Pieces to the puzzle: The moderation of regulatory focus in the relationship between a specific set of perceived human resource (HR) practices and innovative work behavior (IWB)

Keywords: Innovative work behavior (IWB), perceived human resource (HR) practices, indirect relationship, regulatory focus.

MASTER THESIS RESEARCH

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Published on October 10, 2016

Abstract

Research interest has grown into the 'black-box' relationship between human resource (HR) practices and IWB in order to provide a clear understanding on how to deal with the challenge of managing innovative work behavior (IWB) in the organization. Despite many contributions, researchers have not been able to clarify this black-box relationship as researchers have primarily focused on HR practices as intended or implemented in the organization, although employees perceive HR practices differently in the organization. This research examines the relationship between a specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB by asking employees to what extent the specific set of HR practices (i.e., training extensiveness, performance pay and participative work design) are offered to them in the organization. The 'black-box' relationship remains until boundaries conditions are specified under which perceived HR practices relate to IWB. This research also examines motivational conditions under which the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) are related to IWB with the moderation of the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has at work. To empirically examine the hypothesized relationships, we gathered data from 101 employees at an organization providing healthcare in the Netherlands (i.e., Rijnstate). To analyze this data, we conducted a binary logistic regression with a series of (nested) logistic models with the software package of SPSS 20. As hypothesized, we found that the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) is positively related to IWB. In contrast to what we hypothesized, we found that the positive relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB is not moderated by the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has at work. This research leaves many (sets of) perceived HR practices and many boundary conditions in need for examination in order to provide practitioners with a clear understanding on how to deal with the challenge of managing IWB in the organization. Nevertheless, this research contributes with 'pieces to the puzzle'.

Contents

Introduction

Today, organizations face the challenge of intense competition and dynamic markets. This challenge is defined as environmental complexity. Environmental complexity forces organizations to innovate themselves continuously. Organizations innovate themselves by innovative behaviors of employees (Janssen, 2000; De Jong & Den Hartog, 2010). Innovative behaviors consist of searching for opportunities and problems, producing new ideas in any domain, building support for new ideas and realization of new ideas in the organization (i.e., idea exploration, idea generation, idea promotion and idea implementation). In past research (i.e., Janssen, 2000; De Jong & Den Hartog, 2010), these behaviors are defined as innovative work behavior (IWB).

Although the importance of IWB is recognized by practitioners and scholars, to manage IWB still remains challenging (De Jong & Den Hartog, 2010). Managing IWB involves the change of human behaviors, which is inherent in human resource (HR) management. Organizations manage their HR by incorporating HR practices that have potential to shape subsets of behaviors (Wright & Gardner, 2005; Bowen & Ostroff, 2004). These subsets consist of abilities, motivations and opportunities (Jiang et al., 2012; Lepak et al., 2006). The main challenge that organizations face is to incorporate HR practices that significantly stimulate these subsets of creative behaviors (i.e., abilities, motivations and opportunities) in the organization. This challenge has led to an increased interest among scholars to increase understanding in the relationship between HR practices and IWB. These scholars have primarily focused on HR practices as intended or implemented by managers in organizations (Nishii et al. 2008). However, past research has shown that HR practices as intended or implemented by managers in organizations often differ from HR practices as perceived by employees (Wright & Nishii, 2007). These perceived HR practices refer to perceptions of employees to what extent HR practices are offered to them in the organization (Alfes et al., 2012; Boon et al., 2011; Wright & Nishii, 2007; Nishii et al., 2008). Perceived HR practices are different for any employee due to individual interpretations of HR practices and prior experiences with HR practices (Alfes et al., 2012; Nishii et al., 2008; Wright & Nishii, 2007). Consequently, perceived HR practices are actually the ones that shape subsets of behaviors (i.e., abilities, motivation and opportunities) rather than the HR practices as intended or implemented by organizations (Wright & Nishii, 2007). Building on the notion of perceived HR practices makes it even harder to understand the relationship between HR practices and IWB. Thus, despite many efforts of scholars to increase understanding, the

relationship between HR practices and IWB still lacks clarity, defined as the HR 'black box' (Jiang et al., 2012; Lepak et al., 2006; Messersmith et al., 2012; Nishii et al., 2008; Wright & Nishii, 2007).

The 'black box' entails a lack of clarity in possible moderators in the relationship between HR practices and IWB, which is fundamental for fully understanding the relationship between HR practices and IWB (Wright & Nishii, 2007). These possible moderators specify the conditions under which perceived HR practices are likely to be related to IWB. These conditions can change the direction or strength of the relationship between HR practices and IWB. For example, certain perceived HR practices could stimulate subsets of creative behaviors (i.e., abilities, motivations and opportunities) more for men than for women, by which we would say that gender (i.e., whether an individual is a man or a woman) moderates the relationship between perceived HR practices and IWB. The moderation of gender (as illustrated in the example) would imply that practitioners could manage IWB by differentiating between men and women when implementing HR practices in the organization. Hence, practitioners will only be able to deal with the challenge of managing IWB, once they understand a broad range of moderators in the relationship between perceived HR practices and IWB.

Past research has emphasized intrinsic motivation (i.e., the nature of an activity as main driver for engagement) as condition for creative behaviors (Amabile 1985; Ryan & Deci, 2000). Intrinsic motivation has been developed more broadly to self-regulation theories (Ryan & Deci, 2000). Self-regulation is the process of guiding one's own behavior by individuals to reach certain goals. This process of self regulation depends on the regulatory focus of individuals (Higgins et al., 2001), which can be aligned with promotion and prevention (i.e., promotion focus and prevention focus). Although regulatory focus has been paid attention to by various scholars (Summerville & Roese, 2008), little of them have empirically examined the moderation of promotion focus or prevention focus in the relationship between (perceived) HR practices and IWB. This research evaluates the belief that the extent of promotion focus and prevention focus an individual has could be a possible moderator in the relationship between perceived HR practices and IWB and we test this belief empirically. To test this belief, longitudinal research (which allows for examination of relationships over time) would be preferable as the extent of promotion focus and prevention focus an individual has and IWB may interact over time. However, this research could not be longitudinal (that is, cross-sectional) due to time restrictions of three months set for a master

thesis research, which implies that we empirically examine the moderation of regulatory focus in the relationship between perceived HR practices and IWB at one specific point in time rather than over time. Nevertheless, this research contributes to existing academic literature in two substantial ways. First, by leading the way in empirically examining the relationship between a specific set of perceived HR practices (to be made explicit later on) and IWB, this research goes beyond the traditional way that focused on HR practices as intended or implemented by managers in organizations. Secondly, by developing theory on regulatory focus (i.e., promotion focus and prevention focus) in the HR 'black box' relationship with IWB, this research helps to specify conditions under which a specific set of perceived HR practices is likely to be related to IWB. More specific, this research empirically examines the moderation of the extent of promotion focus and prevention focus an individual has in the relationship between a specific set of perceived HR practices and IWB.

This research attempts to answer the following research question:

To what extent does the extent of regulatory focus (i.e., promotion focus and prevention focus) moderate the empirical relationship between a specific set of perceived HR practices and IWB?

The remaining part of this research will proceed as follows: the concepts of IWB and regulatory focus will be conceptualized and elaborated upon and the specific set of perceived HR practices will be made explicit through consultation of past research in a Theoretical Background section. This Theoretical Background section serves the purpose of formulating empirical testable hypotheses. After formulation of the hypotheses, a Method section discusses the design of this research. The research design will make explicit how the hypotheses will be tested by the sample and procedure, the measures and variables and the analytical approach. The Method section is followed up by a Results section, which will discuss empirical outcomes and conclusions for the hypotheses. Next, these outcomes and conclusions are reflected upon in a Discussion and Conclusion session, which will give particular information about theoretical and practical implications, research limitations and future research directions.

2. Theoretical background

This Theoretical Background section will conceptualize the theoretical constructs, particularly the construct of IWB (in section 2.1), the construct of perceived HR practices (in section 2.2) and the construct of regulatory focus (in section 2.3). This Theoretical Background section will also elaborate upon the relationships between these theoretical constructs (i.e., IWB, perceived HR practices and regulatory focus), particularly the relationship between perceived HR practices and IWB (in section 2.2) and the (potential) moderation of regulatory focus in the relationship between perceived HR practices and IWB (in section 2.3).

2.1 IWB

In past research, the construct of IWB has been referred to with many definitions. Early research primarily defined IWB as generation of ideas (Janssen, 2000). Present research suggests a process definition of IWB introduced by Scott & Bruce (1994). According to the process definition, IWB is a deliberate process of generating, promoting and implementing new ideas for products, services, processes or procedures (Scott & Bruce, 1994; Janssen, 2000; De Jong & Den Hartog, 2010) to accomplish psychosocial or performance related benefits (De Jong & Den Hartog, 2010) for the employee, working group or organization (Janssen, 2000). This process definition is broadened with the introduction of idea exploration, which is referred to as searching for problems and opportunities and looking towards current products, services, processes or procedures with alternative perspectives (De Jong & Den Hartog, 2010). These explorative behaviors rely on different cognitive capabilities as idea generation. Hence, in this research four different behaviors (i.e., idea exploration, idea generation, idea promotion and idea implementation) reflect the construct of IWB. The IWB construct and the multi-item scale used to measure the construct will be presented in the Method section.

2.2 Perceived HR practices and IWB

With the construct of IWB explicitly defined, the next step is to define the construct of HR practices and demarcate the construct of HR practices into a specific set of HR practices. In accordance with past research, we define the construct of HR practices as methods and procedures to achieve specific (behavioral or performance) outcomes (Posthuma et al., 2013; Lepak et al., 2006) on the level of the employee or working group (Wright & Nishii, 2007). As we focus on perceived HR practices, this definition is broadened with the notion that perceptions of employees should reveal those specific methods and procedures. With this definition, the construct of perceived HR practices could refer to many categorizations, which

Posthuma et al. (2013) have studied and transformed into taxonomy. According to this taxonomy, HR practice categories that have been most frequently examined in organizations for the period 1992 through 2011 are training & development, compensation & benefits and job & work design. Given this taxonomy, we belief that HR practices from the training & development, compensation & benefits and job & work design categories are most likely to represent perceived HR practices in any organization. Hence, the specific set of perceived HR practices for this research will be selected from training & development, compensation & benefits and job & work design categories. For the purpose of conciseness, we have chosen to select one specific practice from each of these categories (i.e., training & development, compensation & benefits and job & work design practice categories) that has been most frequently examined in past research.

Training & development - Training & development practices are those methods and procedures that deal with teaching employees in the organizations the skills and knowledge that they need for their jobs (Posthuma et al., 2013). Training practices differ from development practices as training practices provide employees with the skills and knowledge that employees need for current jobs, whereas development practices provide employees with the skills and knowledge that employees need for future jobs. The training & development practice that has been most frequently examined in past research is training extensiveness (Posthuma et al., 2013). Extensive training implies that employees are offered extensive teaching of knowledge and skills in the organization for current jobs. These skills and knowledge enhance abilities of employees to achieve desirable outcomes, such as IWB (Bowen & Ostroff, 2004; Jiang et al., 2012; Lepak et al., 2006; Messersmith et al., 2011). Hence, we expect that perceived training extensiveness is positively related to IWB (hypothesis 1a).

Hypothesis 1a: Perceived training extensiveness is expected to be positively related to IWB.

Compensation & benefits - Compensation & benefits practices are those methods and procedures that deal with direct and indirect rewards and payments employees receive from their organizations (Posthuma et al., 2013). Compensation practices differ from benefits practices as compensation practices deal with (financial) payments employees receive from their organization, whereas benefits practices deal with (non-financial) rewards employees receive from their organization. The compensation & benefits practice that has been most frequently examined in past research is performance pay (Posthuma et al., 2013). Performance

pay implies that employees are offered (financial) payments based on their performances in work. Performance pay enhances extrinsic motivations of employees to use their skills and knowledge in order to achieve desirable outcomes, such as IWB (Bowen & Ostroff, 2004; Jiang et al., 2012; Lepak et al., 2006; Messersmith et al., 2011). Hence, we expect that perceived performance pay is positively related to IWB (hypothesis 1b).

Hypothesis 1b: Perceived performance pay is expected to be positively related to IWB.

Job & work design – Job & work design practices are those methods and procedures that deal with the elements of jobs, relationships between jobs and the organizational structure (Posthuma et al., 2013). Job design practices differ from work design practices as job design practices deal with elements of jobs, whereas work design practices deal with relationships between jobs and the organizational structure. The work design practice that has been most frequently examined in past research is participative work design (Posthuma et al., 2013). Participative work design implies that work is designed in such a way that employees may participate in decision-making processes, have open communications with decision-makers and have freedom to make decisions by theirselves (Oldham & Cummings, 1996; Scott & Bruce, 1994; Shalley et al., 2004). Participative work design enhances both the motivation and opportunity for employees to use their skills and knowledge in order to achieve desirable outcomes, such as IWB (Bowen & Ostroff, 2004; Jiang et al., 2012; Lepak et al., 2006; Messersmith et al., 2011). Hence, we expect that perceived participative work design is positively related to IWB (hypothesis 1c).

Hypothesis 1c: Perceived participative work design is expected to be positively related to IWB.

The construct(s) of the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the multi-scales used to measure the construct(s) will be presented in the Method section.

2.3 The moderation of regulatory focus

While we so far focused on the constructs of perceived HR practices and IWB, the next step is to define the construct of regulatory focus. In past research, the construct of regulatory focus has been referred to with promotion focus and prevention focus in two definitions, particularly the reference-point definition and the self-guide definition (Summerville & Roese, 2008). The reference-point definition considers that individuals with high promotion

focus refer to positive end-points rather than negative end-points, for example gains or pleasures. In contrast, individuals with high prevention focus refer to negative end-points rather than positive end-points, such as losses or pains. The self-guide definition considers that individuals with high promotion focus guide themselves with internal standards rather than external standards, for example personally important aspirations, hopes or ambitions (referred to as ideals). In contrast, individuals with high prevention focus guide themselves with external standards rather than internal standards, such as social obligations, duties or responsibilities (referred to as oughts). Both definitions (i.e., reference-point and self-guide) are interchangeably used among scholars, although they seem to describe two (unique) aspects of regulatory focus (Summerville & Roese, 2008; Neubert et al., 2008). These definitions (i.e., reference-point and self-guide) are broadened with another aspect of regulatory focus, which considers that individuals with high promotion focus tend to have needs that congruent achievement rather than security (Neubert et al, 2008). In contrast, individuals with high prevention focus tend to have needs that congruent security rather than achievement. Hence, in this research three aspects of promotion focus (i.e., gains or pleasures, ideals and achievement) and three aspects of prevention focus (i.e., losses or pains, oughts and security) reflect the constructs of promotion focus and prevention focus respectively. The promotion focus and prevention focus constructs and the multi-item scales used to measure the constructs will be presented in the Method section.

With regulatory focus explicitly defined, the next step is to clarify how the extent of promotion focus and prevention focus could moderate the relationship between perceived HR practices and IWB**.** In this clarification it is fundamental to understand that the intrinsic motivation of individuals for specific behaviors is driven by their extent of promotion focus and prevention focus (Higgins, 1997; Higgins et al., 2001; Summerville & Roese, 2008). Individuals with high promotion focus are motivated to ensure the presence of gains or pleasures rather than the absence of losses or pains (Higgins, 1997). To ensure these end-states, individuals with high promotion focus pursuit goals that congruent achievement (Higgins et al., 2001; Neubert et al., 2008). To pursuit these goals, individuals with high promotion focus make use of their flexible mindset guided by ideals (Neubert et al., 2008). This flexible mindset encourages exploratory and creative behaviors at work, such as IWB (Amabile, 1996). Consequently, individuals with high promotion focus are intrinsically motivated for IWB. This intrinsic motivation drives individuals with high promotion focus to use their skills and knowledge (or abilities) for IWB rather than for other specific outcomes.

Similarly, individuals with high promotion focus are driven to take opportunities (that are offered by their organization) for IWB. In addition, this intrinsic motivation could supplement extrinsic motivations that drive individuals with high promotion focus to use their abilities or take opportunities (that are offered by their organization) for IWB. As we have emphasized that the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) provides employees with these subsets of creative behaviors (i.e., abilities, extrinsic motivations and opportunities), we expect high promotion focus to be positively associated with the positive relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB (hypothesis 2a, 2b, 2c).

Hypothesis 2a: High promotion focus is expected to be positively associated with the positive relationship between perceived training extensiveness and IWB.

Hypothesis 2b: High promotion focus is expected to be positively associated with the positive relationship between perceived performance pay and IWB.

Hypothesis 2c: High promotion focus is expected to be positively associated with the positive relationship between perceived participative work design and IWB.

In contrast, individuals with high prevention focus are motivated to ensure the absence of losses or pains rather than the presence of gains or pleasures (Higgins, 1997). To ensure these end-states, individuals with high prevention focus pursuit goals that congruent security (Higgins et al., 2001; Neubert et al., 2008). To pursuit these goals, individuals with high prevention focus tend to exhibit conservative behaviors guided by oughts, which make them less open for exploratory and creative behaviors, such as IWB (Förster et al., 2004; Neubert et al., 2008). Consequently, individuals with high prevention focus lack intrinsic motivation for IWB. This lack of intrinsic motivation withholds individuals with high prevention focus to use their skills and knowledge (or abilities) for IWB. Instead, individuals with high prevention focus use their abilities for specific outcomes that are framed into terms of prevention (Lockwood et al., 2002). Due to this lack of intrinsic motivation, individuals with high prevention focus ignore opportunities and extrinsic motivations to use their abilities for IWB. Hence, we expect high prevention focus to be negatively associated with the positive relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB (hypothesis 3a, 3b, 3c).

Hypothesis 3a: High prevention focus is expected to be negatively associated with the positive relationship between perceived training extensiveness and IWB.

Hypothesis 3b: High prevention focus is expected to be negatively associated with the positive relationship between perceived performance pay and IWB.

Hypothesis 3c: High prevention focus is expected to be negatively associated with the positive relationship between perceived participative work design and IWB

The three sets of hypotheses for this research are visualized in a conceptual model (Figure 1).

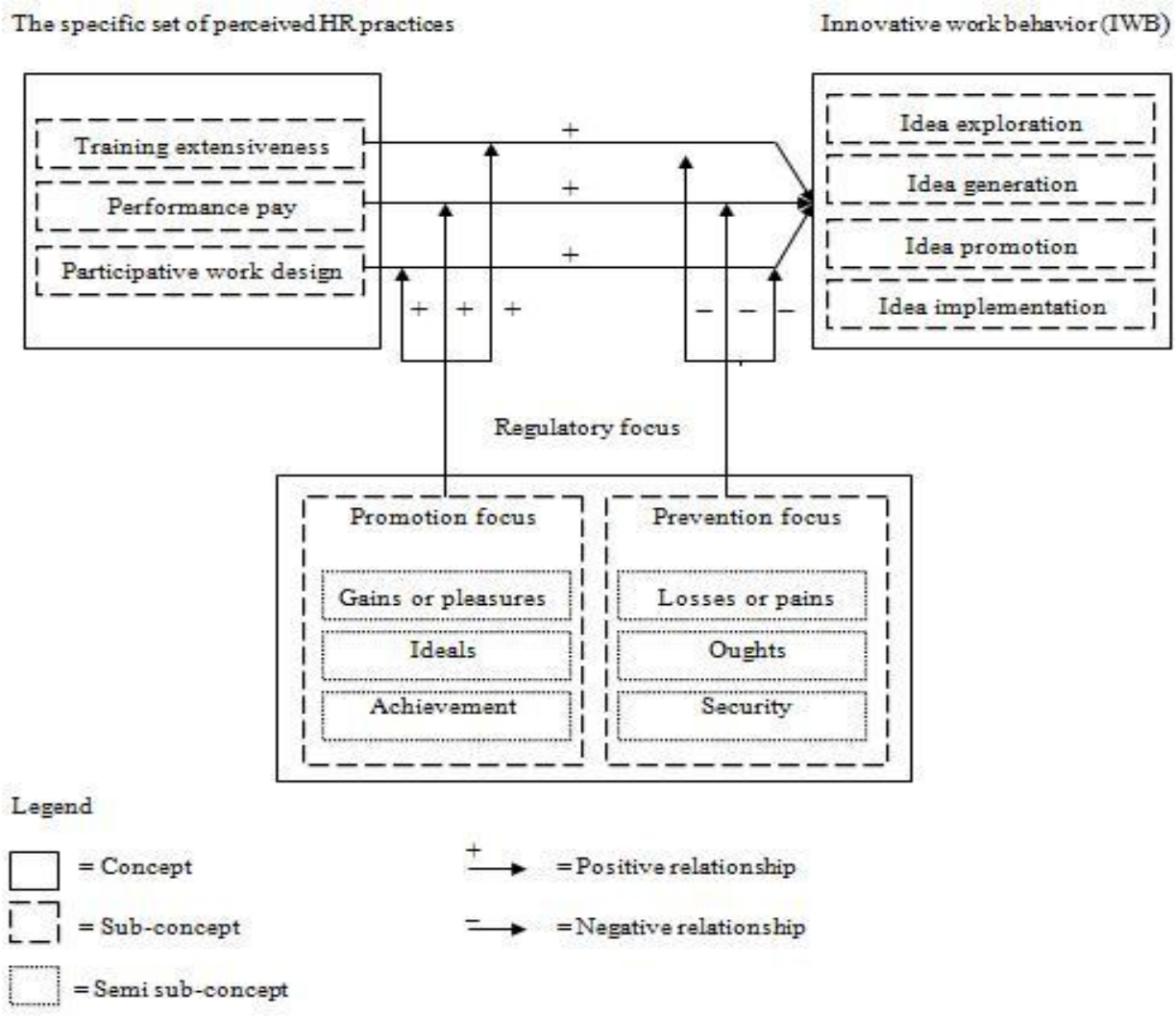

Figure 1. Conceptual model of the hypothesized relationships between a specific set of perceived HR practices (i.e. training extensiveness, performance pay and participative work design), IWB and regulatory focus (i.e., promotion focus and prevention focus).

The research design used to empirically test these hypothesized relationships will be presented in the Method section.

3. Method

This Method section will present the research design used to empirically test the hypothesized relationships, particularly the sample and procedure (in section 3.1), the measures and variables (in section 3.2) and the analytical approach (in section 3.3).

3.1 Sample and procedure

Data for this research is collected from employees through a (quantitative) electronic survey administered at one specific point in time, in which employees were asked for self-reports. The danger of collecting self-reports from employees in a cross-sectional approach (i.e., collecting data at one specific point in time) is that employees tend to use certain response styles irrespective of content, which is referred to as response bias (Weijters et al., 2010). Despite the danger of response bias (to be addressed later on), the combination of self-reports and a cross-sectional approach enables to collect a great deal of data in relatively little time, which is crucial due the time restrictions of three months set for this research. This great deal of data is collected from employees at Rijnstate, which is an organization providing healthcare in The Netherlands. More specific, Rijnstate is a general hospital with employees that provide personal treatment to individuals in order to improve, recover and retain their health in the regions Arnhem, Rheden and De Liemers. Given that the development of these personal treatments heavily depends on IWBs of employees, Rijnstate provides an interesting organizational setting for this research. Another aspect of this interesting organizational setting is that Rijnstate comprises a specialized functional area (or department) with employees that are dedicated to the incorporation of HR practices in the organization (amongst others the HR manager). The HR manager of Rijnstate distributed the survey on July 13th to 370 employees per electronic e-mail system. An e-mail was sent with the survey, in which employees were asked to fill in the survey and were informed about the research objectives that is to use their perceptions for empirically testing the relationship between a specific set of perceived HR practices and IWB under specific boundary conditions with regard to the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has at work. To ensure that any of these employees had time to fill in the survey completely, we offered them freedom to submit the survey at any time and place or to withdraw from the survey and continue later on. This freedom serves to withhold employees from bias their responses once they become bored, tired or confused during the survey. To reduce the likelihood of confusing employees, we decided not to randomize items or item

scores and not to balance items in the survey, although these options are commonly used for reducing response bias (Weijters et al., 2010).

To get a large number of employees fill in the survey, we have informed them in the e-mail about potential rewards and confidentiality of information as recommended by Anseel et al. (2010). These employees are rewarded with personalized feedback reports and chance to receive incentives (i.e., gift-certificates). In addition, employees are guaranteed complete confidentiality by a confidentiality agreement, which has been attached in the e-mail. This agreement ensures that we do not report any information that could lead to upsetting or embarrassing employees or their organizations. The confidentiality agreement is presented in Appendix I. In align with this agreement, we used an electronic survey administration tool that facilitates the option for anonymous contributions of employees (i.e., Qualtrics). Anonymous contributions serve to withhold employees from bias their responses once they think that particular responses are desirable for the research objectives or for their relationship with the organization. To remind employees to fill in the survey, the HR manager redistributed the survey on July 19th with a reminding e-mail. Consequently, data in this research is collected from 129 employees, from now referred to as participants. Because 28 participants did not fill in the survey completely, the research sample consisted of 101 employees. From the research sample 26.70% of the employees were men and 73.30% of the employees were women, which is representative for the gender distribution as registered in the employee database of Rijnstate (that is 22.64% of the employees are men and 77.36% of the employees are women). These employees have a mean age of 44.02 years (*SD* = 9.65), which is representative for the mean age of the employees as registered in the employee database of Rijnstate (that is 44.35 years). The representativeness analysis of the gender distribution and the mean age is presented in Appendix IV-A. The research sample has yielded a response rate of 27.30% that is relatively low in comparison to research standards (Anseel et al., 2010), which is probably due to a 'survey overload' at Rijnstate in the preceding months of July (according to the HR manager of Rijnstate). We decided to respect this 'survey overload' situation and accept the final research sample (N = 101).

