees, they must be provided with career development opportunities and rewards to satisfy them. Moreover, working under passive leaders will advantage them to perceive higher career success and satisfaction. Although, calling oriented individuals are highly satisfied with work, HR authorities must provide them to work with passive leaders that support increasing career success and satisfaction.

This study further advances the idea that identifying individuals' work orientation or the meaning of one's engagement with the job will facilitate HR professionals and business organisations to match the job position and work environment individually fit. Moreover, these three meaningful work orientations can be used for HR practices such as recruitment, selection, and placement to match the ideal fit for the particular occupations and who can be well cooperated with the organisational culture. Also, these findings may help when an organisation wants to recruit a

person for a specific job with specialised traits and skills; in such a manner, examining the candidate's work orientation would be a great resource.

CONCLUSION

The globalised corporate world is undergoing through dramatic changes. To survive in this complex business environment, companies must engage in restructuring, delayering, downsizing and adapting technological advancements that enable them to meet the powerful demands of globalisation. These organisational changes have increased the importance of managing individuals at work. People are the most effective resource in modern organisations, and therefore providing individuals with a consistent long-term job is beneficial for both organisations and employees. In this perspective, drawing consideration on individuals' career satisfaction and development becomes significant, creating the bond between individuals and organisations. Due to the importance of these concepts, previous scholars stated some organisational and individual variables that will influence employees' career satisfaction and development. The current study chose two significant factors, leadership style and work orientations, as the organisational and individual variables, respectively. The study aimed to find the relationship between leadership styles, career satisfaction and career development and the contribution of employees' work orientations as a moderator in this relationship.

The consequences of the present study have suggested that different work orientations of individuals impacted differently on the relationship between leadership styles and employees' career satisfaction and career success (career development). WO Job, WO Career and WO Callings correlated with inspirational, rational-objective and passive leadership styles differently in the moderation analysis and have resulted meaningful outcomes. The tests performed on WO Job with three leadership styles resulted in WO Job respondents correlated well with rational-objective leaders that will increase employees' satisfaction and success. WO career formed a weaker relationship with leadership styles in most of the moderation tests which signifies that they perform dominantly and they do not rely on leadership styles. However, WO Career was benefited to increase career success and satisfaction when they assign with passive leaders. The last, individuals who perceive WO Callings always had higher satisfaction and success prior to performing the

moderation analysis. The moderation tests revealed that they would perceive more satisfied and successful when assigned with passive leaders.

The current study leads to the current knowledge both theoretically and practically. A very few scholars and previous studies have researched this sociological model; also, many scientific studies have focused only on the study of work as a WO Calling than researching on three dimensions. No research has been conducted to investigate the impact of work orientations as the moderator on the relationship between leadership styles and career satisfaction and development. Thus, this study broadens the theoretical perspective.

Simultaneously, organisations should keenly pay attention to understanding how employees view their job and to match the appropriate leadership style as it provides many benefits to both employees and workplaces. Further, identifying employees' work orientations will help organisations to decide proper HR strategies to be implemented to enhance employees career satisfaction and development based on their work orientations. This will lead to achieving employee's long-term retention and organisational success. Besides, focusing on employee's work orientation will undoubtedly assist the efficiency of HR practices, including recruitment, selection, placement and proper design of mentoring and training programs. Considering the leaders' point of view, supervising ideally fit individuals will support superiors to be efficient in their roles that will enable them to guide subordinates to achieve organisational and individual goals.

Future research should explore the new relationships on work orientations and different leadership styles with other prominent career concepts such as employees' motivation, retention, and employees' performance. Future work also might address the same relationship but analysing it in depth based on the gender and occupation categories. Also, in order to contribute with valuable findings in this field, new research can be focused on varying existing leadership styles or adding more leadership styles into the relationship.

To conclude, the researcher believes the current study's theoretical and empirical integrations provided insight into organisations and employees' value of understanding individuals' work according to WO Job, WO Career and WO Calling dimensions. Also, it raised awareness of forming the relationship between one's work orientation with the ideal leadership style that benefit on individuals' higher career satisfaction and development.

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APPENDICES

Appendix 1. Questionnaire Items

Dear Participant,

My name is Thisaru Shashiprabha Bamunuge and I am a graduate student at Tallinn University of Technology. For my final project, I am examining the relationship between work orientation and career development and satisfaction.

I am inviting you to participate in this research study by completing the survey.   The following questionnaire will require approximately 15-20 minutes to complete. To ensure that all information will remain confidential and anonymous, you will not be asked to provide any personally identifiable information. If you choose to participate in this project, please answer all questions as honestly as possible. Please know that there are no right or wrong answers.

If you require additional information or have questions, please contact me via the email listed below. Thank you for taking the time to assist me in my educational endeavours.

Sincerely Yours, Thisaru Shashiprabha Bamunuge, thbamu@taltech.ee.

I. Please read all the statements below that explains how you perceive your current job and then indicate how much you agree or disagree with each of the following statements: Please use the six-point scale1=strongly disagree, 2=disagree, 3=somewhat disagree, 4= somewhat agree 5=agree, 6=strongly agree.

1.I would not encourage young people to pursue my kind of work.

2.I am eager to retire.

3.I view my job as just a necessity of life, much like breathing or sleeping.

4.I am very conscious of what day of the work week it is, and I greatly anticipate weekends. I say, 'Thank God it's Friday.!''

5.I feel in control of my work life.

6.I enjoy talking about my work to others.

7.My primary reason for working is financial—to support my family and lifestyle.

8.I expect to be in a higher level job in five years.

9.I expect to be doing the same work in five years.

10.I view my job primarily as a steppingstone to other jobs.

11.My work makes the world a better place.

12.I tend to take my work with me on vacations.

13.I find my work rewarding.

14.I would choose my current work life again if I had the opportunity.

15.My work is one of the most important things in my life.

16.I never take work home with me.

17.When I am not at work, I do not think much about my work.

