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Competence Development and Affective Commitment as Mechanisms That Explain the Relationship between Organizational Culture and Turnover Intentions

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Abstract: This study investigated the effect of organizational culture (supportive culture, innovation culture, goal culture and rule culture) on turnover intentions and whether this relationship was mediated by organizational practices of competencies development (training, functional rotation and individualized support) and affective commitment. The study sample consisted of 369 participants working in organizations based in Portugal. The results show that only goal culture positively and significantly affects the three dimensions of organizational practices of development competencies and affective commitment. The culture of support has a positive and significant effect on functional rotation, individualized support and affective commitment. The culture of innovation has a positive and significant effect on training. Supportive culture, goal culture and the dimensions of organizational practices of development competencies negatively and significantly affect exit intentions. The serial mediating effect of organizational practices of development competencies and affective commitment on the relationship between organizational culture (supportive culture and goal culture) and turnover intentions was proven. Organizational culture, especially supportive culture and goal culture, proved to be relevant in boosting the implementation of organizational practices of development competencies, boosting affective commitment and reducing turnover intentions.

Keywords: organizational culture; turnover intentions; organizational practices of development competencies; affective commitment; quantitative study



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1. Introduction

Effective human resources management is fundamental to the success and sustainability of any organization, as it includes all decisions that directly affect employees (Kurniadi et al. 2018). Human resource management needs to optimize using all available resources, developing quality human resources that possess skills and are highly competitive in global competition (Edison et al. 2016). Within this context, retaining talent becomes a crucial strategic challenge, especially in a dynamic scenario where employee turnover is a phenomenon with a multifaceted impact. Organizations are less and less able to guarantee the security of their employees, which often culminates in their voluntary departure in search of stability and security (Benson 2006). Employee turnover, as well as being an inherent reality of the contemporary corporate environment, triggers a series of profound implications beyond simply replacing human resources. Therefore, organizations must

adapt their strategies to retain their best employees and, as a result, maintain the skills essential to their strategic plans (Afiouni 2007).

Organizational culture should be considered one of the essential aspects of an organization's sustainability, as it can optimize its functioning and ensure that the proposed objectives are achieved (Indiyati et al. 2021). When an organization has a positive organizational culture that leads it to invest in its employees (Indiyati et al. 2021), they reciprocate with positive attitudes and behaviors, such as affective commitment (Pathan 2022), and their turnover intentions decrease, i.e., they stay with the organization (Saripudin et al. 2023). This relationship can be interpreted based on the premise of social exchange, a theory developed by Blau (1964). According to this theory, through mutual and contingent exchanges, the interactions between employees and organizations allow us to understand the patterns formed to initiate, maintain or terminate a relationship.

This leads us to pose the following research question:

Are competence development and affective commitment the mechanisms that explain the relationship between organizational culture and exit intentions?

This study has two objectives: the first is to test the effect of organizational culture on turnover intentions, and the second is to test whether organizational competence development practices and affective commitment are the mechanisms explaining the relationship between organizational culture and turnover intentions.

The objectives were established to answer this research question, and seven hypotheses were formulated and tested using a quantitative methodology. The first six hypotheses were tested using multiple linear regressions in the SPSS Statistics 29 program. Hypothesis seven, which assumed a serial mediating effect, was tested using the Macro Process developed by Hayes (2013). The results showed that among the four dimensions of organizational culture, only support culture and goal culture significantly affect turnover intentions, and that organizational practices of competency development and affective commitment have a serial mediating effect on these relationships. These results indicate that organizations should be concerned with implementing a type of organizational culture that fosters the development of competencies and the affective commitment of employees to reduce their turnover intentions.

2. Literature Review

2.1. Organizational Culture

Schein was one of the first researchers to study organizational culture. To this author, organizational culture is a set of norms, values, beliefs and attitudes that guide the actions of all organization members and significantly impact employee behavior (Schein 1992). According to Hofstede (1991), organizational culture differs in many ways from national culture. For this author, the difference is that national cultures have values as their central element, which are acquired in the family, community and school. In contrast, organizational cultures are differentiated by practices learned through socialization in the workplace. Organizational culture is a set of attitudes, values, norms, intentions and beliefs employees share (Pathan 2022; Stone et al. 2007). Colquitt et al. (2024) consider that the perception of organizational culture is social knowledge in organizations, as a basis for the development of shared norms. Culture guides individuals' decisions in the professional environment, functioning as a system of self-control and mutual recognition (Einhorn et al. 2024). Culture is observed within the setting of professional activity, and it is in this environment that adaptive skills are developed that will impact compliance with collective norms (Ventura et al. 2020).

Quinn and Cameron's (1983) contrasting values model was used in this study. There are four types of culture: supportive or clan culture, innovative or adhocracy culture, bureaucratic or rules culture and goal or market culture. A supportive culture values the well-being of employees, promotes a healthy working environment, fosters mutual support and personal development, collaboration, empathy and solidarity between colleagues, and thus reduces intentions to leave (Mashile et al. 2019). The culture of innovation is a tempo-

rary and dynamic culture where a high level of specialization is required of employees, and they are willing to face changes and new challenges, supporting adaptability and innovation within the organization. The culture of objectives is characterized as a focus on goals. It directs the organization's objectives, directly influencing its performance by defining the direction and focus of the organization, as the communication of objectives is essential to align and motivate employees (Pinho et al. 2013). The culture of rules encompasses norms and procedures that guide the behavior of an organization's employees, maintaining order and operational consistency and ensuring compliance with ethical and legal standards (Pinho et al. 2013).

2.2. Turnover Intentions

Turnover intentions are the tendency or intention of an employee to leave an organization shortly (Saripudin et al. 2023). It can be influenced by several factors, including job satisfaction, organizational commitment, quality of life at work, organizational culture, leadership and remuneration (Saripudin et al. 2023). However, Zaheer et al. (2019) consider turnover intention as an employee's desire to leave their current position, either by transferring to a different department within the same organization or by remaining in their current job while seeking employment with another organization. According to Saeed et al. (2014), turnover brings with it several problems, including the costs involved in hiring, recruiting and selecting new employees, as well as the loss of important competences for the organization's strategic plan, thus presenting a significant challenge for organizations (Lai and Kapstad 2009). Turnover intention can also affect employee work development and quality (Said et al. 2020).

Organizational Culture and Turnover Intentions

Organizational culture refers to the values, beliefs and attitudes characterizing an organization (Said et al. 2020). There is a positive relationship between organizational culture and intentions to leave (Said et al. 2020). Culture can significantly impact employees' perceptions of the organization and their intentions to stay or leave (Said et al. 2020).

When the organization's values and practices are aligned with employee expectations, cohesion, collaboration and well-being are promoted (Kumar et al. 2012). A positive organizational culture promotes job satisfaction, commitment and a healthy relationship with leaders (Saeed et al. 2014). Organizational culture impacts employees' attitudes and behaviors, including their turnover intentions and decision to leave the organization (Mashile et al. 2019).

Employees who identify with the organization and are willing to actively contribute to its success are less likely to consider leaving (Saripudin et al. 2023). When employees join a new organization, they may feel disoriented and disconnected if they do not receive adequate guidance on the organizational culture (Kumar et al. 2012). A study carried out by Pathan (2022) also indicated the existence of a significant and negative relationship between organizational culture and turnover intentions, suggesting that a strong and positive organizational culture can reduce employee turnover intentions.

The hypothesis is thus formulated:

Hypothesis 1 (H1). *Organizational culture (support culture, innovation culture, goal culture and rule culture) has a negative and significant effect on turnover intentions.*

2.3. Organizational Practices of Development Competencies

In today's challenging working environment, employee competences are essential as they can be seen as the step between theory and practice, and successful competence development programs should help people put the transfer of acquired knowledge into practice (Bach and Suliková 2019).

