

MASTER THESIS

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# The relationship between inclusive leadership and employee creativity:

A quantitative study on the potential paradoxical effect of inclusive leadership on employee creativity moderated by perceived organisational support

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## Abstract

**Purpose** – The study aimed to investigate the relationship between inclusive leadership and employee creativity by moderation from perceived organisational support by using the social exchange theory and social information processing theory. We look at the too-much-of-a-good thing effect to test if there is a paradoxical effect of inclusive leadership on employee creativity. **Method** – A quantitative research design was applied where we conducted a survey (N=90). To test the 4 hypotheses and perform the explorative analysis, stepwise regression, PROCESS macro (Hayes, 2013), and bootstrapping were used. **Findings** – We found that inclusive leadership is not directly related to employee creativity, but perceived organisational support significantly moderated the relationship. Thus, inclusive leaders are unable to influence employee creativity on their own. An explorative analysis was performed in which gender was a significant moderator alongside perceived organisational support. Perceived organisational support was also found to be a significant mediator. The effect of perceived organisational support is so substantial that the effect of this construct on employee creativity seems more important than the effect of inclusive leadership. **Theoretical contributions** – This research added to the literature on inclusive leadership by showing that no direct (negative) effects on employee creativity were found. Furthermore, the curvilinear model doesn't demonstrate a superior fit compared to the linear moderated model. However, both curvilinear and nonlinear models hold promise in revitalising existing theories and encouraging new insights. Similarly, our research expands on the too-much-of-a-good-thing effect by showing that no paradoxical effect of inclusive leadership was found, unable to explain more about the observations from previous research. Also, this study discovered new boundary conditions by including perceived organisational support and gender and utilising the social exchange theory and social information processing theory to find these boundary conditions to be significant. **Practical contributions**– This study encourages organisations to keep looking at the potential benefits of inclusive leadership whilst being aware of negative effects. And see the value in perceived organisational support for facilitating employee creativity, possibly in combination with inclusive leadership.

**Keywords** – curvilinear relationship, employee creativity, inclusive leadership, perceived organisational support, social exchange theory, social information processing theory, too-much-of-a-good-thing effect

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## 1. Introduction

In recent years, “inclusion” has become an increasingly popular phenomenon, as evidenced by an increase in publications on inclusion and inclusive leadership (Fu et al., 2022; Ma & Tang, 2022; Qasim et al., 2022; Song et al., 2022). Researchers and practitioners see inclusion as key to sustainable competitive advantage and the well-being of employees (Korkmaz et al., 2022). To achieve more inclusion and involvement from people, research has underlined the pivotal role of leadership in an organisation or team (Randel et al., 2018). Leaders typically have the power to promote values such as inclusion, hence the concept of inclusive leadership was introduced. Inclusive leadership is about leaders who indicate appreciation and openness, create opportunities in their day-to-day collaboration with employees, and facilitate the employees’ belongingness (feeling part of the team) and uniqueness (keeping their individuality) (Korkmaz et al., 2022; Randel et al., 2018; Shore et al., 2011). The positive influence of inclusive leadership on i.e. employee innovative work behaviour (Fang et al., 2019; Mansoor et al., 2021; Qi et al., 2019; Wang et al., 2021; Zhong et al., 2022), employee work engagement (Bao et al., 2021), and organisational citizenship behaviour (Younas et al., 2021) has been shown in previous studies.

Whilst most studies focus on the positive side of inclusive leadership (Korkmaz et al., 2022), some have hypothesised a possible dark side or negative effect of inclusive leadership. One contributing factor to this phenomenon is that theory cannot give a full representation of reality due to the complexity of organisations. By using the too-much-of-a-good-thing (TMGT) effect and the Antecedent-Benefit-Cost (ABC) theory, Xiaotao et al. (2018); and Zhu et al. (2020) respectively, attempt to explore the negative effects of inclusive leadership. In this context it is essential to acknowledge that inclusive leadership can have unintended results, as “too much of any good thing is ultimately bad” (Pierce & Aguinis, 2013). Yet, neither study accounts for potential boundary conditions that could influence the relationship between inclusive leadership and organisational outcomes.

Inclusive leadership directly influences the environment due to its relational nature (Amabile et al., 2004). Therefore, the inclusive practices and behaviour shown by the leaders in an organisation influences the employees and their behaviour. More precisely, the development and management of work environments that encourage employees to engage in creative behaviours are facilitated by the intellectual and emotional support provided by

inclusive leaders (Carmeli et al., 2010). In these work environments, inclusive leaders can motivate, support, and shape the climate as necessary (Carmeli et al., 2010; Jia et al., 2021; Qi et al., 2019). Hence, the effect of inclusive leadership is moderated by other contextual factors contributing to this environment, culture, or social context found within organisations.

This research seeks to explore the relationship between inclusive leadership and employee creativity moderated by perceived organisational support. Employee creativity is considered a starting point for innovation (Amabile et al., 2004), drives progress (Hughes et al., 2018), boosts the ability of organisations to respond to rapidly changing environments (Mo et al., 2019), and therefore provides a source of competitive advantage (Hirst et al., 2009; Hughes et al., 2018; Oldham & Cummings, 1996). With this study, we want to address two research gaps. Firstly, previous research has not examined the potential negative effects of inclusive leadership in depth, and this study explores this idea further. According to Poole and Van de Ven (1989, p. 575), “There is great potential to enliven current theory and to develop new insights if we search for and work with inconsistencies, contradictions, and tensions in their theories and in the relationships between them”. Secondly, not many boundary conditions have been studied. According to the social information processing theory (Salancik & Pfeffer, 1978), it is essential to reflect and analyse the social context of individuals to understand the attitudes and behaviours they show. Previous studies have found that both inclusion and organisational support indirectly positively influence creativity as they increase psychological safety, which in turn is a necessity for employee creative behaviour (Fu et al., 2022; Hughes et al., 2018; Nembhard & Edmondson, 2006). Furthermore, inclusive leadership, innovative work behaviour and organisational support are positively related as shown by Qi et al. (2019). Mindful of this, we hypothesise that perceived organisational support is a boundary condition in the relationship between inclusive leadership and employee creativity. Eisenberger et al. (1986, p. 501) defined perceived organisational support as, “employee perceptions regarding the extent to which their employer values their contributions and cares about their well-being”. The employees’ perception is essential to understanding how this process affects their attitudes and behaviour. Exploring the contextual boundary conditions concerning the potential negative effect of inclusive leadership on employee creativity, the leading research question of this thesis is:

**“To what extent does inclusive leadership influence employee creativity while being moderated by perceived organisational support?”**

The research starts with an outline of the theoretical background of inclusive leadership, employee creativity, and perceived organisational support. Followed by an overview of the research design, data collection method, and measurements used in this study. Surveying 91 employees from 5 organisations in The Netherlands, allows us to conceptualise multiple models for a more comprehensive analysis of inclusive leadership. This study contributes to the existing literature in three ways. Firstly, while previous studies predominantly focused on beneficial variables and outcomes (Ashikali et al., 2020; Choi et al., 2017; Jia et al., 2021; Qi & Liu, 2017; Wang & Shi, 2021), a possible dark side has been identified, but scarcely researched (Xiaotao et al., 2018; Zhu et al., 2020). By integrating the TMGT effect and building on existing literature, we explore the beneficial and negative outcomes, addressing the research gap. This serves as an example for researchers and practitioners to explore the unintended consequences of inclusive leadership. Secondly, the study examines a curvilinear relationship and contrasts it with a linear model to determine which model has the best fit. Thirdly, the study provides a more comprehensive perspective on the organisational context by addressing the relationship between inclusive leadership and employee creativity through the moderation of perceived organisational support. This emphasises the significance of the organisational context in shaping the impact of inclusive leadership on employee behaviour. Subsequently, the data is analysed with the use of statistical software to evaluate the hypotheses. The resulting overview of the findings, the discussion with theoretical and practical implications, and recommendations for future research establish the context for further research on inclusive leadership.

## 2. Theoretical background

### 2.1. Inclusive leadership

Inclusion has become a more popular term or practice recently, as it is seen as key to sustainable competitive advantage and the well-being of employees (Korkmaz et al., 2022). It is a way for organisations to achieve more involvement from employees (Shore et al., 2011), and it is a unique diversity management strategy (Roberson, 2006) that embraces diversity rather than treating it as a problem that needs to be solved (Korkmaz et al., 2022). And yet, employees are not always in a position where their abilities are fully utilised or where they can redesign the organisation or processes. Traditionally, organisations achieved diversity by recruiting diverse personnel (Shore et al., 2009), which has had many benefits. However, inclusion might just be the flip side of the same coin. More diversity does not necessarily mean more inclusion. Recently, researchers have begun to focus on internal organisational mechanisms that foster inclusion. Leadership practices are one of these internal processes.

It is the responsibility of the leaders to conduct the company's rules and procedures in a way that fosters inclusion for workers every day. Therefore, leaders are fundamental to how employees experience inclusion at every level (Nishii & Leroy, 2022). All levels within firms' multi-level structures are affected by leadership behaviour in some way. Therefore, it is essential to pay attention to the level of analysis in each particular assessment to develop a thorough understanding of inclusive leadership (Korkmaz et al., 2022). Leaders can promote attitudes that have a direct impact on activities that support or impede inclusiveness, indicating how leadership plays an essential role in creating a climate for inclusion (Nembhard & Edmondson, 2006; Shore et al., 2011). Leaders do so by promoting a narrative that serves an inclusive climate that welcomes the entire organisation (Wasserman et al., 2008). Additionally, taking into account the many different leadership behaviours and skills that are expressed among individuals and how these various leadership philosophies can foster inclusive climates for employees (Chin, 2010; Shore et al., 2011). Thus, the concept of inclusive leadership came to life.

Through years of research, the definition of inclusive leadership has been elaborated, and research has altered the conceptualisation substantially. Nembhard and Edmondson (2006,

p. 927) were the first authors to connect inclusiveness with leadership, defining it as “words and deeds by a leader or leaders that indicate an invitation and appreciation for others’ contributions”. Efforts by leaders to include others in their conversations and decision-making when their opinions and insights might otherwise be lacking are portrayed by the concept of leader inclusivity. Later, the concept officially got its name when inclusive leadership was defined as leaders who “exhibit openness, accessibility, and availability in their interactions with followers” by Carmeli et al. (2010, p. 250). Inclusive leadership facilitates the efficient operation of heterogeneous work groups in ways that other leadership styles are unable to adequately address (Randel et al., 2018), and leadership plays an essential role in creating a culture of inclusion. This builds upon the concepts of uniqueness and belongingness (Shore et al., 2011) when collaborating with employees to create a feeling of inclusion, which is fundamental to inclusive leadership. Inclusive leadership is thus a set of behaviours aimed at making group members feel like they belong to the group (belongingness) and maintaining their sense of individuality (uniqueness) while contributing to collective processes and results. Leaders serve as role models, encouraging such behaviour among all members of the team. In line with the above, we describe inclusive leadership as follows: Inclusive leadership is about leaders who indicate appreciation and openness and facilitate opportunity in their day-to-day collaboration with employees. In the environment an inclusive leader creates, employees are facilitated in their belongingness (feeling part of the team) and uniqueness (keeping their individuality) as a result of leaders’ behaviour and skills (Korkmaz et al., 2022; Randel et al., 2018). Therefore, the degree of inclusion is a direct result of the treatment experienced through inclusive leadership. By pursuing inclusion and an inclusive climate, a team can contribute to the organisation’s processes and results as best as possible.