3.2 Measures and variables

With the sample and procedure explicitly presented, the next step is to declare how the constructs (i.e., IWB, the specific set of perceived HR practices and regulatory focus) are measured and transformed into variables.

IWB – This construct will be assessed by a 10-item IWB scale of De Jong & Den Hartog (2010) over four subscales: idea exploration (2 items), idea generation (3 items), idea promotion (2 items) and idea implementation (3 items). This scale is commonly used and tested upon clarity in past research and considered as reliable, which means that we expect accurate and consistent responses across various situations. In past research, high correlations were found between the four subscales for idea exploration, idea generation, idea promotion and idea implementation (Janssen, 2000; De Jong & Den Hartog, 2010). These high inter-correlations could be explained by the convention that individuals (could) reflect multiple distinct behaviors of IWB (i.e., idea exploration, idea generation, idea promotion and idea implementation) at the time (Scott & Bruce, 1994). Given these high inter-correlations, we follow the recommendation of Janssen (2000) and De Jong & Den Hartog (2010) by considering IWB as first-order one-dimensional latent construct with observable reflective items. Reflective items are those items that are considered as causal consequences of the latent construct rather than the other way around (Diamantopoulos & Siguaw, 2006). These items ask participants how frequently specific events occur or have occurred in work life situation. Sample items are 'I wonder how things at work can be improved' (idea exploration); 'At work, I search out new instruments, techniques or ways of working' (idea generation); 'I make other people enthusiast at work for new ideas' (idea promotion); 'I put effort in the development of new things at work' (idea implementation). The complete list of items used to assess the construct of IWB is presented in Appendix II-B. These items are scored using a 5-point anchored Likert scale ranging from 'very seldom' (scored as '1'), 'seldom' (scored as '2'), 'sometimes' (scored as '3'), 'often' (scored as '4') to 'very often' (scored as '5'). To verify whether these items had loadings on their intended latent construct of IWB, we conducted a confirmatory factor analysis with the software package of SmartPLS 3. The complete confirmatory factor analysis is presented in Appendix III-A. Based on this confirmatory factor analysis, we exclude the items IWB_1 and IWB_2 due to low loadings on their intended latent construct of IWB relative to loadings across other latent constructs involved in the analysis (to be made explicit later on). The construct of IWB is measured by the extracted factor score of all the remaining items. These remaining items have a Cronbach's alpha coefficient of .865 (Appendix IV-C, Table 25). Although the Cronbach's alpha coefficient has been a standardized measure for the internal consistency of items that were designed to measure the same intended latent construct, past research has widely discussed the adequacy of the measurement as the Cronbach's alpha coefficient assumes equal loadings of items to their intended latent constructs (Cho & Kim, 2014). In contrast, the

composite reliability coefficient assumes unequal loadings of items to their intended latent constructs and seems to measure the internal consistency of items that were designed to measure the same intended latent construct more adequately relative to the Cronbach's alpha coefficient. The remaining items have a composite reliability coefficient of .892.

The specific set of perceived HR practices – We have intensively searched in past research for scales that directly assess the constructs of the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design), but we did not succeed in finding them. To assess these constructs, we have developed scales inspired by training extensiveness, performance pay and participative work design scales that are commonly used in past research (Sun et al., 2007). Consequently, the constructs of the perceived HR practices are assessed by a 4-item perceived training extensiveness scale, a 2-item perceived performance pay scale and a 4-item perceived participative work design scale inspired by the 'extensive training', 'pay for performance' and 'participation' subscales of Sun et al. (2007). In recommendation of Boon et al. (2011) we consider the specific set of perceived HR practices as first-order one-dimensional latent constructs with observable reflective items. Following Boon et al. (2011), we adapted the items so that they reflect the perceptions of participants on the extent that these HR practices (i.e., training extensiveness, performance pay and participative work design) are offered to them by the organization. Sample items are 'The organization offers me extensive training programs' (perceived training extensiveness); 'The organization offers me close tie or matching of pay to individual or group performance' (perceived performance pay) and 'The organization offers me the opportunity to participate in decisions' (perceived participative work design). The complete list of (adapted) items used to assess the constructs of perceived training extensiveness, perceived performance pay and perceived participative work design is presented in Appendix II-C, including their initial items of Sun et al. (2007). These (adapted) items are scored using a 5-point anchored Likert scale ranging from 'certainly false' (scored as '1'), 'false' (scored as '2') , 'neutral' (scored as '3'), 'true' (scored as '4') to 'certainly true' (scored as '5'). To verify whether these items had loadings on their intended latent constructs of perceived training extensiveness, perceived performance pay and perceived participative work design, we conducted a confirmatory factor analysis with the software package of SmartPLS 3 (Appendix III-A). Based on the confirmatory factor analysis, the constructs of perceived training extensiveness, perceived performance pay and perceived participative work design are measured by the extracted factor score of all their (intended) reflective items. The items

have a Cronbach's alpha coefficient of .791, .741 and .760 for perceived training extensiveness (Appendix IV-C, Table 27), perceived performance pay (Appendix IV-C, Table 29) and perceived participative work design (Appendix IV-C, Table 31) respectively. The items have a composite reliability coefficient of .857, .887 and .849 for perceived training extensiveness, perceived performance pay and participative work design respectively.

Regulatory focus (i.e., promotion focus and prevention focus) – These constructs will be assessed by a work regulatory focus (WRF) scale of Neubert et al. (2008). This WRF-scale is inspired by the regulatory focus questionnaire (RFQ) scale by Higgins et al. (2001) and the general regulatory focus measurement (GRFM) scale by Lockwood et al. (2002). The WRF-scale is designed to assess the promotion focus and prevention focus of employees at work and is therefore chosen above the initial RFQ and GRFM scales. Moreover, the WRF-scale contains items that represent multiple aspects of promotion focus (i.e., gains, ideals and achievement) and prevention focus (i.e., losses, oughts and security) that stem from both the self-guide definition and reference-point definition, whereas the initial scales (i.e., GRFM and RFQ) primarily contain items of the self-guide definition and the reference-point definition respectively (Summerville & Roese, 2008). Given that these items have yielded very different responses in past research (Summerville & Roese, 2008), we consider promotion focus and prevention focus as higher-order multidimensional emergent constructs formed by lower-order one-dimensional latent sub-constructs of the multiple aspects of promotion focus (i.e., gains, ideals and achievement) and prevention focus (i.e., losses, oughts and security) with observable reflective items. For the purpose of conciseness, we decided to focus on the measurement level of the higher-order constructs (i.e., promotion focus and prevention focus) rather than the lower-order sub-constructs (i.e., gains, ideals, achievement, losses oughts and security). These constructs of promotion focus and prevention focus are assessed by 9-items over three subscales: gains (3 items), ideals (3 items) and achievement (3 items) for promotion focus and losses (3 items), oughts (3 items) and security (3 items) for prevention focus. These items ask participants to what extent they agree that the item reflects their behaviors in work. Sample items for promotion focus are 'I take chances at work to maximize my goals for advancement' (gains); 'I spend a great deal of time envisioning how to fulfill my aspirations' (ideals); 'If my job did not allow for advancement, I would likely find a new one' (achievement). Sample items for prevention focus are 'I do everything I can to avoid work loss' (losses); 'At work, I focus my attention on completing my assigned responsibilities' (oughts); 'I concentrate on completing my work tasks correctly to increase my job security'

(security). The complete list of items used to assess the constructs of promotion focus and prevention focus is presented in Appendix II-D and Appendix II-E respectively. These items are scored using a 5-point anchored Likert scale ranging from 'strongly disagree' (scored as '1'), 'disagree' (scored as '2'), 'neutral' (scored as '3'), 'agree' (scored as '4') to 'strongly agree' (scored as '5'). To verify whether the items had loadings on their intended latent sub-constructs of promotion focus (i.e., gains, ideals or achievement) and prevention focus (i.e., losses, oughts or security), we conducted a confirmatory factor analysis with the software package of SmartPLS 3 (Appendix III-A). Based on this confirmatory factor analysis, we exclude item Prev_6 due to low loadings on the intended latent sub-construct of security relative to loadings across other latent constructs (i.e., IWB, gains, ideals, achievement, losses, oughts and latent constructs to be made explicit later on). The constructs of promotion focus and prevention focus are measured by the extracted factor score of the remaining (intended) items that reflect the sub-constructs of promotion focus (i.e., gains, ideals or achievement) and prevention focus (i.e., losses, oughts or security). Due to heterogeneity of the items that were designed to measure the constructs of promotion focus and prevention focus, we do not report any internal consistency measures (i.e., Cronbach's alpha coefficients and composite reliability coefficients) for those items.

Once the constructs are measured, they take the form of variables. In the dataset, we distinguish between a dependent variable for IWB, independent variables for the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and moderation variables for promotion focus and prevention focus. These variables (i.e., the dependent variable, the independent variables and the moderation variables) have values that represent (positive or negative) units of standard deviations from the mean as extracted factor scores derived from SmartPLS are commonly standardized scores (Distefano et al., 2009). For the purpose of interpretation, we decided to transform the dependent variable into a binary dependent variable (i.e., dependent variable with two values that represent certain categories). More specific, we transformed values below the standardized mean into zero to represent a 'low IWB' category for the binary dependent variable and values above the standardized mean into one to represents a 'high IWB' category for the binary dependent variable. This transformation is at the cost of measurement information (which will be addressed later on) that has been considered as inferior to the practice of having two clear interpretable categories, particularly 'low IWB' and 'high IWB' relative to the sample's mean.

Besides variables for the constructs, the dataset exist of variables for individual characteristics that have potential to (unintentionally) influence the dependent variable of IWB. First, past research has found that the age of individuals negatively relates to their (self-reported) IWB, where IWB was significantly higher reported by lower-aged individuals relative to higher-aged individuals (Janssen, 2000). Second, past research has found that the gender of individuals positively relates to their (self-reported) IWB, where IWB was significantly higher reported by women relative to men (De Jong & Den Hartog, 2010). Third, past research has found that the education of individuals positively relates to their (self-reported) IWB, where IWB was significantly higher reported by higher-educated individuals relative to lower-educated individuals (Janssen, 2000). Fourth, past research has found that the (organizational and industrial) tenure of individuals negatively relates to their (self-reported) IWB, where IWB was significantly higher reported by lower-tenured individuals relative to higher-tenured individuals (Janssen, 2000). Following Janssen (2000) and De Jong & Den Hartog (2010), we control for these influences by adding variables for age, gender, education, organizational tenure and industrial tenure. To control for age, organizational tenure and industrial tenure, we added variables with (numeric) values that represent actual number of years. To control for gender, we added a variable with two values, equals zero to represent a category for 'male' and equals one to represent a category for 'female'. To control for education, we added a variable with values ranging from one to eleven that represent categories for educational levels: 'LBO/LTS/LEAO', 'VMBO, 'MAVO', 'MBO/MTS/MEAO', 'MULO', 'HAVO', 'HBS', 'VWO/Atheneum/Gymnasium', 'HBO/HTS/HEAO' and 'Universitair' respectively. An overview of all variables used in this research and their values is presented in Table 1. The missing values and missing value analysis are presented in Appendix IV-B. According to Field (2013), these missing values are of no concern for the data as the values were missing completely at random in the missing value analysis. To deal with the missing values, we used expectation maximization (EM) as integrated in the missing value analysis in the software package of SPSS 20.

Table 1. Variable overview.

Variable	Construct	Items	Values
Dependent variable			
IWB_dicho	IWB	IWB_3 – 10	0 – 1 (0: Low/1: High)

Independent variables			
TrainExt	Perceived training extensiveness	Train_1 – 4	Z-score (standardized)
PerformPay	Perceived performance pay	Pay_1 – 2	Z-score (standardized)
PartWork	Perceived participative work design	Part_1 – 4	Z-score (standardized)
Moderation variables			
PromFocus	Promotion focus	Prom_1 – 9	Z-score (standardized)
PrevFocus	Prevention focus	Prev_1 – 9{6}	Z-score (standardized)
Control variables	Age	V1	Numeric (Number of years)
	Gender	V2	0 – 1 (0: Male/1: Female)
	Education	V3	1 – 10
	Organizational tenure	V4	Numeric (Number of years)
	Industrial tenure	V5	Numeric (Number of years)

Note: Z-score = x – mean (M) / standard deviation (SD)

3.3 Analytical approach

While we so far focused on the data collection approach (i.e., the sample and procedure and the measures and variables), the next step is to declare the analytical approach. As our dataset exists of a binary dependent variable, we conducted binary logistic regression with the SPSS 20 software package to test all hypotheses. The use of traditional linear regression would compare observed values of independent variables with observed values of metric dependent variables to find the model that best fit the relationship between those variables (Hosmer & Lemeshow, 2013). The relationship between variables would be modeled with the traditional linear regression equation as metric variables can take all possible values. However, the use of logistic regression focuses on categorical dependent variables (amongst others binary dependent variables), which can only take a fixed number of possible values. Due to this fixed number of possible values, the traditional linear regression equation needs a logarithmic transformation to model the relationship between observed values of the independent variables (i.e., perceived training extensiveness, perceived performance pay and perceived participative work design) and predicted values of the categorical dependent variable (i.e., IWB) in a linear way. More specific, the use of a linear regression equation expressed in logarithmic terms (i.e., logit) in logistic regression allows the (observed) values of the independent variables (i.e., perceived training extensiveness, perceived performance pay and perceived participative work design) to be linearly related to the logit of the categorical dependent variable (i.e., IWB). Consequently, the assumption of linearity in traditional linear

regression is (still) adopted by logistic regression. Another usual assumption in traditional linear regression that is adopted by logistic regression is that the independent variables (i.e., perceived training extensiveness, perceived performance pay and perceived participative work design) and moderation variables (i.e., promotion focus and prevention focus) may correlate but not too much, which is referred to as the absence of substantial multicolinearity. Following Field (2003), the data is tested on the absence of substantial multicolinearity with colinearity statistics as integrated in the software package of SPSS 20. The colinearity statistics indicate that substantial multicolinearity is absent in the data (Appendix IV-E), which implies that the hypothesized relationships can be adequately tested with (binary) logistic regression.

To test the hypothesized relationships between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus), we employed six (binary) logistic regressions consisting of a series of nested models. In model 1, the baseline model, we entered all control variables (i.e., age, gender, sector, education, organizational tenure and industrial tenure). In model 2, we entered (over and above the variables already entered in model 1) the independent variables (i.e., perceived training extensiveness, perceived performance pay or perceived participative work design) and the moderation variables (i.e., promotion focus or prevention focus). In model 3, the overall model, we entered (over and above the variables already entered in model 2) interaction effect variables that cover the interaction between the specific set of perceived HR practices (i.e., training extensiveness, performance pay or participative work design) and the extent of promotion focus or prevention focus. Due to our small research sample size (N = 101), we need to be cautious about unnecessarily increasing model complexity, for example by entering the variables for promotion focus and prevention focus joinly in the logistic regression models. Given the danger of unnecessarily increasing model complexity, we decided to enter the variables for promotion focus and prevention focus separately in the logistic regression models. To distinguish between binary logistic regression models for promotion focus and prevention focus, the binarly logistic regression models will constitute a-series models and b-series models respectively. For the purpose of convention, we centered all variables (i.e., IWB, perceived training extensiveness, perceived performance pay, perceived participative work design, promotion focus and prevention focus) around the sample mean before entering them to the logistic regression models (Aiken & West, 1991). These logistic regression models account for a particular amount of variance for IWB, which can be either (statistically)

significant or insignificant. The significance of variance for the logistic regression models is indicated by model fit statistics of the likelihood ratio chi-square (LR Chi^2)-test and the significance of variance for each variable entered in the logistic regression models is indicated by model fit statistics of the effect size t-test. Based on these model fit statistics (i.e., LR Chi^2-test and t-test), we conclude whether the logistic regression models with the hypothesized direct effects (included in model 2) and the hypothesized interaction effects (included in model 3) account for a significant amount of variance in IWB over and above the variance accounted by the (nested) previous logistic regression model. We further interpret the hypothesized interaction effects by examination of interaction plots with the PROCESS macros as supplied by Hayes (2013) and integrated in the software package of SPSS 20.

This method used to test the hypothesized relationships has yielded empirical outcomes, which will be presented in the Results section.

4. Results

This Result section will present the empirical outcomes for the hypothesized relationships, particularly the hypothesized relationships between perceived training extensiveness and IWB (in section 4.1), the hypothesized relationships between perceived performance pay and IWB (in section 4.2) and the hypothesized relationships between perceived participative work design and IWB (in section 4.3).

Before we present the empirical outcomes for the hypothesized relationships, we examine the descriptive statistics and (inter-)correlations among the variables for the constructs. These descriptive statistics and (inter-)correlations are presented in Table 2. The (inter-)correlations indicate that the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) are significantly and positively correlated with IWB (r = .251, r = .325 and r = .349 respectively), which implies that the higher the extent to which employees perceive that these HR practices (i.e., training extensiveness, performance pay and participative work design) are offered to them in the organization the higher their (self-reported) IWB and the lower the extent to which employees perceive that these HR practices (i.e., training extensiveness, performance pay and participative work design) are offered to them in the organization the lower their (self-reported) IWB. Similarly, the (inter-)correlations indicate that promotion focus is significantly and positively correlated with IWB (r = .368), which implies that the higher the extent of promotion focus employees have the higher their (self-reported) IWB and the lower the extent of promotion focus an individual has at work the lower their (self-reported) IWB. In contrast, the (inter-)correlations indicate that prevention focus is not significantly correlated with IWB (r = -.008), which implies that the extent of prevention focus an individual has at work does hardly say anything about their (self-reported) IWB.

Table 2. Descriptive statistics and inter-correlations among variables for IWB (IWB_dicho), perceived training extensiveness (TrainExt), perceived performance pay (PerformPay), perceived participative work design (PartWork), prevention focus (PrevFocus) and promotion focus (PromFocus).

Variables	M	SD	α	CR	1	2	3	4	5	6
1. IWB_dicho	0.564	0.498	.865	.892	-					
2. TrainExt	0.000	1.005	.791	.857	.251*	-				
3. PerformPay	0.000	1.005	.741	.887	.325**	.372**	-			
4. PartWork	0.000	1.005	.760	.849	.349**	.469**	.356**	-		
5. PrevFocus	0.000	1.005	N/A	N/A	-.008	-.142	-.026	-.067	-	
6. PromFocus	0.000	1.005	N/A	N/A	.368**	.251*	.298**	.424**	.115	-

Note: The descriptive statistics include the means (M), standard deviations (SD), Cronbach's alpha coefficients (α) and composite reliability coefficients (CR). Standard errors (SE) are presented in the appendix (III-D). The internal consistency coefficients (i.e., Cronbach's alpha coefficient and composite reliability coefficient) are not applicable (N/A) for variables that constitute higher-order multi-dimensional emergent constructs. Correlations are significant at *p < .05 and **p < .01 (two-tailed).

4.1 The relationship between perceived training extensiveness and IWB and the moderation of promotion focus and prevention focus

With the (inter-)correlations explicitly examined, the next step is to present the empirical outcomes for the relationship between perceived training extensiveness and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus). We expected that perceived training extensiveness is positively related to IWB and that high extents of regulatory focus (i.e., promotion focus and prevention focus) are positively and negatively associated with this positive relationship between perceived training extensiveness and IWB respectively. These expectations are presented in the following hypotheses:

Hypothesis 1a: Perceived training extensiveness is expected to be positively related to IWB.

Hypothesis 2a: High promotion focus is expected to be positively associated with the positive relationship between perceived training extensiveness and IWB.

Hypothesis 3a: High prevention focus is expected to be negatively associated with the positive relationship between perceived training extensiveness and IWB.

These hypotheses (i.e., hypothesis 1a, 2a and 3a) are tested with a series of (nested) logistic regression models.The results of these logistic regression models are presented in Table 3. As shown in Table 3, the logistic regression models that include the effects of the control variables on IWB (i.e., Model 1a and 1b) explain a (statistically) insignificant amount of variance (Model 1a and 1b: LR Chi^2 = 12.23, ns), which indicates that the baseline models do not fit the data adequately. Next, the logistic regression model that includes the direct effects of perceived training extensiveness and promotion focus on IWB (i.e., Model 2a) explains a (statistically) significant amount of variance (Model 2a: ΔLR Chi^2 = 21,48, p < .01) over and above the variance explained in the (nested) previous logistic regression model (Model 1a: LR Chi^2 = 12.23, ns), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is significantly higher for Model 2a (that includes the direct effects of perceived training extensiveness and promotion focus on IWB) relative to Model 1a (that does not include the direct effects of perceived training extensiveness and

promotion focus on IWB). Similarly, the logistic regression model that includes the direct effects of perceived training extensiveness and prevention focus on IWB (i.e., Model 2b) explains a (statistically) significant amount of variance (Model 2b: ΔLR Chi^2 = 11.08, $p < .01$) over and above the variance explained in the (nested) previous logistic regression model (Model 1b: LR Chi^2 = 12.23, ns), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is significantly higher for Model 2b (that includes the direct effects of perceived training extensiveness and prevention focus on IWB) relative to Model 1b (that does not include the direct effects of perceived training extensiveness and prevention focus on IWB). In these logistic regression models (i.e., Models 2a and 2b), we found support for hypothesis 1a as results indicate that the direct effect of perceived training extensiveness on IWB is statistically significant and positive (Model 2a: B = .673, $p < .05$ and Model 2b: B = .777, $p < .05$), where higher extents of perceived training extensiveness amongst employees lead to significantly more (self-reported) IWB and lower extents of perceived training extensiveness lead to significantly less (self-reported) IWB. Next, the logistic regression model that includes the interaction effect of perceived training extensiveness and the extent of promotion focus on IWB (i.e., Model 3a) explains a (statistically) insignificant amount of variance (Model 3a: ΔLR Chi^2 = .009, ns) over and above the variance explained in the (nested) previous logistic regression model (Model 2a: LR Chi^2 = 33.70, $p < .01$), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is not significantly higher for Model 3a (that includes the interaction effect of perceived training extensiveness and the extent of promotion focus on IWB) relative to Model 2a (that does not include the interaction effect of perceived training extensiveness and the extent of promotion focus on IWB). In this logistic regression model (i.e., Model 3a), the interaction effect of perceived training extensiveness and the extent of promotion focus on IWB is not statistically significant (Model 3a: B = .029, ns), which indicates that higher extents of promotion focus are not positively associated with the positive relationship between perceived training extensiveness and IWB and that we found no support for hypothesis 2a. Similarly, the logistic regression model that includes the interaction effect of perceived training extensiveness and the extent of prevention focus on IWB (i.e., Model 3b) explains a (statistically) insignificant amount of variance (Model 3b: ΔLR Chi^2 = .436, ns) over and above the variance explained in the (nested) previous logistic regression model (Model 2b: LR Chi^2 = 23.31, $p < .05$), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is not significantly higher for Model 3b (that includes the interaction effect of perceived training extensiveness and the

extent of prevention focus on IWB) relative to Model 2b (that does not include the interaction effect of perceived training extensiveness and the extent of prevention focus on IWB). In this logistic regression model (i.e., Model 3b), the interaction effect of perceived training extensiveness and the extent of prevention focus on IWB is not statistically significant (Model 3b: B = -.158, ns), which indicates that higher extents of prevention focus are not negatively associated with the positive relationship between perceived training extensiveness and IWB and that we found no support for hypothesis 3a.

Table 3. Binary logistic regression results (N = 101) for the relationship between perceived training extensiveness (TrainExt) and IWB and the moderation of [a]promotion focus (PromFocus) and [b]prevention focus (PrevFocus).

	Promotion focus						**Prevention focus**					
Variables	**Model 1a**		**Model 2a**		**Model 3a**		**Model 1b**		**Model 2b**		**Model 3b**	
Control variables	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**
Age	.019	.600	-.020	.651	-.020	.667	.019	.600	.016	.676	.017	.667
Gender(1)	-.002	.996	-.116	.866	-.116	.879	-.002	.996	-.163	.782	-.209	.720
Education(1)	1.42	.096	2.18	.018	2.17	.017	1.42	.096	2.28	.029	2.25	.031
Education(2)	2.69	.011	3.52	.002	3.55	.002	2.69	.011	3.44	.011	3.32	.010
Education(3)	1.24	.088	1.72	.045	1.72	.042	1.24	.088	2.05	.029	1.97	.039
Education(4)	1.78	.057	1.99	.017	1.99	.017	1.78	.057	2.24	.021	2.25	.021
Education(5)	.730	.311	.753	.269	.752	.269	.730	.311	.907	.258	.879	.275
O_Tenure	.020	.689	.046	.351	.046	.363	.020	.689	.019	.714	.017	.759
I_Tenure	-.038	.492	-.009	.846	-.009	.866	-.038	.492	-.028	.593	-.025	.653
Independent variable and moderation variables												
TrainExt			.673	.015	.671	.017			.777	.002	.766	.004
PromFocus			.917	.001	.925	.002						
PrevFocus									-.102	.730	-.161	.640
Interaction variables												
TrainExt * PromFocus					.029	.937						
TrainExt * PrevFocus											-.158	.610
Constant	-1.57	.202	-.853	.367	-.849	.374	-1.57	.202	-1.87	.180	-1.90	.188
LR Chi^2	12.23	.270	33.70	.001	33.71	.001	12.23	.270	23.31	.025	23.74	.034
ΔLR Chi^2	12.23	.270	21.48	.000	.009	.924	12.23	.270	11.08	.004	.436	.509

Note: The binary logistic regression results include the effect size (B), significance of the effect size (Sig.) and likelihood ratio chi-square statistics (LR Chi^2 and ΔLR Chi^2). Standard errors (SE) and the

categorical variable codings (for Gender and Education) are presented in the Appendix (IV-F). IWB_dicho is the dependent variable.