According to [Brandão and Guimarães \(2001\)](#), the main aim of competency-based management is to plan, develop and assess the competencies needed to achieve the proposed objectives, whether individual, group or organizational.

Over the last few years, skills management practices have been gaining ground. According to [Ceitil \(2016\)](#), this is essentially due to the recognition of the importance of this area, which contributes to organizations' good performance.

In this sense, according to [De Vos et al. \(2011\)](#), human resource management systems aimed at developing competencies help us find the essential competencies for carrying out a specific task and thus assign the work to those who have those same competencies. In other words, these systems help organizations not assign tasks based on the positions held but on the competencies displayed to achieve better performance ([De Vos et al. 2011](#)).

[Knapik et al. \(2020\)](#) also argue that in these systems, the term competence emphasizes the results of human work and institutes changes in the structure, systems, policies and practices of organizations.

[De Vos et al. \(2011\)](#) state that competency development practices include training, functional rotation and individualized support. Training is one of the most widely used skills development practices in organizations, and according to [Ludwikowski et al. \(2018\)](#), it aims to meet the needs of the employees for them to respond to the needs and objectives defined by the organization. According to [Ravikumar et al. \(2020\)](#), functional rotation allows employees to experience and occupy different positions and tasks within the organization. Finally, individualized support covers career development, mentoring and coaching.

Organizational Culture and Organizational Practices of Development Competencies

An organization with a good organizational culture is concerned with developing its employees' competencies. However, according to [Fleury \(2009\)](#), organizational culture and competencies development are complementary or even contradictory phenomena. Because of the effect that organizational culture has on competencies development, [Kim and Jung \(2022\)](#) recommend that organizations create a style of organizational culture that suits the type of competencies they want their employees to acquire. For example, these authors suggest that organizations that want their employees to acquire adaptability competencies (professional competence) should create a clan organizational culture.

A study by [Lam et al. \(2021\)](#) concluded that there is a significantly positive correlation between organizational culture and knowledge management. In [James and Kimwolo's \(2022\)](#) view, organizations should increase the influence of strategic leadership on organizational learning by promoting cultures that highlight employees' desire to improve and learn, openness, creativity, teamwork, interaction with others, open dialogue, long-term orientation and mutual trust, as well as ensuring that capabilities are developed within their organizations.

This reasoning leads us to formulate the following hypothesis:

Hypothesis 2 (H2). *Organizational culture (culture of support, culture of innovation, culture of goals and culture of rules) has a positive and significant effect on organizational practices of competencies development (training, functional rotation and individualized support).*

2.4. Affective Commitment

Affective commitment refers to employees' emotional attachment and positive identification with the organization where they work. This type of commitment is related to a genuine desire to stay with the organization due to feelings of affection, loyalty and satisfaction ([Meyer et al. 2002](#)). Affective commitment has a positive association in the workplace ([Meyer and Smith 2000](#)). It is associated with employees' emotional attachment and positive bond with the organization ([Meyer et al. 2002](#)). When employees feel that they are treated well by the organization, they develop affective feelings towards it, manifesting a high level of affective commitment ([Colquitt et al. 2014](#)), becoming a psychological connection, which, in turn, is a stabilizing force that binds employees to organizations (T.

Ng 2015). For [Stinglhamber et al. \(2015\)](#), as employees cognitively associate themselves with the organization where they work, developing an emotional attachment to it, affective commitment can be considered a function of their identification with the organization. [Mercurio \(2015\)](#) argues that affective commitment is an important strategic component for organizations insofar as it portrays and represents the influence that the relationship between the individual and the organization, as well as their identification with the organization's values, has on the individual's attitudes, actions, performance and, consequently, their turnover intentions.

2.4.1. Organizational Culture and Affective Commitment

There is a strong relationship between organizational culture and employees' affective commitment ([Haffar et al. 2023](#)). Organizational culture has been recognized as a crucial element in driving employee commitment ([Dunger 2023](#)). A culture that promotes values of trust, transparency, collaboration and mutual support creates a working environment where employees feel valued, have a sense of belonging and are motivated to contribute to change initiatives for the success of the organization, and stands out as a significant factor that can influence employees' readiness for change and their affective commitment to organizational change ([Haffar et al. 2023](#)), in particular, is a significant indicator of improved loyalty and retention ([Dunger 2023](#)).

Organizations, especially those with a strong supportive culture, value collaboration, mutual support and a sense of community among employees who identify strongly with the organization and care about collective well-being and success. This fosters a welcoming working environment where interpersonal relationships are valued, and mutual trust is paramount ([K. Ng 2023](#)). According to [Pathan \(2022\)](#), an appropriate organizational culture boosts affective commitment. Also, [Giao et al. \(2020\)](#), in a study carried out in Jordan, concluded that organizational culture is important for increasing employee commitment.

The hypothesis is thus formulated as follows:

Hypothesis 3 (H3). *Organizational culture (supportive culture, innovation culture, goal culture and rule culture) has a positive and significant effect on affective commitment.*

2.4.2. Organizational Practices of Competencies Development and Turnover Intentions

Over the last few decades, the development of competencies has been a much-studied topic since, according to [Mulder et al. \(2007\)](#), it is a fundamental tool for the strategic management of organizations, which face various challenges, one of which is the intention to leave, which brings with it various problems for the organization. It is becoming increasingly essential for organizations to include strategies based on skills development in their strategic plans in order to stand out in the labor market, since the more the organization is concerned with the development of its employees and invests in practices such as training, mentoring and a performance assessment system based on merit and development, the lower the exit intentions will be ([Benson 2006](#); [Chambel 2012](#)). In a study on the effect of competencies development and career development on turnover intentions, [Hira and Rusilowati \(2020\)](#) concluded that both competencies development and career development reduce turnover intentions. [Martini et al. \(2023\)](#) also found that when an organization takes care to develop the competencies of its employees, its turnover intentions decrease.

This reasoning leads us to formulate the following hypothesis:

Hypothesis 4 (H4). *Organizational practices of competencies development (training, functional rotation and individualized support) negatively and significantly affect turnover intentions.*

2.4.3. Organizational Practices of Competencies Development and Affective Commitment

[Benson \(2006\)](#) argues that, especially since the 1990s, due to various changes, organizations are no longer able to provide secure jobs, as in the past, where an individual

remained in the same organization from the start of their career until the end of it. This has led to the phenomenon of individuals exchanging commitment for long-term job security, making it crucial for organizations to devise new strategies for fostering commitment among employees related to employee development. The more the organization invests in the development of skills and the well-being of its employees in order, as already mentioned, to meet the needs of its employees, the greater the employee's commitment to the organization; in other words, the stronger the emotional relationship and thus the lower the intentions to leave (Benson 2006). Chambel (2012) also adds that there is reciprocity on the part of employees, through increased emotional commitment, when they perceive the implementation of valuable competencies development practices, namely training, which is a practice that allows them to develop and acquire new skills and knowledge.

Thus, Benson (2006) tells us that the norm of reciprocity, developed by Gouldner (1960), justifies that individuals respond according to the organization's perception of what is given to them, and affective commitment depends on this perception. According to Davis et al. (2024), in the context of uncertainty, organizational leaders must support the development of employees' competencies so that their affective commitment to the organization increases. The following hypothesis is thus formulated.

Hypothesis 5 (H5). *Organizational practices of competencies development (training, functional rotation and individualized support) negatively and significantly affect affective commitment.*

2.4.4. Affective Commitment and Turnover Intentions

Affective commitment significantly influences employees' turnover intentions (Zhu et al. 2022). When employees have a low level of affective commitment, they tend to have a higher intention to leave the organization (Saripudin et al. 2023). On the other hand, when employees feel emotionally attached to the organization where they work, they tend to be loyal and stay with it; that is, when they feel a strong emotional commitment to the organization, their turnover intentions decrease (Guzeller and Celiker 2019; Trana et al. 2020). According to Freire and Azevedo (2024), less affective commitment increases turnover intentions.

