Universidade Federal da Bahia

Instituto de Psicologia

Programa de Pós-Graduação em Psicologia

Psychometric properties of the Intentions to Leave the Organization Scale (ILOS): a cross-cultural study

Damar Sandbrand Nisipeanu

Orientador: Prof. Dr. Igor Gomes Menezes

Salvador- Bahia

2015

Universidade Federal da Bahia

Instituto de Psicologia

Programa de Pós-Graduação em Psicologia

Psychometric properties of the Intentions to Leave the Organization Scale (ILOS): a cross-cultural study

Damar Sandbrand Nisipeanu

> Dissertação apresentada no Programa de Pós-Graduação do Instituto de Psicologia da Universidade Federal da Bahia, como exigência parcial para obtenção do grau de Mestre em Psicologia.
> Área de concentração: Psicologia Social e do Trabalho
> Orientador: Prof. Dr. Igor Gomes Menezes

Salvador- Bahia

2015

Psychometric properties of the Intentions to Leave the Organization Scale (ILOS): a cross-cultural study

Damar Sandbrand Nisipeanu

TERMO DE APROVAÇÃO:

_____

Profa. Dra. Vania Medianeira Flores Costa

Universidade Federal de Santa Maria

_____

Prof. Dr. Adriano Leal Bruni

Universidade Federal da Bahia

_____

Profa. Dra. Janice Aparecida Janissek de Souza

Universidade Federal da Bahia

"The future is not a result of alternative paths offered by the present, but a place that is created – created first in mind and will, created next in activity. The future is not some place we are going to, but one we are creating. The paths to it are not found but made, and the activity of making them changes both the maker and the destination."

John Schaar

Acknowledgements

I offer my sincerest gratitude to my supervisor, Igor Menezes, for his patience and generosity along the whole project. I am extremely thankful and indebted to him for sharing expertise, and for the valuable guidance and encouragement extended to me since the beginning.

I also thank my mother for all the encouragement, support and attention, and my husband for the unceasing support when I most needed it.

Last, I am deeply thankful to Luane Santos, who opened the doors for me, and brought me back to the psychologist asleep inside of me.

Abstract

The focus of the present study is to introduce into organizational researches a new psychometric scale that identifies the intention of an employee to leave the company he works for, based only on external and internal aspects to the organization (e.g. payroll, work and life balance); aspects that could stimulate a person to leave or remain in his/her current job. The Intention to Leave the Organization Scale (ILOS) was built with 31 items, using the Likert Scale model, ranging from 1 – Totally Disagree – to 6 – Totally Agree. All items of the ILOS referred to conditions that would influence the decision of an employee to leave his current organization, as for example, "I would move to another company if it was significantly larger than my current organization". The instrument was distributed to 146 business employees of a same international company in the automotive field, located in over 46 countries. Participants were chosen randomly, despite their age, gender, business function or location. To be able to get to all participants, the questionnaire was introduced into an online platform – Google Docs - that enabled all answers to arrive anonymously and on time. The results were parted into five bigger groups of participants, based on other cross-cultural studies conducted in the organizational field. Those studies indicated a strong consistency between the cultural values of countries located in five main regions: Americas, Europe, Eastern-Europe, Africa and Asia. The reliability and validity of the scale were tested and approved, making the instrument a valid and useful tool for future researches. Beyond the possibility of using the ILOS as an organizational and academic instrument, the results acquired in this study can also be analyzed and used in future researches, especially the ones that are willing to make a comparison of the intention of an employee to leave his organization, cultural aspects he is surrounded, and the local labor market or economic situation.

Key words: Intention to Leave the Organization, Instrument Validation, Cross-cultural Study.

Table List

Figure List

Summary

1 Introduction

When researching aspects of the organizational life, one of the most discussed topics is the motivational characteristics that make a good employee stay as long as possible in the company, avoiding other job offers made by the competition. Although there have been many studies in this field, there is still no clear consent regarding concrete actions to be taken by the organizations to be able to retain this workforce. Still, most of the studies on intention to leave or remain in the organization believe that the employee's decision to leave or stay is mainly related to the commitment level and attitude towards the organization. Meyer and Allen (1991) are one of the most known researchers in the field of organizational commitment, and reinforce the idea of a commitment split into two kinds: attitudinal and behavioral commitments. The attitudinal commitment describes the relationship that an employee develops with his organization that makes him want to stay, while the behavioral commitment relies on the pressure he might feel to stay, from family, culture or moneywise. However, the present study tries to go beyond the commitment aspect to understand what are the key factors that could make an employee move to another company, even when he is already strongly committed to his organization.

In an attempt to put all the variables together that could influence the intention of an employee to leave his current organization, an international scale was developed: the Intention to Leave the Organization Scale (ILOS). This scale is made of 31 items that describe possible situations that could make an employee leave his organizational. The structure used to build the scale was the Likert model, where the participants had to rate each item from one (Totally disagree) to six (Totally agree). To be able to define the generation and culture of the respondents, a socio-demographic questionnaire was conducted, with information as date of birth, time in the company and location he works in. Finally, all participant involved in this study were employees of a same international company, located in over 46 countries around the world. More details on the application will be given furthermore, at the Original research topic of this study.

Apart from the scale and demographic description of the participants, a literature review was conducted, to present to the reader some of the important psychological aspects that can influence an employee's decision of leaving or staying in the organization. One of the aspects that can influence the decision to leave an organization is the generation aspect. According to Chonko, Grisaffe, Roberts and VanMeter, "It is widely accepted that distinct generational experiences shape ethical ideologies, and ethical ideologies in turn affect the way people function in the workplace" (2013, p. 93). Kupperschmidt (2000) also describes generation as a group that belongs to a similar birth year, originally from a similar location, which shares important life events. In terms of generation, the highest number of employees entering the labor market nowadays is the Generation Y. This is the generation that was born between 1980 and 2000 and has very different priorities than the generations before. Broadbridge, Maxwell & Ogden (2007) describe this generation as employees with a need for a positive environment, high investments in training and development, a good work-life balance and attractive benefit packages. Cennamo and Gardner (2008) also wrote that this new generation values different types of career development, mentoring and trainings, since they want to be ready to move from job to job in their career path, within or outside their current company. The existence of these motivational aspects in the company are, according to the authors, high predictors of the intention to leave or to stay of an employee in the company, even when they might be committed to the organization.

The second aspect to be discussed when studying the intention to leave construct is the cultural aspect. There are attitudes that are more valued in a culture than in another. These attitudes have to be taken into consideration when analyzing the decision of an employee to leave his organization. An example brought by Schwarz (2006) is that a company firing long-term employees in a culture that values collective responsibility might be targeted for criticism on the employee's behalf. Inglehart and Baker (2000) also call the attention to the fact that there are cultures that hang strongly to traditional values of older generations, while there are other cultures that are more open to adapt to economic and political changes. Finally, it is important to know the cultural background that could influence an employee's decision to take a next step outside his current company.

To help understanding the basis of the scale presented in this study and the new concept that is arising in the organizational field, the main theoretical topics were organized within the literature review, as follows: 1. The Generation Y; 2. The Intention to Leave Construct; and 3. Cross-Cultural Studies. These three topics are seen as aspects of high impact in the employee's decision of changing to another company. A final chapter shows the original research conducted to validate the ILOS, the psychometric results, as well as the possibilities for future researches using these results, as well as the instrument itself.

2. A Literature Review

When writing about employee's motivation and the decision to stay or leave the current organization, there are three greater topics that are considered to have a big influence in the subject. The first one is the generational aspect, more specifically the generation that is entering the labor market in this exact moment: the Generation Y. The second topic is the Intention to leave construct itself, and how it is addressed in this study. The third topic is related to the specific features of studies conducted in a cross-cultural environment and how to handle the possible biases. These three topics are the scope of the following chapter and will help the reader understand the context of this research.

2.1 The Generation Y

The full understanding of a culture and a specific moment in history also goes through the understanding of the historic and economic events that a society has been through. A group of people that has experienced the same fears of war, a revolution for human rights or an economical breakdown, usually have similar values, priorities and points of view regarding their life and work expectations. These common experiences are able to, one by one, create a general feeling of what is wrong or right, and what is priority in a specific society, dividing people with similar attitudes into groups that are called generations. Kupperschmidt described generation as "an identifiable group that shares birth years, age, location and significant life events at critical development stages" (2000, p. 66). Coulon, Gardiner, Lang and Wong add that "a generational group shares historical and social life experiences, which affect the way people in that generation develop and distinguish one generational group from another" (2008, p. 879).

Most of the studies on economic changes have stated at least four different moments in western societies in the last decades, which have brought up the definition of four different generations until now: Veterans (people born between 1925 and 1945), Baby Boomers (people born between 1946 and 1964), Generation X (people born between 1965 and 1979), and Generation Y (people born between 1980 and 2000). Even though the beginning and the end of these generations may

vary among authors, almost all of them are very aligned with the characteristics that define each of these generations. A first look at these characteristics is crucial for studies that research psychological aspects of employers and employees. The overview of a generation is a great asset on understanding people's expectations on their work environment, as well as on standards and structures of companies and what they are able to offer. This is why it is mandatory for companies to understand the new generations in order to attract, hire and retain the best qualified people in the market.

The Veterans were a generation victim of great world wars and the big economic depression, people born between 1925 and 1945. Due to the lack of decent work and the political environment, they were strongly attached to traditional values, as respect to the authorities, strong family structures and the aim to be working in a same company for as many years as possible. It is clear that not all people were originally from a same background, as there were rural workers, military and the rich folks; however all of them were embedded in the same values of the society (Oliveira, 2009).

Once the II World War was over, people started to recover and rebuild their lives. Even though there was still a scenario of fight for rights and a strong military intervention, this generation was full of hope, waiting for the best to come. The fast growth of the birth rates gave them the name of Baby Boomers generation, people that were born between 1946 and 1964. Regarding the work environment, they were motivated workaholics, looking after long-term careers, with already a strong need for a career growth within the company.

