



**The interplay between corporate entrepreneurship and
employee career growth within organisations**

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ABSTRACT

In today's dynamic business environment, agility, creativity, and responsiveness are critical for organisations to remain competitive. The study highlights the need of corporate entrepreneurship (CE) in navigating today's unpredictable business climate. It sheds light on strategic corporate management by investigating the link between CE and organisational career growth (OCG). Designed around five hypotheses drawn from existing research, the study placed explored the relationship between CE and OCG and examined the potential moderating effects of gender, age, job level, and departmental functions on the relationship.

The quantitative study used a descripto-explanatory research design, analysing 85 responses from self-completed online questionnaires by the application of Spearman correlation and Ordinal Logistic Regression. The findings show a significant positive correlation between the management support, reward/reinforcement dimensions of CE, and OCG. This indicates that these dimensions of CE are critical for supporting career advancement within organisations. Contrary to predictions, the suggested moderating factors, gender, age, position level, and departmental functions had no significant effect on the CE-OCG relationship.

This study's findings, interpreted through the lens of the growth mindset theory, expand academic discourse, and offer guidance to organisations on the use of CE to enhance employee engagement, talent development, and innovation.

KEYWORDS

Corporate entrepreneurship, organisational career growth, growth mindset

CONTENTS

Abstract.....	2
Keywords	2
Lists of Tables	ii
List of Figures.....	iii
Chapter 1: Introduction to the Research Problem	1
1.1 Background	1
1.1.2 <i>Contribution to Theory</i>	3
1.1.3 <i>Purpose of the study</i>	4
1.2 Research problem	4
1.3 Purpose statement	5
1.4 Research context	5
Chapter 2: Literature review	6
2.1 Introduction.....	6
2.2 Understanding Corporate Entrepreneurship (CE).....	7
2.3 Understanding Organisational Career Growth	10
2.4 Research Gaps on CE and OCG.....	11
2.5 Interplay Between CE and OCG.....	12
2.6 Role Level and Its Impact on CE-Career Growth Relationship	16
2.7 Gender Dynamics in CE and OCG	17
2.8 Age-Related Variations in CE Impact on OCG	18
2.9 Departmental Differences in CE Implementation and Impact	20
2.10 Conclusion.....	22
Chapter 3: Research Hypotheses.....	24
Chapter 4: Research Methodology	27
4.1 Research design	27
4.2 Population	28
4.3 Sampling method and size	29
4.4 Research Instrument	30
4.5 Research quality controls	37
4.6 Ethical considerations.....	38
4.7 Research Limitations	38
Chapter 5: Research Results.....	40
5.1 Introduction.....	40
5.2 Population sample characteristics	41

5.3	Data preparation.....	45
5.4	Reliability of the used scales	47
5.5	Validity of research instrument	49
5.6	Descriptive Statistics	52
5.7	Inferential statistics.....	53
5.8	Conclusion.....	61
Chapter 6:	Results Discussion.....	62
6.1	Introduction.....	62
6.2	Population sample characteristics	63
6.3	Hypothesis 1.....	65
6.4	Hypothesis 2.....	68
6.5	Hypothesis 3.....	70
6.6	Hypothesis 4.....	73
6.7	Hypothesis 5.....	76
Chapter 7:	Conclusion	80
7.1	Summary of key findings	80
7.2	Implications of the study	81
7.3	Research limitations and future studies	82
Chapter 8:	References.....	85
Chapter 9:	Appendix A: Survey Questions.....	96
Chapter 10:	Appendix B: Additional Statistical Outputs.....	97

LISTS OF TABLES

Table 1:	Reliability of the CE scale under the emerging economies context (Bhardwaj & Sushil, 2012).....	32
Table 2:	Literature-reported reliability of the OCG scale (Spagnoli & Weng, 2019).....	33
Table 3:	Data coding	46
Table 4:	Reliability results for the CE scale.	48
Table 5:	Reliability results for the OCG scale	49
Table 6:	Descriptive statistics on the CE scale.....	52
Table 7:	Descriptive statistics on the OCG scale.....	52
Table 8:	Summary of Spearman correlation output for hypothesis 1.	55
Table 9:	Summary of finding from the hypothesis testing.	61
Table 10:	Multivariate outlier analysis result from the Mahalanobis test	97

Table 11: Descriptive stats for the CE and OCG scales	99
Table 12: SPSS output for the Spearman correlation analysis	104

LIST OF FIGURES

Figure 1: Conceptual framework of CE (Urbano et al., 2022).....	9
Figure 2: Conceptual model for the research study.....	26
Figure 3: Age distribution of the respondents.....	42
Figure 4: Gender distribution of the respondents.....	42
Figure 5: Distribution of the respondents' highest educational qualification.....	42
Figure 6: Respondents' distribution by departmental function.....	43
Figure 7: Role-level distribution of the survey respondents.....	43
Figure 8: Respondents' frequency distribution by tenure.....	44
Figure 9: Geographical distribution of the respondents.....	44
Figure 10: Distribution of the survey respondents by ethnicity.....	45
Figure 11: Establishing construct validity of the CE scale.....	51
Figure 12: Establishing construct validity of the OCG scale.....	51
Figure 13: Regression analysis output for hypothesis 2.....	57
Figure 14: Regression analysis output for hypothesis 3.....	58
Figure 15: Regression analysis output for hypothesis 4.....	59
Figure 16: Regression analysis output for hypothesis 5.....	60
Figure 17: Cronbach's alpha test output for the 5 Dimensions of the CE scale... ..	100
Figure 18: Cronbach's alpha test output for the 5 Dimensions of the OCG scale.....	100
Figure 19: SPSS output for factor analysis used to confirm CE scale validity.....	101
Figure 20: SPSS output for factor analysis used to confirm OCG scale validity. .	102
Figure 21: Tests of normality for the data collected	103
Figure 22: Matrix scatter plots confirming the CE and OCG variables are monotonic	105

Chapter 1: INTRODUCTION TO THE RESEARCH PROBLEM

1.1 Background

Today's world is characterised by volatile, uncertain, complex, and ambiguous (VUCA) external environments and the rate of evolution and unpredictability has reached unprecedented levels. This environmental context constantly presents businesses with opportunities, challenges, and threats which often necessitate organisational transformation (Chebbi et al., 2020; Mutibura, 2023). Organisational change is quite demanding and frequently underplayed, despite it being the only available option for businesses operating in this dynamic setting (Chebbi et al., 2020). The COVID pandemic, a 'black swan' event that shook the world between 2019 and 2021, has further exposed just how necessary organisational transformation is for building business resilience (Acciarini et al., 2021; Mutibura, 2023).

In such dynamic landscapes, businesses must be agile, responsive, and innovative to remain competitive and sustainable. Daniel (2023) emphasises the importance of tapping into the entrepreneurial spirit of employees within organisations. He suggests that this untapped potential can bring forth fresh ideas, fostering a culture of innovation and adaptability. This approach, which he terms 'intrapreneurship', encourages employees to think and act entrepreneurially, positioning them as change-makers and dynamic contributors to organisational success. This mindset has a profound impact, enabling companies to stay ahead of the curve in today's ever-evolving business world (Daniel, 2023; Jhajharia, 2021; Urbano et al., 2022).

Large corporations face increasing pressures from agile startups that harness innovation to exploit market opportunities and a plethora of historical examples have revealed that complacency leads established businesses to quickly lose market share to disruptive newcomers (Jhajharia, 2021). A solution to this challenge may lie in corporate entrepreneurship (or intrapreneurship). By encouraging employees to behave like entrepreneurs within their current organisations, businesses can leverage their inherent innovative potential (Daniel, 2023; Jhajharia, 2021). This proactive approach to innovation ensures that companies remain agile and

responsive, critical attributes in the modern business ecosystem (Daniel, 2023; Ireland et al., 2009; Urbano et al., 2022).

Considering the broader context of organisational transformation, the integration of Corporate Entrepreneurship (CE) practices becomes a strategic imperative (de Villiers-Scheepers, 2012; Ireland et al., 2009). As organisations grapple with external challenges, the ability to innovate from within emerges as a potent tool for resilience and adaptability. Corporate entrepreneurship, as introduced by industry experts and academics, offers a structured pathway for organisations to harness the entrepreneurial capabilities of their employees. This not only leads to new products, services, and business models but also instils a growth mindset that is vital for thriving in a VUCA world (de Villiers-Scheepers, 2012; Urbano et al., 2022).

In essence, the dynamic nature of today's business landscape necessitates a reimagining of traditional organisational structures, operations, and protocols. Leading industry experts and notable management education scholars to underscore the importance of corporate entrepreneurship as a vital strategy for organisational transformation. As businesses strive to navigate the complexities of modern markets, empowering employees to think and act entrepreneurially emerges as a crucial ingredient for sustainable success.

1.1.1 Contribution to business

In the dynamic and competitive business landscape of today, companies are compelled to be not just reactive but proactive, embodying a blend of agility, innovation, and adaptability, qualities often associated with startups rather than established corporations (Urbano et al., 2022). The dangers of complacency have been underscored by numerous instances in the corporate world where seemingly invincible giants have been dethroned by agile disruptors. It is in this backdrop that the idea of CE finds its relevance, offering established corporations a blueprint to infuse startup-like agility and innovative thinking into their structures (Modem et al., 2021).

Despite its recognition as a strategic imperative, the successful cultivation and sustenance of a truly entrepreneurial environment within organisations remain elusive. The execution of CE is fraught with challenges. A top-down directive, while

necessary, is insufficient on its own. The real power of CE lies in its grassroots—the employees. Their active participation, engagement, and leadership in CE initiatives are what determine its success or failure (Chebbi et al., 2020; Lenihan et al., 2019; Urbano et al., 2022). Therefore, employers and executives need to strategically foster an environment that promotes entrepreneurial thinking and motivate employees to transition from passive participants to active leaders in CE endeavours (Chebbi et al., 2020; Padi et al., 2022).

In traditional organisations, CE characteristics such as challenging the status quo, a high-risk appetite, and a contrarian perspective may be viewed as career-limiting, making the promotion of CE initiatives challenging (Daniel, 2023). Conversely, when employees perceive tangible benefits, they are more likely to participate. Furthermore, if these benefits are strategic and long-term, employees are even more inclined to actively drive the initiatives. In light of this, this study sought to identify and validate a strategic advantage for employees that could be leveraged to motivate staff at all levels to actively engage in CE?

1.1.2 Contribution to Theory

The academic exploration of CE, while robust in certain aspects, presents gaps in others. Over the years, scholars have delved deep into understanding the triggers, characteristics, and dimensions of CE, enriching the literature with a plethora of theoretical frameworks and models (Kreiser et al., 2021; Modem et al., 2021). This foundational knowledge has been instrumental in shaping the discourse around CE. However, a conspicuous void exists when the lens is shifted towards the outcomes of CE, especially those that impact employees directly.

Organisational outcomes, primarily those related to growth, adaptability, and profitability, have been well-articulated in academic literature. The consensus is clear: CE, when executed effectively, has a positive bearing on an organisation's bottom line and its ability to navigate turbulent waters (Chebbi et al., 2020). However, when it comes to the individual – the employee – the narrative is fragmentary. Existing literature often limits the discussion to the tangible, financial outcomes for employees, such as bonuses and other monetary incentives (Urbano et al., 2022). The intangible, strategic benefits of CE at the individual level, though hinted at in

studies that discuss enhanced learning opportunities and technology acquisition (Dushnitsky & Shapira, 2010), or improved operational integration and agility (Narayanan et al., 2009), demand a more comprehensive exploration. This study sought to validate if organisational career growth, an individual-level attribute, is an outcome of CE which is an organisational-level characteristic.

1.1.3 Purpose of the study

The business and academic perspectives of the research problem just highlighted is precisely where the current research sought to make its mark. By postulating a potential link between an employee's exposure to CE-driven environments and their subsequent career growth, the study aimed to shed light on an under-researched aspect of CE. If, as the hypothesis suggests, CE-centric environments indeed facilitate skill enhancement and knowledge acquisition, it could redefine how employees perceive their roles within such setups and the trajectory of their career growth (Lenihan et al., 2019).

While the significance of CE as a catalyst for organisational transformation is well-entrenched in both industry practice and academic literature, its broader implications, especially those related to individuals within organisations, await detailed exploration. By focusing on this nuanced aspect, the current study not only augments the existing body of CE literature but also provides actionable insights for businesses, enabling them to approach CE with a more holistic, employee-centric perspective.

1.2 Research problem

In an era marked by swift technological advancements and shifts in the business paradigm, corporations globally find themselves on the height of transformation. Amidst this change, corporate entrepreneurship (CE) stands out as an essential strategy to navigate the complexities of today's volatile business environment (Ireland et al., 2009; Padi et al., 2022; Urbano et al., 2022). It has gained popularity in the last three decades and increasingly continues to do so both in industry and academia (Jhajharia, 2021; Mutibura, 2023; Urbano et al., 2022). CE, in its various forms is typically initiated from the top-down and entails those corporate level initiatives that take place internally in an organisation targeted at the creation of new business and/or the cultivation of innovation, change and business renewal

(Mutibura, 2023; Urbano et al., 2022). In fact, CE has become a key variable for firm-to-firm performance comparisons (Kreiser et al., 2021; Mutibura, 2023; Urbano et al., 2022).

1.3 Purpose statement

The purpose of the research was to measure the role and of CE, an organisational level construct, in catalysing employee career growth, which is an individual level construct (Mutibura, 2023). As such, the study sought to determine if employee career growth is a consequence of CE and the strength of the relationship between the two constructs.

1.4 Research context

This study was conducted within the South African context. The choice of South Africa as the focal point was primarily due to its accessibility to the researcher, given the time constraints on the study. To ensure the collection of detailed and valuable data, the study narrowed its focus to employees within the financial services sector of South Africa. This choice was particularly pertinent given that South Africa boasts one of the most advanced banking systems not only in Africa but globally. Characterised by its cutting-edge technology and a rapid pace of innovation, South Africa's financial services sector provides fertile ground for understanding how corporate entrepreneurial activities might influence individual career trajectories. The insights from Chironga et al. (2018) further underscore the significance of this sector in the broader African economic landscape.

The subsequent sections of this report delve deeply into the subject matter under study. The chapters covered are as follows:

- Chapter 1: Introduction to Research Problem
- Chapter 2: Literature Review
- Chapter 3: Research Hypotheses
- Chapter 4: Research Methodology
- Chapter 5: Research Results
- Chapter 6: Results Discussion
- Chapter 7: Conclusion

Chapter 2: LITERATURE REVIEW

2.1 Introduction

This research is placed against the backdrop of changing business landscapes. As emphasised in Chapter 1, organisations today must not only respond to fast changes, but also lead via innovation and agility. This transformation has brought CE to the forefront, not as a passing fad, but as an essential overhaul of how businesses function and prosper. While the impact of CE on organisational performance and flexibility has been thoroughly studied, its impact on the individual - the employee - particularly in terms of career progression and personal development - remains largely unknown (Lenihan et al., 2019; Spagnoli, 2020; Urbano & Turró, 2013; Wood et al., 2008) .

Chapter 1 underscored the importance of corporate entrepreneurship (CE) as a strategic response to today's changing business landscape, framing it not only as a driver of organisational transformation but also as a potential catalyst for employee career progression. Building on this foundation, the present chapter aims to examine and synthesise current literature on CE and employee career growth, particularly in the context today's business dynamics. In doing so, this review seeks to shed light on the multifarious character of CE, not simply as a top-down strategic imperative, but as a grassroots movement within organisations, propelled by the entrepreneurial spirit and innovation of individual employees. The interplay between these two constructs – CE as an organisational strategy and career growth as an individual employee outcome – forms the crux of the current study.

This literature review serves as a critical link between the research problem laid out in Chapter 1 and the practical investigation that followed. The rest of the chapter will be broken down according to the following sections:

- Understanding corporate entrepreneurship (CE)
- Understanding organisational career growth (OCG)
- Research gaps on CE and OCG
- Interplay between CE and OCG
- Role level and its impact on CE- career growth relationship
- Gender dynamics in CE and OCG

- Age-related variations in CE impact on OCG
- Departmental differences in CE implementation and impact
- Conclusion

2.2 Understanding Corporate Entrepreneurship (CE)

2.2.1 Definition of CE

The corporate entrepreneurship construct has been dissected through various academic lenses including marketing, finance, strategy, and innovation to name a few (Hills & Laforge, 1992; J. Hornsby et al., 2013; Pirhadi & Feyzbakhsh, 2021; Urbano et al., 2022). It is these complimentary studies that have contributed to advances in our knowledge and understanding of the construct. Despite the fragmentations and disconnects that exist on the definition of the phenomenon, owing to the wide and varied research perspectives, CE defined as ‘actions and policies adopted by an organisation that aim at creating or adding new business, or at stimulating change renewal or innovation’ (Urbano et al., 2022, p. 1545), seems to capture the essence of the construct as portrayed by most researchers. The fragmentation of CE research has also brought about differing terms including corporate venturing, intrapreneurship, or corporate internal entrepreneurship as synonyms of CE (Pirhadi & Feyzbakhsh, 2021). The decision to initiate CE typically stems from the top management team, cascading down to lower organisational levels, indicating its comprehensive nature in organisational strategy (Urbano et al., 2022).

2.2.2 Brief History on CE literature

The research on Corporate Entrepreneurship (CE) traces its origins to the 1960s and 70s, focusing initially on how to foster CE development within organisations. This early phase of research, as noted by Urbano et al. (2022), concentrated on understanding the antecedents of CE, including individual, organisational, and environmental factors that influence its emergence (Pirhadi & Feyzbakhsh, 2021; Urbano et al., 2022).

As the field evolved towards the late 20th century, the scholarly attention shifted towards dissecting the dimensions of CE. This period saw the categorisation of CE into three to five key dimensions – new business venturing, product and service innovation, process innovation, self-renewal, and proactiveness – as identified by

researchers like Zahra (1993), Lampe et al. (2020), Urbano et al. (2022), and These dimensions, rooted in the entrepreneurial orientation framework, reflect the multifaceted nature of CE. Additionally, some scholars have distinguished between innovation and corporate venturing activities and the capacity for renewal and risk-taking, acknowledging them as distinct yet interconnected aspects of CE (Urbano et al., 2022).

In the late 1980s, CE research field began to gain popularity. This field focused on examining the consequences of CE, especially its impact on organisational performance. A consensus emerged in the academic community, as illustrated by Zahra et al. (2000), that CE plays a critical role in revitalizing a company's capabilities. This revitalisation enables organisations to acquire and effectively utilise new competencies, leading to enhanced performance. Key strategic benefits of CE, established in literature include learning, operational integration, enhanced responsiveness, setting industry standards, and the acquisition of new skills or technologies (Dushnitsky & Shapira, 2010; Pirhadi & Feyzbakhsh, 2021; Urbano et al., 2022). A less apparent, yet critical, deficiency in this discourse is the observation by Urbano et al. (2022) that the current scholarly focus is disproportionately skewed towards the financial outcomes of CE, inadvertently casting a shadow over the equally pivotal non-financial effects. This oversight not only narrows the scope of CE research but also neglects a broad spectrum of its organisational impacts, calling for a more holistic examination of CE's multifaceted contributions beyond mere economic metrics (Urbano et al., 2022).

2.2.3 Models of CE

In the realm of CE, theoretical models have persistently explored the antecedents, dimensions and consequences associated with corporate entrepreneurial endeavours. These models primarily focus on gauging the effects of such activities on a firm's growth and profitability (Pirhadi & Feyzbakhsh, 2021). Urbano et al. (2022), through their extensive review of CE literature, have contributed significantly by formulating a conceptual model that encapsulates CE activities. This model stands out as a comprehensive framework, effectively integrating the most pertinent aspects of CE. It offers a detailed and holistic perspective on the complex nature of CE, illustrating the intricate interplay of various factors that drive and result from corporate entrepreneurial initiatives (Urbano et al., 2022).

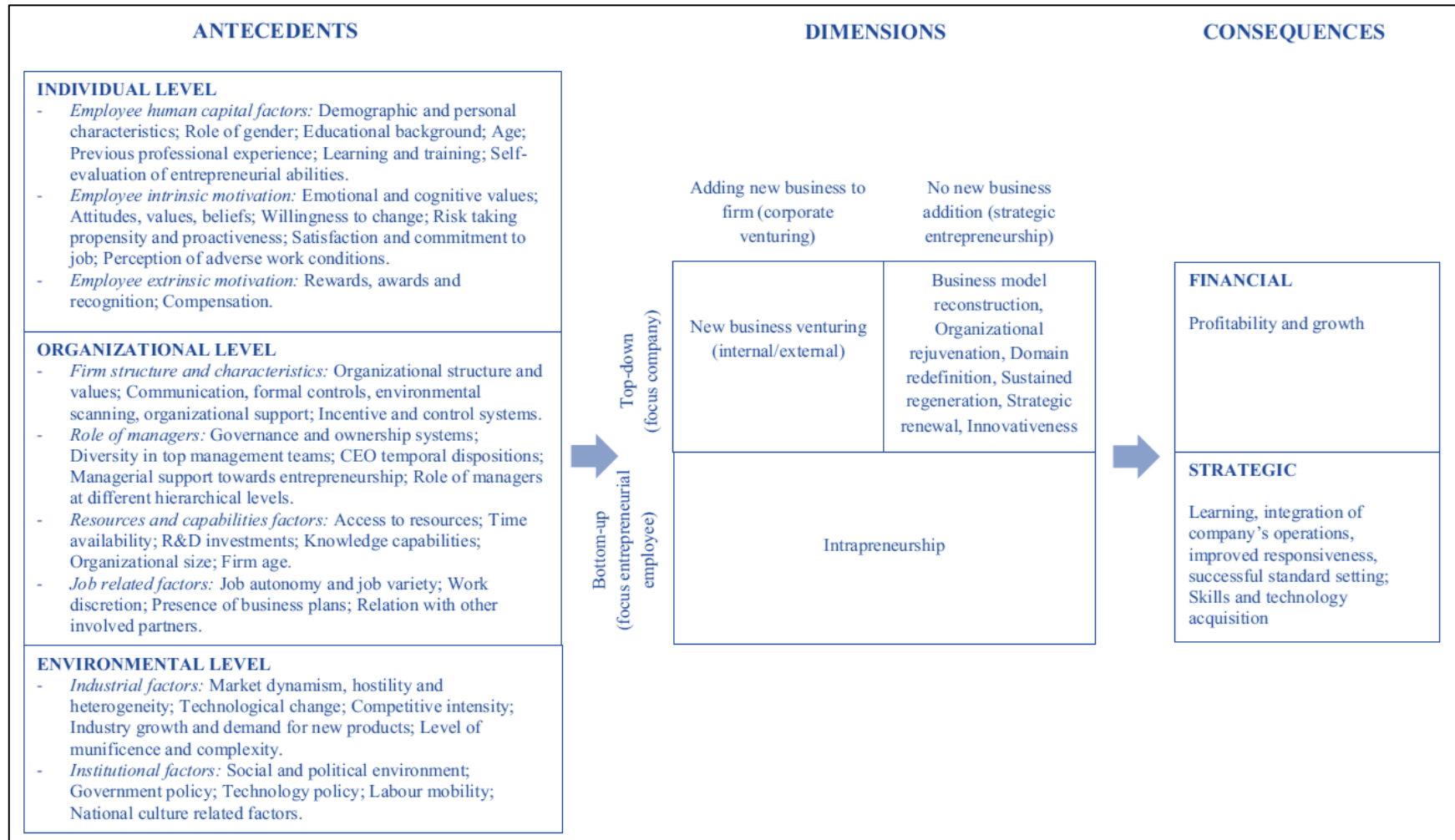


Figure 1: Conceptual framework of CE (Urbano et al., 2022).

This model, Figure 1, serves as a crucial tool for understanding the multifaceted dynamics of CE, providing valuable insights for both academic research and practical application in the business world.

2.2.4 CE as a strategic imperative

Indeed, CE has growing significance in the modern business milieu, despite its ongoing definitional evolution. This concept, still characterised by a fragmented understanding across various academic and practical realms, has nonetheless demonstrated its critical role in driving innovation and strategic renewal. CE's impact is increasingly recognised as vital for businesses navigating the complexities of today's dynamic marketplace (de Villiers-Scheepers, 2012). By leveraging the principles of CE, organisations are positioning themselves for resilience, growth, and enhanced competitiveness, even as the academic discourse continues to refine and expand its understanding of this multifaceted concept (Lampe et al., 2020; Urbano et al., 2022).

