

The indirect effect of employee entitlement: A career stage perspective

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Abstract

The moderating role of career stage on employee entitlement and the mediating role of organizational justice on the relationship between employee entitlement and outcomes of work engagement and counterproductive work behaviours were examined with a sample of 624 Canadian government and North America employees. Contrary to expectations, career stage did not significantly impact levels of employee entitlement. Likewise, full scale organizational justice was not found to be a significant mediator; however, some of the subscales were. Distributive, procedural, and interpersonal justice demonstrated a significant mediation of the effect of employee entitlement on work engagement; procedural and interpersonal justice demonstrated a significant mediation of the effect of employee entitlement on counterproductive work behaviour. Findings suggest the importance of facets of organizational justice in mediating the effect of employee entitlement and career stage plays no significant role in the development of employee entitlement.

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INTRODUCTION

Imagine that a company has posted a well-paid managerial position and two employees have put their names forward for consideration of the position. Bob is a relatively new employee in the earlier stages of his career and has been working diligently and striving hard daily to demonstrate merit for promotion. Sue is comfortably established in the later stages of her career. She has always received her annual increase with no real negative feedback but typically has done just enough work to get by; however, she feels entitled to the position because she has worked at the company longer and is further advanced in her career.

It is possible that Sue's sense of entitlement to the position stems from her sense of what she is owed, given her time in the company and her positive annual reviews. Because she has not been given feedback to the contrary, Sue attributes her success to her ability and that her work is good enough, even if others would perceive it as the minimum amount of work necessary. Further, her sense of what she is owed may have become more ingrained as her behaviour has been consistently rewarded each successive year through annual pay increments. She believes she has exerted the time and the effort to achieve a promotion and therefore deserves it. Her reliance on established career seniority, annual salary increases, and an absence of negative feedback bolster her belief that she should be promoted over Bob.

Imagine Sue's sense of indignation should Bob be promoted over her. Were this the case, it is possible that the what Sue believes to be an unjust procedure or practice, may give rise to perceptions of inequitable treatment, resulting from resource distributions, processes, and procedures that she perceives to be unjust (Ababneh,

Hackett, & Schat, 2014; Blumstein & Weinstein, 1969). After all, she believes that because she has been there longer, therefore she deserves to be rewarded first. This perception of unjust treatment may cause her to behave more negatively in this situation in which her expectations are not met.

This example of Sue's expectations is typical of psychological entitlement (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004). Displays of workplace entitlement generally include an expectation of compensation for what the employee feels they are owed, but not necessarily grounded in the actual work done by, or expected of, the individual. It is an assumption of what they believe they are owed simply by being in an employee/employer relationship regardless of actual performance or effort (Naumann, Minsky & Sturman, 2002).

A pervasive sense of entitlement lends its self to the circumstances within the workplace that are counterproductive (Harvey & Dasborough, 2015). Entitlement has been linked to negative workplace outcomes such as perceived inequity, job dissatisfaction, and corruption (King & Miles, 1994; Levine, 2005; Naumann & Minsky, 2002). It is possible that when an entitled employee does not receive the rewards they were expecting, they experience lowered perceptions of organizational justice (McFarlin & Sweeney 1992). Their assessment of the circumstances may cause them to attribute the outcome to an external cause not under their control. This consistent manner in attributing causes to negative or positive events to support a belief of individual identity could be perceived as a positive or negative attribution style (Tennen & Herzberger, 1986). If past rewards were given consistently, then the expectation of receiving a

reward in the future becomes reinforced (Weiner, 1985) as people progress through their careers.

Research on career stage and socialization processes indicates that individuals progress through distinctive stages in their careers and each stage has distinct developmental needs for the individual (Gould & Hawkins, 1978; Johnson & Lafrance, 2016). Often people just entering the workforce are accused of having high levels of entitlement compared to those in a later career stage but contrary to this assertion, it is possible that as people progress in their careers they may develop a perception of being owed more in exchange for their time and dedication. This perception is one that is rooted in expectations concerning rewards and compensation that are not necessarily based on actual performance levels or a truly equitable exchange (Harvey & Martinko, 2008). To date, there is no published research examining the differing prevalence of work-related entitlement over the career trajectory. The purpose of the proposed research is to examine the relationship between workplace entitlement and people's work behaviours by considering their perceptions of organizational justice and career stage.

Examining employee entitlement

In general, work-related psychological entitlement encompasses an elevated and entrenched demand and expectation for higher levels of reward or other compensation, such as pay, bonuses, or vacation benefits, regardless of actual merit, individual effort, or contribution to organizational success (Harvey & Martinko, 2009; Miller & Konopaske, 2014). Given the continued perceived development and reporting of entitlement within the work place, employee entitlement appears to be affecting everyone from small to major organizations alike (Campbell et al., 2004; Harvey & Martinko, 2008). The

continued development of employee entitlement within the workplace appears to be one that is of growing concern (Tennant, 2013). Psychological entitlement has been conceptualized by some researchers as a stable trait across situations, (e.g., Campbell et al., 2004). However, it is also possible that some people who are not generally entitled develop a sense of work-related entitlement over time, perhaps over their career stages, because they are rewarded even when their efforts do not justify those rewards (Heath et al., 1993). Essentially, workplace entitlement leads to unrealistic expectations of reward and compensation without demonstrating the corresponding merit (Harvey & Martinko, 2009). The more these expectations are met and rewarded over time, the more prevalent both the expectation of the reward and the sense of deservingness may become (Weiner, 1985).

A distinction between trait entitlement and domain entitlement

Traditionally viewed as a stable trait across situations (e.g., Campbell et al., 2004), entitlement could conceivably become activated by domain related characteristics that increase the chances of employees expressing the entitled behaviour (Fisk, 2010). Current views regarding individual assessment and reaction to environmental cues suggests people will behave differently depending upon reactions to situations within the context of perceived unjust outcomes (Mischel & Shoda, 1995). Although employees who exhibit excessive trait entitlement may not differ in how they behave in the workplace (e.g., Campbell et al., 2004), consideration of the influence of the workplace domain provides for the possibility that employees who rate low on trait entitlement may become more entitled because of organizational practices (Fisk, 2010).

Employee entitlement and work engagement

An employee's directed effort to achieve organizational objectives is often viewed as engagement (Shuck & Rose, 2013). Typically, engaged employees perform better (Bakker & Demerouti, 2008). Work engagement (WE), which encompasses an individual's vigour, dedication, and absorption with their work, has the potential to greatly influence an organization's performance while enhancing its well-being (Schaufeli et al., 2002). High levels of WE are valuable to an organization and low levels can have a negative impact on an organization's productivity (Hoole & Bonnema, 2015). WE captures the positive experiences of individuals such as high energy, positive emotions, and high job satisfaction (Schaufeli, Maslach, & Leiter, 2001). However, contrary to a positive individual experience as noted by Schaufeli et al., (2001), entitled people may have elevated expectations of reward or compensation that are not necessarily founded on their actual work output. These expectations, if not met, can result in lowered job satisfaction, disengagement, turnover, and conflict, (Harvey & Martinko, 2009). Kahn's (1990) examination of an individual's work experience that shapes a person's degree of personal engagement and disengagement has provided supporting evidence that people's perceptions influence the degree of engagement and disengagement.

Consequently, unrealistic expectations and perceptions of what people feel they are owed should have a similar influence on a person's level of WE. If an engaged employee is one who is energetically connected with their work and can effectively deal with their work demands (Schaufeli & Bakker, 2003; Pech & Slade, 2006; Seppa, Mauno Feldt, Tolvanen, & Schaufeli, 2009), then an employee exhibiting increased levels of

psychological entitlement and corresponding negative behaviours (Harvey & Martinko, 2009) could be expected to demonstrate lower levels of WE.

Employee entitlement and counterproductive work place behaviour

Counterproductive workplace behaviours (CWB) are actions by an employee intending a damaging outcome for the organization and/or its employees. These actions can be explicitly expressed through aggression towards others or more passively enacted through deliberate action taken to disrupt work processes (Fox, Spector, & Miles, 2001). The costs exacted on individuals and organizations resulting from CWB has generated interest for examining why employees engage in these behaviours (Fox et al., 2001; Kwak, 2006; Robinson & Bennett, 1995).

High levels of psychological entitlement have been linked to CWB (Joplin, 2014). Specifically, the testing of reactions to either negative or positive feedback has shown that people with high psychological entitlement scores behave more aggressively compared to those with lower levels of entitlement when receiving negative feedback (Campbell et al., 2004). In addition to an aggressive response, people with high entitlement scores also revealed a tendency to value others less, were less accommodating, less empathetic towards others, and more selfish in their behaviour (Campbell et al., 2004). Further, high levels of psychological entitlement have been linked to leaders who exhibit behaviours such as corruption and greed (Harvey & Martinko, 2009; Levine, 2005).

It would therefore be desirable for organizations to minimize such negative reactions from their employees and attempt to further engage their personnel in more

constructive processes. From an individual perspective, it is reasonable to expect employees with higher levels of entitlement to exhibit more CWB.

Employee entitlement and organizational injustice

When outcomes such as pay, promotions, or recognition match the individual's expectations, the employee believes that they are being treated equitably, that is, there has been distributive justice because these rewards have been distributed fairly (Colquitt, 2001). An individual's expectation of reward should be aligned with their sense of what they feel they are owed (Ghosh, Rai, & Sinha, 2014). When employees feel that they are owed more than they have received, this can lead to a sense of injustice (Ghosh et al., 2014; Greenberg 1990a, 1990b; Piccoli & De Witte, 2015) and can lead to employee resentment and dissatisfaction (McFarlin & Sweeney, 1992). Importantly, individual perceptions regarding the fair nature of an outcome are subjective assessments. This subjectivity is an important distinction as attitudes about the fairness of an outcome influence how people make their assessments (Tyler, 1994). Conceptually, ascribing a sense of injustice to distributed rewards in the workplace, the procedures that govern their distribution, and the way these decisions are communicated to employees is founded on the assessment of how fair the disbursement of these outcomes is viewed by employees (Ghosh et al., 2014).

Employees who exhibit higher levels of entitlement are likely to have an inflated opinion their contributions and less so for the contributions of others and often perceive they are deserving of more than others (Campbell et al., 2004; Heath et al., 1993; Żemojtel-Piotrowska et al., 2015). It follows then that higher expectations associated with higher levels of employee entitlement created a higher demand for the receipt of

more rewards, pay, and recognition to meet the balance individuals perceive as required for meeting a sense organizational justice. As this sense of deserving more is not a realistic expectation (Campbell et al., 2004; Harvey & Martinko, 2009; Žemojtėl-Piotrowska et al., 2015) it could be expected that for higher levels of employee entitlement there is a corresponding sense of injustice when outcomes are not met. If people believe they have been rewarded or treated unfairly, they may feel angry and act to correct the perceived imbalance (Blumstein & Weinstein, 1969; Greenberg, 1990a, 1990b; Piccoli & De Witte, 2015). These reactions could possibly be disruptive within the work environment. Further, perceptions of injustice may negatively impact an employee's sense of WE and can lead to negative workplace behaviours (Cohen-Charash & Spector, 2001; Hopkins & Weathington, 2006; Mishra & Spreitzer, 1998). These behaviours can manifest as “aggression, interpersonal conflict, sabotage, and theft” (Fox et al., 2001, p. 291), and are often a manifest of internal assessments and attributions of causes related to perceived injustice.

Accounting for attribution style

It is possible that an increase in employee entitlement is related to the attributions that people make about their circumstances and behaviour. As a foundation for understanding these internal beliefs, attribution theory (Kelley, 1972; Weiner, 1979, 1985) provides a framework for examining individual reactions to contextual stimuli. Attribution of a successful action is typically founded on an individual's sense of ability, effort, context, or luck (Weiner et al., 1972). Locus of causality encompasses the perception of a cause being either internal or external. Stability encompasses the perception of how persistent a cause is. Controllability encompasses the perception that

an individual can affect the outcome (Weiner, 1979) Further, globality encompasses perception of how a cause might relate to more than one situation (Ashkanasy, 1989; Weiner et al., 1972; Weiner, 1979, 1981, 1985).

When people encounter difficult experiences, they typically enact internal attributional process that help them make sense of the situation (Spector, 2011). This response is a reaction to the person's perception of locus of causality, stability, controllability, and globality relating to the situation which forms a tendency to bias individual perception either positively in support of a self concept or negatively and counter to their self concept (Ashkanasy, 1989; Weiner et al., 1972; Weiner, 1979, 1981, 1985). An individual's positive attribution style could support their sense of self and lead to the discounting of others, rejection of negative feedback, and blaming others for personal failure (Harvey & Dasborough, 2015; Kelly, 1972).

Employees respond differently to situations in the workplace and make attributions about the outcomes experienced. Where one employee may attribute a negative outcome to the scheming of another employee or unfortunate chance even though the resultant outcome was their doing, another may attribute the same circumstances to their insufficient abilities (Ashforth & Fugate, 2006), exemplifying a positive attribution style as compared to negative attribution style. This attribution style, a generalized tendency to respond in a positively enhancing or self-deprecating manner, can be used to examine its influence on the effect of psychological entitlement on multiple outcomes (Harvey & Martinko, 2009). The use of positive attribution style by entitled employees may render them more likely to place fault with others for negative feedback and their own performance failures (Harvey & Dasborough, 2015). Hence,

having a positive attribution style may assist in maintaining an inflated self-perception lending support to entitled beliefs (Harvey & Martinko, 2009).

Further exploration of differing individual attributional styles has importance given the influence that attribution asserts in our assessments of our lives (Ashforth & Fugate, 2006). Attribution of blame to others and the causes for negative outcomes to external events may serve as a reinforcement of psychological entitlement. This positive self bias can be used to examine the influence of attribution and its role in the construction of psychological entitlement (Harvey & Dasborough, 2015). When examining employee behaviours within the workplace it will be critical to understand and isolate the influence the role that attribution styles contribute to an individual's behaviours. This will facilitate a clearer understanding of the employee entitlement and organizational justice relationship on WE and CWB across differing career stages.

Career stage and changes in employee entitlement

To date, although there has been some speculation that employee entitlement increases over time (Heath et al., 1993) and not much is known about all the factors that may contribute to this increase, it is possible that entitlement increases correspondingly with career stage. A career can be examined as a series of stages including establishment, stabilization, maintenance, and disengagement (Cron & Slocum, 1986), and have typically been viewed as 5-year increments (Johnson & Lafrance, 2016). Exploration encompasses a sense of career exploration, education, and personal reflection. Establishment is defined by sustained and meaningful employment. Maintenance represents a phase of securing one's position while engaging in skill

development. Disengagement, can represent a period of preparation for either retirement or transition to a different job (Johnson & Lafrance, 2016; Sullivan, 1999).

These stages differ in the tasks and demands placed on people within the workplace. The way people engage and process their work environment is framed by these tasks and how they perform them (Cron & Slocum, 1986; Johnson & Lafrance, 2016). A developmental career stage model incorporates a life-span approach to explain how individuals express their self-concept through their choice of career (Sullivan, 1999). This concept of self-expression occurs over time (Sullivan, 1999). Super's (1957) theory of career development may help to explain changes in entitlement over one's career. Research on Super's career development theory provides supporting evidence for the individual expression and development of a self-concept throughout a career (Sullivan, 1999; Super, 1957, 1987, 1988, 1990, 1992; Super, Thompson, & Lindeman, 1988; Super & Zelkowitz, 1981). The skills and abilities people acquire through different work contexts provide them with the capacity to perform differing tasks and undertaking a variety of career choices of a variety of tasks and numerous occupations. Choosing a career is an expression of self-concept. Careers are typically chosen to provide satisfaction and opportunity for self expression and development (Sullivan, 1999; Super, 1957, 1987, 1988, 1990, 1992; Super, Thompson, & Lindeman, 1988; Super & Zelkowitz, 1981). Further, there is support for the differentiation of attitudes and behaviours across the career stages. The unique demands of individual career stages provide a context of situations that frame career development and individual behavioural changes from the earliest stage through to exiting the workforce (Cohen, 1991; Lynn, Cao, & Horn, 1996; Johnson & Lafrance, 2016).