The generation X lived the multiple revolutions conducted by the people: the hippies, tragic losses of great leaders, and the integration of the television within people's homes. This generation, born between 1965 and 1979, is very self confident, easygoing in the work environment, and strong motivated by benefits and challenges offered by the companies (Oliveira, 2009). They are seen as the transition between the strong structures built in the generations before, and the technologically revolutionary Generation Y. To describe the Generation X, Coulon *et al* use Adams observation that "the notion of "hard work pays dividends" does not apply to Gen X,

and that Gen X's lack of loyalty towards organizations is due to the fact that they saw their parents being laid off despite years of loyalty to their job" (2008, p. 881).

With around 80 million people and a complete new life concept, the Generation Y, more known as Gen Y, is made of people born between 1980 e 2000 and is changing the priorities of the organizational environment. According to Chonko, Grisaffe, Roberts and VanMeter (2013), the Generation Y brought new ethical ideologies into the work place, and has been making it very challenging for managers to deal with the new employee needs. Mainly, their high expectations regarding a fast career growth toward a leadership position, as well as the need to have a strong collaborative environment are among the strongest changes.

This new generation is very different than the predecessor generations, which are called the Baby Boomers or Generation X. The older generations are usually more traditional, and have historically shown a stronger attachment to their organizations and structures, while the Gen Y is very focused on career and development. In Valentine and Powers's (2013) work, Lester *et al* relate the difference between generations to the influence of new technologies and the development of the internet. What makes the Gen Y such an important topic to be studied is their increasing contribution to the economy and its high shares in the labor market.

On a British research with potential graduate entrants into retail jobs, the Generation Y has been described as well-educated, confident, passionate, upbeat, socially conscious and as having integrity (Broadbridge, Maxwell & Ogden, 2007). According to Broadbridge *et al* (2007), Martin also described them as technologically savvy, independent, self-reliant and entrepreneurial thinkers. According to Broadbridge *et al* (2007), in the work environment, generation Y'ers are keen to take over higher responsibility levels, so they will look for challenging activities and will try to receive clear directions from managers whenever possible. They are also creative peers, and will always be involved in highly motivated teams.

However, going against the beliefs of Broadbridge *et al* (2007), when analyzing the results of the World of Work 2008 survey, made by Randstad (2008), Chonko *et al* (2013) observed that over half of the workforce interviewed did not

believe in their personal ethical behavior, or the one of its peers. "The study found that only 58% of this cohort rates themselves as ethical" (Chonco *et al*, 2013, p. 95). Based on these results, it would be possible to expect that the commitment of this new generation to the work place is not necessarily related to wetter it would be wrong or right to leave the company, but to the employee's needs and fulfillments at the moment of the decision. This type of behavior, according to Howe and Strauss, is also a consequence of the social environment this new generation grew up.

> "This generation was highly protected as children, rarely left unsupervised, and spared the unpleasantness of having to deal with conflicts, as their parents often times advocated on their behalf. When they were children, they were likely to have been tightly scheduled, pushed hard to achieve, avoid risk, and take advantage of opportunities" (Howe & Strauss, 2000).

Although all the specific characteristics of this new generation are very important for the organizations, the main focus is still the consequences of the new employees needs in the labor market and inside the companies. This is why Broadbridge *et al* (2007; Broadbridge & Maxwell, 2014) set out four categories that best describe the Generation Y and what is most important to them when choosing a work place: employment terms and conditions; management approach and organizational culture; personal career development; and personal values. All categories have specific characteristics that describe the expectations regarding the work environment, as for example the expectations of managerial support and a positive company culture.

Amar (2004) combined many different researches regarding the new generation's motivation and needs, for managers to understand the dynamics and to be able to fulfill these arising needs. Based on this combination, he described five motivating behavior drivers. These are: sociological, psychological, generational, work and cultural. To Coulon *et al*, "motivational drivers refer to the factors that energise, direct and sustain behaviour in the individual" (2008, p. 881).

The Sociological driver shows how humans group and relate to each other, as well as the importance they place in job and family. This aspect interferes on how the Generation Y sees their current work, not as priority any longer, neither as something

that they should attach to during a long period of time. The Gen Y sees the organizations as something replaceable that should bring their satisfaction and development in first place.

The psychological driver has its roots in positive reinforcement (Amar, 2004). This aspect is related to the number and quality of incentives given by a manager or by the own company, and still is easily translated into a good payment and suitable benefits. However, the financial aspects are questionable when dealing with the Gen Y. Since this new generation doesn't see work as an obligation anymore, sometimes a fast career development, better working conditions and recognition can be a strong psychological driver. This costs a lot more energy out of their managers, since he/she ought to find out the individual psychological driver of each employee to keep motivation and commitment levels high.

The generational driver helps a manager understanding the mindset of his employee. This reflects, according Amar (2004), the Generation Y need of a faster growth in their career and better payment opportunities, differently from the generations before, that were mostly motivated by a life-long stability. The work driver, by the other hand, integrates the human being to its capability to work with technologies available in the work environment. A manager has to know which employees fit best each job, in order to guarantee the motivation of the individuals.

The cultural driver is one of the most discussed aspects in the organizational area. With companies trying to be more diverse each day, and with higher globalization levels, managers have to understand their employee's background, as well as the values and cultural beliefs that are able to motivate them.

At last, according to Amar, "these cultural changes put a special emphasis on revising our understanding of how to enhance the motivation of workers since none of the traditional motivation theories is formulated considering the dynamics of these variables" (2004, p. 93). Although there are not many theoretical studies on the expectations of Gen Y employees, it is important for researchers to be aware of the existence of behavioral differences between generations.

One final aspect brought by Coulon *et al* (2008), is that there is a significant age difference between the generations described, which makes more complicated

for researchers to identify if the differences pointed out in many studies are more related to generational differences indeed, or to the age differences. Finally, the important part of this chapter is to develop the understanding that there is a generation aspect with high impact on the employee's decisions. The generation being born now, Generation Z, for example, will soon be entering the labor market, and the Gen Y will soon be part of the past, forcing researchers to understand the new psychological events arising from time to time.

2.2 Intention to Leave Construct

There are many researches in the field of employees' turnover and their intention to leave or remain in the organization. One of the most famous and established approaches is the Attitudinal versus Behavior approach. According to Mowday *et al* (1979), attitudinal commitment relates to the congruency of the individual's goals and the organizational goals, and behavioral commitment relates to the process of which the individual is attached to the organization and how he deals with it.

Meyer and Allen (1991) go further into the study of organizational commitment and describe it as a psychological state that involves desire, needs and obligation to remain. Based on their study, a three-component framework for commitment is analyzed: affective commitment, continuance commitment and normative commitment. The affective commitment relates to identification, involvement and emotional attachment. "Employees with a strong affective commitment continue employment with the organization because they want to do so" (Meyer & Allen, 1991). Continuance commitment results from the perception of the high costs (all kinds of costs) that a possible termination could bring, in a way that the employee stays in the company because he needs to. The normative commitment is seen as a moral obligation to stay in the company because the employee sees this as the right thing to do.

When comparing the research of Meyer and Allen with the Intention to Leave the Organization Construct, a very similar direction can be set. What the authors call as being the affective commitment, for example, can be strongly related with a company's corporate culture and values. This means that commitment can be stronger or weaker according to the level of proximity between the employees own values and the ones of the company he works for. This also explains why this research was build up with employees of a same company, to be able to neutralize as much as possible the effect of the organizational culture variable.

The continuance commitment requires an evaluation of what will be gained or lost once the decision of leaving the company is made. This aspect of commitment

can also be seen in this study in terms of market possibilities and how easy it might be to find a new position in another company. This is a very important variable that is mainly manipulated by external aspects and has a strong influence over the Intention of an employee to leave or to stay. The normative commitment, on the other hand, is more influenced by personal values, as well as cultural standards of right and wrong. When speaking of the organizational environment, some cultures promote the idea of having a life-long job in the same company, while other cultures incite a more intense change of jobs and a wider diversity of experiences.

A different study conducted by Laker (1991) tried to dissect the voluntary turnover process into smaller steps, right from its start as an intention to leave, until the formal process of asking to leave. His study also pointed out the economical situation perspective as highly important for the whole turnover process. According to Laker, the job search is determinant for the employee to have a first look into the market conditions before risking himself into the unemployment status. Once he has seen how high or low his chances of getting a better job are, then he will usually change his attitude towards his current job. Laker calls this phenomenon as the important role of the perception of alternative employment opportunities upon the decision leave the current job.

According to Nyberg's research, there is a clear impact of the individual's performance in his/her decision of voluntarily leaving the company. Still, when adding the satisfaction variable to the study, no changes could be seen in the results. This means that, even if an employee is dissatisfied with his current work situation, if he does not have a high performance or does not see him/herself as a high performer, the risk of him leaving the company by choice is very low due to the lack of other opportunities in the market.

Most recent studies in the organizational field show the importance of the company's efforts to keep the employees motivated. Pay growth and performance recognition, for example, are still seen as one of the main factors impacting the intention to leave or remain in the organization. According to Nyberg (2010), there are two main perspectives already mentioned by researchers in the last three decades, which still have great influence in the voluntary exit (the word voluntary describes the act of the employee to request the contract termination) of a company.

The first one is based on internal conditions of the company and what is available for employees with high performance, focusing in two different aspects: a) If there is a Rewards & Recognition Plan that is clearly related to performance (Expectancy Theory) and b) if the employee's outcomes are at least even or higher than the ones of other colleagues. This means that, according to this first argument, employees that have a high performance and are rewarded for that are less likely to leave the company (Equity Theory). For Nyberg, "Expectancy theory and equity theory both suggest that the relationship between employee rewards and performance should play a key role in motivating employee behavior. Important rewards in this context include pay growth, pay for performance, and promotions" (2010).