18.If I was financially secure, I would continue with my current line of work even if I was no longer paid.

19.I enjoy working in situations involving competition with others.

20.It is important to me to perform better than others on a task.

21.I try harder when I'm in competition with other people.

II. The following statements are about how do you describe your leader/superior's characteristics. Please read each statement carefully and indicate how much you agree or disagree with each of the following statements: Please use the six-point scale1=strongly disagree, 2=disagree, 3=somewhat disagree, 4= somewhat agree 5=agree, 6=strongly agree.

1.I have complete confidence in him/her.

2.In my mind, he/she is a symbol of success and accomplishment.

3.Engages in words and deeds which enhances his/her image of competence.

4.Serves as a role model for me.

5Iinstils pride in being associated with him/her.

6.Displays extraordinary talent and competence in whatever he/she decides.

7.I am ready to trust him/her to overcome any obstacle.

8.Listens to my concerns.

9.Makes me aware of strongly held values, ideals, and aspirations which are shared in common.

10.Mobilizes a collective sense of mission.

11.Projects a powerful, dynamic, and magnetic presence.

12.Shows how to look at problems from new angle.

13.Makes me back up my opinions with good reasoning.

14.Articulates a vision of future opportunities.

15.Provides advice when it is needed.

16. Introduces new projects and new challenges.

17.Treats me as an individual rather than just a member of the group.

18.Talks optimistically about the future.

19.Focuses attention on irregularities, mistakes, exceptions and deviations from what is expected of me.

20.Keeps careful track of mistakes.

21.Monitors performance for errors needing correction.

22.Points out what I will receive if l do what is required.

23.Tells me what to do to be rewarded for my efforts.

24.Is alert for failure to meet standards.

25.Works out agreements with me on what I will receive if l do what needs to be done.

26.Talks about special rewards for good work.

27.Demonstrates a strong conviction in his/her beliefs and values.

28.As long as work meets minimal standards, he/she avoids trying to make improvements.

29.Avoids getting involved when important issues arise.

30.Problems have to be chronic before he/she will take action.

31.Things have to go wrong for him/her to take action.

32.Avoids making decisions.

33.If l don't bother him/her, he/she doesn't bother me.

34.Shows he/she is a firm believer in 'If it ain't broken, don't fix it.

III. The following statements are about the trust that you have on your leader/superior. Please read each statement carefully and indicate how much you agree or disagree with each of the following statements: Please use the six-point scale1=strongly disagree, 2=disagree, 3=somewhat disagree, 4= somewhat agree 5=agree, 6=strongly agree.

1.I am not sure I fully trust my employer

2.My employer is open and upfront with me

3.I believe my employer has high integrity

4.In general, I believe my employer's motives and intentions are good

5.My employer is not always honest and truthful

6.I don't think my employer treats me fairly

7.I can expect my employer to treat me in a consistent and predictable fashion.

IV. The following statements are about how do you feel the success and the satisfaction of your career. Please read each statement carefully and indicate how much you agree or disagree with each of the following statements: Please use the six-point scale1=strongly disagree, 2=disagree, 3=somewhat disagree, 4= somewhat agree 5=agree, 6=strongly agree.

1.I am receiving positive feedback about my performance from all quarters.

2.I am offered opportunities for further education by my employer.

3.I have enough responsibility on my job.

4.I am fully backed my managers in my work.

5.I am in a job which offers me the chance to learn new skills.

6.I am most happy when I am at work.

7.I am dedicated to my work.

8.I am in a position to do mostly work which I really like.

9.I am respected by my peers.

10.I am getting good performance evaluations.

11.I am accepted by my peers.

12.I have my superior's confidence.

13.I am receiving fair compensation compared to my peers.

14.I am drawing a high income compared to my peers.

15.I am earning as much as I think my work is worth.

16.I am pleased with the promotions I have received so far.

17.I am reaching my career goals within the time frame I set for myself.

18.I am in a job which offers promotional opportunities.

19.I am happy with my private life.

20.I am enjoying my non-work activities.

21.I am satisfied with my life overall.

22.I am dedicated to my work.

23.I am satisfied with the success I have achieved in my career.

24.I am satisfied with the progress I have made towards meeting my overall career goals.

25.I am satisfied with the progress I have made towards meeting my goals for income.

26.I am satisfied with the progress I have made towards meeting my goals for advancement.

27.I am satisfied with the progress I have made towards meeting my goals for the development of new skills.

Appendix 2. Descriptive Statistic Results for Gender

Scale	Gender	N	Mean	Std. Dev.	Std. Error Mean
WO JOB	Male	80	3.28	1.025	.11462
	Female	76	3.04	.917	.10522
WO CAREER	Male	80	4.41	.894	.10001
	Female	76	4.27	.921	.10575
WO CALLING	Male	80	3.80	.652	.07290
	Female	76	3.80	.692	.07949
INSPIRATIONAL LEADERSHIP	Male	80	4.34	.93755	.10482
	Female	76	4.3019	1.04383	.11974
RATIONAL - OBJECTIVE LEADERSHIP	Male	80	4.3028	.82978	.09277
	Female	76	4.1170	.86160	.09883
PASSIVE LEADERSHIP	Male	80	3.3339	.92942	.10391
	Female	76	3.1335	1.04493	.11986
LEADERSHIP TRUST	Male	80	3.7554	.93255	.10426
	Female	76	3.85	.991	.11374
CAREER- JOB SUCCESS	Male	80	4.49	.962	.107
	Female	76	4.54	.974	.111
CAREER- INTERPERSONAL SUCCESS	Male	80	4.71	.958	.107
	Female	76	4.73	.921	.105
CAREER - FINANCIAL SUCCESS	**Male**	**80**	**4.15**	**1.044**	**.116**
	Female	**76**	**3.78**	**1.159**	**.132**
CAREER - HIERARCHICAL SUCCESS	Male	80	4.07	1.101	.123
	Female	76	4.00	1.387	.159
CAREER - LIFE SUCCESS	Male	80	4.74	.932	.104
	Female	76	4.82	.863	.099
CAREER - SATISFACTION	Male	80	4.30	1.067	.119
	Female	76	4.06	1.235	.141