Previous research on the relationship between inclusive leadership and organisational variables has found many positive outcomes. These include, but are not limited to, employee innovative work behaviour (Fang et al., 2019; Mansoor et al., 2021; Qi et al., 2019; Wang et al., 2021; Zhong et al., 2022); employee voice behaviour (Jiang et al., 2020; Qi & Liu, 2017); employee well-being (Choi et al., 2017); employee work engagement (Bao et al., 2021); employees’ negative feedback-seeking behaviour (Song et al., 2022); employees’ pro-social rule-breaking (He et al., 2021); employees’ task performance (Xiaotao et al., 2018); and



taking-charge behaviour (Wang et al., 2020; Zeng et al., 2020) on the employee level. But also team creativity (Jia et al., 2021); team innovation (Ye et al., 2019); team performance (Qi & Liu, 2017); engagement in quality improvement work (Nembhard & Edmondson, 2006); and collective voice behaviour (Chen et al., 2023) on the team level. And organisational citizenship behaviour (OCB) (Tran & Choi, 2019; Younas et al., 2021); inclusive (work) climate (Ashikali et al., 2020); organisational performance (Gong et al., 2021); project success (Khan et al., 2020; Mir et al., 2021; Rehman, 2020); and the psychological climate (Bhutto et al., 2021) on the organisational level.

Employee creativity remains noticeably absent from this list even though it is a key asset to an organisation for staying competitive. It is a starting point for innovation (Amabile et al., 2004), drives progress (Hughes et al., 2018), boosts the ability of organisations to respond to rapidly changing environments (Mo et al., 2019), and therefore provides a source of competitive advantage (Hirst et al., 2009; Hughes et al., 2018; Oldham & Cummings, 1996). According to (Shalley & Zhou, 2008), creativity may refer to both a process and an outcome. In this study, creativity is presented and described as an outcome.

## 2.2. Employee creativity

Employee creativity is defined as "the production of novel and useful ideas in any domain" (Amabile, 1996, p. 1155) regarding "new products, services, manufacturing methods, and administrative processes (Zhou & George, 2001, p. 682). Consequently, employees have to meet the criteria that their ideas are: (1) new or original; and (2) significant or helpful to the organisation (Oldham & Cummings, 1996). It focuses on idea generation, a novelty that takes place on a cognitive and intrapersonal level (Hughes et al., 2018). And revolves around people's adaptability and originality in solving difficulties (Choi et al., 2015). This is not the same as innovative work behaviour, because innovative work behaviour also refers to the effective application of these products at the organisational level (De Jong & Den Hartog, 2010). In addition to the core principle of creativity, several researchers have pointed out the value of looking at how employees assess their creative behaviours themselves (Zhou et al., 2008). Because individual creative processes are difficult for others to observe, measuring creativity from the perspective of the individual in the form of self-reported and self-perceived creativity may be ideal in some circumstances (Diliello et al., 2011).

### 2.2.1. A linear relationship between inclusive leadership and employee creativity

People are typically aware that they engage in creative behaviours, given the goal-oriented and purposeful character of the majority of creative activities (Zhou et al., 2008). This individual creativity is characterised by highly subjective experiences and starts with a conscious decision made by the individual (Diliello et al., 2011; Ford, 1996). According to the dynamic componential model of creativity and innovation (Amabile & Pratt, 2016), the basis of each individual's ability to generate ideas is a specific set of factors, such as their motivation (both internal and extrinsic). Individual components are influenced by organisational components (such as the work environment), which in turn affect the entirety of the individual creative process (Diliello et al., 2011). By fostering a positive work atmosphere where creativity is encouraged rather than discouraged, leaders can have a direct or indirect impact on their team members' creativity (Jain & Jain, 2016). This climate in which employees perceive this support must be sustained and cultivated. Therefore, organisations must increase incentives and reduce barriers to creativity to encourage individual creativity (Diliello et al., 2011).

Previously, leadership literature has focused on the relationship between leadership styles and employee creativity, e.g., transformational leadership by Gong et al. (2009) and empowering leadership by Zhang and Bartol (2010). It has been shown that employee creativity is influenced by the supervisory style (Amabile & Gryskiewicz, 1987; Amabile & Gryskiewicz, 1989; Oldham & Cummings, 1996). The conceptual framework of creativity developed by Jain and Jain (2016) supports these findings. For example, research has found that controlling or constrictive supervision can impair creative performance. Nevertheless, the relationship between inclusive leadership and employee creativity has not been extensively researched. Even more so with the added variety of focusing on organisational or team-level creativity or innovative work behaviour. The most important and interesting findings are summarised below.

Carmeli et al. (2010) found a positive relationship between inclusive leadership and employee engagement in creative work through psychological safety based on relational leadership theory (RLT). Based on optimal distinctiveness theory (ODT) and social identity theory, inclusion has been found to enhance creativity and job performance and reduce turnover among work group members (Randel et al., 2018). Furthermore, drawing upon the

Antecedent-Benefit-Cost framework developed by Busse et al. (2016), inclusive leadership encourages creativity by fostering a climate that improves psychological safety and lowers challenge-related stress (Zhu et al., 2020). This form of leadership encourages subordinates to come up with innovative ideas and think creatively. Following the componential theory of creativity (Amabile, 2011), Jia et al. (2021) discovered that inclusive leadership is essential for encouraging team creativity since it fosters collaboration and empowers team members to come up with new products and ideas. Focusing primarily on the original and practical outcomes of creativity. Even in the area of "green creativity", inclusive leadership fosters innovation through environmentally friendly practices and policies (Bhutto et al., 2021). Leaders support creative and sustainable methods for task performance by distributing environmentally friendly policies to the workforce. Similarly, the relationship between inclusive leadership and innovative work behaviour is generally positive on the individual level (Carmeli et al., 2010; Javed et al., 2018).

According to previous research (Choi et al., 2015; Cropanzano & Mitchell, 2005; Randel et al., 2016; Shore et al., 2011) and systematic literature reviews (Randel et al., 2018), social exchange theory is one of the theories able to explain individuals' behaviour well in the context of organisations. According to Shore et al. (2011), making predictions regarding the effects of inclusion is supported by social exchange theory and entails both parties investing in the relationship and caring about the needs of the other party. The social exchange theory posits that when one person offers someone else a favour, there is an expectation of some sort of future reciprocity (Gouldner, 1960). This suggests that when supervisors treat their employees well, the subordinates should reciprocate favourably by acting in a similar or even more favourable way (Blau, 1964), i.e., by increasing their task performance (Xiaotao et al., 2018). Consequently, a reciprocal relationship between managers and employees may develop (Choi et al., 2015). Javed, Abdullah, et al. (2019) and Randel et al. (2018) demonstrate that positive social exchange happens when employees feel valued in the organisation through inclusive leadership. Qualities like openness and engagement in the decision-making process increase, and they are more likely to display innovative work behaviour or employee-helping behaviour as a result. Following Choi et al. (2015), the relationship between inclusive leadership and employee creativity can be explained by social exchange theory. Inclusive leaders' support and rewards for team members strengthen

employees' commitment to the business and their involvement in innovative projects. The development and management of work environments that encourage employees to engage in creative behaviours are facilitated by the intellectual and emotional support provided by inclusive leaders (Carmeli et al., 2010). We expect that adopting inclusive leadership strategies enables organisations to capitalise on the full creative potential of their workforce while also benefiting from, i.e., improved job performance, lower turnover, and more sustainable innovation. We argue that the link between inclusive leadership and employee creativity may therefore be better understood considering social exchange theory.

*H1: There is a positive relationship between inclusive leadership and employee creativity.*

### 2.2.2. Curvilinear relationship between inclusive leadership and employee creativity

Besides a linear relationship, we hypothesise a paradoxical effect of inclusive leadership on employee creativity based on a too-much-of-a-good-thing effect (see Figure 1). Researching the relationship between inclusive leadership and employee creativity from the perspective of the TMGT effect allows us to illustrate the possibility of potential drawbacks to inclusive leadership. This way, a so-called dark side can be explored, in which the theoretical and practical implications of leaders taking inclusion too far are described. It is called the TMGT effect because a positive relationship becomes negative when the supposedly favourable antecedent is taken too far. Meaning that "too much of any good thing is ultimately bad" (Pierce & Aguinis, 2013). There are three implications of the TMGT effect. Firstly, it accounts for paradoxical findings in management literature. Secondly, it deals with a reassessment of the role of moderating effects in management research. And thirdly, it deals with a degree of specificity. This means future theories could specify nonlinear relations, the shape of such relations, and the location of inflexion points.

As we see in the TMGT effect, the relationship between two variables changes after a certain threshold is reached. By nature, moderating variables set boundaries (Pierce & Aguinis, 2013), so we can assume that this inevitably plays a role in the change of direction we observe in the relationship between inclusive leadership and employee creativity. By addressing the relationship as an inverted curvilinear path, higher or lower degrees of inclusive leadership show a dividing line. This way, we can distinguish an inflexion point where the relationship between inclusive leadership and employee creativity turns negative.

This has been done before, where the relationship between inclusive leadership and employee task performance was researched from social exchange theory using the TMGT effect. Employee task performance was found to be low for low levels of inclusive leadership and moderate for high levels of inclusive leadership. Employee task performance peaked when inclusive leadership increased from low to moderate levels (Xiaotao et al., 2018).

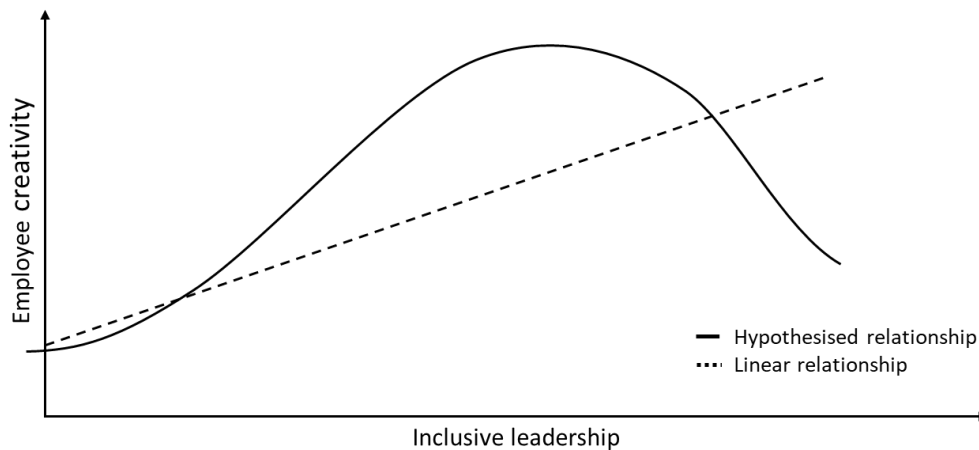


Figure 1 The paradoxical effect of inclusive leadership on employee creativity based on the TMGT effect.