2.3 Understanding Organisational Career Growth

2.3.1 Defining career growth

Introduced just over a decade ago, organisational career growth (OCG) is a relatively new concept (Modem et al., 2021; Spagnoli, 2020). It refers to an individual's career progression within the bounds of their current organisation and is a subset of the overarching 'career growth' construct (Modem et al., 2021). Conceptually, OCG aims to expand the scope of career management beyond individual choices and emphasise the importance of organisational involvement (Spagnoli & Weng, 2019). According to literature, OCG is anchored on four vectors namely (Spagnoli, 2020):

- i. **Career goal progress.** This refers to the extent that an organisation creates a conducive environment that enables an individual to meet their career aspirations;
- ii. **Professional ability development.** This is about the learning and the acquisition of knowledge and skills by employees in an organisation;
- iii. **Promotion speed.** This refers to how the organisation recognises an individual's achievements through promotions;
- iv. **Compensation.** That is rate at which an employee's remuneration grows within the organisation.

Some scholars have merged the last two factors into one, arguing that they are very strongly correlated (Spagnoli & Weng, 2019). These vectors are aimed at effectively capturing both the individual and organisation's contribution towards advancing employee careers within an organisation.

- Theoretical models explaining career progression and development.
- Factors influencing employee career growth.
- The role of individual aspirations and organisational support in career development.

2.4 Research Gaps on CE and OCG

Extensive research especially on the CE antecedents and dimensions has been covered in the last four decades most of which has been supported by robust theoretical frameworks, however study on the consequences of CE has been narrowly researched with focus on organisational growth and performance (Chebbi et al., 2020; Urbano et al., 2022).

At an organisational level, literature consistently agree that CE is positively correlated to a company's profits, growth and survival in highly turbulent environments (Chebbi et al., 2020; Mutibura, 2023) At an individual level, these benefits translate to financial compensation, rewards, awards, and recognition which in turn work as employee motivators or hygiene factors to continued participation in CE activities (Mutibura, 2023; Urbano et al., 2022). Only, a few studies have hinted on some non-economic CE outcomes conceived out of strategic perspectives. These include organisational elements such as learning and technology acquisition (Dushnitsky & Shapira, 2010) as well as operations integration, and improved business agility (Narayanan et al., 2009).

According to Zahra (1991), as far as research on the consequences of CE is concerned, there is a gap in studies concerned with the non-financial/non-economical outcomes of CE, specifically at an individual level, and over three decades later, that gap remains wide as hinted by Urbano et al. (2022). Most research on CE consequences, largely of a qualitative nature, puts emphasis on organisational performance and growth.

Research on OCG is relatively nascent, with most empirical contributions exploring its consequences, while a plethora of questions around its antecedents remain

unsolved (Spagnoli, 2020). Research consistently agrees and has focused on personal traits, qualities, skills, and perceptions of employees as key determinants of OCG (Japor, 2021; Mutibura, 2023). However, the limited research on the causal relationships that may exist between this human resource construct and other variables, particularly organisational intervening processes leading to career growth, warrants more investigation (Japor, 2021; Modem et al., 2021; Mutibura, 2023) To elaborate the concept of OCG, literature proposes further studies into the relationship between OCG and organisational practices (Modem et al., 2021; Mutibura, 2023; Weng & Zhu, 2020).

Considering this, the current study seeks to make contribution in addressing the identified gap on CE consequences while also expanding knowledge on OCG, focusing particularly on organisation-driven antecedents.

2.5 Interplay Between CE and OCG

2.5.1 Linking CE to employee career growth

Evidence from literature suggest that CE intersects intriguingly with the progression of employee careers (Dess et al., 2003; Urbano et al., 2022). This relationship, though not extensively empirically documented, can be inferred from the intrinsic nature of CE activities and their impact within organisations. CE, by its very definition, involves fostering a culture of innovation, risk-taking, and proactive pursuit of new opportunities (Urbano et al., 2022). It's a realm where creativity is not just encouraged but is a fundamental necessity.

In an environment where CE thrives, employees are often required to step out of their comfort zones, challenge the status quo, and engage in continuous learning. This process naturally leads to the development of new skills and competencies (Tootoonchy & Sajadi, 2021). As employees navigate through the complexities of CE, they gain unique insights and experiences, which are invaluable for their professional growth. The investment in employee competence and development, as highlighted by Dess et al (2003), is a critical aspect of CE. This investment is not merely in technical skills but extends to fostering an understanding of market dynamics, strategic thinking, and adaptability to change.

Tootoonchy & Sajadi (2021) conceptualise CE as a learning process vital for developing new dynamic capabilities in organisations and emphasise how

employees engaged in CE activities are likely to develop a broader skill set, including strategic thinking, market understanding, and innovation capabilities. These skills not only contribute to the organisation's success but also enhance the individual's career prospects (Tootoonchy & Sajadi, 2021).

Moreover, CE initiatives within a firm often involve cross-functional collaboration, enabling employees to build a robust internal network (Don Ton & Hammerl, 2021). This networking is not just beneficial for the current CE projects but also aids in the broader career progression of the employees involved. They become integral to the firm's social capital, gaining visibility and recognition for their contributions (Dess et al., 2003; Don Ton & Hammerl, 2021).

In essence, the link between CE and employee career growth is anchored in the very fabric of CE's nature. It promotes an environment of learning, skill enhancement, and network building. Employees engaged in CE activities are often better positioned to advance their careers within the organisation, leveraging the diverse skills and relationships they have developed. Therefore, while direct empirical evidence might be sparse, the potential link between CE and employee career growth is both logical and compelling.

2.5.2 Rewards and recognition fuelling OCG

Building on the previously proposed link between corporate entrepreneurship (CE) and employee career growth, it becomes evident that the rewards and recognition arising from CE play a pivotal role in motivating employees to engage in entrepreneurial initiatives. This motivation is not just a driver for organisational growth but also a catalyst for continuous employee development, creating a symbiotic cycle of progress for both the organisation and its workforce.

Research has emphasised the effect of compensation, rewards, and recognition as key motivators for individuals participating in CE. When employees are acknowledged and rewarded for their entrepreneurial efforts and achievements, it fosters a sense of accomplishment and belonging (Urbano et al., 2022; Wang et al., 2015). This recognition can go beyond monetary compensation; it may include career advancement opportunities, professional development, and visibility within the organisation. Such rewards not only incentivise employees to contribute to CE

activities but also signal the organisation's commitment to nurturing and valuing entrepreneurial talent (Urbano et al., 2022).

As employees engage in CE, they develop new skills, broaden their understanding of the business, and enhance their problem-solving abilities. This personal development is crucial for their career progression. It positions them for higher responsibilities and roles within the organisation, further aligning their personal goals with the company's strategic objectives (Dess et al., 2003; Tootoonchy & Sajadi, 2021).

Consequently, this cycle of reward and development underpins a culture of continuous learning within the organisation. Employees, motivated by tangible and intangible rewards, are more likely to take initiative, experiment with new ideas, and learn from both successes and failures (Urbano et al., 2022). This learning environment not only benefits individual career growth but also contributes to the organisation's dynamic capabilities, enabling it to adapt and thrive in an ever-changing business landscape (Tootoonchy & Sajadi, 2021).

In summary, the rewards and recognition stemming from CE are integral to fostering a culture where employee engagement in entrepreneurial activities is highly valued. This culture not only motivates employees to participate in CE initiatives but also ensures their continuous learning and development. The resultant cycle of organisational and employee growth reinforces each other, leading to sustained competitive advantage and a thriving, innovative workforce.

2.5.3 The Growth Mindset Theory

As alluded to in the previous sub-sections, the practice of CE within organisations plays a pivotal role in fostering a growth mindset among employees. While CE, involves the manifestation of entrepreneurial activities within established corporations, its ripple effect on employees is profound. It not only cultivates a culture of innovation and risk-taking but also embeds the core tenets of the growth mindset within the workforce (Tootoonchy & Sajadi, 2021).

The growth mindset theory postulates that abilities and intelligence can be developed through dedication, effort, and resilience. This mindset stands in contrast to a fixed mindset where individuals believe their abilities are static and unchangeable (Han & Stieha, 2020). The essence of CE – the encouragement of innovative thinking,

embracing risks, and the pursuit of novel opportunities within corporate boundaries – serves as fertile ground for nurturing a Growth Mindset among employees.

As organisations embark on CE initiatives, they create environments where experimentation is encouraged, and failures are not feared but rather seen as learning opportunities. Such an environment aligns perfectly with the growth mindset's philosophy of viewing challenges as opportunities to grow and seeing effort as the pathway to mastery. When employees are exposed to and actively participate in CE activities, they are essentially being trained to adopt a growth mindset. They learn to embrace challenges, persist in the face of setbacks, value the process of learning, and view criticism as valuable feedback (Han & Stieha, 2020).

Furthermore, CE initiatives often entail cross-functional collaborations, exposing employees to diverse perspectives and challenges (Don Ton & Hammerl, 2021). Such exposure invariably teaches them the value of adaptability, a core component of the growth mindset. The more they adapt, innovate, and overcome challenges within CE projects, the more entrenched the growth mindset becomes in their professional ethos.

Linking this to the aspect of employee career growth, a growth mindset, once ingrained, becomes a catalyst for career advancement. Employees with a growth mindset are not only more innovative and proactive but also consistently seek out learning opportunities. They become intrinsically motivated to expand their skill sets, making them invaluable assets to their organisations. Moreover, as they engage in CE activities, they naturally network across departments, learn about various facets of the business, and broaden their organisational understanding. Such holistic exposure is a significant accelerator for career growth.

Additionally, organisations that prioritise CE inadvertently are more likely to create clear pathways for career growth. As employees participate in entrepreneurial projects, they not only showcase their skills but also get noticed by higher-ups for their innovative contributions and problem-solving abilities. Their growth mindset ensures that they view every CE challenge as a stepping stone, a chance to learn, innovate, and grow. Such an attitude not only brings success to CE initiatives but also positions these employees for leadership roles, given their holistic understanding of innovation within the organisation (Urbano et al., 2022).

Moreover, the symbiotic relationship between CE and a growth mindset ensures organisational success. As employees grow in their careers, fuelled by the growth mindset, they contribute more significantly to CE initiatives, driving innovation, and ensuring the organisation's sustained success in competitive markets.

In essence, CE serves as a bedrock for cultivating a growth mindset among employees. This mindset, in turn, becomes a driving force for employee career growth. The intertwined nature of CE and the growth mindset creates a virtuous cycle – as CE initiatives foster a growth mindset, the latter drives employees to actively participate and excel in CE, leading to career growth and further strengthening the organisation's intrapreneurial endeavours.

Given the profound implications of this relationship, the growth mindset theory, with its emphasis on the malleability of abilities and the transformative power of beliefs, is an ideal theoretical lens through which to study the interplay between corporate entrepreneurship and organisational career growth.

2.6 Role Level and Its Impact on CE-Career Growth Relationship

2.6.1 Impact of role-levels on CE dynamics

The impact of role level on corporate entrepreneurship (CE) is a nuanced subject, with empirical evidence suggesting that different managerial levels play distinct, yet interconnected roles in fostering CE.

Firstly, senior-level managers play a pivotal role in CE. They are responsible for ratifying, recognizing, and directing various CE activities. They are crucial in determining the strategic and structural context of CE, implying that their involvement shapes the firm's entrepreneurial direction (Kuratko & Audretsch, 2013). This argument is reinforced in another study by Ling et al. (2008), which indicates that transformational CEOs, a proxy for senior management, significantly influence the top management team's characteristics, such as risk-taking and decentralisation, essential for CE.

However, the role of middle and first-level managers should not be underestimated. While senior managers set the strategic direction, it is the middle and lower-level managers who operationalise these strategies. As per Hornsby et al. (2009), the relationship between managerial support and entrepreneurial action varies with

managerial level, with senior and middle-level managers having a more positive relationship with entrepreneurial action than first-level managers (Kuratko & Audretsch, 2013). This finding suggests that while first-level managers are involved in CE, the impact of their actions and support might be less pronounced compared to higher-level managers.

In summary, while all levels of management contribute to CE, the role and impact of senior-level managers are more significant in setting the strategic direction and shaping the organisational environment conducive to CE. Middle and first-level managers, on the other hand, play crucial roles in implementing and operationalizing these strategies, but their influence on CE is relatively less impactful compared to senior management. This hierarchical difference in impact is crucial for understanding the dynamics of CE within organisations.

2.7 Gender Dynamics in CE and OCG

In the realm of business, the interplay between corporate entrepreneurship (CE) and organisational career growth has emerged as a critical area of focus. However, the impact of gender within this dynamic presents a nuanced layer of complexity that is worth exploring.

2.7.1 Gender and Corporate Entrepreneurship

Ruiz et al. (2023a) posits that gender equality significantly influences corporate entrepreneurship, with a pronounced effect on women in more equal societies. This highlights a fundamental question: does the gender of an employee affect their engagement in CE and, by extension, their career growth? The emphasis on gender equality's role in fostering an entrepreneurial spirit within organisations underscores the need to delve deeper into how these dynamics play out differently for men and women.

In the work by Ruiz et al. (2023b), gender-specific challenges and opportunities within corporate entrepreneurship are further examined. It suggests that gender biases and societal norms could potentially influence an individual's participation in entrepreneurial activities (Ruiz et al., 2023b). This insight is crucial because it points towards the possibility of inherent inequalities in the way men and women experience and benefit from CE.

2.7.2 Career Growth and Gender

Moving beyond corporate entrepreneurship, Jung & Takeuchi (2016) explore gender differences in career planning and management. It shows that men and women often have different approaches and priorities when it comes to their careers (Jung & Takeuchi, 2016). This suggests that the variation in career trajectories and aspirations can be significantly influenced by the level of engagement in CE activities, as hinted by Adachi & Hisada (2016). The authors (Adachi & Hisada, 2016), underscore the differing impacts of CE on career growth between genders, further fuelling the argument that gender plays a pivotal role in shaping these experiences.

2.7.3 The Intersection of CE and Career Growth

The intersectionality of CE and career growth becomes even more pronounced when considering the findings by Paichadze et al., (2019), which discusses the evolving trends in career management. In a rapidly changing corporate landscape, the role of entrepreneurial activities in shaping career paths cannot be overstated. However, if these opportunities are not equally accessible or appealing to all genders, it could lead to a skewed development of talent within organisations (Paichadze et al., 2019).

Weng & Zhu (2020), further strengthens this argument by highlighting the importance of individual career growth within and across organisations. It implies that the opportunities presented by CE activities are crucial for individual career advancement. However, if gender influences how these opportunities are perceived or accessed, it could lead to a disparity in career growth outcomes.

In conclusion, the exploration of gender's impact on the relationship between corporate entrepreneurship (CE) and organisational career growth (OCG) is a fascinating and complex subject. The nuanced interplay of gender roles, societal norms, and organisational structures makes this a rich area for research. Insights from literature highlight the varying experiences and opportunities men and women encounter in entrepreneurial endeavours within organisations, pointing to potential disparities in career growth outcomes.

2.8 Age-Related Variations in CE Impact on OCG

It is without a doubt that the presence of age diversity within an organisation can significantly enhance CE-driven career development strategies (van Osch & Schaveling, 2020). A workforce that spans a range of demographics brings together diverse experiences, viewpoints, and skills, enriching the CE process (Alamur & Eren Gümüştekin, 2020; van Osch & Schaveling, 2020). An interesting demographic in that regard is age. Zhang & Farndale (2022) emphasise the benefits of a multigenerational workforce in the CE process, highlighting how diverse age groups can contribute unique perspectives and experiences. The exploration of age as a determinant in the dynamics of corporate entrepreneurship (CE) and organisational career growth (OCG) offers profound insights into workforce development and management.

2.8.1 Age as a factor in career aspirations and responsiveness to CE

Career aspirations vary significantly across different age groups. Younger employees, often at the beginning of their careers, tend to be more ambitious and risk-taking, seeking opportunities for rapid growth and skill development (Aydin et al., 2023). This aligns with their pronounced responsiveness to CE initiatives. In contrast, (Alamur & Eren Gümüştekin (2020), reveal that older employees, who possess a wealth of experience, might tend to seek stability and opportunities that only utilise their existing knowledge, potentially leading to a more cautious approach towards CE (Alamur & Eren Gümüştekin, 2020).

2.8.2 Influence of career stage on CE perceptions

Closely related to age is career stage which plays a critical role in shaping employees' perceptions of CE. Mok et al., (2021) in their study on "Career Development and HR Management of Older Workers," highlights how mid-career professionals might view CE as a tool for career advancement and skill enhancement. On the other hand, Sharma (2021) discusses the unique challenges faced by women returning from career breaks, particularly in STEM fields, and how this influences their engagement with CE (van Osch & Schaveling, 2020). Therefore, understanding how career stage influences employees' perception of corporate entrepreneurship (CE) is crucial for tailoring effective career development strategies, especially considering the unique needs and perspectives of different career stages, from mid-career professionals to women re-entering the workforce after a break.

2.8.3 The broader implications of age in CE and OCG

The broader implications of age differences in CE engagement extend to organisational policies and culture. Understanding these dynamics is crucial for creating a more inclusive and supportive work environment (Zhang & Farndale, 2022). For example, younger employees might benefit from mentorship programs and opportunities to lead innovative projects, while older employees could be given roles that leverage their experience and provide stability. Additionally, considering the unique challenges faced by mid-career professionals (Alamur & Eren Gümüştekin, 2020; Duta et al., 2021; van Osch & Schaveling, 2020), including those returning from breaks, part-timers, and older employees, can lead to more effective integration strategies and career development plans. As such, recognising and effectively responding to the diverse age-related needs and dynamics in CE and OCG is essential for enhancing organisational policies, culture, and overall workplace inclusivity.

In essence, research consistently point to age having a role to play in shaping employee engagement in CE and its potential impact on OCG. By understanding and embracing the diverse needs and capabilities of their multigenerational workforce, businesses can cultivate environments where all employees are empowered to engage in CE initiatives, and potentially enhancing individual career paths and contributing to the organisation's overall success.

2.9 Departmental Differences in CE Implementation and Impact

Assessing the internal environment in which employees works is key to foster an innovative and entrepreneurial culture within organisations (Hornsby et al., 2002). They identify five critical dimensions including; 'gaining top management support', 'appropriate use of rewards', 'a supportive organisational structure', 'resource availability', as well as 'risk- taking and tolerance' for failure (Hornsby et al., 2002, p. 253). These factors are essential for creating an environment conducive to entrepreneurial activity. In many organisations, functional departments vary in terms of top management support, work discretion/autonomy, rewards/reinforcement, time availability, organisational boundaries and even culture, all of which are linked to the above stated factors and career growth opportunities they induce (Hornsby et al.,

2002). Understanding these differences becomes key to developing tailored strategies that cater to the specific needs and characteristics of each department, ultimately enhancing the adoption of CE initiatives and quite possibly cultivating OCG within the organisation.

2.9.1 Variability of CE Practices Across Different Departments

Li et al. (2021), highlight the critical role of job autonomy and leadership support in career management, indicating that these factors can vary significantly across different departments. This variability can influence employees' ability to engage in CE activities. Lee et al., (2021) reinforces this point by emphasizing the link between autonomy and innovation. Departments with higher autonomy might encourage more risk-taking and innovative behavior, vital for CE, while those with less autonomy could hinder such activities. This suggests that organisations should assess and adapt their CE strategies to align with the unique characteristics of each department, enhancing overall CE effectiveness.

2.9.2 Impact of Department-Specific CE Strategies on Career Growth

Badir et al. (2020), delves into how department-specific characteristics influence innovation, a core aspect of CE. Their findings reveals that the structure and culture of a department play a pivotal role in determining the success of CE initiatives (Hornsby et al., 2002). Using a different lens, Yagil & Oren (2021), explore the interplay between job autonomy within departments and career growth, suggesting that different levels of autonomy can lead to varying career development opportunities. When superimposed, these findings suggest that departments that foster a culture of innovation and autonomy can significantly boost employees' career growth through enhanced CE activities. This underlines the importance of creating department-specific CE strategies that not only spur innovation but also facilitate career advancement.

2.9.3 Departmental Context Influencing CE Outcomes

Guo et al. (2023) presents case studies illustrating the effect of departmental context on CE outcomes. They reveal that supportive, and autonomous departmental cultures are more conducive to successful CE initiatives (Guo et al., 2023). Essentially, departments that actively encourage employee engagement and provide the necessary resources for CE tend to experience more positive outcomes in terms

of innovation and employee development. This underscores the need for organisational leaders to understand their departmental contexts deeply and foster environments that support innovation.

In essence, the variability in departmental structures, work cultures, and leadership styles necessitates a customised approach to CE and career development strategies. Understanding these departmental dynamics is crucial for fostering an environment conducive to innovation and career growth. This suggests that the effectiveness of CE activities and the subsequent impact on career growth are significantly influenced by the departmental context in which they occur.

2.10 Conclusion

The comprehensive literature review on the interplay between corporate entrepreneurship (CE) and organisational career growth (OCG) offers profound insights, presenting a strong argument that these two constructs are intricately linked and can significantly influence each other. The literature points to CE as a crucial driver in today's rapidly changing business landscapes, emphasizing its role not only in leading organisational transformation but also as a potential catalyst for individual career progression.

The review explores various dimensions of this relationship. It underscores how CE, characterised by fostering a culture of innovation and proactive pursuit of new opportunities, contributes to the development of new skills and competencies among employees. This environment, where creativity and risk-taking are fundamental necessities, naturally leads to professional growth. Employees engaged in CE activities often find themselves stepping out of their comfort zones, which is vital for career advancement. The development of new capabilities, particularly in strategic thinking and market adaptation, is highlighted as critical aspects of employee growth within CE contexts.

Moreover, the literature reveals that CE initiatives often necessitate cross-functional collaboration, allowing employees to build robust internal networks. This networking is beneficial not just for current projects but also aids in broader career progression. Employees become integral to the firm's social capital, gaining visibility and recognition for their entrepreneurial efforts. The investment in employee competence and development is thus seen as a crucial aspect of CE.

The literature also delves into the impact of role levels on the dynamics of CE within organisations. It suggests that different managerial levels play distinct roles in fostering CE. Senior-level managers are pivotal in setting the strategic direction, while middle and lower-level managers are instrumental in operationalizing these strategies. This hierarchical variance is crucial in understanding the dynamics of CE and its impact on career growth.

Gender dynamics and age-related variations in CE also emerge as significant themes in the review. The literature suggests that gender equality positively influences CE, particularly impacting women in more equal societies. This leads to the possibility of inherent inequalities in how men and women engage in and benefit from CE. Similarly, age diversity within organisations enhances CE-driven career development strategies, with younger and older employees bringing different perspectives and aspirations to CE activities.

Variability in departmental functions and their impact on CE and OCG are also highlighted. Departments with higher autonomy are likely to encourage more risk-taking and innovative behavior, vital for CE, while those with less autonomy may hinder such activities. This suggests that organisations should assess and adapt their CE strategies to align with each department's unique characteristics.

In summary, this literature review elucidates the multifaceted nature of CE and its potential influence on employee career trajectories. It emphasises the need for a deeper understanding of the nuanced relationships between corporate entrepreneurship, employee career progression, and the influencing organisational factors. This understanding is crucial for organisations aiming to foster an innovative culture and support the career growth of their employees in a rapidly evolving business landscape.

Chapter 3: RESEARCH HYPOTHESES

Based on the literature review, five hypotheses were formulated that align with the subject on the interplay between corporate entrepreneurship and organisational career growth. Each hypothesis was derived from key themes identified in the literature review:

3.1.1 Hypothesis 1: There is a significant positive correlation between CE and OCG

H1, aligned with the research focus postulates that a positive correlation exists between corporate entrepreneurship (CE) and organisational career growth (OCG). This hypothesis is based on the literature's consistent emphasis on the relationship between CE activities and the individual career progression of employees. The studies suggest that CE, characterised by innovation, risk-taking, and proactive initiatives, not only drives organisational change but also fosters significant personal and professional development among employees who participate in such activities (Dess et al., 2003; Tootoonchy & Sajadi, 2021; Urbano et al., 2022). This hypothesis sought to establish a direct link, suggesting that engagement in CE activities leads to tangible improvements in an employee's career trajectory, including skill development, network expansion, and enhanced opportunities for career advancement within the organisation.

3.1.2 Hypothesis 2: The relationship between CE and OCG is moderated by gender

Derived from the literature, there is a suggestion that gender plays a significant role in shaping engagement in CE and, hypothetically, career growth. Studies by Ruiz et al. (2023a, 2023b), and Jung & Takeuchi (2016) highlight the impact of gender equality on CE and the varying approaches men and women have towards career planning and management. This leads to the hypothesis that gender differences significantly influence engagement in CE activity, potentially leading to varying outcomes in career progression.