CAREER - FINANCIAL SUCCESS	Levene's Test		T-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig.	Mean Differ ence	Std. Error Differen ce		Lower	Upper
Equal variances assumed	.744	.390	2.139	154	**.034**	.377	.176		.02893	.72633
Equal variances not assumed			2.134	150.386	**.034**	.377	.176		.02793	.72733

**The table contains only the results that are statistically significant and presented in the analysis of the study .

Appendix 3. Descriptive Statistics for Tenure Groups

Variables		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
WO JOB	1.00	35	3,1771	,95397	,16125	2,8494	3,5048
	2.00	47	**3,3106**	1,03656	,15120	3,0063	3,6150
	3.00	36	2,8222	1,11998	,18666	2,4433	3,2012
	4.00	36	3,3000	,67697	,11283	3,0709	3,5291
	Total	154	3,1636	,97751	,07877	3,0080	3,3193
WO CAREER	1.00	35	4,3257	,92684	,15666	4,0073	4,6441
	2.00	47	**4,3617**	1,03893	,15154	4,0567	4,6667
	3.00	36	4,4278	,88046	,14674	4,1299	4,7257
	4.00	36	4,2944	,75666	,12611	4,0384	4,5505
	Total	154	4,3532	,90886	,07324	4,2086	4,4979
WO CALLING	1.00	35	3,9643	,49591	,08382	3,7939	4,1346
	2.00	47	**3,6915**	,77707	,11335	3,4633	3,9196
	3.00	36	3,6875	,72672	,12112	3,4416	3,9334
	4.00	36	3,9236	,59031	,09838	3,7239	4,1233
	Total	154	3,8068	,67308	,05424	3,6997	3,9140
INSPIRATIONAL LEADERSHIP	1.00	35	4,6349	,61412	,10380	4,4240	4,8459
	2.00	47	**4,0449**	1,14517	,16704	3,7087	4,3812
	3.00	36	4,3472	1,09612	,18269	3,9763	4,7181
	4.00	36	4,3040	,87996	,14666	4,0063	4,6017
	Total	154	4,3102	,98800	,07962	4,1530	4,4675
RATIONAL - OBJECTIVE LEADERSHIP	1.00	35	4,2762	,69199	,11697	4,0385	4,5139
	2.00	47	**4,1064**	,98811	,14413	3,8163	4,3965
	3.00	36	4,4074	,98597	,16433	4,0738	4,7410
	4.00	36	4,0864	,61326	,10221	3,8789	4,2939
	Total	154	4,2107	,85173	,06863	4,0751	4,3463
PASSIVE LEADERSHIP	1.00	35	3,1143	1,03411	,17480	2,7591	3,4695
	2.00	47	**3,3283**	1,00924	,14721	3,0319	3,6246
	3.00	36	3,0397	,98479	,16413	2,7065	3,3729
	4.00	36	3,5278	,81303	,13550	3,2527	3,8029
	Total	154	3,2588	,97546	,07860	3,1035	3,4141
LEADERSHIP TRUST	1.00	35	4,0367	,87265	,14750	3,7370	4,3365
	2.00	47	**3,6657**	1,06500	,15535	3,3530	3,9783
	3.00	36	3,9206	1,01214	,16869	3,5782	4,2631
	4.00	36	3,6429	,83823	,13970	3,3592	3,9265
	Total	154	3,8043	,96586	,07783	3,6505	3,9580
CAREER- JOB SUCCESS	1.00	35	4,7786	,70325	,11887	4,5370	5,0201
	2.00	47	**4,2527**	1,12997	,16482	3,9209	4,5844

		N	Mean	Std. Dev	Std. Error	CI Lower	CI Upper
	3.00	36	4,5799	1,11289	,18548	4,2033	4,9564
	4.00	36	4,4965	,71868	,11978	4,2534	4,7397
	Total	154	4,5057	,96606	,07785	4,3519	4,6595
CAREER-INTERPERSONAL SUCCESS	1.00	35	5,0714	,76112	,12865	4,8100	5,3329
	2.00	47	**4,4521**	1,07799	,15724	4,1356	4,7686
	3.00	36	4,7569	,98468	,16411	4,4238	5,0901
	4.00	36	4,6389	,71575	,11929	4,3967	4,8811
	Total	154	4,7078	,93227	,07512	4,5594	4,8562
CAREER - FINANCIAL SUCCESS	1.00	35	4,2571	,80475	,13603	3,9807	4,5336
	2.00	47	**3,6738**	1,16405	,16979	3,3320	4,0155
	3.00	36	3,9630	1,38651	,23108	3,4938	4,4321
	4.00	36	4,1019	,97531	,16255	3,7719	4,4319
	Total	154	3,9740	1,12186	,09040	3,7954	4,1526
CAREER - HIERARCHICAL SUCCESS	1.00	35	4,6000	,70849	,11976	4,3566	4,8434
	2.00	47	**3,6525**	1,36725	,19943	3,2510	4,0539
	3.00	36	4,0093	1,36739	,22790	3,5466	4,4719
	4.00	36	4,1667	1,09689	,18282	3,7955	4,5378
	Total	154	4,0714	1,22369	,09861	3,8766	4,2662
CAREER - LIFE SUCCESS	1.00	35	5,0143	,66957	,11318	4,7843	5,2443
	2.00	47	**4,7128**	,97799	,14265	4,4256	4,9999
	3.00	36	4,8542	1,04433	,17405	4,5008	5,2075
	4.00	36	4,5694	,81418	,13570	4,2940	4,8449
	Total	154	4,7808	,90222	,07270	4,6372	4,9245
CAREER - SATISFACTION	1.00	35	4,5200	,83483	,14111	4,2332	4,8068
	2.00	47	**3,9489**	1,41634	,20660	3,5331	4,3648
	3.00	36	3,9667	1,23982	,20664	3,5472	4,3862
	4.00	36	4,3944	,87959	,14660	4,0968	4,6921
	Total	154	4,1870	1,16230	,09366	4,0020	4,3720