Employees with a high affective commitment to the organization are less likely to have turnover intentions (Zhu et al. 2022). Employees with low affective commitment tend to be less loyal to the organization and work less hard to achieve the organization's goals (Saripudin et al. 2023). The hypothesis is thus formulated as follows:

Hypothesis 6 (H6). *Affective commitment negatively and significantly affects turnover intentions.*

2.4.5. Serial Mediator Effect

According to James and Kimwolo (2022), organizations must promote a culture that guarantees the development of their employees' competences. In turn, the development of competencies will boost their emotional commitment, thus reducing their intention to leave (Moreira et al. 2022). The more the organization is concerned with employee development, the more the employees reciprocate by increasing their emotional commitment and consequently reducing their intention to leave the organization (Reiche et al. 2023; Moreira et al. 2024).

This reasoning leads us to formulate the following hypothesis.

Hypothesis 7 (H7). *Organizational practices of competencies development (training, functional rotation and individualized support) and affective commitment have a serial mediating effect on the relationship between organizational culture (support culture, innovation culture, goal culture and rule culture) and turnover intentions.*

To synthesize the hypotheses formulated in this study, the following research model was developed (Figure 1):

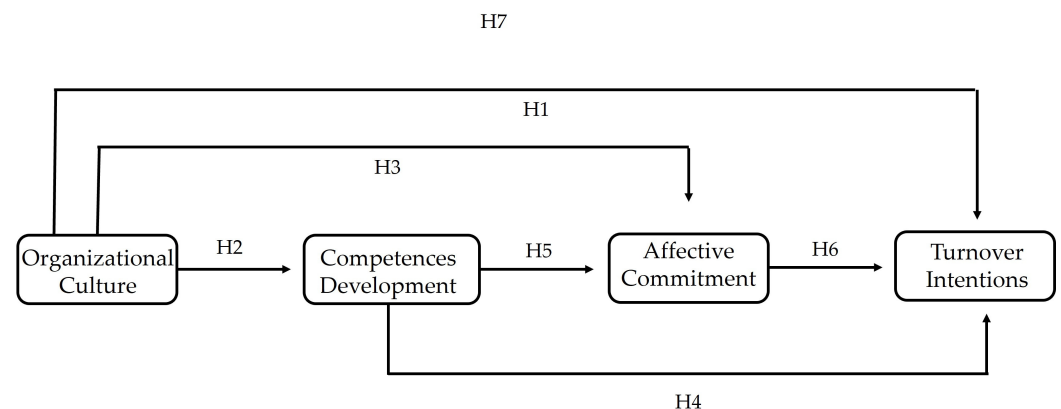


Figure 1. Research model.

3. Method

3.1. Data Collection Procedure

This study involved 369 individuals, all of whom worked in organizations based in Portugal, belonging to diversified sectors. The sampling process was non-probabilistic, convenience and intentional snowball sampling (Trochim 2000). This is a cross-sectional study, as the data were collected at a single point in time.

The questionnaire was created online on the Google Forms platform, and its link was sent via email and LinkedIn. As soon as they accessed the questionnaire link, participants were given access to the informed consent form, which guaranteed the confidentiality of their answers. After reading the informed consent, the participants had to answer a question about whether they agreed to take part in the study. If they answered no, they were taken to the end of the questionnaire; if they answered yes, they were taken to the next section. Of the 374 participants, 369 said yes and participated in the study.

To characterize the sample, the questionnaire included the following socio-demographic questions: age, gender, length of service in the organization, educational qualifications, marital status, sector of activity and type of contract. In addition to these questions, the participants answered three scales: organizational culture, organizational skills development practices, affective commitment and turnover intentions.

3.2. Participants

The study sample consisted of 369 participants aged between 19 and 70 ($M = 38.39$; $SD = 11.80$), 202 (54.7%) female and 167 (54.3%) males. In terms of educational qualifications, 82 (22.2%) had a 12th-grade degree or less, 174 (47.2%) had a bachelor's degree and 113 (30.6%) had a master's degree or higher. As for marital status, 152 (42%) are single, 183 (49.6%) are married or in a civil partnership and 31 (8.4%) are divorced. Regarding the length of service in the organization, 65 (17.6%) had been there for less than a year, 61 (16.5%) for between one and two years, 89 (24.1%) for between two and five years, 57 (15.4%) for between five and ten years, 45 (12.2%) for between ten and 20 years and 52 (14.1%) for more than 20 years. About the type of contract, 49 (13.3%) have an uncertain term contract, 45 (12.2%) have a fixed-term contract, 247 (66.9%) have an open-ended contract and 28 (7.6%) have another type of contract.

3.3. Data Analysis Procedure

Once data collection was complete, it was imported into SPSS Statistics software 29 (IBM Corp., Armonk, NY, USA). The first step was to test the metric qualities of the instruments used in this study. AMOS Graphics software for Windows 29 (IBM Corp., Armonk, NY, USA) was used to test the validity of the instruments. The procedure followed a 'model generation' logic (Jöreskog and Sörbom 1993). Six fit indices were combined, as recommended by Hu and Bentler (1999). The fit indices calculated were as follows: chi-squared ratio/degrees of freedom (χ^2/gf); Tucker–Lewis Index (TLI); Goodness-of-fit Index

(GFI); Comparative Fit Index (CFI); Root Mean Square Error of Approximation (RMSEA); Root Mean Square Residual (RMSR). The chi-square/degrees-of-freedom ratio (χ^2/gl) must be less than 5. The CFI, GFI and TLI values must equal or exceed 0.90. As for the RMSEA, for it to be considered a good fit, its value must be less than 0.08 (McCallum et al. 1996). The lower the RMSR, the better the fit (Hu and Bentler 1999). With the data obtained from the confirmatory factor analysis, the construct reliability was calculated for each of the dimensions of the scales and the respective convergent validity (by calculating the AVE value). The construct reliability values should be greater than 0.70, and the AVE value should be equal to or greater than 0.50 (Fornell and Larcker 1981). However, according to Hair et al. (2011), if the reliability is higher than 0.70, AVE values equal to or higher than 0.40 are acceptable. The internal consistency of each of the dimensions of the scales was also tested by calculating Cronbach's alpha, whose value should be equal to or greater than 0.70 in organizational studies (Bryman and Cramer 2003).

The items' sensitivity was also tested by calculating the measures of central tendency and shape. The items should have responses at all points, not have asymmetry at one of the extremes and their absolute values of asymmetry and kurtosis should be below 2 and 7, respectively (Finney and DiStefano 2013).

Descriptive statistics were then carried out on the variables under study, using Student's *t*-tests for independent samples. The association between the variables under study was tested using Pearson's correlations. Hypotheses 1, 2, 3, 4, 5 and 6 were tested using simple and multiple linear regressions. Hypothesis 7, which assumes a serial mediating effect, was tested using Macro Process 4.2, developed by Hayes (2013).