More recent examinations of career stage development (Hall & Mirvis, 1996; Johnson & Lafrance, 2016; Sullivan, 1999) have sought to better define and update development theories, suggesting there are now multiple, shorter learning cycles over the life span of an individual's employment period. This approach incorporates Super's concept of Mini Cycles which identifies that movement between stages and career interruptions may lead individuals to experience a mini-cycle realized as a recycling through stages. For example, an employee in the maintenance stage of may discover that a promotion prompts the need for exploration of new skills while establishing new roles with coworkers. As well, it is also conceivable that job loss may force people to cycle through earlier stages necessitating a new exploration of interests and values to establish a new career pattern and become established within this new paradigm. The progression through activities does not necessarily occur in a direct manner; it is probable for people to cycle through numerous activities or be engaged in more than one function at a given time (Glavin & Savickas, 2010).

The development of a self-concept over time infers changing attitudes and behaviours across differing career stages (Cohen, 1991; Lynn, Cao, & Horn, 1996; Johnson & Lafrance, 2016). Psychological entitlement is a belief people develop in response to what they feel they are owed in the workplace and is an expression of their self-concept (Heath et al., 1993). That career stages have demonstrated a differentiation in self-expression (Cohen, 1991; Johnson & Lafrance, 2016; Lynn, Cao, & Horn, 1996) supports the notion that the indirect effect of psychological entitlement through attribution style on work-related outcomes could conceivably change as a function of career stage.

Advancement within a career is often conceived of by employees as successful progression. This success is typically attributed to their sense of personal ability, skill, and luck (Weiner et al., 1972). Stability of rewards such as promotion, wages, and recognition are related to career progression and this stability enhances both the expectation for and frequency of expected similar rewards in the future situations (Weiner, 1985). Progression through career stages may create an increase in positive attributions that reaffirm beliefs in individual luck, ability, and skill that are attributed to their success. It could be expected that employees in later career stages have stronger levels of a positive attribution style that facilitates the remembering of their successes over failures and enhances their self-assessment of ability and worth above their peers (Sanjuan et al., 2011).

Fundamentally, there are separate stages within a career, each with different demands and rewards. The structure of the current labour market is one where we are likely to see careers constructed of numerous jobs and occupations. This shifting pattern of employment creates circumstances where we are likely to observe people recycling through the mini-cycle (Glavin & Savickas, 2010). It is not unreasonable to expect that those people able to secure employment stability may come to expect more in return as they progress within their career stages. Self-expression exhibited as a sense of workplace entitlement may be mediated by an individual's sense of organizational justice. Further, these indirect effects may change as a function of the four different career stages.

Research purpose

The purpose of this study was to examine whether employee entitlement would positively predict an employee's CWB and negatively predict WE, whether this effect is mediated by perceptions of organizational justice in the workplace and moderated by career stage. As a person progresses through the career stages the indirect effects are expected to become stronger, such that a person in later career stages should exhibit greater levels of employee entitlement and corresponding levels of WE should decrease whereas levels of CWB should increase. It would be expected that this process could happen across occupations and industries, therefore the research question was tested in a diverse sample of working adults. See Figure 1 for the hypothesized model. The specific hypotheses (controlling for age, gender, attribution bias, and psychological entitlement) were:

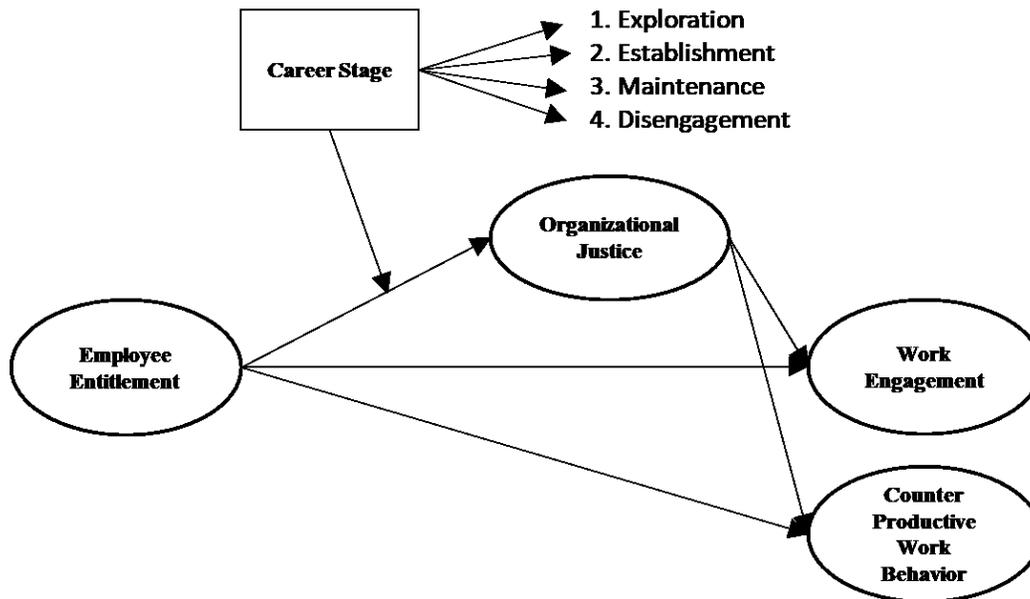
Hypothesis 1: Employee entitlement has an indirect effect on WE through organizational justice.

Hypothesis 2: Employee entitlement has an indirect effect on CWB through organizational justice.

Hypothesis 3: The indirect effect of employee entitlement on WE through organizational justice is moderated by career stage.

Hypothesis 4: The indirect effect of employee entitlement on CWB through organizational justice is moderated by career stage.

Figure 1: Proposed relationship of moderated mediation



METHOD

Participants and procedure

The current study was distributed as an online survey specifically requesting participants who were employed full time. The full set of participant responses were collected in two samples. Respondents in Sample 1 were Canadian Federal Government employees from Correction Services Canada and Emergency Management Programs Branch; permission to survey these employees was sought and granted through the Public Services and Procurement Canada (PSC) Office (Appendix A). Data from Sample 2 were collected through an Amazon Mechanical Turk (MTurk) panel specifying a requirement for people residing in North American and employed full-time.

The survey was administered to both samples during April and May 2017. Government of Canada employees received an internal email from a department manager within the organization who served as a third party to provide access to the employees for

recruitment to the study. The email invited them to participate in the study; no lists of employee emails were provided to the researcher. The recruitment email contained information about the study and the survey link (Appendix A). Once participants clicked the link, they were directed to the study and presented with the information required for consent (Appendix A). Consent was obtained electronically from participants by clicking the 'agree' button, after which they were directed to the survey. Two reminders and thank you emails (Appendix A) were distributed in the same manner as the first correspondence. The response rate for this sample was 30%.

For the second sample, participants received an electronic notification from the MTurk service platform indicating that the study was available for participation (Appendix A). The respondents were instructed to click on the hyperlink in the notification, which presented them with the consent information. Once they read and agreed to participate, they were presented with the survey.

Once participants completed their surveys and submitted their responses, the responses were anonymously captured by the Qualtrics survey portal thereby eliminating the need for tracking an email list for Sample 1 participants. For Sample 2 participants, the survey remained open until the requested number of participants was reached. For both samples, when the participants submitted their responses, an online debriefing form was automatically displayed, providing further information about the purpose of the study and thanking them for their participation (Appendix A). The study was administered in English for both samples. Completion time for Sample 1 was $M = 32.4$ minutes, $SD = 16.1$ minutes, for Sample 2 was $M = 21.7$ minutes, $SD = 11.8$. Combined group

completion time was $M = 25.9$ minutes, $SD = 14.6$. The online survey was anonymous; participants were not identified in any way.

The 171 participants (Sample 1) were employees collected from participating Canadian government agencies. The participants reported an average career length of 15.1 years ($SD = 10.7$) with an average weekly work time of 41.2 hours, $SD=8.2$. Most participants were employed within the occupation grouping of education, law, and social, community and government services (24%) followed by management (22.8%), business, finance and administration (17.5%), health (12.3%), and sales and service (9.4%). Women (54.4 %) represented a larger portion of this sample than did men (45.6%). The average age of the participants was 44.9 years old ($SD = 10.1$), ranging from 23 to 65 years. English was reported as the first official language for (91.8%), whereas (7%) reported French as their first official language, Russian (.6%) and a missing response for (.6%). Overall, this group demonstrated a high degree of education with the largest portion of participants possessing a Bachelor's degree (29.5%), followed by Master's degree (18.7%), Doctorate (e.g., PhD), post doctorate, professional degree (e.g., LLB) (2.3%), University diploma or associate's degree, or other certification, not including Bachelor's degree (15.8%), completed technical/trade/vocational training (12.9%), High school graduate or equivalent (6.4%), some with Elementary/grade school or some high school without receiving diploma (1.2%), and missing response of (.6%)

The 453 MTurk participants (the second sample) were collected from North America employees. The participants reported an average career length of 6.5 years ($N = 413$, $SD = 6.6$) with an average weekly work time of 34.9 hours, $SD=10.5$. The largest group of participants were employed within occupation grouping of art, culture,

recreation and sport (20.8%) followed by sales and service (17.7%), business, finance and administration (15.9%), education, law, and social, community, and government services (14.6%), management (10.4%), natural and applied sciences (7.9%), health occupations (7.1%), manufacturing and utilities (3.5%), trades, transport and equipment operators (2.0%), and natural resources, agriculture and related production occupations (.2%).

There were more men (57.2%) than women (42.8 %) in this sample group. The average age of the participants was 29.5 years old ($N = 453$, $SD = 11.8$). English was reported as the first official language (63.1%), followed by other but not specified (32.9%), others specified reported languages such as Hindi, Tamil, Malayalam (3.8%) and missing response (.2%). The largest group in this sample indicated attaining a Bachelor's degree (26.9%) followed by Master's degree (13%), some college, university, or post secondary education, but without receiving a degree/certificate (6.4%), university diploma, associate's degree, or other certification, not including Bachelor's degree (5.1%), completed technical/trade/vocational training (2.4%), high school graduate or equivalent (1.5%), and a small portion reporting Doctorate (e.g., PhD), professional degree (e.g., LLB), post doctorate, and beyond (.9%), and 43.7% of participants were missing education related data.

Measures

Employee entitlement

The 18-item Measure of Employee Entitlement developed by Westerlaken, Jordan, and Ramsay (2016) was used to measure workplace entitlement, which the authors indicate comprises Reward as a right (e.g., I expect regular promotions), Self-focus (e.g., I expect to be able to take breaks whenever I want), and Excessive Self-

regard (e.g., Any organization should be grateful to have me as an employee). The original scale used 6-point Likert-type scales ranging from 1 = strongly disagree to 6 = strongly agree for responses, however, the response scale was adapted for this study to a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree. The authors for the original study reported Cronbach's alpha for the Measure of Employee Entitlement as .88; the Cronbach's alpha in the current study was .86.

Organizational justice

To measure organizational justice and its four components – distributive, procedural, informational, and interpersonal justice – the Abridged Measure of Organizational Justice (Hansen, Byrne, & Kiersch, 2013) was slightly modified for this study. For items assessing distributive justice (e.g., To what extent you're your (outcome) reflect the effort you have put into your work?) and procedural justice (e.g., Have you been able to appeal the (outcome) arrived at by those procedures?) the phrase “pay, rewards, evaluations, promotions, assignments, etc” was substituted for “outcome.” For items assessing interpersonal justice (e.g., Has (he/she) treated you in a polite manner?) the phrase “his/her,” was substituted for “they.” For items assessing informational justice (e.g., Were (his/her) explanations regarding the procedures reasonable?) the phrase “his/her,” was substituted for “their.” Originally rated on a 7-point Likert-type scale ranging from 1 = strongly disagree to 7 = strongly agree, the scale was adapted for this study using a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree. Higher scores on justice scales correspond with people feeling they have been treated more fairly.

The authors for the original study reported Cronbach's alpha for the Abridged Justice Scales as: Abridged Justice full scale .92; Distributive Justice .93; Procedural Justice .80; Informational Justice .91; and Interpersonal Justice .88. Cronbach's alpha for the Abridged Justice full scale in the current study was .86 and Distributive Justice .79; Procedural Justice .68; Informational Justice .79; and Interpersonal Justice .77

Counterproductive work behaviours

To assess negative work-related behaviours, the 10-item Counterproductive Work Behavior Checklist (Spector et al., 2010) was used. Sample items include statements such as "Complained about insignificant things at work" and "Told people outside the job what a lousy place you work for." The items were scored on a 5-point Likert type scale from 1=Never to 5=Frequently/Every Day. The authors reported Cronbach's alphas of .79 and .81 for two samples in their original study. Cronbach's alpha for the current study was .90.

Work engagement

The short form of the Utrecht Work Engagement Scale (UWES-9; Schaufeli et al., 2006) was rated on 5-point Likert type scale ranging from 1= strongly disagree to 5 = strongly agree. Participants were asked to respond to items such as "At my work, I feel bursting with energy, I am enthusiastic about my job, and I am immersed in my work,." Although there are three facets to the work engagement scale, the overall scale also produces a usable single overall score (Schaufeli et al., 2006) with a reported Cronbach's alpha of .93. The overall scale score was used in this study and the Cronbach's alpha was .90.

Career stage

The Adult Career Concerns Inventory - Short Form (Perrone et al., 2003) is a 12-item shortened version of the 60-item Adult Career Concerns Inventory designed to assess the developmental stage of an individual in relation to his or her career. The four subscales measure Exploration, Establishment, Maintenance, and Disengagement tasks of concern. Items 11 and 12 were modified for this study. Item 11 “Planning well for retirement” was reworded to read “Planning well for transition to a new job or for retirement.” Item 12 “Having a good place to live in retirement” was reworded to read “Ensuring your current standard of living while transitioning into a new job or retirement.” The 12-item measure originally scored on a 5-point Likert type scale from 1= No concern to 5= Great Concern was re-labeled from 1= Strongly Disagree to 5=Strongly Agree. The authors reported an internal consistency of Cronbach's alphas for Exploration = .75; Establishment = .75; Maintenance = .87; and Disengagement =.73 for the original study. Cronbach’s alpha for the current study were Exploration = .85; Establishment = .67; Maintenance = .70; and Disengagement =.68.

Psychological entitlement

Psychological entitlement, viewed as a stable trait across situations by some (e.g., Campbell et al., 2004), was used as a control variable in this study. The Psychological Entitlement Scale (Campbell et al., 2004) is a nine-item scale aimed at capturing psychological entitlement at the trait level (e.g., “People like me deserve an extra break now and then.”) The response options were adapted from the original 7-point scale to a 5-point Likert type scale ranging from 1= strongly disagree to 5 = strongly agree for consistency with the other study measures. The Cronbach’s alpha coefficient for the

Psychological Entitlement Scale was reported as .87 in the original study. In the present study, the Cronbach's alpha was .79; however, the inter-item correlations indicated that the item "I do not necessarily deserve special treatment" was not strongly related to the other items. Once this item was removed, the reported alpha was .84.

Occupational attribution style questionnaire

A person's consistent tendency to protect their self-view by attributing cause to negative or positive events can be understood as a positive or negative attribution style (Tennen & Herzberger, 1986). Attributions for one's behaviour can at times become biased either in support of individual interest (considered to be a self-affirming attribution bias or a positive attribution style) or against individual interest (considered to be a self-deprecating bias or a negative attribution style (Weiner, 1985). It was expected that controlling for the individual difference in attribution style would provide a clearer indication of the influence of employee entitlement on work engagement and counterproductive workplace behaviours.

To identify individual attribution tendencies the Occupational Attributional Style Questionnaire (OASQ; Furnham et al., 1992) was revised and administered to participants. This is a self-report instrument is composed of five negative and five positive events for a total of 10 events and yields a score for an attribution style for events consisting of the factors of internality, externality stability, and globality which form attribution assessments (Ashakanasy, 1989; Furnham et al., 1992; Weiner et al., 1972; Weiner, 1979, 1981, 1985). Participants indicate their perceived cause for the listed positive (e.g. Imagine that you apply for promotion and get it) and negative (e.g. Imagine that you are turned down at a job interview) events, then score the cause on four

Likert-type scales that measure the degree to which internal, external, stable, and global causes are attributed by the participant. The response scales were represented by four 5-point Likert type Scales: a) internal: 1 (Not at all due to me) to 5 (totally due to me); b) stable: 1 (Will always influence what happens) to 5 (Will never again influence what happens); c) global: 1(Influence just this situation) to 5 (Influences all areas of my life); d) external: 1 (not at all due to other people or circumstances) to 5(totally due to other people or circumstances).