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
INSPIRATIONAL LEADERSHIP	Between Groups	7.049	3	2.350	**2.477**	**.064**
	Within Groups	142.301	150	.949		
	Total	149.350	153			
CAREER-INTERPERSONAL SUCCESS	Between Groups	7.958	3	2.653	**3.183**	**.026**
	Within Groups	125.018	150	.833		
	Total	132.976	153			
	Between Groups	18.493	3	6.164	**4.390**	**.005**

CAREER - HIERARCHICAL SUCCESS	Within Groups	210.610	150	1.404		
	Total	229.103	153			
CAREER - SATISFACTION	Between Groups	9.842	3	3.281	**2.500**	**.062**
	Within Groups	196.852	150	1.312		
	Total	206.694	153			

**The table contains only the results that are statistically significant and presented in the analysis of the study.

Multiple Comparisons. Post Hoc tests Tamhane						95% Confidence Interval	
Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
INSPIRATIONAL LEADERSHIP	1.00	**2.00**	.59000*	,19667	,022	,0583	1,1217
		3.00	,28770	,21012	,688	-,2856	,8610
		4.00	,33091	,17968	,354	-,1572	,8190
	2.00	**1.00**	-.59000*	,19667	,022	-1,1217	-,0583
		3.00	-,30230	,24754	,785	-,9708	,3661
		4.00	-,25910	,22229	,818	-,8586	,3404
	3.00	1.00	-,28770	,21012	,688	-,8610	,2856
		2.00	,30230	,24754	,785	-,3661	,9708
		4.00	,04321	,23427	1,000	-,5919	,6784
	4.00	1.00	-,33091	,17968	,354	-,8190	,1572
		2.00	,25910	,22229	,818	-,3404	,8586
		3.00	-,04321	,23427	1,000	-,6784	,5919
CAREER-INTERPERSONAL SUCCESS	1.00	**2.00**	.61930*	,20317	,019	,0712	1,1674
		3.00	,31448	,20853	,585	-,2512	,8802
		4.00	,43254	,17545	,093	-,0428	,9079
	2.00	**1.00**	-.61930*	,20317	,019	-1,1674	-,0712
		3.00	-,30482	,22728	,704	-,9183	,3086
		4.00	-,18676	,19737	,922	-,7193	,3458
	3.00	1.00	-,31448	,20853	,585	-,8802	,2512
		2.00	,30482	,22728	,704	-,3086	,9183
		4.00	,11806	,20289	,993	-,4328	,6689
	4.00	1.00	-,43254	,17545	,093	-,9079	,0428
		2.00	,18676	,19737	,922	-,3458	,7193
		3.00	-,11806	,20289	,993	-,6689	,4328
	1.00	**2.00**	,58338	,21756	,052	-,0036	1,1704

		3.00	,29418	,26815	,857	-,4369	1,0253
		4.00	,15529	,21196	,977	-,4193	,7299
	2.00	**1.00**	**-,58338**	**,21756**	**,052**	**-1,1704**	**,0036**
		3.00	-,28920	,28676	,898	-1,0663	,4879
CAREER - FINANCIAL SUCCESS		4.00	-,42809	,23506	,363	-1,0622	,2060
	3.00	1.00	-,29418	,26815	,857	-1,0253	,4369
		2.00	,28920	,28676	,898	-,4879	1,0663
		4.00	-,13889	,28253	,997	-,9064	,6286
	4.00	1.00	-,15529	,21196	,977	-,7299	,4193
		2.00	,42809	,23506	,363	-,2060	1,0622
		3.00	,13889	,28253	,997	-,6286	,9064
CAREER - HIERARCHICAL SUCCESS	1.00	**2.00**	**.94752**[*]	**,23263**	**,001**	**,3183**	**1,5767**
		3.00	,59074	,25745	,145	-,1129	1,2944
		4.00	,43333	,21855	,274	-,1612	1,0279
	2.00	**1.00**	**-.94752**[*]	**,23263**	**,001**	**-1,5767**	**-,3183**
		3.00	-,35678	,30284	,811	-1,1750	,4614
		4.00	-,51418	,27055	,314	-1,2439	,2155
	3.00	1.00	-,59074	,25745	,145	-1,2944	,1129
		2.00	,35678	,30284	,811	-,4614	1,1750
		4.00	-,15741	,29216	,995	-,9495	,6347
	4.00	1.00	-,43333	,21855	,274	-1,0279	,1612
		2.00	,51418	,27055	,314	-,2155	1,2439
		3.00	,15741	,29216	,995	-,6347	,9495

**The table contains only the results that are statistically significant and presented in the analysis of the study.

Appendix 4. Descriptive Statistics for cultural groups

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
RATIONAL - OBJECTIVE LEADERSHIP	Between Groups	11.581	6	1.930	**2.881**	**.011**
	Within Groups	99.836	149	.670		
	Total	111.417	155			