Considering previous research, we expect the following: when inclusive leadership moves from low to moderate levels, a similar effect will happen as hypothesised in the linear relationship. Inclusive leadership will have a positive effect on employee creativity. Evidence of this has already been found in other studies. Firstly, inclusive leadership increases psychological safety, which in turn increases employees' creative performance (Carmeli et al., 2010). Employees may be free of extraneous concerns, where they are likely to take risks, explore new cognitive pathways, and be playful with ideas and materials (Amabile et al., 1990). Additionally, they are more likely to stay concentrated on the issue at hand and spend more time on a concept or a problem (Oldham & Cummings, 1996). Secondly, following the social exchange theory, when inclusive leaders develop positive relationships with their employees, it can increase their intrinsic motivation to perform creative tasks (Ma & Tang, 2022). In these relationships, the employees will feel required to reciprocate in the form of behaviours and attitudes. Such as being involved and participating proactively in creative tasks (Ma & Tang, 2022; Zhou & George, 2003). However, when we move from low and moderate levels to high levels of inclusive leadership, it becomes more complicated for the leader to unify the different opinions and perspectives of the employees, which can result in employees lowering their amount of productive effort (Xiaotao et al., 2018).

Secondly, when inclusive leadership keeps increasing and inclusion is high, employees will perceive their environment as overwhelmingly secure. Therefore, we expect that employees are less likely to take risks because they do not feel the need to show their value through their creative performance (Ma & Tang, 2022). Based on the above, we formulate the following hypothesis:

*H2: The relationship between inclusive leadership and employee creativity has an inverted U-shape.*

### 2.3. Perceived organisational support

Perceived organisational support refers to an experience-based judgement of the motivation behind an organisation's standards, practices, and decisions that have an impact on its workforce (Eisenberger et al., 2001). Based on the employees' perspective, it refers to the degree to which their employer "values their contributions and cares about their well-being" (Eisenberger et al., 1986, p. 501). It is vital to distinguish perceived organisational support from inclusive leadership, as perceived organisational support does not solely originate from a leader. But, from other organisational members, the quality of the employee-organisation relationship, and human resource practices as well (Kurtessis et al., 2017). This observation underscores the close relationship between perceived organisational support and inclusive leadership, highlighting that they represent distinct concepts despite the way they relate.

Research has found that perceived organisational support is crucial for building organisational commitment, job involvement, performance, strains, and job-related affectivity (Rhoades & Eisenberger, 2002). Meanwhile, it relates to a general sense among the employees that the organisation is committed to them (Rhoades & Eisenberger, 2002), accommodating socioemotional needs by giving the employees reassurance that help will be offered when required. Organisational efforts that satisfy employees' needs and foster faith in the organisation to uphold its end of the bargain help to preserve employees' ideas of a psychological contract with their employer, with both parties expected to look out for the welfare of the other (Eisenberger et al., 2001). In essence, a sense of obligation is produced by the organisation's actions that demonstrate appreciation for the employees (Settoon et al., 1996). Employees feel both a duty to be dedicated to their employers and a responsibility to reciprocate that commitment by acting in ways that benefit the organisation. In their

exchange relationships with organisations, employees will seek a certain fairness. Their attitudes and actions are consistent with how committed the organisation or supervisor is to them as employees (Wayne et al., 1997). This supports the idea that employees believe that the organisation rewards employees with more effort towards achieving organisational objectives (Eisenberger et al., 2001; Worley et al., 2009).

Research has found exchange relationships on two levels: organisational (as evidenced by research on perceived organisational support) and direct superiors (as evidenced by research on leader-member exchange) (Settoon et al., 1996; Wayne et al., 1997). This means that perceived organisational support is closely linked to LMX (Cropanzano & Mitchell, 2005). Efforts from organisations and leaders' behaviour and actions contribute to the foundation of high-quality exchange relationships (Settoon et al., 1996). The quality of these exchanges is also influenced by perceived organisational support. Employees who have been supported by the organisation in the past may develop better exchange relationships with their leader. In turn, the leader may set higher expectations. Most likely, the organisation has benefited from the abilities and skills these employees possess in the past, which explains the support they have received (Wayne et al., 1997). Therefore, perceived organisational support is an important concept in understanding organisational behaviour (Worley et al., 2009), and it is considered a key moderator in the inclusive leadership-employee relationship. Perceived organisational support has been hypothesised as a mediator between inclusive leadership and employee creativity in previous research (Qi et al., 2019). But has not been hypothesised as a boundary condition for the relationship between inclusive leadership and employee creativity. We add perceived organisational support because it is important in determining the organisational context in which inclusive leadership is present. This variable can significantly affect the relationship between inclusive leadership and employee creativity.

### 2.3.1. Moderation by perceived organisational support

Moderators have a big influence on the relationship between two variables (Busse et al., 2016; Pierce & Aguinis, 2013; Xiaotao et al., 2018; Zhu et al., 2020). Mediating and moderating constructs play a key role in understanding the complex nature of organisations and inclusion. Several potential mediators, such as psychological safety, have been used in previous research to examine the relationship between inclusive leadership and employee

creativity or innovative behaviour (Carmeli et al., 2010; Javed, Naqvi, et al., 2019; Mansoor et al., 2021; Wang & Shi, 2021; Wang et al., 2021; Zhu et al., 2020). Other examples of mediators that have been used are leader-member exchange (Javed et al., 2018), perceived organisational support (Qi et al., 2019), psychological capital (Fang et al., 2019), psychological empowerment (Javed, Abdullah, et al., 2019), challenge-related stress (Zhu et al., 2020), self-efficacy (Javed et al., 2021; Wang et al., 2021), job autonomy (Shakil et al., 2021), team empowerment and HRM system strength (Jia et al., 2021), and vicarious learning and organisational inclusion climate (Zhong et al., 2022). These studies focused mostly on how the relationship is influenced by mediating variables and did not explain how the relationship is influenced by moderation. Therefore, the next most obvious step would be to focus on these boundary conditions when researching the relationship between inclusive leadership and organisational outcomes. Given that, perceived organisational support is based on social exchange theory (Wayne et al., 1997), we wanted to provide the perspective of another theory to argue why perceived organisational support is important to consider as a boundary condition in the relationship between inclusive leadership and employee creativity.

Social information processing theory (Salancik & Pfeffer, 1978) posits that it is important to consider and analyse the social context of individuals to understand the attitudes and behaviours they show. According to Salancik and Pfeffer (1978), the social information processing approach expresses that people adapt their attitudes, behaviours, and beliefs to their social environment and the consequences of their present and past behaviour. Based on this principle, the best way to understand a person's behaviour is to examine the informational and social context in which it takes place and the environment to which it adapts. The social context affects attitudes and needs in two ways. Firstly, it provides examples of socially acceptable beliefs, attitudes, needs, and justifications for behaviour. Secondly, it directs attention to specific information and establishes expectations for personal behaviour as well as reasonable outcomes of such behaviour (Salancik & Pfeffer, 1978; Zalesny & Ford, 1990). The social information processing theory has been used in earlier research on inclusive leadership to examine the effects of psychological safety and thriving at work on taking charge behaviour (Zeng et al., 2020), person-job fit and employees' felt responsibility on work engagement (Bao et al., 2021), and psychological



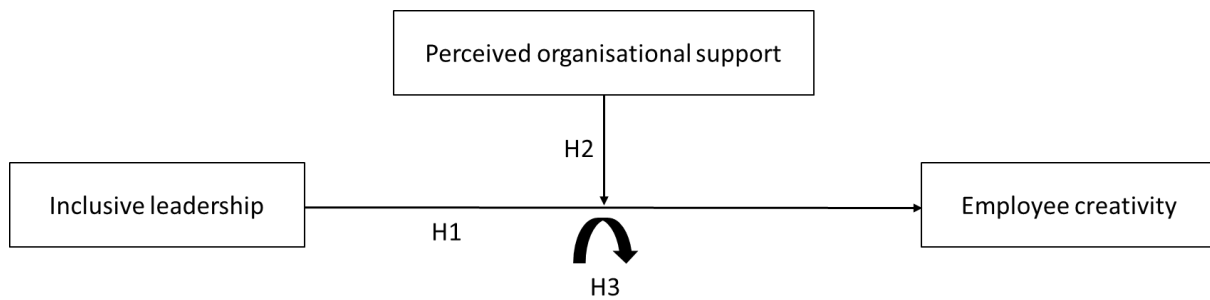
safety, LMX, and leadership identification on employees' pro-social rule-breaking behaviour (Wang & Shi, 2021). Essential to understanding the findings from these studies is the perspective of the employees and how they perceive these concepts. Variables that influence the informational and social context of an individual can be taken into consideration through the social information processing theory.

This has been demonstrated by Randel et al. (2018), who related social information processing theory to inclusive leadership by stating that, according to social information processing theory, members of a workgroup may share their experiences with their leader and then create a consensual understanding of how their leader is operating inclusively as a result. Team members then come to a shared view of their experience as involving efforts to facilitate belongingness and uniqueness through frequent encounters with their leader, which are communicated to other team members. Members are likely to characterise their leaders' behaviours as inclusive because of this shared understanding of the role of the leader, making workgroup members feel included. Hence, as expectations for personal behaviour and reasonable outcomes are established, we expect that perceived organisational support will positively impact the relationship between inclusive leadership and employee creativity. This means, that for high levels of perceived organisational support, we expect inclusive leadership to have a more positive effect on employee creativity than for low levels of perceived organisational support. Additionally, if inclusive leadership turns out to have a negative effect on employee creativity, perceived organisational support moderates the relationship and diminishes the negative effect. All hypotheses are visualised in the conceptual model seen in Figure 2.

*H3: Perceived organisational support positively moderates the relationship between inclusive leadership and employee creativity.*

*H4: The curvilinear model will have a better fit than the linear model for the relationship between inclusive leadership and employee creativity.*

## 2.4. Conceptual model



*Figure 2 Conceptual model of the relationship between inclusive leadership and employee creativity moderated by perceived organisational support.*

## 3. Methodology

### 3.1. Research design

This study is based on a quantitative research design that allows for survey research and data collection that are fit for objective theory testing by examining the relationship between the variables in our model (Creswell & Creswell, 2017). The study consists of hypotheses that describe the relationships found in the conceptual model, which are based on conceptual paradigms (e.g., social exchange theory). A literature review was done to examine the existing theory and conceptual paradigms and help define hypotheses. Data for our analysis is collected through a cross-sectional survey; this data is used to evaluate our hypotheses. A cross-sectional survey uses standardised processes and a systematic approach to collect data on people at a specific point in time (Stockemer, 2019). The survey is administered once. We use a survey because the data can explain relationships between variables found within research models (Saunders et al., 2009). The survey is ideal for asking about attitudes and opinions, addressing multiple concepts, comparing the outcomes to other studies, and being easier to replicate. On the other hand, there might be a difference in what respondents report and do, and it is more difficult to generate reliability and validity for one-time-use questionnaires (Nardi, 2018).