3.1.3 Hypothesis 3: The relationship between CE and OCG is moderated by age

Literature consistently highlights age as a pivotal determinant in the level of engagement with CE and its subsequent influence on career growth suggesting that career aspirations and responsiveness to CE vary significantly across different age groups (Alamur & Eren Gümüştekin, 2020; Aydin et al., 2023; van Osch & Schaveling, 2020). Hypothesis 3 postulates that age-related variations across individuals significantly impact the effectiveness of CE initiatives and their subsequent influence on employee career growth.

3.1.4 Hypothesis 4: The relationship between CE and OCG is moderated by role level

The literature review reveals that different role levels within organisations contribute variably to CE. Senior-level managers, as per Kuratko & Audretsch (2013) and Ling et al. (Ling et al., 2008), are influential in setting CE's strategic direction, while middle and lower-level managers are key in operationalising these strategies. This leads to the hypothesis that the impact of role level within the organisation significantly influences the effectiveness of CE activities and, potentially, career growth outcomes.

3.1.5 Hypothesis 5: The relationship between CE and OCG is moderated by departmental function

As established in the literature review, departmental functions significantly influence CE initiatives and career growth opportunities. Research by Li et al. (2021), and Lee et al. (2021) demonstrates that departments vary in terms of autonomy and leadership support, affecting employees' engagement in CE activities. This hypothesis suggests that departmental functions differ in implementing and fostering CE which in turn could significantly impact the career growth of employees within those departments.

These hypotheses, derived from the literature, provide a foundation for further empirical investigation to explore the complex relationships between corporate entrepreneurship, organisational career growth, and various influencing factors such as gender, age, role level, and departmental functions. Figure 2 illustrates the conceptual model for these hypotheses.

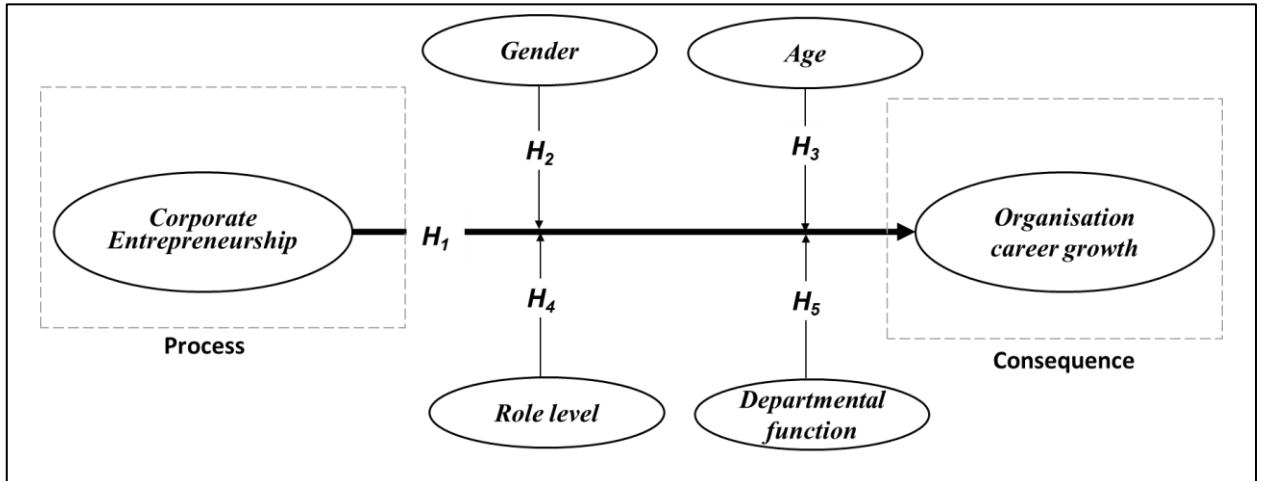


Figure 2: Conceptual model for the research study.

Chapter 4: RESEARCH METHODOLOGY

4.1 Research design

In designing the methodology for this study, careful consideration was given to aligning each aspect of the research design with the study's objectives, grounded in existing literature. The research employed a descripto-explanatory design, as advocated by Saunders & Lewis (2018) to accurately describe real-world characteristics of organisations and employee experiences, particularly focusing on the impact of Corporate Entrepreneurship (CE) activities on career growth. This design was chosen for its suitability in explaining the potential relationships between variables, specifically the interaction between an organisation's CE intensity and individuals' career development experiences (Saunders & Lewis, 2018).

The study was underpinned by a positivist philosophy, which asserts that knowledge should be based on unambiguous, objective facts uninfluenced by human interpretations (Alharahsheh & Pius, 2020). This approach was instrumental in examining the relationship between CE and Organisational Career Growth (OCG), aiming to generalise this relationship through clear, accurate knowledge. The growth mindset theory provided the theoretical foundation, with the study applying this framework to explore the identified constructs without the intention of building new theory or extending the theoretical framework (Mutibura, 2023). Accordingly, a deductive approach was deemed most appropriate for testing the hypotheses through statistical analysis (Ganesha & Aithal, 2022; Saunders & Lewis, 2018).

Given the time constraints of approximately six months to complete the study, a mono- quantitative research method was selected. This method was ideal due to its efficiency in gathering numerical data to analyse the strength of relationships between constructs and the impact of various factors on these relationships, aligning with recommendations by literature for studies aiming at generalisation within limited time and resources (Johnson & Christensen, 2020; Mulisa, 2022).

Surveys were chosen as the research strategy to collect structured quantitative data from many respondents efficiently, facilitated by a questionnaire distributed online to the target population (Saunders & Lewis, 2018; Wegner, 2020) . A cross-sectional time horizon was employed, collecting data at a single point in time to explore

relationships, identify patterns, and estimate outcomes related to CE and OCG within the constrained timeframe, making it the most fitting choice for this study (Johnson & Christensen, 2020; Saunders & Lewis, 2018).

4.2 Population

The selected population for this research study, focusing on the dynamics CE and OCG, was identified as knowledge workers. This choice aligns well with the definition provided by Pyöriä (2005), who characterises knowledge work as labour that necessitates a high level of education and skill often integrated with the use of information technology (Mutibura, 2023). Inferring from this definition, knowledge workers are inherently positioned to engage more actively in CE activities than their counterparts due to their critical thinking capabilities, problem-solving skills, and continuous pursuit of career growth opportunities within their organisations (Koster, 2023; Pyöriä, 2005).

First, knowledge workers' innate drive and ability to innovate make them ideal candidates for contributing to and profiting from CE projects. Their job nature, which requires creativity, autonomy, and the application of specialised knowledge, is consistent with the entrepreneurial spirit that CE strives to foster inside organisations (Pyöriä, 2005). Second, knowledge workers have a natural predisposition towards career advancement, frequently seeking chances that allow them to use and extend their skill sets, therefore pushing their professional progress (Koster, 2023).

Given time and budget limitations, the study narrowed its focus on knowledge workers in South Africa's financial services industry, which is known for its advanced banking system and dedication to innovation and technological improvement (Chironga et al., 2018). Given its dynamic character and emphasis on knowledge-based capabilities, this specific sector provided an ideal environment for studying CE and OCG. The choice of this target population not only increases the study's relevance and applicability to contemporary organisational settings, but it also provides a rich context for investigating the nuanced connection between CE activities and career advancement among those most likely to be affected by and contribute to these initiatives.

4.2.1 Unit of analysis

As highlighted earlier, the target population for the current study is knowledge workers employed within the financial services sector of South Africa. The primary entity of study in this research also called the 'unit of analysis' (Barquero et al., 2019; Mutibura, 2023) was, therefore, the individual knowledge worker/employee. This is because the study focuses on the relationship between CE and employee career growth, both of which are direct experiences and/or characteristics unique to each employee. Data on the experiences and opinions of the individual knowledge workers was collected and analysed to explore the relationship that may exist between the two variables at the individual level (Mutibura, 2023).

4.3 Sampling method and size

The list of all knowledge workers in the target population was not known, as such, there was no sampling frame for the study. Considering this, non-probability sampling techniques was employed in this study (Mutibura, 2023; Saunders & Lewis, 2018). The purposive non-probability sampling method was used on the target population to obtain the required number of responses to the questionnaire. This type of non-probabilistic sampling is used when the researcher carefully selects participants based on characteristics and reasons relevant to the research objectives (Mutibura, 2023; Saunders & Lewis, 2018). The specific characteristics used to identify research participants included occupational role function and level, level of education, total years of work experience and career stage, and any highlighted technology proficiency - attributes that would typically be expected of knowledge workers as defined previously (Pyöriä, 2005).

The researcher made use of the professional network they had and distributed the online survey to qualifying respondents through various channels including but not limited to social media platforms, online forums, and email lists that the researcher got access to. To improve the representativeness of the sample, quota sampling was also introduced to select participants based on specific demographic characteristics. This sampling technique ensures that individuals from each subgroup within a target population is included in the sample to make the sample more representative and reflective of the target population. This leads to more accurate and generalisable results compared to purposive sampling alone (Saunders & Lewis, 2018). This

sampling technique also works well with limited time and resources. For this study, the factors considered were gender, age, role level and departmental function to better represent the target population (Mutibura, 2023).

Research on the consequences of CE, specifically quantitative type studies have used data from respondents ranging from 50 to 120 to draw conclusions for their studies (Urbano et al., 2022). Similarly, quantitative studies on the antecedents of OCG have made use of data from respondents ranging between 60 to 130 respondents per industrial sector (Modem et al., 2021; Spagnoli, 2020; Weng & Zhu, 2020; Zhu et al., 2021) . Considering this, the current study aimed to achieve at least 80 responses from the target population to ensure that there was enough data for analysis (Mutibura, 2023). The researcher managed to collect a total of 85 responses for analysis.

4.4 Research Instrument

A self-completed questionnaire in the form of an online survey was used for data collection. The landing page of the survey contained a brief introduction of the research, its objectives, and the general structure of the survey. All questions in the survey were closed ended, except for a few introductory questions meant to capture the attributes of the respondents. The survey was voluntary, and confidentiality measures were enforced, as such a clause to that effect was included in the survey brief. The average survey duration (12 mins) based on a pilot test was included as well as the contact details of the researcher and the research supervisor. The rest of the survey was structured as follows (Mutibura, 2023):

4.4.1 Section A: Demographics and background

This section included questions related to the respondents' backgrounds and demographic factors. These questions were useful in establishing the context of the study, to understand the characteristics of the participants (Fowler, 2014; Nardi, 2018). Data collected from this section of the survey was first be used to confirm the representativeness of the sample and then later used during data analysis and interpretation. Data in this section included age, gender, highest education level, role-level, tenure, geographic location, ethnicity, and departmental function. The response options for all questions in this section were tailored for each specific question and some included an option of not answering that specific question.

4.4.2 Section B: Corporate Entrepreneurship Scale

The Corporate Entrepreneurship Assessment Instrument (CEAI) from literature (Bhardwaj & Sushil, 2012; Covin & Slevin, 1991; Kim & Park, 2021; Kuratko et al., 2014) was adopted to measure the intensity of corporate entrepreneurship in the organisations of the respondents (Mutibura, 2023). CE initiatives can include multiple dimensions, as such, the survey questions in this section reflected each of those multiple dimensions as follows (Kuratko et al., 2014):

- **Management support:** Questions on this dimension explored employees' perceptions on top-management's readiness to encourage and support entrepreneurial behaviour.
- **Work discretion:** This dimension aimed at measuring the extent to which an organisation accepts failure, gives decision-making freedom, and gives authority to lower-level employees.
- **Rewards and reinforcement:** Questions in this dimension sought to explore employees' perceptions about the company's use of systems that reward entrepreneurial behaviour and success.
- **Time availability:** This section's questions investigated whether employee job structures and schedules provide for additional time for individuals to work on innovations.
- **Organisational boundaries:** Questions in this dimension considered the extent to which organisational boundaries are perceived to be flexible and useful in supporting entrepreneurial activities.

The full CEAI scale comprises of 48 questions in total, however, only 16 of these used in the study, with each dimension represented by 3 to 5 questions. All the questions in this section were in the form of a 5-point Likert scale which ranged from strongly disagree to strongly agree. Table 1 shows some literature-reported Cronbach's alpha per dimension of the CE scale under the emerging economies context (Bhardwaj & Sushil, 2012). Despite South Africa fitting the emerging economies characteristic (Bhardwaj & Sushil, 2012), when the CE scale was tested under the South African banking sector context, only the management support and the rewards/reinforcement dimensions were established as reliable based. Refer to Chapter 5 for details on the reliability of the scales.

Table 1: Reliability of the CE scale under the emerging economies context (Bhardwaj & Sushil, 2012).

Dimension	Cronbach's alpha
Management support	0.96
Work discretion	0.84
Rewards/reinforcements	0.85
Time availability	0.55
Flexible organization boundaries	0.84

4.4.3 Section C: Impact of CE on employee career growth

The questions in this section aimed to assess the relationship between CE intensity of an organisation and the employee's career growth by focusing on the impact that CE initiatives have had on the individual's career development. Questions from literature (Spagnoli & Weng, 2019) were adopted and adapted to suit the research objectives. The goal here was to capture the individuals' perceptions and experience (Mutibura, 2023). Given that the OCG scale is relatively new, and has not been tested under various contexts, all 15 questions of the scale were adopted to retain the integrity of the scale as presented by Spagnoli & Weng (2019). The four OCG factors were represented as follows (Mutibura, 2023; Spagnoli & Weng, 2019):

- **Career goal progress.** This sub-section addressed the influence of CE initiatives on employee's motivation and engagement at work and their perceptions of how they are supporting an individual to meet their career aspirations.
- **Professional ability development:** The questions in this sub-section aim to assess how CE activities have contributed to acquiring new knowledge and skills. The questions also evaluated the extent to which CE in an organisation has encouraged employees to pursue additional education or training for their professional development. They also to assessed how CE has affected the individual's professional networks and relationships, as well as how it may have facilitated chances for networking and career advancement.
- **Promotion speed.** The purpose of this set of questions was to determine the extent to which CE initiatives have resulted in promotions or increased work responsibilities for the individual.
- **Compensation.** Questions in this section explored how engagement in CE affects the pace of an employee's salary growth within the organisation.

Table 2 gives a summary of the literature-reported reliability of the OCG scale. All the questions were in the form of a 5-point Likert scale which ranged from strongly agree to strongly disagree. Refer to Appendix A for the full list of survey questions. When the scale was tested for reliability under the South African banking sector context, all the four dimensions were confirmed to be reliable. Refer to Chapter 5 for the detail on the OCG scale reliability.

Table 2: Literature-reported reliability of the OCG scale (Spagnoli & Weng, 2019)

Dimension	Cronbach's alpha
Career goals progress	0.97
Professional abilities development	0.95
Promotion speed	0.85
Remuneration growth	0.86

4.4.4 Data gathering process

Quantitative data obtained from the self-completed online survey was collected for the study. Google Forms was used as the survey tool for distributing the questionnaire to the target population. The selection was done based on budget limitations, familiarity, user-friendliness, and capability to obtain raw data in Excel format. The survey was set up in such a way that anyone with the survey link would automatically be granted access to complete the survey, however, a respondent was able to complete the survey only once. This ensured that any referrals could access the survey easily (Mutibura, 2023).

The link to the survey was initially shared with a list of potential respondents (83 individuals) via email and text. In these messages, the respondents were asked to share with their colleagues, former colleagues, and professional networks that fit the profile of the target population (Mutibura, 2023). The idea here was to get at least 2 other unique individuals through referrals which sums it up to about 249 unique individuals with access to the survey. The survey link was also shared via social media platforms such as LinkedIn (287 individuals) which shows individuals professional backgrounds as well as the GIBS alumni channel (21 individuals) accessible to the researcher. Responses were collected from the following South African banks: Standard Bank, ABSA, First National Bank, Nedbank, Capitec, Investec, Discovery Bank, African bank, and Bidvest bank.

Important to note is that getting a high response rate from big financial institutions like banks was a bit of a challenge because of the bureaucracy involved in getting

information from such institutions. As such, cold calling bank employees via social media platforms yielded very low response rates (less than 5%). The majority (about 73%) of the responses received were from the researcher's direct networks and through referrals. The target data collection period was initially planned for 10 weeks from the day of first survey link sent out, however due to the low response rates, the collection period was extended for a further 5 weeks.

The data collection was monitored continuously and depending on the response rate and the response time that had lapsed, 1–3 nudge communications to potential respondents were issued (Hummel & Maedche, 2019). Throughout the process, the researcher was on stand-by to fix any technical issues promptly and assist respondents with any other challenge that they may face while completing the survey. Once the number of responses targeted (80 responses) had been achieved, the survey was closed, and the data downloaded in Excel format and saved for statistical analysis (Mutibura, 2023).

4.4.5 Analysis approach

The data analysis approach followed in this study involved a couple of steps to ensure reliability, validity, replicability, and accuracy. A rigorous and structured analytical procedure ensured that sensible conclusions about the relationship between the two constructs are drawn and data-informed decisions are made. The following steps formed part of the general framework followed during data analysis for the study (Mutibura, 2023):

Selecting the analysis tool

Given that there are many tools and methods available for analysis, the researcher had to choose one that aligned with the requirements of the research study as well as some other considerations impacting the research (Mutibura, 2023). These included:

- **Research hypotheses:** The research hypotheses dictated the type of statistical test required for the study. In this case, hypothesis 1 sought to test the correlation between CE and OCG, while hypotheses 2-5 sought to test for the moderating effect of some demographic variables on the CE – OCG relationship. The analysis tool and method of choice had to support these specific types of statistical tests (Mutibura, 2023).

- **Data type and size:** The type of data collected in this study was mostly ordinal data from the Likert scale questions as well as some nominal data from the first section of the questionnaire. The statistical method and tool selected had to be capable of supporting such data types. The size of the dataset was also considered as some statistical methods may have limitations on the minimum data points they require to produce valid results (Mutibura, 2023).
- **User-friendliness:** The ideal analytical tool to use for the study would be easy to use, quick to learn, and readily have technical support, user manuals or online community references for frequently asked questions. For this study, the researcher chose a familiar tool, with a user-friendly interface and does not require any special coding skills or syntax. This reduced the overall time required for data analysis (Mutibura, 2023).
- **Cost:** The cost of accessing the tool also played a big role in the tool selection process as the project had a very limited budget. As such, the most ideal tool was one that came at a minimum cost and still had the capabilities stated above (Mutibura, 2023).

Given these factors, the analysis tool of choice for the study was IBM SPSS. The analysis method used for hypothesis 1 was the Spearman correlation which aligned very well with the ordinal data collected in the study. For hypothesis 2-5, ordinal logistic regression was the method used as it aligned with the data characteristics and hypothesis requirements. SPSS could support all these statistical tests and the types of data that was collected. The open-source learning material on how to use it as well as online support communities ensured a smooth analysis of results.

Data cleaning

The survey tool that was selected, Google Forms, has the capability to automatically consolidate, convert and import the survey responses into an Excel document (Mutibura, 2023). The raw data collected from the survey had no missing entries, however, 1 outlier was identified using the Mahalanobis distance test. The identified outlier was discarded to improve the quality of the dataset for analysis and subsequently, the research findings (Wegner, 2020). Detail on this process is presented in Chapter 5.

Data preparation

Once the data was clean, the researcher had to go through a rigorous data enrichment exercise to categorise and re-code the data into more meaningful measures (Wegner, 2020). Nominal data had to be re-coded into a binary format, while the Likert scale data (interval data) was coded using a 5-point code with 5 representing 'strongly agree' and 1 representing 'strongly disagree' (Mutibura, 2023). Checks for reverse coded data were also done and none were found. Detail on this process is presented in Chapter 5.

Running the statistical test

Once the data was ready, the appropriate test for correlation was selected, and correct dependant and independent variables chosen. The appropriate test for correlation between two interval data sets is the Pearson correlation test (Wegner, 2020). The applicable assumptions for this test were verified and appropriate selections in SPSS were made to ensure accuracy. In a similar fashion, the independent t-test was used for hypotheses 2 to 5 as it was the most appropriate test for differences for the type of data collected. These tests were run, and the output saved for interpretation (Mutibura, 2023).

a) Descriptive statistics

Presentation of the tests' outputs started with the descriptive statistics which assisted in getting the initial understanding of the dataset characteristics and provide a basis of inferential interpretation (Johnson & Christensen, 2020). This included measures of central tendency, measures of dispersion, data distribution shape, and frequency distributions (Wegner, 2020). Where possible some of the descriptive statistics were presented in the form of data visualisations that aid in understanding the data patterns and main features (Mutibura, 2023). Further detail on this can be found in Chapter 5.

b) Inferential statistics

Following the descriptive statistics were the results of the statistical tests done for each of the hypothesis for the study. These results have been presented in Chapter 5 of this report. Visualisations in the form of tables from SPSS have been included in these results.

c) Report findings and limitations

The interpretation of the results depended on a couple of parameters generated in the test output and these included the correlation coefficient, the direction of the relationship and p-values. These were used to determine if the results support the hypotheses or not (Wegner, 2020). Based on the interpretation of the inferential statistics, the practical implications of the findings were determined and reported. Limitations of the research findings were indicated and areas for further exploration highlighted (Mutibura, 2023).

4.5 Research quality controls

4.5.1 Pilot testing

To ensure the survey's quality and clarity, it was initially piloted with a small, diverse group (in terms of gender, age, experience, ethnicity, and role level) of seven individuals reflecting the target population (knowledge-workers from South African banks) (Johnson & Christensen, 2020). This pilot test aimed to identify any issues, such as unclear questions, problematic response options or technical glitches, through qualitative feedback these participants. Adjustments were made based on this feedback, including the removal of question 4 which was related to institutional affiliation due to confidentiality concerns. In this way, the survey was refined for broader distribution, ensuring its effectiveness in the collection of the data.

Once the responses for the pilot were in, a quick analysis of data was done to identify patterns in responses such as left out questions, or a frequent number of 'neutral responses' which may signal issues with the question. The data was also checked for adequacy and useability with statistical tools. Based on the feedback and mock statistical analysis, no further revisions of the questions were made (Mutibura, 2023).

4.5.2 Scale reliability and validity

Further quality control measures employed for the study were the reliability test and the validity test. Expressed by means of the Cronbach's alpha, reliability measures the internal consistency of a scale (Sürücü & Maslakçı, 2020). Validity on the hand measures the extent to which a scale accurately captures it intends to measure (Anastasi & Urbina, 1997). Both these tests were applied on the CE and OCG scales per dimension of each construct. The output of the analysis revealed that only 2 out

of the 5 CE dimension in the scale were reliable, while all the dimension for the OCG scale proved to reliable. Validity of these dimensions was also confirmed. The unreliable dimensions were excluded from the analysis to ensure valid results. Refer to Chapter 5 for the detailed results of the tests.

4.6 Ethical considerations

The following ethical considerations were applied to this study:

- Confirmation that the study did not have a health dimension, nor did it relate to the health industry.
- Participation was voluntary, no coercion or bribery was done to motivate participation.
- The study promised to maintain anonymity and ensure the protection of research participants from harm or exploitation.
- The preservation of participants was ensured as well as Compliance with POPIA Act on participants information. Data storage and security was through the GIBS' document vault, UPSPACE.

4.7 Research Limitations

To assist in contextualising the research findings and give directions for future studies, it is important to state the possible limitations that the current study might have had. Here are some of the identified potential limitations of the study and the likely impact they may have on the research outcome (Mutibura, 2023):

- a. The self-completed survey might have been subject to self-report biases where respondents are misguided into providing inaccurate responses which can affect the validity of the data and conclusions drawn thereof (Saunders & Lewis, 2018). Self-report bias might have been due to question misinterpretation, pressure to provide socially desirable responses, poor memory, or even for self-serving reasons. To reduce the impact of this limitation, the researcher designed clear questions, ensured respondent anonymity, and made use of indirect questions in the survey.
- b. The use of non-probabilistic purposive and quota sampling techniques introduced selection bias, a distortion that occurs due to a sample that is not representative of the target population. This limits the extent of generalisability of the findings to

a larger population of knowledge workers in the financial services industry (Johnson & Christensen, 2020).