** The table contains only the results that are statistically significant and presented in the analysis of the study.

Multiple Comparisons Post Hoc tests Tamhane							
						95% Confidence Interval	
Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
RATIONAL - OBJECTIVE LEADERSHIP	1.00	2.00	1,13834	,30636	,682	-3,4908	5,7674
		3.00	,60501	,19919	,131	-,0883	1,2983
		4.00	-,03573	,28572	1,000	-1,1676	1,0961
		5.00	,58279	,41972	,999	-6,6551	7,8207
		6.00	-,52303	,19402	,422	-1,3473	,3012
		7.00	,08510	,30330	1,000	-,9910	1,1612
	2.00	1.00	-1,13834	,30636	,682	-5,7674	3,4908
		3.00	-,53333	,34843	,992	-3,0665	1,9998
		4.00	-1,17407	,40418	,443	-3,2078	,8596
		5.00	-,55556	,50783	1,000	-4,3749	3,2638
		6.00	-1,66138	,34550	,217	-4,3301	1,0073
		7.00	-1,05324	,41680	,573	-2,9843	,8778
	3.00	1.00	-,60501	,19919	,131	-1,2983	,0883
		2.00	,53333	,34843	,992	-1,9998	3,0665
		4.00	-,64074	,33043	,780	-1,8191	,5376
		5.00	-,02222	,45134	1,000	-4,6583	4,6138
		6.00	**-1.12804***	**,25532**	**,008**	**-2,0336**	**-,2225**
		7.00	-,51991	,34574	,963	-1,6855	,6457
	4.00	1.00	,03573	,28572	1,000	-1,0961	1,1676
		2.00	1,17407	,40418	,443	-,8596	3,2078
		3.00	,64074	,33043	,780	-,5376	1,8191

	5.00	,61852	,49565	,999	-2,7560	3,9931
	6.00	-,48730	,32733	,973	-1,6882	,7136
	7.00	,12083	,40187	1,000	-1,2457	1,4874
5.00	1.00	-,58279	,41972	,999	-7,8207	6,6551
	2.00	,55556	,50783	1,000	-3,2638	4,3749
	3.00	,02222	,45134	1,000	-4,6138	4,6583
	4.00	-,61852	,49565	,999	-3,9931	2,7560
	6.00	-1,10582	,44908	,884	-5,9055	3,6938
	7.00	-,49769	,50599	1,000	-3,6639	2,6685
6.00	1.00	,52303	,19402	,422	-,3012	1,3473
	2.00	1,66138	,34550	,217	-1,0073	4,3301
	3.00	**1.12804***	**,25532**	**,008**	**,2225**	**2,0336**
	4.00	,48730	,32733	,973	-,7136	1,6882
	5.00	1,10582	,44908	,884	-3,6938	5,9055
	7.00	,60813	,34279	,864	-,5723	1,7885
7.00	1.00	-,08510	,30330	1,000	-1,1612	,9910
	2.00	1,05324	,41680	,573	-,8778	2,9843
	3.00	,51991	,34574	,963	-,6457	1,6855
	4.00	-,12083	,40187	1,000	-1,4874	1,2457
	5.00	,49769	,50599	1,000	-2,6685	3,6639
	6.00	-,60813	,34279	,864	-1,7885	,5723

** The table contains only the results that are statistically significant and presented in the analysis of the study.

Appendix 5. Descriptive Statistics for Work Positions

ANOVA	Groups	Sum of Squares	df	Mean Square	F	Sig.
PASSIVE LEADERSHIP	Between Groups	17.201	7	2.457	**2.704**	**0.011**
	Within Groups	134.499	148	0.909		
	Total	151.7	155			
CAREER - FINANCIAL SUCCESS	Between Groups	21.212	7	3.03	**2.617**	**0.014**
	Within Groups	171.352	148	1.158		
	Total	192.564	155			

Multiple Comparisons Pst Hoc tests Tamhane							
Dependent Variable	(I) Please choose your position in the organisation	(J) Please choose your position in the organisation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
CAREER - FINANCIAL SUCCESS	Elementary workers	Skilled workers	-1.42088*	0,383	**0,048**	-2,8329	-0,0089
		Technical workers	-1,27273	0,449	0,247	-2,8783	0,3329
		Specialists	-1,27273	0,373	0,101	-2,6757	0,1302
		Top specialists	-1,93939	0,494	0,07	-3,9817	0,1029
		First level managers	-1,13939	0,395	0,245	-2,585	0,3062
		Middle level managers	-1,34564	0,387	0,075	-2,7646	0,0733
		Top-level managers	-1,32035	0,438	0,158	-2,8588	0,2181
	Skilled workers	Elementary workers	1.42088*	0,383	**0,048**	0,0089	2,8329
		Technical workers	0,14815	0,356	1	-1,1274	1,4237
		Specialists	0,14815	0,255	1	-0,6865	0,9828
		Top specialists	-0,51852	0,411	1	-2,6165	1,5794
		First level managers	0,28148	0,285	1	-0,6791	1,242
		Middle level managers	0,07523	0,274	1	-0,8182	0,9686
		Top-level managers	0,10053	0,343	1	-1,0511	1,2522

Technical workers	Elementary workers	1,27273	0,449	0,247	-0,3329	2,8783
	Skilled workers	-0,14815	0,356	1	-1,4237	1,1274
	Specialists	0	0,346	1	-1,2611	1,2611
	Top specialists	-0,66667	0,473	0,997	-2,6772	1,3439
	First level managers	0,13333	0,369	1	-1,1853	1,4519
	Middle level managers	-0,07292	0,360	1	-1,358	1,2122
	Top-level managers	-0,04762	0,415	1	-1,4805	1,3853
Specialists	Elementary workers	1,27273	0,373	0,101	-0,1302	2,6757
	Skilled workers	-0,14815	0,255	1	-0,9828	0,6865
	Technical workers	0	0,346	1	-1,2611	1,2611
	Top specialists	-0,66667	0,402	0,989	-2,8289	1,4956
	First level managers	0,13333	0,272	1	-0,798	1,0647
	Middle level managers	-0,07292	0,261	1	-0,93	0,7842
	Top-level managers	-0,04762	0,332	1	-1,1746	1,0794
Top specialists	Elementary workers	1,93939	0,494	0,07	-0,1029	3,9817
	Skilled workers	0,51852	0,411	1	-1,5794	2,6165
	Technical workers	0,66667	0,473	0,997	-1,3439	2,6772
	Specialists	0,66667	0,402	0,989	-1,4956	2,8289
	First level managers	0,8	0,422	0,949	-1,2626	2,8626
	Middle level managers	0,59375	0,415	0,998	-1,4842	2,6717
	Top-level managers	0,61905	0,463	0,999	-1,3499	2,588
First level managers	Elementary workers	1,13939	0,395	0,245	-0,3062	2,585
	Skilled workers	-0,28148	0,285	1	-1,242	0,6791
	Technical workers	-0,13333	0,369	1	-1,4519	1,1853
	Specialists	-0,13333	0,272	1	-1,0647	0,798
	Top specialists	-0,8	0,422	0,949	-2,8626	1,2626
	Middle level managers	-0,20625	0,290	1	-1,1843	0,7718
	Top-level managers	-0,18095	0,356	1	-1,3866	1,0247
Middle level managers	Elementary workers	1,34564	0,387	0,075	-0,0733	2,7646
	Skilled workers	-0,07523	0,274	1	-0,9686	0,8182
	Technical workers	0,07292	0,360	1	-1,2122	1,358
	Specialists	0,07292	0,261	1	-0,7842	0,93
	Top specialists	-0,59375	0,415	0,998	-2,6717	1,4842
	First level managers	0,20625	0,290	1	-0,7718	1,1843