### 3.2. Sample and data collection

This study is conducted to examine (perceived) inclusive leadership, employee creativity, and perceived organisational support. The organisations participating in this research were found via different platforms, such as LinkedIn and email, and through the researcher's

professional network. In addition, to convince organisations, they were given the option to receive the outcomes of this study for their objectives. Since all organisations were based in the Netherlands, the survey was conducted in Dutch. The spokesperson for every organisation sent the survey to the participating employees. All male, female, or other employees working in the participating organisations could fill out the survey. The employees were informed in advance about the study, sharing full confidentiality of their responses, and that participation was purely voluntary. At the start, respondents were provided with a concise introduction to the study and the content of the survey. This way, no misunderstandings could exist about the concepts that were being measured. Participants were also encouraged to go with their initial response, and since all answers are anonymous and voluntary, there is less chance of participants giving a 'desired' answer. Employees also had to report their own educational level, tenure, age, and gender. The survey was distributed online through Qualtrics and completed within four weeks. From here, the data is downloaded and put into statistical software.

In total, 91 participants took part and all of them completed the questionnaire. The participants came from a total of five different organisations. We deleted the respondents who did not complete the survey and/or were outliers in the dataset to improve the reliability of the data; this meant we kept 90 respondents for the hypothesis testing. The sample characteristics of the respondents are shown in Table 1. Most of the employees were female (60%), and all employees were Dutch. The average age of the employees was 43 (SD = 12.17). Most of the employees have an HBO bachelor's degree (51.1%) or a master's degree (30.0%). The average tenure was about 12 years (SD = 11.54), while many of the employees had a tenure of 0-10 years (56.7%). The descriptives show that the data is distributed well and quite uniformly.

Table 1 Sample characteristics

Category	Description	Quantity	%
<b>Gender</b>	Female	54	60.0%
	Male	36	40.0%
<b>Age</b>	< 25	3	3.3%
	25-35	23	25.6%
	36-45	22	24.4%
	46-55	25	27.8%
	> 55	17	18.9%
<b>Level of education</b>	High school diploma or similar	3	3.3%
	MBO	11	12.2%
	HBO bachelor	46	51.1%
	WO bachelor	3	3.3%
	Master's degree	27	30.0%
<b>Tenure</b>	0-10	51	56.7%
	11-20	15	16.7%
	21-30	13	14.4%
	31-40	11	12.2%
<b>Nationality</b>	Dutch	90	100.0%

**Note:** N = 90. No missing values

### 3.3. Measures

Because access to objective data is limited and experimental designs are not suitable for this study, the most adaptable methodology is the use of a psychometric scale (Hughes et al., 2018). The original language of the scales was English, which meant we had to translate all the measurement items into Dutch. We did this for the employees of the organisations to understand the questionnaire better and to avoid misunderstandings about the meaning of the items. For each of the variables in our conceptual model, we used scales that have been widely used in previous literature, fit closely to our definition of the construct, and have high reliability and validity scores. All component items can be found in English and Dutch in Table D1.

#### 3.3.1. Inclusive leadership

We used Carmeli et al. (2010) nine-item scale to measure inclusive leadership ( $\alpha = 0.81$ ). This scale measures the construct by assessing subordinates' perceptions of inclusive leadership. Example items are: "My manager is available for consultation on problems" and "The

manager encourages me to access him/her on emerging issues”. (1 = strongly disagree, 6 = strongly agree).

### 3.3.2. Creativity

To measure employee creativity, we adopted the 13-item scale ( $\alpha = 0.87$ ) developed by Zhou and George (2001). We used this scale because it specifically focuses on creativity and not on innovation or innovative work behaviour. Also, this is the most used scale (accounting for 37%) in creativity-related leadership research (Hughes et al., 2018). Example items are: “I come up with new and practical ideas to improve performance” and “I exhibit creativity on the job when given the opportunity to”. (1 = not at all characteristic, 5 = very characteristic). One downside to the measurement of creativity is that there has been criticism of the existing scales, calling for new psychometric scales and study designs. This is partly due to the construct confusion existing in the literature on creativity and innovation at present (Hughes et al., 2018).

### 3.3.3. Perceived Organisational Support

For perceived organisational support, we used the 8-item version of the Survey of Perceived Organisational Support ( $\alpha = 0.89$ ) developed by Eisenberger et al. (1986). This version of the scale is well-established and used because of its length while maintaining a high reliability score. Originally, the survey consisted of 36 items. But “because the original scale is unidimensional and has high internal reliability, the use of shorter versions does not appear problematic” (Rhoades & Eisenberger, 2002, p. 699). Additionally, the 8-item and 16-item versions are more efficient but just as effective as the 36-item version, according to correlations between factor scores and scale scores (Worley et al., 2009). Example items are: “My organisation values my contribution to its well-being” and “My organisation cares about my general satisfaction at work”. (1 = strongly disagree, 7 = strongly agree).

### 3.3.4. Control variables

Certain employee demographics are associated with employee creativity. We want to control for these variables since they can have a significant effect. The educational level represents task-specific knowledge or skills that might influence how creative an employee is (Amabile, 1988; Tierney et al., 1999) and was measured by selecting one of the seven options (e.g. “no degree”, “master degree”, “other”). Organisational tenure might negatively affect employee creativity (Yang et al., 2022) and was measured in years. Age and gender

have previously been found to influence creativity (Zhang et al., 2014; Zhang & Bartol, 2010) and were therefore measured as well. Because we are measuring inclusive leadership, we also want to control for nationality to account for some cultural diversity within teams, which has also been done by Hirst et al. (2009).

### 3.4. Data analysis

The statistical software SPSS 28.0 was used to analyse the data. Before testing, the data was checked for missing values and outliers using data screening. There were no missing values found. Potential outliers were initially flagged through the visualisation of the variables in boxplots. These data points were double-checked by running a regression analysis, entering all control and predictor variables, and saving the Mahalanobis distance, Cook's distance, and centred leverage values. Based on these three values, one outlier was detected and considered problematic for the hypothesis analysis, so it was removed.

#### 3.4.1. Reliability analysis

To test whether the scales used in this research were as strong as in previous studies, a reliability analysis was performed. The reliability statistics show that Cronbach's alpha was good, as it was higher than 0.80 for all three scales. This is higher than the arbitrary value of 0.70 and lower than an alpha of 0.90 which may suggest changing the length of the scale by removing redundant items (Tavakol & Dennick, 2011). The Cronbach's alpha for all variables can be found in the description of measurements. As well as in Table 2, reported between brackets and in bold.

#### 3.4.2. Common method bias

Common method effects must be taken into account to prevent inaccurate estimations of the measurement scales' reliability and the estimates of the relationship between inclusive leadership, employee creativity, and perceived organisational support (Aguirre-Urreta & Hu, 2019). Whether the results of this study are substantive effects rather than common method variance, Harman's single factor test was performed to check for common method bias (Howard, 2023). This is an exploratory factor analysis of all indicators. In this study, the items were loaded on multiple factors, and the first factor explained 26.64% of the total variance, which is below 50%, meaning common method bias is not a problem (Podsakoff et al., 2003).

### 3.4.3. Factor analysis

To check the measurement scales for dimensionality, a principal component analysis with varimax rotation was performed. Before the factor analysis could be performed, the Kaiser-Meyer-Olkin measure (KMO) and Bartlett's test of sphericity were checked. KMO is a measure of sampling adequacy that tests if using factor analysis is appropriate for this dataset. Bartlett's test of sphericity checks if the variables in the correlation matrix are uncorrelated and can be used for factor analysis (Field, 2013). The KMO verified the sampling adequacy for the analysis: KMO = 0.799, and for all individual scales, KMO = > 0.774, which is higher than the threshold of 0.5, making the factor analysis adequate (Field, 2013). Bartlett's test of sphericity was significant ( $\chi^2(435) = 1392.61, p < .001$ ). Which indicated that correlations between items were large enough to be used in the factor analysis.

The principal component analysis was conducted on the 30 items with varimax rotation. An initial factor analysis was performed to obtain the eigenvalues for each component. Seven components had eigenvalues higher than 1, and combined, they explained 66.32% of the variance. The scree plot also showed inflexions that justify retaining seven components. Table A1 shows the seven components and the factor loadings after rotation. The items that cluster on the same components suggest that they belong together and represent similar constructs. Noteworthy was the loading of one item from the employee creativity scale on a different component, together with the items from perceived organisational support. When we perform a principal component analysis with varimax rotation for the scale of employee creativity alone and force all items to load onto one component, the same item shows the lowest loading score (0.474), indicating that this item might be problematic. Although an exploratory factor analysis is a good first step to testing dimensionality, performing a confirmatory factor analysis would be much better, as the used measurement items will reflect the theoretical model (Ziegler & Hagemann, 2015). Unfortunately, that was not a possibility for this study.

### 3.4.4. Data analytical procedure

Then, regression analyses with and without moderation were performed. To review, we proposed a moderated model in which the relationship between inclusive leadership and employee creativity is moderated by perceived organisational support. We used a linear

regression model, a quadratic regression model, and the PROCESS macro developed by Hayes (2013) to evaluate the conceptual model and hypotheses. After the initial regression analyses were performed, it was determined appropriate to analyse a second moderated model and a mediated regression model. These final findings can be found under the exploratory results.

To evaluate Hypothesis 1, we used a linear regression model with employee creativity as the dependent variable and inclusive leadership as the independent variable. We also included our control variables in this model. The linear model is tested using the stepwise regression method. To evaluate Hypothesis 3, we then add perceived organisational support as our moderation variable to see if we can find a significant interaction effect of perceived organisational support on the relationship between inclusive leadership and employee creativity. The PROCESS macro (Hayes, 2013) was used for this test. This meant a simple moderation analysis using model 1 of the PROCESS macro (Hayes, 2013). To evaluate Hypothesis 2, we ran an alternative regression analysis on the relationship between inclusive leadership and employee creativity. This analysis used a quadratic model, which would result in a curved or curvilinear line, allowing us to evaluate if this model fits the relationship better. To evaluate hypothesis 4, the two models will be compared. With the R-squared of both models, we will be able to assess which model has a better fit. This provides an interesting insight into the relationship dynamics of inclusive leadership and employee creativity, the impact of a moderating variable, and the TMGT effect, and allows us to argue for more research on nonlinear relationships in conceptual models found in the social sciences.



## 4. Analysis and results

### 4.1. Correlations

A correlation analysis was performed to test whether two variables have a potential association with each other. The correlations, means, and standard deviations (SD) can be found in Table 2. Only seven correlations were significant at an alpha level of 0.01, while six more correlations were significant at an alpha level of 0.05. The Cronbach alphas are reported between brackets and in bold for the variables used in the factor analysis.