To provide a better understanding in the binary regression results, the interaction effects of perceived training extensiveness and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB are visualized in Figure 2, irrespective of their (statistically) insignificance. An examination of Figure 2 indicates that the effect of perceived training extensiveness on IWB is positive for both low and high extents of regulatory focus (i.e., promotion focus and prevention focus). This examination supports the binary logistic regression results, which indicated that the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has is neither positively nor negatively associated with the positive relationship between perceived training extensiveness and IWB due to (statistically) insignificance of the interaction effects between perceived training extensiveness and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

Figure 2. Interaction effect of perceived training extensiveness and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

4.2 The relationship between perceived performance pay and IWB and the moderation of promotion focus and prevention focus

While we so far focused on the hypothesized relationships between perceived training extensiveness and IWB, the next step is to present the empirical outcomes for the relationship between perceived performance pay and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus). We expected that perceived performance pay is positively related to IWB and that that high extents of regulatory focus (i.e., promotion focus and prevention focus) are positively and negatively associated with this positive relationship between perceived performance pay and IWB respectively. These expectations are presented in the following hypotheses:

Hypothesis 1b: Perceived performance pay is expected to be positively related to IWB.

Hypothesis 2b: High promotion focus is expected to be positively associated with the positive relationship between perceived performance pay and IWB.

Hypothesis 3b: High prevention focus is expected to be negatively associated with the positive relationship between perceived performance pay and IWB.

These hypotheses (i.e., hypothesis 1b, 2b and 3b) are tested with a series of (nested) logistic regression models. The results of these logistic regression models are presented in Table 4. As shown in Table 4, the logistic regression models that include the effects of the control variables on IWB (i.e., Model 1a and 1b) explain a (statistically) insignificant amount of variance (Model 1a and 1b: LR Chi^2 = 12.23, ns), which indicates that the baseline models do not fit the data adequately. Next, the logistic regression model that includes the direct effects of perceived performance pay and promotion focus on IWB (i.e., Model 2a) explains a (statistically) significant amount of variance (Model 2a: ΔLR Chi^2 = 22.77, $p < .01$) over and above the variance explained in the (nested) previous logistic regression model (Model 1a: LR Chi^2 = 12.23, ns), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is significantly higher for Model 2a (that includes the direct effects of perceived performance pay and promotion focus on IWB) relative to Model 1a (that does not include the direct effects of perceived performance pay and promotion focus on IWB). Similarly, the logistic regression model that includes the direct effects of perceived performance pay and prevention focus on IWB (i.e., Model 2b) explains a (statistically) significant amount of variance (Model 2b: ΔLR Chi^2 = 12.96, $p < .01$) over and above the variance explained in the (nested) previous logistic regression model (Model 1b:

LR Chi^2 = 12.23, ns), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is significantly higher for Model 2b (that includes the direct effects of perceived performance pay and prevention focus on IWB) relative to Model 1b (that does not include the direct effects of perceived performance pay and prevention focus on IWB). In these logistic regression models (i.e., Model 2a and 2b), we found support for hypothesis 1b as results indicate that the direct effect of perceived performance pay on IWB is statistically significant and positive (Model 2a: B = .777, $p < .01$ and Model 2b: B = .919, $p < .01$), where higher extents of perceived performance pay amongst employees lead to significantly more (self-reported) IWB and lower extents of perceived performance pay lead to significantly less (self-reported) IWB. Next, the logistic regression model that includes the interaction effect of perceived performance pay and the extent of promotion focus on IWB (i.e., Model 3a) explains a (statistically) insignificant amount of variance (Model 3a: ΔLR Chi^2 = .160, ns) over and above the variance explained in the (nested) previous logistic regression model (Model 2a: LR Chi^2 = 35.00, $p < .01$), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is not significantly higher for Model 3a (that includes the interaction effect of perceived performance pay and the extent of promotion focus on IWB) relative to Model 2a (that does not include the interaction effect of perceived performance pay and the extent of promotion focus on IWB). In this logistic regression model (i.e., Model 3a), the interaction effect of perceived performance pay and the extent of promotion focus on IWB is not statistically significant (Model 3a: B = .124, ns), which indicates that higher extents of promotion focus are not positively associated with the positive relationship between perceived performance pay and IWB and that we found no support for hypothesis 2b. Similarly, the logistic regression model that includes the interaction effect of perceived performance pay and the extent of prevention focus on IWB (i.e., Model 3b) explains a (statistically) insignificant amount of variance (Model 3b: ΔLR Chi^2 = 1.87, ns) over and above the variance explained in the (nested) previous logistic regression model (Model 2b: LR Chi^2 = 25.19, $p < .05$), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is not significantly higher for Model 3b (that includes the interaction effect of perceived performance pay and the extent of prevention focus on IWB) relative to Model 2b (that does not include the interaction effect of perceived performance pay and the extent of prevention focus on IWB). In this logistic regression model (i.e., Model 3b), the interaction effect of perceived performance pay and the extent of prevention focus on IWB is not statistically significant (Model 3b: B = -.370, ns), which indicates that higher

extents of prevention focus are not negatively associated with the positive relationship between perceived performance pay and IWB and that we found no support for hypothesis 3b.

Table 4. Binary logistic regression results (N = 101) for the relationship between perceived performance pay (PerformPay) and IWB and the moderation of [a]promotion focus (PromFocus) and [b]prevention focus (PrevFocus).

	Promotion focus						Prevention focus					
Variables	**Model 1a**		**Model 2a**		**Model 3a**		**Model 1b**		**Model 2b**		**Model 3b**	
Control variables	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**
Age	.019	.612	-.034	.401	-.038	.379	.019	.594	-.001	.981	.003	.946
Gender(1)	-.002	.997	-.054	.929	-.029	.971	-.002	.995	-.102	.882	-.100	.870
Education(1)	1.42	.099	1.63	.054	1.62	.058	1.42	.115	1.67	.089	1.67	.113
Education(2)	2.69	.014	3.38	.004	3.31	.004	2.69	.019	2.80	.018	2.68	.024
Education(3)	1.24	.108	1.51	.082	1.55	.070	1.24	.120	1.80	.060	1.72	.070
Education(4)	1.78	.042	1.50	.041	1.51	.041	1.78	.069	1.73	.081	1.69	.106
Education(5)	.730	.311	.464	.368	.447	.365	.730	.319	.478	.409	.397	.447
O_Tenure	.020	.695	.045	.326	.048	.350	.020	.692	.019	.693	.011	.840
I_Tenure	-.038	.455	.007	.896	.009	.869	-.038	.493	-.008	.857	-.010	.877
Independent variable and moderation variables												
PerformPay			.777	.010	.781	.010			.919	.001	1.00	.001
PromFocus			.863	.003	.891	.004						
PrevFous									-.144	.608	-.255	.384
Interaction variables												
PerformPay * PromFocus					.124	.786						
Perform Pay * PrevFocus											-.370	.294
Constant	-1.57	.233	-.071	.598	.011	.616	-1.57	.204	-.973	.339	-.940	.368
LR Chi^2	12.23	.270	35.00	.000	35.16	.001	12.23	.270	25.19	.014	27.06	.012
ΔLR Chi^2	12.23	.270	22.77	.000	.160	.689	12.23	.270	12.96	.002	1.87	.171

Note: The binary logistic regression results include the effect size (B), significance of the effect size (Sig.) and likelihood ratio chi-square statistics (LR Chi^2 and ΔLR Chi^2). Standard errors (SE) and the categorical variable codings (for Gender and Education) are presented in the Appendix (IV-F). IWB_dicho is the dependent variable.

To provide a better understanding in the binary regression results, the interaction effects of perceived performance pay and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB are visualized in Figure 3, irrespective of their

(statistically) insignificance. An examination of Figure 3 indicates that the relationship between perceived performance pay and IWB is positive for both low and high extents of regulatory focus (i.e., promotion focus and prevention focus). This examination supports the binary logistic regression results, which indicated that that the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has is neither positively nor negatively associated with the positive relationship between perceived performance pay and IWB due to the (statistically) insignificance of interaction effects between perceived performance pay and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

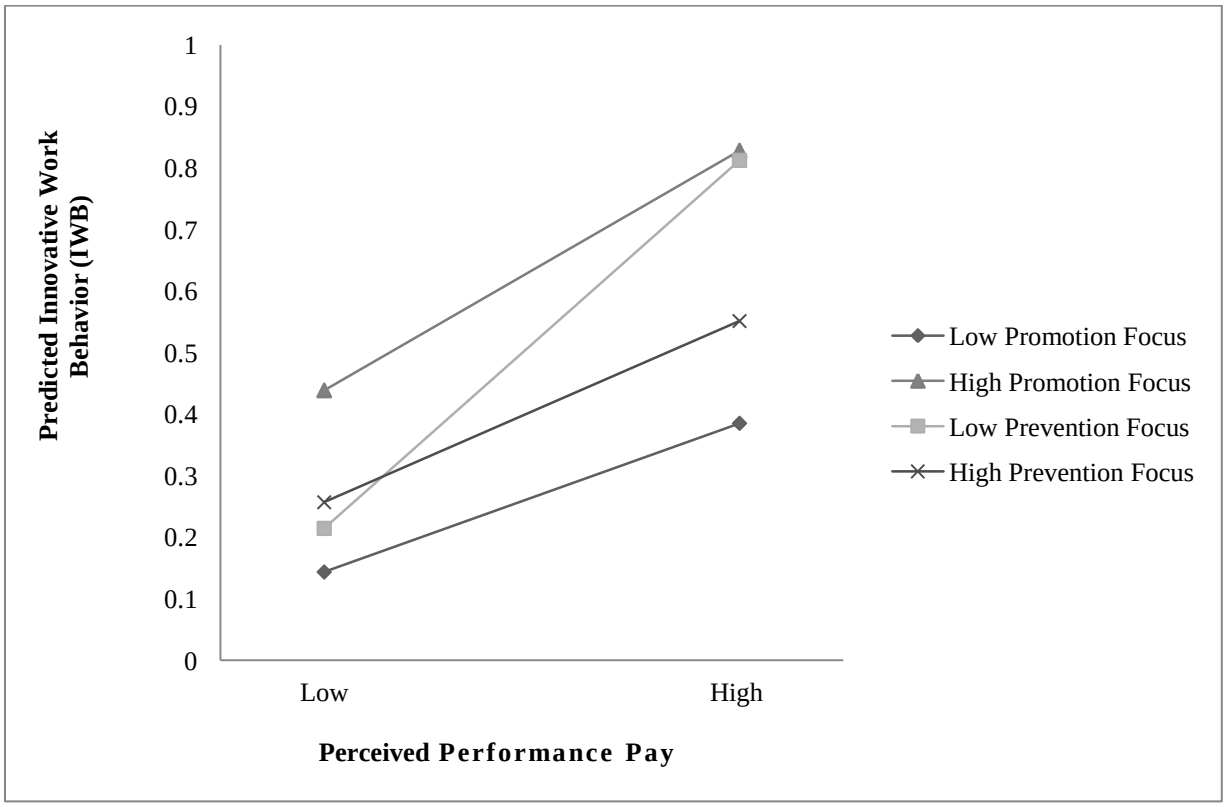

Figure 3. Interaction effect of perceived performance pay and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

4.3 The relationship between perceived participative work design and IWB and the moderation of promotion focus and prevention focus

While we so far focused on the hypothesized relationships between perceived training extensiveness and performance pay and IWB, the next step is to present the empirical outcomes for the relationship between perceived participative work design and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus). We expected that perceived participative work design is positively related to IWB and that high extents of

regulatory focus (i.e., promotion focus and prevention focus) are positively and negatively associated with this positive relationship between perceived participative work design and IWB respectively. These expectations are presented in the following hypotheses:

Hypothesis 1c: Perceived participative work design is expected to be positively related to IWB.

Hypothesis 2c: High promotion focus is expected to be positively associated with the positive relationship between perceived participative work design and IWB.

Hypothesis 3c: High prevention focus is expected to be negatively associated with the positive relationship between perceived participative work design and IWB

These hypotheses (i.e., hypothesis 1c, 2c and 3c) are tested with a series of (nested) logistic regression models. The results of these logistic regression models are presented in Table 5. As shown in Table 5, the logistic regression models that include the effects of the control variables on IWB (i.e., Model 1a or 1b) explain a (statistically) insignificant amount of variance (Model 1a or 1b: LR Chi^2 = 12.23, ns), which indicates that the baseline models do not fit the data adequately. Next, the logistic regression model that includes the direct effects of perceived participative work design and promotion focus on IWB (i.e., Model 2a) explains a (statistically) significant amount of variance (Model 2a: ΔLR Chi^2 = 27.27, $p < .01$) over and above the variance explained in the (nested) previous logistic regression model (Model 1a: LR Chi^2 = 12.23, ns), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is significantly higher for Model 2a (that includes the direct effects of perceived participative work design and promotion focus on IWB) relative to Model 1a (that does not include the direct effects of perceived participative work design and promotion focus on IWB). Similarly, the logistic regression model that includes the direct effects of perceived participative work design and prevention focus on IWB (i.e., Model 2b) explains a (statistically) significant amount of variance (Model 2b: ΔLR Chi^2 = 19.63, $p < .01$) over and above the variance explained in the (nested) previous logistic regression model (Model 1a: LR Chi^2 = 12.23, ns), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is significantly higher for Model 2b (that includes the direct effects of perceived participative work design and prevention focus on IWB) relative to Model 1b (that does not include the direct effects of perceived participative work design and prevention focus on IWB). In these logistic regression models (i.e., Model 2a and 2b), we found support for hypothesis 1c as results

indicate that the direct effect of perceived participative work design on IWB is statistically significant and positive (Model 2a: B = 1.11, $p < .01$ and Model 2b: B = 1.24, $p < .01$), where higher extents of perceived participative work design amongst employees lead to significantly more (self-reported) IWB and lower extents of perceived participative work design leads to significantly less (self-reported) IWB. Next, the logistic regression model that includes the interaction effect of perceived participative work design and the extent of promotion focus on IWB (i.e., Model 3a) explains a (statistically) insignificant amount of variance (Model 3a: ΔLR Chi^2 = 1,14, ns) over and above the variance explained in the (nested) previous logistic regression model (Model 2a: LR Chi^2 = 40.64, $p < .01$), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is not significantly higher for Model 3a (that includes the interaction effect of perceived participative work design and the extent of promotion focus on IWB) relative to Model 2a (that does not include the interaction effect of perceived participative work design and the extent of promotion focus on IWB). In this logistic regression model (i.e., Model 3a), the interaction effect of perceived participative work design and the extent of promotion focus on IWB is not statistically significant (Model 3a: B = .304, ns), which indicates that higher extents of promotion focus are not positively associated with the positive relationship between perceived participative work design and IWB and that we found no support for hypothesis 2c. Similarly, the logistic regression model that includes the interaction effect of perceived participative work design and the extent of prevention focus on IWB (i.e., Model 3b) explains a (statistically) insignificant amount of variance (Model 3b: ΔLR Chi^2 = .010, ns) over and above the variance explained in the (nested) previous logistic regression model (Model 2b: LR Chi^2 = 31.86, $p < .01$), which indicates that the likelihood of good fit to the data (and the usefulness from a statistical point of view) is not significantly higher for Model 3b (that includes the interaction effect of perceived participative work design and the extent of prevention focus on IWB) relative to Model 2b (that does not include the interaction effect of perceived participative work design and the extent of prevention focus on IWB). In this logistic regression model (i.e., Model 3b), the interaction effect of perceived participative work design and the extent of prevention focus on IWB is not statistically significant (Model 3b: B = -.030, ns), which indicates that higher extents of prevention focus are not negatively associated with the positive relationship between perceived participative work design and IWB and that we found no support for hypothesis 3c.

Table 5. Binary logistic regression results (N = 101) for the relationship between perceived participative work design (PartWork) and IWB and the moderation of [a]promotion focus (PromFocus) and [b]prevention focus (PrevFocus).

	Promotion focus						Prevention focus					
Variables	**Model 1a**		**Model 2a**		**Model 3a**		**Model 1b**		**Model 2b**		**Model 3b**	
Control variables	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**	**B**	**Sig.**
Age	.019	.587	-.042	.328	-.048	.283	.019	.607	-.015	.731	-.015	.727
Gender(1)	-.002	.999	.254	.685	.280	.661	-.002	.996	.337	.575	.341	.573
Education(1)	1.42	.108	3.31	.009	3.46	.011	1.42	.115	3.24	.006	3.26	.009
Education(2)	2.69	.014	4.11	.002	4.52	.002	2.69	.012	3.54	.007	3.57	.007
Education(3)	1.24	.103	1.87	.038	2.09	.024	1.24	.101	1.92	.044	1.93	.041
Education(4)	1.78	.055	2.57	.006	2.79	.006	1.78	.062	2.70	.004	2.71	.002
Education(5)	.730	.314	.962	.177	1.04	.141	.730	.316	1.02	.221	1.04	.222
O_Tenure	.020	.703	.048	.326	.058	.268	.020	.677	.024	.670	.025	.660
I_Tenure	-.038	.460	-.008	.875	-.010	.859	-.038	.452	-.018	.705	-.018	.711
Independent variable and moderation variables												
PartWork			1.11	.005	1.16	.002			1.24	.001	1.234	.001
PromFocus			.852	.011	.910	.005						
PrevFous									-.068	.770	-.064	.805
Interaction variables												
PartWork * PromFocus					.304	.266						
PartWork * PrevFocus											-.030	.926
Constant	-1.57	.223	-.816	.397	-.888	.373	-1.571	.220	-1.56	.226	-1.58	.217
LR Chi^2	12.23	.270	39.50	.000	40.64	.000	12.23	.270	31.86	.001	31.87	.003
ΔLR Chi^2	12.23	.270	27.27	.000	1.14	.286	12.23	.270	19.63	.000	.010	.919

Note: The binary logistic regression results include the effect size (B), significance of the effect size (Sig.) and likelihood ratio chi-square statistics (LR Chi^2 and ΔLR Chi^2). Standard errors (SE) and the categorical variable codings (for Gender and Education) are presented in the Appendix (IV-F). IWB_dicho is the dependent variable.

To provide a better understanding in the binary regression results, the interaction effects of perceived participative work design and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB are visualized in Figure 4, irrespective of their (statistically) insignificance. An examination of Figure 4 indicates that the relationship between perceived participative work design and IWB is positive for both low and high

extents of regulatory focus (i.e., promotion focus and prevention focus). This examination supports the binary logistic regression results, which indicated that the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has is neither positively nor negatively associated with the positive relationship between perceived participative work design and IWB due to (statistically) insignificance of the interaction effects between perceived participative work design and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

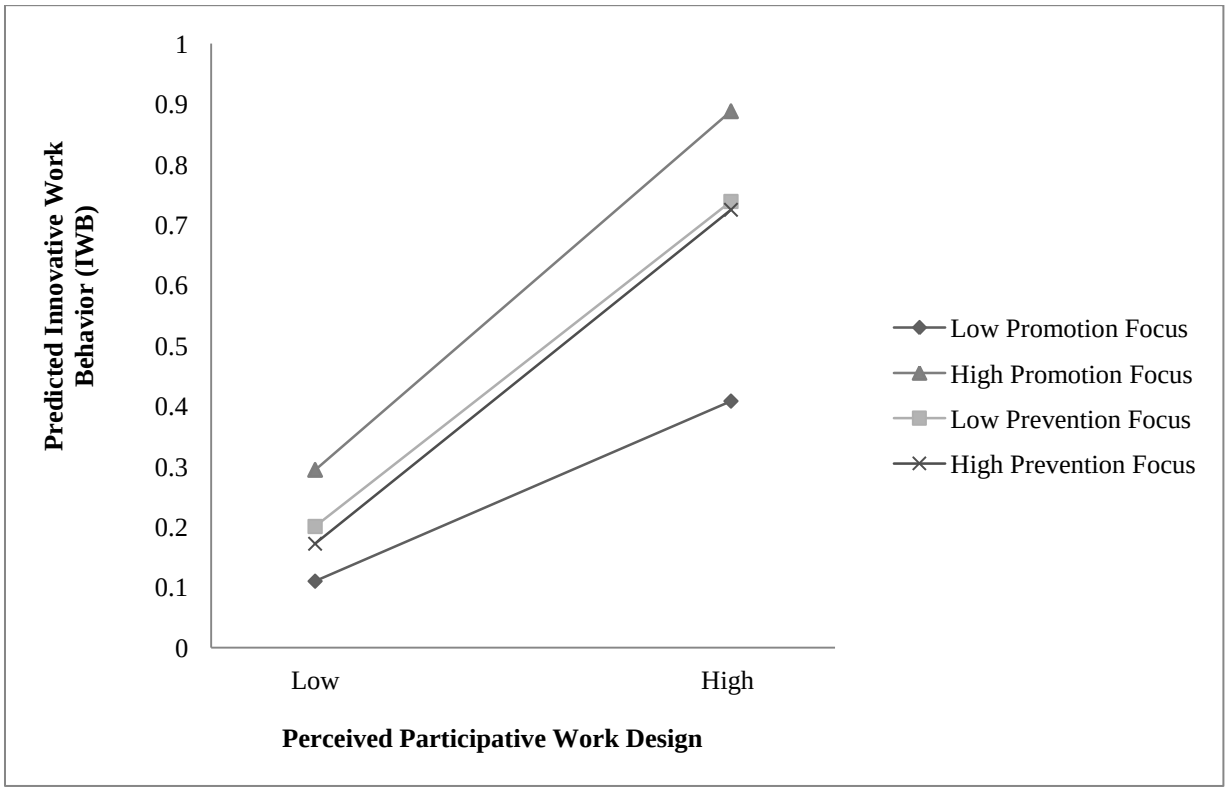

Figure 4. Interaction effect of perceived participative work design and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

An overview of the empirical outcomes for the hypothesized relationships is presented in Table 6.

Table 6. Overview of the empirical outcomes for the hypothesized relationships.

Hypothesized relationship	Outcome
Hypothesis 1a: Perceived training extensiveness is expected to be positively related to IWB	not rejected
Hypothesis 1b: Perceived performance pay is expected to be positively related to IWB	not rejected

Hypothesis 1c: Perceived participative work design is expected to be positively related to IWB	not rejected
Hypothesis 2a: High promotion focus is expected to be positively associated with the positive relationship between perceived training extensiveness and IWB	rejected
Hypothesis 2b: High promotion focus is expected to be positively associated with the positive relationship between perceived performance pay and IWB	rejected
Hypothesis 2c: High promotion focus is expected to be positively associated with the positive relationship between perceived participative work design and IWB	rejected
Hypothesis 3a: High prevention focus is expected to be negatively associated with the positive relationship between perceived training extensiveness and IWB	rejected
Hypothesis 3b: High prevention focus is expected to be negatively associated with the positive relationship between perceived performance pay and IWB	rejected
Hypothesis 3c: High prevention focus is expected to be negatively associated with the positive relationship between perceived participative work design and IWB	rejected

Note: Hypotheses are rejected if we found no substantial support in the binary logistic regression results (N = 101). Hypotheses are not rejected if we found substantial support in the binary logistic regression results (N = 101).

These empirical outcomes for the hypothesized relationships will be reflected upon in the Discussion and Conclusion section.

5. Discussion and Conclusion

This Discussion and Conclusion section will reflect upon the empirical outcomes for the hypothesized relationships, particularly by presenting theoretical and practical implications (in section 5.1), limitations and future research suggestions (in section 5.2) and the conclusion (in section 5.3).

5.1 Theoretical and practical implications

This research goes beyond traditional research that primarily focused on HR practices as intended or implemented in organizations. Although traditional research has contributed to our understanding of the relationship between HR practices and IWB, clarity is (still) lacking due to the notion of different perceptions on HR practices in the organization. This research incorporates the individual differences in perceptions by leading the way in empirically examining the relationship between a specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB. As hypothesized, we found that the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) are positively related to IWB (hypothesis 1a, 1b and 1c). These positive relationships are consistent with past research suggestions (Bowen & Ostroff, 2004; Jiang et al., 2012; Lepak et al., 2006; Messersmith et al., 2011), particularly that training extensiveness, performance pay and participative work design provide employees with the abilities, the (extrinsic) motivations and the opportunities to use these abilities and motivations for desirable outcomes (amongst others IWB) respectively. In other research settings, these findings would have suggested recommendations for practitioners to incorporate extensive training programs, performance-related pay structures and participative work design in order to increase the likelihood that employees reflect IWB in the organization.