3.4. Instruments

To measure organizational culture, we used the FOCUS instrument (first organizational culture unified search), validated and adapted for the Portuguese population (Neves 2000), consisting of 35 items with a 6-point Likert-type response, with a variable score (Table A1). Items 1 and 2 are categorized from 1 'None' to 6 'All'. Items 3 to 15 are categorized from 1 'Never' to 6 'Always'. Items 16 to 35 are categorized from 1 'Not at all' to 6 'Very much'. This scale is made up of four dimensions that correspond to the four types of culture in the contrasting values model: innovation culture (items 2, 5, 6, 7, 9, 13, 14, 15, 16 and 33); support culture (items 1, 17, 20, 24, 25, 27, 28, 29, 31, 32 and 34); goals culture (items 3, 4, 8, 10, 11 and 12); rules culture (items 18, 19, 21, 22, 23, 26, 30 and 35). The confirmatory factor analysis showed that the fit indices were adequate or very close to adequate ($\chi^2/\text{df} = 2.01$; GFI = 0.87; CFI = 0.94; TLI = 0.93; RMSEA = 0.052; SRMR = 0.088). It should be noted that item 30 had to be removed as it had a low factor weight. The composite reliability values vary between 0.87 (goal culture) and 0.94 (support culture). Convergent validity ranged from 0.48 (culture of innovation) to 0.58 (culture of support). Although the innovation culture has an AVE value of less than 0.50, as its Cronbach's alpha value is higher than 0.70, it can be considered acceptable convergent validity. The internal consistency shows Cronbach's alpha values between 0.87 (culture of goals and culture of rules) and 0.94 (culture of support).

The instrument developed by De Vos et al. (2011) and adapted for the Portuguese population by Moreira and Cesário (2022) was used to measure organizational skills development practices. It consists of 12 items spread across three dimensions: training (items 1, 2, 3, 4, 5, 6 and 8), individualized support (items 7, 11 and 12) and functional rotation (items 9 and 10) (Table A2). These items are classified on a 5-point Likert rating scale (from 1 'Never' to 5 'Always'). When the CFA was carried out, all the adjustment indices were found to be adequate ($\chi^2/\text{df} = 2.58$; GFI = 0.96; CFI = 0.95; TLI = 0.92; RMSEA = 0.066; SRMR = 0.077). Composite reliability ranges from 0.73 (individualized support) to 0.80 (training). Convergent validity varies between 0.40 (training) and 0.58 (functional rotation). The training and individualized support dimensions have AVE values below 0.50, but as their Cronbach's alpha value is above 0.70, they can be considered

acceptable convergent validity. As for internal consistency, Cronbach's alpha values vary between 0.71 (individualized support) and 0.79 (training).

Turnover intentions were measured using the instrument developed by [Bozeman and Perrewé \(2001\)](#), translated and adapted for the Portuguese population by [Bártolo-Ribeiro \(2018\)](#). The instrument consists of 6 items classified on a 5-point rating scale (from 1 'Strongly Disagree' to 5 'Strongly Agree') (Table A3). The confirmatory factor analysis showed that the fit indices were adequate ($\chi^2/df = 3.03$; GFI = 0.99; CFI = 0.99; TLI = 0.98; RMSEA = 0.077; SRMR = 0.037). This instrument has a composite reliability of 0.92 and a convergent validity of 0.66. In terms of internal consistency, the Cronbach's alpha value is 0.93.

To measure affective commitment, we used the affective commitment dimension of the instrument developed by [Meyer and Allen \(1997\)](#). This instrument consists of 6 items classified on a 7-point Likert rating scale (from 1 'Strongly Disagree' to 5 'Strongly Agree') (Table A4). The confirmatory factor analysis showed that the fit indices were adequate ($\chi^2/df = 2.65$; GFI = 0.99; CFI = 0.99; TLI = 0.98; RMSEA = 0.069; SRMR = 0.027). It has a composite reliability of 0.91 and a convergent validity of 0.63. As for internal consistency, the Cronbach's alpha value is 0.92.

As for the sensitivity of the items, only item 5 of the exit intentions scale has a median close to the lower extremum. All the items have responses at all points, and their absolute asymmetry and kurtosis values are below 2 and 7, respectively.

4. Results

4.1. Descriptive Statistics of the Variables under Study

To understand the position of the answers given by the participants in this study, various one-sample Student *t*-tests were carried out.

The answers given to the dimensions of support culture, goal culture and rule culture are significantly above the center point of the scale (3.5) (Table 1). Concerning the culture of innovation, the answers are slightly below the center point, although this difference is not statistically significant (Table 1). The perception of organizational practices of development competencies is significantly below the scale's central point (3) (Table 1). Participants' turnover intentions were also significantly below the scale's center point (3) (Table 1). Finally, the participants in this study were found to have a high affective commitment to the organization, as their responses were significantly above the scale's central point (4) (Table 1).

Table 1. Descriptive statistics of the variables under study.

Variable	t	df	p	d	Mean	SD
Supportive Culture	6.11 ***	368	<0.001	0.32	3.81	0.98
Innovation Culture	−0.80	368	0.427	0.04	3.46	0.90
Goals Culture	4.71 ***	368	<0.001	0.25	3.76	1.05
Rules Culture	13.09 ***	368	<0.001	0.68	4.07	0.84
Training	−7.32 ***	368	<0.001	0.38	2.70	0.78
Functional Rotation	−9.81 ***	368	<0.001	0.51	2.45	1.07
Individualized Support	−9.00 ***	368	<0.001	0.47	2.55	0.97
Affective Commitment	7.15 ***	368	<0.001	0.37	4.58	1.56
Turnover Intentions	−9.36 ***	368	<0.001	0.49	2.47	1.09

Note: *** $p < 0.001$.

4.2. Association between the Variables under Study

The association between the variables under study was tested using Pearson's correlations.

The results show that all the dimensions of organizational culture are positively and significantly correlated with the dimensions of organizational practices of development competencies and affective commitment (Table 2). Organizational practices of development competencies are positively and significantly correlated with affective commitment (Table 2).

Turnover intentions are negatively and significantly correlated with organizational culture, organizational practices of development competencies and affective commitment (Table 2).

Table 2. Association between the variables under study.

	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3	4
1.1. Supportive Culture	--								
1.2. Innovation Culture	0.59 ***	--							
1.3. Goals Culture	0.58 ***	0.72 ***	--						
1.4. Rules Culture	0.57 ***	0.56 ***	0.61 ***	--					
2.1. Training	0.30 ***	0.39 ***	0.43 ***	0.26 ***	--				
2.2. Functional Rotation	0.26 ***	0.35 ***	0.43 ***	0.34 ***	0.38 ***	--			
2.3. Individualized Support	0.44 ***	0.38 ***	0.47 ***	0.37 ***	0.32 ***	0.36 ***	--		
3. Affective Commitment	0.59 ***	0.41 ***	0.45 ***	0.34 ***	0.38 ***	0.32 ***	0.33 ***	--	
4. Turnover Intentions	-0.47 ***	-0.33 ***	-0.38 ***	-0.35 ***	-0.32 ***	-0.28 ***	-0.25 ***	-0.72 ***	--

Note: *** $p < 0.001$.

4.3. Hypotheses

Finally, the hypotheses formulated in this study were tested.

The results show that only the dimensions of support culture ($\beta = -0.36; p < 0.001$) and goal culture ($\beta = -0.36; p < 0.001$) have a negative and significant effect on exit intentions (Table 3). The model explains 23 per cent of the variability in exit intentions and is statistically significant ($F(4, 364) = 28.48; p < 0.001$) (Table 3). Hypothesis 1 was partially supported.

Table 3. Effect of organizational culture on turnover intentions.

Independent Variable	Dependent Variable	F	p	R ² _a	β	p
Supportive Culture	Turnover Intentions	28.48 ***	<0.001	0.23	-0.36 ***	<0.001
Innovation Culture					0.04	0.585
Goals Culture					-0.15 *	0.033
Rules Culture					-0.08	0.226

Note: * $p < 0.05$; *** $p < 0.001$.

The results show that only the dimensions of innovation culture ($\beta = 0.16; p = 0.031$) and goal culture ($\beta = 0.32; p < 0.001$) have a positive and significant effect on training (Table 4). The model explains 19 per cent of the variability in training and is statistically significant ($F(4, 364) = 22.33; p < 0.001$) (Table 4).