Although this first perspective appears to answer all main concerns of managers worldwide, the second perspective comes to show the other side of this reality. Based on external conditions and the worldwide labor market, higher performing employees have easier access to external employment opportunities and are more likely to switch from a good organization to an even better one, depending on payment, career growth and benefit opportunities (Nyberg, 2010). Nowadays this second perspective is even stronger due to online tools (e.g. Linked In) and outsourced headhunting companies that enable many companies to have a more active search for high performers within their competitor companies.

Although both perspectives are of great importance, they can not be studied apart from the impacts that a local economy might cause, more specifically the number of jobs available in different locations. According to Nyberg, in a market with few job opportunities, the option of leaving the current employer is reduced, and the fact of being (or not) satisfied with the current job will play a much smaller role in the decision of remaining in the organization. The satisfaction aspect will only play a higher role in the intention to leave when the labor market is overheated and there are plenty of jobs available. Also, this scenario will most probably have a stronger impact in high performers ready to be captured by the market, than in low performers that are not so desired by other companies and therefore restricted in their movements.

2.3 Cross-Cultural Studies

It is a known fact that many of the companies that have offices abroad try to keep worldwide standards to be able to offer the same services and products wherever they are. This process is usually done through the implementation of basic values that are cascaded down from senior managers to the overall management and so on to all other levels of hierarchy. These standards also allow employees to develop a feeling of security, by knowing a little more about the company they are working for and the image it has around the world.

Apart from the corporate values, international companies with offices abroad also have to deal with cultural aspects of different locations, since this can be a main road to better understanding employees from other cultures and motivate them to keep a high level of productivity in their work. According to Hodgkinson and Healey (2008), there has been a dramatic growth in psychological research directed toward advancing the understanding on cognitive capabilities and limitations of employees in different environments, focusing on the enhancement of productivity and well-being in the workplace.

Understanding these cultural differences and adjustments that might be needed from location to location is a challenge carried by cross-cultural psychology scientists. According to Monica Licu (2012), studying processes across different cultures gives us the possibility to go beyond the ethnocentric psychology of the western context we are inserted in. Studying cross-cultural aspects within organizational psychology also allows companies, and more specifically managers, to work efficiently with diverse teams, by understanding different cultures, geographies and even religions (Robbins & Judge, 2011).

One of the first authors to study the differences between cultures and civilizations was Lewis H. Morgan, whose work expressed the idea that human beings have progressed from savagery, through barbarism up to civilization (Morgan, 1877). Strongly attached to Darwin's ideas, Morgan (1877) studied the human evolution by analyzing the development of what he called certain ideas, passions and aspirations that are divided into two independent lines of investigation and are the

basis of modern institutions: the first line includes Inventions and Discoveries, while the second line includes Subsistence, Government, Language, Religion, House Life and Architecture, Family and Property. Morgan (1877) strongly believed that the basic cultural difference between two tribes is the point each of them is located in the evolutionary timeline.

The importance of Morgan's study is seen in other studies as well. Beaton, Bombardier, Ferraz and Guillemin (2000), for example, when developing cross-cultural studies in the medical area, noticed that comparing different cultures does not resume itself to the equivalence between source and target based on content. The structure and culture of the society evaluated is so important that, if one of the cultures has a different way of approaching a task that changes the difficulty level compared with other items, it would change the validity of the construct (Beaton *et al*, 2000). Morgan, in his book, describes the example of Eastern and Western societies that, even having similar conditions, developed themselves in different ways and different perspectives. According to Morgan,

> "Differences in the culture of the same period in the Eastern and Western hemispheres undoubtedly existed in consequence of the unequal endowments of the continents; but the condition of society in the corresponding status must have been, in the main, substantially similar" (1877, p. 47).

In 1968, the University of Pittsburgh, with the support of the National Science Foundation also took one step further in the area of cross-cultural studies. They have established the Cross-Cultural Cumulative Coding Center (CCCCC), an unit that offers a representative sample of 186 different cultures around the world, "each "pinpointed" to the smallest identifiable subgroup of the society in question at a specific point in time" (Murdock & White, 2003, p. 1). This sample works as a basic standard for any study regarding cross-cultural differences, and allows a faster progress in the area once the findings can be shared between researchers, and different studies can have an easier correlation. Having this sample in the cross-cultural researchers' community represents, among other advantages, the conviction that the topics compared in a specific study exist or do not exist in all evaluated groups at the same moment in time (Murdock & White, 2003).

When analyzing the overall information gathered on cross-cultural differences and its consequences to societies and organizations, three international studies emerge, providing a deeper understanding on the influence that the culture can apply on the individual. One of them is the Theory of Cultural Value Orientation, by Shalom Schwartz. The second is Hofstede's (1991) Theory of Work Values, an originally four-dimensional model that became an important organizational study at IBM with mainly management purposes. The third of them is the study of Inglehart (1997) on the Modernization and the Influence of Traditional Values in a society. All of these studies infer the cultural value orientations of each society based on samples of value priorities of its individuals.

Schwartz (2006), when researching on cultural differences, created a theory that proposes three cultural value dimensions based on the attitudes people have when interacting in social environments. Schwartz's theory focuses on cultural values especially because these are related to the expectations of each different society, and what they feel as right or wrong. Based on this, any deviation to these values usually appear as unacceptable and might cause some kind of tension (Schwartz, 2006).To build the main dimensions, Schwartz considered three main issues that exist in all societies: 1.The nature of the relations between people and groups. 2. The level of engagement of people in keeping the societal bonds. 3. The way people manage their relation toward the social world.

The first dimension is the Egalitarianism / Hierarchy dimension, that describes if a society tends to focus more on mutual cooperation, or if the individuals tend to work more on a hierarchically way. The Embeddedness / Autonomy dimension describes how compromised the individuals are with the community, or if they rather think of themselves as unique individuals. The third dimension is Harmony / Mastery, where harmony indicates a unity with the community and mastery suggests an active shaping of the environment in order to keep the personal or group goals.

Each of the six poles of cultural value orientation has items that represent them and show how a person in a specific cultural environment is expected to act and behave. According to Schiefer (2012), these items represent abstract ideas of what is expected of individuals in a specific society. These expectations can be

found, for example, in art, education, poetry, economy, in the law, and even in children's practices (books, stories, etc).

While studying the cultural differences around the world, Hofstede (Hofstede, 1991; Hofstede & Minkov, 2011) on the other hand, identified four different dimensions of national cultures: Power distance, Individualism, Masculinity and Uncertainty avoidance. This study was developed based on his IBM research in the 70's, where he identified that many of the beliefs and values that the employees carried were related to these four main dimensions. Hofstede is among the most important cross-cultural researchers, and developed the first large data collection that related organizational behavior to the national culture (Hofstede & Minkov, 2011).

In Hofstede's study, the Power distance dimension is defined as how unequally the distribution of power is in a specific culture or country, and its relation to authority. The Individualism dimension is analyzed based on the tendency of individuals to think of themselves and their relatives first, instead of being part of a strong in-group from birth on, to which it is loyal in first place. The contrary position to an individualistic society would be the collective thinking, or Collectivism.

Hofstede's third dimension is Masculinity, which stands in the opposite side of Femininity. Societies that are more masculine than feminine usually have gender roles clearly defined and high expectations upon women being rather modest and tender than man. In Feminine societies, both men and women are supposed to be modest and tender, and gender issues don't play a big role on expected behaviors. The fourth dimension is the Uncertainty Avoidance, which describes the need of a specific society to have clear rules and to be able to predict events. The opposite side of this situation would be culture that doesn't feel threatened by the unknown. Later on, Hofstede added the Confucian dynamism dimension that evaluates the short or long term orientation of the individual's life.

Inglehart (Ingelhart, 1997; Inglehart & Baker, 2000) divided the cross-cultural differences found in his studies into two main polarized dimensions: Traditional versus Secular-rational values (toward authority) and Survival versus Self-expression values. By traditional Inglehart means some common characteristics that are usually related to pre-industrial societies, like low tolerance to abortion, divorce and

homosexuality (Inglehart & Baker, 2000). Advanced industrial societies tend to have values that are the opposite to the ones of pre-industrial societies.

Although all three researchers, Schwartz, Hofstede and Inglehart, have identified different numbers of dimensions, and have applied different instruments and approaches in different types of samples, it can not pass unnoticed that they have identified similar cultural regions around the world. According to Schwartz, "at least two of the three approaches, and usually all three, identify African, Confucian, East-Central European (ex-communist), English-Speaking, Latin American, South Asian, and West European regions" (2006, p. 177). This proves that even using different methods and gathering the data in very different periods, there are strong cultural aspects around the world that can be easily perceived from value orientation studies, and have to be taken into consideration when developing any kind of research or tool that involves more than one country or region, and even when validating evaluation tools for different countries around the world.

According to Licu (2012), Dasen explains the cross-cultural studies in three different possible options of structure. The first option is to evaluate how a specific culture can influence a phenomenon or process. The second kind of cross-cultural study is the comparison of a specific phenomenon and its changes from culture to culture. The third is the study of the encounter of people coming from different cultural origins.

When analyzing cross-cultural studies in the organizational context, Bonache, Trullen and Sanchez (2012) focused on the efficiency and adaptability of the Human Resources Department's initiatives. The question they started was whether Human Resources measures should be developed in a global level (universalist position), focusing in one type of measure for all different cultures, or in a culturally-animated position (culturalist position), which would take into account the local impact of each different culture. The final results of the study supported both the universalist and the culturally-animated positions, showing that international companies are more and more global oriented. They also show that high performance initiatives should be built on global thinking principles, but can not neglect the cultural differences of each location where these initiatives should be applied. In other words, every

questionnaire, initiative or tool that is thought to be applied in a global range, should be cross-culturally validated first.