Mean scores for each of the reported responses of internal, external, stable, and global to the positive statements are added together to form a composite positive attribution style score (Sanjuán, Magallares, & Gordillo, 2011). Mean scores for each of the reported responses of internal, external, stable, and global to the negative statements are added together to form a composite negative attribution style score. Determination of the over-all attribution style score was done by subtracting the negative outcome composite mean from the positive outcome composite mean. The result provided a single score indicating direction and size of potential attribution biases. Positive score results indicate a self-serving attribution bias referred to in this study as a positive attribution style; negative score results indicated a self-derogating bias referred to in this study as a negative attribution style score, results of 0 reflect a neutral response (Sanjuán et al., 2011). Cronbach's alpha coefficients have been reported for composite positive and negative scores were .83 and .80, respectively (Sanjuán et al., 2011). Cronbach's alpha for the current study was .72 and .63 for composite positive and composite negative and scores respectively, and .73 for the attribution style score.

Demographic variables

Demographic information was collected for occupational group, weekly hours of work, years of employment in current occupation, age, gender, and primary language. A complete list of demographic items can be found in Appendix B. Throughout industries, female wage earnings have been shown to differ significantly from men and although there has been much attention to the establishment of equitable career advancement policies, there is still a large gender difference in advancement to the more prestigious career positions (Gneezy, Niederle, & Rustichini, 2003; Upright, 2017). Therefore, gender was included in this research as a control variable. Finally, age and career stage were expected to be highly correlated and it was important to isolate the effect of reported years of employment in current occupation and subsequent career stage from age and gender to better explain the variance explained by career stage alone while excluding the variance attributable to age.

RESULTS

Preliminary analyses

Missing data

Of the initial 1,009 submitted responses, 385 surveys (mostly from the government sample) were incomplete or were missing three or more items on all measures. These cases were removed due to substantial missing data, leaving 624 cases for analysis.

Little's MCAR test was conducted on the remaining data and demonstrated that less than 2% of the data were missing completely at random and therefore viable for imputation $\chi^2(13114) = 12,619.86, p < .05$. The SPSS Expectation-Maximization (E-M)

Algorithm was used for imputing missing data. This is an iterative procedure in which the E-M algorithm uses the existing variable scores belonging to the measurement scale to impute a value (Expectation), then checks whether that is the value most likely (Maximization). EM imputations are better than mean imputations; however, this approach is only reasonable if the percentage of missing data is under 5% (Sweet & Grace-Martin, 2003, 2012).

Control variables

Before undertaking the proposed path analysis and assessment of mediation and moderation, correlations were examined (Table 1) to determine if the proposed control variables should be retained in the model as specified. As previously discussed, gender, age, psychological entitlement, and attribution style were proposed as control variables for the examination of mediation and moderation. These control variables will help to isolate the target relationships under examination (Atinc, Simmering, & Kroll 2012; Becker, 2005; Drolet, 2001). However, on initial analysis, attribution bias was found to have no significant relationship to any variables in the model and was subsequently removed from the model.

Further, a series of t-tests and chi-square analyses were conducted to compare the two samples to determine whether there were any differences between the groups (Table 2). The government employees (Sample 1) were significantly older than the Mturk participants (Sample 2), had been employed longer, worked more hours per week, and reported higher levels of organizational justice, lower levels of employee entitlement,

psychological entitlement, CWB and no significant difference in WE. Further, gender differences were present between the two samples $\chi^2(1) = 6.68, p < .05$, the government employee sample had a higher ratio of women (54.4%) to men (45.6%) relative to the MTurk sample women (42.8%) to men (57.2%). To account for group differences, the sample group was used as a control variable in conjunction with gender, age, and psychological entitlement in subsequent analyses.

Table 1

Correlations, Means, Standard Deviations, and Reliabilities - Full Sample

	1	2	3	4	5	6	7	8	9	10	11
1. Employee Entitlement	(.86)										
2. Organizational Justice	.04	(.86)									
3. Distributive Justice	.08*	.84***	(.79)								
4. Procedural Justice	.11**	.84***	.69***	(.68)							
5. Interpersonal Justice	-.11**	.77***	.47***	.52***	(.79)						
6. Informational Justice	.04	.84***	.53***	.64***	.65***	(.77)					
7. Counterproductive Work Behaviours	.36***	-.12**	-.03	-.03	-.20***	-.12**	(.90)				
8. Work Engagement	.13**	.54***	.47***	.49***	.35***	.44***	-.09*	(.90)			
9. Psychological Entitlement	.68***	.05	.09*	.10*	-.01*	.01	.33***	.15***	(.84)		
10. Attributional Difference	-.03	.04	.05	.01	.06	.01	-.09	.04	-.02		
11. Age	-.16***	.23***	.23***	.15***	.36***	.25***	-.13***	.11**	-.22***	.08*	
12. Gender ^b	-.17***	.01	-.02	-.01	.07	.04	-.19***	.00	-.12**	.01	.10*
Mean	2.91	3.19	3.22	3.25	3.82	3.42	1.48	3.64	2.81	.26	31.7
Standard Deviation	.70	.75	1.15	.96	.95	.99	.63	.88	.79	.40	13.27

Attribution difference^a Positive attribution scores indicate a self-enhancing bias, higher scores represent greater levels of positive attribution style. Negative scores indicate a self-deprecating bias, higher levels of negative scores represent greater levels of a negative attribution style. Gender^b (Male=0, Female=1), $N = 624$. Alphas are listed on the diagonal, * $p < 0.05$ (2-tailed), ** $p < 0.01$ (2-tailed) *** $p < 0.001$ (2-tailed).

Table 2

Sample group comparative differences

	Sample 1		Sample 2		t	(df)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Age	44.89	10.07	29.45	11.76	15.3***	(622)
Weekly hrs	41.24	8.21	34.86	10.46	11.64***	(578)
Years in current occupation	15.11	10.72	6.51	6.61	11.6***	(578)
Organizational Justice	3.29	.75	3.16	.75	2.02*	(622)
Employee Entitlement	2.65	.53	3.01	.73	-5.82***	(622)
Psychological Entitlement	2.54	.68	2.86	.79	-7.19***	(622)
CWB	1.44	.33	1.46	.70	-2.45*	(622)
WE	3.68	.87	3.62	.88	.92	(622)

* $p < 0.05$ (2-tailed), ** $p < 0.01$ (2-tailed) *** $p < 0.001$ (2-tailed).

Normality and multivariate assumptions

Visual checks for departures from normality were first assessed graphically with SPSS using P-P plots which demonstrated minimal departure to indicate any issues with normality of the variable distribution. Q-Q plots demonstrated similar findings with CWB demonstrating departures from normality. Further analysis conducted with AMOS provided more detailed normality results for skewness and kurtosis as Z scores. Skewness tends to impact tests of means whereas kurtosis tends to impact tests of variance and covariance (Kline, 2011; Kutner, 2005). There were no issues with skewedness or kurtosis except for CWB as all parameters fell below values of ± 3.29 . CWB did demonstrate some kurtosis. Absolute values above 3.29 for $p < .01$ (Kline, 2011) for some values indicated potential kurtosis with CWB. However, I was interested in these

individual deviances from the norm, therefore the data was not transformed to maintain responses as reported.

Main Analyses

Full vs. partial mediation model fit

Although mediation analysis has traditionally been conducted using a series of multiple regression analyses, the use of path analysis with a structured equation modeling program provides a distinct advantage over this traditional approach (Iacobucci, Saldanha, & Deng, 2007) because path analysis allows for estimation of all coefficients in a single run, can provide estimates of indirect effects, enables the use of bootstrapping, and most importantly facilitates the analysis of more complex models (Kenny, 2017). Additionally, the multiple variables in the proposed relationships can be tested at the same time.

The fully mediated model was nested within the partially mediated model and run to determine which model best fit the data. This approach follows recommendations and theory supporting that the concurrent fitting of both paths is more efficient and provides more exact estimates by reducing standard error and bias (Iacobucci, et al., 2007; Steinmetz, Davidov, & Schmidt, 2011). As a threshold for model fit, Gaskin, 2016 and Hu and Bentler (1999) recommend a combination of CFI>0.95 and SRMR<0.08. and RMSEA<0.06. The partially mediated model was a good fit to the data $\chi^2(3) = 6.44$, with all fit-indices reported as excellent: CFI= .99, SRMR=.02, RMSEA= .04, and PCLOSE of .53. Results of this comparison demonstrated that the partially mediated

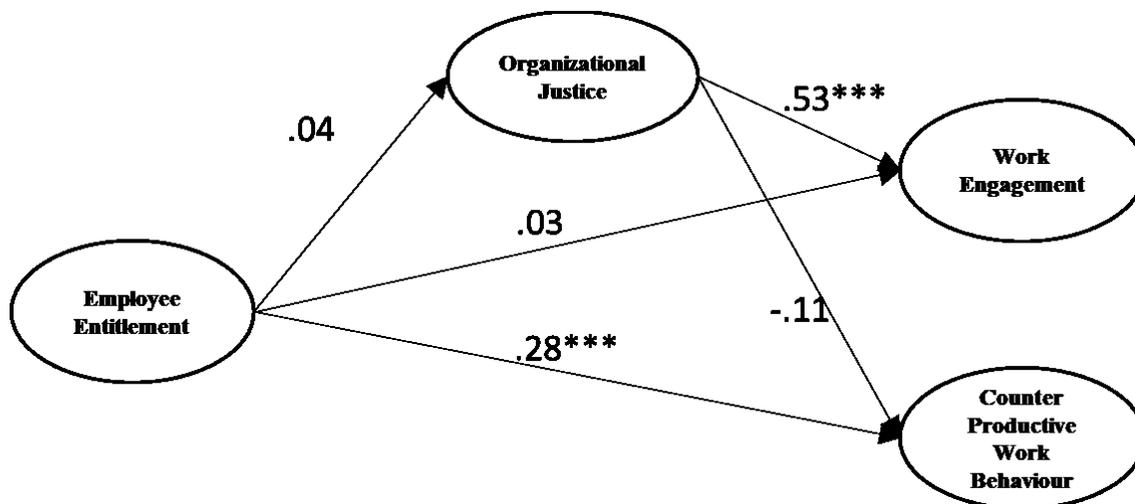
model was better fit for the data (Tables 10 & 11 Appendix C) as it provided a statistically-significant improved fit over the fully mediated model, $\chi^2(2) = 24.58, p < .001$. Given the stronger fit of the partially mediated model, this model was used to assess the proposed mediated relationships to determine their significance.

Organizational justice as a mediator of employee entitlement

Direct effects

The conceptual framework depicted in Figure 1 was designed and tested as a path analysis model resulting in output depicted in Figure 2. It was expected that employee entitlement would have an indirect effect on WE and CWB through perceived organizational justice. Age, gender, psychological entitlement, and sample group were used as controls for all tests. The path analyses were conducted using IBM AMOS with the maximum likelihood method of estimation, which is an effective way to address potential moderate violations of normality (Weston & Gore, 2006). Standardized results for direct effects indicate that there was a significant direct effect of employee entitlement on CWB, $\beta = .28, p < .001$, which indicated that the more entitled an employee is, the more CWB they will likely exhibit. Employee entitlement did not have a significant direct effect on WE, $\beta = .03, p NS$, although there was a direct effect of organizational justice on work engagement – indicating that employees who feel fairly treated are also more likely to be engaged, $\beta = .53, p < .001$.

Figure 2: Partial mediation of employee entitlement full scale organizational justice-simplified model



Organizational justice as a mediator- examining indirect effects

There was an expected indirect effect on WE and CWB through perceived organizational justice. However, contrary to expectations, organizational justice did not mediate the effect of employee entitlement on WE and CWB (Table 3). Although the overall organizational justice measure did not support mediation, the model was run again for each of the subscales. The subscales of distributive, procedural, interpersonal, and informational justice were each separately modeled and assessed for possible mediation effects. These results and the path models depicted in Appendix E revealed significant mediation effects for some of the subscales. Distributive, procedural, and interpersonal justice examined with SEM demonstrated a significant mediation of the effect of employee entitlement on WE (Table 3). Further, procedural and interpersonal justice demonstrated a significant mediation of the effect of employee entitlement on

CWB. As entitled employees perceived more distributive and procedural fairness, they demonstrate more WE. As entitled employee's perceived more procedural and interpersonal fairness, they demonstrate less CWB. As entitled employee's perceived more interpersonal fairness, they lessened their WE behaviour. Although full scale organizational justice was not found to be a significant mediator, there was a significant direct effect of employee entitlement on CWB (Figure 2) warranting further examination to assess for difference between the career stages as originally proposed.

Table 3

Indirect effects of employee entitlement - full and sub-scales of organizational justice

	95% CI		
	β	LL	UL
Organizational Justice			
Employee Entitlement on Work Engagement	.03	-.02	.07
Employee Entitlement on Counterproductive Workplace Behaviours	-.01	-.02	.00
Distributive Justice			
Employee Entitlement on Work Engagement	.05*	.01	.08
Employee Entitlement on Counterproductive Workplace Behaviours	-.01	-.01	.00
Procedural Justice			
Employee Entitlement on Work Engagement	.06**	.02	.11
Employee Entitlement Counterproductive Workplace Behaviours	-.01*	-.02	-.00
Informational Justice			
Employee Entitlement on Work Engagement	.02	-.01	.06
Employee Entitlement Counterproductive Workplace Behaviours	-.01	-.01	.00
Interpersonal Justice			
Employee Entitlement on Work Engagement	-.05**	-.08	-.02
Employee Entitlement Counterproductive Workplace Behaviours	-.02**	.01	.03

AMOS SEM Path analysis, Bootstrap 1000, Confidence Intervals Bias corrected 95th percentile, [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$

* $p < 0.05$, ** $p < 0.01$.

Assessing the moderating effect of career stage, a multi-group analysis

It was expected that the indirect effects of employee entitlement on CWB and WE as a person progresses through the career stages would become stronger. If this were the case, a person in later career stages should exhibit greater levels of employee entitlement and subsequent counterproductive workplace behaviours while levels of work engagement should decrease. As an examination of moderation, a multi-group comparison was conducted. Multi-group comparisons are a special form of moderation in which a dataset is separated into subsets by a grouping variable (in this case, career stage), and then the model is tested with each group (Byrne, 2016; Kline, 2011). Using the mediation model (Figure 2), four separate groups were defined using the career stage as group identifier: exploration $N=105$, establishment $N=224$, maintenance $N=231$, and disengagement $N=64$. Correlations of model variables with career stage were examined (Table 4). Although smaller samples can cause issues with normality of the distributions of indirect and direct effects, this can be mitigated by bootstrapping (Preacher & Hayes, 2008).

Table 4

Correlations of career stage with model variables

	Exploration	Establishment	Maintenance	Disengagement
Employee Entitlement	-.01	.14**	-.04	-.15
Organizational Justice	-.08*	.09*	.09*	-.17**
Distributive Justice	-.06	.07	.07	-.15**
Procedural Justice	-.04	.08	.03	-.13**
Interpersonal Justice	-.11**	.05	.12**	-.14**
Informational Justice	-.07	.08*	.07	-.15**
CWB	-.02	.14**	-.12**	-.02
WE	-.12**	.13**	.09*	-.20**
PES	-.06	.17**	-.02	-.17**
Attribution Bias	-.02	-.03	.03	.04
Age	-.14**	-.13**	.09*	.24**
Gender	.05	-.11**	.04	.04

* $p < 0.05$ (2-tailed), ** $p < 0.01$ (2-tailed), *** $p < 0.001$ (2-tailed)

Dummy code: Exploration = 1, All other = 0; Establishment = 1, All other = 0

Maintenance = 1, All other = 0; Disengagement = 1, All other = 0

The overall model fit for the multi-group analysis was $\chi^2(12) = 24.5, p < .05$, and all fit-indices were excellent (Table 5). A good fit indicates that the sample data represents the data that would be expected in the actual population (Yuan, 2005). Having achieved a good fit for the data for the multigroup analysis model, the proposed model

was assessed against a saturated model in which all parameters were estimated for all groups simultaneously to assess whether any changes occurred because of career stage (Byrne, 2001, 2008). If moderation were present and career stage had created a difference in the effect of employee entitlement on the outcomes, it would have resulted in a significant chi-square difference between the groups when tested for differences because of the career stage participants occupied.