		Top-level managers	0,0253	0,347	1	-1,1399	1,1905
	Top-level managers	Elementary workers	1,32035	0,438	0,158	-0,2181	2,8588
		Technical workers	-0,10053	0,343	1	-1,2522	1,0511
		Specialists	0,04762	0,415	1	-1,3853	1,4805
		Top specialists	0,04762	0,332	1	-1,0794	1,1746
		First level managers	-0,61905	0,463	0,999	-2,588	1,3499
		Top-level managers	0,18095	0,356	1	-1,0247	1,3866
		Middle level managers	-0,0253	0,347	1	-1,1905	1,1399

Appendix 6. Spearman's Correlation Analysis

	Gender	Age	Tenure	Position	WO Job	WO Career	WO Calling	Inspirational L/S	Rational Objective L/S	Passive L/S	Leadership Trust	Career-Job Success	Career-Interpersonal Success	Career-Financial Success	Career-Hierarchical Success	Career – Life Success	Career-Satisfaction
Gender	1.000																
Age	-.010	1.000															
Tenure	.029	.560**	1.000														
Position	-.259**	.387**	.316**	1.000													
WO Job	-.124	-.030	.016	.100	1.000												
WO Career	-.102	-.077	-.018	.200*	.007	1.000											
WO Calling	.017	.061	-.022	-.123	-.096	.199*	1.000										
Inspirational L/S	-.014	.038	-.068	.010	-.076	.287**	.404**	1.000									
Rational - Objective L/S	-.129	.044	-.051	.013	-.059	.331**	.358**	.676**	1.000								
Passive L/S	-.100	-.069	.106	-.021	.335**	.072	.086	-.236**	-.065	1.000							
Leadership Trust	.033	.057	-.071	.004	-.209**	.150	.292**	.773**	.449**	-.454**	1.000						
Career- Job Success	.018	.053	-.055	.092	-.209**	.243**	.462**	.765**	.527**	-.266**	.662**	1.000					
Career-Interpersonal Success	-.028	-.050	-.134	-.015	-.162*	.231**	.396**	.653**	.385**	-.271**	.662**	.750**	1.000				
Career- Financial Success	-.182*	.029	.035	.124	-.064	.348**	.401**	.553**	.450**	-.035	.428**	.647**	.584**	1.000			
Career- Hierarchical Success	.011	.005	-.058	.068	-.040	.226**	.482**	.605**	.409**	-.040	.560**	.637**	.615**	.601**	1.000		
Career – Life Success	.025	.009	-.136	-.044	-.200*	.247**	.311**	.497**	.349**	-.290**	.563**	.635**	.676**	.534**	.536**	1.000	
Career-Satisfaction	-.117	.106	-.033	.136	-.011	.287**	.408**	.569**	.342**	-.017	.491**	.610**	.608**	.650**	.757**	.589**	1.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 7. Somer D' Tests

Directional Measures		Value	Asymptotic Standardized Error	Approximate Tb	Approximate Significance
Somers' d	Symmetric	0,597	0,039	15,191	0
	INSPIRATIONAL LEADERSHIP Dependent	0,604	0,039	15,191	0
	CAREER- JOB SUCCESS Dependent	0,591	0,038	15,191	0

Directional Measures		Value	Asymptotic Standardized Error	Approximate Tb	Approximate Significance
Somers' d	Symmetric	0,496	0,041	11,607	0
	INSPIRATIONAL LEADERSHIP Dependent	0,526	0,043	11,607	0
	CAREER- INTERPERSONAL SUCCESS Dependent	0,469	0,04	11,607	0

Directional Measures		Value	Asymptotic Standardized Error	Approximate Tb	Approximate Significance
Somers' d	Symmetric	0,418	0,05	8,189	0
	INSPIRATIONAL LEADERSHIP Dependent	0,436	0,052	8,189	0
	CAREER - FINANCIAL SUCCESS Dependent	0,401	0,049	8,189	0

Directional Measures			Value	Asymptotic Standardized Error	Approximate Tb	Approximate Significance
Ordinal by Ordinal	Somers' d	Symmetric	0,475	0,054	8,667	0
		INSPIRATIONAL LEADERSHIP Dependent	0,495	0,055	8,667	0
		CAREER - HIERARCHICAL SUCCESS Dependent	0,456	0,052	8,667	0

Directional Measures			Value	Asymptotic Standardized Error	Approximate Tb	Approximate Significance
Ordinal by Ordinal	Somers' d	Symmetric	0,368	0,051	7,119	0
		INSPIRATIONAL LEADERSHIP Dependent	0,384	0,053	7,119	0
		CAREER - LIFE SUCCESS Dependent	0,353	0,049	7,119	0

Directional Measures			Value	Asymptotic Standardized Error	Approximate Tb	Approximate Significance
Ordinal by Ordinal	Somers' d	Symmetric	0,433	0,052	8,233	0
		INSPIRATIONAL LEADERSHIP Dependent	0,448	0,054	8,233	0
		CAREER - SATISFACTION Dependent	0,419	0,051	8,233	0

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis.