3 Original Research

Psychometric Properties of the Intention to Leave the Organization Scale (ILOS)

Abstract

The focus of the present study is to introduce into organizational researches a new psychometric scale that identifies the intention of an employee to leave the company he works for, based only on external and internal aspects to the organization (e.g. payroll, work and life balance); aspects that could stimulate a person to leave or remain in his/her current job. The Intention to Leave the Organization Scale (ILOS) was built with 31 items, using the Likert Scale model, ranging from 1 – Totally Disagree – to 6 – Totally Agree. All items of the ILOS referred to conditions that would influence the decision of an employee to leave his current organization, as for example, "I would move to another company if it was significantly larger than my current organization". The instrument was distributed to 146 business employees of a same international company in the automotive field, located in over 46 countries. Participants were chosen randomly, despite their age, gender, business function or location. To be able to get to all participants, the questionnaire was introduced into an online platform – Google Docs - that enabled all answers to arrive anonymously and on time. The results were parted into five bigger groups of participants, based on other cross-cultural studies conducted in the organizational field. Those studies indicated a strong consistency between the cultural values of countries located in the five main regions: Americas, Europe, Eastern-Europe, Africa and Asia. The reliability and validity of the scale were tested and approved, making the instrument a valid and useful tool for future researches. Beyond the possibility of using the ILOS as an organizational and academic instrument, the results acquired in this study can also be analyzed and used in future researches, especially the ones that are willing to make a comparison of the intention of an employee to leave his organization, cultural aspects he is surrounded, and the local labor market or economic situation.

Introduction

Many studies have been conducted in the Organizational Behavior field, most of them seeking to better comprehend the intention of an employee to leave or remain in the organization he works for. Usually, not only the behavior of leaving the organization has been analyzed, but also the attitudinal background that induced the employee to make the decision of leaving. A great part of these studies are conducted through the development of psychometric scales, and almost all of them are based on the idea that the intention to leave the organization is deeply related to the commitment that an employee has created between the organizational values and his own.

The main goal of the present study is to go beyond the idea of commitment as predictor of the intention to leave, and introduce the possibility of employees being part of a new generation entering the labor market, that are highly committed to their current organizations, and would still leave their companies due to an unending search for something even better than what they already had before. To be able to conduct this study, a new scale was built, the Intention to Leave the Organization Scale (ILOS), with 31 items on a Likert model, going from 1 (Totally disagree) to 6 (Totally agree). The items suggest situations that could motivate an employee to leave his current organization, that happen either within the company, or come from competitors, as for example a better job offer.

To be able to validate this new scale, the iLOS, the research had to consider this new generation that entered the labor market in the last 15 years, the so called Generation Y. These are people who were born between 1980 and 2000, grew up in a very specific environment and represent a big share of employees that either are or will be integrated in the companies in this exact moment. This generation takes own responsibility for their careers and will switch to a new job at a blink, if this means a bigger career development. The Generation Y likes to work in teams, makes use of all the new technologies and mainly, is very goal oriented (Jain & Viswanathan, 2013).

According to a study conducted in German hospitals, this new generation of employees is more concerned with subjects as career development, freedom to act

and benefit packages than with feedback sessions, values alignment or a closer follow up with their leaders. The study also shows that a company that doesn't have a structured career path, transparency in their job rotations and cross moves, and flexible working hours (e.g. for new parents) will not be able to keep their employees committed (Schmidt *et al,* 2011).

Broadbridge *et al* (2007), however, when conducting a research on generational aspects, found that it is not true that the Gen Y is mainly focused on short-terms relations with employers, as thought before. This generation also desires internal promotions, as traditional generations used to. The big difference is that Gen Y sees career development as a responsibility of the employee, and not of the employer. Once they see themselves in a situation where the company cannot support their career growth, they will look after other companies that might be able to fulfill the gap, since they are the ones that should go after it. The results of this study also show that employment terms and conditions, training and development, management approach and company culture are in the top 10 factors of attachment to an employment opportunity.

According to Biggs, Lewis and Luscombe (2013) the Gen Y is a highly energetic generation, who needs to have achievable but challenging goals to stay motivated. If any employee of this generation feels that his/her abilities are not being well used by the company, this will probably affect directly his/her motivation levels and productivity. It is also very likely that the employee starts looking for other opportunities to fulfill his needs. Again, for the Generation Y, doing something that is challenging and provides a career growth is the most important aspects of motivation. A generational study conducted in Australia by Coulon *et al* (2008) showed that there was a significant difference between the generational groups, where both, Gen X and Y participants, were more ambitious and career centered and had a tendency to enjoy working with demanding roles and targets than the Baby Boomers.

The generation to which an employee belongs is very important to understand his working preferences. However, the cultural environment in which he is inserted can have an even higher impact in the decision of leaving the organization. Bastos (2004), when writing about cognition and organizations, explained that each

individual inserted in a group situation brings along with him the product of his history and the path of his experiences. This means not only that each individual will perceive the world in a specific manner, but also that the culture he is inserted in will interfere directly in this perceptions. Abrams, Ando and Hinkle (1998), when researching on cross-cultural differences of turnover intentions wrote that in western cultures, for example, relationships with others are relatively unimportant for the self-definition of an individual, while eastern cultures emphasize on attending to others, fitting in, and having good relationships. Since the modern organizations are no longer constrained by national borders, all recent studies should consider the employee inserted in a cultural environment, and be aware of the consequences this environment might bring.

There are three main researchers that have used different approaches for cross-cultural studies, and still have arrived to a similar conclusion. Schwartz (2006), Hofstede (1991) and Inglehart (1997), have applied different instruments in different types of samples, and still were able to put together very similar cultural regions around the world. According to Schwartz, all three approaches identify most of the following regions: African, Confucian, East-Central European (ex-communist), English-Speaking, Latin American, South Asian, and West European regions. This proves that even using different methods and gathering the data in very different periods, there are strong cultural aspects around the world that can be easily perceived from value orientation studies, and have to be considered when developing any kind of research or tool that involves more than one country or region, and even when validating evaluation tools for different countries around the world.

> "The past decade or two have seen an explosion of cross-cultural psychological research involving many cultures (…). This has resulted in changes in the nature of data, allowing researchers to investigate structural relationships among psychological phenomena not only at the individual level, which is the traditional approach, but also at the cultural level" (Matsumoto & Vijver, 2011, p.11).

A final and important aspect to be observed when conducting organizational researches is the impact that the generational as well as the culture can have together in the Intention to Leave the Organization construct. The present study is different from most of the studies developed in the organizational field, mainly because it does not see the commitment to the organization as an essential predictor of the intention to leave the organization, but rather the situation that the employee finds himself in at the moment of the decision. This means, for example, that the employee could feel fulfilled in the organization and still decide to leave, searching for a better career development. This shows that in many situations, the cultural and generational circumstances can have a higher impact in a decision making process than the commitment itself. At the end, the employee would still be very committed to an organization and still be thinking or willing to move to another company.

The Development of the Intention to Leave the Organization Scale (ILOS)

This scale was developed as a deployment of the Behavioral Intentions to Remaining with the Organization Scale (BIROS), which was the result of a survey that showed discriminant validity among the constructs organizational commitment and intention to remain in the organization. The BIROS was a semantic differential scale that aimed at creating dilemma situations, with two opposite options of responses, and was applied into over 1.850 workers. In the construct validity of the BIROS, although eight items have been developed to assess the construct, only seven items have been validated. These items evaluate the intention to remain in the organization, considering different conditions, as well as some exit opportunities. The goal of this research was to investigate the intention to remain as a dimension of commitment, although empirical studies have shown that this dimension presented a different factorial structure, non-related to commitment (Menezes , 2009). The BIROS had a Cronbach's alpha of 0.71, with factor loadings above 0.30 for all items.

Once it was perceived that the Intention to remain in the organization is not necessarily correlated to the employee's commitment, a new and still growing perspective was developed to investigate further the intention of the employee to leave the organization, instead of the intention to stay. The main question to be

answered would be: "if he is committed and does not want to remain in the organization, what is this aspect that is stimulating him to leave?". To investigate the construct "intentions to leave the organization", a new measure was developed, and called the Intentions to Leave the Organization Scale (ILOS, see Appendix 1). ILOS was constructed to be one-dimensional, with its 31 items measuring only one single perspective: the workers' intentions to leave the organization where they have worked for. The central question before all the items is "I would move to another company if...", following items such as "It acted in the same branch of the company I work for", "It offered me more financial and/or employment stability", among others. All the responses were made on a 6-point Likert-scale ranging from 1 (Totally disagree) to 6 (Totally agree).

Method

a) Participants

The organization where this study was conducted is a worldwide international company, based in Europe, with over 140 years of existence. Due to a diverse business strategy, this company has expanded itself and is located nowadays in 49 different countries, with 190 thousand employees well distributed around the globe. This group is split into 200 production factories, as well as business units and sales departments. In 2014, their generated sales volume went over the 35 billion Euros expected, and made them one of the biggest automotive companies of the world.

All participants of this research were chosen randomly within the company, through their corporate email addresses. Through an online tool, participants had to first read the Informed Consent Statement and press the "Agree" button, before having access to the full survey. All answers were collected anonymously, with no records of name or any other identification, to inspire trust in the participants and stimulate them to provide answers as honest as possible. At the end of the study, in the period of February 2014 to November 2014, a total of 146 people answered all questions requested and submitted their answers for analyses.

Out of the 146 participants, 47% were women and 53% were men, meaning that the sample was very gender wise diverse. In terms of generation, 74% of the participants were born after 1980, being considered as Generation Y. The other part of the answers came from employees born before the year of 1979, the major part of them being born still in the late 70's, which can be considered as a transition period from the Generation X to Gen Y. When asked about their marital status, 56% of the participants were either married or lived with someone, while the other part was still single, divorced or widowed. On the education side, the biggest share (almost 97%) was either finishing graduation, graduated or were already in the post-graduation level, some complete and others ongoing. Only 5 participants (3%) had finished Middle School or High School and had not gone further. When questioned if they were financially responsible for their current household, 76% of the participants were responsible for at least half of their household spending, while the other 23% were financially responsible for either nothing or just a smaller part of their families.