- c. The reliance on a single research method and a single measurement instrument may not fully capture the complexity of the two constructs and their relationship thereof. Mixed-methods technique may enhance the depth of understanding (Mulisa, 2022; Saunders & Lewis, 2018).
- d. Cross-sectional data is limited to a single point of data collection, which makes it difficult to infer causality between the two constructs under study. To establish causal relationships, future research may consider longitudinal time horizons (Johnson & Christensen, 2020; Saunders & Lewis, 2018).

Chapter 5: RESEARCH RESULTS

5.1 Introduction

Recapping from the previous chapters, the focus of this study was to investigate the interplay between corporate entrepreneurship (CE) and organisational career growth (OCG). The foundation of this inquiry is rooted in a series of research hypotheses, meticulously developed from a thorough review of extant literature. These hypotheses serve as a conceptual scaffold, guiding the empirical examination and facilitating a structured exploration of the complex relationships that define the nexus between CE and OCG. Focus was on determining the correlation between CE and OCG, as well as and how different demographic characteristics of the people who filled out the survey might affect this relationship. The study employed a descripto-explanatory research design, underpinned by a positivist philosophy, to rigorously test the formulated hypotheses. Primary data from self-completed online surveys was collected and stored for analysis.

This chapter is dedicated to the meticulous presentation of findings derived from the comprehensive analysis of survey data that was collected. It serves as a conduit through which the gathered data is not only presented but is meticulously dissected to illuminate the findings of the study.

The chapter begins by delineating the meticulous preparatory steps undertaken to render the data amenable for analysis. This groundwork is essential, as it ensures the integrity and applicability of the data towards achieving the research objectives. Subsequently, we pivot to an examination of the research instrument's validity. This step is paramount as it ascertains the tool's effectiveness in capturing the constructs of interest accurately (Sürücü & Maslakçi, 2020). Following the validation process, we delve into an assessment of the instrument's reliability. By determining the Cronbach alpha, the internal consistency of each dimension within the constructs under scrutiny is evaluated. This evaluation is critical, for it underpins the robustness and repeatability of our findings (Sürücü & Maslakçi, 2020).

Once the twin pillars of validity and reliability are firmly established, we proceed to present the descriptive statistics. This segment offers an overview of the dataset, shedding light on the demographic and professional contours of the survey

respondents. The descriptive statistics serve as a preface to the more intricate inferential statistical analyses that follow.

Finally, in the succeeding sections, we navigate through the inferential statistical analysis, where the crux of our findings is presented. It is important to note that this chapter is devoted solely to presenting the results; interpretations and implications of these findings will be the focus of subsequent chapters. Through this structured presentation, the researcher aimed to provide a transparent and thorough exposition of the data, setting the stage for a deeper understanding of the interconnections between corporate entrepreneurship and organisational career.

5.2 Population sample characteristics

As highlighted in the methodology chapter, the target population was knowledge workers within South Africa's financial services sector. This population is expected to exhibit high level of education and skill often integrated with the use of information technology and are in continuous pursuit of career growth opportunities (Koster, 2023; Pyöriä, 2005). Here, education can be accessed through inspecting of the highest academic qualifications the respondents had. Skill can be inferred from a combination of academic qualification, tenure, and hierarchical position. Integration with technology can be evaluated from the functional department in which the respondent works in.

To assess the representativeness of the collected data as well as to understand the characteristic distribution of the population sample for the study, some frequency analysis on the data were determined. This detailed the demographic and background characteristics of the participants and showcased their diversity across the various dimensions.

Firstly, the age distribution of respondents, which is grouped into four groups namely 18-25, 26-35, 36-45, and 46-55 years. Figure 3 summarises the age distribution of the survey respondents. According to Figure 3, the frequency distribution highlights the 26-35 years age group to be the most represented.

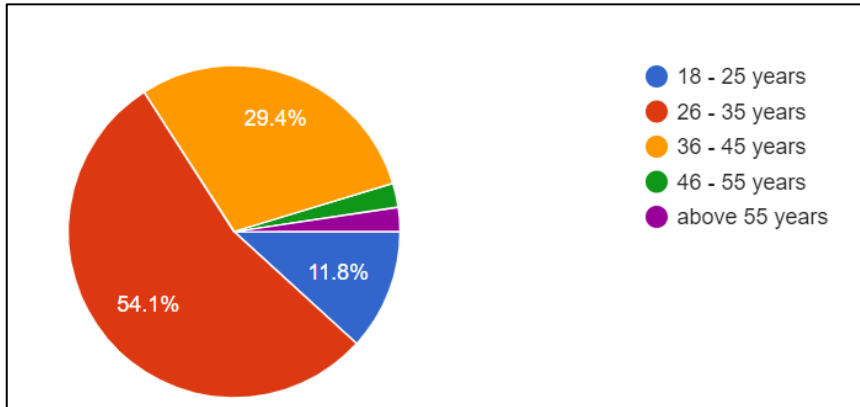


Figure 3: Age distribution of the respondents.

Secondly, the gender distribution which provides insight into the gender diversity of the respondents was assessed. The collected data shows there were more male respondents than their female counterparts as summarised in Figure 4.

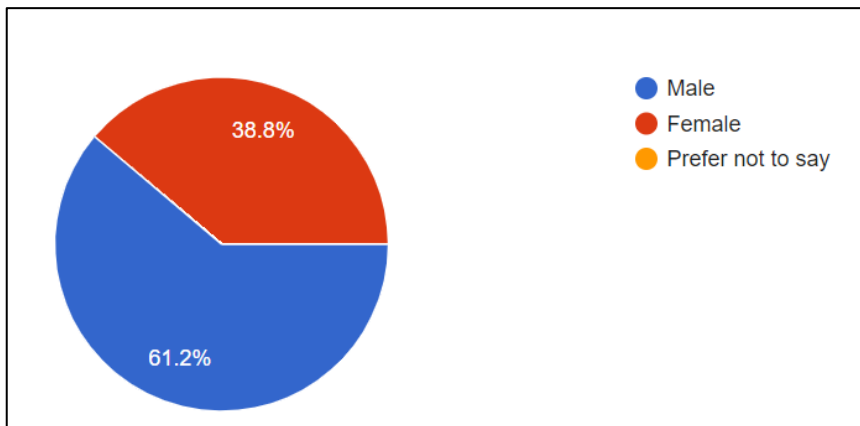


Figure 4: Gender distribution of the respondents.

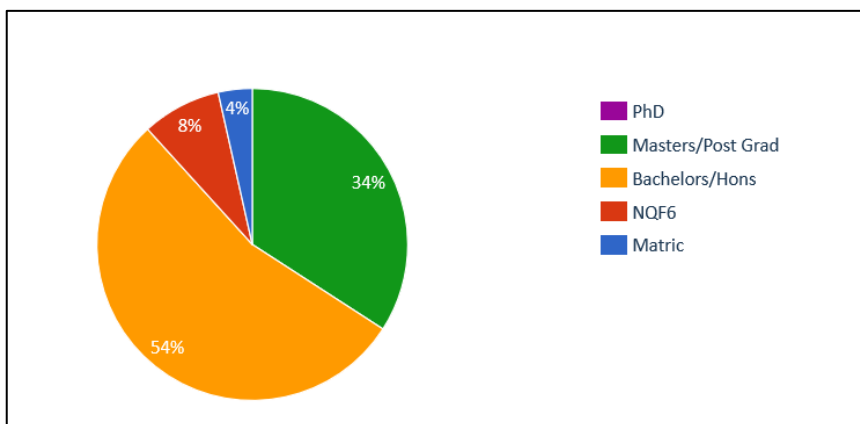


Figure 5: Distribution of the respondents' highest educational qualification.

The educational qualification distribution denoted by the highest level of education the respondents hold was also assessed. The output is summarised in Figure 5. According to Figure 5, the sample group was dominated by employees with a Bachelors/Hons degree and Maters/Post graduate degrees.

The department and role level within the company are crucial in understanding the professional diversity of the participants. Frequency distributions for these variables as summarised in Figure 6 and Figure 7 show the spread of respondents across different departmental functions, and role-level from entry-level to executive roles. According to these illustrations the respondents were concentrated in the Information Technology and Risk Management; Corporate and Investment Banking; Data and Analytics as well as the Strategy and Consulting departmental groups which collectively formed 78% of the population sample. These respective departmental functions are known to be enabled by IT systems (Wewege et al., 2020). The group was dominated by employees at the middle and senior management groups contributing to about 75% of the population samples.

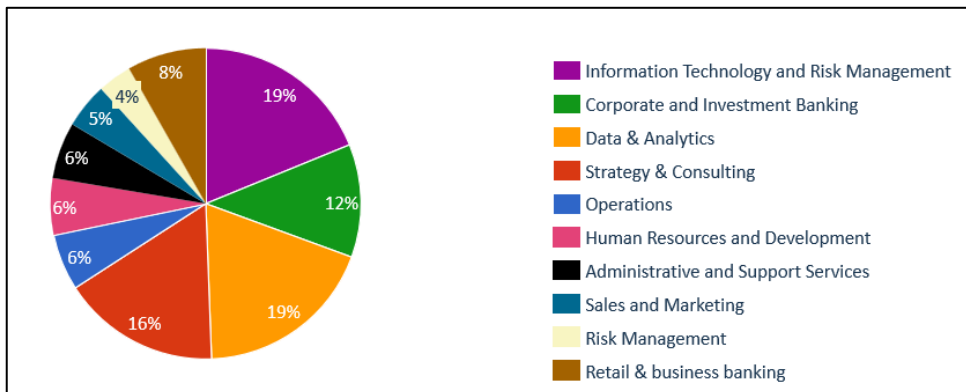


Figure 6: Respondents' distribution by departmental function.

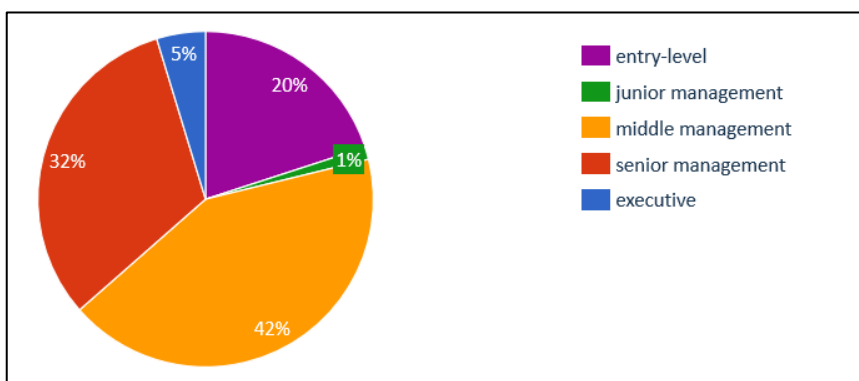


Figure 7: Role-level distribution of the survey respondents.

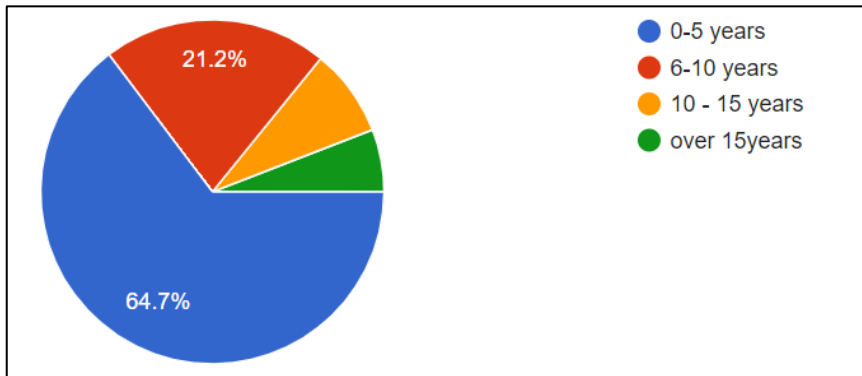


Figure 8: Respondents' frequency distribution by tenure.

Another variable considered in the study was tenure which offers a view of employee longevity and experience within the organisation. This was divided into four ranges from 0 to over 15 years. Figure 8 shows the frequency distribution of each age group that was represented by the respondents. Employees with a tenure of less than 5 years dominated sample making up about 65% of the respondents.

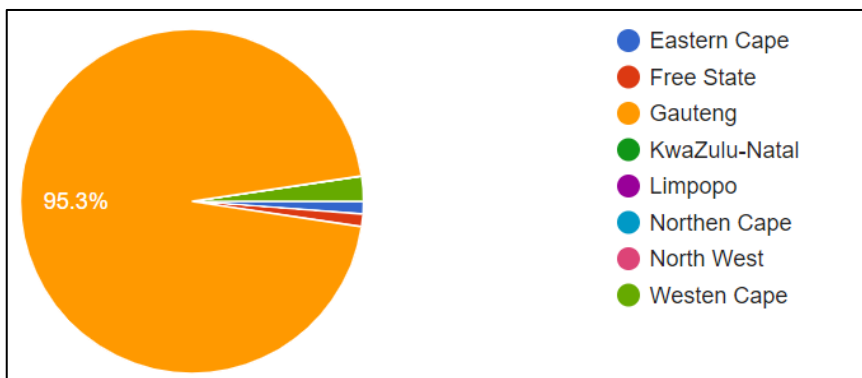


Figure 9: Geographical distribution of the respondents.

The geographical distribution of the respondents indicates that over 95% of the respondents were from the Gauteng Province of South Africa. This is summarised in Figure 9 which shows minimal representation of the other provinces in South Africa. Some provinces had zero representation.

Lastly the ethnicity distribution of the respondents was also evaluated. According to the summary in Figure 10 66% of the respondents were from the African group.

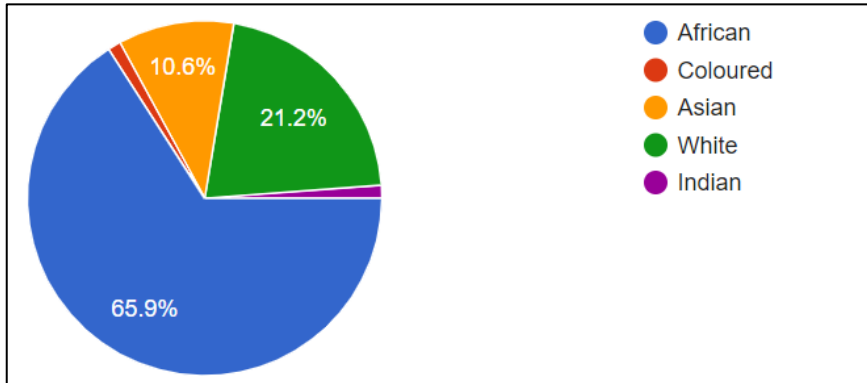


Figure 10: Distribution of the survey respondents by ethnicity.

5.3 Data preparation

5.3.1 Missing data entries

The survey was designed to eliminate the issue of missing data from the outset, utilising Google Forms' in-built functionality that made all questions mandatory. Consequently, there was no need to address missing data entries, as the system ensured that all responses were fully accounted for before submission.

5.3.2 Data Coding

The demographic information provided by the respondents, which was originally in nominal (demographic data) and ordinal data (Likert scale data) formats, were converted into numerical equivalents to ensure compatibility with SPSS. A detailed guide to these coding conventions, are shown in Table 3.

Important to note is that the response data pertaining to the respondents' departmental affiliations was systematically categorised into departmental groups based on their core activities and service areas. These departmental groups were also assigned numerical codes to facilitate their application in SPSS. A comprehensive summary of these departmental categories and their respective numerical codes are also illustrated in Table 3.

Table 3: Data coding

Age range	SPSS code	Role level	SPSS code	Ethnicity	SPSS code	Likert Scale	SPSS code
18 - 25 years	1	entry-level	1	African	1	Strongly disagree	1
26 - 35 years	2	junior management	2	Coloured	2	Disagree	2
36 - 45 years	3	middle management	3	Indian	3	Neutral	3
46 - 55 years	4	senior management	4	Asian	4	Agree	4
above 55 years	5	executive	5	White	5	Strongly agree	5

Qualifications	SPSS code	Tenure	SPSS code	Province	SPSS code	Gender	SPSS code
Matric certificate	1	0-5 years	1	Gauteng	1	Male	1
Diploma, DBA, NQ6	2	6-10 years	2	Western Cape	2	Female	2
Bachelors/Hons	3	10 - 15 years	3	Eastern Cape	3		
Masters/Prost grad	4	over 15years	4	Free State	4		

SPSS code	Departmental Group	Departments included
1	Information Technology & Risk Management	Information technology (IT); Group Technology; IT Risk; Digital Channels; Financial services – IT; Technology Cybersecurity risk; Digital Channels; Enterprise Risk Management; Insurance
2	Corporate & Investment Banking	Private Wealth; Investment Banking; Business enablement for Global Markets in Financial Services; Global markets; Compliance - Financial crime
3	Data & Analytics	Digital and data; Analytics; Data Science and Engineering; Data Analytics; Data science; Customer Analytics; Data; Data and Analytics; Technical Marketing Analytics & Clients Insight
4	Strategy & Consulting	Group strategy office; Strategy office; Strategy Analytics; Strategy and Data; Strategy; Strategy and innovation; Consulting; Management Consulting; Consultant; Business Consulting
5	Operations	Change; Operations; Project Management Office; Supply Chain
6	Human Resources & Development	Human Capital Tech; People Function; Human Resources
7	Administrative & Support Services	Admin; Strategy & Digital Departments; Hospitality; Entertainment; Accounting; Healthcare
8	Sales & Marketing	External sales; Sales; Branding
9	Risk Management	IT Risk; Cybersecurity risk; Enterprise Risk Management
10	Retail & business banking	Digital Channels; Digital Channels; Insurance; Wealth Management; Banking Industry; Product Solutions Cluster; Retail

5.3.3 Outlier Detection

In the current study, we used a multivariate analysis to detect outliers in the dataset, concentrating on data points that deviated considerably from typical values across many variables (Tabachnick et al., 2013; Zijlstra et al., 2013). Multivariate outliers, which are exceptional or rare combinations of values across many variables, can have a significant impact on the dataset, possibly signalling error in data capture, or even genuinely unusual observations (Leys et al., 2019). The correct detection and treatment of these outliers is critical for the integrity of data analysis and preprocessing, ensuring that statistical analyses are not influenced by skewed data. For this study, data was assessed for multivariate outliers using a Mahalanobis distance test in SPSS (Leys et al., 2019; Tabachnick et al., 2013). See Table 10 in Appendix B for the list of p-values (labelled PMAH_1) from the test. One multivariate outlier (with a p-value < 0.001) was detected and removed from the dataset.

5.4 Reliability of the used scales

Reliability, as described by Sürücü and Maslakçı (2020), is an important measure of both the measuring instrument's stability and the repetition of the results obtained under similar contexts. The reliability of the research scales used in this study was carefully assessed to verify the internal consistency of each dimension within each of the measuring scales.

As a preliminary step, the scales were checked for reverse-coded questions, to correct for any answer biases that may impair the scales' internal consistency (Sürücü & Maslakçı, 2020). No reverse-coded questions were detected for either of the scales. Thereafter, the Cronbach's alpha coefficient was used as the key statistical metric in the reliability analysis. The reliability criterion was a Cronbach's alpha greater than 0.65, which is a usual threshold used in research to indicate a reliable scale (Sürücü & Maslakçı, 2020). Using the SPSS function, the reliabilities of the two scales used in the study were assessed.

Table 4: Reliability results for the CE scale.

Dimension	No of Questions	Cronbach's alpha
Management support	5	0.837
Work discretion	3	-0.025
Rewards & reinforcement	3	0.668
Time availability	3	-0.027
Organisational boundaries	2	0.484

Table 4 shows the reliability results obtained for the five dimensions of the CE scale. Refer to Appendix B for a detailed output. According to the results the questions under the management support, work discretion and organisational boundaries dimensions had an acceptable internal consistency. Work discretion, time availability and organisational boundaries yielded very low alphas suggesting among possible reasons the existence of reverse-coded questions, poor inter-relatedness between questions, low number of questions per dimension or small sample size (Sürücü & Maslakçı, 2020). No reverse-coded questions were identified, and the other two potential causes could not be corrected for at the analysis stage of the study. As such questions from these three dimensions of the CE scale were discarded as recommended by Tavakol & Dennick (2011). Important to note however, is the recommendations for future studies discussed in Chapter 7 addressing this reliability issue of the CE scale.

For the OCG Scale, Table 5 presents the reliability results obtained for the four dimensions of the scale. According to these results the OCG scale is reliable since all alphas are above threshold.

Table 5: Reliability results for the OCG scale

Dimension	No of Questions	Cronbach's alpha
Career goal progress	4	0.929
Professional ability development	4	0.916
Promotion speed	4	0.823
Remuneration growth	3	0.799

5.5 Validity of research instrument

The principle of validity is critical in research because it ensures that research instrument correctly capture the phenomena intended (Anastasi & Urbina, 1997). It is concerned with the extent to which a test or survey measures what it claims to measure. According to Anastasi & Urbina (1997) along with Sürücü & Maslakçı (2020), define validity as the degree to which a measuring instrument accurately reflects the behaviour or quality that it is designed to assess. This emphasises the significance of validity as a key measure of the instrument's performance in carrying out its intended purpose.

According to Sürücü & Maslakçi (2020), validating a research scale entail interpreting the data generated by the instrument in a relevant adequate manner. The depth of validity includes a wide range of tests, each adapted to the unique objectives, aims, or qualities of the research instrument under consideration. Oluwatayo (2012) discusses a wide range of validity tests, including predictive validity, concurrent validity, content validity, and construct validity, among others. This multiplicity of validity types emphasises the concept's complex nature, catering to the many features of research instruments and the settings in which they are used.

The focus of this study was on construct validity, which comprise of convergent validity and discriminant validity (Hair et al., 1998). This choice is because the research did not involve the development of a new scale; instead, it used existing scales that had previously been validated for both validity and reliability in their original language and context (Sürücü & Maslakçi, 2020). The decision to test construct validity was motivated by the necessity to determine the scales' applicability and accuracy within the context of this study (Sudaryono et al., 2019).

To assess the validity of the research instrument, factor analysis using SPSS done and some basic math calculations in Excel was run to get to a conclusion. Factor analysis serves to summarise data in a way that improves the interpretability and comprehension of observed variable connections inside the measuring instrument (Sürücü & Maslakçi, 2020). Following from the test for reliability done in the previous section, only questions that fell under the two dimensions that proved to be reliable in the CE scale were tested for construct validity.

Figure 11 summarise the validity test outputs of the CE scale. According to the output the scale was divided into two main components. See Appendix B for the original SPSS output. The average loading factor for both components 1 and 2 are above the threshold of 0.7, hence convergent validity was confirmed (Sürücü & Maslakçi, 2020). Comparison of the AVE and the square of correlation show that the AVE for both components is greater than the square of correlation. As such discriminant validity for the CE scale for the two dimensions was also confirmed (Sürücü & Maslakçi, 2020).

Convergent Validity for CE scale			Discriminant validity for CE scale		
Scale Question	Factor loading		Scale Question	Square of the factor loading	
	Component 1	Component 2		Component 1	Component 2
Q9	0.770		Q9	0.593	
Q10	0.812		Q10	0.659	
Q11	0.742		Q11	0.551	
Q12	0.775		Q12	0.601	
Q13	0.707		Q13	0.500	
Q17		0.789	Q17		0.623
Q18		0.898	Q18		0.806
Q19		0.425	Q19		0.181
Average factor loading	0.761	0.704	AVE	0.581	0.537
			Square of correlation	0.167	0.167

Figure 11: Establishing construct validity of the CE scale.

Convergent Validity for OCG scale			Discriminant validity for OCG scale		
Scale Question	Factor loading		Scale Question	Square of the factor loading	
	Component 1	Component 2		Component 1	Component 2
Q25	0.949		Q25	0.901	
Q26	0.883		Q26	0.780	
Q27	0.818		Q27	0.669	
Q28	0.837		Q28	0.701	
Q29	0.875		Q29	0.766	
Q30	0.915		Q30	0.837	
Q31	0.801		Q31	0.642	
Q32	0.758		Q32	0.575	
Q33		0.705	Q33		0.497
Q34		0.498	Q34		0.248
Q35	0.71		Q35	0.504	
Q36		0.796	Q36		0.634
Q37		0.888	Q37		0.789
Q38		0.561	Q38		0.315
Q39		0.878	Q39		0.771
Average factor loading	0.838	0.721	AVE	0.708	0.542
			Square of correlation	0.238	0.238

Figure 12: Establishing construct validity of the OCG scale.