Table 4. Effect of organizational culture on organizational practices of development competences.

Independent Variable	Dependent Variable	F	p	R ² _a	β	p
Supportive Culture	Training	22.33 ***	<0.001	0.19	0.05	0.418
Innovation Culture					0.16 *	0.031
Goals Culture					0.32 ***	<0.001
Rules Culture					-0.05	0.405
Supportive Culture	Functional Rotation	22.36 ***	<0.001	0.19	0.24 ***	<0.001
Innovation Culture					-0.02	0.788
Goals Culture					0.31 ***	<0.001
Rules Culture					0.06	0.351
Supportive Culture	Individualized Support	51.90	<0.001	0.26	0.24 ***	<0.001
Innovation Culture					-0.02	0.788
Goals Culture					0.31 ***	<0.001
Rules Culture					0.06	0.351

Note: * $p < 0.05$; *** $p < 0.001$.

Only the dimensions of support culture ($\beta = 0.24; p < 0.001$) and goal culture ($\beta = 0.31; p < 0.001$) have a positive and significant effect on functional rotation (Table 4). The model explains 19 per cent of the variability in training and is statistically significant ($F(4, 364) = 22.36; p < 0.001$) (Table 4).

Only the dimensions of support culture ($\beta = 0.24; p < 0.001$) and goal culture ($\beta = 0.31; p < 0.001$) have a positive and significant effect on individualized support (Table 4). The model explains 36 per cent of the variability in training and is statistically significant ($F(4, 364) = 51.90; p < 0.001$) (Table 4). Hypothesis 2 was partially supported.

The results show that only the support culture ($\beta = 0.51; p < 0.001$) and goal culture ($\beta = 0.19; p = 0.004$) dimensions have a positive and significant effect on affective commitment (Table 5). The model explains 37 per cent of the variability in affective commitment and is statistically significant ($F(4, 364) = 81.11; p < 0.001$) (Table 5). Hypothesis 3 was partially supported.

Table 5. Effect of organizational culture on affective commitment.

Independent Variable	Dependent Variable	F	p	R ² _a	β	p
Supportive Culture	Affective Commitment	81.11 ***	<0.001	0.37	0.51 ***	<0.001
Innovation Culture					0.01	0.907
Goals Culture					0.19 **	0.004
Rules Culture					−0.07	0.255

Note: ** $p < 0.01$; *** $p < 0.001$.

Training ($\beta = -0.22; p < 0.001$), functional rotation ($\beta = -0.15; p = 0.007$) and individualized support ($\beta = -0.13; p = 0.015$) have a negative and significant effect on turnover intentions (Table 6). The model explains 14 per cent of the variability in turnover intentions and is statistically significant ($F(3, 365) = 20.22; p < 0.001$) (Table 6). Hypothesis 5 was supported.

Table 6. Effect of organizational practices of development competencies on turnover intentions.

Independent Variable	Dependent Variable	F	p	R ² _a	β	p
Trainig	Turnover Intentions	20.22 ***	<0.001	0.14	−0.22 ***	<0.001
Functional Rotation					−0.15 **	0.007
Individualized Support					−0.13 *	0.015

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Training ($\beta = 0.25; p < 0.001$), functional rotation ($\beta = 0.15; p = 0.004$) and individualized support ($\beta = 0.19; p < 0.001$) have a positive and significant effect on affective commitment (Table 7). The model explains 20% of the variability in affective commitment and is statistically significant ($F(3, 365) = 32.12; p < 0.001$) (Table 7). Hypothesis 4 was supported.

Table 7. Effect of organizational practices of development competencies on affective commitment.

Independent Variable	Dependent Variable	F	p	R ² _a	β	p
Trainig	Affective Commitment	32.12 ***	<0.001	0.20	0.25 ***	<0.001
Functional Rotation					0.15 **	0.004
Individualized Support					0.19 ***	<0.001

Note: ** $p < 0.01$; *** $p < 0.001$.

Affective commitment ($\beta = -0.72; p < 0.001$) has a negative and significant effect on turnover intentions (Table 8). The model explains 51 per cent of the variability in turnover intentions and is statistically significant ($F(1, 367) = 383.95; p < 0.001$) (Table 8). Hypothesis 6 was supported.

Table 8. Effect of affective commitment on turnover intentions.

Independent Variable	Dependent Variable	F	p	R ² _a	β	p
Affective Commitment	Turnover Intentions	383.95 ***	<0.001	0.51	−0.72 ***	<0.001

Note: *** $p < 0.001$.

Hypothesis 7 presupposes a mediating effect, so according to Baron and Kenny (1986), the conditions were followed. These conditions were tested in the previous hypotheses. The serial mediating effect was then tested only in the relationships in which it was found.

The results concerning the serial mediating effect of functional rotation and affective commitment on the relationship between support culture and turnover intentions indicate that a significant total indirect effect was observed since the confidence interval did not contain zero. This indirect effect is divided into three indirect effects. However, only two are statistically significant: the serial indirect effect and the indirect effect in which affective commitment mediates the relationship between support culture and turnover intentions. The indirect effect of functional rotation mediating the relationship between supportive culture and turnover intentions was insignificant (Table 9). When the contrasts were analyzed, it was found that the strongest indirect effect was the one in which affective commitment mediated the relationship between supportive culture and turnover intentions. When the mediators were introduced into the regression equation, the direct effect of support culture on turnover intentions was no longer significant. This leads us to conclude that we deal with a total mediation effect (Figures 2 and 3).

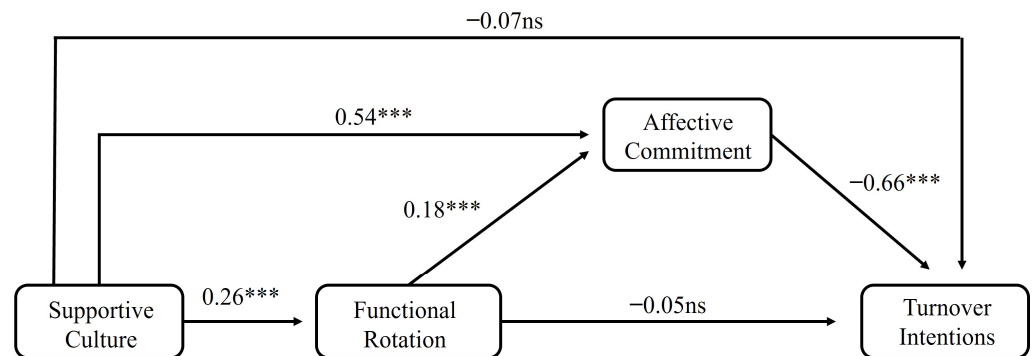


Figure 2. Model 1. Note: *** $p < 0.001$.

Table 9. Indirect effects of Model 1.

	Indirect Effects	
	Estimates	95% Confidence Interval with Bootstrap Correction
Model 1		
Total	−0.44 (0.04)	[−0.53; −0.36]
SC → FR → TI	−0.01 (0.01)	[−0.03; 0.01]
SC → AC → TI	−0.40 (0.04)	[−0.48; −0.31]
SC → FR → AC → TI	−0.03 (0.01)	[−0.06; −0.01]

Note: Total Effect SC → TI = −0.52 (0.05). The standard error is in parentheses. SC = supportive culture; TI = turnover intentions; FR = functional rotation; AC = affective commitment.

The results relating to the serial mediating effect of individualized support and affective commitment on the relationship between support culture and turnover intentions indicate that a significant total indirect effect was observed since the confidence interval did not contain zero. This indirect effect is divided into three indirect effects. However, only two are statistically significant: the serial indirect effect and the indirect effect in which affective commitment mediates the relationship between supportive culture and turnover

intentions. The indirect effect of individualized support mediating the relationship between supportive culture and turnover intentions was insignificant (Table 10). When the contrasts were analyzed, it was found that the strongest indirect effect was the one in which affective commitment mediated the relationship between supportive culture and turnover intentions. When the mediators were introduced into the regression equation, the direct effect of support culture on turnover intentions was no longer significant. This leads us to conclude that we deal with a total mediation effect (Figure 3).