Many practitioners (amongst others managers) have come to the conclusion that actually increasing IWB in the organization remains challenging. To deal with this challenge, practitioners need a bunch of scholars to examine relationships of various perceived HR practices and IWB with a broad range of boundary conditions in a new line of research. This research helps to specify boundary conditions under which perceived HR practices are related to IWB with regard to the extent of regulatory focus (i.e., promotion focus and prevention focus) individuals have at work. In contrast to what we hypothesized, we found that the relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB does not significantly vary for low

or high extents of promotion focus (hypothesis 2a, 2b and 2c) and prevention focus (hypothesis 3a, 3b and 3c) due to (statistically) insignificance of the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB in the binary logistic regression models. This insignificance of the interaction effects would suggest that an employee has the intrinsic motivation to make use of the abilities and opportunities for IWB that are offered by the organization irrespective of the extent of regulatory focus (i.e., promotion focus and prevention focus). These findings are inconsistent with past research suggestions, particularly that the intrinsic motivation of individuals for specific behaviors is driven by their extent of promotion focus and prevention focus (Higgins, 1997; Higgins et al., 2001; Summerville & Roese, 2008). In other research settings, these findings would have implied that practitioners do not need to differentiate between employees with high and low extents of regulatory focus (i.e., promotion focus and prevention focus) in their efforts to manage IWB by incorporating HR practices in the organization.

5.2 Limitations and future research

With the theoretical and practical implications explicitly presented, we should mention that this research does have some limitations. A first limitation is that the results are based on self-reported data of IWB and the extent of regulatory focus (i.e., promotion focus and prevention focus) that is subjective to the participants. Due to this subjectivity, the self-reported data of IWB and the extent of regulatory focus (i.e., promotion focus and prevention focus) are susceptible for inflations. These inflations could have impacted (and contributed to the insignificance of) the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB. Although self-reported data is commonly used in behavioral research (Devloo et al., 2016) future research with a similar approach could adopt multi-source data of IWB and the extent of regulatory focus (i.e., promotion and prevention focus) through a combination of self-reports, peer reviews of colleagues and managerial reports in order to minimize the impact of subjectivity on the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

A second limitation is that the results are based on data collected through a cross-sectional approach. As aforementioned, the danger of a cross-sectional approach is response bias. This response bias could have impacted (and contributed to the insignificance of) the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB. Besides the danger of response bias, the cross-sectional data (i.e., data that stem from a cross-sectional approach) does not give insight in how relationships evolve over time, although past research has shown that the extent of promotion focus and prevention focus an individual has could change over time. Future research could adopt a longitudinal approach to deal with the danger of response bias and to discover relationships between the extent of regulatory focus (i.e., promotion focus and prevention focus) and IWB over time. This longitudinal approach could contribute to the domain that covers short-term and long-term dynamics of regulatory focus (i.e., promotion focus and prevention focus) an individual has and how these dynamics (i.e., short-term and long-term) relate to fluctuations of IWB.

A third limitation is that we did not differentiate between the four distinct behaviors of IWB in terms of idea exploration, idea generation, idea promotion and idea implementation, although past research has emphasized the relevance of differentiating four distinct behaviors of IWB (i.e., idea exploration, idea generation, idea promotion and idea implementation) in order to discover their relationships with other constructs (De Jong & Den Hartog, 2010). These behaviors (i.e., idea exploration, idea generation, idea promotion and idea implementation) could have been impacted differently by the interaction between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has. For instance, the interaction effect between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on idea exploration could have been (statistically) significant, whereas these interactions effects could have been (statistically) insignificant on the other distinct behaviors of IWB (i.e., idea generation, idea promotion and idea implementation). Future research could adopt an experimental approach to isolate the four distinct behaviors of IWB (i.e., idea exploration, idea generation, idea promotion and idea implementation) and discover their relationship with

perceived HR practices and the moderation of regulatory focus (i.e., promotion focus and prevention focus).

A fourth limitation is that the results are based on testing hypothesized relationships, in which we considered IWB as being solely reflected by individuals in terms of low IWB or high IWB relative to the sample's mean (which is referred to as dichotomization). The danger of dichotomization is that we have lost information and statistical power in testing the hypothesized relationships. To demonstrate that the dichotomization could not have determined the insignificance of the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB, we have conducted additional (traditional linear) regression models with a metric dependent variable (that contains values representing positive or negative units of standard deviations from the sample's mean). These additional regression models have yielded similar empirical outcomes, particularly with regard to the insignificance of the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB (Appendix IV-G). Although that we may have demonstrated that the dichotomization has not determined the insignificance of the interaction effect between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB, the dichotomization could still have impacted (and contributed to the insignificance of) those interaction effects. Future research with a similar approach could adopt non-dichotomized data of IWB in order to eliminate the impact of dichotomization on the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has on IWB.

A fifth limitation is that the results are based on testing hypothesized relationships, in which we considered IWB as being solely influenced by the specific set of HR practices in terms of training extensiveness, performance pay and participative work design in the hypothesized relationships. However, this specific set of HR practices is not an exhaustive set as in an organization many other HR practices could potentially influence IWB, such as recruiting or selection, employee relations, promotions, performance management and

retention or exit management (Posthuma et al., 2014). In this research we could not take all of these HR practices into account and additional research is required to elaborate on the relationship between perceived HR practices and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus). Further elaboration is fundamental to specify the boundary conditions under which perceived HR practices are related to IWB.

A sixth limitation is that the results are based on organization-specific data as data is collected from employees at one specific organization (Rijnstate). Results based on organization-specific data could not be generalized to populations broader than employees at Rijnstate as we do not know how the relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus) unfolds in other organizational settings. Future research could adopt similar approaches to increase understanding in the relationship between perceived HR practices and IWB and the moderation of regulatory focus (i.e., promotion focus and prevention focus) in a variety of organizational settings.

5.3 Conclusion

With the empirical outcomes explicitly discussed, the next step is to write conclusions for the research question. This research question is formulated as follows:

To what extent does the extent of regulatory focus (i.e., promotion focus and prevention focus) moderate the empirical relationship between a specific set of perceived HR practices and IWB?

The empirical relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB seems to be a statistically significant and positive relationship, which implies that under unspecified conditions the IWB of employees increases with the extent to which employees perceive that extensive training, performance pay and participative work design is provided to them by the organization. With regard to the boundary conditions, we found that the interaction effects between the specific set of perceived HR practices and the extent of regulatory focus (i.e., promotion focus and prevention focus) and individual has at work on IWB were not (statistically) significant, which implies that the relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB does not significantly vary for low or high extents of promotion focus.

Based on these findings, we conclude that the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has at work does not moderate the positive relationship between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and IWB. However, these findings could have been impacted by some of the research limitations presented, in example the cross-sectional, self-reported data used to measure the constructs of promotion focus, prevention focus and IWB. As we do know to what extent these research limitations have contributed to the insignificance of the interaction effects between the specific set of perceived HR practices (i.e., training extensiveness, performance pay and participative work design) and the extent of regulatory focus (i.e., promotion focus and prevention focus) an individual has at work on IWB, we would strongly invite scholars to adopt the future research directions that we have suggested in align with the research limitations. Despite the limitations, this research contributes with pieces to the puzzle that consitutes a new line of research (building on the notion of perceived HR practices and the boundary conditions under which these perceived HR practices are related to IWB), which should increase understanding into the 'black-box' relationship between (perceived) HR practices and IWB.

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University, School of Industrial and Labor Relations, *Center for Advanced Human Resource Studies.*

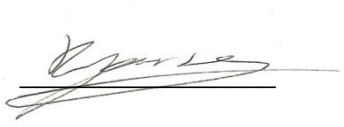
Contents of appendices (detailed)

Appendix I: Confidentiality agreement

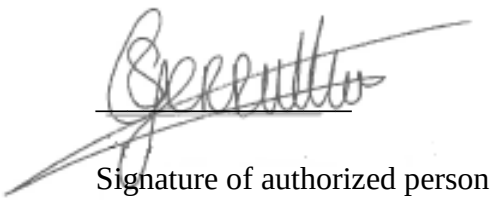
Title of research: The moderation of regulatory focus in the relationship between a specific set of perceived human resource (HR) practices and innovative work behavior (IWB).

As a master student in Business Administration from the Radboud University and as main author of this master thesis research I understand that I may have access to confidential information about Rijnstate. By signing this statement, I am indicating my understanding of my responsibilities to maintain confidentiality and agree to the following:

- I understand that any information about employees is completely confidential.
- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in this research that could lead to upsetting or embarrassing employees or their organizations.
- I agree not to divulge or otherwise make known to unauthorized persons any of this information, unless specifically authorized to do so by approved protocol or by an authorized person of Rijnstate.
- Only information about employees that support general relationships between constructs that undermines my research interest will be included into the written work of this research.
- I agree to notify Rijnstate immediately should I become aware of an actual breach of confidentiality or a situation which could potentially result in a breach, whether this is on my part or on the part of another person.



	13-07-16	**Jansen, R. M. C.**
Signature of student	Date	Name



	13-07-26	**Gerrits, S.**
Signature of authorized person	Date	Name

Rijnstate[1]

[1] *Sabine Gerrits is Head Officer of the HR service point department at Rijnstate.*

Appendix II: Survey item list

A Control variables

Item		
V1	What is your age?	Age
V2	What is your gender?	Gender
V3	What is your level of education (latest diploma)?	Education
V4	How long have you been working for the organization?	Organizational tenure
V5	How long have you been working in the industry?	Industrial tenure

B IWB

Item		Subscale
IWB_1	I pay attention to issues that are not part of my daily work	Idea exploration
IWB_2	I wonder how things at work can be improved	Idea exploration
IWB_3	At work, I search out new working methods, techniques or instruments	Idea generation
IWB_4	I find new solutions for existing problems at work	Idea generation
IWB_5	At work, I find new approaches to execute tasks	Idea generation
IWB_6	I make important people at work enthusiast for new ideas	Idea promotion
IWB_7	I attempt to convince people at work to support new ideas	Idea promotion
IWB_8	I introduce new ideas into work practices	Idea implementation
IWB_9	I contribute to the implementation of new ideas at work	Idea implementation
IWB_10	At work, I put effort in development of things that result of new ideas	Idea implementation

C Specific set of perceived HR practices

Item		Subscale
Train_1	The organization offers me extensive training programs[2]	Perceived training extensiveness
Train_2	The organization offers me the opportunity to go through training programs every few years[3]	Perceived training extensiveness
Train_3	The organization offers me the skills I need to perform my job[4]	Perceived training extensiveness
Train_4	The organization offers me formal training programs in order to increase my ability to get promoted in this organization[5]	Perceived training extensiveness

[2] *Item adapted from 'Extensive training programs are provided for individuals' (Sun et al., 2007)*

[3] *Item adapted from 'Employees will normally go through training programs every few years'(Sun et al., 2007)*

[4] *Item adapted from 'There are formal training programs to teach employees the skills needed to perform their job' (Sun et al., 2007)*

Pay_1	The organization offers me the opportunity to receive bonuses based on the profit of the organization[6]	Perceived performance pay
Pay_2	The organization offers me close tie or matching of pay to individual or group performance[7]	Perceived performance pay
Part_1	The organization offers me the opportunity to participate in decisions[8]	Perceived participative work design
Part_2	The organization offers me the opportunity to make decisions[9]	Perceived participative work design
Part_3	The organization offers me the opportunity to suggest improvements in the way things are done[10]	Perceived participative work design
Part_4	The organization offers me open communications with supervisors[11]	Perceived participative work design

D Promotion focus

Item		Subscale
Prom_1	I take chances at work to maximize my goals for advancement	Gains
Prom_2	I tend to take risks at work in order to achieve success	Gains
Prom_3	If I had an opportunity to participate on a high-risk, high-reward project I would definitely take it	Gains
Prom_4	If my job did not allow for advancement, I would likely find a new one	Achievement
Prom_5	A chance to grow is an important factor for me when looking for a job	Achievement
Prom_6	I focus on accomplishing job tasks that will further my advancement	Achievement
Prom_7	I spend a great deal of time envisioning how to fulfill my aspirations	Ideals
Prom_8	My work priorities are impacted by a clear picture of what I aspire	Ideals

[5] *Item adapted from 'Formal training programs are offered to employees in order to increase their promotability in this organization'(Sun et al., 2007)*

[6] *Item adapted from 'Individuals in this job receive bonuses based on the profit of the organization' (Sun et al., 2007)*

[7] *Item adapted from 'Close tie or matching of pay to individual or group performance' (Sun et al., 2007)*

[8] *Item adapted from 'Employees in this job are often asked by their supervisors to participate in decisions' (Sun et al., 2007)*

[9] *Item adapted from 'Individuals in this job are allowed to make decisions' (Sun et al., 2007)*

[10] *Item adapted from 'Employees are provided the opportunity to suggest improvements in the way things are done' (Sun et al., 2007)*

[11] *Item adapted from 'Supervisors keep open communications with employees in this job'(Sun et al., 2007)*

	to be	
Prom_9	At work, I am motivated by my hopes and aspirations	Ideals

E Prevention focus

Item		Subscale
Prev_1	I do everything I can to avoid work loss	Losses
Prev_2	I focus my attention on avoiding failure at work	Losses
Prev_3	I am very careful to avoid exposing myself to potential losses at work	Losses
Prev_4	I concentrate on completing my work tasks correctly to increase my job security	Security
Prev_5	At work, I am often focused on accomplishing tasks that will support my need for security	Security
Prev_6	Job security is an important factor for me in any job	Security
Prev_7	At work, I focus my attention on completing my assigned responsibilities	Oughts
Prev_8	Fulfilling my work duties is very important to me	Oughts
Prev_9	At work, I strive to live up to the responsibilities and duties given to me by others	Oughts

Appendix III: SmartPLS output

A Confirmatory factor analysis

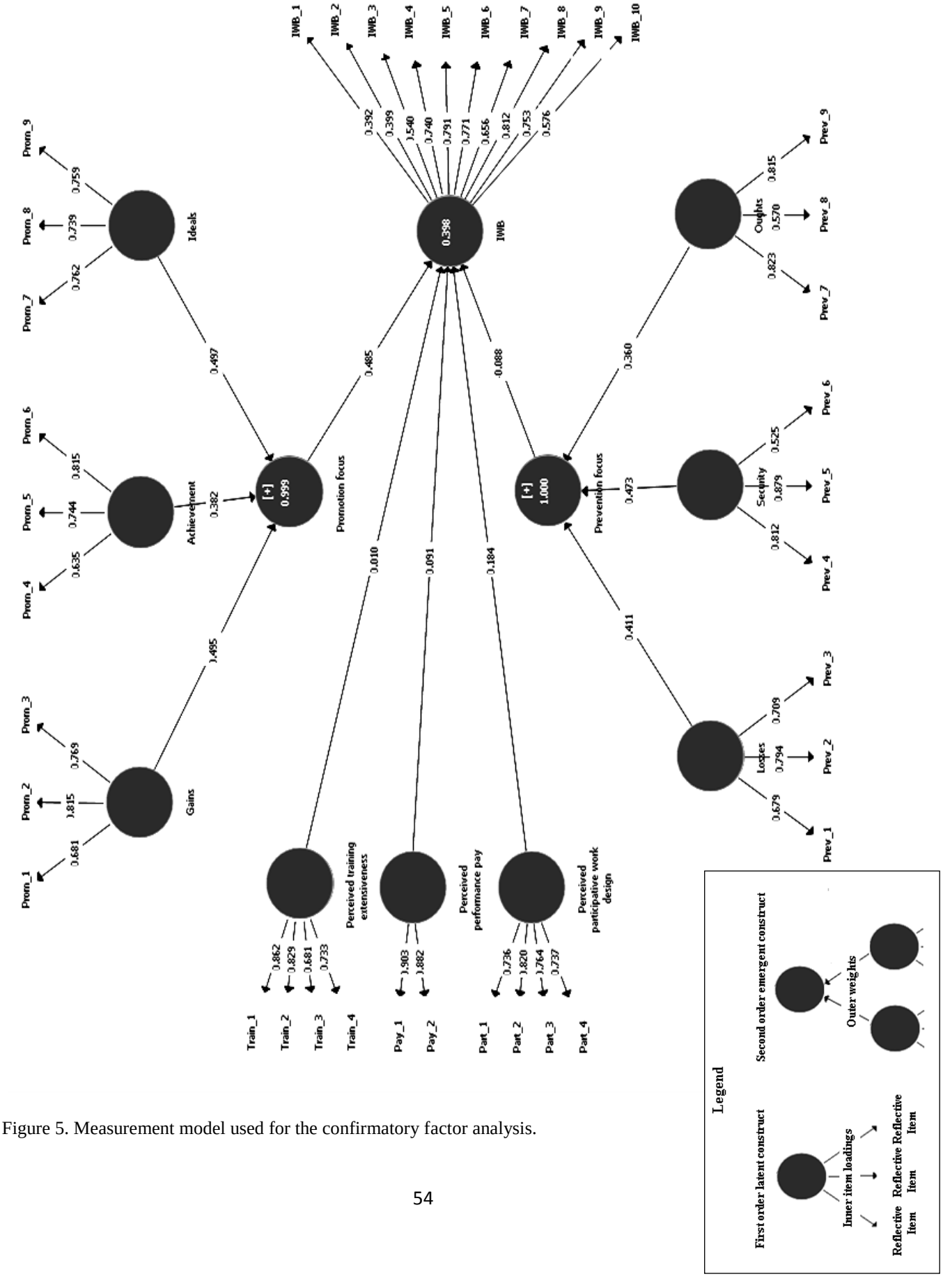


Figure 5. Measurement model used for the confirmatory factor analysis.

Figure 5 presents the measurement model used for the confirmatory factor analysis. To evaluate the (overall) measurement model, we assess the construct validity and reliability of the items that were designed to measure their (intended) latent constructs in the measurement model. According to Netemeyer et al. (2003), this construct validity entails the degree to which certain items of the same (intended) latent construct are related or correlated (i.e., *convergent validity*) and the degree to which certain items of different (intended) latent constructs are related or correlated (i.e., *discriminant validity*). This reliability entails the degree to which the measures are consistent across various research samples (Netemeyer et al., 2003).

To assess the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model, the first step is to evaluate the measurement model based on the loading of items within the (intended) latent constructs. These item loadings are concerned with the correlations of items with the set of items that were designed to measure the same (intended) latent construct. To demonstrate adequate convergent validity, these item loadings should be statistically significant within the (intended) latent constructs (Gefen & Straub, 2005). Table 6 presents the t-statistics of the item loadings within the (intended) latent constructs in the measurement model. As shown in Table 6, the item loadings are statistically significant within the (intended) latent constructs, which indicates that the items that were designed to measure the same (intended) latent construct are highly related (or correlated) and that adequate convergent validity of those items is demonstrated (Gefen & Straub, 2005).

Construct	Item	Loading	T Statistics	
IWB	IWB_1	0.392	3.045	**
	IWB_2	0.399	2.543	*
	IWB_3	0.540	5.249	**
	IWB_4	0.740	11.942	**
	IWB_5	0.791	14.402	**
	IWB_6	0.771	12.685	**
	IWB_7	0.656	6.951	**
	IWB_8	0.812	21.421	**
	IWB_9	0.753	12.650	**
	IWB_10	0.576	7.490	**
Train Ext	Train_1	0.862	6.742	**
	Train_2	0.829	7.568	**
	Train_3	0.681	4.213	**
	Train_4	0.733	4.121	**

Perform Pay	Pay_1	0.903	11.728	**
	Pay_2	0.882	17.435	**
Part Work	Part_1	0.736	8.585	**
	Part_2	0.820	14.526	**
	Part_3	0.764	9.066	**
	Part_4	0.737	10.156	**
Losses	Prev_1	0.679	8.117	**
	Prev_2	0.794	13.051	**
	Prev_3	0.709	7.400	**
Security	Prev_4	0.812	17.673	**
	Prev_5	0.879	29.480	**
	Prev_6	0.525	3.758	**
Oughts	Prev_7	0.823	14.761	**
	Prev_8	0.570	3.843	**
	Prev_9	0.815	12.932	**
Ideals	Prom_1	0.681	6.924	**
	Prom_2	0.815	17.566	**
	Prom_3	0.769	14.179	**
Achievement	Prom_4	0.635	4.887	**
	Prom_5	0.744	6.559	**
	Prom_6	0.815	13.726	**
Gains	Prom_7	0.762	13.821	**
	Prom_8	0.739	10.308	**
	Prom_9	0.759	13.793	**

Table 6. Note: The t-statistics are significant at *p < .05 and **p < .01 (two-tailed).

Following the dominant approach to assess the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model, the next step is to evaluate the measurement model based on the average amount of variance extracted (Hair et al., 2011). This average amount of variance extracted (AVE) refers to the average amount of variance that latent constructs explain in the items that were designed to measure them relative to the total amount of variance explained in those items. The AVE should be greater than the minimum threshold value of 0.50 for latent constructs to indicate that the (intended) latent constructs explain a satisfactory amount of variance in the items that were designed to measure them and to demonstrate adequate convergent validity of those items (Hair et al., 2011). Figure 6 presents the AVEs for the (intended) latent constructs in the measurement model. As shown in Figure 6, most AVEs for the (intended) latent constructs are greater than the minimum threshold value of 0.50, which indicates that the (intended) latent constructs explain a satisfactory amount of variance in the items that were designed to measure them. However, the AVE for the (intended) latent construct of IWB is lesser than the

minimum threshold value of 0.50, which indicates that the (intended) latent construct of IWB explains an unsatisfactory amount of variance in the items that were designed to measure their intended latent construct of IWB and that adequate discriminant validity is not demonstrated for those items. Not meeting this threshold implies that we consider to remove certain items within the (intended) latent construct of IWB to increase the discriminant validity for the items that were designed to measure their intended latent construct of IWB.

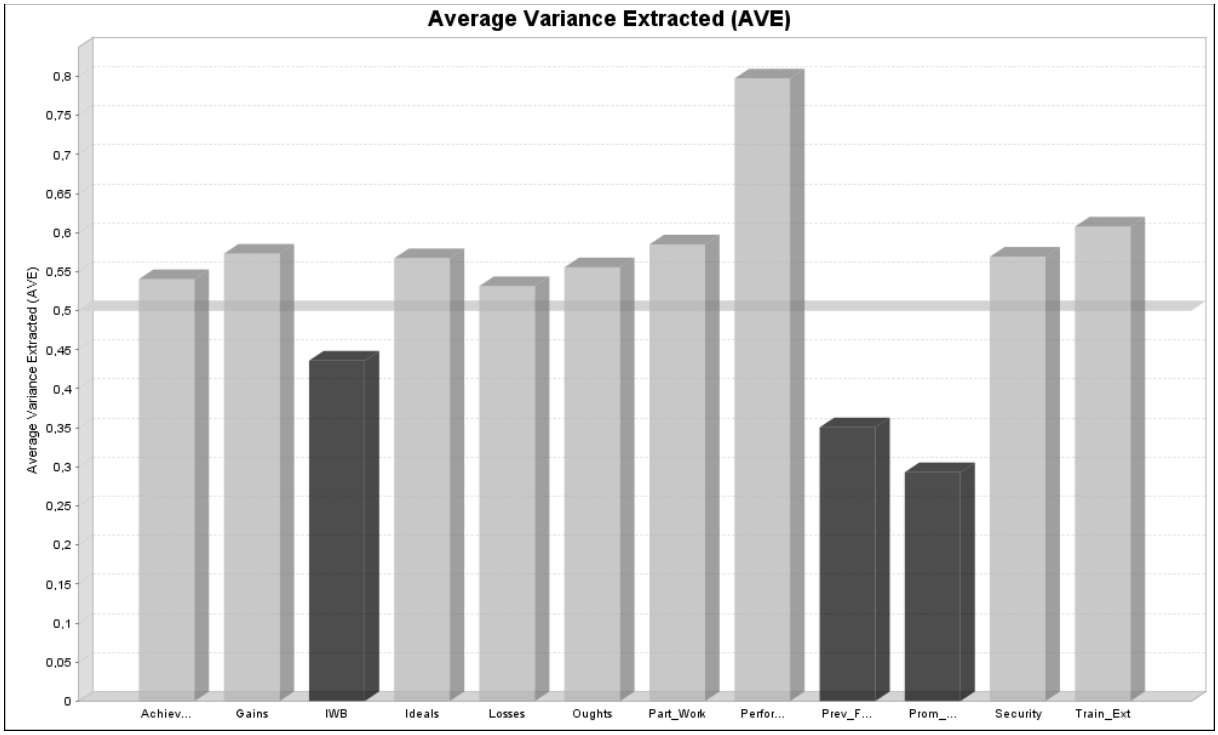


Figure 6. Note: Prevention focus (Prev_Foc) and promotion focus (Prom_Foc) are second-order multi-dimensional emergent constructs rather than first-order one-dimensional latent constructs and should be disregarded.