On the professional side, 36% of the participants were already in a leadership role, of either leading people or leading a whole business (e.g. leading a sales office). In terms of time in the current function, 63% of the employees answered that they were in the same position for two years or less. 28% of the answers came from people that were in the same position for over 2 years, but less than 5 years, and the rest of the participants (9%) affirmed that they were in the same position for over 5 years. One interesting fact within the results, that might be useful for future researches, is that out of the 13 people that had been in the same function for over 5 years, 10 of them were born before 1979, and the other three were born in 1981.

Finally, as mentioned before, all participants were grouped into 5 major blocks that involved all countries with similar locations, and therefore similar cultural backgrounds. The results showed that 5% of the participants (7 participants) were located in the "Africa" block. The low number can be explained by the lack of business locations in the African region, within the company used in this study. The "Americas" block was the biggest share, with 43% of the participants (63 participants), followed by the "Asia" block, that had 30% of the participation (44 participants) in the research. The "Eastern-Europe" block was responsible for 16% of the answers (23 participants) received, and the lowest participation rate came from

the "Europe" block, with 6% (9 participants). This last result can also be explained by the fact that the central building of the company is located in Europe, and most of the people working in these locations might be from a different country, going through an expatriate experience.
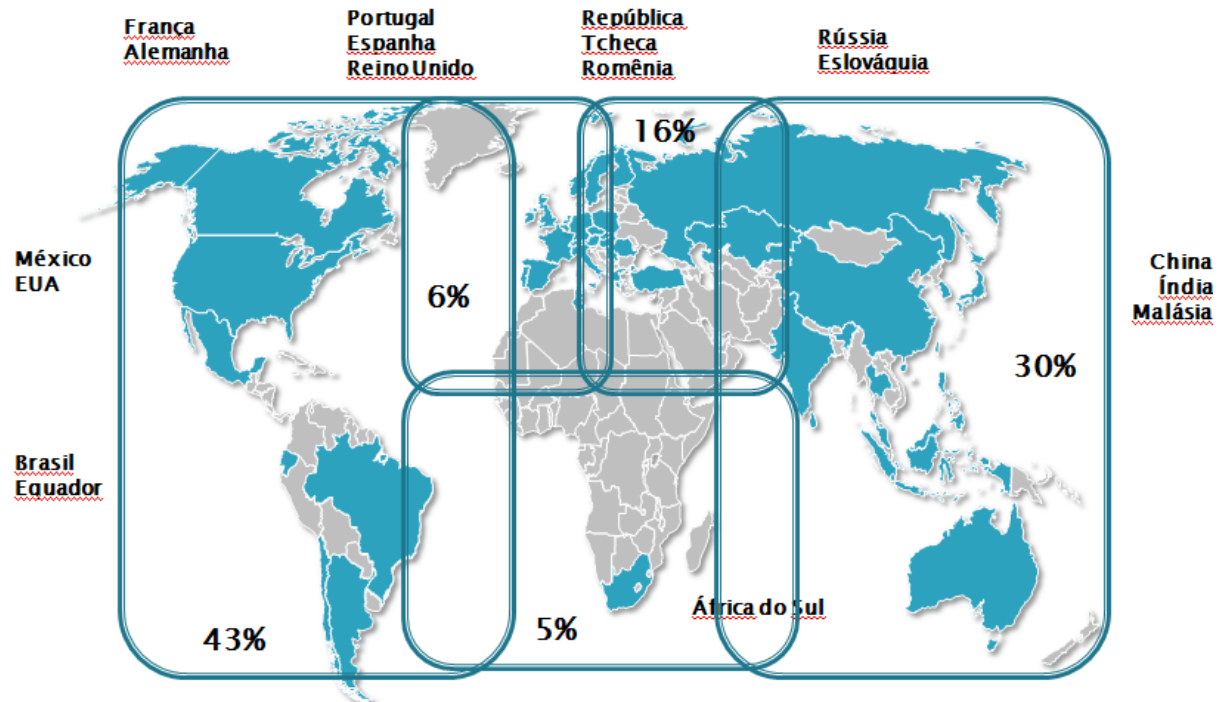

Figure 1. Participants worldwide map.

b) Instruments

When writing on cross-cultural studies and adaptation, Reichenheim and Moraes (2007) described four main perspectives that can be used as guides. The first perspective focuses only on the informal translation of any instrument being used in other environments than the original one (where the instrument was built). The second and third perspectives assume that studies cannot be adapted since they have already been originally thought for a specific environment, or that cultural aspects have minimum impact on the adaptation process. The last perspective, and this is the one we are taking into consideration, expects that every study has to be validated first, before being assumed as cross-culturally possible.

This last perspective is widely adopted by cross-cultural authors that try to establish methods to guarantee the validity of instruments used in different cultures. Beaton *et al* (2000) explain that it is already known that academic studies and

measures used in different cultures have to be adapted after being translated. This guarantees the content validity of the instrument, even when being used in different cultures than its original one. In managerial studies, for example, the adaptation of instruments to other cultures is very relevant since cultural and environmental conditions may alter the way individuals approach problems and how organizations should respond to environmental challenges (Brusoni, Loureiro-Martinez, Zollo, 2009).

When researching the cross-cultural adaptation process from the quantitative point of view, Beaton *et al* (2000) presented the Guideline for the Process of Cross-Cultural Adaptation of Self-Report Measures that is currently used by the American Association of Orthopedic Surgeons (AAOS), but that can also be extended to other fields of research. According to the guideline, there are five different stages in the cross-cultural validation process of an instrument, starting by the translation of the tool, through its synthesis, back translation, expert review and ending with a pretesting of it.

For translation, Beaton *et al* (2000) recommend that there should be a minimum of two different translators of distinct backgrounds, one knowing the concepts of the tool, and the other one not knowing anything on the subject. The synthesis of the translations is done to get to a common point, closer to the culture's understanding of the tool. The back translation is meant to make promote a validity check, to identify whether the content of the translated instrument is the same as the original version. In this phase, it is also recommended that there are a minimum of two back translations. After the synthesis, the final material is sent to an expert involved in the concept, where any discrepancies that might come up can be adjusted.

The Intention to Leave the Organization Scale was initially constructed in Portuguese and was further translated into English. Following the back-translation methodology, the original instrument was translated by the researchers to an English version and sent to an English native speaker to evaluate the semantic and conceptual aspects. Once the instrument was sent back to the researchers, it was first translated back to the Portuguese language, to guarantee a similar

understanding between both languages. The second step was to send the instrument to experts in the area of organizational psychology.

A socio-demographic questionnaire was used to investigate the personal and professional characteristics of the participants. Moreover, an Informed Consent Statement was administered in order to let the participants know the ethical aspects involved in this investigation, as well as security concerning the processing and storing of the data provided.

c) Data Collection

The instrument was sent to employees from different locations of an international company. Participants were grouped based on Schwartz (2006), Hofstede (1991) and Inglehart (1997) research that showed that some worldwide regions could be divided into five bigger groups of cultural proximity: Africa, Americas, Asia, Eastern-Europe and Europe.

The questionnaire was sent through an online survey uploaded to Google Docs, and invitations were sent through the company's corporate email. A convenience sampling technique was used, once the employees were selected within the same company, through their email addresses. There was no choice of participants by age, to avoid any kind of segregation, but the results showed that over 70% of the sample could be classified as representing the Generation Y.

d) Data Analysis

Prior to the analysis of the psychometric parameters of the items, the category of response curves were studied in order to determine whether they were organized as expected and if there was any kind of overlaping between them. Therefore, the Generalized Partial Credit Model was used (GPCM). Based on the results of the distribution of the categories of response curves, the initial model was sent to the evaluation of the eigenvalues and parallel analysis. This aimed at verifying the empirical dimensionality of the construct "intentions to leave the

organization". An exploratory factor analysis was done through the CTT, to check the distribution of factor loadings of all the items in their respective dimensions.

A Full Information Factor Analysis (FIFA) was performed to investigate the dimensionality of the construct, starting from an analysis of response patterns rather than by an analysis of summarized information, from the covariance matrix between the items. The Goodness-of-fit indices for the concurrent models were tested in order to check which was the best model to be used: a) the Root Mean Square of the Residuals (RMSR), b) Tucker Lewis index of Factoring Reliability (aka Non-Normed Fit Index), c) the Root Mean Square Error of Approximation (RMSEA). After discovering the best model, the psychometric properties for the final model was tested and the resulting parameters were reported. Once the construct validity was assured by the CTT and the IRT, the examination of the internal consistency went on, by calculating the Cronbach's alpha. According to Hair, Anderson, Tatham and Black (2005), Cronbach's alpha values higher than 0.70 can now be considered satisfactory.