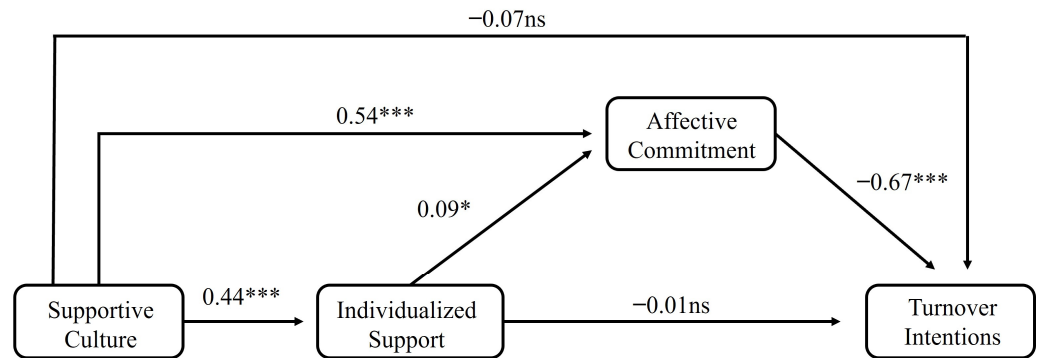


Figure 3. Model 2. Note: * $p < 0.05$; *** $p < 0.001$.

Table 10. Indirect effects of Model 2.

	Indirect Effects	
	Estimates	95% Confidence Interval with Bootstrap Correction
Model 2		
Total	−0.44 (0.05)	[−0.53; −0.35]
SC → IS → TI	−0.01 (0.02)	[−0.04; 0.04]
SC → AC → TI	−0.41 (0.05)	[−0.50; −0.32]
SC → IS → AC → TI	−0.03 (0.01)	[−0.06; −0.01]

Note: Total Effect SC → TI = −0.52 (0.05). The standard error is in parentheses. SC = supportive culture; TI = turnover intentions; IS = individualized support; AC = affective commitment.

The results relating to the serial mediating effect of training and affective commitment on the relationship between goal culture and turnover intentions indicate that a significant total indirect effect was observed since the confidence interval did not contain zero. This indirect effect is divided into three indirect effects. However, only two effects are statistically significant: the serial indirect effect and the indirect effect in which affective commitment mediates the relationship between goal culture and turnover intentions. The indirect effect of training mediating the relationship between goal culture and turnover intentions was insignificant (Table 11). When the contrasts were analyzed, it was found that the strongest indirect effect was the one in which affective commitment mediated the relationship between goal culture and turnover intentions. When the mediators were introduced into the regression equation, the direct effect of goal culture on turnover intentions was no longer significant, which leads us to conclude that we are dealing with a total mediation effect (Figure 4).

The results regarding the serial mediating effect of functional rotation and affective commitment on the relationship between goal culture and turnover intentions indicate that a significant total indirect effect was observed since the confidence interval did not contain zero. This indirect effect is divided into three indirect effects. However, only two are statistically significant: the serial indirect effect and the indirect effect in which affective commitment mediates the relationship between goal culture and turnover intentions. The indirect effect of turnover mediating the relationship between goal culture and turnover intentions was insignificant (Table 12). When the contrasts were analyzed, it was found that the strongest indirect effect was the one in which affective commitment mediated

the relationship between goal culture and turnover intentions. When the mediators were introduced into the regression equation, the direct effect of goal culture on turnover intentions was no longer significant, which leads us to conclude that we are dealing with a total mediation effect (Figure 5).

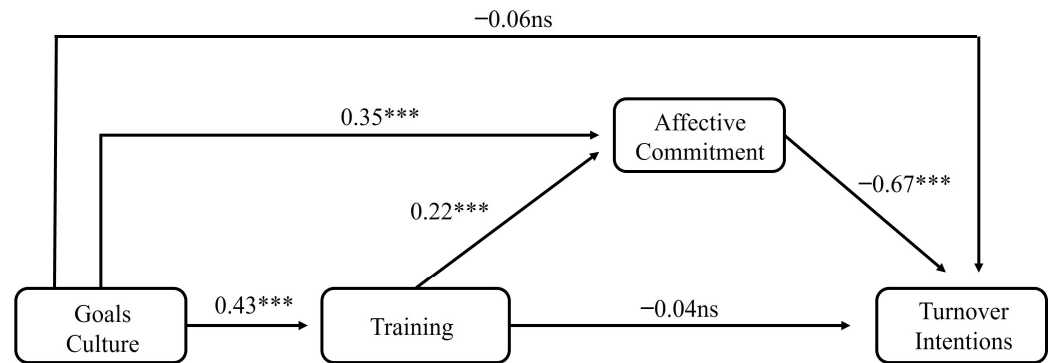


Figure 4. Model 3. Note: *** $p < 0.001$.

Table 11. Indirect effects of Model 3.

	Indirect Effects	
	Estimates	95% Confidence Interval with Bootstrap Correction
Model 3		
Total	-0.32 (0.04)	[-0.42; -0.25]
GC → T → TI	-0.01 (0.02)	[-0.05; 0.02]
GC → AC → TI	-0.25 (0.05)	[-0.33; -0.17]
GC → T → AC → TI	-0.07 (0.02)	[-0.10; -0.03]

Note: Total Effect GC → TI = -0.39 (0.05). The standard error is in parentheses. GC = goal culture; TI = turnover intentions; T = training; AC = affective commitment.

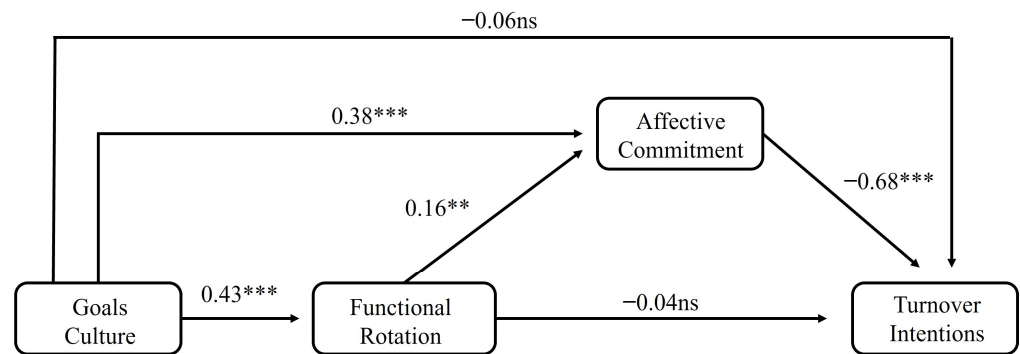


Figure 5. Model 4. Note: ** $p < 0.01$; *** $p < 0.001$.

Table 12. Indirect effects of Model 4.

	Indirect Effects	
	Estimates	95% Confidence Interval with Bootstrap Correction
Model 1		
Total	-0.33 (0.04)	[-0.42; -0.25]
GC → FR → TI	-0.02 (0.02)	[-0.05; 0.02]
GC → AC → TI	-0.27 (0.04)	[-0.35; -0.19]
GC → FR → AC → TI	-0.04 (0.01)	[-0.08; -0.02]

Note. Total Effect GC → TI = -0.39 (0.05). The standard error is in parentheses. GC = goal culture; TI = turnover intentions; FR = functional rotation; AC = affective commitment.