Following the dominant approach to assess the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model, the first step is to compare the loading of items on the intended latent construct to the cross-loadings of these items on other latent constructs in the measurement model (Hair et al., 2011; Henseler et al., 2015). To demonstrate adequate discriminant validity, the loading of items on the intended latent constructs should be greater than the cross-loadings of these items on other latent constructs in the measurement model with a minimum threshold value of |0.1| (Hair et al., 2011; Henseler et al., 2015). Once this threshold is not met for any item, the loading of items on their intended latent construct is considered as relatively low or the cross-loadings on other latent constructs in the measurement model are considered as relatively high. As these items (i.e., items with relatively low loadings on their intended latent construct and relatively high

cross-loadings on other latent constructs in the measurement model) decrease the discrimant validity of the items that were designed to measure their intended latent construct, we remove them from the measurement model. Table 7 presents the loading of the items on their intended latent constructs and the cross-loadings of the items on other latent constructs in the measurement model. As shown in Table 7, the loading of item IWB_1 on the intended latent construct of IWB (0.392) is greater than the loading of item IWB_1 on the latent construct of PartWork (0.273) beyond the minimum threshold value of |0.1|. However, the item IWB_1 (still) has low loading on the intended latent construct of IWB or high cross-loading on the latent construct of PartWork relative to items that were designed to measure the same (intended) latent construct of IWB. Hence, the item IWB_1 decreases the discrimant validity of the items that were designed to measure the (intended) latent construct of IWB and we remove item IWB_1 from the measurement model.

	IWB	Train Ext	Perform Pay	Part Work	Losses	Security	Oughts	Gains	Achievement	Ideals
IWB_1	**0.392***	0.028	0.186	0.273	0.038	0.027	-0.054	0.160	0.257	-0.004
IWB_2	**0.399**	0.134	0.059	0.053	-0.265	-0.221	0.126	0.150	0.113	0.162
IWB_3	**0.540**	0.111	0.033	-0.019	-0.118	-0.176	0.039	0.218	-0.049	0.045
IWB_4	**0.740**	0.252	0.236	0.392	-0.065	-0.118	-0.017	0.420	0.182	0.258
IWB_5	**0.791**	0.204	0.196	0.436	0.091	-0.016	0.052	0.425	0.256	0.379
IWB_6	**0.771**	0.203	0.353	0.276	-0.056	-0.027	0.150	0.376	0.300	0.482
IWB_7	**0.656**	0.095	0.184	0.225	-0.167	-0.194	0.046	0.267	0.177	0.289
IWB_8	**0.812**	0.233	0.262	0.410	-0.074	-0.124	-0.025	0.337	0.264	0.317
IWB_9	**0.753**	0.226	0.251	0.331	-0.004	0.004	0.014	0.344	0.227	0.407
IWB_10	**0.576**	0.105	0.045	0.131	-0.083	-0.037	0.072	0.321	0.227	0.174
Train_1	0.263	**0.862**	0.340	0.441	0.050	-0.021	-0.247	0.288	0.073	0.338
Train_2	0.188	**0.829**	0.351	0.471	-0.075	-0.081	-0.184	0.191	-0.048	0.095
Train_3	0.028	**0.681**	0.241	0.265	-0.024	0.023	-0.171	0.129	-0.166	-0.010
Train_4	0.183	**0.733**	0.198	0.205	-0.065	-0.121	-0.249	0.099	-0.004	0.054
Pay_1	0.287	0.312	**0.903**	0.313	0.015	0.043	0.015	0.268	0.033	0.267
Pay_2	0.262	0.351	**0.882**	0.328	-0.010	-0.124	-0.109	0.190	0.090	0.237
Part_1	0.298	0.370	0.379	**0.736**	-0.050	-0.037	-0.304	0.139	0.065	0.272
Part_2	0.330	0.438	0.355	**0.820**	-0.003	-0.080	-0.197	0.281	0.148	0.295
Part_3	0.331	0.300	0.132	**0.764**	0.112	0.054	0.075	0.226	0.240	0.355
Part_4	0.359	0.320	0.244	**0.737**	-0.086	-0.027	-0.127	0.090	0.277	0.333
Prev_1	-0.123	-0.019	-0.120	-0.017	**0.679**	0.517	0.300	0.145	-0.181	0.057
Prev_2	-0.004	-0.034	-0.002	0.085	**0.794**	0.442	0.290	0.016	0.049	0.126
Prev_3	-0.034	0.001	0.162	-0.111	**0.709**	0.338	0.152	0.032	0.035	0.055
Prev_4	0.017	0.030	0.041	0.137	0.544	**0.812**	0.334	0.269	-0.113	0.131
Prev_5	-0.095	-0.086	-0.029	-0.065	0.457	**0.879**	0.394	0.104	-0.039	0.192
Prev_6	-0.220	-0.164	-0.150	-0.206	0.346	**0.525**	0.172	-0.158	-0.186	-0.145

Prev_7	0.040	-0.200	-0.086	-0.120	0.174	0.331	**0.823**	-0.019	-0.049	0.138
Prev_8	0.280	-0.088	0.173	0.083	0.175	0.147	**0.570**	0.180	0.077	0.271
Prev_9	-0.079	-0.290	-0.111	-0.261	0.389	0.392	**0.815**	0.030	-0.111	0.071
Prom_1	0.270	0.153	0.142	0.251	0.150	0.053	0.056	**0.681**	0.229	0.205
Prom_2	0.481	0.268	0.282	0.246	0.019	0.097	0.004	**0.815**	0.125	0.259
Prom_3	0.326	0.138	0.154	0.048	0.046	0.155	0.084	**0.769**	0.154	0.229
Prom_4	0.170	-0.054	-0.027	0.245	0.040	-0.103	-0.054	0.201	**0.635**	0.082
Prom_5	0.245	0.086	0.161	0.242	-0.267	-0.247	-0.144	0.094	**0.744**	0.211
Prom_6	0.281	-0.013	0.019	0.101	0.081	0.014	0.033	0.193	**0.815**	0.382
Prom_7	0.266	0.050	0.165	0.286	0.185	0.165	0.191	0.142	0.344	**0.762**
Prom_8	0.242	0.124	0.214	0.183	0.140	0.154	0.225	0.263	0.201	**0.739**
Prom_9	0.467	0.308	0.258	0.453	-0.063	-0.048	0.008	0.284	0.211	**0.759**

Table 7. *Item removed due to relatively low loadings on the intended latent construct or relatively high cross-loadings on other latent constructs.

The next step is to demonstrate the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item IWB_1 from the measurement model based on the items loadings within the (intended) latent constructs. Table 8 presents the (adjusted) t-statistics for the item loadings within the (intended) latent constructs after removing item IWB_1 from the measurement model. As shown in Table 8, the item loadings are (still) statistically significant within the (intended) latent constructs, which indicates that the items that were designed to measure the same (intended) latent construct are (still) highly related/correlated and that adequate convergent validity is (still) demonstrated for those items after removing item IWB_1 from the measurement model (Gefen & Straub, 2005).

Construct	Item	Loadings	T Statistics	
IWB	IWB_2	0.402	2.621	*
	IWB_3	0.551	5.299	**
	IWB_4	0.745	12.367	**
	IWB_5	0.773	12.982	**
	IWB_6	0.779	15.023	**
	IWB_7	0.669	6.996	**
	IWB_8	0.817	22.192	**
	IWB_9	0.752	13.034	**
	IWB_10	0.589	7.073	**
Train Ext	Train_1	0.871	8.085	**
	Train_2	0.829	6.998	**
	Train_3	0.678	4.177	**
	Train_4	0.720	4.662	**
Perform Pay	Pay_1	0.900	11.833	**

	Pay_2	0.886	18.543	**
Part Work	Part_1	0.729	8.751	**
	Part_2	0.821	15.384	**
	Part_3	0.771	9.251	**
	Part_4	0.735	9.734	**
Losses	Prev_1	0.679	8.780	**
	Prev_2	0.794	11.860	**
	Prev_3	0.709	7.912	**
Security	Prev_4	0.812	17.813	**
	Prev_5	0.879	29.796	**
	Prev_6	0.525	3.972	**
Oughts	Prev_7	0.823	12.375	**
	Prev_8	0.570	3.848	**
	Prev_9	0.815	14.144	**
Ideals	Prom_1	0.682	6.265	**
	Prom_2	0.815	17.532	**
	Prom_3	0.768	15.274	**
Achievement	Prom_4	0.634	4.927	**
	Prom_5	0.742	7.836	**
	Prom_6	0.817	13.759	**
Gains	Prom_7	0.761	14.875	**
	Prom_8	0.740	10.830	**
	Prom_9	0.758	15.141	**

Table 8. Note: The t-statistics are significant at *p < .05 and **p < .01 (two-tailed).

The next step is to demonstrate the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item IWB_1 from the measurement model based on the AVEs for the (intended) latent constructs. Figure 7 presents the (adjusted) AVEs for the (intended) latent constructs after removing item IWB_1 from the measurement model. As shown in Figure 7, the AVE for the latent construct of IWB has risen relative to the 'previous' measurement model (that included item IWB_1), but the AVE is (still) lesser than the minimum threshold value of 0.50. Not meeting this threshold indicates that the (intended) latent construct of IWB (still) explains an unsatisfactory amount of variance in the items that were designed to measure the (intended) latent construct of IWB (Hair et al., 2011) and that adequate discriminant validity is (still) not demonstrated for those items after removing item IWB_1 from the measurement model. To increase the discriminant validity for the items that were designed to measure the latent construct of IWB, we (re)consider removing certain items within the (intended) latent construct of IWB.

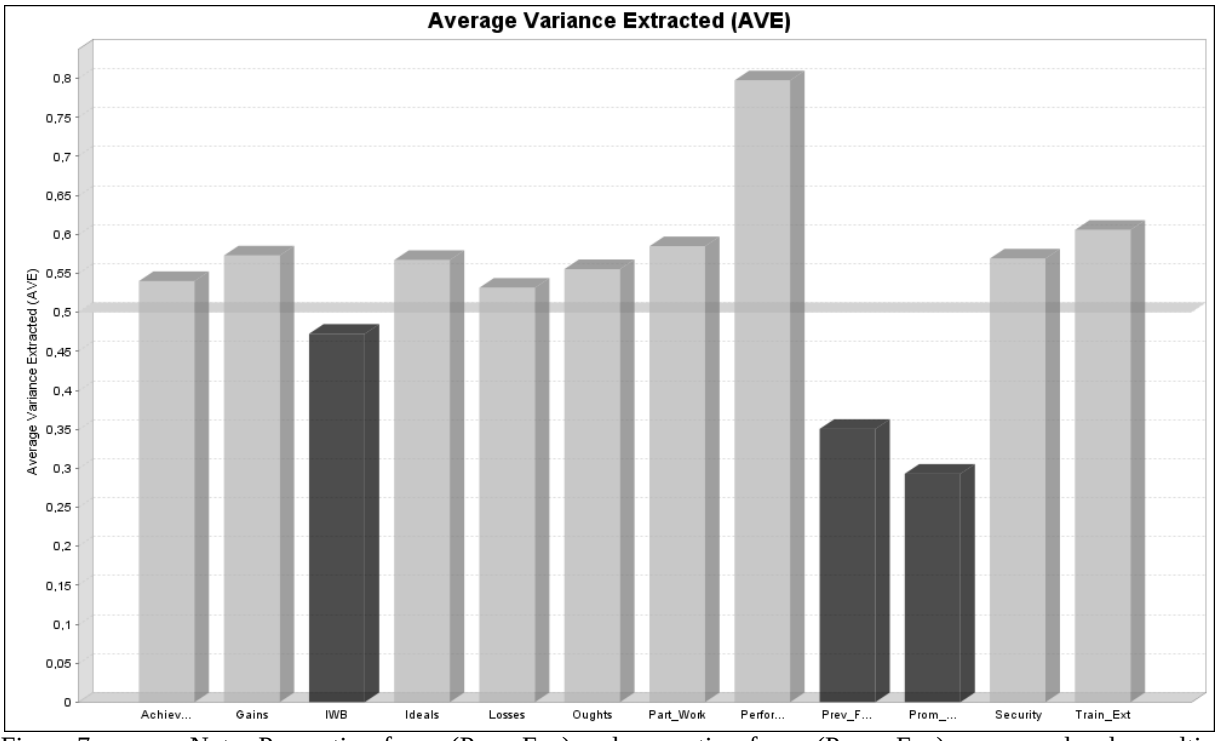


Figure 7. Note: Prevention focus (Prev_Foc) and promotion focus (Prom_Foc) are second-order multi-dimensional emergent constructs rather than first-order one-dimensional latent constructs and should be disregarded.

The next step is to demonstrate the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item IWB_1 from the measurement model based on the comparison of the loading of items on their intended latent constructs and the cross-loadings of items on other latent constructs in the measurement model. Table 9 presents the (adjusted) loading of the items on their intended latent constructs and the (adjusted) cross-loadings of the items on other latent constructs in the measurement model after removing item IWB_1. As shown in Table 9, the loading of item IWB_2 on the intended latent construct of IWB (0.402) is greater than the loading of item IWB_2 on the latent construct of Losses (-0.265) beyond the minimum threshold value of |0.1|. However, the item IWB_2 has (still) low loading on the (intended) latent construct of IWB or high cross-loading on the latent construct of Losses relative to other items that were designed to measure the same (intended) latent construct of IWB. Hence, the item IWB_2 decreases the discrimant validity of the items that were designed to measure the (intended) latent construct of IWB and we remove item IWB_2 from the measurement model.

	IWB	Train Ext	Perform Pay	Part Work	Losses	Security	Oughts	Gains	Achievement	Ideals
IWB_2	**0.402***	0.134	0.059	0.053	-0.265	-0.221	0.126	0.150	0.112	0.162
IWB_3	**0.551**	0.109	0.031	-0.019	-0.118	-0.176	0.039	0.218	-0.050	0.045
IWB_4	**0.745**	0.252	0.236	0.393	-0.065	-0.118	-0.017	0.420	0.182	0.259
IWB_5	**0.773**	0.206	0.195	0.437	0.091	-0.016	0.052	0.425	0.257	0.379
IWB_6	**0.779**	0.203	0.353	0.275	-0.056	-0.027	0.150	0.376	0.300	0.482
IWB_7	**0.669**	0.095	0.183	0.225	-0.167	-0.194	0.046	0.267	0.177	0.289
IWB_8	**0.817**	0.236	0.263	0.411	-0.074	-0.124	-0.025	0.337	0.264	0.317
IWB_9	**0.752**	0.229	0.252	0.331	-0.004	0.004	0.014	0.344	0.227	0.407
IWB_10	**0.589**	0.108	0.046	0.133	-0.083	-0.037	0.072	0.321	0.227	0.174
Train_1	0.278	**0.871**	0.340	0.442	0.050	-0.021	-0.247	0.288	0.073	0.338
Train_2	0.191	**0.829**	0.351	0.470	-0.075	-0.081	-0.184	0.191	-0.048	0.096
Train_3	0.026	**0.678**	0.241	0.264	-0.024	0.023	-0.171	0.129	-0.166	-0.009
Train_4	0.176	**0.720**	0.197	0.202	-0.065	-0.121	-0.249	0.099	-0.004	0.054
Pay_1	0.276	0.312	**0.900**	0.310	0.015	0.043	0.015	0.268	0.033	0.267
Pay_2	0.259	0.354	**0.886**	0.327	-0.010	-0.124	-0.109	0.190	0.090	0.237
Part_1	0.277	0.369	0.378	**0.729**	-0.050	-0.037	-0.304	0.139	0.065	0.272
Part_2	0.324	0.441	0.355	**0.821**	-0.003	-0.080	-0.197	0.281	0.147	0.295
Part_3	0.333	0.304	0.132	**0.771**	0.111	0.054	0.075	0.226	0.240	0.355
Part_4	0.344	0.323	0.244	**0.735**	-0.086	-0.027	-0.127	0.090	0.277	0.333
Prev_1	-0.119	-0.017	-0.121	-0.014	**0.679**	0.517	0.300	0.145	-0.180	0.057
Prev_2	-0.015	-0.032	-0.002	0.086	**0.794**	0.442	0.290	0.016	0.049	0.126
Prev_3	-0.042	0.002	0.162	-0.111	**0.709**	0.338	0.152	0.032	0.036	0.055
Prev_4	0.009	0.032	0.039	0.138	0.544	**0.812**	0.334	0.269	-0.112	0.131
Prev_5	-0.097	-0.084	-0.031	-0.065	0.457	**0.879**	0.394	0.104	-0.038	0.192
Prev_6	-0.224	-0.165	-0.149	-0.206	0.346	**0.525**	0.172	-0.159	-0.185	-0.145
Prev_7	0.045	-0.201	-0.087	-0.117	0.174	0.331	**0.823**	-0.019	-0.048	0.138
Prev_8	0.276	-0.087	0.173	0.086	0.175	0.147	**0.570**	0.180	0.077	0.271
Prev_9	-0.068	-0.290	-0.112	-0.257	0.389	0.392	**0.815**	0.030	-0.110	0.072
Prom_1	0.284	0.157	0.142	0.253	0.150	0.053	0.056	**0.682**	0.229	0.205
Prom_2	0.478	0.271	0.281	0.247	0.019	0.097	0.004	**0.815**	0.125	0.259
Prom_3	0.319	0.138	0.153	0.049	0.046	0.155	0.084	**0.768**	0.154	0.230
Prom_4	0.158	-0.051	-0.026	0.247	0.040	-0.103	-0.054	0.201	**0.634**	0.082
Prom_5	0.221	0.086	0.161	0.242	-0.267	-0.247	-0.145	0.094	**0.742**	0.211
Prom_6	0.281	-0.011	0.019	0.102	0.081	0.014	0.033	0.193	**0.817**	0.382
Prom_7	0.266	0.057	0.164	0.286	0.185	0.165	0.191	0.142	0.344	**0.761**
Prom_8	0.267	0.128	0.214	0.185	0.140	0.154	0.225	0.263	0.202	**0.740**
Prom_9	0.476	0.311	0.257	0.452	-0.063	-0.048	0.008	0.284	0.212	**0.758**

Table 9. *Item removed due to relatively low loading on their latent construct or relatively high cross-loadings on other latent constructs.

The next step is to demonstrate the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item IWB_2 from the measurement model based on the item loadings within the (intended) latent constructs. Table 10 presents the (adjusted) t-statistics for the item loadings within the

(intended) latent constructs after removing item IWB_2. As shown in Table 10, the item loadings are (still) statistically significant within the (intended) latent constructs, which indicates that the items that were designed to measure the same (intended) latent construct are (still) highly related/correlated and that adequate convergent validity is (still) demonstrated for those items after removing item IWB_2 from the measurement model (Gefen & Straub, 2005).

Construct	Item	Loading	T Statistics	
IWB	IWB_3	0.531	5.058	**
	IWB_4	0.734	11.484	**
	IWB_5	0.778	12.960	**
	IWB_6	0.766	13.232	**
	IWB_7	0.662	6.728	**
	IWB_8	0.829	23.985	**
	IWB_9	0.765	12.166	**
	IWB_10	0.589	6.867	**
Train Ext	Train_1	0.875	6.288	**
	Train_2	0.825	6.120	**
	Train_3	0.670	3.948	**
	Train_4	0.718	4.482	**
Perform Pay	Pay_1	0.900	13.293	**
	Pay_2	0.886	15.550	**
Part Work	Part_1	0.730	8.790	**
	Part_2	0.822	15.652	**
	Part_3	0.771	8.608	**
	Part_4	0.732	10.056	**
Losses	Prev_1	0.678	8.854	**
	Prev_2	0.795	14.187	**
	Prev_3	0.709	7.854	**
Security	Prev_4	0.812	18.357	**
	Prev_5	0.879	29.986	**
	Prev_6	0.524	3.835	**
Oughts	Prev_7	0.823	14.249	**
	Prev_8	0.572	3.975	**
	Prev_9	0.814	13.483	**
Gains	Prom_1	0.681	7.291	**
	Prom_2	0.815	15.821	**
	Prom_3	0.768	14.163	**
Achievement	Prom_4	0.634	4.687	**
	Prom_5	0.742	6.519	**
	Prom_6	0.818	8.357	**
Ideals	Prom_7	0.761	14.479	**

Prom_8	0.740	11.306	**
Prom_9	0.759	14.295	**

Table 10. Note: The t-statistics are significant at *p < .05 and **p < .01 (two-tailed).

The next step is to demonstrate the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item IWB_2 from the measurement model based on the AVEs for the (intended) latent constructs. Figure 8 presents the (adjusted) AVEs for the (intended) latent constructs after removing item IWB_2 from the measurement model. As shown in Figure 8, the AVE for the (intended) latent construct of IWB has risen above the minimum threshold value of 0.50, which indicates that the (intended) latent construct of IWB explains a satisfactory amount of variance in the items that were designed to measure the (intended) latent construct of IWB and that adequate convergent validity is demonstrated for those items after removing item IWB_2 from the measurement model (Hair et al., 2011). Meeting the threshold means that we do not (re)consider to remove any more items within the (intended) latent construct of IWB.

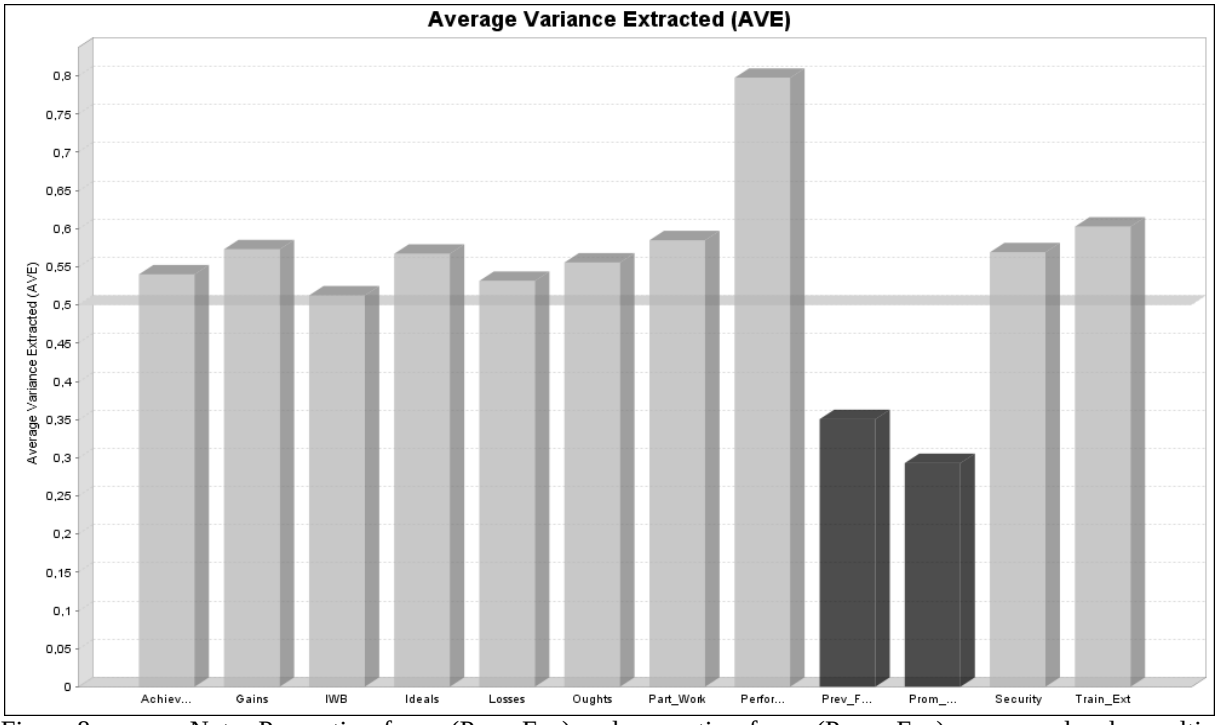


Figure 8. Note: Prevention focus (Prev_Foc) and promotion focus (Prom_Foc) are second-order multi-dimensional emergent constructs rather than first-order one-dimensional latent constructs and should be disregarded.

The next step is to demonstrate the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item IWB_2 from the measurement model based on the comparison of the loading of items on their

intended latent constructs and the cross-loadings of items on other latent constructs in the measurement model. Table 11 presents the (adjusted) loading of the items on their intended latent constructs and the (adjusted) cross-loadings of the items on other latent constructs in the measurement model after removing item IWB_2 from the measurement model. As shown in Table 11, the loading of item Prev_6 on the (intended) latent construct of security (0.524) is greater than the loading of item Prev_6 on the latent construct of losses (0.346) beyond the minimum threshold value of |0.1|. However, the item Prev_6 has (still) low loading on the intended latent construct of security or high cross-loading on the latent construct of losses relative to other items that were designed to measure the same (intended) latent construct of security. Hence, the item Prev_6 decreases the discrimant validity of the items that were designed to measure the (intended) latent construct of security and we remove item Prev_6 from the measurement model.