Results

After observing that the item-total correlation was approximately the same for all items (Embretson & Reise, 2000), the Partial Credit Model (PCM) was chosen to verify the quality of the distribution of the category response curves, setting all the discrimination parameters to zero. It was found that there is an overlap of some category curves related to intervals 2 (Strongly Disagree) and 3 (Somewhat Disagree), and between the curves of intervals 5 (Strongly Agree) and 4 (Somewhat Agree), suggesting that a four-category solution would be better adjusted to the data. A sample of this overlap can be seen in Figure 2, regarding item 8 of the ILOS.
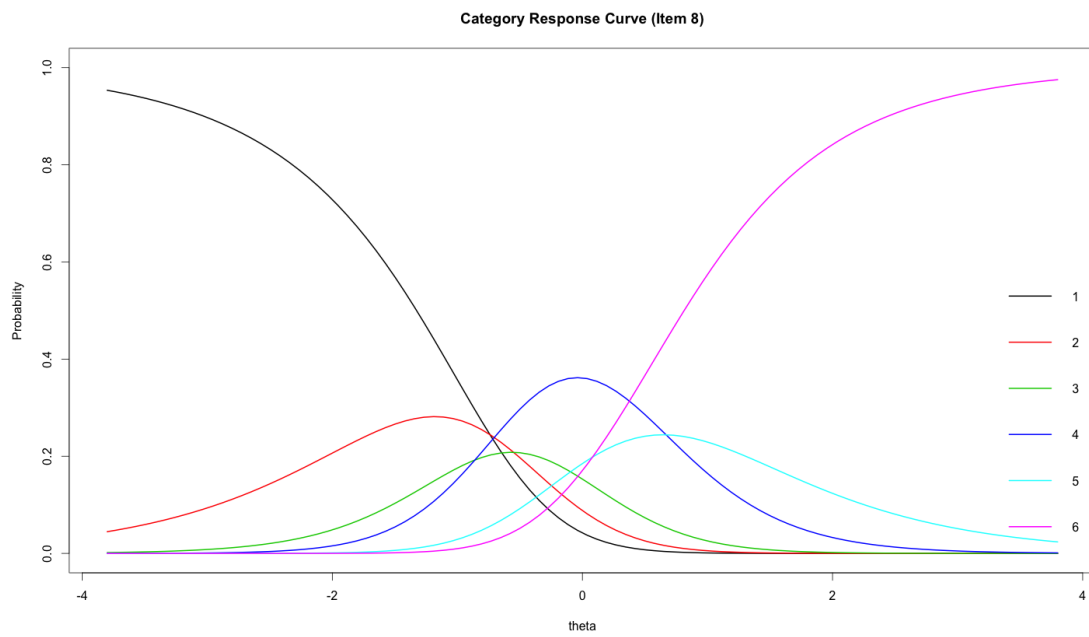
Figure 2. Category response curves (six points) for Item 8 under the partial credit model.

Once the response categories were re-coded, there was a better overall organization for all items, as seen in Figure 3.
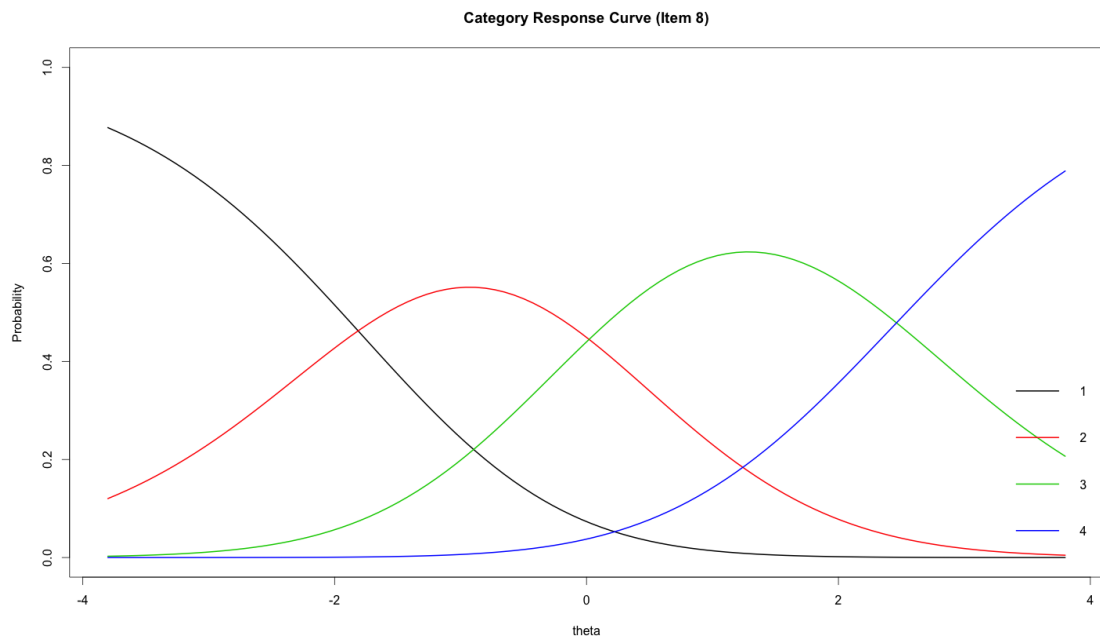

Figure 3. Category response curves (four points) for Item 8 under the partial credit model.

Based on the model of four response categories, the eigenvalue was calculated for an uni and multi-dimensional models, as well as a parallel analysis was performed to support the decision made about the final model. According to the parallel analysis, the eigenvalues for the first factor was 8.95, followed by an eigenvalue of 3.30 for the second factor. Considering the parallel analysis, it appeared that, while a solution up to five factors was shown to be justifiable, the inflection point of the curve was the third factor, which suggested that a two or three - factor solution would be possible. When calculating the eigenvalue for the third factor, it dropped in an even more stable way. Figure 4 shows the results of the parallel analysis.
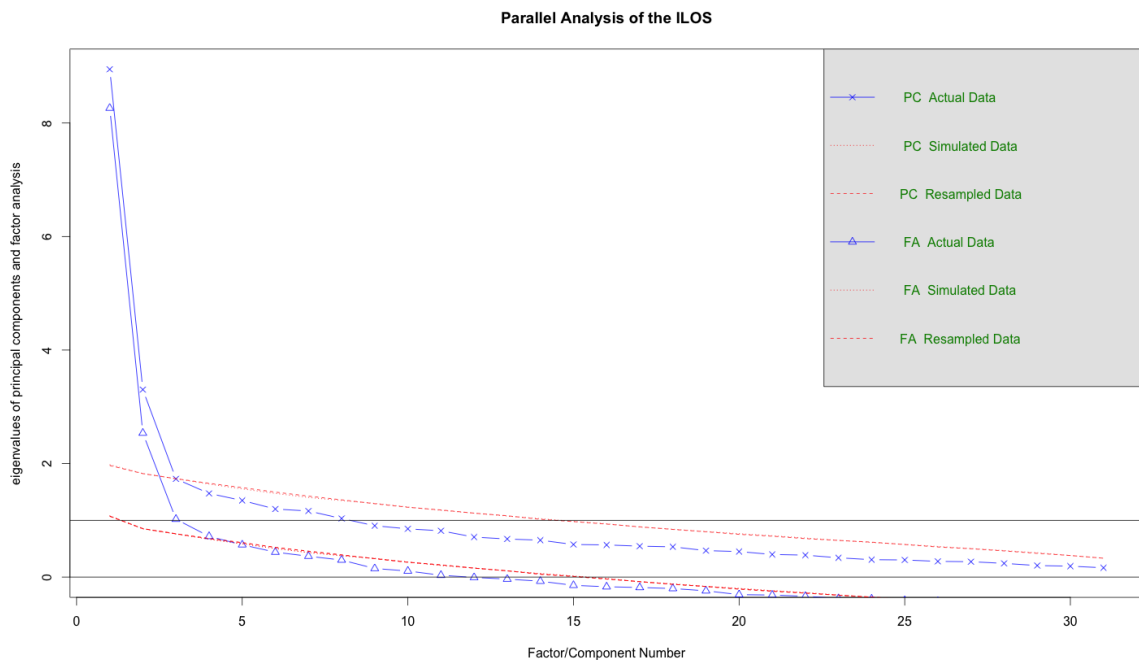

Figure 4. Parallel Analysis of the ILOS.

The three factors solution was tested, but it was discarded based on three evidences: a) the solution showed only few items with high loadings in the third factor, b) a Heywood case was found, with a load factor above 1.00, which may indicate too few common factors, and c) there was no theoretical significance found, that could justify a group of such items around this factor. Therefore, the two-dimensional solution was tested, showing a proper balance between the loadings of the two factors.

A one-dimensional solution (Model 1) was also tested in contrast to the two dimensional solution (Model 2) and their fit indices were compared, showing that the two-factor model was significantly better than the one-factor model. Three were fit indices calculated: a) RMSR – 0.11 for Model 1 and 0.07 for Model 2., b) NNRI – 0.784 for Model 1 and 0.598 for Model 2, c) RMSEA – 0.103 for Model 1 and 0.077 for Model 2. The two-dimensional model was chosen, based on the results, as well as the evaluation of the factor item loadings. Finally, the correlation between factors 1 and 2 was of 0.51 ($p < 0.001$), inducing the researchers to a Promax oblique rotation evaluation. The results of this factor analyzes reinforced the two-dimensional solution as a better option than the one-dimensional solution.

Although fit indices were better in Model 1, it is clear that the items considered to be theoretically more important presented factor loadings in both dimensions with differences between loadings of less than 0.10. Faced with this result, a Full Information Factor Analysis was performed with the use of multidimensional item response theory models (MIRT), aiming at modeling the interaction between participants and the test items, and not only to seek for the number of factors that reproduce the observed correlation matrix (Reckase, 2009). Comparing the one-dimensional and two-dimensional FIFA models, it was observed that the two-dimensional model was significantly better than unidimensional one.

Based of the two dimensional model chosen, as well as on the theoretical background presented, the first factor is more related to internal aspects of the organizational and can be seen on items 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18 and 23. The second factor is more related to external aspects of the organization, as other companies and other offers from the labor market. The items that represent this second factor are 7, 12, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, and 31.

The Akaike Information Criterion (AIC), the Bayesian Information Criterion (BIC), and the log-likelihood were used to test the goodness-fit Involved in the comparison. The AIC reduced from 8835.85 (Model 1) to 8545.16 (Model 2). The BIC, Decreased from 9205.82 to 9004.64. the log-likelihood reduced from -4293.92 to -4118.58 ($p < 0.001$). FIFA 's results also pointed items with factor loadings in two dimensions. However, since the model allows MIRT to evaluate the characteristics of

the items in a multidimensional space, we tried to give meaning to the presence of factor loadings on two factors by taking into account the characteristics of test items such as difficulty and discrimination. Table 1 presents the factor loadings between factors 1 and 2.