Figure 12 summarises the validity test outputs of the OCG scale. The scale was divided into two main components with the average loading factor for both components above the 0.7 threshold. As such, convergent validity was confirmed (Sürücü & Maslakçi, 2020). Comparison of the AVE and the square of correlation show that the AVE for both components is greater than the square of correlation. Based on this, discriminant validity for the OCG scale was also confirmed (Sürücü & Maslakçi, 2020).

5.6 Descriptive Statistics

To summarise the respondents' attitudes, perceptions and behaviours related to the two constructs being investigated, some descriptive statistics were employed. Considering the measures of central tendency on the CE scale, the mean scores (ranging from 3.4 - 4.1) for the two dimensions under consideration show that most of the respondents expressed agreement regarding receiving management support as well as reward and reinforcement. This sentiment is further substantiated by the median and mode values which shows that both the mid-point and most frequent perception agree that management support and rewards are received. The measure of dispersion expressed by the magnitude of the standard deviation shows that the respondents' attitudes on the management support dimension is somewhat homogeneous, while that for rewards/reinforcement is more heterogeneous.

Table 6: Descriptive statistics on the CE scale

	Management support					Rewards & Reinforcement		
	Q9	Q10	Q11	Q12	Q13	Q17	Q18	Q19
N	Valid	84	84	84	84	84	84	84
	Missing	0	0	0	0	0	0	0
Mean		3.95	3.98	3.60	3.37	3.98	3.96	3.88
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4
Std. Deviation		0.981	0.931	1.077	1.050	0.994	0.987	1.011
Range		3	4	4	4	4	4	4

In a similar fashion, the OCG scale was analysed using descriptive statistics to understand the general perceptions of the respondents regarding the OCG dimensions. The analysis revealed a prevalent positive outlook on these dimensions, as indicated by the mean scores of all questions, with the exceptions of Q33 and Q37. The mode and median values further corroborated that a significant majority of participants have encountered the attributes of these dimensions. On measures of dispersion, the 'career goal progress' dimension as well as the 'professional ability development' dimension showed that the respondents' attitudes towards those dimensions were more homogenous compared to the other two dimensions.

Table 7: Descriptive statistics on the OCG scale

	Career goal progress				Professional ability development				Promotion speed				Remuneration growth			
	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	
N	Valid	84	84	84	84	84	84	84	84	84	84	84	84	84	84	
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mean		4.00	4.14	4.12	4.00	4.14	4.21	3.98	4.12	2.96	3.23	3.80	3.01	2.74	3.27	3.00
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00
Mode		4	4	4	4	5	5	4	4	3	4	4	3	3	4	3
Std. Deviation		0.994	0.838	0.798	0.982	1.043	0.932	0.905	0.842	1.187	1.155	0.967	0.988	1.099	1.176	1.075
Range		4	3	3	4	4	3	3	4	4	4	4	4	4	4	4

5.7 Inferential statistics

5.7.1 Hypothesis 1: Testing for correlation

Data collected from both the CE scale and the OCG scale was ordinal data meaning it can be ranked but the intervals between the ranks may not be equal. The collected data was characterised by the following properties:

- **Ordinal data:** This type of data does not allow for parametric statistics (Siegel, 2012).
- **Non-normally distributed data:** A Shapiro-Wilko test showed a significant departure from normality, ($p = <0.001$). See SPSS output in Appendix B.
- **Relatively small sample size:** Some researchers have worked with larger sample sizes.
- **Presence of outliers:** The box plots for some of the variables showed a few outliers.

Given these data qualities, the Spearman's correlation test was selected as the best way to assess the relationship between the two variables. This test uses the rank order of values rather than their specific magnitude, is appropriate for detecting linear or non-linear monotonic relationships, does not assume the variables are normally distributed, and is less sensitive to outliers than Pearson's correlation test (de Winter et al., 2016; Schober et al., 2018). Furthermore, the Spearman correlation is especially useful for small sample sizes, when the data distribution may be unknown or parametric assumptions cannot be satisfied (de Winter et al., 2016). For these reasons, the Spearman correlation was considered the most likely analysis to yield more accurate results given the data properties. The assumptions for a Spearman correlation are (Grande, 2016):

- Variables have a monotonic relationship, that is the value of one variable would increase as the value of the other increases and vice versa. See scatter plots in Appendix B that confirmed this assumption.
- The two variables are measured at the ordinal level of measurement or higher (interval or scale). Both variables are based on Likert scale scores.

5.7.2 Hypotheses 2-5: Testing for moderators

According to the defined hypotheses 2 to 5, statistical methods that test for the moderating effect of variables needed to be applied. For this study the ordinal logistics regression technique was used. As opposed to linear regression which requires the dependent variable data to be continuous, ordinal logistic regression is a more robust option and generally preferred when the dependent variable has ordinal data (ranked) as was the case with the Likert scale data collected for OCG (Osbourne, 2015).

An important assumption to consider when running the ordinal logistics assumption is the proportional odds assumption which states that the odds ratios for the independent variables affecting the outcome are consistent across all levels of the outcome variable (Osbourne, 2015). This implies that the independent variables have a multiplicative effect on the odds of the outcome, and this effect is constant across all category thresholds of the dependent variable. The validity of this assumption can be tested in SPSS and is generated as part of the output of running the ordinal logistics regression (Field, 2013).

A composite variable per CE dimension was generated based on the mean score of the questions per dimension. To minimise multicollinearity, these composite variables were then centred by subtracting the dimension mean from each of the variables (Osbourne, 2015).

For similar reasons, the proposed predictor variables were also centred, except for gender and departmental function, as these constituted nominal data. For each of the hypothesis, interaction terms between the independent variable and the moderating variable were created by multiplying these two variables together. It was then these interaction terms that were assessed for moderating effect based on the p-values and the direction and magnitude of the regression coefficients (Baron &

Kenny, 1986; Field, 2013; Osbourne, 2015). A 95% confidence interval was used for all tests.

5.7.3 Hypothesis 1: There is a significant positive correlation between CE and OCG

For hypotheses 1, the null (H_0) and alternate (H_1) hypotheses were as follows:

- H_0 : There is no significant correlation between CE and OCG.
- H_1 : There is a significant positive correlation between CE and OCG.

Using the Spearman correlation on the CE and OCG scale dimensions with confirmed reliability and validity, the test for association was conducted. Table 8 presents the summarised output of the test. Refer to Appendix B for the SPSS out.

Table 8: Summary of Spearman correlation output for hypothesis 1.

			CE Scale variables								
			Management support					Rewards & reinforcement			
			Q9	Q10	Q11	Q12	Q13	Q17	Q18	Q19	
OCG Scale variables	Career goal progress	Q25	Correlation Coefficient	,355**	0.165	,381**	0.151	0.097	,270*	,332**	,561**
			Sig. (2-tailed)	0.001	0.134	0.000	0.171	0.381	0.013	0.002	0.000
		Q26	Correlation Coefficient	,365**	0.157	,301**	0.090	0.129	,264*	,279*	,656**
			Sig. (2-tailed)	0.001	0.153	0.005	0.415	0.243	0.015	0.010	0.000
		Q27	Correlation Coefficient	,359**	,229*	,262*	0.149	0.162	,251*	,269*	,585**
		Sig. (2-tailed)	0.001	0.036	0.016	0.176	0.141	0.022	0.013	0.000	
		Q28	Correlation Coefficient	,348**	,244*	,380**	0.094	,222*	,342**	,466**	,629**
		Sig. (2-tailed)	0.001	0.025	0.000	0.393	0.042	0.001	0.000	0.000	
		Q29	Correlation Coefficient	,431**	,228*	,445**	0.190	0.205	,359**	,373**	,593**
		Sig. (2-tailed)	0.000	0.037	0.000	0.084	0.062	0.001	0.000	0.000	
		Q30	Correlation Coefficient	,437**	,271*	,445**	0.119	,319**	,313**	,406**	,606**
		Sig. (2-tailed)	0.000	0.013	0.000	0.280	0.003	0.004	0.000	0.000	
		Q31	Correlation Coefficient	,437**	,294**	,389**	0.178	,236*	,298**	,433**	,545**
		Sig. (2-tailed)	0.000	0.007	0.000	0.106	0.031	0.006	0.000	0.000	
		Q32	Correlation Coefficient	,450**	,258*	,375**	0.126	,288**	,453**	,440**	,612**
		Sig. (2-tailed)	0.000	0.018	0.000	0.255	0.008	0.000	0.000	0.000	
		Q33	Correlation Coefficient	,329**	,336**	,414**	0.146	0.198	,374**	,446**	,439**
		Sig. (2-tailed)	0.002	0.002	0.000	0.185	0.070	0.000	0.000	0.000	
		Q34	Correlation Coefficient	,349**	,345**	,451**	-0.051	,255**	,492**	,591**	,468**
	Sig. (2-tailed)	0.001	0.001	0.000	0.647	0.019	0.000	0.000	0.000		
	Q35	Correlation Coefficient	,350**	0.189	,379**	0.115	,248*	,298**	,472**	,503**	
	Sig. (2-tailed)	0.001	0.085	0.000	0.297	0.023	0.006	0.000	0.000		
	Q36	Correlation Coefficient	0.089	0.173	0.080	-0.152	0.114	,247*	,239*	0.214	
	Sig. (2-tailed)	0.419	0.116	0.469	0.167	0.300	0.024	0.029	0.050		
	Q37	Correlation Coefficient	0.169	,241*	0.204	0.113	0.209	,476**	,410**	,348**	
	Sig. (2-tailed)	0.124	0.027	0.062	0.305	0.056	0.000	0.000	0.001		
	Q38	Correlation Coefficient	,389**	,253*	,249*	0.071	,368**	,486**	,417**	,461**	
	Sig. (2-tailed)	0.000	0.020	0.023	0.521	0.001	0.000	0.000	0.000		
	Q39	Correlation Coefficient	0.107	,249*	0.104	0.082	,236*	,342**	,290**	0.186	
	Sig. (2-tailed)	0.333	0.022	0.346	0.458	0.030	0.001	0.008	0.090		

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

The numbers with the asterisks in the top right-hand corner show that there is a significant ($p < 0.05$) correlation between the two constructs being tested. Some even show statistical significance at the 0.01 level as indicated by the double asterisks. The strengths of the relationships denoted by the magnitude of the correlation coefficient, for the same variables ranges from 0.2 – 0.7, with an average of 0.38, a median of 0.36 and a standard deviation of 0.11. The magnitude of these correlation coefficients reflects that variables from the management support and the rewards/reinforcement dimensions of the CE construct and OCG variables are moderately to highly correlated (Thrane, 2020; Wegner, 2020). All significant ($p < 0.05$) correlation coefficients presented in Table 8 are positive, which indicates the direction of relationship between the variables. Based on this we can conclude that the CE variables are positively correlated to the OCG variables. These results are sufficient for us to reject the null hypothesis and accept the alternate hypothesis. As such, we can conclude that there is a positive, moderate correlation between the two CE dimensions (management support and the rewards/reinforcement) and OCG.

5.7.4 Hypothesis 2: The relationship between CE and OCG is moderated by gender

The null (H_0) and alternate (H_1) hypotheses for hypothesis 2 were as follows:

- H_0 : Gender does not significantly moderate the relationship between CE and OCG.
- H_1 : The relationship between CE and OCG is significantly moderated by gender.

Using ordinal logistic regression in SPSS the gender variable was tested for moderation effect on the CE-OCG relationship and the output is presented in Figure 13. According to the output, all cases were valid. The output shows a significant Chi-Square ($p < 0.05$) which indicates that the model fits the data better than the null model. The goodness of fit test yielded a non-significant Chi-square ($p > 0.05$) suggesting a good fit of the observed outcomes compared to the fitted model. The McFadden value from the Pseudo R-Square indicates that there was a 7.3% improvement in the prediction of outcome based on the predictors in comparison to the null model. The test of parallel lines is non-significant ($p > 0.05$) which indicates that the proportional odds assumption holds, and that the ordinal logistic regression was valid (Field, 2013; Osbourne, 2015).

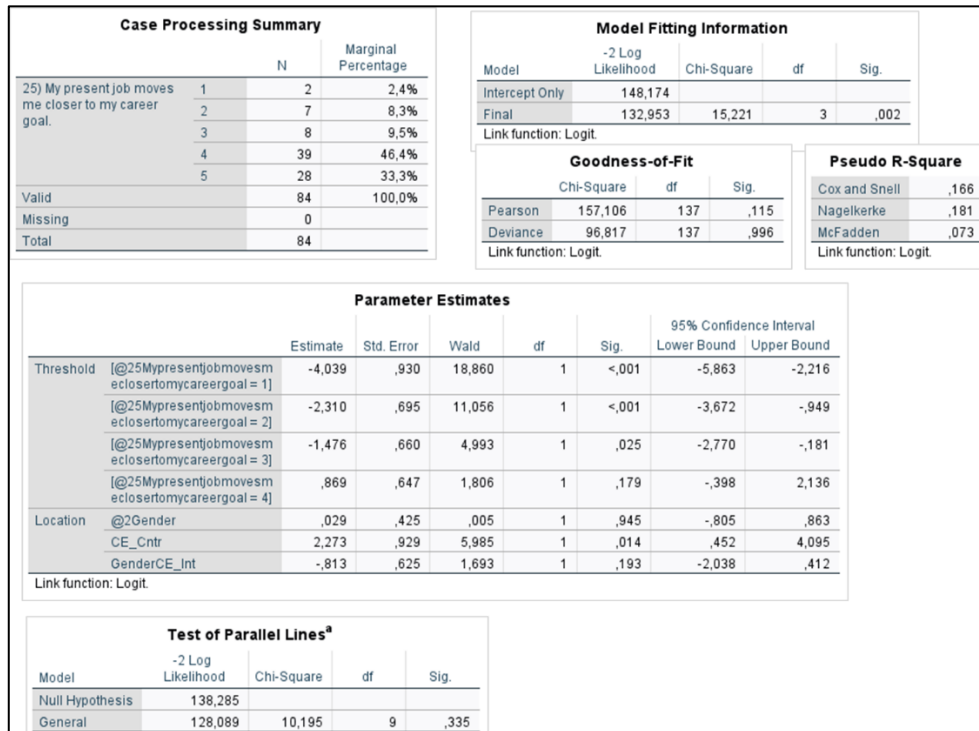


Figure 13: Regression analysis output for hypothesis 2.

Considering the regression coefficient of the interaction variable between CE and gender (GenderCE_Int), the negative sign on the coefficient suggests that the relationship between CE and OCG is more pronounced in men than in women. However, the p-value of the interaction variable ($p = 0.13$) shows that gender has a statistically non-significant moderating effect on the CE - OCG relationship since it is greater than the threshold of 0.05. The regression was run for all the OCG items and similar results were obtained for the valid tests (where the proportional odds assumption was valid). As such, the results failed to reject the null hypothesis and can therefore conclude that gender does not significantly moderate the relationship between the two considered CE dimensions (management support and the rewards/reinforcement) and OCG.

5.7.5 Hypothesis 3: The relationship between CE and OCG is moderated by age

The null (H_0) and alternate (H_1) hypotheses for hypothesis 3 were as follows:

- H_0 : Age does not significantly moderate the relationship between CE and OCG.
- H_1 : The relationship between CE and OCG is significantly moderated by age.

Case Processing Summary				Model Fitting Information						
	N		Marginal Percentage	Model	-2 Log Likelihood	Chi-Square	df	Sig.		
25) My present job moves me closer to my career goal.	1	2	2,4%	Intercept Only	167,082					
	2	7	8,3%	Final	148,980	18,102	3	<,001		
	3	8	9,5%	Link function: Logit.						
	4	39	46,4%	Goodness-of-Fit						
	5	28	33,3%	Chi-Square	df	Sig.	Pseudo R-Square			
Valid	84		100,0%	Pearson	143,304	181	,982	Cox and Snell	,194	
Missing	0			Deviance	120,026	181	1,000	Nagelkerke	,211	
Total	84			Link function: Logit.					McFadden	,087
Link function: Logit.										
Parameter Estimates										
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval			
							Lower Bound	Upper Bound		
Threshold	[@25Mypresentjobmovesm eclosertomycareergoal = 1]	-5,195	,1000	27,009	1	<,001	-7,154	-3,236		
	[@25Mypresentjobmovesm eclosertomycareergoal = 2]	-3,518	,774	20,646	1	<,001	-5,036	-2,001		
	[@25Mypresentjobmovesm eclosertomycareergoal = 3]	-2,682	,729	13,527	1	<,001	-4,111	-1,253		
	[@25Mypresentjobmovesm eclosertomycareergoal = 4]	-,244	,654	,139	1	,709	-1,526	1,039		
Location	@1Age	-,501	,272	3,385	1	,066	-1,035	,033		
	CE_Cntr	2,108	1,118	3,556	1	,059	-,083	4,300		
	AgeCE_Int	-,456	,459	,988	1	,320	-1,356	,443		
Link function: Logit.										
Test of Parallel Lines ^a										
Model	-2 Log Likelihood	Chi-Square	df	Sig.						
Null Hypothesis	148,980									
General	143,126 ^b	5,854 ^c	9	,754						

Figure 14: Regression analysis output for hypothesis 3.

The SPSS output for the ordinal logistic regression on the age variable to test its moderating effect on the CE-OCG relationship is presented in Figure 14. The output shows that all cases were valid and that the model fits data better than the null model as indicated by the significant Chi-Square ($p < 0.05$) on the model fitting table and a non-significant Chi-square ($p > 0.05$) on the goodness-of-fit table. The McFadden value shows that there was an 8.7% improvement in the prediction of outcome based on the predictors in comparison to the null model. The test of parallel lines is non-significant ($p > 0.05$) indicating that the ordinal logistic regression was valid (Osbourne, 2015).

The negative sign on the age-CE interaction variable (AgeCE_Int) coefficient suggests that when the age of an individual is higher, the positive correlation between CE on their OCG is less pronounced. However, the p-value of the interaction variable ($p = 0.32$) shows that age has a statistically non-significant moderating effect on the relationship between the considered CE dimensions - OCG. The regression was run for all the OCG items and similar results were obtained for the valid tests. As such, the results failed to reject the null hypothesis and therefore it can be concluded that age does not significantly moderate the relationship between the management support and the rewards/reinforcement dimensions of CE and OCG.

5.7.6 Hypothesis 4: The relationship between CE and OCG is moderated by role level

The null (H₀) and alternate (H₁) hypotheses for hypothesis 4 were as follows:

- H₀: Role level does not significantly moderate the relationship between CE and OCG.
- H₁: The relationship between CE and OCG is significantly moderated by role level.

The regression analysis output for hypothesis 4 is presented in Figure 15. According to the output all cases were valid and the model fits data better than the null model according to the Chi-square p-values. There was 7.0% improvement in the prediction of outcome based on the predictors in comparison to the null model as reflected by the McFadden value. The non-significant value ($p > 0.05$) on the test of parallel lines confirms the validity of ordinal logistic regression was valid (Osbourne, 2015).

Case Processing Summary				Model Fitting Information					
	N		Marginal Percentage	Model	-2 Log Likelihood	Chi-Square	df	Sig.	
25) My present job moves me closer to my career goal.	1	2	2,4%	Intercept Only	167,478				
	2	7	8,3%	Final	152,918	14,560	3	,002	
	3	8	9,5%	Link function: Logit.					
	4	39	46,4%	Goodness-of-Fit					
	5	28	33,3%	Chi-Square df Sig.					
Valid		84	100,0%	Pearson	145,690	193		,995	
Missing		0		Deviance	120,476	193		1,000	
Total		84		Link function: Logit.					
Pseudo R-Square									
Cox and Snell ,159									
Nagelkerke ,174									
McFadden ,070									
Link function: Logit.									
Parameter Estimates									
		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval		
Threshold	[@25Mypresentjobmovesm eclosertomycareergoal = 1]	-4,112	,741	30,812	1	<,001	-5,563	-2,660	
	[@25Mypresentjobmovesm eclosertomycareergoal = 2]	-2,409	,390	38,137	1	<,001	-3,174	-1,645	
	[@25Mypresentjobmovesm eclosertomycareergoal = 3]	-1,579	,303	27,091	1	<,001	-2,173	-,984	
	[@25Mypresentjobmovesm eclosertomycareergoal = 4]	,782	,249	9,859	1	,002	,294	1,270	
Location	CE_Cntr	1,038	,331	9,814	1	,002	,389	1,687	
	Role_Cntr	-,212	,196	1,164	1	,281	-,596	,173	
	RoleCE_Int	,242	,312	,601	1	,438	-,370	,855	
Link function: Logit.									
Test of Parallel Lines ^a									
Model	-2 Log Likelihood	Chi-Square	df	Sig.					
Null Hypothesis	152,918								
General	145,844 ^b	7,074 ^c	9	,629					

Figure 15: Regression analysis output for hypothesis 4.

The positive sign on the role level - CE interaction variable (RoleCE_Int) coefficient suggests that when the role level of an individual is more senior, the impact of CE in driving OCG is more pronounced. The p-value ($p = 0.44$) however, reflects that the moderating effect of role level is non-significant. As such the results fail to reject the null hypothesis. Therefore, role level does not significantly moderate the relationship

between the management support and the rewards/reinforcement dimensions of CE and OCG.

5.7.7 Hypothesis 5: The relationship between CE and OCG is moderated by departmental function

The null (H₀) and alternate (H₁) hypotheses for hypothesis 5 were as follows:

- H₀: Departmental function does not significantly moderate the relationship between CE and OCG.
- H₁: The relationship between CE and OCG is significantly moderated by departmental function.

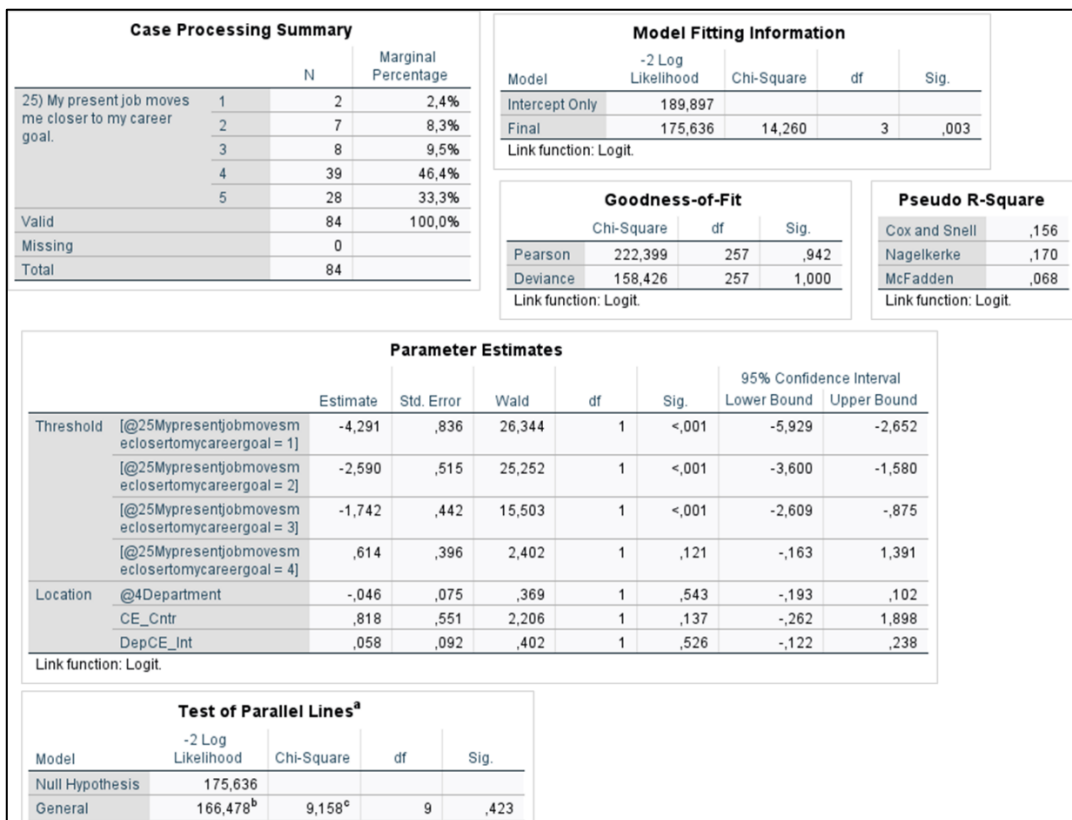


Figure 16: Regression analysis output for hypothesis 5.