	IWB	**Train Ext**	**Perform pay**	**Part Work**	**Losses**	**Security**	**Oughts**	**Gains**	**Achieve ment**	**Ideals**
IWB_3	**0.531**	0.109	0.031	-0.018	-0.118	-0.176	0.039	0.218	-0.050	0.045
IWB_4	**0.755**	0.254	0.236	0.393	-0.065	-0.118	-0.017	0.420	0.182	0.259
IWB_5	**0.778**	0.209	0.195	0.436	0.091	-0.016	0.052	0.425	0.257	0.379
IWB_6	**0.766**	0.204	0.353	0.274	-0.056	-0.027	0.151	0.376	0.300	0.482
IWB_7	**0.662**	0.096	0.183	0.225	-0.167	-0.194	0.046	0.267	0.177	0.289
IWB_8	**0.829**	0.239	0.263	0.410	-0.074	-0.124	-0.024	0.337	0.264	0.317
IWB_9	**0.765**	0.232	0.252	0.331	-0.004	0.005	0.014	0.344	0.227	0.407
IWB_10	**0.589**	0.110	0.046	0.133	-0.083	-0.037	0.072	0.321	0.227	0.174
Train_1	0.279	**0.875**	0.340	0.442	0.050	-0.021	-0.247	0.288	0.073	0.338
Train_2	0.185	**0.825**	0.351	0.471	-0.075	-0.080	-0.183	0.191	-0.048	0.096
Train_3	0.018	**0.670**	0.241	0.264	-0.024	0.023	-0.171	0.129	-0.167	-0.009
Train_4	0.173	**0.718**	0.197	0.202	-0.065	-0.121	-0.249	0.099	-0.004	0.054
Pay_1	0.280	0.311	**0.900**	0.310	0.015	0.044	0.015	0.268	0.033	0.267
Pay_2	0.263	0.355	**0.886**	0.327	-0.009	-0.124	-0.109	0.190	0.090	0.237
Part_1	0.284	0.369	0.378	**0.730**	-0.050	-0.037	-0.304	0.139	0.065	0.272
Part_2	0.334	0.442	0.355	**0.822**	-0.003	-0.080	-0.197	0.281	0.147	0.295
Part_3	0.341	0.306	0.132	**0.771**	0.111	0.055	0.075	0.226	0.240	0.355
Part_4	0.348	0.323	0.244	**0.732**	-0.086	-0.027	-0.127	0.091	0.277	0.333
Prev_1	-0.109	-0.017	-0.121	-0.013	**0.678**	0.516	0.299	0.145	-0.180	0.057
Prev_2	-0.001	-0.031	-0.002	0.086	**0.795**	0.442	0.290	0.016	0.049	0.126
Prev_3	-0.022	0.004	0.162	-0.110	**0.709**	0.338	0.152	0.032	0.036	0.055
Prev_4	0.017	0.032	0.039	0.138	0.544	**0.812**	0.334	0.269	-0.112	0.131
Prev_5	-0.085	-0.084	-0.031	-0.065	0.457	**0.879**	0.393	0.104	-0.038	0.192
Prev_6	-0.208	-0.165	-0.149	-0.206	0.346	**0.524***	0.171	-0.159	-0.185	-0.145
Prev_7	0.031	-0.201	-0.087	-0.117	0.174	0.331	**0.823**	-0.019	-0.048	0.138
Prev_8	0.261	-0.088	0.173	0.085	0.175	0.148	**0.572**	0.181	0.077	0.270

Prev_9	-0.064	-0.290	-0.112	-0.257	0.389	0.392	**0.814**	0.029	-0.110	0.072
Prom_1	0.281	0.159	0.142	0.254	0.150	0.053	0.056	**0.681**	0.229	0.205
Prom_2	0.485	0.272	0.281	0.247	0.019	0.097	0.004	**0.815**	0.125	0.259
Prom_3	0.319	0.137	0.153	0.049	0.046	0.155	0.084	**0.768**	0.154	0.230
Prom_4	0.156	-0.048	-0.026	0.246	0.040	-0.103	-0.054	0.201	**0.634**	0.082
Prom_5	0.216	0.088	0.161	0.242	-0.267	-0.247	-0.144	0.094	**0.742**	0.211
Prom_6	0.287	-0.008	0.019	0.101	0.081	0.015	0.033	0.193	**0.818**	0.382
Prom_7	0.265	0.061	0.164	0.286	0.185	0.165	0.192	0.142	0.344	**0.761**
Prom_8	0.266	0.130	0.214	0.185	0.140	0.155	0.225	0.263	0.202	**0.740**
Prom_9	0.479	0.314	0.257	0.452	-0.063	-0.048	0.009	0.284	0.212	**0.759**

Table 11. *Item removed due to relatively low loading on their latent construct or relatively high cross-loadings on other latent constructs.

The next step is to demonstrate the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item Prev_6 from the measurement model based on the item loadings within the (intended) latent constructs. Table 12 presents the (adjusted) t-statistics for the item loadings within the (intended) latent constructs after removing item Prev_6. As shown in Table 12, the item loadings are (still) statistically significant within the (intended) latent constructs, which indicates that the items that were designed to measure the same (intended) latent construct are (still) highly related/correlated and that adequate convergent validity is (still) demonstrated for those items after removing item prev_6 from the measurement model (Gefen & Straub, 2005).

Construct	Item	Loadings	T Statistics	
IWB	IWB_3	0.531	5.510	***
	IWB_4	0.755	13.284	***
	IWB_5	0.778	13.069	***
	IWB_6	0.766	13.750	***
	IWB_7	0.662	6.736	***
	IWB_8	0.829	21.591	***
	IWB_9	0.765	12.655	***
	IWB_10	0.589	6.719	***
Train Ext	Train_1	0.875	6.026	***
	Train_2	0.825	5.980	***
	Train_3	0.670	4.018	***
	Train_4	0.718	3.697	***
Perform Pay	Pay_1	0.900	11.761	***
	Pay_2	0.886	17.146	***
Part Work	Part_1	0.730	7.973	***
	Part_2	0.822	15.635	***

	Part_3	0.771	8.897	***
	Part_4	0.733	10.373	***
Losses	Prev_1	0.667	8.449	***
	Prev_2	0.800	15.489	***
	Prev_3	0.716	8.614	***
Security	Prev_4	0.885	38.115	***
	Prev_5	0.887	38.288	***
Oughts	Prev_7	0.824	14.418	***
	Prev_8	0.591	4.612	***
	Prev_9	0.802	13.061	***
Gains	Prom_1	0.681	5.901	***
	Prom_2	0.815	18.007	***
	Prom_3	0.768	15.622	***
Achievement	Prom_4	0.634	4.927	***
	Prom_5	0.742	7.145	***
	Prom_6	0.818	15.553	***
Ideals	Prom_7	0.761	15.365	***
	Prom_8	0.740	10.799	***
	Prom_9	0.759	14.908	***

Table 12. Note: The t-statistics are significant at *p < .05 and **p < .01 (two-tailed).

The next step is to demonstrate the convergent validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item Prev_6 from the measurement model based on the AVEs for the (intended) latent constructs. Figure 9 presents the (adjusted) AVEs for the (intended) latent constructs after removing item Prev_6 from the measurement model. As shown in Figure 9, the AVE for the (intended) latent construct of security has considerably risen relative to the 'previous' measurement model (that included item prev_6), which indicates that the latent construct of security explains a more satisfactory average amount of variance in the items that were designed to measure the (intended) latent construct of security relative to the 'previous' measurement model (that included item Prev_6) and that a more adequate discriminant validity is demonstrated for those items (Hair et al., 2011).

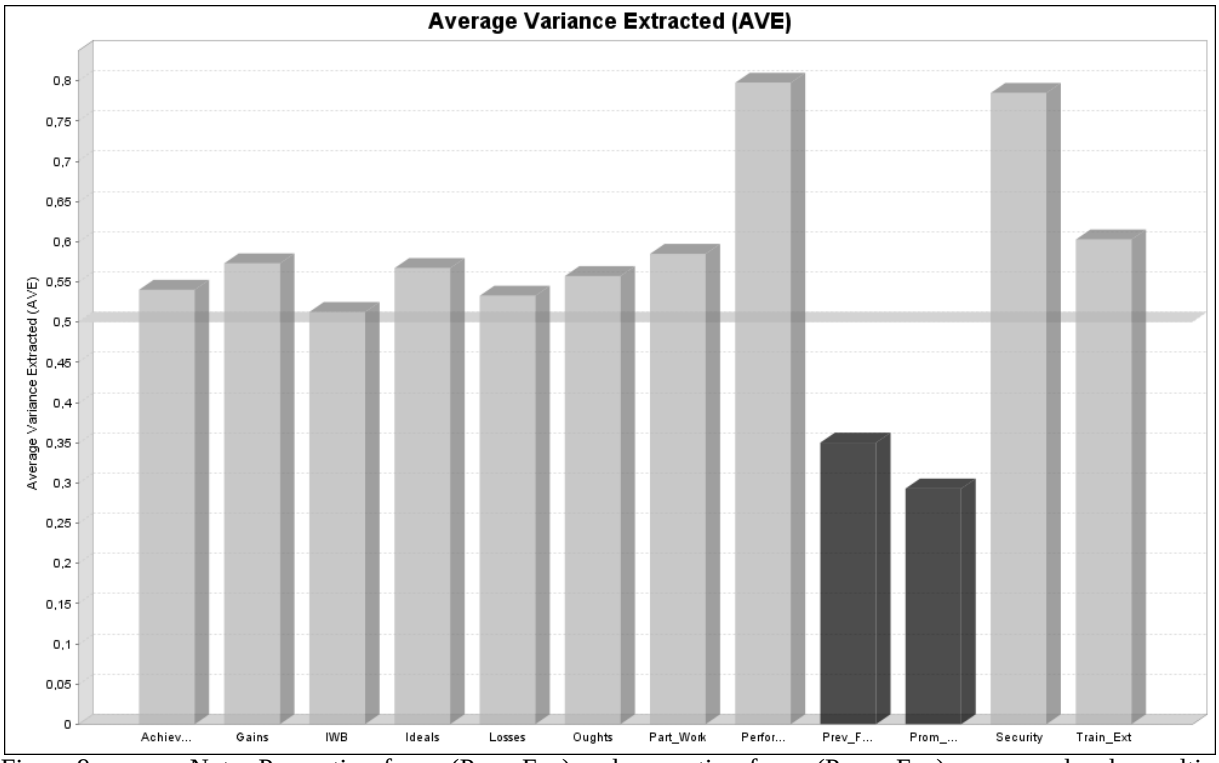


Figure 9. Note: Prevention focus (Prev_Foc) and promotion focus (Prom_Foc) are second-order multi-dimensional emergent constructs rather than first-order one-dimensional latent constructs and should be disregarded.

The next step is to demonstrate the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model after removing item Prev_6 from the measurement model based on the comparison of the loading of items on their intended latent constructs and the cross-loadings of items on other latent constructs in the measurement model. Table 13 presents the (adjusted) loading of the items on their intended latent constructs and the (adjusted) cross-loadings of the items on other latent constructs after removing item Prev_6 from the measurement model. As shown in Table 13, the items loadings on the (intended) latent constructs are greater than the cross-loadings of items on other latent constructs with a minimum threshold value of |0.1|. Meeting this threshold indicates that adequate discriminant validity is demonstrated for the items that were designed to measure the (intended) latent construct (Hair et al., 2011; Henseler et al., 2015) and we do not (re)consider to remove any more items from the measurement model.

	IWB	Train Ext	Perform pay	Part Work	Losses	Security	Oughts	Gains	Achieve ment	Ideals
IWB_3	**0.531**	0.109	0.031	-0.018	-0.118	-0.153	0.046	0.218	-0.050	0.045
IWB_4	**0.755**	0.254	0.236	0.393	-0.066	-0.080	-0.012	0.420	0.182	0.259
IWB_5	**0.778**	0.209	0.195	0.436	0.092	0.068	0.058	0.425	0.257	0.379
IWB_6	**0.766**	0.204	0.353	0.274	-0.055	0.017	0.159	0.376	0.300	0.482
IWB_7	**0.662**	0.096	0.183	0.225	-0.167	-0.172	0.050	0.267	0.177	0.289

IWB_8	**0.829**	0.239	0.263	0.410	-0.072	-0.094	-0.020	0.337	0.264	0.317
IWB_9	**0.765**	0.232	0.252	0.331	-0.001	0.061	0.018	0.344	0.227	0.407
IWB_10	**0.589**	0.110	0.046	0.133	-0.083	-0.013	0.073	0.321	0.227	0.174
Train_1	0.279	**0.875**	0.341	0.442	0.049	0.030	-0.246	0.288	0.073	0.338
Train_2	0.185	**0.825**	0.351	0.471	-0.074	-0.026	-0.179	0.191	-0.048	0.096
Train_3	0.018	**0.670**	0.241	0.264	-0.025	0.062	-0.170	0.129	-0.167	-0.009
Train_4	0.173	**0.718**	0.197	0.202	-0.065	-0.120	-0.248	0.099	-0.004	0.054
Pay_1	0.280	0.311	**0.900**	0.310	0.016	0.103	0.021	0.268	0.033	0.267
Pay_2	0.263	0.355	**0.886**	0.327	-0.006	-0.101	-0.104	0.190	0.090	0.237
Part_1	0.284	0.369	0.378	**0.730**	-0.049	-0.005	-0.301	0.139	0.065	0.272
Part_2	0.334	0.442	0.355	**0.822**	-0.002	-0.004	-0.191	0.281	0.147	0.295
Part_3	0.341	0.306	0.132	**0.771**	0.109	0.103	0.078	0.226	0.240	0.355
Part_4	0.348	0.323	0.244	**0.733**	-0.086	0.025	-0.121	0.091	0.277	0.333
Prev_1	-0.109	-0.017	-0.121	-0.013	**0.667**	0.448	0.294	0.145	-0.180	0.057
Prev_2	-0.001	-0.031	-0.002	0.086	**0.800**	0.436	0.289	0.016	0.049	0.126
Prev_3	-0.022	0.004	0.162	-0.110	**0.716**	0.336	0.154	0.032	0.036	0.055
Prev_4	0.018	0.032	0.039	0.138	0.544	**0.885**	0.334	0.269	-0.112	0.131
Prev_5	-0.085	-0.084	-0.031	-0.065	0.455	**0.887**	0.392	0.104	-0.038	0.192
Prev_7	0.031	-0.201	-0.087	-0.117	0.173	0.337	**0.824**	-0.019	-0.048	0.138
Prev_8	0.261	-0.088	0.173	0.085	0.177	0.226	**0.591**	0.181	0.077	0.270
Prev_9	-0.064	-0.290	-0.112	-0.257	0.386	0.340	**0.802**	0.029	-0.110	0.072
Prom_1	0.281	0.159	0.142	0.254	0.148	0.126	0.057	**0.681**	0.229	0.205
Prom_2	0.485	0.272	0.281	0.247	0.019	0.170	0.009	**0.815**	0.125	0.259
Prom_3	0.319	0.137	0.153	0.049	0.044	0.179	0.086	**0.768**	0.154	0.230
Prom_4	0.156	-0.048	-0.026	0.246	0.043	-0.073	-0.056	0.201	**0.634**	0.082
Prom_5	0.217	0.088	0.161	0.242	-0.264	-0.211	-0.139	0.094	**0.742**	0.211
Prom_6	0.287	-0.008	0.019	0.101	0.082	0.051	0.037	0.193	**0.818**	0.382
Prom_7	0.265	0.061	0.164	0.286	0.185	0.207	0.200	0.142	0.344	**0.761**
Prom_8	0.266	0.130	0.214	0.185	0.140	0.204	0.223	0.263	0.202	**0.740**
Prom_9	0.479	0.314	0.257	0.452	-0.063	0.009	0.012	0.284	0.212	**0.759**

Table 13. Note: No items to remove due to relatively low loading on their latent construct or relatively high cross-loadings.

Following the dominant approach to assess the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model, the next step is to compare the squared root of AVEs for the (intended) latent constructs to their correlations with other latent constructs in the measurement model (Hair et al., 2011; Henseler et al., 2015). To demonstrate adequate discriminant validity, the squared root of AVE for the (intended) latent constructs should be greater than their correlations with other latent constructs in the measurement model (Fornell & Larcker, 1981). Table 14 presents the squared roots of AVE for the (intended) latent constructs and their correlations with other latent constructs in the measurement model. As shown in Table 14, the squared roots of AVEs for all (intended) latent constructs are greater than their correlations with other latent

constructs in the measurement model, which indicates that the (intended) latent constructs explain a higher amount of variance in the items that were designed to measure them than in the (set of) items that were designed to measure other (intended) latent constructs in the measurement model and that adequate discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model is demonstrated (Hair et al., 2011; Henseler et al., 2015).

	IWB	Train Ext	Perform Pay	Part Work	Losses	Security	Oughts	Gains	Achieve ment	Ideals
IWB	**0.716**									
Train Ext	0.267	**0.776**								
Perform Pay	0.304	0.372	**0.893**							
Part Work	0.430	0.469	0.356	**0.765**						
Losses	-0.060	-0.022	0.006	-0.007	**0.730**					
Security	-0.038	-0.030	0.005	0.041	0.563	**0.886**				
Oughts	0.064	-0.277	-0.045	-0.165	0.344	0.410	**0.747**			
Gains	0.483	0.253	0.257	0.242	0.089	0.210	0.065	**0.757**		
Achievement	0.309	0.014	0.068	0.246	-0.047	-0.084	-0.057	0.221	**0.735**	
Ideals	0.451	0.228	0.283	0.413	0.112	0.182	0.189	0.307	0.334	**0.753**

Table 14. Note: The squared root of AVEs on the diagonal.

An alternative approach to assess the discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model is introduced by Henseler et al. (2015) that evaluates the measurement model based on the heterotrait-monotrait (HTMT) ratio of correlations. The HTMT ratio of correlations refers to the correlations of the (set of) items that were designed to measure their intended latent constructs with the (sets of) items that were designed to measure other latent constructs (i.e., the correlations across latent constructs) relative to the averaged correlations of the items that were designed to measure their intended latent constructs (i.e., the correlations within latent constructs). To demonstrate adequate discriminant validity, these MTMT ratios should be lesser than the maximum threshold value of 0.90 (Henseler et al., 2015). Table 16 presents the HTMT ratios for the (intended) latent constructs in the measurement model. As shown in Table 15, the HTMT ratios are lesser than the threshold value of 0.90, which indicates that the correlations across the (intended) latent constructs in the measurement model are low relative to the correlations within the (intended) latent constructs in the measurement model and that adequate discriminant validity of the items that were designed to measure their intended latent constructs in the measurement model is demonstrated (Henseler et al., 2015).

	IWB	Train Ext	Perform Pay	Part Work	Losses	Security	Oughts	Gains	Achievement
Train Ext	0.253								
Perform Pay	0.354	0.459							
Part Work	0.483	0.556	0.481						
Losses	0.211	0.108	0.204	0.222					
Security	0.164	0.111	0.155	0.150	0.876				
Oughts	0.258	0.373	0.255	0.369	0.570	0.609			
Gains	0.639	0.315	0.371	0.352	0.242	0.312	0.223		
Achievement	0.408	0.189	0.170	0.403	0.387	0.256	0.269	0.373	
Ideals	0.561	0.299	0.413	0.591	0.285	0.296	0.404	0.491	0.510

Table 15.

To assess the reliability of the items that were designed to measure their intended latent constructs in the measurement model, the next step is to evaluate the measurement model based on the composite reliability coefficients (Hair et al., 2011). These composite reliability coefficients refer to the internal consistency of the items that were designed to measure their intended latent constructs. To demonstrate adequate reliability, these composite reliability coefficients should be greater than the minimum threshold value of 0.70 (Hair et al., 2011). Figure 10 presents the composite reliability coefficients for the (intended) latent constructs in the measurement model. As shown in Figure 10, the composite reliability coefficients for the (intended) latent constructs are greater than the minimum threshold value of 0.70, which indicates that the internal consistency is satisfactory for the items that were designed to measure their intended latent constructs in the measurement model and that adequate reliability of those items is demonstrated (Hair et al., 2011).

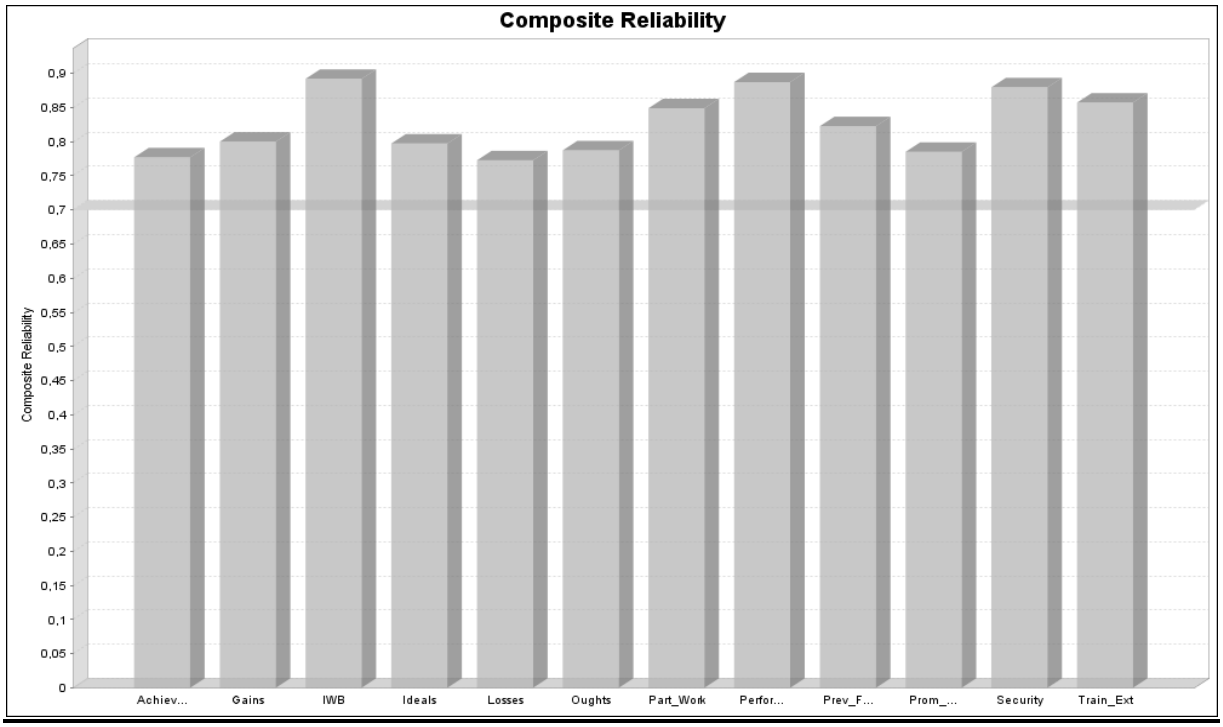


Figure 10. Note: Prevention focus (Prev_Foc) and promotion focus (Prom_Foc) are second-order multi-dimensional emergent constructs rather than first-order one-dimensional latent constructs and should be disregarded.

References

Fornell, C. & Larcker, D. F. (1981). Evaluating Structural Equation Models With Unobservable Variables and Measurement Error. *Journal of Marketing Research,* 18(1), 39-50.

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Appendix IV: SPSS output

A Representativeness analysis

1. Gender distribution

What is your gender?			
	Observed N	Expected N	Residual
Male	27	22.9	4.1
Female	74	78.1	-4.1
Total	101		

Table 16.

Test Statistics	
	What is your gender?
Chi-Square	.966[a]
df	1
Asymp. Sig.	.326

Table 17. a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 22.9.

Prior to the main analysis, we checked for representativeness of the gender distribution in our research sample. The gender distribution would be representative if the 'observed' gender distribution of employees in the research sample (Table 16: N_{male} = 27, N_{female} = 74) does not significantly differ from the 'expected' gender distribution (Table 16: N_{male} = 22.9, N_{female} = 78.1), which is based on the gender distribution of employees as registered in the employee database of Rijnstate. To verify the representativeness of gender distribution, the one sample Chi^2-test should not be statistically significant (Field, 2013). Tables 16-17 present the one sample chi-square (Chi^2) test statistics for the representativeness of the gender distribution in our research sample. As shown in Table 17, the one sample Chi^2-test is not statistically significant ($Chi^2(1, 101) = .966$, ns), which indicates that the gender distribution of employees in the research sample does not significantly differ from (and is representative for) the gender distribution of employees as registered in the employee database of Rijnstate.

2. Age

One-Sample Statistics				
	Statistic	Bootstrap[a]		
		Bias	Std. Error	95% Confidence Interval

					Lower	Upper
What is your age?	N	101				
	Mean	44.0198	.0126	.9757	42.0701	45.9497
	Std. Deviation	9.64778	-.06418	.50223	8.63049	10.58378
	Std. Error Mean	.95999				

Table 18. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

One-Sample Test						
	Test Value = 44.35					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
What is your age?	-.344	100	.732	-.33020	-2.2348	1.5744

Table 19.

Bootstrap for One-Sample Test						
	Mean Difference	Bootstrap[a]				
		Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
What is your age?	-.33020	.01262	.97566	.727	-2.27994	1.59974

Table 20. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Prior to the main analysis, we checked for representativeness of the mean age in our research sample. The mean age would be representative if the mean age of employees in the research sample (Table 20: M = 44.02, SD = 9.65) does not significantly differ from the mean age of employees as registered in the employee database of Rijnstate (Table 21: M = 44.35). To verify representativeness of the mean age, the one sample t-test should not be statistically significant (Field, 2013). Tables 18-20 present the one sample t-test statistics for the representativeness of the mean age in our research sample. As shown in Tables 18-20, the one sample t-test is not statistically significant (t(101) = -.344, ns), which indicates that the mean age of employees in the research sample does not significantly differ from (and is representative for) the mean age of employees as registered in the employee database of Rijnstate.

References

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. London, England: Sage.