TABLE 1

Factor loadings between factors 1 and 2

Ítem	F1	F2	h2
I.1	0.498	0.036	0.231
I.2	0.492	0.018	0.234
I.3	0.757	-0.087	0.646
I.4	0.422	-0.480	0.614
I.5	0.664	-0.031	0.462
I.6	0.624	-0.088	0.453
I.7	-0.030	-0.533	0.269
I.8	0.568	-0.001	0.322
I.9	0.471	-0.264	0.418
I.10	0.588	0.139	0.282
I.11	0.629	-0.185	0.547
I.12	0.128	-0.677	0.562
I.13	0.802	0.151	0.544
I.14	0.851	0.117	0.638
I.15	0.603	0.255	0.272
I.16	0.767	0.107	0.517
I.17	0.701	0.225	0.382
I.18	0.777	-0.109	0.530
I.19	0.222	-0.389	0.288
I.20	0.152	-0.700	0.621
I.21	-0.040	-0.759	0.547
I.22	0.502	-0.423	0.646
I.23	0.480	-0.167	0.339

I.24	-0.377	-0.959	0.696
I.25	-0.232	-0.925	0.693
I.26	0.398	-0.500	0.610
I.27	0.008	-0.777	0.610
I.28	0.423	-0.465	0.595
I.29	0.064	-0.688	0.523
I.30	-0.001	-0.878	0.770
I.31	-0.019	-0.397	0.150

Considering the occurrence of dubious items in the exploratory factorial analyses, which are theoretically important for the evaluation of the construct, a multidimensional analysis of the items using multidimensional models of item response theory was conducted, based on the calculation of the Full Information Factor Analysis. Since the research was based on a graduated scale with 4 response intervals, there were three thresholds of the categories. For the purpose of studying the multidimensionality of the construct, different levels of discrimination (slope) were calculated for each dimension, corresponding to the weight given to each item within the evaluated dimension. Slope values above 1.00 are considered indicators of good discrimination. Meanwhile, values above 0.50 are acceptable.

A compensatory model was used, based on the linear combination of theta-coordinates that define the probability of responses. This combination can present similar results, even when combining different Theta-coordinates. For example, if a Theta-coordinate is very high and another one is just as low, the final sum will be the same. This type of model is known as a compensatory model for its characteristic of compensation. The multidimensional models suggest that there must be some level of proficiency of its items on both dimensions found (Reckase, 2009).

The Cronbach's alpha of the final model was satisfactory, with 0.92 for both factors, while the results for each dimension were of 0.88 for the first one, and 0.90 for the second one. No item had an item-total correlation bellow 0.30.

TABLE 2

Multidimensionality study

Ítem	a1	a2	d1	d2	d3
I.1	0.85	-0.383	2.297	0.079	-3.311
I.2	0.843	-0.415	2.462	-0.055	-3.64
I.3	1.923	-1.265	7.619	2.146	-2.492
I.4	1.077	-1.856	7.008	2.721	-1.495
I.5	1.363	-0.795	3.625	0.257	-3.159
I.6	1.277	-0.877	4.403	0.892	-2.067
I.7	-0.007	-1.033	2.885	1.035	-1.356
I.8	1.036	-0.552	2.533	-0.046	-3.06
I.9	0.953	-1.083	3.865	0.588	-3.053
I.10	1.03	-0.275	1.894	-1.033	-3.731
I.11	1.424	-1.215	6.608	1.888	-2.04
I.12	0.364	-1.893	5.616	1.216	-2.266
I.13	1.769	-0.57	3.623	-0.388	-4.232
I.14	2.112	-0.802	6.397	1.038	-3.274
I.15	1.04	-0.056	1.744	-1.037	-3.976
I.16	1.647	-0.62	3.589	-0.095	-4.203
I.17	1.318	-0.226	2.938	-1.127	-4.951
I.18	1.69	-0.635	3.29	-0.723	-5.446
I.19	0.429	-0.994	2.045	0.139	-2.429
I.20	0.454	-2.131	5.977	1.787	-3.011
I.21	-0.009	-1.871	3.785	0.972	-2.423
I.22	1.32	-1.886	7.402	2.151	-2.825
I.23	0.902	-0.821	3.052	-0.289	-3.1
I.24	-0.902	-2.412	4.728	1.742	-1.47
I.25	-0.509	-2.504	5.962	1.965	-1.342
I.26	1.014	-1.87	8.589	1.616	-2.626
I.27	0.109	-2.124	6.447	2.388	-1.703
I.28	1.051	-1.774	5.952	1.945	-2.189
I.29	0.212	-1.768	4.583	1.36	-2.859
I.30	0.128	-3.108	6.943	2.535	-2.192
I.31	0	-0.716	4.089	1.244	-1.038

Conclusion

After identifying the best solution as the two-dimensional solution, the results were compared to theoretical organizational aspects that could explain the existence of the two dimensions in the same scale. Thereby seeking to give interpretability of such dimensions, it was found that Factor 1 would be more related to extrinsic characteristics, such as the perception of career development opportunities and financial gains when switching to another organization, while Factor 2 would be more descriptive of intrinsic characteristics of the employee, as how the decision to leave the organization affects the employee personally.

Knowledge Contributions to Future Production

The main contribution of this study is to widen the understanding of the Intention to Leave the Organization construct. The national and international validation of the Intention to Leave the Organization Scale (ILOS) provides an instrument that can be used in many new studies, especially in local and cross-cultural studies, allowing researchers to get closer to the behavior signs that bring possible intentions of leaving an organization.

The study also helps companies to work beyond their turnover rates, mainly on the analyses of their talented employees with a stronger intention of leaving the organization, and a faster development of retention measures for them. There are few studies in Brazil that consider and analyze the Intention to Leave the Organization construct, and even fewer that try to relate these intentions to behaviors. Based on that, both, tool and research, might help the overall field of organizational studies to develop itself.

Finally, as a last stage of data analysis, the overall scores of the ILOS could be calculated regarding the intention to stay or leave the organization for each country, so that comparisons could be made considering the socio-demographic characteristics of the sample (gender, age, educational background, job tenure, among others). Therefore, hypothesis tests, such as Student's test and ANOVA,

could be used, as well as general descriptive statistics, to be able to identify the profile of the sample.

References

Abrams, D., Ando, K., & Hinkle, S. (1998). Psychological attachment to the group: Cross-cultural differences in organizational identification and subjective norms as predictors of workers' turnover intentions. *Personality and Social Psychology Bulletin.*

Allen, N. J., Meyer, J. P. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61-89.

Amar, A. D. (2004). Motivating knowledge workers to innovate: a model integrating motivation dynamics and antecedents. *European Journal of Innovation Management, 7*(2), 89-101.

Bastos, V. (2004). Cognição nas organizações de Trabalho. In *Psicologia, organizações e trabalho no Brasil*. Porto Alegre: Artmed.

Beaton, D. E., Bombardier, C., Ferraz, M. B., Guillemin, F. (2000). Guidelines for the Process of Cross-Cultural Adaptation of Self-Report Measures, *SPINE, 25*(24), 3186-3191.

Biggs, H., Lewis, I., Luscombe, J. (2013). Essential elements for recruitment and retention: generation Y. *Education + Training, 55*(3), 272-290.

Bonache, J., Sanchez, J. I., Trullen, J. (2012). Managing cross-cultural differences: Testing human resource models in Latin America. *Journal of Business Research, 65*(12), 1773-1781.

Bond, T. G., & Fox, C. M. (2007). *Applying the Rasch model: Fundamental measurement in the human sciences.* University of Toledo

Broadbridge, A., Maxwell, G., Ogden, S. (2007). 13_2_30: Experiences, perceptions and expectations of retail employment for Generation Y. *Career Development International, 12*(6), 523-544.

Broadbridge, A., Maxwell, G. (2014). Generation Y graduates and career transition: perspectives by gender. *European Management Journal, 32,* 547-553.

Brusoni, S., Loureiro-Martinez, D., Zollo, M. (2009.) The neuro-scientific foundations of the exploration-exploitation dilemma. *Centre for Knowledge, Internationalization and Technology Studies, Milano.*

Cennamo, L., Gaerdner, D. (2008). *Generational differences in work values, outcomes and person-organisation values fit.* Journal of Managerial Psychology, *23*(8), 891-906..

Chonko, L., Grisaffe, D., Roberts, J., VanMeter, R. (2013). Generation Y's ethical ideology and its potencial workplace implications. *Journal of business ethics*, *117*(1), 93-109.

Coulon, L., Gardiner, E., Lang, W., Wong, M. (2008). Generational differences in personality and motivation: do they exist and what are the implications for the workplace?. *Journal of Managerial Psychology, 23*(8), 878-890.

Damásio, B. F. (2012). Uso da análise fatorial exploratória em psicologia. Revista Avaliação Psicológica, *11*(2), 213-228.

Embretson, S. E., Reise, S., P. (2000). *Item Response Theory for Psychologists.* New Jersey: Lawren*ce Erlbaum Associates.*

Ferreira, M., Siqueira, M. (2005). Antecedentes de intenção de rotatividade: estudo de um modelo psicossocial. *Organizações em contexto*, *2*, 47-67.

Gerbershagen M., Limmroth, V., Moller, J., Schmidt, C., Schmidt, K., Wappler, F. (2011). Generation Y: recruitment, retention and development. *Anaesthesist*, *60*(6), 517-524.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2005). *Análise multivariada de dados.* Porto Alegre: Bookman.

Hambleton, R. K. (1994). Guideline for adapting educational and psychological tests: A progress report. *European Journal of Psychological Assessment, 10,* 229-244.

Hodgkinson, P., Healey, P. (2008). Cognition in organizations. *Annual Review of Psychology, 59*, 387-417.

Hofstede, G. (1991). Cultures and Organizations: Software of the Mind. *McGraw-Hill*, New York.