The results of the regression analysis for hypothesis 5 are presented in Figure 16. The model was a good fit based on the assessment of the Chi-square and all cases for the model were valid. There was 6.8% improvement in the prediction of outcome based on the predictors in comparison to the null model as reflected by the McFadden value. The output ($p > 0.05$) of the test of parallel lines confirms the validity of ordinal logistic regression was valid (Osbourne, 2015). The magnitude of the regression coefficient as well as the p-value ($p = 0.53$) indicate that there is not

sufficient evidence from the observed data to reject the null hypothesis in favour of the alternative hypothesis. As such, departmental function does not significantly moderate the relationship between the considered CE dimensions and OCG.

5.8 Conclusion

This chapter presented the results of the analysis conducted on data obtained from 85 survey responses collected during the study. The sample characteristics revealed to be indicative of knowledge workers as it mostly comprised of highly educated individuals, particularly at the mid to senior management level, with the majority having spent up to 5 years in their current organisations. Additionally, most of the respondents worked in departments enriched/enabled by IT functionalities and were based in the Gauteng province which is South Africa’s economic hub (Stats SA, 2023).

After coding the data and discarding outliers, reliability and validity assessments resulted in the elimination of three out of the five CE dimension from the study. All OCG dimensions were retained since they passed the reliability and validity tests. According to the outputs of the inferential statistics conducted, hypothesis 1, which evaluated the correlation between considered CE dimensions and OCG, was confirmed, while hypotheses 2-5, which tested some suggested moderating factors, were not supported. This revealed that the hypothesised moderating variables (gender, age, role level and departmental function) had no meaningful effect on the CE-OCG relationship for the considered CE dimensions. This points to a direct, unmoderated impact of management support and rewards/reinforcement on career progression, emphasising the intricacy of these dynamics. Table 9 summarises the findings of the hypothesis tests conducted for the study.

Table 9: Summary of finding from the hypothesis testing.

Hypothesis	Short description	Finding
1	Correlation between CE and OCG	significant
2	Moderating effect of gender on CE – OCG relationship	non-significant
3	Moderating effect of age on CE – OCG relationship	non-significant
4	Moderating effect of role level on CE – OCG relationship	non-significant
5	Moderating effect of departmental function on CE – OCG relationship	non-significant

Chapter 6: RESULTS DISCUSSION

6.1 Introduction

The study of Corporate Entrepreneurship (CE) and its impact on Organisational Career Growth (OCG) marks an important step in comprehending the complex interactions between organisational strategy and individual career paths. This study, set in the vibrant and competitive landscape of the financial services sector, tries to unravel the intricate relationship between an organisation's entrepreneurial activities and the career progression prospects these activities provide for workers. As we begin to delve into the results, it is critical to place them in the larger context of the existing research, the theoretical foundations that informed the work, and the implications of the findings for both theory and practice.

Corporate entrepreneurship, recognised as organisational behaviours that encourage innovation, risk-taking, and proactive efforts, has historically been researched in terms of its influence on organisational performance and competitiveness (Urbano et al., 2022). However, as highlighted in Chapter 1 and 2, the impact of CE on individual workers, particularly their career advancement and development prospects inside the organisation, has gotten very little attention (Chebbi et al., 2020; Urbano et al., 2022). This gap in the literature was the basis for this study under which the author sought to explore the link between CE and OCG, hypothesising that employee participation in entrepreneurial activities inside the organisation would be positively correlated with increased career development possibilities (Dess et al., 2003; Tootoonchy & Sajadi, 2021; Urbano et al., 2022).

The relevance of studying this link stems from the changing structure of professions in the twenty-first century, where traditional linear career trajectories have given way to more dynamic and individualised pathways (Paichadze et al., 2019). In this setting, understanding the variables that influence career advancement inside organisations becomes increasingly crucial (Japor, 2021; Modem et al., 2021; Spagnoli, 2020). Furthermore, demographic characteristics such as gender, age, role level, and departmental function were considered as possible moderators of the CE-OCG association. These variables were chosen based on their literature significance as factors that potentially impact individuals' professional development experiences and results (Alamur & Eren Gümüştekin, 2020; Aydin et al., 2023; Jung & Takeuchi, 2016;

Kuratko & Audretsch, 2013; Li et al., 2021; Ling et al., 2008; Ruiz et al., 2023a). The inclusion of these moderators was meant to offer a more complete understanding of the circumstances under which CE may be more strongly or differently connected with OCG.

As implications of the findings are discussed in this chapter, it is critical to recognise the study's contributions to the larger discourse on corporate entrepreneurship and organisational career growth. By focusing on the non-financial effects of CE, particularly at the individual level, this study highlights the importance of cultivating an entrepreneurial culture within organisations not only for the sake of organisational performance, but also to support and enhance employee career development. Additionally, this study addresses the calls for further empirical research on the effects of CE, broadening the discussion beyond organisational boundaries to include individual-level benefits. In doing so, it is consistent with modern career theories that emphasise the impact of the work environment and organisational practices, not only in encouraging career success and happiness, but also in cultivating a culture that fosters the development mentality among employees. This describes the essence of the growth mindset theory (Tootoonchy & Sajadi, 2021).

The research findings were contextualised within the current body of knowledge, creating linkages between observations and the theoretical frameworks that shape our understanding of CE and employee career growth. This entailed a thorough analysis of how the results relate with, differ from, or expand on past research in this field. Furthermore, the discussion explores the practical significance of the findings for managers and HR experts, both in financial services and the broader corporate sector. This study provides practical insights for establishing organisational practices and policies that assist employee career development by emphasising the importance of CE activities in supporting career progression.

In essence, this chapter unpacks the research findings in greater depth, examining their implications for theory, practice, and future research in the field of organisational studies. The discussion follows the chronology of the how the results were presented in Chapter 5 starting with the descriptive statistics and followed by the outcomes of hypothesis testing.

6.2 Population sample characteristics

The study's population sample characteristics provided a rich canvas for understanding participants' demographics and professional backgrounds and how well it fits to the definition of the knowledge worker (the target population). This was critical particularly for confirming the validity of the results in terms of the representativeness of the sample and alignment to the objective of the study (Saunders & Lewis, 2018). A thorough evaluation of these features not only establishes the framework for understanding the study's findings, but also contributes to the conversation about the dynamics at work in the financial services industry, where this research is based.

The study's demographic distribution was broad, with participants ranging in age, gender, academic qualifications, departmental functions, position levels, tenure durations, geographical regions, and ethnicities, however concentration in some of the dimension confirmed that the sample was indeed representative of the target population (knowledge worker). Additionally, the diversity of the collected sample offered a comprehensive view on which to analyse the hypothesised connections between the two constructs under study enabling the generalisability of inferred implications (Saunders & Lewis, 2018).

The age distribution of respondents, divided into five broad groups, with a substantial concentration in the 26-35 age range, showed a young workforce that may be more open to entrepreneurial activities. This age group's dominance may reflect a workforce in a critical moment of their career development, actively seeking growth prospects and maybe more affected by their organisations' entrepreneurial culture (Aydin et al., 2023). The respondents' educational levels, which mostly include Bachelor's/Honours and Master's/Postgraduate degrees, indicate a highly educated workforce, which may indicate a greater proclivity to participate in and profit from CE activities (Alamur & Eren Gümüştekin, 2020). This demographic profile is especially pertinent when considering the growth mindset theory, which proposes that younger, better-educated people are more susceptible to the creative, risk-taking behaviours promoted by CE (Han & Stieha, 2020; Tootoonchy & Sajadi, 2021). Such people are likely at a crossroads in their careers, when the acquisition of new skills and the pursuit of professional growth prospects are critical (Tootoonchy & Sajadi, 2021).

Furthermore, the study's representation of a wide range of departmental functions and job levels highlights the many settings in which CE activities take place and potential differences in influence on OCG (Guo et al., 2023). The predominance of

responders in departments such as Information Technology and Risk Management indicates that CE may be particularly relevant in these departmental groups, given the quick rate of change and innovation (Wewege et al., 2020). Here, the growth mindset theory again serves as a beneficial lens, implying that personnel in these dynamic industries may benefit from adopting a growth mindset, perceiving CE activities as opportunities for learning and development rather as threats to their present position or expertise (Han & Stieha, 2020).

The tenure distribution, which shows that most employees have been with their present organisation for fewer than five years, indicates a reasonably high turnover rate or a growing workforce. This may in turn have consequences for CE's function in retention and career development. This variable may also be a reflection and confirmation of the rapid evolution or dynamism of today's corporate landscape (Chebbi et al., 2020). The geographical concentration of respondents in Gauteng Province, with little representation from other provinces, is representative of the country's financial sector (Natalie, 2024), and it highlights the region's economic significance in South Africa's (Stats SA, 2023). This implies that, presents fertile ground for the assessment of CE and OCG intensities, as the region is characterised with intense competition, both at organisational level and individual levels, and it epitomises technology integration and innovation within the corporate sector (Arise IIP, 2022).

Gender distribution across the sample indicated a larger percentage of male respondents, which confirms conventional gender representation within the sector (Bannister, 2019; Johnson, 2023), but also necessitates a more nuanced examination of how gender dynamics may impact or reflect the CE - OCG connection. Equally significant is the ethnicity composition of the sample. With a majority identifying as African. It provides a critical lens through which to explore the intersectionality of CE and career progression in South Africa, considering the country's particular socioeconomic and historical contexts. The different perspectives and experiences of the sample's gender and ethnic mix provide a solid foundation for analysing the complex ways in which CE initiatives may be adapted to generate inclusive and equitable career progression possibilities.

6.3 Hypothesis 1

Hypothesis 1 is based on a thorough literature assessment and emphasises the importance of CE as a catalyst for innovation, strategy renewal, and competitive advantage inside organisations (Dess et al., 2003; Urbano et al., 2022). In addition, the growth mindset theory, (Han & Stieha, 2020), provides an elaborate lens through which to examine the mechanisms that drive this association. As a result, the discussion of the outcomes for hypothesis 1 not only goes into the empirical findings, but also places these findings within a larger theoretical and practical perspective.

The Spearman's correlation test, which was used because it is suited for analysing ordinal data and is robust against non-normal distributions and outliers (de Winter et al., 2016; Schober et al., 2018), revealed a moderate to strong positive correlation between the management support and rewards/reinforcement dimensions of CE and OCG. This finding is noteworthy because it supports the theoretical proposition that participating in entrepreneurial activities inside an organisation might improve workers' views of career development chances (Dess et al., 2003; Tootoonchy & Sajadi, 2021; Urbano et al., 2022). The growth mindset theory adds to this concept by proposing that CE initiatives might create a climate that encourages employees to take on challenges, learn from feedback, and persevere in the face of setbacks, and hence boost their career advancement (Han & Stieha, 2020; Tootoonchy & Sajadi, 2021).

6.3.1 Theoretical implications

From a theoretical perspective, the positive relationship between CE dimensions and OCG emphasises the necessity of cultivating an organisational culture that recognises and encourages entrepreneurial behaviour. This culture promotes not just organisational innovation and performance, but also individual employee development (Tootoonchy & Sajadi, 2021). As literature suggests, organisations that prioritise CE are better positioned to provide their workers with the resources, autonomy, and support they need to pursue creative projects and, as a result, progress their careers (Bhardwaj & Sushil, 2012; Urbano & Turró, 2013; Zahra, 1993). The growth mindset hypothesis adds to this approach by emphasising the importance of individual attitudes about talent and effort in obtaining professional success (Han & Stieha, 2020). Organisations that subscribe to a growth mindset support the concept that talents can be developed through devotion and hard effort (Han & Stieha, 2020; Tootoonchy & Sajadi, 2021), which is essential for the pursuit of entrepreneurial activities and career growth.

6.3.2 Practical implications

The practical implications of these findings for business practitioners are manifold. Firstly, managers and HR professionals should consider implementing policies and practices that actively promote CE within their organisations. This could include providing training and development opportunities that focus on entrepreneurial skills, fostering cross-functional collaboration to encourage innovative thinking, and creating a safe space for experimentation and failure (Don Ton & Hammerl, 2021; Tootoonchy & Sajadi, 2021). By doing so, organisations not only enhance their innovative capacity but also signal to employees that their growth and development are valued.

These findings have many practical implications for business practitioners. To begin, managers and HR professionals can consider creating policies and procedures that actively support CE in their organisations. This might involve offering entrepreneurial-focused training and development opportunities, encouraging cross-functional cooperation to promote innovative thinking, and establishing a safe environment for experimentation and failure (Bhardwaj & Sushil, 2012; Hornsby et al., 2002; Zahra, 1993). By doing so, organisations not only increase their inventive ability, but also communicate to workers that their growth and development are appreciated.

Second, the positive relationship between the two CE dimensions and OCG emphasises the need of leaders adopting and encouraging a development attitude among their workforce (Lee et al., 2021). This entails recognising and rewarding not only the accomplishments, but also the work and learning that led to those outcomes (Hornsby et al., 2002). Leaders may model growth mindset behaviours by sharing their own learning experiences, viewing mistakes as learning opportunities, and delivering constructive criticism that emphasises effort and methods for progress (Li et al., 2021).

Finally, the results indicate that CE may be an effective tool for attracting and keeping talent. In today's competitive work market, individuals are increasingly looking for companies who provide substantial possibilities for learning and development (Paichadze et al., 2019). Organisations recognised for their entrepreneurial culture and that promote employee career development through CE activities will be better positioned to recruit new workers and retain existing talent.

In essence, the findings of the test for hypothesis 1 offer empirical evidence for the positive relationship between the two CE dimensions and OCG. This result, when viewed through the lens of the growth mindset theory, provides useful insights into how organisations might create an atmosphere that promotes both organisational innovation and individual employee career development. The challenge for business practitioners is to translate these insights into tangible methods that foster an entrepreneurial culture and a growth mentality, therefore improving both organisational performance and employee career progression.

6.4 Hypothesis 2

The focus of hypothesis 2 was to determine the moderating effect of gender in the correlation between the considered CE dimensions and OCG. The hypothesis was based on the expectation that gender dynamics influence how people participate in and profit from CE activities, potentially influencing their career development (Jung & Takeuchi, 2016; Ruiz et al., 2023b, 2023a). The analytical findings, resulting from ordinal logistic regression, indicate that while gender differences in the CE-OCG association were identified, they did not achieve statistical significance, leading to the retention of the null hypothesis.

6.4.1 Theoretical implications

Gender and CE

The study's findings, which show a non-significant moderating influence of gender, add to the current discussion around gender intersectionality in the workplace, particularly in entrepreneurial settings (Ruiz et al., 2023a, 2023b). This finding implies a complicated interplay between gender and the two CE dimensions that may not be easily quantified using interaction effects alone. Theoretically, this implies that existence of gender equality in the sector and accords with previous literature that posits gender equality as a crucial element in determining workplace experiences and outcomes, including access to opportunities, resources, and support networks all of which promote career progression (Ruiz et al., 2023b).

Growth Mindset and Gender

Incorporating the growth mindset theory, gives a more nuanced lens through which to view these results. The hypothesis proposes that people's perceptions about their skills have a major impact on their motivation, effort, and attitude to obstacles (Han & Stieha, 2020). The differing impact of CE on OCG across genders may be

influenced slightly by cultural and organisational norms that develop gender-specific growth attitudes (Adachi & Hisada, 2016; Ruiz et al., 2023b). This viewpoint calls for more research into how gender-related issues, such as stereotypes and biases, may combine with organisational practices to impact career advancement opportunities.

6.4.2 Practical implications for business practitioners

Inclusive CE practices

For practitioners, the findings highlight the necessity of designing and implementing inclusive CE initiatives. Recognising that gender can impact participation in CE activities, organisations intentionally build conditions that promote equal access to entrepreneurial opportunities, mentoring, and resources that encourage career growth for all workers, regardless of gender (Hornsby et al., 2002; Kuratko et al., 2014). Practical examples would be introducing targeted mentorship programs for women and men, focusing on networking and leadership, or introducing flexible participation options to accommodate diverse work-life commitments of employees (van Osch & Schaveling, 2020).

Customised development programs

Although the hypothesis 2 test results indicate that the direct impact of the considered CE dimensions' efforts on professional progression may not differ considerably between men and women, this does not mean that the experiences, obstacles, and opportunities within CE activities are the same for both genders (Bannister, 2019; Paichadze et al., 2019; Ruiz et al., 2023a). Instead, it emphasises an opportunity for organisations to look further into the nuances of how gender intersects with CE experiences and career advancement goals. The detailed knowledge of the CE-OCG interaction across genders emphasises the importance of tailoring professional development initiatives (Jung & Takeuchi, 2016; Paichadze et al., 2019). Organisations may benefit from developing coordinated strategies that consider various career development needs and preferences, perhaps integrating ideas from growth mindset theory to promote resilience, learning from failure, and continuous growth across all gender groups (Han & Stieha, 2020; Kreiser et al., 2021).

Continuous monitoring and evaluation

The nuanced result from the hypothesis testing underscores the complexity of gender dynamics within organisational contexts and suggests that the mere absence

of a statistically significant moderating effect of gender does not equate to an absence of gender-related disparities in CE experiences or outcome (Ruiz et al., 2023a). It emphasises a vital organisational need to dive further into the processes by which CE activities contribute to career progression and determine if these mechanisms operate fairly across gender groupings (Adachi & Hisada, 2016; Ruiz et al., 2023a; Zahra et al., 2006). This underlines the significance of a robust and continuous monitoring and assessment approach for CE initiatives (Ruiz et al., 2023a). The process could include but not limited to:

- comprehensive assessments to allow for targeted interventions;
- understanding participation and engagement;
- adjusting strategies;
- ensuring gender-inclusive growth.

In a nutshell, while the study found no statistically significant evidence to support the hypothesis that gender significantly influences the relationship between the considered CE dimensions and OCG, it does contribute to a better understanding of the factors that influence career development in entrepreneurial organisational contexts. The findings call for more investigation into the intricate dynamics at play, such as how social and organisational gender prejudices interact with entrepreneurial activity to influence career progression. For business practitioners, the study emphasises the need of cultivating an inclusive, supportive, and flexible organisational culture that recognises and supports its workforce's different needs and potential.

6.5 Hypothesis 3

Hypothesis 3 was explored to see if age significantly moderated the association between the considered CE dimensions and OCG. The hypothesis was based on the viewpoint that age may influence how people participate with and benefit from CE activities, potentially impacting their professional development paths. The results, outlined in Chapter 5, demonstrated that, while the model matched the data well and performed better than the null model, the age-CE interaction did not significantly influence the CE-OCG association. This finding invites a nuanced discussion of the consequences for both theoretical frameworks and practical implementations in the field of CE and career development.

6.5.1 Theoretical implications

Age and CE engagement

Given the various professional phases and life experiences associated with different age groups, the lack of a substantial moderating influence of age on the CE-OCG relationship may appear contradictory at first glance. This finding, however, corresponds with specific strands within the current research that imply the influence of CE on career progression may be generally favourable across age groups (Zhang & Farndale, 2022), emphasising the universal attraction and usefulness of entrepreneurial activities inside organisations.

Lifelong learning and growth mindset

The analysis outcome also emphasises the need of cultivating a growth mindset and a culture of lifelong learning in organisations (Han & Stieha, 2020). According to the growth mindset theory, individuals' beliefs in their ability to grow and develop through effort and perseverance are critical for engaging in learning and development activities throughout their careers, regardless of age (Han & Stieha, 2020). The results of this hypothesis test support the idea that an organisational environment that fosters CE may benefit workers of all ages by fostering a culture of continuous improvement and flexibility (Zhang & Farndale, 2022).

6.5.2 Practical implications

Inclusive CE Programs

Despite the absence of the significant moderating influence of age, organisations should endeavour to develop CE strategies that are inclusive and accessible to employees of all ages (Zhang & Farndale, 2022). This includes providing chances that appeal to their workforce's diverse interests, career goals, and life phases, ensuring that CE initiatives are regarded as relevant and valuable by everybody (Sharma, 2021; Zhang & Farndale, 2022).

Encouraging cross-generational collaboration

The findings imply that, while age may not have a large impact on the considered CE-OCG relationship, there is still benefit in providing personalised learning and development paths that consider the specific requirements and preference of different age groups (Zhang & Farndale, 2022). In today's varied and changing workplace, customising learning, and development routes to meet the individual requirements and preferences of different age groups is not only practicable, but also increasingly vital (Han & Stieha, 2020). This strategy recognises the diversity of

employees' learning styles, career goals, and life phases, allowing organisations to better support their workforce's growth and engagement (Sharma, 2021; Zhang & Farndale, 2022). This might include adaptable training schedules, a variety of material delivery methods, and mentoring programs that bring together employees with varying degrees of experience and skill (Han & Stieha, 2020).

Customised learning and development

The findings suggest that while age may not significantly influence the considered CE-OCG relationship, there is still value in offering customised learning and development pathways that consider the unique needs and preferences of different age groups (Han & Stieha, 2020). Implementing customised learning and development pathways that cater to the unique needs and preferences of different age groups is not only practical but increasingly necessary in today's diverse and evolving workplace (Bhardwaj & Sushil, 2012; Han & Stieha, 2020; Hornsby et al., 2002; Kuratko et al., 2014). This approach recognises the variability in learning styles, career aspirations, and life stages among employees, allowing organisations to support their workforce's development and engagement more effectively (Aydin et al., 2023; Zhang & Farndale, 2022). This could involve flexible training schedules, diverse content delivery methods, and mentorship opportunities that connect employees with different levels of experience and expertise.

Continuous evaluation and adaptation

Organisations must continuously evaluate and change their CE strategies to ensure that they successfully promote career progression in a varied, multigenerational workforce (Kreiser et al., 2021). This approach entails employing comprehensive metrics to record the diverse experiences and outcomes of employees of all ages, resulting in a thorough knowledge of how CE activities influence career development. Such assessments are critical for identifying both strengths and areas for growth in CE programs, allowing organisations to better adapt these efforts to their employees' specific needs and objectives (Kuratko et al., 2014). Insights gathered from this ongoing feedback loop should then lead the incremental revision of CE initiatives, ensuring they remain relevant with the workforce's growing career development aspirations.

Organisations may keep their CE efforts relevant and successful by tweaking programme content, structure, and delivery in response to employee feedback and changing industry trends (Badir et al., 2020; Bhardwaj & Sushil, 2012). This ongoing

process of evaluation and adaptation demonstrates a commitment to fostering an inclusive, learning-oriented organisational culture that values innovation and supports each employee's career growth (Han & Stieha, 2020), thereby increasing organisational resilience and competitiveness in an ever-changing business landscape.

In conclusion, the findings from hypothesis 3, add to a better understanding of how entrepreneurial activities within organisations may systematically enhance career development. This conclusion encourages practitioners to think about how CE initiatives can be planned and delivered to maximise their attractiveness and utility throughout the workforce's age range. Organisations that embrace the principles of inclusivity, lifelong learning, and a growth mindset can create environments in which CE initiatives serve as powerful catalysts for career growth and development for all employees, fostering an innovative and adaptable culture that benefits the organisation.

6.6 Hypothesis 4

The objective of hypothesis 4 was to determine if the role level of an individual within an organisation significantly moderates the correlation between the considered CE dimensions and OCG. The hypothesis proposed that employees in higher-level roles would benefit more from CE in terms of career advancement than their younger peers. However, the regression analysis revealed that the moderating influence of job level on the CE-OCG association was statistically insignificant, resulting in the failure to reject the null hypotheses.

6.6.1 Theoretical implications

The conclusion drawn that role level does not significantly influence the considered CE-OCG relationship calls into question certain preconceived beliefs regarding the impact of hierarchical position on the advantages of CE activities. It implies that the processes via which CE promotes career advancement may act similarly across all organisational tiers. This might suggest that CE activities have a more generally accessible and egalitarian impact, contrary to predictions that senior positions may benefit more from such efforts due to increased autonomy or easier access to resources (Kuratko & Audretsch, 2013).

The non-significant moderating influence of position level is consistent with views that call for the democratisation of CE within organisations. It emphasises the necessity of building CE settings in which chances for creativity, risk-taking, and proactive behaviour are equally distributed, independent of an individual's position in the organisational structure (Ling et al., 2008).

6.6.2 Practical implications

Inclusive Design of CE Programs

The results of the analysis reveal yet another layer of workplace inclusivity, role level inclusivity. The findings highlight the need of organisations developing inclusive and accessible CE initiatives for all levels of employees. This entails carefully constructing CE programs such that they are generally appealing and useful, rather than favouring individuals in higher-level positions (Hornsby et al., 2002; J. S. Hornsby et al., 2009; Kuratko et al., 2014). For example, this may entail creating initiatives that demand a diverse set of skills and viewpoints, fostering cross-level cooperation, and ensuring that all workers are aware of and feel competent to participate in these possibilities.