Table 5

Model fit for multi-group analysis - career stage as a moderator

Measure	Estimate	Threshold	Interpretation
CMIN	24.5	--	--
DF	12	--	--
CMIN/DF	2.21	Between 1 and 3	Excellent
CFI	.99	>0.95	Excellent
SRMR	.04	<0.08	Excellent
RMSEA	.04	<0.06	Excellent
PClose	.63	>0.05	Excellent

Specific differences between the career stages and individual model paths can be examined as results from this multi-group analysis were reported as comparative $\Delta \beta$, bias corrected upper and lower confidence intervals for the 95th percentile bootstrapped for 2000 (Tables 6 & 7), and pairwise comparisons of the model paths as calculated by AMOS (Appendix F) to demonstrate where if any differences between the different career stages occurred. Contrary to expectations that career stage moderates the partial mediation of the effect of employee entitlement through organizational justice on work

engagement and counterproductive work behaviours, career stage as a moderator was not found to be significant overall in this analysis, $\Delta\chi^2(39) = 41.79, p = \text{ns}$.

Pairwise comparison of career stages

The $\Delta\beta$ (Tables 6 & 7) and critical ratios (*CR*) -- an examination of the difference in standardized total effects from one group to the next -- (Appendix F) as a function of career stage were examined to assess if any moderation effect existed between any of the career stages for the indirect or direct effects of employee entitlement on both work engagement and counterproductive workplace behaviours. AMOS produced series of critical ratio values as Z-tests examining for the difference between pairwise coefficients. For the difference between paths to be statistically significant (e.g., parameter a compared to parameter a1) this value should be greater than ± 1.96 (Larsen et al., 2007). From the stage of exploration to establishment there was a decreasing trend of the direct effect of employee entitlement on counterproductive workplace behaviour, but it was not significant, $\beta = -.20, p = .13$. From the stage of exploration to maintenance there was an increasing trend of the indirect effect of employee entitlement on counterproductive workplace behaviour, but, this was not significant, $\beta = .13, p = .14$.

Table 6
Pairwise comparison for carer stage moderating the indirect effect of employee entitlement

Group comparison	Indirect effect of employee entitlement	95% CI		
		β	LL	UL
Exploration to Establishment	Work Engagement	.13	-.11	.36
	Counterproductive Workplace Behaviour	.11	-.05	.26
Exploration to Maintenance	Work Engagement	.07	-.17	.31
	Counterproductive Workplace Behaviour	.13	-.01	.27
Exploration to Disengagement	Work Engagement	.09	-.26	.43
	Counterproductive Workplace Behaviour	.07	-.08	.22
Establishment to Maintenance	Work Engagement	-.06	-.23	.12
	Counterproductive Workplace Behaviour	.02	-.10	.16
Establishment to Disengagement	Work Engagement	-.04	-.36	.26
	Counterproductive Workplace Behaviour	-.04	-.17	.11
Maintenance to Disengagement	Work Engagement	.02	-.30	.34
	Counterproductive Workplace Behaviour	-.06	-.18	.06

AMOS Multi-group analysis, Bootstrap at 1000, Confidence intervals 95%. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit N=624, * $p < .05$.

Table 7

Pairwise comparison for carer stage moderating the direct effect of employee entitlement

Group comparison	Direct effect of employee entitlement	95% CI		
		β	LL	UL
Exploration to Establishment	Work Engagement	-.26	-.58	.04
	Counterproductive Workplace Behaviour	-.20	-.44	.02
Exploration to Maintenance	Work Engagement	-.19	-.50	.12
	Counterproductive Workplace Behaviour	-.06	-.26	.16
Exploration to Disengagement	Work Engagement	.16	-.41	.76
	Counterproductive Workplace Behaviour	-.15	-.44	.12
Establishment to Maintenance	Work Engagement	.07	-.126	.22
	Counterproductive Workplace Behaviour	.15	-.06	.35
Establishment to Disengagement	Work Engagement	.42	-0.13	.98
	Counterproductive Workplace Behaviour	.05	-.23	.32
Maintenance to Disengagement	Work Engagement	.36	-.13	.91
	Counterproductive Workplace Behaviour	-.10	-.38	.16

AMOS Multi-group analysis, Bootstrap at 1000, Confidence intervals 95%. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit N=624, * $p < .05$.

Further exploration of possible moderated mediation for the individual subscales of organizational justice (distributive, procedural, interpersonal, and informational) were explored as a series of post-hoc pairwise comparisons. The model was run for each of the subscales to assess if difference between the paths from one career stage to the next

occurred. The analysis was conducted with bias corrected 95% confidence intervals, bootstrapped for 1000, two-tailed, $p < .05$. For the difference between paths to be statistically significant (e.g., parameter a compared to parameter a1) the z score value should be greater than ± 1.96 (Larsen et al., 2007). Like full scale organizational justice, none of the subscales produced a significant moderating effect (Appendix F). This further strengthens the argument that there is little difference in employee entitlement between career stages.

As a confirmatory check, the Hayes (2012) PPROCESS Macro, was used to conduct pairwise comparisons of the different career stages compared against exploration as a reference group. The interaction term which would have denoted moderation resulted in no significant findings to indicate that career stage moderates the direct or indirect effect of employee entitlement on either CWB or WE (Tables 8 & 9).

Table 8

Interaction term significance for pairwise comparisons of career stages (Work Engagement)

Group Comparison	95% CI					
	<i>b</i>	SE	<i>t</i>	<i>p</i>	LL	UL
Exploration → Establishment	0.1	0.08	1.15	0.25	-0.07	0.26
Exploration → Maintenance	-0.08	0.08	-0.96	0.34	-0.25	0.09
Exploration → Disengagement	-0.33	0.2	-1.61	0.11	-0.73	0.07

Note: Hayes PROCESS Macro Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit N=624, * $p < .05$.

Table 9

Interaction term significance for pairwise comparisons of career stages (Counterproductive Workplace Behaviours)

Group Comparison	95% CI					
	<i>b</i>	SE	<i>t</i>	<i>p</i>	LL	UL
Exploration → Establishment	0.1	0.08	1.15	0.25	-0.07	0.26
Exploration → Maintenance	-0.08	0.09	-0.96	0.34	-0.25	0.08
Exploration → Disengagement	-0.32	0.2	-1.61	0.11	-0.73	0.07

Note: Hayes PROCESS MACRO Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit N=624, * $p < .05$.

DISCUSSION

The overall purpose of the present research was to explore the relationship between employee entitlement, organizational justice, and the outcomes of WE and CWB and determine what, if any, influence a person's career stage had on the strength of these relationships. The results indicate that there was no direct effect of employee entitlement on WE, but rather the effect was indirect through three of the four facets of organizational justice, rather than through the full organizational justice scale. It appears that employee entitlement may negatively influence the perception of distributive and procedural justice, and when there is a greater sense of injustice, employees will be less engaged in their work. By contrast, there was a direct effect of employee entitlement on CWB, which was not influenced by their sense of organizational justice. The greater one's sense of work entitlement, the more likely the individual is to engage in negative work behaviours. Further, although previous research has demonstrated differences for some

organizational behaviours such as productivity due to different carer stages (Johnson & Lafrance, 2016; Pogson et al., 2003), the examination of employee entitlement in this study demonstrated the levels of employee entitlement did not significantly change from one career stage to the next as a result of career stage.

Employee entitlement – direct effect on CWB

The influence of environment on entitlement behaviour is of growing interest (Jordan, et. al., 2016). As an example of how situations can pull on personal characteristics, people who have high levels of aggression do not necessarily always behave aggressively. It is often the context or the situation that triggers an aggressive response (Tett & Guterman, 2000). Similarly, it is expected that employees high on entitlement may react differently depending on the context of the perceived fairness of the work environment (Fisk, 2010). Controlling for trait entitlement and assessing the remaining effect of employee entitlement provides an opportunity to examine self-reported behaviours as the potential difference between trait and situationally-activated behaviour (Fisk, 2010; Tett & Guterman, 2000). Previous research has shown that employees with excessive entitlement often demonstrate lower levels of agreeableness and emotional stability as well as higher levels of anger than their peers (Campbell et al., 2004). Further, they tend to develop self perceptions that enhance and protect their self images (Fox & Spector, 1999, 2001; Spector & Fox, 2002). Having controlled for trait specific entitlement in this study, there still was a direct effect of employee entitlement on CWB. This result indicates that situational entitlement as measured by employee

entitlement in this study predicts CWB thereby providing further support for the argument of situationally based entitlement. The results concerning the direct effect of employee entitlement on CWB in this study is consistent with previous research (Campbell et al., 2004; Fisk 2010; Fox & Spector, 1999; Fox et al., 2001; Spector & Fox, 2002). These characteristics and their association with typical deviant work behaviours suggest that employees who have high levels of entitlement will have a corresponding likelihood for participating in CWBs (Fisk, 2010) that will likely be damaging to the organization (Harvey et al., 2014; Harvey & Martinko, 2009; Klimchak et al., 2016).

Employee entitlement – direct effect on WE

I had initially argued that employees exhibiting increased levels of employee entitlement could be expected to report lower levels of WE; however, the results indicated no such direct effect. Employee entitlement leads to expectations of compensation or other benefits within the work setting that the employee feels they are owed, not because of any actual work done by them. These expectations of deserved benefit regardless of actual performance or effort (Naumann et al., 2002) did not appear to have a direct impact on how an employee does or does not engage in their work-related activities. Examining WE highlights how employees, through the context of emotional and situational assessments, exhibit behaviours when performing their job (May, Gilson, & Harter, 2004). Employee WE reactions which are based on their perceptions of what they feel they are owed suggests an assessment of how just they feel they are being treated. This perception of organizational justice suggests it is a mediating factor that

leads to the lowered levels of WE when the entitled expectations are not met (Brummel & Parker, 2015). It is the assessment of this intermediary – organizational justice—by the entitled employee that may precipitate a change in WE behaviours. Similarly, although employees who have higher levels of entitlement may not necessarily begin with levels of WE different from their peers, the receipt of negative outcomes or unfulfilled expectations has been shown to trigger assessment of perceived fairness of the outcome and a subsequent shift in WE behaviours (Fisk, 2010; Harvey & Martinko, 2009). The lack of direct effect between employee entitlement and WE in this study suggests that entitled employees' subsequent WE may be influenced by other factors such as assessments of fairness and perceived levels of organizational justice within the work place.

Organizational justice as a mediator - indirect effects of employee entitlement

The findings in this study revealed that overall organizational justice was not a significant mediator of employee entitlement on either WE or CWBs. Three of the subscales were mediators, which is consistent with previous research demonstrating different facets of justice account for CWB by employees (Jones, 2009). The results for this study demonstrated for entitled employees, if outcomes such as pay or promotion are perceived as fair (distributive justice) and the procedures used to regulate this are also viewed as fair (procedural justice), there appears to be a corresponding increase in WE. The level of perceived fairness would seem to serve as a work-related context that arguably helps better explain the entitled behaviour and subsequent effect on WE and

CWB. (Fisk, 2010; Tett & Guterman, 2000). These findings are in keeping with previous research that has shown that perceptions of procedural justice can affect employee behaviour such that perceptions of fairness typically coincide with increases in positive behaviours (Wittmer, Martin, & Tekleab, 2010) and higher perceptions of distributive justice over those who do not are more likely to be engaged in their work (Ghosh, Rai, & Sinha, 2014; Gupta & Kumar, 2012; 2013).

In addition to the indirect effects of organizational justice subscales on WE, the subscales of procedural and interpersonal justice demonstrated a similar significant mediation of the effect of employee entitlement on CWB. For this study, employees perceiving higher levels of procedural and interpersonal justice were more likely to refrain from CWB. These results are in keeping with previous research that has demonstrated perceptions of perceive fair treatment and respect from others in reducing CWB (Bennett & Robinson, 2000, 2003; Jones, 2009).

Employee entitlement stems from unrealistic expectations and perceptions of self (Westerlaken et al., 2016). More entitled employees seem to perceive more injustice and resulting in reduced WE and more CWB. The results in this study for the indirect effects of employee entitlement on WE and CWB are notably present even when trait specific entitlement is controlled. This further supports the notion that entitlement influences perceptions of a situational context (e.g. employee perceptions of distributive, procedural, and interpersonal justice) and subsequent WE and CWB. Understanding the impact of employee entitlement on perceptions of various types of organizational justice and

subsequent behaviours in the work setting can play an important role on the ability of management to monitor and manage employee behaviours throughout their careers.

Career stage and employee entitlement

Contrary to expectations, there were no significant differences in how employee entitlement affected WE or CWBs based on different career stages. Although previous findings regarding employee career stage have highlighted its influence on changing employee behaviours such as productivity as they progress through career stages (Johnson & Lafrance, 2016), the findings of this study are more consistent with Hess and Jepsen (2009) who found that generational groups and people in different career stages may in fact be more alike than different. First, the findings of this study indicate that there is no difference in entitlement between any of the career stages contrary to what was hypothesized and is frequently suggested in the popular press. It would suggest that either employee entitlement is a trait and some people have it and others don't, or else it is situationally induced at work but it is not simply career stage that increases it.

From a trait perspective, previous research on entitlement has demonstrated a close relationship between entitlement and many negative tendencies such as avarice, anger, and lower levels of empathy that all tend to be stable across time (Campbell et al. 2004; Greenberger, Lessard, Chen, & Farruggia, 2008; Hochwarter et. al., 2007). This could account for the lack of differences across career stages. However, it is also possible that increases in work specific entitlement is related to other external factors.

Although entitled employees exhibit traits such as a poor work ethic and low degree of concern for how their behavior impacts others (Greenberger et. al., 2008), they also view their work activity as a means to achieve their expected outcomes not as a means for keeping work relationships amicable (Strelan, 2007). The rewarding of minimum effort through annual salary increase, promotion, or other work-related rewards could reinforce the entitled employees' assumption that they are owed something simply by being in an employee/employer relationship regardless of actual performance or effort (Naumann, et al., 2002). Conceivably, these organizational practices could over time affect an increase in entitled behaviour independent of an individual's carer stage.

Attribution style

It was expected that one factor that may contribute to increased employee entitlement is the individual's tendency to explain success or failure in a particular manner, that is, their attribution style. However, in the present research, there was no evidence that attribution style contributed in this way. This result is completely unexpected as attribution styles are believed to contribute to an individual's behaviours and contribute to the construction of psychological entitlement (Ashkanasy, 1989; Harvey & Dasborough, 2015).

Employee assessment of workplace interactions typically requires an internal process that help them make sense of the situation (Spector, 2011). How an employee responds was believed to be a result of internal processes that forms their individual perception bias as either positive in support of a self concept or negative and counter to

their self image (Ashkanasy, 1989). The tendency for negative or positive self bias is their individual attribution style (Ashkanasy, 1989). An individual's positive attribution style could bias their sense of self and lead to the discounting of others, rejection of negative feedback, and blaming others for personal failure (Harvey & Dasborough, 2015; Kelley, 1972) leading them to believe they are more deserving than others for a desired reward or outcome.

It is possible that the lack of findings indicate that attributions do not play a role in entitled behaviour and that increased in entitlement behaviours are a simple result of rewards reinforcing self perceptions of what is owed (Harvey & Dasborough, 2015; Twenge, Campbell, & Gentile, 2012). As related example, the awarding of successful grade and incremental increasing of higher grade assessments has created circumstances where otherwise poorly achieving students receive a higher grade than deserved. This in turn reinforces their belief they deserved the grade and in turn raised their expectation for future results (Twenge et al., 2012). Not unlike academic expectations of increased grades (Twenge et al., 2012), the function of increased entitlement in the workplace may be a simple result of organizational practices unintentionally rewarding entitled behaviour. If organizational practices support employees' expectations for pay and other benefit increases regardless of their performance it is possible a similar increase in employee entitlement may occur (Harvey & Dasborough, 2015).