Appendix 8. Moderation Analysis of WO Dimensions on the Relationship of Inspirational Leadership and Career Success

Model: 1

Y : **Career_success**

X : **Inspirational leadership**

W: **WO Job**

X*W: Inspirational leadership x   WO Job

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,689	0,475	0,406		45,789	3	152	0,000
X*W				0,004	1,232	1,00	152,00	0,269

Focal predict:

Inspirational leadership (X)

Mod var: WO Job (W)

	coeff	se	t	p	LLCI	ULCI
Inspirational	1,636	0,149	10,965	0,000	1,342	1,931
WO Job	-0,193	0,103	-1,868	0,064	-0,396	0.011
X*W	0,327	0,295	1,110	0,269	-0,255	0,909

Model : 1

Y : **Career_success**

X : **Inspirational leadership**

W : **WO Career**

X*W : Inspirational leadership x   WO Career

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,709	0,502	0,385		51,121	3	152	0,000
X*W				0,025	8	1,00	152,00	0,007

Focal predict: Inspirational leadership (X)

Mod var: WO Career (W)

	coeff	se	t	p	LLCI	ULCI
Inspirational	1,574	0,146	10,776	0,000	1,285	1,863
WO Career	0,281	0,153	1,841	0,068	-0,021	0,582

X*W	-0,982	0,358	-2,741	0,007	-1,690	-0,274

Model : 1

Y : **Career_success**

X :**Inspirational leadership**

W : WO Calling

X*W : Inspirational leadership x   WO Calling

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,701	0,491	0,393		48,940	3	152	0,000
X*W				0	0,030	1	152	0,864

Focal predict:

Inspirational leadership (X)

 Mod var: WO Calling (W)

	coeff	se	t	p	LLCI	ULCI
Inspirational	1,524	0,177	8,635	0,000	1.176	1,873
WO Calling	0,414	0,134	3,103	0,002	0,151	0,678
X*W	0,053	0,310	0,172	0,864	-0,559	0,666

Appendix 9. Moderation Analysis of WO Dimensions on the Relationship of Rational-Objective - Leadership and Career Success

Model : 1

Y : **Career_success**

X : **Rational leadership**

W : **WO Job**

X*W : Rational leadership x   WO Job

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,569	0,324	0,523		24,238	3	152	0,000
X*W				0,039	9	1,00	152,00	0,004

Focal predict: Rational leadership (X)

Mod var: WO Job (W)

	coeff	se	t	p	LLCI	ULCI
Rational	1,364	0,177	7,703	0,000	1,014	1,714
WO Job	-0,307	0,117	-2,633	0,009	-0,537	-0,077
X*W	1,058	0,358	2,954	0,004	0,350	1,766

Model : 1

Y : **Career_success**

X : **Rational leadership**

W : **WO Career**

X*W : Rational leadership x   WO Career

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,575	0,33	0,518		24,978	3	152	0,000
X*W				0,055	12	1	152	0,001

Focal predict:

Rational leadership (X)

Mod var: WO Career (W)

	coeff	se	t	p	LLCI	ULCI	

Rational	1,127	0,183	6,149	0,000	0,765	1,489
WO Career	0,24	0,179	1,341	0,182	-0,114	0,593
X*W	-1,495	0,423	- 3,531	0,001	-2,331	- 0,659

Model : 1

Y : **Career_success**

 X :Rational leadership

W : WO Calling

X*W : Rational leadership x   WO Calling

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,593	0,352	0,501		27,521	3	152	0,000
X*W				0,015	3,517	1	152	0,063

Focal predict:

Rational leadership (X)

Mod var: WO Calling (W)

	coeff	se	t	p	LLCI	ULCI
Rational	0,953	0,200	4,760	0,000	0.558	1,349
WO Calling	0,581	0,145	4,003	0,000	0,294	0,868
X*W	-0,679	0,362	- 1,875	0,063	-1.394	0,036

Appendix 10. Moderation Analysis of WO Dimensions on the Relationship of Passive Leadership and Career Success

Model : 1

Y : **Career_success**

X :**Passive leadership**

W : **WO Job**

X*W : Passive leadership x WO Job

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,267	0,071	0,718		3,880	3	152	0,010
X*W				0,000	0,002	1,00	152,00	0,963

Focal predict:

Passive leadership (X)

Mod var: WO Job (W)

	coeff	se	t	p	LLCI	ULCI
Passive	-0,378	0,142	-2.659	0,009	-0,659	-0,097
WO Job	-0,201	0,141	-1,425	0,156	-0,479	0,078
X*W	0,013	0,284	0,046	0,963	-0,548	0,574

Model : 1

Y : **Career_success**

X : **Passive leadership**

W : **WO Career**

X*W : Passive leadership x WO Career

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	P
Model 1	0,435	0,190	0,626		11,846	3	152	0,000
X*W				0,077	14	1	152	0

Focal predict:

Passive leadership (X)

Mod var: WO Career (W)

	coeff	se	t	p	LLCI	ULCI
Passive	-0,460	0,129	-3,570	0,000	-0.714	-0,205
WO Career	0,689	0,191	3,607	0,000	0,312	1,067
X*W	1,502	0,396	3,798	0,000	0,721	2,284

Model : 1

 Y : **Career_success**

 X :**Passive leadership**

W : WO Calling

X*W : Passive leadership x   WO
Calling

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,516	0,266	0,567		18,388	3	152	0
X*W				0,045	9,304	1	152	0,003

Focal predict:

Passive leadership (X)

Mod var: WO Calling (W)

	coeff	se	t	p	LLCI	ULCI
Passive	-0.380	0,122	-3,101	0,002	-0,622	-0,138
WO Calling	0,815	0,147	5.553	0,000	0,525	1.104
X*W	0,896	0,294	3.050	0,003	0,316	1,476