The results relating to the serial mediating effect of individualized support and affective commitment on the relationship between goal culture and turnover intentions indicate that a significant total indirect effect was observed since the confidence interval did not contain zero. This indirect effect is divided into three indirect effects. However, only two effects are statistically significant: the serial indirect effect and the indirect effect in which affective commitment mediates the relationship between goal culture and turnover intentions. The indirect effect of individualized support mediating the relationship between goal culture and turnover intentions was insignificant (Table 13). When the contrasts were analyzed, it was found that the strongest indirect effect was the one in which affective commitment mediated the relationship between goal culture and turnover intentions. When the mediators were introduced into the regression equation, the direct effect of goal culture on turnover intentions was no longer significant, which leads us to conclude that we are dealing with a total mediation effect (Figure 6).

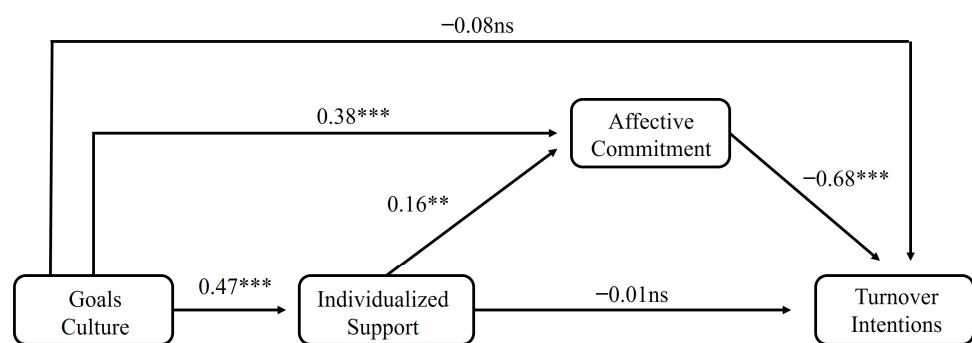


Figure 6. Model 5. Note: ** $p < 0.01$; *** $p < 0.001$.

Table 13. Indirect effects of Model 5.

	Indirect Effects	
	Estimates	95% Confidence Interval with Bootstrap Correction
Model 1		
Total	-0.31 (0.04)	[-0.40; -0.23]
GC → SI → TI	-0.01 (0.02)	[-0.04; 0.04]
GC → AC → TI	-0.27 (0.04)	[-0.35; -0.18]
GC → SI → AC → TI	-0.05 (0.02)	[-0.09; -0.02]

Note. Total Effect GC → TI = -0.39 (0.05). The standard error is in parentheses. GC = goal culture; TI = turnover intentions; IS = individualized support; AC = affective commitment.

5. Discussion

This study aimed to test the effect of organizational culture on turnover intentions and whether this relationship was mediated by organizational practices of development competencies and affective commitment.

Hypothesis 1 was partially proven, as only supportive and goal cultures negatively and significantly affected turnover intentions. These results go partly against what was expected that all the dimensions of organizational culture would have a negative and significant effect on turnover intentions, as in the view of Said et al. (2020), organizational culture has a negative and significant effect on turnover intentions. However, in a study by Salvador et al. (2022), the results were identical to those of this study since these authors only confirmed the negative and significant effect of supportive culture and goal culture on turnover intentions.

Hypothesis 2 was partially supported. The culture of innovation only has a positive and significant effect on training. It is natural for an organization with an innovation culture to boost the training of its employees, as they are required to have a high level of specialization (Quinn and Cameron 1983). A culture of goals has a positive and significant

effect on training, functional rotation and individualized support, which is natural given that this culture is characterized by a focus on goals and directed towards achieving the organization's objectives (Pinho et al. 2013). A supportive culture positively and significantly affects functional rotation and individualized support. These results are in line with Bach and Suliková's (2019) recommendations, that to promote a supportive culture, an organization must offer strategies with open and transparent communication channels, offer mentoring and coaching programs and promote collaboration and teamwork, suggestions that fit in with job rotation and individualized support.

Hypothesis 3 was partially supported since only a supportive culture and a culture of objectives positively and significantly affect affective commitment. These results align with the literature because when an organization has a supportive culture, employees feel supported, valued and respected by the organization where they work, showing greater job satisfaction and feeling more committed to it (Mashile et al. 2019). According to Haffar et al. (2023), a culture that promotes trust, transparency, collaboration and mutual support creates a working environment where employees feel valued, have a sense of belonging and are motivated to contribute to the change initiative for the organization's success. It should be emphasized that the culture of support has the strongest effect on affective commitment. This result is in line with the findings of Sarhan et al. (2019), who found that a supportive culture is most strongly associated with affective commitment. Concerning a culture of objectives, as the focus of this type of culture is the organization's goals and the achievement of its objectives, if the communication of these is effective, employees feel aligned with it, more motivated and more committed (Pinho et al. 2013).

As expected, hypothesis 4 was supported. Organizational practices of development competencies (training, functional rotation and individualized support) negatively and significantly affect turnover intentions. These results are in line with the literature. From the perspective of Syed et al. (2023), training has a negative and significant effect on turnover intentions. According to Indra et al. (2023), the organization's and the manager's support reduces turnover intentions. In the study by Moreira et al. (2024), which used the same instrument as this study to measure organizational skills development practices, the authors concluded that training, job rotation and individualized support reduce turnover intentions. Moreover, in line with this study, Moreira et al. (2024) also concluded that the dimension with the weakest effect on turnover intentions is functional rotation.

As expected, hypothesis 5 was supported: organizational practices of development competencies (training, functional rotation and individualized support) positively and significantly affect affective commitment. These results align with the literature, which states that organizational practices of development competencies boost affective commitment (Moreira et al. 2024). This relationship can be interpreted in the light of the social exchange theory (Blau 1964), since when the organization invests in its employees, they reciprocate this investment by developing a greater affective commitment to the organization.

Sixthly, as expected, affective commitment significantly negatively affected turnover intentions. These results are also in line with the literature. Indra et al. (2023) state that affective commitment reduces turnover intentions. It should be noted that of all the variables used in this study, affective commitment proved to be the greatest reducer of turnover intentions. Meyer and Allen (1991) pointed out that the great interest in studying affective commitment may be related to the fact that it is the greatest reducer of turnover intentions.

Finally, some serial mediating effects were confirmed. The serial mediating effect of functional rotation and affective commitment on the relationship between supportive culture and turnover intentions was proven, as was the serial mediating effect of individualized support and affective commitment on the relationship between supportive culture and turnover intentions. When an organization has a supportive culture, it boosts turnover and individualized support (Niguse 2019), which in turn boosts affective commitment (Moreira et al. 2024) and reduces turnover intentions (Benson 2006; Meyer and Allen 1991). The serial mediating effect of the culture of organizational practices of development competencies

(training, functional rotation and individualized support) on the relationship between goal culture and turnover intentions was also proven. When the predominant culture in an organization is one of objectives, there is a concern with developing the competencies of its employees so that they can achieve the objectives proposed by the organization (Niguse 2019; Pinho et al. 2013), which will cause levels of affective commitment to increase (Moreira et al. 2024) and turnover intentions to decrease (Benson 2006; Mashile et al. 2019; Meyer and Allen 1991).

Analyzing the position of the answers given by the participants in this study, the culture perceived to be the highest in Portugal is the culture of rules, followed by the supportive culture, goal culture and finally, the culture of innovation. These results are in line with the study carried out by Salvador et al. (2022). They are also in line with Hofstede's study (1991), which states that Portugal is a country with high hierarchical distance, collectivism and a high aversion to uncertainty. The high hierarchical distance may be related to the culture of rules having the highest perception. In turn, the fact that we are collectivist may be related to the high levels of support culture and the aversion to uncertainty to the low perception of innovation culture.