However, it is more likely that the underlying relationship exists between attributions and increasing entitlement and was not sufficiently measured in this study.

The internal positive bias should conceivably reinforce entitled opinions of self image and worth. Unfortunately, the current study failed to accurately capture a meaningful relationship using the instruments incorporated into the online questionnaire. The composite positive scale for the attribution bias measure reported an alpha of .72 which suggests reliability; however, the composite negative scale for the attribution bias measure reported an alpha of .63 (Nunnally, 1978) which indicates potential issues within these measurement tool items. The inherent low alpha of the composite negative scale creates inaccuracy in the calculation of the attribution bias difference score (Trafimow, 2015). A deeper analysis of inter-item alphas for the composite negative scale - alphas of .59 to a maximum of .63 depending on item deleted - shows that the scale overall is composed of items with low alphas affecting the overall scale reliability leading to unreliable difference scores as a result. Although established scales were used for most of the construct measurement in this study, the assessment of attribution style was conducted with difference scores. There has been considerable discussion regarding difference scores as problematic because of inherent issues with reliability (Edwards, 2001); however, more recent research has demonstrated that the reliability of the difference score is restricted by the reliabilities of the measurement tools used to produce them (Trafimow, 2015). Hence, it is not necessarily that difference score used in this study is unreliable, it is more likely that the reliability of the score is specifically limited by the measurement instruments it is derived from.

A possible further complication with the assessment of attribution bias is the length of the measurement instrument employed in this study. Recognized issues with lengthy measurement tools include participant response rate and shorter responses to open ended questions (Galesic & Bosnjak, 2009). Given the 50 items incorporated within the assessment of attribution style for this study and the large number of cases deleted because of missing and incomplete data for this measurement, it is likely that the length of the scale contributed to its ineffective measurement. Notably, as the participants become tired and less concerned with accurately responding, data quality may become an issue (Galesic & Bosnjak, 2009). Clearly, there is a need for more robust measure of attribution with proven reliabilities. Buchanan and Seligman (1995), whose measure is shorter and has demonstrated reliability would be ideal; however, as in this instance the electronic distribution of their source material for their attribution style assessment was not permissible thereby necessitating the approach taken in this study. Selecting a shorter number of response items designed to assess work related attributions followed by a validation of the measurement tool would be one way to address this issue.

Limitations and future research

There are additional limitations that may have had an influence on the lack of support for the expected associations and additional research addressing these limitations may be required before conclusively stating that career stage does not affect levels of employee entitlement. While there is indication of the effect of employee entitlement on CWB, definitive examination of entitled behaviour within this study is limited by the

possibility that those who are high on entitlement may not be captured effectively in a self-report measure. It is possible that the current sample did not sufficiently capture those who are demonstrably entitled within the workplace as they did not respond to the survey. The implication here is that the results do not depict an accurate picture of the effect employee entitlement has on perceptions of justice in the workplace and subsequent work outcomes. Although measures of behaviours are necessary to examine the impact employees' behaviours have within an organization, this should further be supported by direct observation and supervisor feedback in future studies. Direct observations provide an additional source of assessment of employee behaviours and can further be compared against supervisor performance appraisals (Alfes et al., 2013) to develop a more robust understanding of the behaviours examined and their subsequent impact. In this manner, overt behaviours that may not necessarily otherwise be reported by individual employees could be captured by other means.

The results from this cross-sectional design suggest that relationships among employee entitlement, organizational justice sub-scales, WE and CWB are not different across career stages. Although there is no single method consistently used for measuring career stage (Bilz, 2008; Hess & Jepsen, 2009; Johnson & Lafrance, 2016; Levinson et al., 1998; Perrone et al., 2003), and the method used in this study may have insufficiently measured career stages accurately, the self-selection method in conjunction with the adult career concerns inventory to measure career stage in this study has been shown to be effective (Chaney, 2012; Pappas & Flaherty, 2006). The small sub sample in one of the

four career stages (disengagement, $N=64$) raises concern as it may not be sufficiently large enough to provide meaningful analysis, and although this is also a limitation that must be taken into consideration, the primary groups of interest are exploration and establishment as they represent the two initial career stages and subsequent adjustment to the work environment.

Additionally, owing to low response rates from the initial sample group (government employees, 30%), it was necessary to obtain further participant information with the collection of a second sample (MTurk). As shown in the preliminary analysis, the two samples were different enough to warrant use of the sample group as a control variable. It is possible that any meaningful results may have been lost because of controlling for the between group variance resulting in the non-significant findings experienced. Ideally, a more homogeneous single sample group from a single organization with sufficient sample size would be more desirable as career stages can be examined from within a common organizational context. Also, sampling participants with similar job demands, available job resources, and other work-related characteristics such as pay and compensation, and work environment would help mitigate potential alternate explanations attributable to differing work environments. Further, comparison of union and non-unionized environments within a single organization also could provide an opportunity to examine potential differences attributable to union membership (Filipkowski & Johnson, 2008).

The cross-sectional and self-report nature of this study may be an issue. Like other studies pertaining to organizational behaviours, it is an ongoing concern in organizational behavior research that the use of a single source of data could lead to a larger emphasis on variable relationships than they warrant (Doty & Glick, 1998; Fox, Spector & Miles, 2001; Podsakoff et al., 2003; Sudman et al., 1996; Tourangeau et al., 2000). Because one of the largest issues of common method bias is that self-reports are single source measures that examine both predictor and criterion variables from the participants' perspective, use of different sources such as peer or supervisor assessment would be recommended as a mean to offset this issue (Podsakoff et al., 2003) and provide a means of replicating results from more than one source.

To address common method bias in this study, several steps were incorporated in the study design to help mitigate the potential of interference from it. Only validated scales for construct measurement were used. These scales were further enhanced to assist in reduction of possible common method bias by clarifying ambiguous wording and items, providing clearer definitions of concepts being measured, and simplifying scale items when possible, all of which assist in the reduction of common method bias (Podsakoff et al., 2003; Tourangeau et al., 2000). Further, assurances of anonymity and confidentiality of participant responses in addition to asserting that there are no right or wrong answers to the posed questions were imbedded into the informed consent and debriefing narratives (Podsakoff et al., 2003; Sudman et al., 1996; Tourangeau et al., 2000). These strategies have been shown to reduce both participant apprehension and

their reliance on reporting socially desirable responses in addition to responses that tend towards what they believe the researcher is looking for, all which assist in mitigating potential for common method bias (Podsakoff et al., 2003; Sudman et al., 1996; Tourangeau et al., 2000). To further address common method bias, future research should consider longitudinal designs to examine whether perceptions of the different subscales of organizational justice predict future accounts of CWB and WE behaviours.

Implications

From a practical standpoint, the findings of this study suggest the importance of consistent management interaction with employees across all career stages equally (Ng & Feldman, 2007) when dealing with issues of employee entitlement. The challenge of managing entitled personnel does not seem to be limited to any career stage and can be complicated by the difference of perceptions both management and employees have for what they feel is fair and just compensation (Liao, Toya, Lepak, & Hong, 2009).

Regardless of the employees' career stage, the importance of distributive, procedural, and interpersonal justice subscales on WE and CWB appears to be a consistent issue as all career stages reported similar results in this study. First, the results suggest that distributive and procedural justice perceptions may lead to enhanced WE for entitled employees whereas interpersonal justice may have the opposite effect. Secondly, they suggest that procedural and interpersonal justice perceptions may lead to a reduction in CWB.

From a WE perspective, distributive and procedural justice are important for ensuring supervisors are consistent and fair in the manner of distributing rewards and distributive justice is important for ensuring that the rewards received are perceived as fair and equitable by those receiving them. This has the effect of enhancing WE when they are perceived as fair by employees (Haynie, Mossholder, & Harris, 2016). Regarding CWB, the perceptions of procedural justice and interpersonal justice by entitled employees appears to further aide in the reduction of CWB (Yang et al., 2013). Care must be taken to ensure that a balance of respectful interaction and clear expectation regarding employee behaviour is fully expressed and understood between the employee and supervisor to minimize the impact of entitled behaviour while providing for respectful interaction (Yang et al., 2013). Strong organizational practices that assist in the cultivation of management - employee relationships that are perceived as procedurally fair and respectful of its employees may assist in lowering the occurrence of CWB.

Overall, the findings in this study imply the benefit of a direct approach for management of desirable employee behaviours. The development of employee engagement programs within an organization is one such approach (Phillips, Jack, & Books, 2016). Key elements that assist the development and maintenance of engaged employees are effective leadership, specific goals/objectives for employees, and clear communication of expected behaviours (Kahn, 1990; Phillips, et. al., 2016). Employee engagement could be enhanced by targeted action designed to improve the clarity of

communicated demands from management (Kahn, 1990). Training designed to strengthen communication with and management of employees while ensuring fair procedures, equitable distribution of resources and rewards, and respectful interpersonal interactions of employees should be of benefit in addressing employee WE and CWB. Further, organizational and management practices that foster perceptions of justice may lead to further enhancement of WE while lessening the occurrence of CWB for entitled employees.

The main task for managers and organizations alike is the design and implementation of effective strategies for communication of clear and specific expected behaviours from employees to establish desired outcomes and commensurate reward or consequence pending employees demonstrated behaviour (Lowry, 2016). Further interpersonal exchange should be clearly monitored to avoid perception of favouritism while maintaining clear direction to encourage desired employee behaviours (Lowry, 2016). Compensation/benefits and regulatory practices tied to specific and measurable expected outcomes could help drive behaviour that may mitigate entitled behaviours in the workplace. Understanding these relationships more thoroughly should allow for more effective management of relationships with employees and facilitate changes that increase the likelihood of WE while seeking to decrease less desirable behaviours such as CWB.

Conclusions

The present study examined the influence of career stage on employee entitlement and subsequent WE and CWB. An employee's perceptions of organizational factors that incorporate facets of distributive, procedural, and interpersonal justice appear to influence their behaviour with respect to WE and CWB outcomes equally across all career stages. The findings suggest specific organizational and management practices have implications for the management of employee behaviours.

The presence of direct and indirect effects of employee entitlement while controlling for psychological entitlement further supports the notion that employee entitlement within the context of a work setting is distinct and different from traditional definitions of psychological entitlement that view it as a stable individual difference. This may suggest that the work setting influences employee entitlement development and although interest in career stage development and differences between them will remain, the current examination of employee attitudes and behaviors within the workplace suggests that these differences are less meaningful than currently believed.

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Appendix A

Research approval, recruitment, consent and debriefing information.**Research approval email**

From: Power, Jenelle (PS/SP) <jenelle.power@canada.ca>

Sent: January 17, 2017 11:36 AM

To: Gary Lawlor

Subject: Study approval confirmation

Hi Gary, Approval is still valid for survey of the employees in my Branch.

Jenelle Power

A/Senior Advisor | Conseillère principale, p.i.

Assistant Deputy Minister's Office | Bureau de la sous-ministre adjointe

Emergency Management and Programs Branch | Secteur de la gestion des urgences et des programmes

Public Safety Canada | Sécurité publique Canada

269 Laurier, 9B-2500

Ottawa, Canada K1A 0P8

jenelle.power@canada.ca

Telephone | Téléphone : 613-991-6523

Blackberry | 613-853-6516

Thesis research request proposal approval email

From: Badger, Gillian (PS/SP)
Sent: Friday, May 13, 2016 11:27 AM
To: Power, Jenelle (PS/SP)
Subject: FW: Thesis research request proposal

Hi,

Just to close the loop, our POR lead has cleared this through the Public Services and Procurement Canada POR office and there's no concerns with EMPB participating in this research project. Thanks for checking in with us!

Gillian Badger
T: 613-949-9740/ BB: 613-219-4601

From: De Curtis, Laura (PS/SP)
Sent: Friday, May 13, 2016 11:23 AM
To: Badger, Gillian (PS/SP)
Subject: RE: Thesis research request proposal

No concerns.
Thanks,
Laura

Consent Information**Your Career and You**

Thank you for taking the time to complete this survey! Please read the following information that describes the study and your rights as a participant. The purpose of this document is to ensure that you understand the purpose of the study and the nature of your involvement. Sufficient information is provided below in order for you to determine whether you wish to participate in the study and provide informed consent.

Purpose: People in different career stages often are engaged in different work demands and demonstrate a variety of responses to the demands they experience in the workplace. The intent of this study is to examine the role that career stages have on individual assessment of the workplace, the actions they take, how fair they believe their work

environment is, and what they feel they are owed by their organization.

Task requirements: We are asking you to fill out an online questionnaire regarding your personal attitudes and attitudes towards your work including both positive and negative attitudes and behaviours that occur fairly commonly in the workplace as well as background information (i.e., demographics and career stage). The survey will take about 15-20 minutes to complete.

Potential risks/discomfort: There are no known risks associated with completing this survey. If you feel any discomfort or distress at any point, you may choose not to answer specific questions, and you will not be penalized in any way for doing so. If you feel any discomfort and would like to talk with someone contact your employee assistance program (EAP) or use the support services, contact information provided at the end of the study.

Right to withdraw: Your participation is voluntary and you have the right to end your participation in the survey at any time for any reason. If you choose to withdraw at any time, please simply skip all the questions up until the last page of questions. Your responses are not saved as you go and are only saved if you complete and submit the survey. After the last question, please select "quit" if you want all your answers destroyed. The results you have provided will not be seen by your employer or shared with the organization. As the survey responses are anonymous, it is not possible to withdraw after the survey has been submitted. This survey is currently only available in English.

Anonymity/Confidentiality: All research data will be encrypted. The company running the online survey is Qualtrics based in the USA. The survey company will keep a copy of

the survey responses on its servers in the USA. As Qualtrics servers are located in the US, data will be subject to American laws on privacy and confidentiality. This data will also be encrypted and will be deleted once the survey is complete.

Research data will be accessible by the researcher, the research supervisor, and the survey company. No names or IP addresses will be linked to any of the data provided.

Once the survey is complete, the data will be encrypted, transferred, and deleted from the Qualtrics website. The data will be retained indefinitely and may need to be published.

Data may be shared with trusted colleagues and with requests from competent professionals.

What if I have questions later? If you would like a copy of the finished research project or have any questions/ concerns related to the research, please contact the primary researcher Gary Lawlor, Masters Student, Department of Psychology Carleton University at Gary.Lawlor@carleton.ca or supervising professor Janet Mantler, Associate Professor, Department of Psychology, Carleton University at janet.mantler@carleton.ca.

This study has received clearance by the Carleton University Research Ethics Board (CUREB-B Clearance # 106474). Should you have any ethical concerns with the study, please contact Dr. Andy Adler (Chair, Carleton University Research Ethics Board-B (by phone: 613-520-2600 ext. 4085 or email: ethics@carleton.ca).

The responses you give in this survey will be used for academic purposes only. Your honest input is very valuable and appreciated in order to understand more about your thoughts and feelings about your career and yourself. We appreciate your time and any insight you can provide by completing this survey! By selecting “agree”, you consent to participate in the research study as described above.

Debriefing Form

Your Career and You

Thank you for your time!

Please find more information and resources about the current study below.

What are we trying to learn in this research?

Some media suggest that Millennials are an entitled generation whereas other suggest this may not be the case. The purpose of this research was to examine work attitudes across all career stages with the expectation that there are different reasons that people are entitled and that base rates of entitlement are quite low, even among Millennials. Even so, there may be things that happen during one's career that can impact a person's perception of what they are owed within the workplace. It could be that people enter the workforce with unrealistically high levels of expectation that are impacted by workplace norms and adjusted accordingly. Or it could be that as people progress in their careers they come to expect the increase in incentives, pay, promotions, or other similar rewards regardless of their individual contributions to achieve them. The questionnaire you completed provided your assessment of your sense of self and your work-related attitudes and behaviours in the workplace. We also asked you to provide information on career stages and your assessment of organizational justice. Overall, we wanted to see if there's a difference in perceptions of what people believe they are owed across different career stages and how perceptions of organizational justice influence this perception and subsequent behaviours in the work setting.