Furthermore, adapting communication about CE activities to appeal to employees at various phases of their employment might serve to democratise the perception and accessibility of these initiatives (Hornsby et al., 2002; J. S. Hornsby et al., 2009). This strategic approach not only democratises innovation inside the organisation, but it also fosters a more inclusive culture in which all employees feel appreciated and empowered to participate in the entrepreneurial journey (Kreiser et al., 2021).

Cultivating a CE culture across levels

Creating an entrepreneurial culture at all levels of the organisation requires an intentional and systematic approach. This involves developing and disseminating tools and training aimed primarily at demystifying CE for employees who may not have previously engaged in corporate entrepreneurial activity (Han & Stieha, 2020; Kreiser et al., 2021). Creating channels for sharing success stories and lessons gained from CE projects throughout the organisation helps motivate workers at all levels to engage (Urbano & Turró, 2013). Furthermore, creating mentoring and peer coaching programs can promote information sharing and motivate hesitant employees to participate in CE activities. Companies may ensure that CE becomes a shared value and common practice by incorporating it into the organisational DNA

in this way, rather than being perceived as the exclusive property of any specific group inside the organisation (J. S. Hornsby et al., 2009; Kreiser et al., 2021; Wood et al., 2008).

Monitoring and evaluation across role levels

The lack of a significant moderating influence of role level on the CE-OCG connection highlights the need for a more sophisticated approach to monitoring and evaluating the effects of CE programs. Organisations should put in place thorough tracking systems that not only analyse the overall performance of these programs, but also look at employee engagement rates, satisfaction levels, and career advancement across various job levels (Kreiser et al., 2021; Wang et al., 2015). This might include conducting frequent surveys, focus groups, and data analytics to see how CE projects are viewed and experienced differently across the organisation. Feedback mechanisms should be implemented to collect constructive feedback from participants, which may subsequently be used to influence iterative changes to CE programs (Hornsby et al., 2002; J. S. Hornsby et al., 2009; Veréb & Azevedo, 2019; Wood et al., 2008). This evaluating method ensures that CE efforts stay responsive and relevant to the needs and goals of the whole workforce, maximising their effectiveness and overall impact.

Leadership Development and CE

The findings provide senior executives a unique chance to act as catalysts for CE within their organisations. Leaders that embrace the entrepreneurial spirit and actively participate in CE projects may set a great example for their workforce (Ling et al., 2008; Wang et al., 2015). This includes not just developing and supporting creative ventures, but also mentoring rising talent and facilitating relationships that can help these projects move forward. Leaders could also push for institutions and policies that encourage CE activities, such as dedicating time and money to innovation or recognising and rewarding entrepreneurial accomplishments (Urbano & Turró, 2013). This leadership strategy not only boosts CE's influence on organisational career progression, but also promotes a culture in which innovation and entrepreneurial thinking are appreciated and developed at every level of the organisation, contributing to a sustained cycle of growth and development (Han & Stieha, 2020; Kuratko et al., 2014; Urbano & Turró, 2013).

In essence, the analysis on hypothesis 4 demonstrates that the impact of the considered CE dimensions on OCG is not significantly moderated by role level,

indicating that CE activities have a more equal affect throughout organisational levels. This conclusion calls on organisations to reconsider how CE efforts are formed and executed to ensure that they are inclusive and supportive of all employees' career development. Organisations may maximise the potential of CE to contribute to individual career progression and overall organisational success by cultivating an organisational culture that supports and fosters entrepreneurial behaviour at all levels. This approach provides a practical framework for firms seeking to harness CE for long-term growth and development.

6.7 Hypothesis 5

Investigating the moderating influence of departmental function on the connection between the two CE dimensions (management support and rewards/reinforcement) and OCG was critical for understanding the intricacies of how CE efforts affect employees across different functional areas of an organisation. The null hypothesis claimed that departmental function did not significantly influence this association, which the regression analysis failed to reject. Before digging into both the theoretical and practical implications of this finding, it is important to note that the number of functional departments identified in the gathered data was quite large due to the open-ended survey question designed to capture that variable. This wide range of clusters within one variable may have led to a dilution of apparent moderating effects of the variable. In this discussion it was assumed that no such dilution impacted the results of the regression analysis.

6.7.1 Theoretical implications

Universal impact of CE

The fact that departmental function had no significant impact on the considered CE-OCG relationship shows that the benefits of CE efforts may be universally applicable across varied departmental functions. This contradicts the argument that departments differ in terms of autonomy, tolerance to failure, resource availability and leadership support (Hornsby et al., 2002; Lee et al., 2021; Li et al., 2021), and supports theories advocating for the widespread impact of entrepreneurial culture in enhancing career growth opportunities.

Cross-functional engagement in CE

The findings of this study provide an intriguing complement to modern organisational theories, particularly those that advocate for the importance of cross-functional

collaboration as well as involvement in cultivating a strong entrepreneurial culture within organisations (Don Ton & Hammerl, 2021). These theories contend that the development and maintenance of an entrepreneurial mindset are not limited to departments typically associated with innovation. Instead, they argue that every section of the organisation can and should participate in and profit from this dynamic (Dess et al., 2003; Don Ton & Hammerl, 2021).

The findings from this analysis support this viewpoint and argue that CE programs have the intrinsic capacity to serve as a universal catalyst for career development across the organisation, disrupting old borders and silos. This universality emphasises the concept that entrepreneurial activities and the chances they provide for career growth should be available and relevant to all workers, independent of their functional responsibilities within the organisation (Badir et al., 2020; Han & Stieha, 2020). Thus, it reinforces the notion that for organisations seeking to build a holistic entrepreneurial culture, promoting involvement and engagement across all departments is not only advantageous, but also fundamental (Kreiser et al., 2021).

6.7.2 Practical implications

Inclusive CE Strategies

From a practical standpoint, business practitioners are urged to develop CE strategies that are inclusive and accessible, appealing to employees throughout an organisation's broad departmental landscape. This strategic growth involves the creation of CE initiatives that are purposefully structured to invite and encourage active involvement from a wide range of functional areas (Badir et al., 2020; Kreiser et al., 2021). The goal of such efforts is to democratise entrepreneurial participation and career progression prospects, so that they are not monopolised or limited to specific departments usually linked with innovation or strategic growth.

Organisations may foster CE by actively reducing obstacles to participation and developing platforms that appreciate and incorporate varied departmental perspectives and skills (Kreiser et al., 2021). This strategy not only increases the possibility for creative solutions, but it also greatly adds to a more egalitarian and dynamic organisational culture in which every person may engage in entrepreneurial activities and achieve their career progression goals (Yagil & Oren, 2021).

Customised communication and implementation

While the moderating influence of departmental function was not significant, organisations can still benefit from tailoring CE initiative communication and execution to the unique environment and culture of each department. This bespoke strategy can assist maximise participation and effectiveness by connecting with each department's specific operational realities and problems (Badir et al., 2020).

Promoting interdepartmental collaboration

Encouraging collaboration between departments on CE activities is a strategic decision that leverages an organisation's diverse talents, experiences, and perspectives (Don Ton & Hammerl, 2021; Han & Stieha, 2020). By actively encouraging the establishment of interdepartmental initiatives and teams, practitioners may promote a more integrated and holistic approach to entrepreneurship (Urbano & Turró, 2013). This technique not only breaks down conventional divisions, but it also encourages inclusion and reciprocal learning (Don Ton & Hammerl, 2021). Such collaborative initiatives are critical in bringing together diverse perspectives, resulting in more inventive ideas and outcomes.

Furthermore, this strategy expands employees' professional growth odds by exposing them to a greater range of experiences and expertise (Han & Stieha, 2020). When employees from other departments collaborate on CE initiatives, they get a more thorough understanding of the company, improve their problem-solving abilities, and form useful networks within the organisation (Don Ton & Hammerl, 2021). This not only helps them advance professionally, but it also enhances the organisation's entrepreneurial environment (Urbano & Turró, 2013), making it more robust and adaptable to change. Ultimately, encouraging interdepartmental collaboration in CE initiatives is a critical tactic for practitioners seeking to establish a lively, entrepreneurial culture that promotes long-term growth and development throughout the organisation.

Continuous learning and development

Organisations seeking to extract the full benefits of CE initiatives must prioritise offering continuous learning and development opportunities that target the unique skills and competences required for effective involvement in CE activities (Don Ton & Hammerl, 2021; Urbano & Turró, 2013). This dedication to ongoing professional development is especially important for departments that are less involved in conventional entrepreneurial duties widening the breadth of innovation across the

organisation. By providing all workers with the required tools, information, and resources, organisations assure an adequately prepared workforce capable of participating in and enjoying the benefits of CE work (Kreiser et al., 2021; Urbano & Turró, 2013). This strategic approach not only democratises innovation, but it also promotes a culture of continuous improvement and agility, which is critical for sustaining a competitive edge in today's evolving business landscape.

Leadership role in CE dynamics

Leaders in every departmental function have the key to pushing CE initiatives and creating a climate conducive for innovation. Their active participation in CE activities acts as an inspiration for others in the organisation to follow (Ling et al., 2008; Wang et al., 2015). These leaders play a critical role in instilling an entrepreneurial attitude throughout the organisation by creating a strong precedent of embracing innovation, taking measured chances, and fostering innovative problem-solving. This leadership commitment not only cultivates an entrepreneurial culture, but it also provides the groundwork for a supporting environment in which career advancement and development are intimately tied to creative successes (Han & Stieha, 2020). Consequently, executives make certain the drive for CE becomes a collaborative endeavour, creating an environment in which every person feels motivated to contribute to the organisation's ongoing progress (Don Ton & Hammerl, 2021; Ling et al., 2008; Wang et al., 2015).

In summary, the findings from the investigation of hypothesis 5 advocate for a more inclusive and comprehensive approach to developing and executing CE initiatives, ensuring that they meet the different needs and potentials of all organisation functional groups. By adopting CE's universal application for career development, organisations may promote a more dynamic, inventive, and forward-thinking culture that benefits individuals across all functional areas.

Chapter 7: CONCLUSION

7.1 Summary of key findings

The current study embarked on an in-depth analysis into the dynamics of CE and OCG, examining the possible moderating effects of gender, age, position level, and departmental function. Several key conclusions emerged from study, giving insight on the complex relationship between CE activities and organisational career development.

To begin, the study found a significant positive association between the considered CE dimensions and OCG, implying that employee exposure or participation in entrepreneurial projects inside the organisation is directly associated to increased career progression chances. This crucial finding supports the idea that CE functions as a catalyst for individual career development (Dess et al., 2003; Tootoonchy & Sajadi, 2021; Urbano et al., 2022), emphasising the need of cultivating an entrepreneurial culture to promote employee progress.

Contrary to initial expectations (Aydin et al., 2023; Li et al., 2021; Ling et al., 2008; Ruiz et al., 2023b), the study found that gender, age, and role level do not significantly influence the association between CE and OCG. These findings imply that benefits of CE initiatives are widely accessible across all functional groups and levels of the workforce, calling into question ideas regarding the heterogeneity of CE's impact depending on demographic and positional characteristics. This universality emphasises the significance of inclusive CE methods that address the different requirements of the whole organisational population (Kreiser et al., 2021).

Furthermore, the study revealed that, while departmental functions varied among the studied sample, they did not significantly influence the considered CE-OCG dynamic. This observation highlights the potential for CE initiatives to bridge functional boundaries (Badir et al., 2020; Don Ton & Hammerl, 2021), promoting a pervasive entrepreneurial mentality that promotes career advancement across several organisational areas.

In a nutshell, the findings of the study highlight the critical role that CE plays in supporting career development within organisations. By emphasising CE's broad application and beneficial impact across diverse sectors of the workforce, the study

emphasises the need of incorporating CE into organisational practices to enhance employee advancement.

7.2 Implications of the study

The nuanced dynamics uncovered through this analysis not only contribute to a richer academic understanding of the management support and reward/reinforcement dimensions of CE role in career development but also offer practical guidance for organisations looking to harness CE for talent development and innovation. Through this comprehensive approach, the results discussion chapter underscored the study's contribution to the ongoing dialogue on CE and OCG, highlighting how the findings both support and extend the current body of knowledge in the field.

The work adds considerably to the current body of evidence by strengthening the idea that CE is a critical catalyst for OCG (Dess et al., 2003; Tootoonchy & Sajadi, 2021; Urbano et al., 2022). It emphasises the broad application of CE activities, which transcend conventional departmental silos, hierarchical position, and demographic divides. This conclusion is consistent with modern organisational theories that advocate for an inclusive approach to entrepreneurship, emphasising the significance of creating a mindset of growth and a culture of innovation within the organisation (Badir et al., 2020; Dess et al., 2003; Don Ton & Hammerl, 2021; Han & Stieha, 2020; Urbano & Turró, 2013). The absence of significant moderating effects from gender, age, and role level supports the notion that the benefits of CE are not limited to specific segments of the workforce but are available to all employees, challenging preconceived notions about the distribution of entrepreneurial opportunities within organisations.

In practice, the findings highlight the need of organisations developing inclusive CE strategies, enabling fair access to entrepreneurial possibilities, and creating an atmosphere favourable to career development for employees at all levels (Han & Stieha, 2020; Kreiser et al., 2021; Urbano & Turró, 2013). The study emphasises the need of continual learning and development programs, personalised communication, and cross-functional collaboration in increasing the participation and success of CE activities (Don Ton & Hammerl, 2021). Leadership appears as a significant aspect in advancing these initiatives, emphasising the importance of senior executives and

managers in embodying the entrepreneurial spirit and creating a precedent for innovation and risk-taking (Wang et al., 2015).

To summarise, this study not only increases our understanding of the relationship between CE and OCG, but it also gives practical insights for business practitioners seeking to use CE for employee engagement, talent development and organisational progress. It advocates for a rethinking of how CE initiatives are designed and implemented, urging a change towards more inclusive and comprehensive approaches that recognise and exploit each employee's potential for creating innovation and attaining career success.

7.3 Research limitations and future studies

7.3.1 Reliability of the CE scale

The reliability analysis conducted for this study revealed a notable limitation in reliability of three CE scale dimensions, which were subsequently removed from further analysis. This result emphasises a fundamental feature of empirical research: the use of reliable and valid measuring instruments that correctly capture the constructs being studied (Sürücü & Maslakçı, 2020). The omission of these dimensions due to poor reliability measures (as seen by Cronbach's alpha scores below the recognised threshold) raises possible issues and prospects for future investigation.

While the CE scale's remaining dimensions clearly gave useful insights into the link between CE and OCG, the excluded dimensions may represent lost chances to discover new, possibly relevant elements of CE. To further improve the integrity of the results obtained (and minimising Type I error), a combination of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) can be employed on the scale (Finch, 2020; Tavakol & Wetzel, 2020). With EFA, the scales measurement properties can be better understood through the identification of latent variables that explain the patterns of correlation existing between variables in the scale (Finch, 2020; Spagnoli & Weng, 2019). On the other hand, CFA can refine the scale by confirming the factor structure, that is; confirming which items load strongly on their respective factors (Tavakol & Wetzel, 2020).

In addition, the reliability gap observed on the three discarded CE dimensions could be a direct result of not using the full set of questions for each dimension according

to the original scale that had 48 questions (Rubin, 2024). Future studies can incorporate all 48 questions in their pilot studies and testing the reliability of the scale before distribution to the broader population. In this way Type I errors can be minimised (Head et al., 2015; Rubin, 2024).

Considering a different perspective, the reliability issue may highlight the complexities of research context in quantifying CE as pointed out by Bhardwaj & Sushil (2012) and de Villiers-Scheepers (2012) who applied the CE scale in a similar context to the current study. Both studies concluded that entrepreneurial theories are subject to the economic context (for example, developed vs emerging economies) in which they are applied. An interesting observation from both cases was the exclusion of 1 to 2 of the 3 CE dimensions that were discarded in the current study. The management support and rewards/reinforcement dimensions were retained in both studies (Bhardwaj & Sushil, 2012; de Villiers-Scheepers, 2012). In light of this, future studies should apply exploratory factor analysis to validate pre-defined dimensions in the CE scale or to define new ones that are relevant to the population characteristics and/or economic contexts in which the study was conducted.

7.3.2 Sample size constraint

One of the study's key limitations was the relatively small sample size which made it difficult to use more advanced statistical approaches like Structural Equation Modelling (SEM) and confirmatory factor analysis (CFA) (Kyriazos, 2018). SEM and CFA are both effective methods for validating theoretical models and hypotheses, offering deep insights into the complex interactions between variables. However, these methodologies are 'large sample techniques' that require a large population sample size to assure the reliability and validity of the results (Kline, 2016; Kyriazos, 2018). The study's relatively small sample size precluded the use of SEM, which would have considerably improved the analysis by allowing for a more nuanced evaluation of the links between CE, OCG, and numerous moderating variables.

Larger sample sizes often improve the validity of research findings by providing a more representative cross-section of the population under investigation increasing the results' generalisability (Wegner, 2020). They also enhance data stability for effective analysis (Guadagnoli & Velicer, 1988; Kyriazos, 2018). As a result, future research in this field should prioritise increasing the sample size to address these constraints. By obtaining a bigger and perhaps more diversified sample, future

research might use SEM and CFA to test and enhance the theoretical frameworks offered, providing deeper insights and more conclusive findings concerning the dynamics of CE and OCG. Correcting for the limitations of a small sample size will be critical to furthering our knowledge of these complicated linkages and their consequences for theory and practice.

Chapter 8: REFERENCES

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Chapter 9: APPENDIX A: SURVEY QUESTIONS

Section A: Demographics and background

1 What is your age?	16 - 25 years	26 - 35 years	36 - 45 years	46 - 55 years	above 55 years
	prefer not to say				
2 What is your gender?	female	male	prefer not to say		
3 What is your highest level of education completed?	Matric certificate	Bachelor's Degree	Master's Degree	Doctorate Degree	Other (please specify)
4 What company are you currently employed with?	ABSA	Nedbank	First Rand	Standard Bank	Capitec
	Investec	African bank	Other (please specify)		
5 Which department are you currently working in?	Everyday banking	Corporate investmen	Relationship banking	Regional office	Entreprise functions
	Product solutions	Other (please specify)			
6 What is your current role level within the company?	entry-level	middle management	seniour management	executive	Other (please specify)
7 How long have you been with the company?	0-5 years	6-10 years	10 - 15 years	over 15years	
8 In which province do you work?	Gauteng	Westen Cape	KwaZulu-Natal	Limpopo	Mpumalanga
	Northen Cape	Free State	Eastern Cape	North West	
9 How would you describe your ethnicity?	African	Coloured	Asian	White	Other (please specify)

Section B: Corporate Entrepreneurship Scale (5-point likert scale)

10 My organization is quick to use improved work methods.
11 Those employees who come up with innovative ideas on their own often receive management encouragement for their activities.
12 Many top managers have been known for their experience with the innovation process.
13 This organization supports many small and experimental projects, realizing that some will undoubtedly fail.
14 People are encouraged to talk to employees in other departments of this organization about ideas for new projects.
15 Harsh criticism and punishment result from mistakes made on the job.
16 This organization provides the chance to be creative and try my own methods of doing the job.
17 This organization provides the chance to do something that makes use of my abilities.
18 My manager helps me get my work done by removing obstacles and roadblocks.
19 My supervisor will give me special recognition if my work performance is especially good.
20 There is a lot of challenge in my job.
21 During the past three months, my workload kept me from spending time on developing new ideas.
22 I feel that I am always working with time constraints on my job.
23 My co-workers and I always find time for long-term problem solving.
24 There are many written rules and procedures that exist for doing my major tasks.
25 On my job I have no doubt of what is expected of me.

Section C: Impact of CE on employee career growth (5-point likert scale)

26 My present job moves me closer to my career goal
27 My present job is relevant to my career goals and vocational growth
28 My present job sets the foundation for the realization of my career goals
29 My present job provides me with good opportunities to realize my career goals
30 My present job encourages me to continuously gain new and job-related skills
31 My present job encourages me to continuously gain new job-related knowledge
32 My present job encourages me to accumulate richer work experiences
33 My present job enables me to continuously improve my professional capabilities
34 My promotion speed in the present organization is fast
35 The probability of being promoted in my present organization is high
36 Compared with previous organizations and attainable jobs, my position in the present one is ideal
37 Compared with my colleagues, I am being promoted faster
38 My salary is growing quickly in my present organization
39 In this organization, the possibility of my current salary being increased is very large
40 Compared with my colleagues, my salary has grown more quickly

ID	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	MAH_1	PMAH_1	
50	1	1	3	3	1	1	1	4	4	5	5	4	5	4	4	5	4	5	5	2	2	4	4	4	4	4	4	4	4	5	5	5	4	4	5	3	3	4	3	28.20988	0.6103	
51	1	1	1	4	1	1	1	5	5	5	4	4	5	2	3	4	4	4	4	3	4	4	3	4	4	4	4	4	4	5	5	5	5	4	4	4	2	3	4	3	21.42747	0.9002
52	2	2	3	8	3	2	2	5	2	3	4	4	3	4	5	5	3	2	5	5	5	1	5	4	4	5	4	3	5	4	4	4	3	2	4	2	3	1	3	48.22667	0.0250	
53	3	2	2	3	4	2	1	1	2	1	2	3	2	4	2	2	3	4	4	3	2	4	3	4	5	4	4	4	4	4	4	1	1	4	2	1	2	1	2	1	35.10521	0.2797
54	2	1	4	4	3	2	1	4	4	4	4	3	4	2	4	4	5	4	4	3	2	4	3	4	4	4	4	4	5	4	4	4	3	4	3	3	3	3	3	12.64169	0.9986	
55	3	1	4	4	4	1	1	1	4	4	3	3	4	4	4	5	4	4	4	3	4	2	2	4	4	4	4	4	3	4	4	3	3	4	3	3	4	4	4	21.40345	0.9009	
56	2	2	3	4	1	1	1	5	5	4	5	3	5	3	4	4	5	5	5	3	2	4	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	3	23.55883	0.8281	
57	2	2	3	7	4	3	1	5	4	4	4	3	5	2	5	5	5	5	5	1	4	3	4	5	4	4	4	4	4	4	4	3	5	5	4	3	4	4	4	29.62037	0.5370	
58	2	2	3	7	3	1	1	5	2	2	1	3	2	4	3	4	4	3	2	3	4	3	1	2	3	3	4	3	4	2	3	4	5	1	4	5	5	1	5	52.11154	0.0102	
59	1	1	2	3	1	1	1	1	5	5	5	1	5	2	5	5	5	5	5	1	2	4	2	5	5	5	5	5	5	5	5	5	5	2	5	5	2	3	5	3	36.85238	0.2163
60	3	2	3	4	3	1	1	4	4	4	4	3	4	1	4	4	4	4	4	3	4	3	4	4	4	4	4	4	5	5	5	5	3	4	4	3	3	3	3	14.69680	0.9942	
61	2	2	4	3	1	1	1	1	4	5	5	4	5	3	4	4	3	5	4	3	4	4	3	4	5	4	5	5	5	4	5	4	4	4	4	5	3	2	3	3	25.78728	0.7315
62	3	1	3	2	3	2	1	5	5	4	4	4	4	2	4	4	4	4	3	4	4	4	4	3	4	4	4	3	4	4	4	4	3	3	4	2	4	4	2	26.33831	0.7050	
63	3	2	4	1	4	1	1	1	4	5	3	4	3	2	5	4	4	4	3	1	2	4	5	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	26.12105	0.7155	
64	2	1	2	1	3	3	1	3	4	2	3	2	3	4	3	4	4	2	5	2	5	4	4	3	4	4	5	4	4	4	4	4	4	3	2	4	2	2	2	1	38.86514	0.1567
65	2	1	3	2	3	3	1	5	3	4	3	4	4	4	2	4	4	2	4	4	4	3	5	4	4	4	5	3	5	5	3	4	2	2	3	3	2	3	3	40.50770	0.1180	
66	2	2	2	6	3	1	1	1	5	5	4	3	4	4	4	5	4	5	5	3	3	3	3	3	4	5	5	5	5	5	5	5	4	4	4	4	4	4	3	20.20245	0.9314	
67	3	1	4	1	4	2	1	1	2	4	2	1	3	2	2	1	4	4	1	5	5	1	3	4	1	4	3	2	2	4	4	3	4	4	4	4	4	4	4	3	55.61325	0.0043
68	3	2	4	2	4	3	1	1	4	5	5	5	5	4	5	5	2	2	4	2	4	2	2	1	2	2	1	2	2	1	2	1	1	1	1	1	1	1	1	1	41.62399	0.0963
69	2	2	4	2	4	2	1	1	5	4	4	2	5	2	5	4	5	4	4	4	4	5	4	5	4	5	4	5	4	4	4	5	5	4	4	5	4	4	5	31.41184	0.4456	
70	1	1	3	1	1	1	1	1	3	4	3	2	4	2	2	4	3	4	4	1	2	4	3	4	5	5	5	5	5	5	4	4	3	3	4	3	3	4	4	5	26.65744	0.6893
71	3	1	3	1	3	1	1	1	4	3	2	2	3	2	3	4	3	3	4	3	5	4	2	5	5	5	5	4	4	4	4	4	4	2	3	4	3	1	2	2	16.63723	0.9835
72	2	1	3	1	3	2	1	1	4	4	3	4	4	3	3	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	2	3	3	3	2	3	3	14.50728	0.9948	
73	1	2	3	1	1	1	1	1	4	3	4	4	2	4	3	3	4	4	3	3	4	4	2	4	5	4	4	3	4	4	4	3	2	5	2	1	1	1	1	33.96806	0.3265	
74	2	1	4	1	4	1	1	1	4	2	3	4	4	2	4	4	5	5	3	4	4	2	4	5	5	5	5	4	3	4	4	5	4	4	2	4	2	4	5	41.29427	0.1024	
75	1	1	3	9	1	1	1	1	5	5	5	5	5	3	5	5	5	5	3	3	4	3	5	5	5	5	5	5	5	5	5	5	4	4	4	3	3	3	3	14.17097	0.9958	
76	2	1	3	1	4	1	1	1	5	5	4	4	5	1	5	5	5	4	5	3	2	4	2	4	5	5	5	5	5	5	4	5	4	3	5	3	4	5	4	19.54120	0.9451	
77	2	2	3	4	1	1	1	1	4	4	4	4	4	3	4	2	4	4	3	3	4	3	4	4	2	2	3	2	4	4	3	4	2	3	3	2	2	3	2	35.81074	0.2528	
78	3	1	4	6	4	2	1	1	3	4	3	4	4	2	4	4	4	4	4	4	2	2	4	5	4	4	4	4	4	4	4	4	3	2	4	2	4	4	4	24.21992	0.8015	
79	1	2	3	7	3	1	3	5	4	4	5	3	2	3	4	5	5	5	2	4	4	4	5	5	4	4	5	5	5	5	5	4	4	4	3	2	4	3	39.55711	0.1393		
80	1	1	3	7	1	1	4	5	5	3	5	3	3	3	2	4	4	3	5	3	3	2	3	5	5	5	5	5	5	5	3	3	4	5	5	3	2	5	1	46.24373	0.0385	
81	3	2	4	6	3	2	1	1	4	4	2	4	4	2	4	2	2	2	2	2	5	4	4	4	4	4	4	4	2	2	3	2	1	2	3	2	1	4	2	42.52901	0.0813	
82	2	1	3	3	3	1	1	1	5	5	2	4	1	5	5	5	5	5	3	4	3	3	5	5	5	5	4	4	5	5	4	5	3	5	5	3	3	5	3	26.88631	0.6779	
83	2	1	3	3	4	1	1	1	4	3	3	3	4	4	3	3	4	4	2	4	4	3	4	4	3	3	3	3	3	3	3	3	2	2	2	2	2	3	3	19.03292	0.9543	
84	2	1	3	3	3	1	1	1	5	5	4	5	5	1	5	5	5	4	4	4	4	2	3	4	4	5	4	5	4	4	4	2	2	4	2	2	3	2	27.47484	0.6481		
85	2	1	3	9	3	1	1	1	5	4	3	4	5	4	5	5	4	4	5	4	4	5	3	5	4	5	3	4	5	5	5	5	1	1	3	4	2	5	4	46.06957	0.0399	