B Missing value analysis

Univariate Statistics							
	N	Mean	Std. Deviation	Missing		No. of Extremes[a]	
				Count	Percent	Low	High
Age	101	44,0198	9,64778	0	,0	0	0
O_Tenure	101	13,0891	8,05618	0	,0	0	0
I_Tenure	91	16,3956	9,80009	10	9,9	0	2
Gender	101			0	,0		
Education	101			0	,0		
IWB_1	101			0	,0		
IWB_2	101			0	,0		
IWB_3	101			0	,0		
IWB_4	101			0	,0		
IWB_5	101			0	,0		
IWB_6	101			0	,0		
IWB_7	101			0	,0		
IWB_8	101			0	,0		
IWB_9	101			0	,0		
IWB_10	101			0	,0		
Train_1	101			0	,0		
Train_2	101			0	,0		
Train_3	101			0	,0		
Train_4	101			0	,0		
Pay_1	101			0	,0		
Pay_2	101			0	,0		
Part_1	101			0	,0		
Part_2	101			0	,0		
Part_3	101			0	,0		
Part_4	101			0	,0		
Prom_1	101			0	,0		
Prom_2	101			0	,0		
Prom_3	101			0	,0		
Prom_4	101			0	,0		
Prom_5	101			0	,0		
Prom_6	101			0	,0		
Prom_7	101			0	,0		
Prom_8	101			0	,0		

Prom_9	101	0	,0
Prev_1	101	0	,0
Prev_2	101	0	,0
Prev_3	101	0	,0
Prev_4	101	0	,0
Prev_5	101	0	,0
Prev_6	101	0	,0
Prev_7	101	0	,0
Prev_8	101	0	,0
Prev_9	101	0	,0

Table 21. a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

EM Means[a]		
Age	O_Tenure	I_Tenure
44,0198	13,0891	17,0062

Table 22. a. Little's MCAR test: Chi-Square = 5,749, DF = 2, Sig. = ,056

EM Covariances[a]			
	Age	O_Tenure	I_Tenure
Age	93,07960		
O_Tenure	46,47322	64,90198	
I_Tenure	64,24634	57,45245	98,24334

Table 23. a. Little's MCAR test: Chi-Square = 5,749, DF = 2, Sig. = ,056

EM Correlations[a]			
	Age	O_Tenure	I_Tenure
Age	1		
O_Tenure	,598	1	
I_Tenure	,672	,719	1

Table 24. a. Little's MCAR test: Chi-Square = 5,749, DF = 2, Sig. = ,056

Prior to the main analysis, we checked for (and dealt with) missing values in the dataset. Table 21 present the missing values in the dataset. These missing values would be of no concern if the values are missing completely at random (MCAR). To verify that the values are

missing completely at random, the Little's MCAR test should not be statistically significant (Field, 2013). Tables 22-24 present the Little's MCAR test for the missing values in the dataset. As shown in tables 22-24, the Little's MCAR test is not statistically significant ($Chi^2(2, 101) = 5.749$, ns), which indicates that the values are missing completely at random and that the missing values are of no concern for the data. To replace the missing values, we used the estimation of means (EM) method as integrated in the missing value analysis in the software package of SPSS 20.

References

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. London, England: Sage.

C Reliability analysis

1. IWB

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,865	,864	8

Table 25.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
At work, I search out new working methods, techniques or instruments (IWB_3)	24,73	15,598	,512	,308	,859
I find new solutions for existing problems at work (IWB_4)	24,68	14,839	,640	,517	,846
At work, I find new approaches to execute tasks (IWB_5)	24,92	14,734	,632	,598	,847
I make important people at work enthusiast for new ideas (IWB_6)	24,92	14,534	,656	,521	,844
I attempt to convince people at work to support new ideas (IWB_7)	24,81	14,234	,589	,510	,853
I introduce new ideas into work	24,81	13,654	,742	,593	,833

practices (IWB_8)					
I contribute to the implementation of new ideas at work (IWB_9)	24,68	14,559	,650	,507	,845
At work, I put effort in development of things that result of new ideas (IWB_10)	24,51	15,912	,505	,354	,860

Table 26.

2. Perceived training extensiveness

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,791	,805	4

Table 27.

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The organization offers me extensive training programs (Part_1)	10,54	4,170	,612	,407	,734
The organization offers me the opportunity to go through training programs every few years (Part_2)	10,16	4,155	,671	,464	,702
The organization offers me the skills I need to perform my job (Part_3)	10,02	5,140	,651	,429	,738
The organization offers me formal training programs to increase my ability to be promoted in this organization (Part_4)	10,68	4,299	,530	,292	,782

Table 28.

3. Perceived performance pay

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,741	,746	2

Table 29.

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The organization offers me the opportunity to receive bonuses based on the profit of the organization (Pay_1)	2,29	,947	,595	,354	.
The organization offers me close tie or matching of pay to individual or group performance (Pay_2)	1,86	1,261	,595	,354	.

Table 30.

4. Perceived participative work design

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,760	,763	4

Table 31.

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
The organization offers me the opportunity to participate in decisions (Part_1)	10,34	4,346	,552	,378	,708
The organization offers me the opportunity to make decisions (Part_2)	10,05	4,188	,665	,470	,642
The organization offers me the opportunity to suggest improvements in the way things are done (Part_3)	9,58	5,025	,554	,322	,710
The organization offers me open communications with supervisors (Part_4)	10,40	4,742	,479	,253	,746

Table 32.

D Bivariate correlations analysis

Descriptive Statistics						
		Statistic	Bootstrap[a]			
			Bias	Std. Error	BCa 95% CI	
					Lower	Upper
IWB_dicho	Mean	,5644	-,0002	,0485	,4752	,6436
	Std. Deviation	,49831	-,00241	,00713	,48421	,50247
	N	101	0	0	.	.
TrainExt	Mean	,0001	,0060	,0997	-,2171	,2102
	Std. Deviation	1,00497	-,00799	,05751	,90183	1,09445
	N	101	0	0	.	.
PerformPay	Mean	,0000	,0027	,1027	-,2104	,2113
	Std. Deviation	1,00493	-,00841	,06427	,87373	1,10866
	N	101	0	0	.	.
PartWork	Mean	,0000	,0044	,0980	-,1919	,2171
	Std. Deviation	1,00508	-,00942	,06539	,89378	1,10528
	N	101	0	0	.	.
PrevFocus	Mean	,0000	-,0005	,1033	-,2047	,2065
	Std. Deviation	1,00503	-,00975	,07570	,88377	1,11492
	N	101	0	0	.	.
PromFocus	Mean	,0000	,0022	,0972	-,1792	,1936
	Std. Deviation	1,00503	-,00740	,06791	,87499	1,11379
	N	101	0	0	.	.

Table 33. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Correlations									
				IWB dicho	Train Ext	Perform Pay	Part Work	Prev Focus	Prom Focus
IWB_ dicho	Pearson Correlation			1	,251	,325	,349	-,008	,368
	Sig. (2-tailed)				,011	,001	,000	,934	,000
	N			101	101	101	101	101	101
	Bootstrap[a]	Bias		0	,001	,000	,003	,003	-,001
		Std. Error		0	,093	,088	,085	,097	,082
		BCa 95% CI	Lower	.	,035	,137	,168	-,188	,205
			Upper	.	,436	,495	,521	,196	,520
Train Ext	Pearson Correlation			,251	1	,372	,469	-,142	,251
	Sig. (2-tailed)			,011		,000	,000	,157	,011
	N			101	101	101	101	101	101
	Bootstrap[a]	Bias		,001	0	-,001	-,001	,004	-,004
		Std. Error		,093	0	,070	,066	,102	,090
		BCa 95% CI	Lower	,035	.	,220	,329	-,355	,071
			Upper	,436	.	,508	,607	,077	,413

Perform	Pearson Correlation			,325	,372	1	,356	-,026	,298
Pay	Sig. (2-tailed)			,001	,000		,000	,798	,002
	N			101	101	101	101	101	101
	Bootstrap[a]	Bias		,000	-,001	0	,001	,000	,003
		Std. Error		,088	,070	0	,083	,100	,098
		BCa	Lower	,137	,220	.	,174	-,212	,074
		95% CI	Upper	,495	,508	.	,510	,165	,488
Part	Pearson Correlation			,349	,469	,356	1	-,067	,424
Work	Sig. (2-tailed)			,000	,000	,000		,503	,000
	N			101	101	101	101	101	101
	Bootstrap[a]	Bias		,003	-,001	,001	0	-,001	-,005
		Std. Error		,085	,066	,083	0	,088	,097
		BCa	Lower	,168	,329	,174	.	-,226	,209
		95% CI	Upper	,521	,607	,510	.	,095	,598
Prev	Pearson Correlation			-,008	-,142	-,026	-,067	1	,115
Focus	Sig. (2-tailed)			,934	,157	,798	,503		,254
	N			101	101	101	101	101	101
	Bootstrap[a\]	Bias		,003	,004	,000	-,001	0	,002
		Std. Error		,097	,102	,100	,088	0	,101
		BCa	Lower	-,188	-,355	-,212	-,226	.	-,094
		95% CI	Upper	,196	,077	,165	,095	.	,314
Prom	Pearson Correlation			,368	,251	,298	,424	,115	1
Focus	Sig. (2-tailed)			,000	,011	,002	,000	,254	
	N			101	101	101	101	101	101
	Bootstrap[a]	Bias		-,001	-,004	,003	-,005	,002	0
		Std. Error		,082	,090	,098	,097	,101	0
		BCa	Lower	,205	,071	,074	,209	-,094	.
		95% CI	Upper	,520	,413	,488	,598	,314	.

Table 34. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

E Multicolinearity

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,693	,386		1,797	,075		
	Age	7,433E-005	,007	,001	,010	,992	,510	1,959

	Gender	-,045	,116	-,040	-,385	,701	,974	1,027
	Education	-,007	,022	-,034	-,325	,746	,946	1,057
	0_Tenure	,004	,010	,070	,456	,649	,442	2,261
	I_Tenure	-,003	,009	-,064	-,375	,708	,363	2,756
2	(Constant)	1,164	,352		3,307	,001		
	Age	-,012	,007	-,239	-1,751	,083	,435	2,297
	Gender	-,038	,105	-,034	-,357	,722	,919	1,088
	Education	-,029	,020	-,142	-1,461	,148	,855	1,170
	O_Tenure	,009	,009	,139	,994	,323	,417	2,396
	I_Tenure	,008	,008	,149	,942	,349	,323	3,095
	Train_Ext	,026	,054	,052	,479	,633	,689	1,451
	Perform_Pay	,105	,051	,212	2,046	,044	,758	1,319
	Part_Work	,104	,058	,210	1,795	,076	,592	1,688
	Prev_Focus	-,017	,049	-,034	-,343	,732	,837	1,194
	Prom_Focus	,142	,052	,287	2,710	,008	,726	1,378
3	(Constant)	1,117	,351		3,180	,002		
	Age	-,012	,007	-,224	-1,566	,121	,389	2,571
	Gender	-,033	,106	-,030	-,312	,756	,889	1,124
	Education	-,030	,020	-,144	-1,465	,147	,823	1,215
	O_Tenure	,008	,009	,128	,896	,373	,391	2,559
	I_Tenure	,008	,008	,162	1,009	,316	,309	3,241
	Train_Ext	-,032	,059	-,065	-,546	,586	,565	1,769
	Perform_Pay	,144	,055	,290	2,622	,010	,651	1,535
	Part_Work	,093	,060	,187	1,542	,127	,541	1,848
	Prev_Focus	-,045	,051	-,091	-,886	,378	,758	1,319
	Prom_Focus	,176	,055	,355	3,176	,002	,639	1,564
	Train_ExtXPrev_Focus	-,109	,052	-,243	-2,088	,040	,592	1,689
	Perform_PayXPrev_Focus	-,091	,057	-,185	-1,580	,118	,584	1,713
	Part_WorkXPrev_Focus	,165	,078	,289	2,128	,036	,434	2,302
	Train_ExtXProm_Focus	,065	,067	,132	,965	,337	,428	2,337
	Perform_PayXProm_Focus	,022	,048	,045	,461	,646	,825	1,212
	Part_WorkXProm_Focus	-,056	,058	-,144	-,974	,333	,367	2,728

Table 35. a. Dependent Variable: IWB dichotomous

Prior to the main analysis, we checked for multicolinearity in the dataset. This multicolinearity would be of no concern if the assumption of no substantial multicolinearity could be verified. To verify the assumption of no substantial multicolinearity, the tolerance ratio should be greater than the minimum threshold value of 0.2 and the variance inflation factor (VIF) should be lesser than the maximum threshold value of 10.0 for all variables in the dataset (Field, 2013). Table 35 presents these colinearity statistics (i.e., the tolerance ratio and the VIF) for all variables in the dataset. As shown in Table 35, the tolerance ratios are greater than the minimum threshold value of 0.2 and the VIFs are lesser than the maximum threshold value of 10.0 for all variables, which indicates that substantial multicolinearity is absent in the dataset and multicolinearity is of no concern for the data.

References

Field, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. London, England: Sage.

F Binary logistic regression

Categorical Variables Codings								
		Freque	Parameter coding					
		ncy	(1)	(2)	(3)	(4)	(5)	(6)
What is your level of education (latest diploma)?	MAVO	4	,000	,000	,000	,000	,000	,000
	MBO/MTS	19	1,000	,000	,000	,000	,000	,000
	HAVO	5	,000	1,000	,000	,000	,000	,000
	VWO/Atheneum/ Gymnasium	2	,000	,000	1,000	,000	,000	,000
	HBO/HTS	47	,000	,000	,000	1,000	,000	,000
	Universitair	21	,000	,000	,000	,000	1,000	,000
What is your gender?	Male	27	,000					
	Female	74	1,000					

Table 36.

1. The relationship between perceived training extensiveness and IWB and the moderation of promotion focus

Block 1: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	12,227	10	,270
	Block	12,227	10	,270
	Model	12,227	10	,270

Table 37.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	126,111[a]	,114	,153

Table 38. a. Estimation terminated at iteration number 20 because maximum iterations have been reached. Final solution cannot be found.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	4,645	8	,795

Table 39.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928
	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604
	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 40. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Bootstrap for Variables in the Equation						
	B	Bootstrap[a]				
		Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
					Lower	Upper

Step	Age	,019	,007[b]	,043[b]	,626[b]	-,075[b]	,130[b]
1	Gender(1)	-,002	-,034[b]	,620[b]	,996[b]	-1,356[b]	1,070[b]
	Education(1)	1,419	6,345[b]	10,783[b]	,107[b]	-21,016[b]	23,128[b]
	Education(2)	2,694	12,451[b]	14,692[b]	,026[b]	.[b]	.[b]
	Education(3)	1,242	6,439[b]	19,558[b]	,099[b]	-22,433[b]	43,937[b]
	Education(4)	1,778	6,309[b]	10,765[b]	,057[b]	-20,638[b]	23,527[b]
	Education(5)	,730	6,120[b]	10,771[b]	,350[b]	-21,564[b]	21,974[b]
	Education(6)	-20,215	6,190[b]	10,765[b]	,006[b]	-23,643[b,c]	,587[b]
	O_Tenure	,020	,011[b]	,060[b]	,707[b]	-,125[b]	,204[b]
	I_Tenure	-,038	-,018[b]	,065[b]	,479[b]	-,170[b]	,031[b]
	Constant	-1,571	-6,369[b]	11,003[b]	,233[b]	-23,044[b]	1,178[b]

Table 41 a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 818 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 2: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	21,475	2	,000
	Block	21,475	2	,000
	Model	33,702	12	,001

Table 42.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	104,636[a]	,284	,380

Table 43. a. Estimation terminated at iteration number 20 because maximum iterations have been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	5,333	8	,721

Table 44.

Variables in the Equation								
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)
								Lower Upper

Step 1[a]	Age	-,020	,038	,284	1	,594	,980	,911	1,055
	Gender(1)	-,116	,544	,046	1	,831	,890	,307	2,583
	Education			7,169	6	,305			
	Education(1)	2,182	1,438	2,304	1	,129	8,864	,530	148,367
	Education(2)	3,522	1,845	3,645	1	,056	33,863	,910	1259,557
	Education(3)	1,721	1,976	,759	1	,384	5,591	,116	268,916
	Education(4)	1,993	1,354	2,165	1	,141	7,334	,516	104,239
	Education(5)	,754	1,386	,296	1	,586	2,126	,141	32,166
	O_Tenure	,046	,045	1,017	1	,313	1,047	,958	1,143
	I_Tenure	-,009	,042	,046	1	,830	,991	,913	1,076
	TrainExt	,673	,277	5,892	1	,015	1,961	1,138	3,377
	PromFocus	,917	,309	8,784	1	,003	2,502	1,364	4,589
	Constant	-,853	1,945	,192	1	,661	,426		

Table 45. a. Variable(s) entered on step 1: TrainExt, PromFocus.

Bootstrap for Variables in the Equation								
		B	Bootstrap[a]					
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval		
						Lower	Upper	
Step 1	Age	-,020	,011[b]	,054[b]	,651[b]	-,181[b]	,156[b]	
	Gender(1)	-,116	-,118[b]	,775[b]	,866[b]	-1,539[b]	1,011[b]	
	Education(1)	2,182	6,433[b]	10,773[b]	,018[b]	-20,040[b]	25,167[b]	
	Education(2)	3,522	13,259[b]	14,256[b]	,002[b]	.[b]	.[b]	
	Education(3)	1,721	6,292[b]	19,147[b]	,045[b]	-21,835[b]	44,220[b]	
	Education(4)	1,993	6,295[b]	10,777[b]	,017[b]	-20,040[b]	24,138[b]	
	Education(5)	,754	5,991[b]	10,807[b]	,269[b]	-20,721[b]	21,589[b]	
	O_Tenure	,046	,011[b]	,062[b]	,351[b]	-,084[b]	,203[b]	
	I_Tenure	-,009	-,018[b]	,069[b]	,846[b]	-,132[b]	,065[b]	
	TrainExt	,673	,132[b]	,386[b]	,015[b]	-,146[b]	2,174[b]	
	PromFocus	,917	,117[b]	,420[b]	,001[b]	,175[b]	2,513[b]	
	Constant	-,853	-6,438[b]	11,073[b]	,367[b]	-20,929[b]	,745[b]	

Table 46. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 825 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 3: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	,009	1	,924

	Block	,009	1	,924
	Model	33,711	13	,001

Table 47.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	104,627[a]	,284	,381

Table 48. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	3,453	8	,903

Table 49.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	-,020	,038	,291	1	,590	,980	,910	1,055
	Gender(1)	-,116	,544	,045	1	,831	,891	,307	2,585
	Education			7,119	6	,310			
	Education(1)	2,176	1,444	2,271	1	,132	8,811	,520	149,264
	Education(2)	3,547	1,866	3,611	1	,057	34,695	,895	1345,663
	Education(3)	1,722	1,980	,757	1	,384	5,597	,116	271,142
	Education(4)	1,994	1,360	2,150	1	,143	7,345	,511	105,581
	Education(5)	,752	1,392	,292	1	,589	2,122	,139	32,460
	O_Tenure	,046	,045	1,027	1	,311	1,047	,958	1,145
	I_Tenure	-,009	,042	,043	1	,835	,991	,913	1,077
	TrainExt	,671	,278	5,828	1	,016	1,957	1,135	3,374
	PromFocus	,925	,320	8,332	1	,004	2,522	1,346	4,725
	PromFocus by TrainExt	,029	,307	,009	1	,924	1,030	,564	1,880
	Constant	-,849	1,951	,190	1	,663	,428		

Table 50. a. Variable(s) entered on step 1: PromFocus * TrainExt .

Bootstrap for Variables in the Equation					
	B	Bootstrap[a]			
		Bias	Std.	Sig. (2-	BCa 95% Confidence

				Error	tailed)	Interval	
						Lower	Upper
Step 1	Age	-,020	,011[b]	,058[b]	,667[b]	-,205[b]	,165[b]
	Gender(1)	-,116	-,139[b]	,826[b]	,879[b]	-1,593[b]	1,051[b]
	Education(1)	2,176	6,474[b]	10,813[b]	,017[b]	-20,021[b]	25,921[b]
	Education(2)	3,547	13,321[b]	14,240[b]	,002[b]	.[b]	.[b]
	Education(3)	1,722	6,340[b]	19,168[b]	,042[b]	-21,903[b]	44,585[b]
	Education(4)	1,994	6,347[b]	10,805[b]	,017[b]	-19,832[b]	24,544[b]
	Education(5)	,752	6,002[b]	10,841[b]	,269[b]	-20,879[b]	21,858[b]
	O_Tenure	,046	,013[b]	,064[b]	,363[b]	-,093[b]	,207[b]
	I_Tenure	-,009	-,019[b]	,072[b]	,866[b]	-,135[b]	,065[b]
	TrainExt	,671	,172[b]	,417[b]	,017[b]	-,270[b]	2,717[b]
	PromFocus	,925	,179[b]	,504[b]	,002[b]	,029[b]	3,246[b]
	PromFocus by TrainExt	,029	-,077[b]	,509[b]	,937[b]	-,809[b]	,722[b]
	Constant	-,849	-6,463[b]	11,117[b]	,374[b]	-20,956[b]	,874[b]

Table 51. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 825 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

2. The relationship between perceived training extensiveness and IWB and the moderation of prevention focus

Block 1: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	12,227	10	,270
	Block	12,227	10	,270
	Model	12,227	10	,270

Table 52.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	126,111[a]	,114	,153

Table 53. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	4,645	8	,795

Table 54.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928
	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604
	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 55. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928
	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604
	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 56. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Block 2: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	11,078	2	,004
	Block	11,078	2	,004
	Model	23,305	12	,025

Table 57.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	115,033[a]	,206	,276

Table 58. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow			
Step	Chi-square	df	Sig.
1	10,516	8	,231

Table 59.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,016	,035	,202	1	,653	1,016	,948	1,088
	Gender(1)	-,163	,513	,101	1	,750	,849	,311	2,323
	Education			8,026	6	,236			
	Education(1)	2,282	1,319	2,994	1	,084	9,795	,739	129,876
	Education(2)	3,441	1,771	3,776	1	,052	31,212	,971	1003,704
	Education(3)	2,046	1,907	1,151	1	,283	7,734	,184	324,683
	Education(4)	2,244	1,244	3,254	1	,071	9,435	,824	108,096
	Education(5)	,907	1,283	,500	1	,480	2,477	,200	30,636
	O_Tenure	,019	,043	,193	1	,661	1,019	,937	1,109
	I_Tenure	-,028	,042	,441	1	,507	,972	,896	1,056
	TrainExt	,777	,256	9,208	1	,002	2,174	1,317	3,590
	PrevFocus	-,102	,248	,170	1	,680	,903	,555	1,469
	Constant	-1,866	1,828	1,043	1	,307	,155		

Table 60. a. Variable(s) entered on step 1: TrainExt, PrevFocus.

Bootstrap for Variables in the Equation					
	B	Bootstrap[a]			
		Bias	Std.	Sig. (2-	BCa 95% Confidence

				Error	tailed)	Interval	
						Lower	Upper
Step	Age	,016	,015[b]	,049[b]	,676[b]	-,116[b]	,187[b]
1	Gender(1)	-,163	-,100[b]	,704[b]	,782[b]	-1,565[b]	,856[b]
	Education(1)	2,282	6,573[b]	11,380[b]	,029[b]	-20,948[b]	25,490[b]
	Education(2)	3,441	13,473[b]	15,008[b]	,011[b]	.[b]	.[b]
	Education(3)	2,046	6,528[b]	19,598[b]	,029[b]	-21,848[b]	46,002[b]
	Education(4)	2,244	6,487[b]	11,340[b]	,021[b]	-20,862[b]	24,956[b]
	Education(5)	,907	6,122[b]	11,346[b]	,258[b]	-22,285[b]	22,355[b]
	O_Tenure	,019	,010[b]	,062[b]	,714[b]	-,128[b]	,180[b]
	I_Tenure	-,028	-,022[b]	,069[b]	,593[b]	-,144[b]	,037[b]
	TrainExt	,777	,155[b]	,330[b]	,002[b]	-,105[b]	2,251[b]
	PrevFocus	-,102	-,034[b]	,372[b]	,730[b]	-,771[b]	,495[b]
	Constant	-1,866	-6,683[b]	11,682[b]	,180[b]	-23,495[b]	,315[b]

Table 61. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 825 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 3: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	,436	1	,509
	Block	,436	1	,509
	Model	23,741	13	,034

Table 62.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	114,597[a]	,209	,281

Table 63. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	5,889	8	,660

Table 64.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,017	,035	,229	1	,632	1,017	,949	1,089
	Gender(1)	-,209	,519	,162	1	,688	,812	,293	2,246
	Education			7,874	6	,247			
	Education(1)	2,245	1,324	2,875	1	,090	9,437	,705	126,391
	Education(2)	3,320	1,752	3,591	1	,058	27,656	,892	857,201
	Education(3)	1,965	1,907	1,062	1	,303	7,134	,170	299,639
	Education(4)	2,249	1,250	3,237	1	,072	9,478	,818	109,842
	Education(5)	,879	1,288	,466	1	,495	2,409	,193	30,073
	O_Tenure	,017	,043	,150	1	,699	1,017	,934	1,107
	I_Tenure	-,025	,043	,355	1	,551	,975	,897	1,060
	TrainExt	,766	,259	8,740	1	,003	2,151	1,295	3,575
	PrevFocus	-,161	,269	,358	1	,550	,851	,503	1,442
	PrevFocus by TrainExt	-,158	,244	,418	1	,518	,854	,529	1,379
	Constant	-1,895	1,834	1,067	1	,302	,150		

Table 65. a. Variable(s) entered on step 1: PrevFocus * TrainExt .