Thank you for sharing your experiences with us in this study! Let me again reassure you that your information in this survey is completely anonymous and will not be accessible by your employer. Your responses will help us build a more complete picture of your thoughts and feelings about your career and yourself as we try to capture a diverse set of responses from people ranging from those who are completely unentitled to those who may feel entitled. It is hoped that with your help we can develop a clearer picture and explore this relationship more thoroughly as we try to gain a better understanding about it.

Why is this important to scientists or the general public?

Previous research has shown how psychological entitlement generally remains consistent where as other forms of entitlement such as work place entitlement can result as a function of the context of the environment influencing behaviour. However, there has been little research that has examined the differentiation of these variables on work-related behaviours across differing career stages. A large portion of daily interaction occurs within the workplace. Individual attitudes and assessments can have a considerable impact on the both on the work environment and the navigation of people through their careers. It is important to better understand the effect work entitlement, organizational justice and career stages have on behaviours in the workplace. By understanding more about work entitlement and organizational justice across career stages, employment practices can be enhanced to optimise the management and development of employees, as well as enrich the way organizational policies and procedures are created, enacted and enforced.

Where can I learn more?

Unrealistic demands within the workplace by employees can cause frustration, conflict and lead to situations that are detrimental to those involved. It is important to have a better understanding concerning work entitlement that it may be addressed in a constructive manner. To learn more about workplace entitlement studied in the current questionnaire, please see <http://www.writenowservices.com/reviving-work-ethic.pdf>

An employees sense of the fairness of their employer's behaviours, decisions and actions may influence the employee's own attitudes and behaviours at work. Understanding the influence of this assessment is important in identifying areas that may cause conflict within the work environment. To learn more about organizational justice studied in the current questionnaire, please see <https://www.scribd.com/document/142240751/Organizational-Justice>

Is there anything I can do if I found filling out this survey to be emotionally upsetting?

Yes. If you feel any distress or anxiety after participating in this study, please feel free to contact EAP coordinator or a local crisis/distress centre or call a distress helpline:

Canada: 866-531-2600

What if I have questions later?

If you would like a copy of the finished research project or have any questions/ concerns related to the research, please contact the primary researcher Gary Lawlor, Masters Student, Department of Psychology Carleton University at Gary.Lawlor@carleton.ca or supervising professor Janet Mantler, Associate Professor, Department of Psychology, Carleton University at janet.mantler@carleton.ca

This study has received clearance by the Carleton University Research Ethics Board (CUREB-B Clearance # 106474). Should you have any ethical concerns with the study, please contact Dr. Andy Adler (Chair, Carleton University Research Ethics Board-B (by phone: 613-520-2600 ext. 4085 or email: ethics@carleton.ca).

Again, thank you very much for your participation!

To ensure maximum confidentiality, please click the icon below to close this window.

Recruitment Communication Scripts

Email 1 Sample1

From: gary.lawlor@carleton.ca

Sent: (insert date and time here)

To: Jenelle.power@canada.ca Subject: Your Career and You

Good day, my name is Gary Lawlor and I am a graduate student at Carleton University, Department of Psychology, doing research as part of my graduate degree requirements. I am writing to you to request your participation in a brief survey. The intent of this study is to examine the role that career stages have on individual assessment of the workplace, the actions they take, how fair they believe their work environment is, and what they feel they are owed by their organization. Your experiences and feedback in response to this survey on these issues is critical in exploring and better understanding these concepts and will help us evaluate them more thoroughly.

The survey is very brief and will only take about 15-20 minutes to complete. Please click the link below to go to the survey Website (or copy and paste the link into your Internet browser)

Survey link:

https://carletonpsych.co1.qualtrics.com/SE/?SID=SV_cw3XmR0X7PflIMd

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be collected or associated with your responses to any reports of these data. The results will not be shared with the organization but if you are interested in finding out more you can contact me directly later this summer. Currently, this survey is only available in English. Should you have any comments or questions, please feel free to contact me at

gary.lawlor@carleton.ca or my supervising professor at

JanetMantler@Cunet.Carleton.Ca .

Thank you very much for your time and cooperation. Your participation and response to the survey are very important to me.

Sincerely,

Gary Lawlor
Masters Candidate
Department of Psychology
Carleton University
(CUREB-B Clearance # 106474).
Email 2 Sample 2

From: gary.lawlor@carleton.ca

Sent: (insert date and time here)

To: Jenelle.power@canada.ca

Subject: Reminder- Your Career and You

Good day, a few days ago, I sent an email inviting you to participate in a brief survey about your thoughts and feelings related to your work experiences. If you have already responded, thank you so much! I really appreciate the time and effort you took.

If you have not yet responded and would like to do so, there is still time. Here is the link to the survey.

Survey link:

https://carletonpsych.co1.qualtrics.com/SE/?SID=SV_cw3XmR0X7PflIMd

Your experiences and feedback in response to this survey on these issues is critical in exploring and better understanding these concepts and will help us evaluate them more thoroughly.

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be collected or associated with your responses to any reports of these data. The results will not be shared with the organization but if you are interested in finding out more you can contact me directly later this summer. Should you have any comments or questions, please feel free

to contact me at gary.lawlor@carleton.ca or my supervising professor at JanetMantler@Cunet.Carleton.Ca .

Thank you very much for your time and cooperation. Your participation and response to the survey are very important to me.

Sincerely,

Gary Lawlor
Masters Candidate
Department of Psychology
Carleton University

(CUREB-B Clearance # 106474).

Email 3 Sample 1

From: gary.lawlor@carleton.ca

Sent: (insert date and time here)

To: Jenelle.power@canada.ca

Subject: Final Reminder- Your Career and You

Good day, a few days ago, I sent a reminder email inviting you to participate in a brief survey about your thoughts and feelings related to your work experiences. If you have already responded, thank you so much! I really appreciate the time and effort you took.

If you have not yet responded and would like to do so, there is still time. Here is the link to the survey.

Survey link:

https://carletonpsych.co1.qualtrics.com/SE/?SID=SV_cw3XmR0X7PflIMd

Your experiences and feedback in response to this survey on these issues is critical in exploring and better understanding these concepts and will help us evaluate them more

thoroughly.

Your participation in the survey is completely voluntary and all of your responses will be kept confidential. No personally identifiable information will be collected or associated with your responses to any reports of these data. The results will not be shared with the organization but if you are interested in finding out more you can contact me directly later this summer. Should you have any comments or questions, please feel free to contact me at gary.lawlor@carleton.ca or my supervising professor at JanetMantler@Cunet.Carleton.Ca .

Thank you very much for your time and cooperation. Your participation and response to the survey are very important to me.

Sincerely,

Gary Lawlor
Masters Candidate
Department of Psychology
Carleton University
(CUREB-B Clearance # 106474).

Mturk Recruitment Script - Sample 2

Survey Link Instructions (Click to collapse)

The intent of this study is to examine the role that career stages have on individual assessment of the workplace, the actions they take, how fair they believe their work environment is, and what they feel they are owed by their organization. Your experiences and feedback in response to this survey on these issues is critical in exploring and better understanding these concepts and will help us evaluate them more thoroughly.

The survey is very brief and will only take about 30-40 minutes to complete. Please click the link below to go to the survey

Your participation in the survey is completely voluntary and all responses will be kept confidential. No personally identifiable information will be collected or associated with your responses to any reports of these data. Should you have any comments or questions, please feel free to contact me at gary.lawlor@carleton.ca or my supervising professor at JanetMantler@Cunet.Carleton.Ca.

Thank you very much for your time and cooperation. Your participation and response to the survey are very important to me.

Make sure to leave this window open as you complete the survey.

At the end of the survey, you will receive a code to paste into the box below to receive credit for taking our survey.

When you are finished, you will return to this page to paste the code into the box.

Appendix B

Study Measures

Adult Career Concerns Inventory - Short form (Perrone et al., 2003).

Please indicate the level you are currently concerned for each of the tasks listed below:

1	2	3	4	5
Strongly	Disagree	Neither	Agree	Strongly
Disagree		agree or		Agree
		disagree		

1. Finding the line of work that I am best suited for.
2. Finding a line of work that interests me.
3. Getting started in my chosen career field.
4. Settling down in a job I can stay with.
5. Becoming especially knowledgeable or skillful at work.
6. Planning how to get ahead in my established field of work.
7. Keeping the respect of people in my field.
8. Attending meetings and seminars on new methods.
9. Identifying new problems to work on.
10. Developing easier ways of doing my work.
11. Planning well for transition to a new job or for retirement.
12. Ensuring your current standard of living while transitioning into a new job or for retirement.

At this moment, select the career stage you believe you are currently in: [Drop down containing the following four choices]

1. Exploration - Exploration encompasses a sense of career exploration, education, and personal reflection.
2. Establishment - Establishment is defined by sustained and meaningful employment.
3. Maintenance - Maintenance represents a phase of securing one's position while engaging in skill development.
4. Disengagement - Disengagement, can represent a period of preparation for either retirement or transition to a different job.

Revised Occupational Attributional Style Questionnaire (Adapted from Furnham, Sadka & Brewin, 1992).

Carefully read the following statements and clearly see yourself in each situation Write the single cause you believe to be most likely then score the statements by selecting the number on each scale that follows.

Imagine that you apply for promotion and get it.

(Cause)

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you solve a major problem that has occurred at work

(Cause)

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you very successfully lead a group project with a positive outcome

(Cause)

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you are voted as the most popular boss in your section

To what extent was the cause due to something about you?

(Cause)

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you are given a special performance reward at work

(Cause)

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you are turned down at a job interview

(Cause)

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that your boss always acts aggressively toward you
To what extent was the cause due to something about you?

(Cause)

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you can't get all the work done that others expect of you

To what extent was the cause due to something about you?

(Cause)

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

(Cause)

1	2	3	4	5
not at all due to other people or circumstances			totally due to other people or circumstances	

Imagine that you gave an important talk in front of your colleagues and they react negatively

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Imagine that you are given a poor annual report by a superior

(Cause)

To what extent was the cause due to something about you?

1	2	3	4	5
Not at all due to me				totally due to me

In the future, at work, will this cause again influence what happens?

1	2	3	4	5
Will always influence what happens				Will never again influence what happens

Is the cause something that just affects problem-solving or does it influence other areas of your life?

1	2	3	4	5
influences just this situation				influences all areas of my life

To what extent was the cause something to do with other people or circumstances?

1	2	3	4	5
not at all due to other people or circumstances				totally due to other people or circumstances

Utrecht Work Engagement Scale (UWES-9; Schaufeli et al., 2006)

Please read each statement and indicate how frequently you think and feel the described way at work.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

1. At my work, I feel bursting with energy
2. At my job, I feel strong and vigorous
3. I am enthusiastic about my job
4. My job inspires me
5. When I get up in the morning, I feel like going to work
6. I feel happy when I am working intensely
7. I am proud of the work that I do
8. I am immersed in my work
9. I get carried away when I'm working

Counterproductive Work Behavior Checklist (Spector et al., 2010)

How often have you done each of the following things on your present job?

1	2	3	4	5
Never	Once or Twice	Once or Twice/Month	Once or Twice/Week	Frequently or Everyday

1. Purposely wasted your employer's materials/supplies
2. Complained about insignificant things at work
3. Told people outside the job what a lousy place you work for
4. Came to work late without permission
5. Stayed home from work and said you were sick when you weren't
6. Insulted someone about their job performance
7. Made fun of someone's personal life
8. Ignored someone at work
9. Started an argument with someone at work
10. Insulted or made fun of someone at work

Abridged Measure of Organizational Justice (Hansen, Byrne, & Kiersch, 2013).

Please read and assess the following questions using the 5-point scale provided to indicate your level of agreement.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

The following items refer to the outcomes you receive from your job, such as pay, rewards, evaluations, promotions, assignments, etc. To what extent:

1. Does your (pay, rewards, evaluations, promotions, assignments) reflect the effort you have put into your work?
2. Does your (pay, rewards, evaluations, promotions, assignments) reflect what you have contributed to the organization?
3. Is your (pay, rewards, evaluations, promotions, assignments) justified, given your performance?

The following items refer to the procedures used to arrive at your pay and rewards. To what extent:

4. Have those procedures been applied consistently?
5. Have those procedures been based on accurate information?
6. Have you been able to appeal the (pay, rewards, evaluations, promotions, assignments) arrived at by those procedures?

The following items refer to the supervisor/manager who enacted the procedure. To what extent:

7. Have they treated you in a polite manner?
8. Have they treated you with respect?
9. Have they refrained from improper remarks or comments?

The following items refer to the supervisor/manager who enacted the procedure. To what extent:

10. Have they explained the procedures thoroughly?
11. Have they explanations regarding the procedures reasonable?
12. Have they seemed to tailor their communications to individuals' specific needs?

Measure of Employee Entitlement (Westerlaken, Jordan, & Ramsay, 2016).

The statements below represent possible expectations, beliefs, and attitudes that individuals might have in relation to employment and the workplace. Please indicate your level of agreement with the following statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

1. I should get a pay rise if I perform my job to a satisfactory level
2. I expect regular pay increases regardless of how the organization performs
3. I expect to be able to delegate tasks that I don't want to do
4. It is my employer's responsibility to set goals for my career
5. I expect a bonus every year
6. I expect regular promotions
7. I deserve to be paid more than others
8. Employees should be rewarded for average performance
9. I should have the right to demand work that is interesting to me
10. I expect to be able to take breaks whenever I want
11. I should be able to take leave whenever it suits me
12. Employers should accommodate my personal circumstances
13. It is the organization's fault if I don't perform my job requirements
14. I deserve preferential treatment at work
15. I believe I have exceptional skills and abilities
16. I only want to work in positions that are critical to the success of the organization
17. Any organization should be grateful to have me as an employee
18. I want to only work in roles that significantly influence the rest of the organization

Psychological Entitlement Scale (Campbell et al. 2004)

Please respond to the following items using the number that best reflects your own beliefs.

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree

1. I honestly feel I'm just more deserving than others.
2. Great things should come to me.
3. If I were on the Titanic, I would deserve to be on the first life boat!
4. I demand the best because I'm worth it.
5. I do not necessarily deserve special treatment.
6. I deserve more things in my life.
7. People like me deserve an extra break now and then.
8. Things should go my way.
9. I feel entitled to more of everything.

Demographics

1. What is your ethnic background?
 - White/Caucasian
 - Black/African
 - First Nations/Aboriginal/Métis
 - Hispanic/ Latino
 - Asian
 - South East Asian
 - Middle Eastern
 - I prefer not to specify
 - Other
2. What is your primary language?
 - English
 - French
 - Other [Text box provided]
3. What age are you?
 [Drop down box listing ages from 18 to 65 with an option of under 18, 66 and over, and "I prefer not specify"]
4. Are you...