Table 11: Descriptive stats for the CE and OCG scales

CE Scale

		Management support				Work discretion			Rewards & Reinforcement			Time availability			Org boundaries		
		9) My organisation is quick to use improved work methods.	10) Those employees who come up with innovative ideas on their own often receive management encouragement for their activities.	11) Many top managers have been known for their experience with the innovation process.	12) This organisation supports many small and experimental projects, realising that some will undoubtedly fail.	13) People are encouraged to talk to employees in other departments of this organisation about ideas for new projects.	14) Harsh criticism and punishment result from mistakes made on the job.	15) This organisation provides the chance to be creative and try my own methods of doing the job.	16) This organisation provides the chance to do something that makes use of my abilities.	17) My manager helps me get my work done by removing obstacles and roadblocks.	18) My manager/supervisor gives special recognition for good performance.	19) I am challenged and stimulated by my job.	20) During the past three months, my workload kept me from spending time on developing new ideas.	21) I feel that I am always working with time constraints on my job.	22) My co-workers and I always find time for long-term problem solving.	23) There are many written guidelines and protocols in place for my primary responsibilities.	24) On my job I have no doubt of what is expected of me.
N	Valid	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	3,95	3,98	3,60	3,37	3,98	2,58	3,90	4,06	3,96	3,88	4,05	3,30	3,49	3,44	3,23	3,96
	Median	4,00	4,00	4,00	4,00	4,00	2,00	4,00	4,00	4,00	4,00	4,00	3,00	4,00	4,00	3,00	4,00
	Mode	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4
	Std. Deviation	,981	,931	1,077	1,050	,994	1,044	,900	,841	,987	1,011	1,005	1,073	1,012	,936	1,112	,963
	Range	3	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4

OCG Scale

		Career goal progress				Professional ability development				Promotion speed				Remuneration growth		
		25) My present job moves me closer to my career goal.	26) My present job is relevant to my career goals and vocational growth.	27) My present job sets the foundation for the realisation of my career goals.	28) My present job provides me with good opportunities to realise my career goals.	29) My present job encourages me to continuously gain new and job-related skills.	30) My present job encourages me to continuously gain new job-related knowledge.	31) My present job encourages me to accumulate richer work experiences.	32) My present job enables me to continuously improve my professional capabilities.	33) My promotion speed in the present organisation is fast.	34) The probability of being promoted in my present organisation is high.	35) Compared with previous organisations and attainable jobs, my position in the present one is ideal.	36) Compared with my colleagues, I am being promoted faster.	37) My salary is growing quickly in my present organisation.	38) In this organisation, the possibility of my current salary being increased is very large.	39) Compared with my colleagues, my salary has grown more quickly.
N	Valid	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mean	4,00	4,14	4,12	4,00	4,14	4,21	3,98	4,12	2,96	3,23	3,80	3,01	2,74	3,27	3,00
	Median	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	3,00	3,00	4,00	3,00	3,00	3,00	3,00
	Mode	4	4	4	4	5	5	4	4	3	4	4	3	3	4	3
	Std. Deviation	,994	,838	,798	,982	1,043	,932	,905	,842	1,187	1,155	,967	,988	1,099	1,176	1,075
	Range	4	3	3	4	4	3	3	4	4	4	4	4	4	4	4

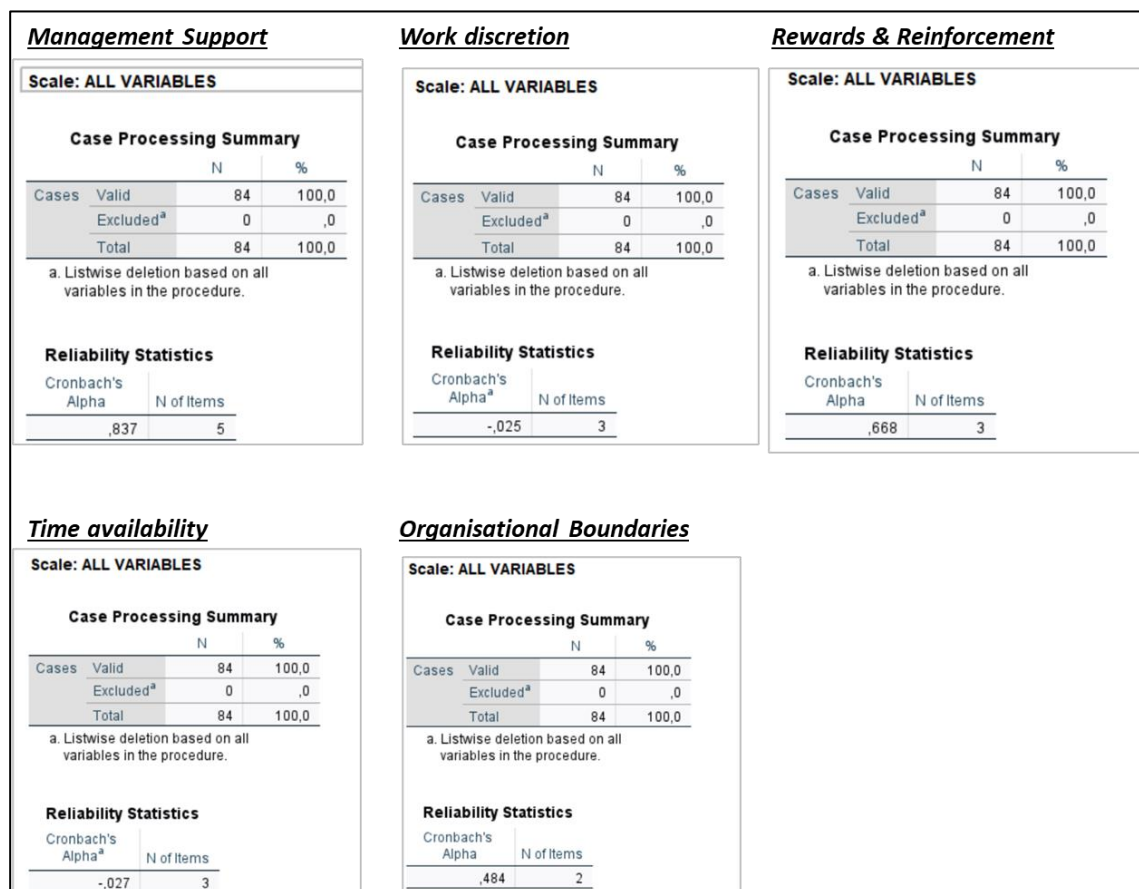


Figure 17: Cronbach's alpha test output for the 5 Dimensions of the CE scale.

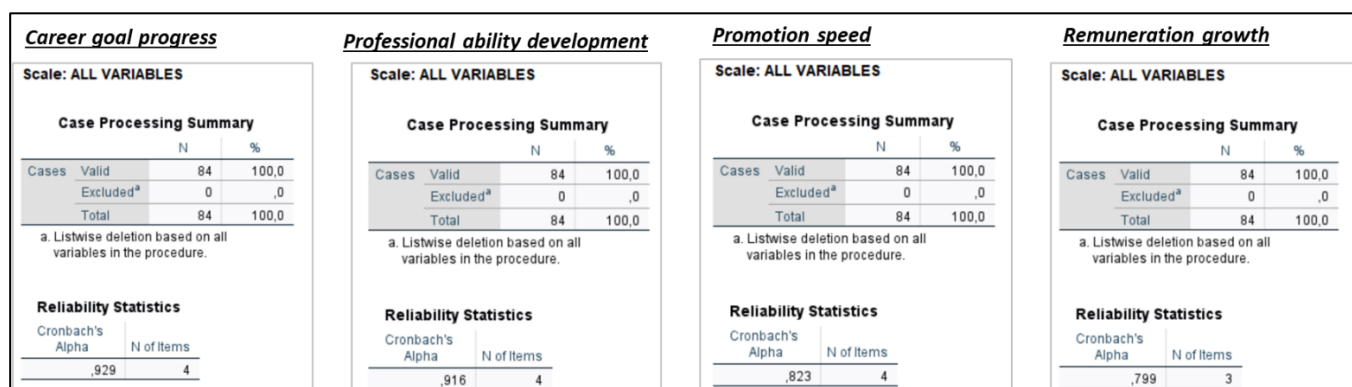


Figure 18: Cronbach's alpha test output for the 5 Dimensions of the OCG scale.

Pattern Matrix^a		
	Component	
	1	2
9) My organisation is quick to use improved work methods.	,770	
10) Those employees who come up with innovative ideas on their own often receive management encouragement for their activities.	,812	
11) Many top managers have been known for their experience with the innovation process.	,742	
12) This organisation supports many small and experimental projects, realising that some will undoubtedly fail.	,775	
13) People are encouraged to talk to employees in other departments of this organisation about ideas for new projects.	,707	
17) My manager helps me get my work done by removing obstacles and roadblocks.		,789
18) My manager/supervisor gives special recognition for good performance.		,898
19) I am challenged and stimulated by my job.		,425
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.		
a. Rotation converged in 5 iterations.		

Component Correlation Matrix		
Component	1	2
1	1,000	,409
2	,409	1,000
Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.		

Figure 19: SPSS output for factor analysis used to confirm CE scale validity.

Pattern Matrix^a		
	Component	
	1	2
25) My present job moves me closer to my career goal.	,949	
26) My present job is relevant to my career goals and vocational growth.	,883	
27) My present job sets the foundation for the realisation of my career goals.	,818	
28) My present job provides me with good opportunities to realise my career goals.	,837	
29) My present job encourages me to continuously gain new and job-related skills.	,875	
30) My present job encourages me to continuously gain new job-related knowledge.	,915	
31) My present job encourages me to accumulate richer work experiences.	,801	
32) My present job enables me to continuously improve my professional capabilities.	,758	
33) My promotion speed in the present organisation is fast.		,705
34) The probability of being promoted in my present organisation is high.		,498
35) Compared with previous organisations and attainable jobs, my position in the present one is ideal.	,710	
36) Compared with my colleagues, I am being promoted faster.		,796
37) My salary is growing quickly in my present organisation.		,888
38) In this organisation, the possibility of my current salary being increased is very large.		,561
39) Compared with my colleagues, my salary has grown more quickly.		,878

Component Correlation Matrix		
Component	1	2
1	1,000	,488
2	,488	1,000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 4 iterations.

Figure 20: SPSS output for factor analysis used to confirm OCG scale validity.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
9) My organisation is quick to use improved work methods.	,257	84	<,001	,830	84	<,001
10) Those employees who come up with innovative ideas on their own often receive management encouragement for their activities.	,308	84	<,001	,808	84	<,001
11) Many top managers have been known for their experience with the innovation process.	,242	84	<,001	,886	84	<,001
12) This organisation supports many small and experimental projects, realising that some will undoubtedly fail.	,250	84	<,001	,891	84	<,001
13) People are encouraged to talk to employees in other departments of this organisation about ideas for new projects.	,236	84	<,001	,843	84	<,001
17) My manager helps me get my work done by removing obstacles and roadblocks.	,288	84	<,001	,815	84	<,001
18) My manager/supervisor gives special recognition for good performance.	,273	84	<,001	,845	84	<,001
19) I am challenged and stimulated by my job.	,267	84	<,001	,810	84	<,001
25) My present job moves me closer to my career goal.	,298	84	<,001	,806	84	<,001
26) My present job is relevant to my career goals and vocational growth.	,266	84	<,001	,801	84	<,001
27) My present job sets the foundation for the realisation of my career goals.	,274	84	<,001	,809	84	<,001
28) My present job provides me with good opportunities to realise my career goals.	,250	84	<,001	,835	84	<,001
29) My present job encourages me to continuously gain new and job-related skills.	,267	84	<,001	,763	84	<,001
30) My present job encourages me to continuously gain new job-related knowledge.	,265	84	<,001	,754	84	<,001
31) My present job encourages me to accumulate richer work experiences.	,284	84	<,001	,824	84	<,001
32) My present job enables me to continuously improve my professional capabilities.	,277	84	<,001	,803	84	<,001
33) My promotion speed in the present organisation is fast.	,167	84	<,001	,916	84	<,001
34) The probability of being promoted in my present organisation is high.	,237	84	<,001	,894	84	<,001
35) Compared with previous organisations and attainable jobs, my position in the present one is ideal.	,297	84	<,001	,839	84	<,001
36) Compared with my colleagues, I am being promoted faster.	,243	84	<,001	,890	84	<,001
37) My salary is growing quickly in my present organisation.	,213	84	<,001	,906	84	<,001
38) In this organisation, the possibility of my current salary being increased is very large.	,208	84	<,001	,888	84	<,001
39) Compared with my colleagues, my salary has grown more quickly.	,238	84	<,001	,897	84	<,001

a. Lilliefors Significance Correction

Figure 21: Tests of normality for the data collected

Table 12: SPSS output for the Spearman correlation analysis

		Correlations		9) My organization is quick to use improved work methods	10) Those employees who come up with innovative ideas on their own often receive management encouragement to try their activities	11) Many top managers have been known for their experience with the innovation process	12) This organization supports many small and experimental projects, realizing that some will undoubtedly fail	13) People are encouraged to take on new projects	14) I am challenged and stimulated by my job	15) My present job moves me closer to my career goal	16) My present job is relevant to my career goals and vocational growth	17) My present job sets the foundation for the realization of my career goals	18) My present job provides me with good opportunities to realize my career goals	19) My present job encourages me to continuously gain new and job-related skills	20) My present job encourages me to continuously gain new job-related knowledge	21) My present job encourages me to accumulate richer work experiences	22) My present job enables me to continuously improve my professional capabilities	23) My promotion speed in the present organization is fast	24) The probability of being promoted in my present organization is high	25) Compared with previous organizations and attainable jobs, my position in the present one is ideal	26) Compared with my colleagues, I am being promoted faster	27) My salary is growing quickly in my present organization	28) In this organization, the possibility of my current salary being increased is very large	29) Compared with my colleagues, my salary has grown more quickly																
Spearman's rho	9) My organization is quick to use improved work methods	Correlation Coefficient	Sig. (2-tailed)	1.000	.560 ^{**}	.580 ^{**}	.355 ^{**}	.574 ^{**}	.333 ^{**}	.301 ^{**}	.440 ^{**}	.355 ^{**}	.365 ^{**}	.359 ^{**}	.348 ^{**}	.431 ^{**}	.437 ^{**}	.437 ^{**}	.450 ^{**}	.329 ^{**}	.349 ^{**}	.350 ^{**}	.089	.169	.389 ^{**}	.107 ^{**}														
	10) Those employees who come up with innovative ideas on their own often receive management encouragement to try their activities	Correlation Coefficient	Sig. (2-tailed)	<.001	1.000	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001													
	11) Many top managers have been known for their experience with the innovation process	Correlation Coefficient	Sig. (2-tailed)	.84	.84	1.000	.400 ^{**}	.574 ^{**}	.284 ^{**}	.344 ^{**}	.295	.165	.157	.228 ^{**}	.244 ^{**}	.228 ^{**}	.294 ^{**}	.296 ^{**}	.336 ^{**}	.345 ^{**}	.189	.173	.241	.257 ^{**}	.249 ^{**}	.247 ^{**}	.249 ^{**}													
	12) This organization supports many small and experimental projects, realizing that some will undoubtedly fail	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	1.000	.450 ^{**}	.205	.111	.236 ^{**}	.151	.090	.149	.094	.190	.119	.178	.126	.146	-.051	.115	-.152	.113	.071	.082	.071													
	13) People are encouraged to take on new projects	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	1.000	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001												
	14) I am challenged and stimulated by my job	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	1.000	.470 ^{**}	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}	.342 ^{**}													
	15) My present job moves me closer to my career goal	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}	.342 ^{**}													
	16) My present job is relevant to my career goals and vocational growth	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}	.342 ^{**}												
	17) My present job sets the foundation for the realization of my career goals	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}												
	18) My present job provides me with good opportunities to realize my career goals	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}											
	19) My present job encourages me to continuously gain new and job-related skills	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}										
	20) My present job encourages me to continuously gain new job-related knowledge	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}									
	21) My present job encourages me to accumulate richer work experiences	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}								
	22) My present job enables me to continuously improve my professional capabilities	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}							
	23) My promotion speed in the present organization is fast	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}						
	24) The probability of being promoted in my present organization is high	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}					
	25) Compared with previous organizations and attainable jobs, my position in the present one is ideal	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}				
	26) Compared with my colleagues, I am being promoted faster	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}			
	27) My salary is growing quickly in my present organization	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}		
	28) In this organization, the possibility of my current salary being increased is very large	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}	
	29) Compared with my colleagues, my salary has grown more quickly	Correlation Coefficient	Sig. (2-tailed)	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	.84	1.000	.372 ^{**}	.270 ^{**}	.264 ^{**}	.251 ^{**}	.342 ^{**}	.359 ^{**}	.319 ^{**}	.298 ^{**}	.453 ^{**}	.374 ^{**}	.492 ^{**}	.298 ^{**}	.247 ^{**}	.476 ^{**}	.486 ^{**}	.342 ^{**}

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

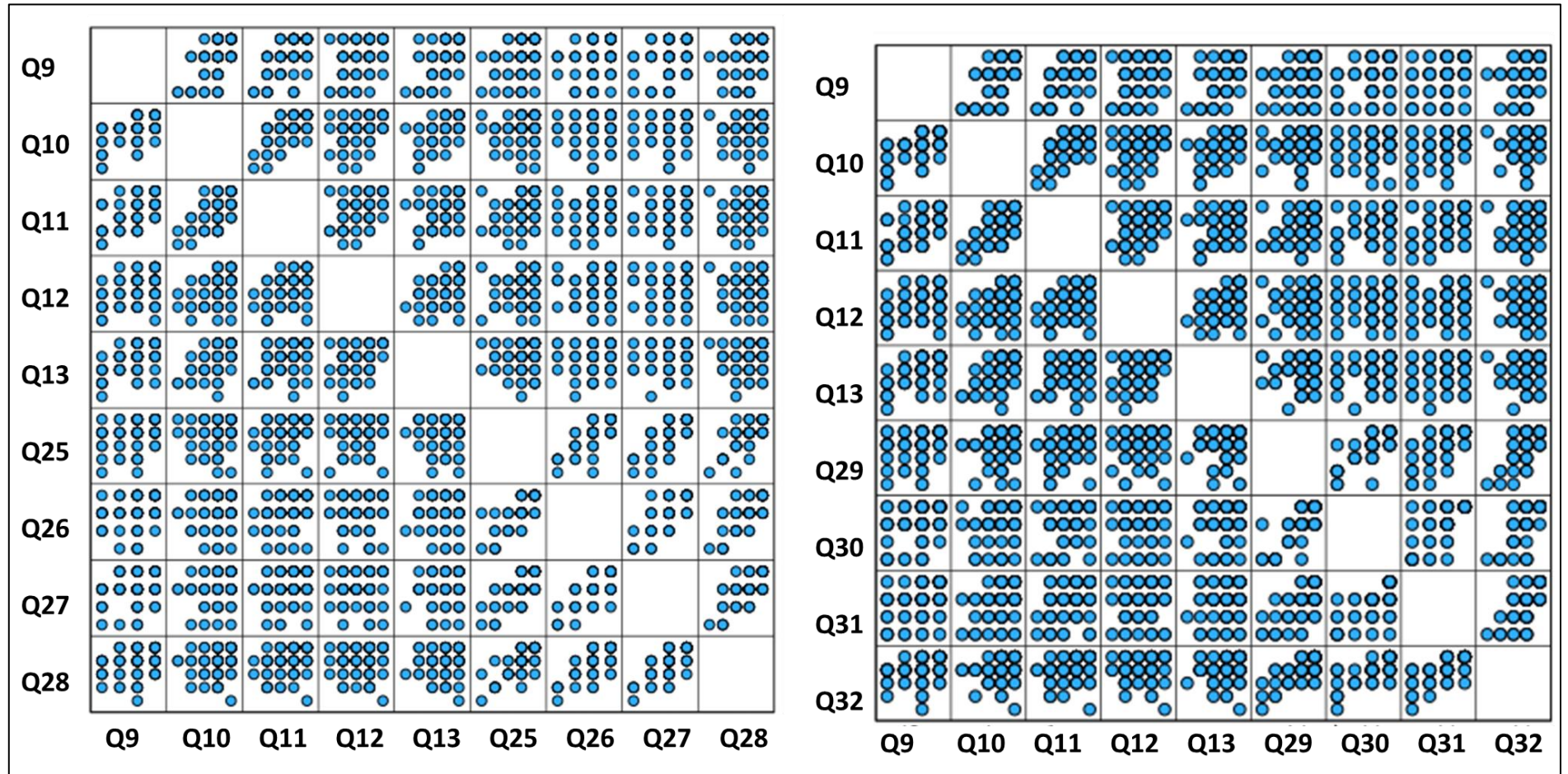


Figure 22: Matrix scatter plots confirming the CE and OCG variables are monotonic