Table 2 Descriptive statistics (means, standard deviation, and correlations)

Variables	Mean	SD	1	2	3	4	5	6	7	8	9
1. Gender	0.60	0.49	---								
2. Level of education (1)	0.16	0.36	.225*	---							
3. Level of education (2)	0.51	0.50	.154	-.439**	---						
4. Level of education (3)	0.33	0.47	-.337**	-.303**	-.723**	---					
5. Age	43.53	12.17	.049	.275**	.003	-.214*	---				
6. Tenure	11.93	11.54	.224*	.144	.045	-.158	.657**	---			
7. Inclusive leadership	4.51	0.39	.082	.051	.172	-.222*	.367**	.226*	<b>(0.81)</b>		
8. Employee creativity	3.44	0.58	-.346**	-.225*	.002	.171	-.024	-.181	.122	<b>(0.87)</b>	
9. Perceived organisational support	5.79	0.83	-.269*	-.364**	.143	.129	-.212*	-.372**	0.236*	0.450**	<b>(0.89)</b>

**Note:** N = 90. \*\*  $p < 0.01$  \*  $p < 0.05$ . Cronbach's Alphas are reported between brackets and in bold. Inclusive leadership (min = 1, max = 6); employee creativity (min = 1, max = 5); Perceived organisational support (min = 1, max = 7); Level of education (1 = High school and MBO, 2 = HBO bachelor, 3 = WO Bachelor, master's degree, and PhD); Gender (0 = male, 1 = female); Tenure (years, continuous); Age (years, continuous)

The correlation analysis showed us that inclusive leadership is significantly positively correlated with perceived organisational support ( $r = .236, p < .025$ ), age ( $r = .367, p < .001$ ), tenure ( $r = .226, p < .032$ ), and level of education (3) ( $r = -.222, p < .035$ ). However, inclusive leadership is not significantly correlated with employee creativity ( $r = .122, p < .252$ ). On the other hand, employee creativity does have a significant positive correlation with perceived organisational support ( $r = .450, p < .001$ ), as well as with the level of education (1) ( $r = .225, p < .033$ ). And a significant negative correlation with gender ( $r = -.346, p < .001$ ). Lastly, perceived organisational support is significantly correlated with most variables. So, with

gender ( $r = -.269, p < .01$ ), age ( $r = -.212, p < .045$ ), tenure ( $r = -.372, p < .001$ ), and level of education (1) ( $r = -.364, p < .001$ ) as well.

## 4.2. Hypotheses testing

The results of the hypothesis testing are presented in this section. The beta, confidence intervals, significance levels, and  $R^2$  of the models that were tested can be found in Table B1. The most important findings will be discussed further in the discussion.

### 4.2.1. Inclusive leadership and employee creativity as a linear model

Hypothesis 1 states that inclusive leadership has a positive linear relationship with employee creativity. The results show that the linear relationship between inclusive leadership and employee creativity is not significant. Following this model, the effect of inclusive leadership on employee creativity is ( $\beta = .152, t = 1.522, p = .132$ ). Therefore, hypothesis 1 is not supported.

### 4.2.2. Inclusive leadership and employee creativity as a quadratic model

Hypothesis 2 states that the relationship between inclusive leadership and employee creativity has an inverted U shape. The results show that the curvilinear relationship between inclusive leadership and employee creativity is not significant. Following a quadratic model, the quadratic effect of inclusive leadership ( $IL^2$ ) on employee creativity is ( $\beta = -.101, t = -1.005, p = .318$ ). Therefore, hypothesis 2 is not supported.

### 4.2.3. Inclusive leadership and employee creativity with perceived organisational support as moderator

Hypothesis 3 states that perceived organisational support positively moderates the linear relationship between inclusive leadership and employee creativity. In other words, when perceived organisational support is high, the relationship between inclusive leadership and employee creativity will become stronger, and when perceived organisational support is low, the relationship will become less strong. Likewise, when inclusive leadership is low but perceived organisational support is high, the negative effect of inclusive leadership will be weaker. To test the moderating effect of perceived organisational support on this relationship, all three variables, control variables, and an interaction term were incorporated in a regression analysis using Model 1 of the PROCESS macro (Hayes, 2013). The relationship between inclusive leadership and employee creativity was still non-significant ( $\beta = .212, t =$

1.232,  $p = .222$ ). However, the relationship between perceived organisational support and employee creativity was significant ( $\beta = .193$ ,  $t = 2.287$ ,  $p = .025$ ). The interaction effect between inclusive leadership and perceived organisational support was also significant ( $\beta = .393$ ,  $t = 2.188$ ,  $p = .032$ ). This indicates that perceived organisational support moderates the linear relationship between inclusive leadership and employee creativity. An increase in perceived organisational support will result in a positive or increased positive effect from inclusive leadership on employee creativity. The addition of the interaction term resulted in a significant change to the model ( $F(1, 81) = 4.79$ ,  $p = .032$ ,  $R^2$  change = .041). Therefore, hypothesis 3 is supported.

The simple slopes output provides more insight into the moderation effect, showing the conditional effects of perceived organisational support for one SD below the mean, at the mean, and one SD above the mean. The simple slope of inclusive leadership on employee creativity was not significant at low levels ( $\beta = -0.112$ ,  $t(81) = -0.63$ ,  $p = .530$ ), not significant at the mean ( $\beta = 0.213$ ,  $t(81) = 1.23$ ,  $p = .222$ ), but significant for high levels ( $\beta = 0.538$ ,  $t(81) = 2.01$ ,  $p = .048$ ). Therefore, having a high level of perceived organisational support impacts employee creativity significantly. This further indicates that once we have a high level of perceived organisational support, also having a high level of inclusive leadership has a greater positive effect on employee creativity. The effect of perceived organisational support commands greater attention than inclusive leadership, as we can see a negative effect on employee creativity when perceived organisational support is low, even when inclusive leadership is high. The interaction effect of perceived organisational support in the relationship between inclusive leadership and employee creativity is visualised in Figure 3.

Lastly, it frequently happens that the effect of the predictor is only significant at specific values of the moderator. Therefore, we look at the Johnson-Neyman significance regions, which show the value of the moderator for which the effect of inclusive leadership on employee creativity becomes or stops being significant, comparable to a confidence interval. The value of perceived organisational support for which the effect of inclusive leadership on employee creativity is significant is 0.7861 ( $p < .05$ ) or 0.3375 ( $p < 0.1$ ) above the mean of 5.79. This means that inclusive leadership positively affects employee creativity for respondents who score 6.77 or higher on perceived organisational support while accounting for this moderation.

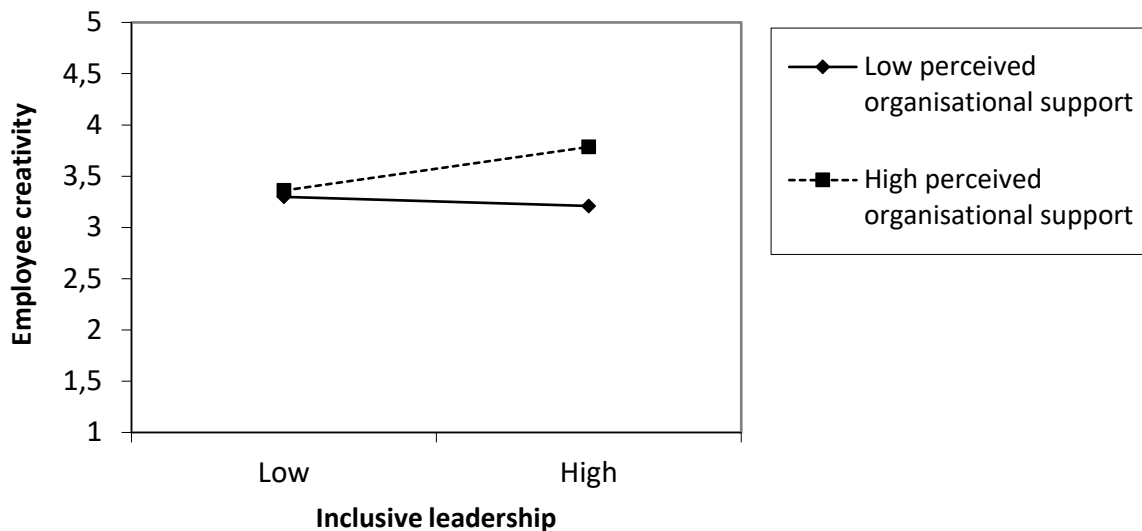


Figure 3 The interaction effect of perceived organisational support on the relationship between inclusive leadership and employee creativity.

#### 4.2.4. Results control variables

Since previous research argued that gender, age, level of education, and tenure could influence employee creativity, they were included in the regression analysis. The significance levels, beta, and confidence intervals can be found in Table B1. No changes occurred to the linear or moderated regression models when the control variables were included or excluded. In the linear models, gender was the only control variable that was significant for the control-only model ( $\beta = -.298, t = -2.296, p = .024$ ), and for the model including inclusive leadership ( $\beta = -.307, t = -2.381, p = .020$ ). Gender was no longer significant for the moderated model ( $\beta = -.231, t = -1,891, p = .062$ ). The other variables were non-significant in every model. This means that addressing the relationship between gender and employee creativity could provide more insightful information about the relationship between inclusive leadership and employee creativity. From a theoretical perspective, using gender as a moderator is done quite often in leadership studies. Especially, if it makes sense to assume that results differ between male and female respondents.

#### 4.2.5. Summary hypotheses analysis

In this research, different hypotheses were tested to find significant relationships between the variables of the conceptual model. Figure 2 shows these relationships. Based on the hypothesis analysis, only one hypothesis was found significant and supported. Perceived organisational support moderates the relationship between inclusive leadership and employee creativity. The other relationships were not significant, and these hypotheses

were therefore not supported. This means that there does not appear to be a significant direct linear relationship between inclusive leadership and employee creativity, nor does there appear to be a curvilinear relationship between these two variables. Meaning that no support was found for the final hypothesis. Table 3 shows the outcomes of the hypothesis summarised.

*Table 3 Outcomes hypotheses*

<b>Hypotheses</b>	<b>Outcome</b>
H1: Inclusive leadership is positively related to employee creativity	Not supported
H2: The relationship between inclusive leadership and employee creativity has an inverted U-shape	Not supported
H3: Perceived organisational support positively moderates the relationship between inclusive leadership and employee creativity	Supported
H4: The curvilinear model will have a better fit than the linear model for the relationship between inclusive leadership and employee creativity	Not supported

### 4.3. Exploratory analysis and results

#### 4.3.1. Inclusive leadership and employee creativity with perceived organisational support and gender as moderators

Given the results of the hypothesis analysis, we were curious to unpack the moderation of gender besides the hypothesised relationships. Research suggests that male employees have an advantage over female employees in creative performance. Generally, women seem to have lower creative self-efficacy (Hora et al., 2021), which is about the trust someone has in their capability of doing creative work properly (Tierney & Farmer, 2002). The observed gender gap is dependent on social factors and, thus, the employees' environment. For example, Hora et al. (2021) found that psychological safety balances out the disadvantage in creative self-efficacy seen for female employees and indirectly influences creative performance through creative self-efficacy. Furthermore, the difference between male and female employees is bigger when creative performance is measured through self-reported items (Hora et al., 2022). In this study, the respondents were asked to self-report, possibly creating larger differences between male and female respondents.