As for the organizational practices of development competencies, the answers given by the participants are significantly below the central point of the scale, which indicates their low perception of the organizations' concern with developing their competencies. This low perception of the organizational practices of development competencies is also in line with the results obtained by Moreira et al. (2024). Whitener (2001) states that sometimes, these practices exist in the organization but are not perceived by employees as they would like them to be. The practice with the highest perception is training, which may be related to the fact that it is the practice that organizations use most often (Ludwikowski et al. 2018).

5.1. Limitations and Future Research

This study has some limitations. The first limitation is the data collection procedure, which was non-probabilistic, intentional and of a snowball nature, which does not allow us to generalize the data to the population. The second limitation is that this is a cross-sectional study, so it is impossible to establish causal relationships. As a third limitation, the fact that self-report questionnaires were used is another limitation of this study. To reduce the impact of common method variance, we followed several methodological recommendations from Podsakoff et al. (2003).

We must also consider the number of participants in this study (369). We suggest replicating it with a considerably larger number of participants.

It would be interesting to replicate this study by testing the moderating effects of certain variables on these relationships. Among the variables we could consider to test the moderating effect are the work regime (face-to-face, remote or hybrid), emotional intelligence and resilience. It would also be interesting to see if there are statistically significant differences depending on the area of the country where the employee works, as in the study by Salvador et al. (2022), the differences were significant. Another indication is that other variables should be considered, such as the sector of activity to which the organization belongs and its size.

Although this study has made a positive contribution to understanding the relationships between organizational culture, turnover intentions, organizational practices of competencies development and affective commitment, the limitations mentioned will be important for future research so that organizations can obtain more information and practical insights to apply to human resource management and improve their long-term success.

5.2. Practical Implications

The strength of this study is that it proved that the organizational practices of competencies development (training, functional rotation and individualized support) and affective commitment are the mechanisms that explain the relationship between goal culture and turnover intentions. It was also found that the organizational practices of

competencies development (functional rotation and individualized support) and affective commitment are the mechanisms that explain the relationship between support culture and turnover intentions.

At a time when organizations are struggling with the high turnover of highly specialized employees, they should be concerned about retaining their best employees, as these are resources that are difficult to imitate and, according to the 'Resource-Based View' theory (Afiouni 2007; Barney 1991), are their competitive advantage in today's labor market. Organizations should be concerned with fostering a greater culture of support and goals so that their perception that the organization cares about their skills development is higher (Niguse 2019; Pinho et al. 2013), thus boosting their affective commitment (Moreira et al. 2024) and reducing their intentions to leave (Benson 2006; Mashile et al. 2019; Meyer and Allen 1991).

This study significantly contributes to human resource management in an organization. It highlights the importance of a healthy, supportive work environment where employees are valued and promotes an organizational culture that strengthens employees' affective commitment to the organization. The measures presented will reduce turnover intentions, minimize the costs associated with turnover and improve organizational performance.

Managers should focus on developing an inclusive and supportive culture where employees feel appreciated in their workplace and have opportunities to develop skills aligned with their professional growth. This will strengthen employees' emotional commitment to the organization, their engagement, motivation and loyalty—all very important points for the organization's long-term success.

6. Conclusions

This study achieved almost all the proposed objectives, and the conclusions reached are significant for human resources management. Testing the serial mediating effect of organizational practices of development competencies and affective commitment on the relationship between organizational culture and turnover intentions has contributed to the advancement of the literature. Human resource management should be concerned with the prevailing organizational culture. It was found that the culture most perceived by employees is the culture of rules, and the least perceived is the culture of innovation. It would be desirable to encourage a culture of innovation so that employees' perceptions of this type of culture would be higher.

We also realized that a supportive culture is the one that most boosts affective commitment and the one that most reduces intentions to leave. The results also showed that organizational practices of competencies development (training, functional rotation and individualized support) and affective commitment are the mechanisms that explain the relationship between the culture of goals and turnover intentions; organizational practices of competencies development (functional rotation and individualized support) and affective commitment are the mechanisms that explain the relationship between the culture of support and turnover intentions.

Organizations should promote a supportive and goal-oriented culture to retain their best employees. This will increase the perception that the organization cares about developing their skills (Niguse 2019; Pinho et al. 2013) and affective commitment (Moreira et al. 2024) and reduce turnover intentions (Saripudin et al. 2023; Zhu et al. 2022).

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Institutional Review Board Statement: Ethical review and approval were waived for this study because all participants, before answering the questionnaire, had to read the informed consent and agree to it. It was the only way they could answer the questionnaire. Participants were informed about the purpose of the study and that the results were confidential, as individual results would never be known but would only be analyzed in the set of all participants.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: The data presented in this study are available on request from the corresponding authors. The data are not publicly available since, in their informed consent, participants were informed that the data were confidential and that individual responses would never be known, as data analysis would be of all participants combined.

Conflicts of Interest: The authors declare no conflicts of interest.

Appendix A

Table A1. Organizational culture scale.

-
1. How many people who make mistakes are given a new chance.
 2. How many people look for new ways to do their jobs.
 3. How often they receive precise work-related guidance.
 4. How often their work is evaluated.
 5. How often this organization looks for new markets for its services.
 6. How often constructive ideas are encouraged.
 7. How often they invest in new products/services.
 8. How often evaluations are made according to the degree to which objectives are achieved.
 9. How often external demands put pressure on research and development.
 10. How often management sets the objectives to be achieved.
 11. How often I have a clear idea of the criteria on which my performance will be judged.
 12. How often there are objective criteria for measuring each person's performance.
 13. How often the organization makes good use of technology to improve its services.
 14. How often the organization looks for opportunities in the outside world.
 15. How often the organization looks for new markets for new products/services.
- Your organisation often:
16. Risk-taking.
 17. Mutual Understanding.
 18. Unity of command.
 19. Obedience to rules.
 20. Communication/Informal contacts.
 21. Formally imposed rules.
 22. Compliance with rules.
 23. Established procedures.
 24. Acceptance of error.
 25. Flexibility.
 26. Formalization.
 27. Support for colleagues.
 28. Support in solving work problems.
 29. Interpersonal harmony.
 30. Rigidity.
 31. Pleasant working environment.
 32. Support in solving non-work-related problems.
 33. Searching for new markets
 34. Family atmosphere.
 35. Respect for authority.
-

Table A2. Organizational practices of development competences scale.

-
1. A more experienced colleague guided your work, which was useful for your learning.
 2. You had the opportunity to take part in training to improve your technical skills
 3. You have taken part in training to promote your general skills, such as communication and language skills.
 4. You have participated in classroom training sessions to acquire knowledge.
 5. Participated in workshops in which they developed new skills through interaction.
 6. Participated in working groups with employees from different departments.
 7. You had the chance to talk to your boss about your career.
 8. You have attended workshops/training sessions that help you plan your career.
 9. You've had the opportunity to apply for internal vacancies.
 10. You've had the opportunity to change roles within your organization.
 11. You have had advice and support from someone in the organization regarding your professional development (coaching).
 12. You have had a 'godfather or godmother' in the organization to support you.
-

Table A3. Turnover intentions scale.

-
1. I plan to stay with this organization for as long as possible.
 2. It is very likely that I will leave this organization in the near future.
 3. I'm thinking of leaving this organization as soon as possible.
 4. I'm thinking of leaving this organization in the near future.
 5. I'm currently actively looking for another job in another organization.
 6. If I can, I will stay with this organization for as long as possible.
-

Table A4. Affective commitment scale.

-
1. I would be very happy to spend the rest of my career in this organization.
 2. I feel the problems of this organization as if they were my own.
 3. I don't feel like a 'part of the family' in my organization.
 4. I don't feel 'emotionally attached' to this organization.
 5. This organization has great personal significance for me.
 6. I don't feel a strong sense of belonging to my organisation.
-

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