- Male
 - Female
 - Other [Text box provided]
 - I prefer not to specify
5. What is the highest level of education you have received?
- Elementary/grade school or some high school without receiving diploma.
 - High school graduate or equivalent.
 - Some college, university, or post-secondary education, but without receiving a degree/certificate.
 - Completed technical/trade/vocational training.
 - University diploma, associate's degree, or other certification, not including Bachelor's degree.
 - Bachelor's degree.
 - Master's degree.
 - Doctorate (e.g., PhD), professional degree (e.g., LLB), post-doctorate, and beyond.
6. What is your current occupation group? [Drop down box listing 9 main groupings occupation classification from Canadian National Occupational Classification data]
7. What is your current position? [Drop down box listing options frontline staff; entry level management mid-level management; upper-level management]
8. If any selection other than front line staff selected from “Q.7 What is your current position?” then the following will be displayed “How many employees do you supervise?” [Drop down box listing options less than 10, 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-99, 100 or more]
9. How many years have you worked in your current occupation?
[Drop down box listing options 1 to 40 years of service]
10. How many years have you worked in your current position?
[Drop down box listing options 1 to 40 years of service]
11. How many years have you worked at your current organization?
[Drop down box listing options 1 to 40 years of service]
12. In a typical week, how many hours do you work?
[Drop down box listing options starting from less than 20, 20-60 incrementing by 1 and more than 60 hours weekly]

Appendix C

Fit indices for partial and full mediation

Table 10

Model fit measures - partial mediation

Measure	Estimate	Threshold	Interpretation
CMIN	6.44	--	--
DF	3	--	--
CMIN/DF	2.15	Between 1 and 3	Excellent
CFI	.99	>0.95	Excellent
SRMR	.02	<0.08	Excellent
RMSEA	.04	<0.06	Excellent
PClose	.53	>0.05	Excellent

Note: Model fit measures AMOS Plugin (Gaskin, 2016)

Table 11

Model fit measures - full mediation

Measure	Estimate	Threshold	Interpretation
CMIN	31.1	--	--
DF	5	--	--
CMIN/DF	6.22	Between 1 and 3	Terrible
CFI	.96	>0.95	Excellent
SRMR	.03	<0.08	Excellent
RMSEA	.09	<0.06	Terrible
PClose	.01	>0.05	Acceptable

Note: Model fit measures AMOS Plugin (Gaskin, 2016)

Appendix D

Confirmatory pairwise comparisons, Hayes (2016) Process Macro

Table 12

Standardized β as a function of career stage, Exploration vs. Establishment

Groups	Comparison	β	LL	UL	p
Exploration → Establishment	--	--	--	--	--
--	OrgJustice → Work Engagement	.13	-.15	.36	.37
--	OrgJustice → Counterproductive Workplace Behaviour	.09	-.09	.28	.33
--	Employee Entitlement → Work Engagement	-.30	-.68	.59	.10
--	Employee Entitlement → Counterproductive Workplace Behaviour	-.20	-.49	.06	.13

Note: Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$, * $p < .05$.

Table 13

Standardized β as a function of career stage, Exploration vs. Maintenance

Groups	Comparison	β	LL	UL	p
Exploration → Maintenance	--	--	--	--	--
--	OrgJustice → Work Engagement	.07	-.20	.35	.57
--	OrgJustice → Counterproductive Workplace Behaviour	.13	-.04	.29	.15
--	Employee Entitlement → Work Engagement	-.23	-.61	.59	.22
--	Employee Entitlement → Counterproductive Workplace Behaviour	-.062	-.30	.20	.65

Note: Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$, * $p < .05$.

Table 14

Standardized β as a function of career stage Exploration vs. Disengagement

Groups	Comparison	β	LL	UL	p
Exploration → Disengagement	--	--	--	--	--
--	OrgJustice → Work Engagement	.11	-.30	.51	.55
--	OrgJustice → Counterproductive Workplace Behaviour	.05	-.12	.23	.54
--	Employee Entitlement → Work Engagement	.16	-.54	.88	.73
--	Employee Entitlement → Counterproductive Workplace Behaviour	-.16	-.51	.17	.35

Note: Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$, * $p < .05$.

Table 15

Standardized β as a function of career stage Establishment vs. Maintenance

Groups	Comparison	β	LL	UL	p
Establishment → Maintenance	--	--	--	--	--
--	OrgJustice → Work Engagement	-.07	-.27	.14	.52
--	OrgJustice → Counterproductive Workplace Behaviour	.03	-.11	.18	.69
--	Employee Entitlement → Work Engagement	.07	-.16	.28	.56
--	Employee Entitlement → Counterproductive Workplace Behaviour	.14	-.11	.38	.25

Note: Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$, * $p < .05$.

Table 16

Standardized β as a function of career stage Establishment vs. Disengagement

Groups	Comparison	β	LL	UL	p
Establishment	--	--	--	--	--
→					
Disengagement					
--	OrgJustice	-.03	-.39	.34	.89
	→				
	Work Engagement				
--	OrgJustice	-.04	-.21	.12	.65
	→				
	Counterproductive Workplace Behaviour				
--	Employee Entitlement	.46	-.16	1.11	.15
	→				
	Work Engagement				
--	Employee Entitlement	.04	-.30	.36	.82
	→				
	Counterproductive Workplace Behaviour				

Note: Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$, * $p < .05$.

Table 17

Standardized β as a function of career stage Maintenance vs. Disengagement

Groups	Comparison	β	LL	UL	p
Maintenance → Disengagement	--	--	--	--	--
--	OrgJustice → Work Engagement	.04	-.32	.39	.81
--	OrgJustice → Counterproductive Workplace Behaviour	-.07	.23	.06	.25
--	Employee Entitlement → Work Engagement	.39	-.14	1.02	.17
--	Employee Entitlement → Counterproductive Workplace Behaviour	-.10	-.45	.21	.50

Note: Bias corrected confidence interval for 95% and bootstrap of 1000. %. [LL, UL] where LL is the lower limit of the confidence interval and UL is the upper limit $N=624$, * $p < .05$.

Appendix E

Organizational Justice and subscale models for assessment of mediation

Figure 3: The effect of employee entitlement on WE and CWB through organizational justice.

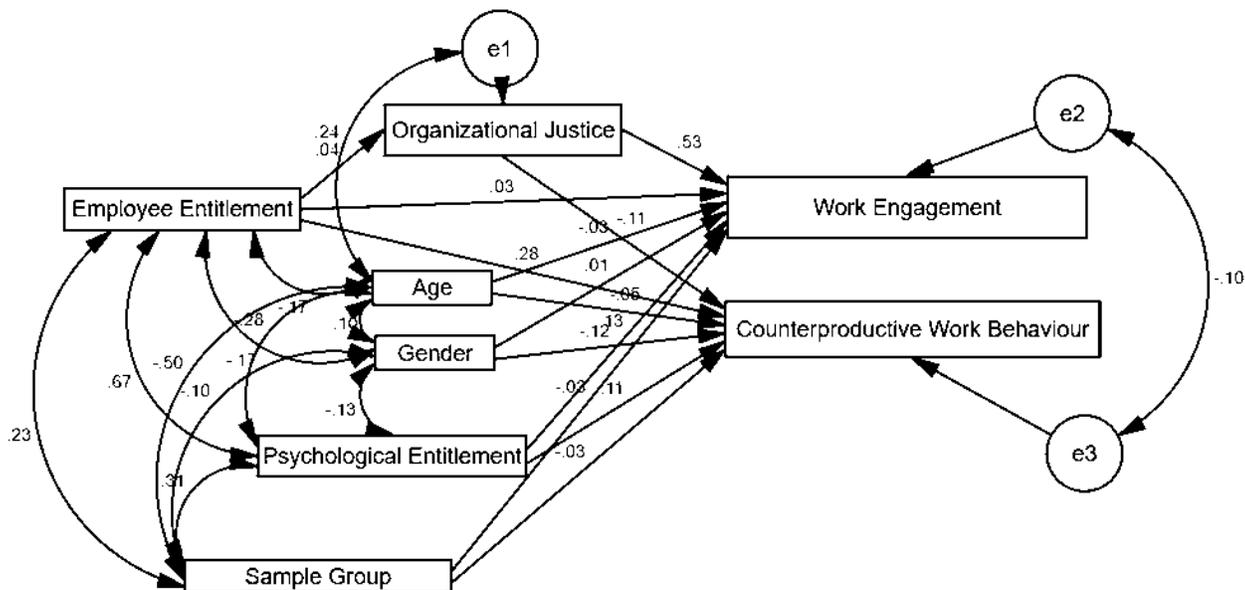


Figure 4: The effect of employee entitlement on WE and CWB through distributive justice.

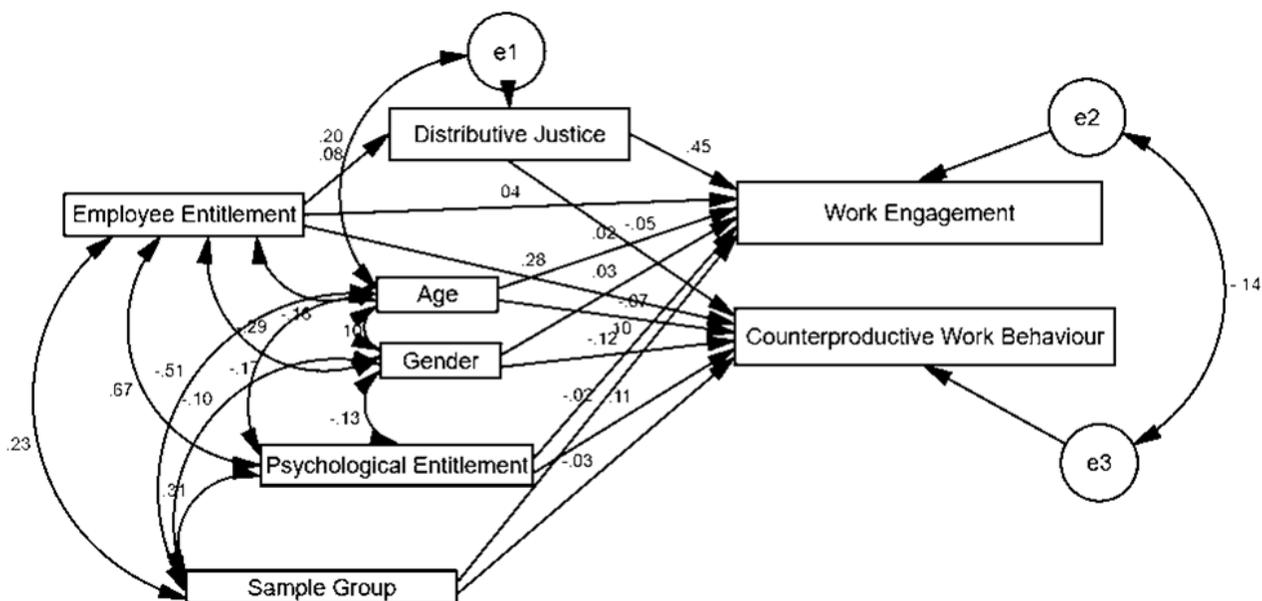


Figure 5: The effect of employee entitlement on WE and CWB through procedural justice.

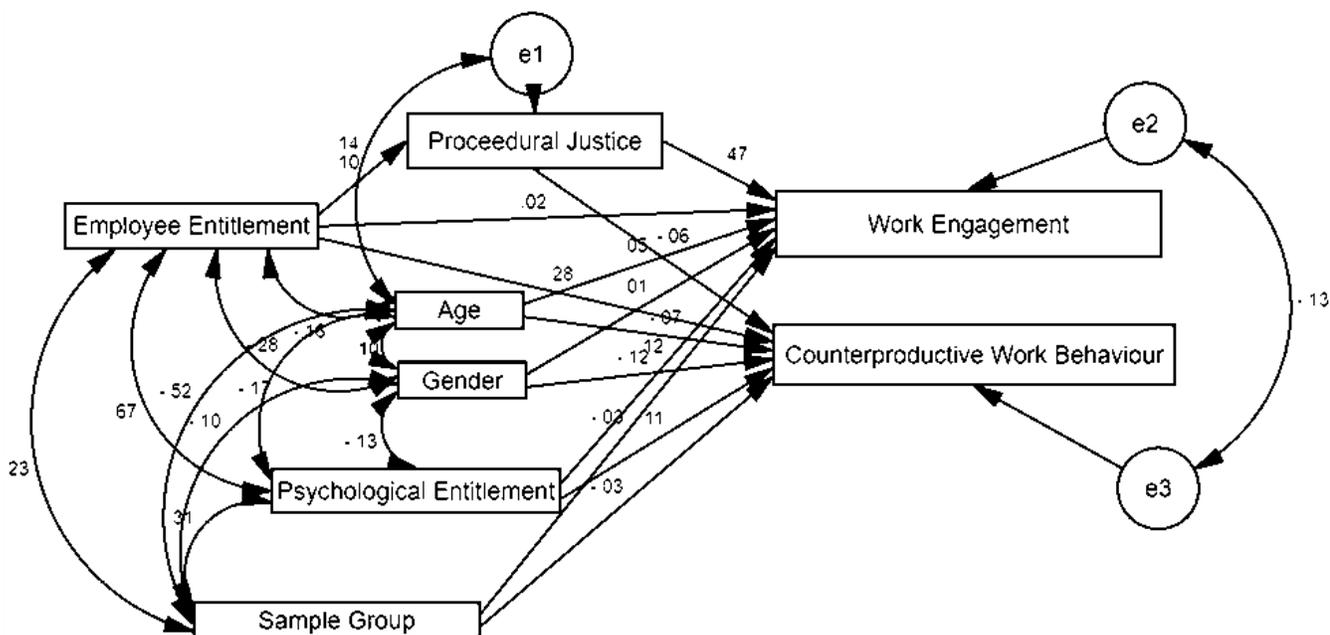
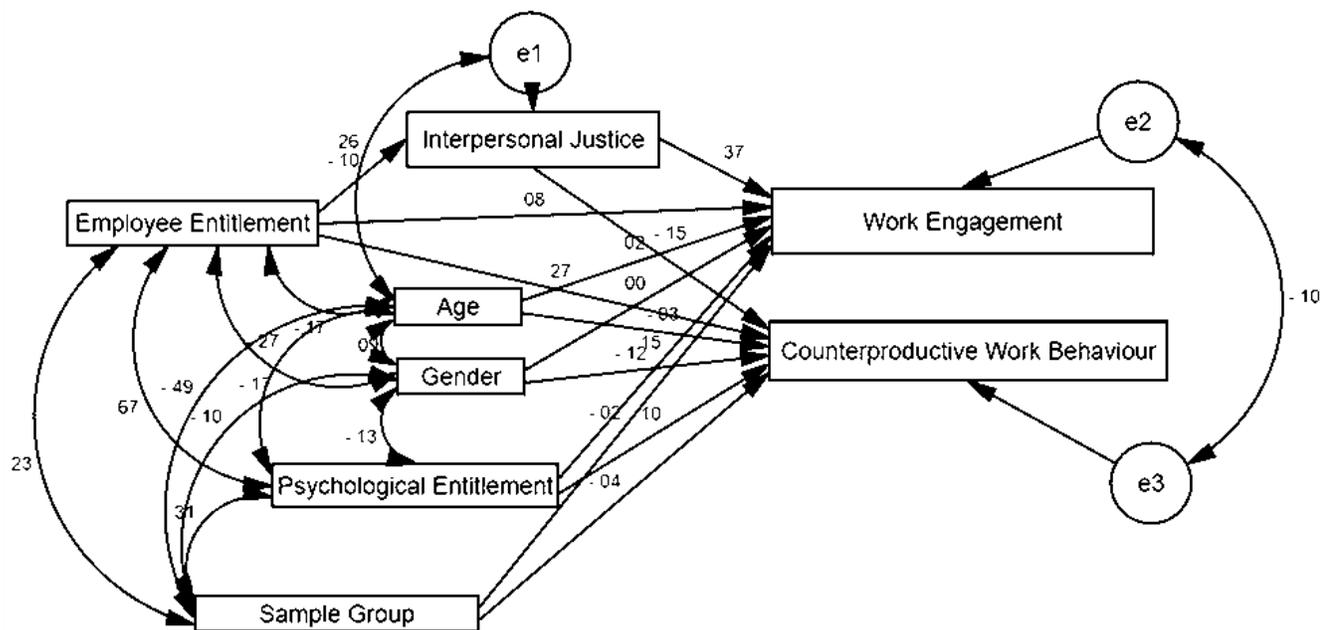


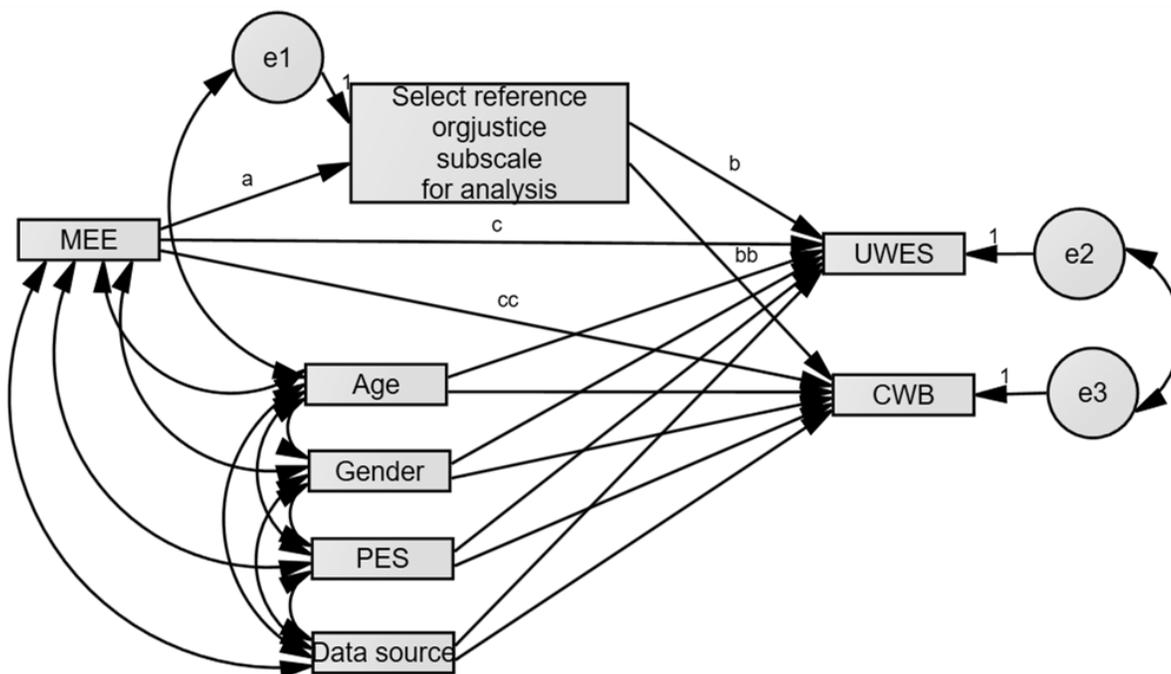
Figure 6: The effect of employee entitlement on WE and CWB through interpersonal justice.