The exploratory hypothesis tested here is that 'the employees' gender significantly moderates the relationship between inclusive leadership and employee creativity'. This

means that male and female employees will perceive the effect of inclusive leadership as significantly different from one another. The model is visualised in Figure 4.

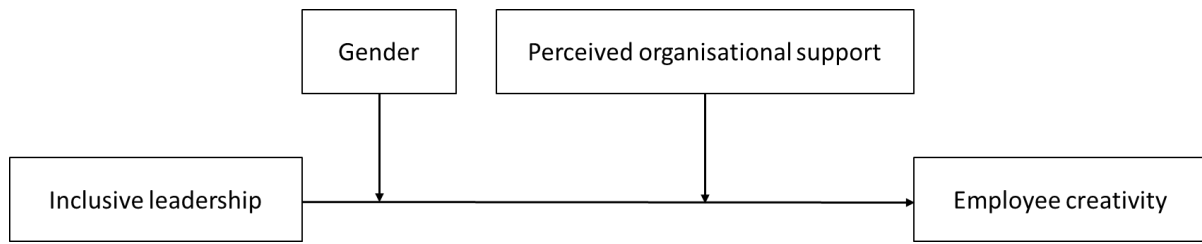


Figure 4 The relationship between inclusive leadership and employee creativity moderated by gender and perceived organisational support

Since this hypothesis is explorative, the outcome of the tests has been not theorised, and no real predictions have been made. To test the moderating effect of gender alongside the moderation effect of perceived organisational support, all three variables, control variables, and two interaction terms were incorporated in a regression analysis using Model 2 of the PROCESS macro (Hayes, 2013). The relationship between inclusive leadership and employee creativity was still non-significant ( $\beta = -.212, t = -.837, p = .405$ ). As expected, the relationship between perceived organisational support and employee creativity was still significant ( $\beta = .206, t = 2.499, p = .015$ ). The interaction effect between inclusive leadership and perceived organisational support was also significant ( $\beta = .432, t = 2.450, p = .016$ ). Adding the interaction term resulted in a significant change to the model ( $F(1, 80) = 6.01, p = .016, R^2$  change = .049). This suggests that an increase in perceived organisational support will result in a positive or increased effect of inclusive leadership on employee creativity. Secondly, the relationship between gender and employee creativity was not significant ( $\beta = -.188, t = -1.557, p = .123$ ). But the interaction effect between gender and inclusive leadership was significant ( $\beta = .648, t = 2.246, p = .027$ ). Adding this interaction term resulted in a significant change to the model ( $F(1, 80) = 5.05, p = .027, R^2$  change = .041). Therefore, the effect of inclusive leadership depends on gender. Male employees were the reference category, so we can see that among female employees, the effect of inclusive leadership is higher than for male employees. The full model can be found in Table C1.

These findings suggest that perceived organisational support and gender both moderate the relationship between inclusive leadership and employee creativity. The interaction effect of perceived organisational support and gender in the relationship between inclusive

leadership and employee creativity is visualised in Figure 5. More precisely, male employees are more creative when inclusive leadership is low, it does not matter if the level of perceived organisational support changes. However, the effect on employee creativity is always positive for female employees when inclusive leadership is high. When perceived organisational support is high as well, female employees will show greater levels of employee creativity than male employees. Under the same circumstances, male employees show a slight increase in creativity. However, there is a significant decrease in creativity when perceived organisational support is low. This shows a sort of cross-over effect when examining male and female employees.

The simple slopes show the conditional effects of perceived organisational support for one SD below the mean, at the mean, and one SD above the mean for both male and female employees. The simple slope of inclusive leadership on employee creativity was significant at low levels for male employees only ( $\beta = -0.569$ ,  $t(80) = -2.13$ ,  $p = .037$ ), significant at the mean for female employees ( $\beta = 0.436$ ,  $t(80) = 2.23$ ,  $p = .029$ ), and significant at high levels for female employees as well ( $\beta = 0.793$ ,  $t(80) = 2.78$ ,  $p = .007$ ). Therefore, low perceived organisational support seems to harm employee creativity for male employees, even when inclusive leadership is high. And that average to high levels of perceived organisational support is more beneficial for female employees at a high level of inclusive leadership, especially compared to their male peers.

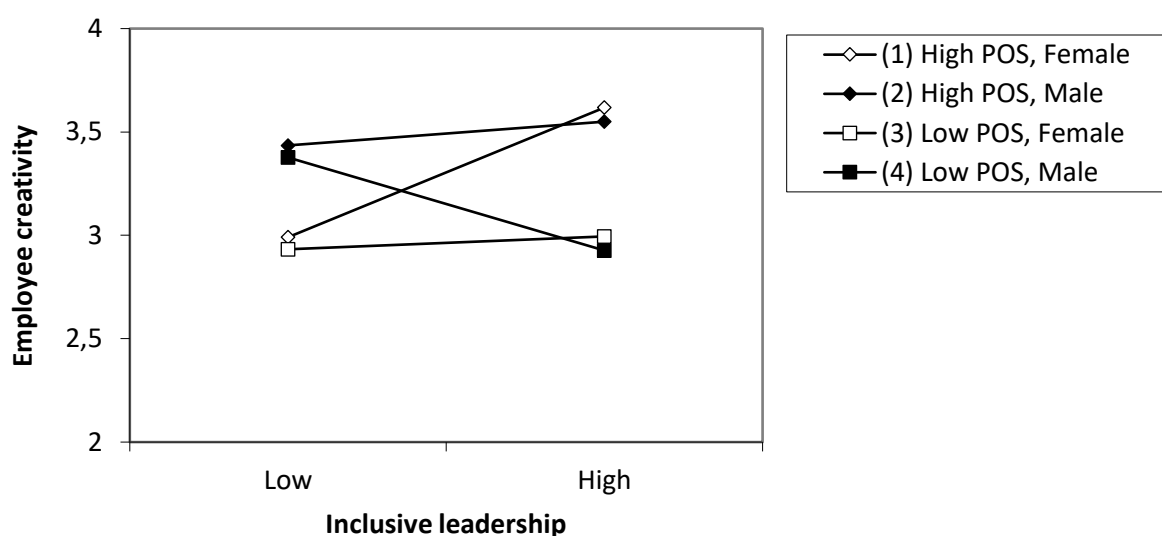


Figure 5 The interaction effect of perceived organisational support and gender on the relationship between inclusive leadership and employee creativity.

#### 4.3.2. Inclusive leadership and employee creativity with perceived organisational support as a mediator

Research has hypothesised perceived organisational support as a mediator for inclusive leadership before. For example, when researching the effect of inclusive leadership on employee innovative behaviour (Qi et al., 2019), they found that the relationship was mediated partially and that inclusive leadership had a very significant relationship with perceived organisational support. The findings on perceived organisational support are similar to those in this study. In addition to the original hypotheses, it was interesting to explore the direct and indirect effects of the relationship between inclusive leadership and employee creativity as well. So, a simple mediation analysis was performed to test these effects, where perceived organisational support was used as a mediator. One path goes through the proposed mediator, perceived organisational support, and the second path is independent of the mediator. To test this, model 4 of the PROCESS macro (Hayes, 2013) was used. The model is visualised in Figure 6.

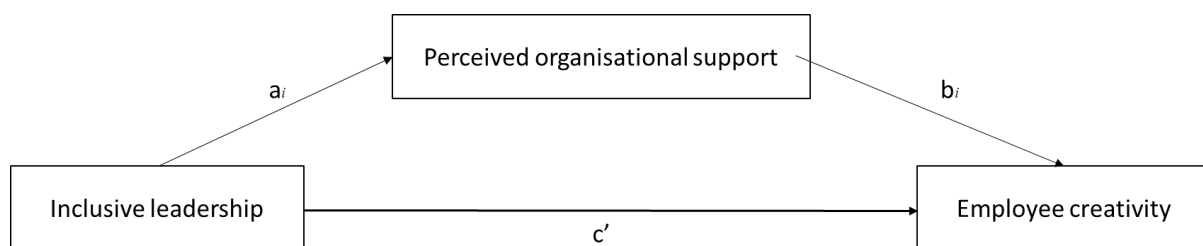


Figure 6 The direct and indirect effect of inclusive leadership on employee creativity

The mediated regression analysis gave the total effect, which is based on the combined influence of the direct and indirect effects. The total effect of inclusive leadership on employee creativity was not significant ( $\beta = .246$ ,  $t = 1.562$ ,  $p = .122$ ). The results further indicate that path a, the effect of inclusive leadership on perceived organisational support, was significant ( $\beta = .737$ ,  $t = 3.683$ ,  $p = .001$ ). This means that with high levels of inclusive leadership, employees perceive more organisational support. The results also showed that path b, the effect of perceived organisational support on employee creativity, was significant ( $\beta = .245$ ,  $t = 2.964$ ,  $p = .004$ ). This means that employees who perceive more organisational support demonstrate more creative behaviour. This is in line with our earlier findings. It was found that path c' is not significant ( $\beta = .066$ ,  $t = 0.403$ ,  $p = .688$ ). This means that inclusive leadership does not have a direct effect on employee creativity, which follows earlier results from the linear regression analysis.



On the other hand, the indirect effect of inclusive leadership on employee creativity is significant ( $\beta = .181$ ,  $t = 5.523$ ). Firstly, the confidence intervals for the indirect effect do not cross zero or have a zero value in between, indicating that a significant indirect effect is found. Secondly, to test this, the t-statistic for the indirect effect is calculated by bootstrapping, following the same test statistic as proposed in Henseler et al. (2009, p. 306). The original estimate of the indirect effect is divided by the bootstrapping standard error of the indirect effect. The t-statistic ( $t = 5.523$ ) is higher than 1.989 (2-tailed), meaning that the indirect effect is significantly different from zero (at  $p = .05$  and  $Df = 83$ ). Since there is no direct effect, there is full mediation. Meaning that the effect of inclusive leadership only works through perceived organisational support. The findings support the mediating role of perceived organisational support between inclusive leadership and employee creativity. The mediation analysis summary is presented in Table 4. The full model can be found in Table C2.