Appendix 11. Moderation Analysis of WO Dimensions on the Relationship of Inspirational Leadership and Career Satisfaction

Model : 1

 Y : **Career_satisfaction**

 X : **Inspirational leadership**

W : **WO Job**

X*W : Inspirational leadership x   WO Job

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,572	0,327	0,916		24,649	3,000	152	0,000
X*W				0,002	0,533	1	152	0,466

Focal predict:

Inspirational leadership (X)

Mod var: WO Job(W)

	coeff	se	t	p	LLCI	ULCI
Inspirational	1,861	0,224	8,303	0,000	1,418	2,304
WO Job	0,027	0,155	0,178	0,859	-0,278	0,333
X*W	0,323	0,443	0,730	0,466	-0,551	1,197

Model : 1

 Y : **Career satisfaction**

 X : **Inspirational leadership**

W : **WO Career**

X*W : Inspirational leadership x   WO Career

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,633	0,4	0,817		33,790	3,000	152	0,000
X*W				0,027	6,741	1	152	0,010

Focal predict:

Inspirational leadership (X)

Mod var: WO Career (W)

	coeff	se	t	p	LLCI	ULCI
Inspirational	1,698	0,213	7,979	0,000	1,278	2,119
WO Career	0,652	0,222	2,933	0,004	0,213	1,091
X*W	-1,356	0,522	-2,596	0,010	-2,387	-0,324

Model : 1

Y : **Career satisfaction**

 X :**Inspirational leadership**

W : WO Calling

X*W : Inspirational leadership x   WO Calling

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,589	0,347	0,888		26,971	3,000	152	0
X*W				0,002	0,414	1	152	0,521

Focal predict:

Inspirational leadership (X)

Mod var: WO Calling (W)

	coeff	se	t	p	LLCI	ULCI
Inspirational	1,616	0,265	6,090	0,000	1,092	2,140
WO Calling	0,406	0,201	2,020	0,045	0,009	0,802
X*W	-0,300	0,466	-0,644	0,521	-1,221	0,621

Appendix 12. Moderation Analysis of WO Dimensions on the Relationship of Rational- Objective Leadership and Career Satisfaction

Model : 1

 Y : **Career_satisfaction**

 X : Rational leadership

W : WO Job

X*W : Rational leadership x   WO Job

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,483	0,233	1,044		15,415	3	152	0
X*W				0,031	6,195	1	152	0,014

  Focal predict: Rational leadership (X)

      Mod var: WO Job (W)

	coeff	se	t	p	LLCI	ULCI
Rational	1,610	0,250	6,396	0,000	1,106	2,095
WO Job	-0,103	0.165	-0,624	0,534	-0,428	0,223
X*W	1,260	0,506	2,489	0,014	0,260	2,260

Model : 1

 Y : **Career_satisfaction**

 X : Rational leadership

W : WO Career

X*W : Rational leadership x   WO Career

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,545	0,297	0,956		21,456	3	152	0,000
X*W				0,048	10,329	1	152	0,002

  Focal predict: Rational leadership (X)

      Mod var: WO Career (W)

	coeff	se	t	p	LLCI	ULCI
Rational	1,268	0.249	5,089	0,000	0,776	1,760
WO Career	0,602	0,243	2,476	0,014	0,122	1,082
X*W	-1,849	0,575	-3,214	0,002	-2,986	-0,712

Model : 1

 Y : **Career_satisfaction**

 X :Rational leadership

W : WO Calling

X*W : Rational leadership x   WO Calling

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,515	0,265	1,000		18,305	3	152	0,000
X*W				0,014	2,800	1	152	0,96

  Focal predict: Rational leadership (X)

Mod var: WO Calling (W)						
	coeff	se	t	p	LLCI	ULCI
Rational	1,137	0,283	4,019	0,000	0,578	1,696
WO Calling	0,600	0,205	2,922	0,004	0,194	1,005
X*W	-0,856	0,511	-1,673	0,096	-1,866	0,155

Appendix 13. Moderation Analysis of WO Dimensions on the Relationship of Passive Leadership and Career Satisfaction

Model : 1

 Y : **Career_satisfaction**

 X :**Passive leadership**

W : WO Job

X*W : Passive leadership x   WO Job

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,098	0,010	1,348		0,495	3	152	0,006
X*W				0,000	0,038	1	152	0,845

Focal predict: Passive leadership (X)

Mod var: WO Job (W)

	coeff	se	t	p	LLCI	ULCI
Passive	-0,214	0,195	-1,098	0,274	-0,599	0,171
WO Job	-0,031	0,193	-0,160	0,873	-0,412	0,350
X*W	-0,076	0,389	-0,195	0,845	-0.845	0,693

Model : 1

 Y : **Career_satisfaction**

 X : **Passive leadership**

W : WO Career

X*W : Passive leadership x   WO Career

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,381	0,145	1,163		8,618	3	152	0,000
X*W				0,050	8,954	1	152	0,003

Focal predict: Passive leadership (X)

Mod var: WO Career (W)

	coeff	se	t	p	LLCI	ULCI
Passive	-0,273	0,175	-1.555	0,122	-0,619	0,074
WO Career	1,103	0,260	4,234	0,000	0,588	1,618
X*W	1,613	0,539	2,992	0,003	0,548	2,678

Model : 1

 Y : **Career_satisfaction**

X :Passive leadership

W : WO Calling

X*W : Passive leadership x   WO Calling

Model summary

	R	R-sq	MSE	R2-chng	F	df1	df2	p
Model 1	0,417	0,173	1,125		10,635	3	152	0,000
X*W				0,05	9,204	1	152	0,003

Focal predict: Rational leadership (X)

Mod var: WO Calling (W)

	coeff	se	t	p	LLCI	ULCI
Passive	-0,171	0,173	-0,992	0,323	-0,512	0,170
WO Calling	0,896	0,207	4,335	0,000	0,488	1,304
X*W	1,255	0,414	3,034	0,003	0,438	2.073

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