Appendix F

Pairwise analysis of career stage parameters

Figure 8: Pair- wise parameter labels (Exploration)



Note: for Establishment, Maintenance and Disengagement parameters are labeled as above with a corresponding 1, 2, or 3 respectively (e.g., Establishment a1, b1, bb1, c1, and cc1).

Table 18

Test for moderation, critical ratios for differences between parameters (Full Scale Organizational justice as Mediator)

	a	b	c	cc	bb	a1	b1	c1	cc1	bb1	a2	b2	c2	cc2	bb2	a3	b3	c3	cc3
a	0																		
b	3.93	0																	
c	-0.98	-3.89	0																
cc	0.22	-3.8	1.15	0															
bb	-0.64	-5.19	0.63	-0.91	0														
a1	0	-4.57	1.07	-0.27	0.82	0													
b1	3.84	-1.03	3.73	3.7	5.96	4.99	0												
c1	0.55	-3.79	1.43	0.31	1.43	0.68	-3.71	0											
cc1	1.73	-2.56	2.28	1.54	2.85	2.11	-2.15	1.22	0										
bb1	-1.5	-6.06	0.03	-1.82	-1.13	-1.93	-6.45	-2.44	-3.74	0									
a2	-0.84	-5.41	0.49	-1.13	-0.26	-1.07	-6.21	-1.66	-3.07	0.87	0								
b2	4.23	-0.58	4.01	4.11	6.38	5.44	0.61	4.23	2.6	7.53	6.63	0							
c2	0.04	-4.19	1.05	-0.2	0.77	0.05	-4.29	-0.56	-1.86	1.74	0.99	-4.79	0						
cc2	0.71	-3.91	1.57	0.47	1.76	0.92	-4.08	0.15	-1.32	2.89	2.02	-4.55	0.72	0					
bb2	-1.79	-6.58	-0.1	-2.15	-1.52	-2.4	-8.28	-2.87	-4.35	-0.26	-1.23	-8.28	-2.1	-3.53	0				
a3	-1.5	-3.82	-0.66	-1.64	-1.25	-1.57	-3.55	-1.84	-2.49	-0.8	-1.15	-3.77	-1.56	-1.95	-0.72	0			
b3	2.92	-0.53	3.24	2.78	3.82	3.27	0.24	2.69	1.64	4.52	3.97	-0.13	3.06	2.71	4.85	3.29	0		
c3	-1.13	-3.02	-0.48	-1.24	-0.91	-1.16	-2.72	-1.39	-1.91	-0.55	-0.82	-2.9	-1.17	-1.46	-0.48	0.07	-2.79	0	
cc3	1.18	-2.57	1.86	1	1.97	1.37	-2.13	0.78	-0.35	2.77	2.15	-2.52	1.23	0.71	3.09	2.19	-1.77	1.67	0
bb3	-1.27	-6.05	0.24	-1.6	-0.81	-1.69	-7.43	-2.24	-3.73	0.43	-0.53	-7.83	-1.51	-2.74	0.79	0.97	-4.35	0.68	-2.76

Note: Critical ratio values above are Z-test for the difference between coefficients, two-tailed test, $p < .05$, we want this value to be greater than |1.96| (absolute value of 1.96) for the difference between paths to be statistically significant.

Table 19

Test for moderation, critical ratios for differences between parameters (Distributive Justice as Mediator)

	a	b	c	cc	bb	a1	b1	c1	cc1	bb1	a2	b2	c2	cc2	bb2	a3	b3	c3	cc3
a	0																		
b	1.71	0																	
c	-0.41	-2.11	0																
cc	0.21	-2.11	0.68	0															
bb	-0.24	-3.79	0.32	-0.73	0														
a1	1.04	-0.79	1.47	1.1	2.07	0													
b1	1.17	-1.26	1.64	1.44	3.85	-0.05	0												
c1	0.34	-2.06	0.83	0.17	1.04	-0.99	-1.29	0											
cc1	1.36	-0.47	1.79	1.58	2.93	0.36	0.58	1.34	0										
bb1	-0.57	-4.54	0.02	-1.26	-0.9	-2.56	-4.43	-1.63	-3.39	0									
a2	-0.28	-2.79	0.22	-0.65	-0.12	-1.71	-2.24	-0.86	-2.24	0.38	0								
b2	1.8	-0.06	2.23	2.4	5.42	0.86	1.75	2.39	0.51	6.52	3.17	0							
c2	0.16	-2.33	0.66	-0.07	0.71	-1.22	-1.67	-0.26	-1.75	1.28	0.61	-2.73	0						
cc2	0.57	-1.98	1.06	0.5	1.71	-0.79	-1.18	0.33	-1.34	2.43	1.24	-2.45	0.58	0					
bb2	-0.54	-4.63	0.06	-1.23	-0.86	-2.56	-5.26	-1.59	-3.56	0.13	-0.33	-6.48	-1.24	-2.46	0				
a3	-0.89	-1.83	-0.63	-1.06	-0.86	-1.5	-1.54	-1.13	-1.66	-0.71	-0.8	-1.84	-1.04	-1.25	-0.73	0			
b3	1.38	-0.39	1.81	1.59	2.86	0.4	0.62	1.51	0.06	3.43	2.24	-0.41	1.75	1.35	3.45	1.67	0		
c3	-1.4	-2.51	-1.1	-1.63	-1.44	-2.12	-2.2	-1.72	-2.31	-1.26	-1.34	-2.55	-1.62	-1.87	-1.29	-0.3	-2.39	0	
cc3	1.1	-0.62	1.52	1.17	2.08	0.12	0.2	1.07	-0.21	2.54	1.76	-0.65	1.29	0.88	2.54	1.54	-0.25	2.09	0
bb3	-0.54	-4.6	0.05	-1.23	-0.86	-2.55	-5.16	-1.59	-3.55	0.1	-0.33	-6.83	-1.25	-2.44	-0.02	0.73	-3.35	1.28	-2.6

Note: Critical ratio values above are Z-test for the difference between coefficients, two-tailed test, $p < .05$, we want this value to be greater than |1.96| (absolute value of 1.96) for the difference between paths to be statistically significant.

Table 20

Test for moderation, critical ratios for differences between parameters (Procedural Justice as Mediator)

	a	b	c	cc	bb	a1	b1	c1	cc1	bb1	a2	b2	c2	cc2	bb2	a3	b3	c3	cc3	
a	0																			
b	2.41	0																		
c	-0.66	-2.68	0																	
cc	0.11	-2.73	0.79	0																
bb	-0.22	-3.87	0.62	-0.43	0															
a1	0.84	-1.99	1.43	0.86	1.6	0														
b1	2.12	-0.84	2.47	2.53	4.57	1.64	0													
c1	0.2	-2.83	0.91	0.1	0.62	-0.83	-2.58	0												
cc1	1.51	-1.15	1.98	1.67	2.64	0.86	-0.58	1.53	0											
bb1	-1.09	-5.16	-0.06	-1.54	-1.67	-2.81	-5.75	-1.87	-3.68	0										
a2	0.02	-3.02	0.76	-0.11	0.34	-1.04	-2.92	-0.23	-1.9	1.54	0									
b2	2.72	-0.03	2.94	3.3	5.75	2.47	1.21	3.56	1.4	7.58	3.76	0								
c2	-0.23	-3.36	0.56	-0.41	-0.05	-1.37	-3.37	-0.55	-2.23	1.17	-0.32	-4.15	0							
cc2	0.6	-2.59	1.26	0.59	1.39	-0.39	-2.47	0.53	-1.35	2.83	0.77	-3.48	1.06	0						
bb2	-0.93	-5.17	0.09	-1.37	-1.47	-2.7	-6.77	-1.69	-3.8	0.4	-1.36	-7.63	-0.97	-2.7	0					
a3	-0.74	-1.96	-0.3	-0.82	-0.69	-1.18	-1.74	-0.87	-1.52	-0.3	-0.78	-2.01	-0.66	-1.06	-0.38	0				
b3	1.44	-1	1.91	1.55	2.31	0.81	-0.45	1.55	0.03	3.34	1.74	-1.16	2.04	1.22	3.25	1.5	0			
c3	-1.39	-2.65	-0.92	-1.5	-1.39	-1.87	-2.45	-1.55	-2.2	-1	-1.46	-2.72	-1.34	-1.76	-1.09	-0.5	-2.22	0		
cc3	1.22	-1.15	1.72	1.28	1.92	0.56	-0.66	1.26	-0.17	2.88	1.44	-1.32	1.72	0.92	2.77	1.4	-0.19	1.98	0	
bb3	-0.47	-4.51	0.44	-0.77	-0.5	-2.03	-5.67	-1.01	-3.13	1.36	-0.7	-7.01	-0.3	-1.92	1.12	0.59	-2.57	1.29	-2.29	

Note: Critical ratio values above are Z-test for the difference between coefficients, two-tailed test, $p < .05$, we want this value to be greater than |1.96| (absolute value of 1.96) for the difference between paths to be statistically significant.

Table 21

Test for moderation, critical ratios for differences between parameters (Interpersonal Justice as Mediator)

	a	b	c	cc	bb	a1	b1	c1	cc1	bb1	a2	b2	c2	cc2	bb2	a3	b3	c3	cc3	
a	0																			
b	3.25	0																		
c	0.4	-2.19	0																	
cc	1.45	-2.06	0.71	0																
bb	0.79	-3.66	0.11	-1.13	0															
a1	-0.39	-4.42	-0.74	-2.21	-1.64	0														
b1	3.24	-0.64	1.93	1.89	4.35	4.91	0													
c1	2.25	-1.28	1.31	0.87	2.28	3.26	-0.99	0												
cc1	2.66	-0.83	1.62	1.34	2.91	3.79	-0.36	0.44	0											
bb1	0.13	-4.48	-0.38	-1.9	-1.18	0.75	-5	-3.12	-4	0										
a2	-0.19	-4.24	-0.59	-2.01	-1.37	0.25	-4.71	-3.06	-3.59	-0.46	0									
b2	2.62	-1.28	1.5	1.17	3.14	4	-0.92	0.2	-0.36	4.24	3.79	0								
c2	1.36	-2.18	0.64	-0.11	0.97	2.11	-2.04	-0.98	-1.46	1.78	1.9	-1.38	0							
cc2	1.96	-2	1.02	0.4	1.99	3.09	-1.9	-0.6	-1.16	3.04	2.87	-0.96	0.5	0						
bb2	-0.2	-5.1	-0.62	-2.39	-1.94	0.34	-6.72	-3.76	-4.44	-0.63	0.02	-4.93	-2.26	-4.04	0					
a3	-1.23	-2.83	-1.4	-1.97	-1.65	-1.1	-2.7	-2.33	-2.52	-1.36	-1.2	-2.45	-1.92	-2.16	-1.23	0				
b3	2.49	-0.75	1.56	1.23	2.53	3.43	-0.31	0.44	0.01	3.3	3.24	0.33	1.34	1.03	3.82	2.49	0			
c3	-0.61	-2.19	-0.81	-1.33	-0.98	-0.45	-2.04	-1.69	-1.88	-0.7	-0.54	-1.79	-1.28	-1.51	-0.57	0.48	-1.97	0		
cc3	2.19	-0.94	1.36	0.94	2.08	2.99	-0.55	0.18	-0.23	2.79	2.81	0.04	1.04	0.7	3.24	2.36	-0.22	1.7	0	
bb3	0.49	-4.32	-0.13	-1.58	-0.66	1.3	-5.64	-2.9	-3.58	0.7	1	-4.13	-1.45	-2.77	1.56	1.52	-3	0.85	-2.69	

Note: Critical ratio values above are Z-test for the difference between coefficients, two-tailed test, $p < .05$, we want this value to be greater than |1.96| (absolute value of 1.96) for the difference between paths to be statistically significant.

Table 22

Test for moderation, critical ratios for differences between parameters (Informational Justice as Mediator)

	a	b	c	cc	bb	a1	b1	c1	cc1	bb1	a2	b2	c2	cc2	bb2	a3	b3	c3	cc3
a	0																		
b	1.2	0																	
c	-1.57	-2.77	0																
cc	-0.45	-2.13	1.39	0															
bb	-1.63	-4.65	0.59	-1.48	0														
a1	-0.95	-2.94	0.98	-0.63	0.84	0													
b1	1.09	-0.34	2.87	2.19	5.91	3.19	0												
c1	-0.37	-2.17	1.51	0.12	1.88	0.81	-2.27	0											
cc1	0.63	-0.76	2.36	1.39	3.52	2.14	-0.59	1.23	0										
bb1	-1.7	-4.64	0.52	-1.62	-0.18	-0.94	-5.25	-1.97	-3.54	0									
a2	-1.4	-3.54	0.59	-1.19	0.08	-0.6	-3.9	-1.41	-2.73	0.2	0								
b2	0.87	-0.66	2.69	1.88	5.32	2.84	-0.45	1.94	0.26	5.29	3.55	0							
c2	-0.91	-2.83	1.01	-0.57	0.87	0.05	-3.03	-0.74	-2.04	0.97	0.64	-2.73	0						
cc2	-0.19	-2.12	1.74	0.4	2.6	1.17	-2.32	0.29	-1.23	2.67	1.84	-1.9	1.03	0					
bb2	-2.02	-5.4	0.3	-2.09	-0.88	-1.42	-7.32	-2.54	-4.23	-0.64	-0.63	-6.3	-1.44	-3.5	0				
a3	-1.36	-2.09	-0.29	-1.19	-0.68	-0.93	-2.03	-1.25	-1.78	-0.64	-0.69	-1.92	-0.95	-1.37	-0.51	0			
b3	0.84	-0.35	2.46	1.55	3.33	2.21	-0.13	1.53	0.32	3.39	2.74	0.14	2.13	1.41	3.9	1.89	0		
c3	-1.64	-2.38	-0.58	-1.49	-1	-1.24	-2.33	-1.56	-2.08	-0.96	-1	-2.22	-1.25	-1.68	-0.83	-0.24	-2.24	0	
cc3	0.32	-0.98	1.98	0.9	2.45	1.51	-0.85	0.84	-0.33	2.52	2.03	-0.59	1.45	0.67	2.96	1.59	-0.58	1.84	0
bb3	-1.77	-4.95	0.5	-1.73	-0.27	-1.04	-6.59	-2.12	-3.81	-0.07	-0.26	-5.93	-1.07	-2.94	0.65	0.63	-3.48	0.95	-2.72

Note: Critical ratio values above are Z-test for the difference between coefficients, two-tailed test, $p < .05$, we want this value to be greater than $|1.96|$ (absolute value of 1.96) for the difference between paths to be statistically significant.