Table 4 Mediation analysis summary

Relationship	Total effect	Direct effect	Indirect effect	Confidence interval		t-statistics	Conclusion
				Lower bound	Upper bound		
Inclusive leadership --> POS --> Employee creativity	.246 (.122)	.066 (.668)	.181	.031	.360	5.523	Full mediation

#### 4.3.3. Summary explorative analyses

In this section, additional explorative models were tested to find significant relationships between the variables that had been conceptualised earlier. Based on the double-moderated analysis, the results show that gender significantly moderates the relationship between inclusive leadership and employee creativity, alongside perceived organisational support. Based on the mediated model, the results show that perceived organisational support fully mediates the relationship between inclusive leadership and employee creativity. For both models, we see an adjusted  $R^2$  which is higher than the models from the hypotheses, indicating that the new variables and the way these variables interact improve the model, not just coincidentally. Also, the  $p$ -values of the variables included in the explorative models indicate that these terms are statistically significant, leaving an incentive to try and find more theoretical explanations for these interactions and relationships.

## 5. Discussion

### 5.1. Theoretical implications

This research sought to contribute to the literature on inclusive leadership and employee creativity. Given the growing importance of employee creativity as a source of competitive advantage (Hirst et al., 2009; Hughes et al., 2018), and inclusiveness as a source of well-being for employees (Korkmaz et al., 2022), it is essential to explore these concepts further and the relationship between them. Although some of the potential of inclusive leadership has been shown by previous studies, its practical and theoretical relevance deserves further exploration.

Our research extends prior studies on these concepts by testing linear, curvilinear, and moderated models that examine the relationship between inclusive leadership, perceived organisational support, and employee creativity. Firstly, we address the call to investigate the potential downsides of inclusive leadership for employees by Korkmaz et al. (2022). Secondly, we propose and investigate a curvilinear model for the relationship between inclusive leadership and employee creativity based on the “too-much-of-a-good-thing effect” as suggested by Xiaotao et al. (2018) and Zhu et al. (2020). Finally, we investigate the boundary conditions that can influence the relationship between inclusive leadership and employee creativity, as proposed by Qi et al. (2019).

Previous research on the negative relationship of inclusive leadership with organisational outcomes, e.g., Xiaotao et al. (2018); and Zhu et al. (2020), has found significant effects but did not consider moderation. Other studies, including those on perceived organisational support, e.g., Qi et al. (2019), did not consider moderation either. To the best of our knowledge, this is one of the first studies on inclusive leadership that examined boundary conditions in-depth from the perspective of the employees. Especially, related to employee creativity. Therefore, this study makes several contributions to existing research and theory.

#### 5.1.1. Relationship between inclusive leadership and employee creativity

The results indicate that inclusive leadership is not directly related to employee creativity. The use of social exchange theory was very useful in this instance because it made the association with perceived organisational support easier to understand (Settoon et al., 1996). The application of social exchange theory helped explain why high levels of inclusive

leadership should result in more creativity. However, based on the social exchange theory alone, we were unable to explain the relationship between these variables. Employees did not feel the need to reciprocate certain behaviour based on the exchange relationship, thus inclusive leadership alone is not enough. Following previous research, the findings show that perceived organisational support turned out to play a more crucial role. It has a significant positive effect on employee creativity and moderates the relationship between inclusive leadership and creativity. The social information processing theory emphasises the significance of the employees' environment (Salancik & Pfeffer, 1978), and shows how employees come to a feeling of inclusiveness through shared experiences from the environment, rather than individually (Randel et al., 2018). The application of the social information processing theory helped to understand how individuals adapt their behaviour and beliefs based on their social environment, to which the organisation contributes. Therefore, organisations should prioritise fostering a sense of organisational support when aiming to enhance employee creativity. Hence, even though the direct impact of inclusive leadership on daily work may be limited, inclusive leaders can influence employees indirectly through the organisational and social context. Therefore, a combination of inclusive leadership and organisational support is necessary to have the most positive impact on employee creativity.

Also, the findings do not suggest a negative effect from inclusive leadership based on the linear or moderated model, nor did we find a curvilinear relationship between inclusive leadership and creativity. Thus, no paradoxical effect of inclusive leadership is found, and the 'too-much-of-a-good-thing effect' was not supported. The data is unable to provide an alternative explanation for the negative effect of inclusive leadership on employee creativity observed in Zhu et al. (2020). Meaning that we are unable to explain more about the conflicting observations found in previous research, where positive and negative effects coexist (Randel et al., 2018). However, according to Poole and Van de Ven (1989, p. 575), "there is great potential to enliven current theory and to develop new insights if we search for and work with inconsistencies, contradictions, and tensions in the theories and in the relationships between them". Therefore, future research should keep looking for potential negative effects, curvilinear or non-linear relationships, and additional boundary conditions to develop new insights.

In addition to the hypothesis analysis, we observed notable differences in the data between male and female respondents. Therefore, we explored a double-moderated model with gender, which exhibited a higher adjusted  $R^2$  value than the original models. The findings from the explorative model suggest that gender is a significant moderator in the relationship between inclusive leadership and employee creativity. Male and female employees seem to perceive the effect of inclusive leadership differently and show different levels of creative performance. This can be explained by previous research which has found that male employees are usually rated to have better creative performance, especially when they are asked to report their own performance (Hora et al., 2022). This observed gender gap is dependent on social factors and, thus, the employees' environment. Psychological safety was found to negate the disadvantage female employees have in terms of creative self-efficacy, leading to improvements in creative performance (Hora et al., 2021). So, the effect of contextual factors, i.e., psychological safety or perceived organisational support could play a big role in overcoming gender differences. Future research should take gender differences into account and consider possible significant differences between these two groups when analysing relationships. Furthermore, unpacking how and why these differences exist in the first place.

Previous research also suggests that the relationship between inclusive leadership and organisational outcomes is mediated. Mediation through, i.e., perceived organisational support (Qi et al., 2019), psychological safety (Carmeli et al., 2010), and inclusive climate (Nembhard & Edmondson, 2006) have found significant effects. Therefore, we explored a mediated model with perceived organisational support as a mediator. The results from the mediated regression model suggest that inclusive leadership affects employee creativity through full mediation. Inclusive leadership does not directly affect employee creativity. So, the findings suggest the indirect effect provides more interesting information about the relationship between these variables. A possible explanation for this phenomenon is that research has found that employees seem to perceive their supervisor or manager as an extension of the organisation. Where the manager's behaviour or intentions are attributed to the organisation or the organisational context. According to Eisenberger et al. (1986) and Kurtessis et al. (2017), employees prefer to connect behaviour and role-related activities by other employees, such as managers, to the organisation. In other words, they attach human-

like traits to the organisation and view colleagues as agents of the organisation. This can explain the overwhelming and significant mediation effect of perceived organisational support in this conceptual model.

The results from the explorative analyses suggest the possibility of a different perspective concerning the relationship of these concepts, provide more support for the importance of perceived organisational support, emphasise the complexity of the relationship between inclusive leadership and employee creativity, and are used to suggest ideas for future research. It also supports earlier findings from Carmeli et al. (2010) and Qi et al. (2019) highlighting the role of the social context in determining employee creativity and innovative work behaviour. When exploring additional relationships, this should be kept in mind.

## 5.2. Practical implications

The current research offers a few practical implications for perfecting inclusive leadership and facilitating employees' creativity. Firstly, it is important to understand that inclusive leaders are unable to positively affect employees' creativity on their own. The social environment of the employees is too important to not consider in this context. The organisation should cooperate with the managers to align organisational goals, activities, and support with the behaviour and activities carried out by the manager. By understanding that the manager is 'part' of the support an employee perceives, aligning this should yield much better creative performance. And the organisation should observe even more positive outcomes concerning employee behaviour. In addition, this study indicated the relevance of perceived organisational support for creativity. Even when inclusive leadership is high, having low organisational support harms employee creativity. It raises the question of how organisations can increase this perceived support. In other words, the way organisations value employee contributions and care about their well-being should be a top priority for everyone, including the managers. Even though leaders cannot significantly affect employees through their behaviour and actions, the organisation should strive to recruit, promote, or place personnel who have the qualities of an inclusive leader and support the employees. Along with perceived organisational support, organisations need to uphold psychological safety, since this predicts employee creativity and even moderates or mediates the effect of other positive antecedents (Fu et al., 2022; Hughes et al., 2018; Nembhard & Edmondson, 2006).

### 5.3. Limitations and future research

When interpreting the results of this research, several key complications need to be kept in mind. Firstly, we tried to collect as much data as necessary to have high power in our regression analysis, but the sample size remained rather small. Also, all respondents were Dutch, even though nationality was considered a control variable. This variable was not used because it would not yield any information. To counter this, we provided enough statistics and tests to support our findings. However, future studies should pursue a larger, more diverse sample if they want to replicate this study. Secondly, we wanted to test a moderated curvilinear relationship because we found that perceived organisational support had a significant moderating effect. But, due to software limitations, this was not possible. It would be interesting to research this regression model as well since the social context is important in explaining the relationship between inclusive leadership and employee creativity, a possible curvilinear relationship could be observed. Thirdly, it was not possible to perform a structural equation modelling (SEM) procedure due to software limitations and a small sample size. According to research, exploratory factor analysis is a good place to start, but a confirmatory technique would be more appropriate because the measurement items will reflect the theoretical model with grounded theory for the structure (Ziegler & Hagemann, 2015), as opposed to using an exploratory technique to see if the models fit the data. Fourthly, the data collection for this research happened through self-reporting, meaning common method bias could be a problem (Podsakoff et al., 2003). However, we found that CMV was not an issue. Ultimately, it is better to collect data from multiple sources and specifically have employee creativity rated by others. Finally, although the findings from the explorative tests are very interesting and fitting to this study, they are not backed by theory as extensively yet and need to be taken with caution until these relationships are researched further.

### 5.4. Conclusion

This study provides new insights into the concept of inclusive leadership. As well as for the relatively understudied, potentially negative effects of inclusive leadership, the role of boundary conditions, and the effect on employee creativity. The research furthers our understanding in three areas. Firstly, by investigating the mechanisms by which inclusive leadership facilitates employee creativity. Showing that inclusive leadership is an important

factor for organisations, even though it does not directly affect creativity. Secondly, by studying the negative effects that have been hypothesised in previous research. Although none have been found in this study, searching for and working with inconsistencies and contradictions will lead to new insights. And thirdly, by addressing the boundary conditions. As found in this research, perceived organisational support has a significant effect on the relationship between inclusive leadership and employee creativity.