Hofstede, G., Minkov, M. (2011). The evolution of Hofstede's doctrine. *Cross Cultural Management*, *18*(1), 10-20.

Howe, N., & Strauss, W. (2000). *Millennals rising: The next great generation.* New York: Random House.

Ingelhart, R. (1997). Modernization and postmodernization: cultural, economic and political change in 43 societies. *Princeton University Press*.

Inglehart, R., Baker, W. E. (2000). Modernization, cultural change, and the persistence of traditional values. *American Sociological Review*, 19-51.

Jain, V., Viswanathan, V. (2013). A dual-system approach to understanding "generation Y" decision making. Journal of Consumer Marketing, *30*(66), 484-492.

Kultalahti, S., Viitala, R. (2014). Sufficient challenges and a weekend ahead – generation Y describing motivation at work. *Journal of Organizational Change Management*, *27*(4), 569-582.

Kupperschmidt, B. (2000). Multigeneration Employees: strategies for effective management. *The Health Care Manager*, *19*(1), 65-76.

Laker, D. R. (1991). Job Search, Perceptions Of Alternative Employment And Turnover. *The Journal of Applied Business Research*, *7*, 6-16.

Licu, M. (2012). *Cross-cultural Psychology and its possible applications in the school environment.* Cross-cultural Psychology School.

Malda, M., Vijver, F., Srinivasan, K., Transler, C., Sukumar, P., Rao, K. (2008). Adapting a cognitive test for a different culture: an illustration of qualitative procedures. *Psychology Science Quarterly*, *50*(4), 451-468.

Matsumoto, D. R., Vijver, F. (2011). *Cross-cultural research methods in psychology.*Cambridge University Press, New York.

Menezes, I. (2006). Escala de Intenções Comportamentais de Comprometimento Organizacional (EICCO): concepção, desenvolvimento, validação e padronização. *Dissertação de Mestrado. Programa de Pós Graduação em Psicologia, Universidade Federal da Bahia, Salvador, Bahia.*

Menezes, I. G. (2009). Comprometimento organizacional: construindo um conceito que integre atitudes e intenções comportamentais. *Departamento de Psicologia. Tese de doutorado. Salvador: Universidade Federal da Bahia (UFBA).*

Moraes, C. L., Reichenheim, M. E. (2007). Operacionalização de adaptação transcultural de instrumentos de aferição usados em epidemiologia. *Rev. Saúde Pública, 41*(4), 665-673.

Morgan, L. H. (1877). Ancient society; or, researches in the lines of human progress from savagery through barbarism to civilization. *H. Holt.*

Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior, 14*(2), 224-247.

Murdock, G., White, D. (2003). Standard Cross-Cultural Sample: on-line. *Standard Cross-Cultural Sample: on-line http://eclectic.ss.uci.edu/~ drwhite/worldcul/sccs.html.*

Nyberg, A. (2010). Retaining your high performers: moderators of the performance-job satisfaction-voluntary turnover relationship. *The Journal of Applied Psychology, 95*(3), 440-53.

Oliveira, S. (2009). Geração Y: era das conexões – tempo dos relacionamentos. São Paulo: *Clube dos Autores.*

Powers, T., Valentine, D. (2013). Generation Y: values and lifestyle segments. *Journal of Consumer Marketing, 30*(7), 597-606.

Rackcase, M. D. (2009). *Multidimensional Item Response Theory.* Springer Verlag, New York.

Randstad (2008). World of Work Survey. *http://www.us.randstad.com/2008WorldofWork.pdf*

Robbins, S. P., Judge, T. A. (2011). *Essentials of Organizational Behavior.* Prentice Hall, 11th ed.

Schiefer, D. (2012). Cultural Values and Group-Related Attitudes: a comparison of individuals with and without migration background across 24 Countries. *Journal of Cross-Cultural Psychology*, *44*(2), 245-262.

Schwartz, S. (2006) A theory of cultural value orientations: explication and applications. *Comparative Sociology*, *5*(2), 137-182.

Sisto, F. F. (2006). O funcionamento diferencial dos itens. *Psico-Usf*, *11*(1), 35-43.

Soulez, C., Soulez, S. (2014). On the heterogeneity of Generation Y job preferences. *Employee Relations*, *36*(4), 319-332.

Wright, B. D., & Stone, M. H. (2004). *Making measures.* Phaneron Press.

Appendices

Appendix A

TABLE 3

Demographic results

Demographic Results		In Percentage
Total Number of Participants:		146 participants
Gender:	Female	47%
	Male	53%
Date of Birth:	Born from 1980 on	74%
	Born from 1970 to 1979	17%
	Born before 1969	9%
Marital Status:	Married, Engaged, Living together, etc.	56%
	Single, Divorced, Widowed, etc.	44%
Education Level:	Graduation and above	97%
	Up to High School	3%
Household Financial Responsibility:	At least half of the responsibility	76%
	Less than half or no responsibility	23%
Leadership Position:	With leadership position	36%
	No leadership position	62%
Amount of years in the current function:	Less than 2 years	64%
	Between 2 and 5 years	27%
	Over 5 years	9%
Location:	Africa	5%
	Americas	43%
	Asia	30%
	Eastern-Europe	16%
	Europe	6%

Appendix B

INFORMED CONSENT STATEMENT

You are being invited to voluntarily participate in a survey relating to various aspects of your work life. This research is under the direction of Prof. Igor Gomes Menezes, from the Federal University of Bahia, and has the support of the research group of the institution involved. This is a survey organized by the academy and not by the organization. Therefore, the results will be analyzed outside of the organization. The organization will not be allowed access to the individual information provided. The application of these tests brings no risk or suffering to volunteers; the participant will only need to spend his/her time for the activities. All information will be kept confidential, and the dissemination of results of the research will happen only in the form of aggregated statistics without identifying individual participants. At any time, the volunteer may withdraw from participating in the research without any implication or injury to himself/herself.

By participating in this study, the volunteer will not be charged and will not receive any bonus in a particular way. He/she will only be contributing to scientific knowledge on the subject.

The researcher puts himself available for any possible questions and needs, via the phone (+55 71) 8813-7229, email: igorgmenezes@gmail.com. Being what is presented, we count on your participation.

Based on the information received, I declare myself willing to freely participate in this research by clicking in the "Yes, I do" button bellow.

☐ Yes, I do.

Federal University of Bahia

Psychology Institute

Psychometric properties of the Intentions to Leave the Organization Scale (ILOS): a cross-cultural study

PROFESSIONAL AND PERSONAL DATA

| **Gender:**

1❑ Male
2❑ Female

Date of Birth:
___/___/____

DO YOU HAVE CHILDREN?

1❑ No
2❑ Yes | **Marital Status:**

1❑ Single
2❑ Married
3❑ Widowed
4❑ Separated/Divorced
5❑ Common-law marriage (Lives with a companion).
6❑ Other | **EDUCATIONAL LEVEL:**
1❑ Ongoing Middle school
2❑ Middle school completed
3❑ Ongoing High school
4❑ High school completed
5❑ Ongoing Graduation
6❑ Graduated
7❑ Post-Graduation

DO YOU STILL STUDY?
❑ No   ❑ Yes. | **IN WHICH LEVEL ARE YOU FINANCIALLY RESPONSIBLE FOR YOUR HOUSEHOLD?**

❑ The only responsible
❑ Main responsible, but receives help from others
❑ Splits responsibilities equally with another person
❑ Contributes only with a minor part
❑ Has no financial responsibility |

| **Position / role in the company you work for:**

1❑ Leading Self
2❑ Leading People
3❑ Leading Leaders
4❑ Leading Business
5❑ Other.

Which?_____ | **Year you have started working in this position / function:**

___/___/____ | **What is the approximate number of employees in your location?**

1❑ Up to 100 employees
2❑ From 100 to 249 employees
3❑ From 250 to 499 employees
4❑ Over 500 employees | **City you work:**_____

Country:_____ |

1. Below are listed several conditions that could influence your decision to leave your current organization. Rate how much you agree with the action presented, according to the scale below:

	Disagree			Agree		
	1	**2**	**3**	**4**	**5**	**6**
	Totally Disagree	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Totally Agree

	I would move to another company if:	
1	It acted in the same branch of the company I work for.	
2	It was significantly larger than my current organization.	
3	It made me a better job offer, even if I were not looking for new opportunities.	
4	It owned a higher career advancement plan than my current organization.	
5	It owned a higher social status than that of my organization.	
6	It offered a salary higher than my current salary, even being a smaller organization than mine.	
7	I was unhappy with different aspects of my current organization (team, leadership, working conditions, etc.), even knowing my salary would be lower at this other company.	
8	I was offered a salary substantially greater than the one I receive today, even though I were close to retiring from my current organization.	
9	I was offered a new job with better working conditions, even being recently admitted by my current organization.	
10	It was closer to my house than my current organization, even if this resulted in a loss of benefits and/or loss in my working conditions.	
11	It offered me more financial and/or employment stability.	
12	My current organization had not made large investments in my professional qualification.	
13	I can maintain the same professional position that I occupy in the current organization.	
14	I could use the knowledge that I have today.	
15	My friends and/or family stimulate me to do so.	
16	I would not feel as losing the various investments made so far in my current organization.	
17	It was not necessary for me to have to adapt to a new role.	
18	The benefits were equal to the current organization.	
19	I was actually thinking of leaving my current job.	
20	I liked the activities that I would perform in the other company more.	
21	The relationship to my work team was not good.	
22	It offered opportunities so I could better utilize my knowledge.	

23	I could not endure the current workload.	
24	I felt discriminated against or excluded within my organization.	
25	My current organization would not offer conditions for career growth.	
26	The benefits were better than the ones provided by the organization where I work today.	
27	My organization would not recognize my work effort.	
28	It offered me greater flexibility.	
29	I would not feel challenged in my current job.	
30	I was not treated as a "professional" by my current organization.	
31	I would not leave my current organization under any circumstances.	