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***Perceived organisation support***

My organisation values my contribution to its well-being								0,65
My organisation fails to appreciate any extra effort from me								0,59
My organisation would ignore any complaint from me								0,77
My organisation really cares about my well-being								0,84
Even if I did the best job possible, my organisation would fail to notice								0,76
My organisation cares about my general satisfaction at work								0,79
My organisation shows very little concern for me								0,77
My organisation takes pride in my accomplishments at work								0,62

**Note:** Extraction Method: Principal Component Analysis with varimax rotation and Kaiser Normalization.

## 8. Appendix B: Results hypotheses analysis

Table 1 Results hypotheses analysis

Employee creativity						
Model 1: Control variables	$\beta$	SE	t	p	95% CI	$R^2 = .169^{**}$
Constant	3.389***	.281	12.042	.001	[2.829, 3.949]	
Gender	-.298*	.130	-2.296	.024	[-.557, -.040]	
Age	.009	.007	1.336	.185	[-.004, .022]	
Level of education (1)	-.280	.172	-1.628	.107	[-.623, .062]	
Level of education (3)	.045	.172	.336	.738	[-.222, .312]	
Tenure	-.011	.007	-1.568	.121	[-.024, .003]	
$F(5, 84) = 3.421, p < .01$						
Model 2: Linear	$\beta$	SE	t	p	95% CI	$R^2 = .193^{**}$
Constant	3.510***	.290	12.119	.001	[2.934, 4.086]	
Gender	-.307*	.129	-2.381	.020	[-.563, -.051]	
Age	.006	.007	.830	.409	[-.008, .019]	
Level of education (1)	-.251	.172	-1.462	.147	[-.593, .090]	
Level of education (3)	.079	.135	.585	.560	[-.189, .347]	
Tenure	-.010	.007	-1.515	.134	[-.024, .003]	
Inclusive leadership (IL)	.246	.158	1.562	.122	[-.067, .560]	
$F(6, 83) = 3.306, p < .01$						
Model 3: Quadratic	$\beta$	SE	t	p	95% CI	$R^2 = .193^*$
Constant	3.500***	.295	11.849	.001	[2.913, 4.088]	
Gender	-.309*	.130	-2.376	.020	[-.569, -.050]	
Age	.006	.007	.836	.405	[-.008, .020]	
Level of education (1)	-.259	.177	.465	.147	[-.610, .093]	
Level of education (3)	.078	.136	.573	.568	[-.192, .348]	
Tenure	-.010	.007	-1.517	.133	[-.024, .003]	
Inclusive leadership (IL)	.267	.187	1.424	.158	[-.106, .639]	
IL <sup>2</sup>	.068	.331	0.205	.838	[-.591, .727]	
$F(7, 82) = 2.807, p < .05$						
Model 4: Moderated	$\beta$	SE	t	p	95% CI	$R^2 = .312^{***}$
Constant	3.413***	.276	12.378	.001	[2.865, 3.962]	
Gender	-.231	.122	-1.891	.062	[-.475, .012]	
Age	.004	.007	.584	.561	[-.009, .017]	
Level of education (1)	-.111	.170	-.657	.513	[-.447, .226]	
Level of education (3)	.104	.127	.822	.414	[-.148, .357]	
Tenure	-.004	.007	-.608	.545	[-.017, .009]	
Inclusive leadership (IL)	.213	.173	1.232	.222	[-.131, .556]	
Perceived organisational support	.193*	.084	2.287	.025	[.025, .361]	
Interaction IL * POS	.393*	.180	2.186	.032	[.036, .750]	
$F(8, 81) = 4.584, p < .001$						

**Note:** N = 90. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Inclusive leadership (min = 1, max = 6); employee creativity (min = 1, max = 5); Perceived organisational support (min = 1, max = 7); Level of education (1 = High school and MBO, 2 = HBO bachelor, 3 = WO Bachelor, master's degree, and PhD); Gender (0 = male, 1 = female); Tenure (years); Age (years)

## 9. Appendix C: Results exploratory analysis

Table 1 Results double-moderation analysis

Model 5: Double-moderated	Employee creativity					$R^2 = .352^{***}$
	$\beta$	SE	t	p	95% CI	
Constant	3.322***	.272	12.205	.001	[2.780, 3.864]	
Gender	-.188	.121	-1.557	.123	[-.429, .052]	
Age	.006	.006	.876	.384	[-.007, .018]	
Level of education (1)	-.141	.166	-.851	.397	[-.472, .189]	
Level of education (3)	.127	.124	1.025	.308	[-.120, .375]	
Tenure	-.007	.007	-.983	.329	[-.020, .007]	
Inclusive leadership	-.212	.253	-.837	.405	[-.716, .292]	
Perceived organisational support	.206*	.082	2.499	.015	[.042, .370]	
Interaction IL * POS	.432*	.176	2.450	.016	[.081, .782]	
Interaction IL * Gender	.648*	.289	2.246	.027	[.074, 1.223]	

$F(9, 80) = 4.839, p < .001$

**Note:** N = 90. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Inclusive leadership (min = 1, max = 6); employee creativity (min = 1, max = 5); Perceived organisational support (min = 1, max = 7); Level of education (1 = High school and MBO, 2 = HBO bachelor, 3 = WO Bachelor, master's degree, and PhD); Gender (0 = male, 1 = female); Tenure (years); Age (years)

Table 2 Results mediation analysis

Model 6: Mediation	Employee creativity					$R^2 = .271^{***}$
	$\beta$	SE	t	p	95% CI	
Constant	1.652*	.708	2.333	.022	[0.243, 3.060]	
Gender	-.247	.125	-1.973	.052	[-.495, .002]	
Age	.006	.007	.892	.375	[-.007, .019]	
Level of education (1)	-.089	.173	-.516	.607	[-.434, .255]	
Level of education (3)	.075	.129	.582	.562	[-.182, .332]	
Tenure	-.004	.007	-.557	.579	[-.017, .010]	
Inclusive leadership (c' path)	.066	.163	.403	.688	[-.258, .389]	
Perceived organisational support	.245**	.083	2.964	.004	[.081, .410]	

$F(7, 82) = 4.354, p < .001$

Perceived organisational support					$R^2 = .369^{***}$
Constant	3.055***	.878	3.480	.001	[1.309, 4.801]
Gender	-.247	.164	-1.506	.136	[-.572, .079]
Age	-.001	.009	-.072	.943	[-.018, .017]
Level of education (1)	-.660**	.218	-3.030	.003	[-1.094, -.227]
Level of education (3)	.015	.171	.090	.928	[-.325, .356]
Tenure	-.026**	.009	-3.064	.003	[-.044, -.009]
Inclusive leadership	.737***	.200	3.683	.001	[.339, 1.134]

$F(6, 83) = 8.087, p < .001$

Direct effect X on Y	.066	.163
Total effect X on Y	.246	.158

**Note:** N = 90. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Inclusive leadership (min = 1, max = 6); employee creativity (min = 1, max = 5); Perceived organisational support (min = 1, max = 7); Level of education (1 = High school and MBO, 2 = HBO bachelor, 3 = WO Bachelor, master's degree, and PhD); Gender (0 = male, 1 = female); Tenure (years); Age (years)

## 10. Appendix D: Measurement items

Table 1 Measurement items in English and Dutch

<i>English</i>	<i>Dutch</i>
<b>Inclusive leadership: Carmeli et al. (2010) nine items on inclusive leadership.</b>	<b>Inclusive leadership: Carmeli et al. (2010) negen items over inclusief leiderschap.</b>
1. My manager is open to hearing new ideas.	1. Mijn leidinggevende staat open voor nieuwe ideeën.
2. My manager is attentive to new opportunities to improve work processes.	2. Mijn leidinggevende is alert op nieuwe mogelijkheden om werkprocessen te verbeteren.
3. My manager is open to discussing the desired goals and new ways to achieve them.	3. Mijn manager staat open voor het bespreken van de gewenste doelen en nieuwe manieren om deze te bereiken.
4. My manager is available for consultation on problems.	4. Mijn leidinggevende is beschikbaar voor overleg bij problemen.
5. My manager is an ongoing 'presence' in this team—someone who is readily available.	5. Mijn leidinggevende is een voortdurende 'aanwezigheid' in dit team—iemand die direct beschikbaar is.
6. My manager is available for professional questions I would like to consult with him/her.	6. Mijn leidinggevende is beschikbaar voor professionele vragen die ik graag met hem/haar overleg.
7. My manager is ready to listen to my requests.	7. Mijn leidinggevende staat klaar om naar mijn verzoeken te luisteren.
8. My manager encourages me to access him/her on emerging issues.	8. Mijn leidinggevende moedigt me aan om hem/haar te benaderen over opkomende problemen.
9. My manager is accessible for discussing emerging problems.	9. Mijn leidinggevende is bereikbaar voor het bespreken van opkomende problemen.
<b>Employee creativity: Zhou and George (2001) thirteen items on employee creativity</b>	<b>Employee creativity: Zhou and George (2001) dertien items over creativiteit van werknemers</b>
1. I suggest new ways to achieve goals or objectives.	1. Ik stel nieuwe manieren voor om doelen of doelstellingen te bereiken.
2. I come up with new and practical ideas to improve performance.	2. Ik kom met nieuwe en praktische ideeën om de prestaties te verbeteren.
3. I search out new technologies, processes, techniques, and/or product ideas. *	3. Ik zoek naar nieuwe technologieën, processen, technieken en/of productideeën.*
4. I suggest new ways to increase quality.	4. Ik stel nieuwe manieren voor om de kwaliteit te verhogen.
5. I am a good source of creative ideas.	5. Ik ben een goede bron van creatieve ideeën.
6. I am not afraid to take risks.	6. Ik ben niet bang om risico's te nemen.
7. I promote and champion ideas to	7. Ik promoot en verdedig ideeën bij

others. *	anderen. *
8. I exhibit creativity on the job when given the opportunity to.	8. Ik toon creativiteit op het werk wanneer ik daarvoor de kans krijgt.
9. I develop adequate plans and schedules for the implementation of new ideas. *	9. Ik ontwikkel adequate plannen en planningen voor de implementatie van nieuwe ideeën. *
10. I often have new and innovative ideas.	10. Ik heb vaak nieuwe en innovatieve ideeën.
11. I come up with creative solutions to problems.	11. Ik kom met creatieve oplossingen voor problemen.
12. I often have a fresh approach to problems.	12. Ik heb vaak een frisse kijk op problemen.
13. I suggest new ways of performing work tasks.	13. Ik stel nieuwe manieren voor om werktaken uit te voeren.
<b>Perceived Organisational Support: Eisenberger et al. (1986) 8-item version of the Survey of Perceived Organizational Support</b>	<b>Perceived Organisational Support: Eisenberger et al. (1986) 8-itemversie van het Survey of Perceived Organizational Support</b>
1. My organisation values my contribution to its well-being.	1. Mijn organisatie waardeert mijn bijdrage aan haar welzijn.
2. My organisation fails to appreciate any extra effort from me. (R)	2. Mijn organisatie stelt enige extra inspanning van mij niet op prijs. (R)
3. My organisation would ignore any complaint from me. (R)	3. Mijn organisatie zou elke klacht van mij negeren. (R)
4. My organisation really cares about my well-being.	4. Mijn organisatie geeft echt om mijn welzijn.
5. Even if I did the best job possible, my organisation would fail to notice. (R)	5. Zelfs als ik mijn werk zo goed mogelijk deed, zou mijn organisatie het niet opmerken. (R)
6. My organisation cares about my general satisfaction at work.	6. Mijn organisatie geeft om mijn algemene tevredenheid op het werk.
7. My organisation shows very little concern for me. (R)	7. Mijn organisatie geeft weinig om mij. (R)
8. My organisation takes pride in my accomplishments at work.	8. Mijn organisatie is trots op mijn verdiensten op het werk.

**Note:** (\*) Are items adopted from Scott & Bruce (1984), (R) indicates the item is reverse scored.