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	,017	,018[b]	,052[b]	,667[b]	-,122[b]	,215[b]
	Gender(1)	-,209	-,140[b]	,759[b]	,720[b]	-1,730[b]	,814[b]
	Education(1)	2,245	6,605[b]	11,512[b]	,031[b]	-21,612[b]	26,140[b]
	Education(2)	3,320	13,530[b]	15,103[b]	,010[b]	.[b]	.[b]
	Education(3)	1,965	6,540[b]	19,611[b]	,039[b]	-22,083[b]	45,951[b]
	Education(4)	2,249	6,571[b]	11,484[b]	,021[b]	-21,489[b]	25,882[b]
	Education(5)	,879	6,136[b]	11,468[b]	,275[b]	-22,716[b]	22,625[b]
	O_Tenure	,017	,012[b]	,066[b]	,759[b]	-,146[b]	,198[b]
	I_Tenure	-,025	-,026[b]	,075[b]	,653[b]	-,138[b]	,033[b]
	TrainExt	,766	,188[b]	,358[b]	,004[b]	.[b]	.[b]
	PrevFocus	-,161	-,068[b]	,423[b]	,640[b]	-,908[b]	,434[b]
	PrevFocus by TrainExt	-,158	-,116[b]	,399[b]	,610[b]	-,819[b]	,203[b]
	Constant	-1,895	-6,819[b]	11,840[b]	,188[b]	-23,827[b]	,246[b]

Table 66. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 825 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

3. The relationship between perceived performance pay and IWB and the moderation of promotion focus

Block 1: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	12,227	10	,270
	Block	12,227	10	,270
	Model	12,227	10	,270

Table 67.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	126,111[a]	,114	,153

Table 68. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	4,645	8	,795

Table 69.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928
	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604

	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 70. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	,019	,010[b]	,042[b]	,612[b]	-,072[b]	,135[b]
	Gender(1)	-,002	-,051[b]	,599[b]	,997[b]	-1,193[b]	1,045[b]
	Education(1)	1,419	6,309[b]	10,975[b]	,099[b]	-21,275[b]	23,006[b]
	Education(2)	2,694	13,135[b]	14,552[b]	,014[b]	.[b]	.[b]
	Education(3)	1,242	4,617[b]	19,024[b]	,108[b]	-22,018[b]	43,302[b]
	Education(4)	1,778	6,284[b]	10,978[b]	,042[b]	-20,957[b]	23,395[b]
	Education(5)	,730	6,067[b]	11,004[b]	,311[b]	-21,914[b]	21,913[b]
	O_Tenure	,020	,005[b]	,060[b]	,695[b]	-,105[b]	,179[b]
	I_Tenure	-,038	-,015[b]	,063[b]	,455[b]	-,149[b]	,034[b]
	Constant	-1,571	-6,387[b]	11,221[b]	,233[b]	-23,034[b]	,881[b]

Table 71. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 788 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 2: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	22,773	2	,000
	Block	22,773	2	,000
	Model	35,000	12	,000

Table 72.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	103,338[a]	,293	,393

Table 73. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	2,913	8	,940

Table 74.

Variables in the Equation								
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)
								Lower	Upper
Step 1[a]	Age	-,034	,039	,797	1	,372	,966	,896	1,042
	Gender(1)	-,054	,547	,010	1	,922	,948	,324	2,768
	Education			5,821	6	,444			
	Education(1)	1,632	1,468	1,235	1	,266	5,112	,288	90,889
	Education(2)	3,378	1,944	3,019	1	,082	29,322	,649	1324,949
	Education(3)	1,514	2,020	,561	1	,454	4,545	,087	238,413
	Education(4)	1,506	1,404	1,151	1	,283	4,511	,288	70,702
	Education(5)	,464	1,451	,102	1	,749	1,590	,093	27,315
	O_Tenure	,045	,045	1,003	1	,316	1,046	,958	1,143
	I_Tenure	,007	,042	,027	1	,869	1,007	,927	1,094
	PerformPay	,777	,302	6,620	1	,010	2,175	1,203	3,932
	PromFocus	,863	,301	8,227	1	,004	2,370	1,314	4,274
	Constant	-,071	1,968	,001	1	,971	,931		

Table 75. a. Variable(s) entered on step 1: PerformPay, PromFocus.

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	-,034	,004[b]	,054[b]	,401[b]	-,153[b]	,082[b]
	Gender(1)	-,054	-,055[b]	,760[b]	,929[b]	-1,341[b]	1,279[b]
	Education(1)	1,632	6,161[b]	10,374[b]	,054[b]	-19,713[b]	23,485[b]
	Education(2)	3,378	12,724[b]	13,803[b]	,004[b]	.[b]	.[b]
	Education(3)	1,514	4,446[b]	18,711[b]	,082[b]	-21,557[b]	43,081[b]
	Education(4)	1,506	6,098[b]	10,385[b]	,041[b]	-19,810[b]	23,365[b]
	Education(5)	,464	5,894[b]	10,387[b]	,368[b]	-20,533[b]	21,513[b]
	O_Tenure	,045	,009[b]	,062[b]	,326[b]	-,074[b]	,242[b]

	I_Tenure	,007	-,009[b]	,068[b]	,896[b]	-,130[b]	,103[b]
	PerformPay	,777	,090[b]	,405[b]	,010[b]	,005[b]	1,927[b]
	PromFocus	,863	,110[b]	,421[b]	,003[b]	,233[b]	2,281[b]
	Constant	-,071	-6,085[b]	10,712[b]	,598[b]	-20,979[b]	2,700[b]

Table 76. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 788 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 3: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	,160	1	,689
	Block	,160	1	,689
	Model	35,160	13	,001

Table 77.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	103,178[a]	,294	,394

Table 78. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	2,714	8	,951

Table 79.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	-,038	,040	,913	1	,339	,962	,890	1,041
	Gender(1)	-,029	,550	,003	1	,958	,971	,330	2,855
	Education			5,683	6	,460			
	Education(1)	1,615	1,490	1,175	1	,278	5,030	,271	93,375
	Education(2)	3,310	1,958	2,856	1	,091	27,376	,590	1271,295
	Education(3)	1,554	2,042	,579	1	,447	4,730	,086	258,726

	Education(4)	1,506	1,428	1,111	1	,292	4,506	,274	74,030
	Education(5)	,447	1,478	,092	1	,762	1,564	,086	28,358
	O_Tenure	,048	,045	1,091	1	,296	1,049	,959	1,146
	I_Tenure	,009	,042	,041	1	,839	1,009	,928	1,096
	PerformPay	,781	,304	6,610	1	,010	2,183	1,204	3,959
	PromFocus	,891	,314	8,057	1	,005	2,437	1,317	4,507
	PerformPay by PromFocus	,124	,317	,154	1	,695	1,132	,608	2,107
	Constant	,011	1,997	,000	1	,996	1,011		

Table 80. a. Variable(s) entered on step 1: PerformPay * PromFocus .

Bootstrap for Variables in the Equation								
		B	Bootstrap[a]					
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval		
						Lower	Upper	
Step 1	Age	-,038	,002[b]	,060[b]	,379[b]	-,159[b]	,075[b]	
	Gender(1)	-,029	-,056[b]	,812[b]	,971[b]	-1,379[b]	1,365[b]	
	Education(1)	1,615	6,188[b]	10,300[b]	,058[b]	-20,026[b]	24,399[b]	
	Education(2)	3,310	12,816[b]	13,786[b]	,004[b]	.[b]	.[b]	
	Education(3)	1,554	4,471[b]	18,668[b]	,070[b]	-21,574[b]	43,021[b]	
	Education(4)	1,506	6,108[b]	10,309[b]	,041[b]	-20,040[b]	23,559[b]	
	Education(5)	,447	5,851[b]	10,319[b]	,365[b]	-20,305[b]	21,470[b]	
	O_Tenure	,048	,010[b]	,066[b]	,350[b]	-,076[b]	,241[b]	
	I_Tenure	,009	-,008[b]	,073[b]	,869[b]	-,137[b]	,111[b]	
	PerformPay	,781	,124[b]	,439[b]	,010[b]	-,049[b]	2,212[b]	
	PromFocus	,891	,195[b]	,508[b]	,004[b]	-,024[b]	3,122[b]	
	PerformPay by PromFocus	,124	,044[b]	,563[b]	,786[b]	-,774[b]	1,402[b]	
	Constant	,011	-6,046[b]	10,666[b]	,616[b]	-20,832[b]	2,682[b]	

Table 81. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 788 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

4. The relationship between perceived performance pay and IWB and the moderation of prevention focus

Block 1: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	12,227	10	,270
	Block	12,227	10	,270
	Model	12,227	10	,270

Table 82.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	126,111[a]	,114	,153

Table 83. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	4,645	8	,795

Table 84.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928
	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604
	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 85. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Bootstrap for Variables in the Equation						
	B	Bootstrap[a]				
		Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
					Lower	Upper

Step 1	Age	,019	,010[b]	,042[b]	,594[b]	-,076[b]	,152[b]
	Gender(1)	-,002	-,015[b]	,634[b]	,995[b]	-1,281[b]	1,131[b]
	Education(1)	1,419	6,496[b]	11,138[b]	,115[b]	-21,342[b]	23,332[b]
	Education(2)	2,694	13,004[b]	15,270[b]	,019[b]	.[b]	.[b]
	Education(3)	1,242	6,319[b]	19,388[b]	,120[b]	-22,096[b]	44,114[b]
	Education(4)	1,778	6,443[b]	11,120[b]	,069[b]	-20,765[b]	23,382[b]
	Education(5)	,730	6,264[b]	11,123[b]	,319[b]	-21,283[b,c]	21,769[b]
	O_Tenure	,020	,009[b]	,063[b]	,692[b]	-,107[b]	,185[b]
	I_Tenure	-,038	-,018[b]	,069[b]	,493[b]	-,183[b]	,036[b]
	Constant	-1,571	-6,650[b]	11,295[b]	,204[b]	-23,296[b]	,819[b]

Table 86. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 798 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 2: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	12,959	2	,002
	Block	12,959	2	,002
	Model	25,186	12	,014

Table 87.

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	113,151[a]	,221	,296

Table 88. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	14,573	8	,068

Table 89.

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper

Step 1[a]	Age	-,001	,036	,001	1	,978	,999	,931	1,072
	Gender(1)	-,102	,519	,039	1	,844	,903	,326	2,496
	Education			6,361	6	,384			
	Education(1)	1,672	1,323	1,597	1	,206	5,320	,398	71,119
	Education(2)	2,803	1,755	2,549	1	,110	16,490	,528	514,520
	Education(3)	1,799	1,932	,867	1	,352	6,044	,137	266,320
	Education(4)	1,730	1,264	1,874	1	,171	5,641	,474	67,143
	Education(5)	,478	1,314	,132	1	,716	1,612	,123	21,178
	O_Tenure	,019	,043	,201	1	,654	1,019	,937	1,109
	I_Tenure	-,008	,042	,040	1	,842	,992	,913	1,077
	PerformPay	,919	,292	9,907	1	,002	2,507	1,414	4,443
	PrevFocus	-,144	,244	,349	1	,555	,866	,537	1,397
	Constant	-,973	1,801	,292	1	,589	,378		

Table 90. a. Variable(s) entered on step 1: PerformPay, PrevFocus.

Bootstrap for Variables in the Equation								
		B	Bootstrap[a]					
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval		
						Lower	Upper	
Step 1	Age	-,001	,007[b]	,048[b]	,981[b]	-,098[b]	,127[b]	
	Gender(1)	-,102	-,011[b]	,709[b]	,882[b]	-1,448[b]	1,255[b]	
	Education(1)	1,672	6,523[b]	11,066[b]	,089[b]	-21,268[b]	24,260[b]	
	Education(2)	2,803	12,943[b]	15,056[b]	,018[b]	.[b]	.[b]	
	Education(3)	1,799	6,397[b]	19,491[b]	,060[b]	-22,076[b]	45,733[b]	
	Education(4)	1,730	6,480[b]	11,031[b]	,081[b]	-20,932[b]	24,098[b]	
	Education(5)	,478	6,242[b]	11,009[b]	,409[b]	-21,307[b,c]	21,684[b]	
	O_Tenure	,019	,010[b]	,064[b]	,693[b]	-,121[b]	,186[b]	
	I_Tenure	-,008	-,014[b]	,070[b]	,857[b]	-,141[b]	,070[b]	
	PerformPay	,919	,088[b]	,384[b]	,001[b]	,289[b]	1,991[b]	
	PrevFocus	-,144	-,031[b]	,331[b]	,608[b]	-,701[b]	,395[b]	
	Constant	-,973	-6,587[b]	11,302[b]	,339[b]	-22,715[b]	1,610[b]	

Table 91. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 798 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 3: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	1,870	1	,171

	Block	1,870	1	,171
	Model	27,057	13	,012

Table 92.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	111,281[a]	,235	,315

Table 93. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	15,479	8	,050

Table 94.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,003	,036	,006	1	,938	1,003	,934	1,077
	Gender(1)	-,100	,528	,036	1	,850	,905	,322	2,546
	Education			6,085	6	,414			
	Education(1)	1,670	1,331	1,573	1	,210	5,311	,391	72,143
	Education(2)	2,678	1,765	2,303	1	,129	14,552	,458	462,359
	Education(3)	1,721	1,927	,798	1	,372	5,591	,128	244,007
	Education(4)	1,685	1,274	1,749	1	,186	5,394	,444	65,557
	Education(5)	,397	1,329	,089	1	,765	1,487	,110	20,132
	O_Tenure	,011	,043	,058	1	,809	1,011	,928	1,100
	I_Tenure	-,010	,043	,052	1	,819	,990	,911	1,076
	PerformPay	1,003	,307	10,674	1	,001	2,727	1,494	4,977
	PrevFocus	-,255	,265	,926	1	,336	,775	,461	1,303
	PerformPay by PrevFocus	-,370	,275	1,812	1	,178	,691	,403	1,184
	Constant	-,940	1,820	,267	1	,606	,391		

Table 95. a. Variable(s) entered on step 1: PerformPay * PrevFocus .

Bootstrap for Variables in the Equation						
	B	Bootstrap[a]				
		Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	

						Lower	Upper
Step 1	Age	,003	,013[b]	,055[b]	,946[b]	-,120[b]	,169[b]
	Gender(1)	-,100	-,058[b]	,786[b]	,870[b]	-1,603[b]	1,395[b]
	Education(1)	1,670	6,579[b]	11,180[b]	,113[b]	-21,527[b]	25,792[b]
	Education(2)	2,678	12,932[b]	15,148[b]	,024[b]	.[b]	.[b]
	Education(3)	1,721	6,377[b]	19,443[b]	,070[b]	-22,004[b]	45,388[b]
	Education(4)	1,685	6,507[b]	11,132[b]	,106[b]	-21,249[b]	24,390[b]
	Education(5)	,397	6,153[b]	11,090[b]	,447[b]	-21,389[b,c]	21,854[b]
	O_Tenure	,011	,015[b]	,072[b]	,840[b]	-,169[b]	,212[b]
	I_Tenure	-,010	-,023[b]	,084[b]	,877[b]	-,170[b]	,068[b]
	PerformPay	1,003	,154[b]	,398[b]	,001[b]	,308[b]	3,080[b]
	PrevFocus	-,255	-,078[b]	,385[b]	,384[b]	-,904[b]	,232[b]
	PerformPay by PrevFocus	-,370	-,200[b]	,494[b]	,294[b]	-1,115[b]	-,035[b]
	Constant	-,940	-6,660[b]	11,425[b]	,368[b]	-22,824[b]	1,475[b]

Table 96. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 798 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

5. The relationship between perceived participative work design and IWB and the moderation of promotion focus

Block 1: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	12,227	10	,270
	Block	12,227	10	,270
	Model	12,227	10	,270

Table 97.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	126,111[a]	,114	,153

Table 98. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	4,645	8	,795

Table 99.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928
	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604
	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 100. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	,019	,005[b]	,044[b]	,587[b]	-,068[b]	,124[b]
	Gender(1)	-,002	-,006[b]	,611[b]	,999[b]	-1,177[b]	1,182[b]
	Education(1)	1,419	6,234[b]	11,231[b]	,108[b]	-21,059[b]	23,413[b]
	Education(2)	2,694	13,314[b]	14,955[b]	,014[b]	.[b]	.[b]
	Education(3)	1,242	5,642[b]	19,141[b]	,103[b]	-22,364[b]	43,958[b]
	Education(4)	1,778	6,210[b]	11,223[b]	,055[b]	-20,614[b]	23,175[b]
	Education(5)	,730	5,993[b]	11,287[b]	,314[b]	-21,388[b,c]	21,886[b]
	O_Tenure	,020	,002[b]	,059[b]	,703[b]	-,102[b]	,154[b]
	I_Tenure	-,038	-,006[b]	,061[b]	,460[b]	-,194[b]	,056[b]
	Constant	-1,571	-6,273[b]	11,486[b]	,223[b]	-23,326[b]	1,214[b]

Table 101. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 805 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 2: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	27,270	2	,000
	Block	27,270	2	,000
	Model	39,497	12	,000

Table 102.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	98,841[a]	,324	,434

Table 103. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	3,528	8	,897

Table 104.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	-,042	,039	1,129	1	,288	,959	,888	1,036
	Gender(1)	,254	,563	,203	1	,652	1,289	,428	3,881
	Education			9,836	6	,132			
	Education(1)	3,311	1,674	3,913	1	,048	27,401	1,031	728,265
	Education(2)	4,110	2,037	4,071	1	,044	60,969	1,125	3304,771
	Education(3)	1,873	2,077	,813	1	,367	6,508	,111	381,599
	Education(4)	2,566	1,519	2,852	1	,091	13,009	,662	255,564
	Education(5)	,962	1,528	,397	1	,529	2,618	,131	52,305
	O_Tenure	,048	,047	1,047	1	,306	1,050	,957	1,152
	I_Tenure	-,008	,042	,038	1	,845	,992	,914	1,077
	PartWork	1,114	,355	9,834	1	,002	3,047	1,519	6,112
	PromFocus	,852	,327	6,795	1	,009	2,343	1,235	4,445
	Constant	-,816	2,024	,162	1	,687	,442		

Table 105. a. Variable(s) entered on step 1: PartWork, PromFocus.

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	-,042	-,002[b]	,056[b]	,328[b]	-,130[b]	,049[b]
	Gender(1)	,254	,015[b]	,793[b]	,685[b]	-1,326[b]	1,843[b]
	Education(1)	3,311	6,320[b]	10,574[b]	,009[b]	-18,686[b]	39,402[b]
	Education(2)	4,110	13,026[b]	14,123[b]	,002[b]	.[b]	.[b]
	Education(3)	1,873	5,378[b]	18,515[b]	,038[b]	-22,476[b]	44,194[b]
	Education(4)	2,566	6,031[b]	10,400[b]	,006[b]	-18,440[b]	24,982[b]
	Education(5)	,962	5,742[b]	10,480[b]	,177[b]	-19,103[b,c]	21,739[b]
	O_Tenure	,048	,011[b]	,067[b]	,326[b]	-,097[b]	,239[b]
	I_Tenure	-,008	-,003[b]	,070[b]	,875[b]	-,188[b]	,118[b]
	PartWork	1,114	,228[b]	,706[b]	,005[b]	,248[b]	4,043[b]
	PromFocus	,852	,123[b]	,501[b]	,011[b]	-,027[b]	2,951[b]
	Constant	-,816	-5,940[b]	10,800[b]	,397[b]	-21,466[b]	2,016[b]

Table 106. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 805 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 3: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	1,138	1	,286
	Block	1,138	1	,286
	Model	40,635	13	,000

Table 107.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	97,703[a]	,331	,444

Table 108. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.

1	2,296	8	,971

Table 109.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	-,048	,040	1,389	1	,239	,953	,881	1,032
	Gender(1)	,280	,568	,244	1	,621	1,324	,435	4,030
	Education			9,933	6	,128			
	Education(1)	3,457	1,827	3,580	1	,058	31,737	,883	1140,255
	Education(2)	4,516	2,202	4,207	1	,040	91,459	1,222	6845,246
	Education(3)	2,093	2,206	,901	1	,343	8,112	,108	611,762
	Education(4)	2,786	1,694	2,704	1	,100	16,218	,586	448,932
	Education(5)	1,042	1,690	,380	1	,538	2,834	,103	77,829
	O_Tenure	,058	,048	1,455	1	,228	1,060	,964	1,165
	I_Tenure	-,010	,042	,053	1	,818	,990	,911	1,076
	PartWork	1,160	,361	10,348	1	,001	3,191	1,574	6,471
	PromFocus	,910	,329	7,651	1	,006	2,484	1,304	4,735
	PartWork by PromFocus	,304	,284	1,141	1	,285	1,355	,776	2,366
	Constant	-,888	2,169	,168	1	,682	,411		

Table 110. a. Variable(s) entered on step 1: PartWork * PromFocus .

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	-,048	-,005[b]	,062[b]	,283[b]	-,137[b]	,039[b]
	Gender(1)	,280	-,003[b]	,834[b]	,661[b]	-1,398[b]	1,843[b]
	Education(1)	3,457	6,316[b]	10,368[b]	,011[b]	-19,450[b]	41,689[b]
	Education(2)	4,516	13,152[b]	13,988[b]	,002[b]	.[b]	.[b]
	Education(3)	2,093	5,385[b]	18,379[b]	,024[b]	-22,650[b]	44,138[b]
	Education(4)	2,786	6,062[b]	10,151[b]	,006[b]	-19,089[b]	25,811[b]
	Education(5)	1,042	5,712[b]	10,243[b]	,141[b]	-18,415[b,c]	21,516[b]
	O_Tenure	,058	,015[b]	,072[b]	,268[b]	-,114[b]	,326[b]
	I_Tenure	-,010	-,002[b]	,075[b]	,859[b]	-,199[b]	,128[b]
	PartWork	1,160	,262[b]	,789[b]	,002[b]	,295[b]	4,894[b]
	PromFocus	,910	,199[b]	,608[b]	,005[b]	-,215[b]	6,742[b]
	PartWork by PromFocus	,304	,101[b]	,412[b]	,266[b]	-,476[b]	1,823[b]
	Constant	-,888	-5,930[b]	10,564[b]	,373[b]	-20,928[b]	1,641[b]

Table 111. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 805 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

6. The relationship between perceived training extensiveness and IWB and the moderation of prevention focus

Block 1: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	12,227	10	,270
	Block	12,227	10	,270
	Model	12,227	10	,270

Table 112.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	126,111[a]	,114	,153

Table 113. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	4,645	8	,795

Table 114.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	,019	,032	,369	1	,544	1,020	,958	1,086
	Gender(1)	-,002	,489	,000	1	,998	,998	,383	2,602
	Education			6,073	6	,415			
	Education(1)	1,419	1,262	1,264	1	,261	4,133	,348	49,044
	Education(2)	2,694	1,642	2,693	1	,101	14,792	,592	369,411
	Education(3)	1,242	1,872	,440	1	,507	3,463	,088	135,928

	Education(4)	1,778	1,220	2,126	1	,145	5,918	,542	64,604
	Education(5)	,730	1,257	,337	1	,561	2,076	,177	24,406
	O_Tenure	,020	,041	,234	1	,628	1,020	,941	1,106
	I_Tenure	-,038	,040	,912	1	,340	,963	,891	1,041
	Constant	-1,571	1,734	,821	1	,365	,208		

Table 115. a. Variable(s) entered on step 1: Age, Gender, Education, O_Tenure, I_Tenure.

Bootstrap for Variables in the Equation

		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	,019	,009[b]	,041[b]	,607[b]	-,066[b]	,127[b]
	Gender(1)	-,002	-,022[b]	,600[b]	,996[b]	-1,374[b]	1,134[b]
	Education(1)	1,419	6,611[b]	11,524[b]	,115[b]	-21,283[b]	23,832[b]
	Education(2)	2,694	13,651[b]	14,771[b]	,012[b]	.[b]	.[b]
	Education(3)	1,242	7,010[b]	19,410[b]	,101[b]	-22,672[b]	44,374[b]
	Education(4)	1,778	6,557[b]	11,537[b]	,062[b]	-20,966[b]	23,640[b]
	Education(5)	,730	6,379[b]	11,566[b]	,316[b]	-21,459[b,c]	21,884[b]
	O_Tenure	,020	,009[b]	,063[b]	,677[b]	-,108[b]	,200[b]
	I_Tenure	-,038	-,016[b]	,067[b]	,452[b]	-,188[b]	,035[b]
	Constant	-1,571	-6,716[b]	11,756[b]	,220[b]	-23,378[b]	,981[b]

Table 116. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 809 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 2: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	19,631	2	,000
	Block	19,631	2	,000
	Model	31,858	12	,001

Table 117.

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	106,480[a]	,271	,363

Table 118. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	11,642	8	,168

Table 119.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	-,015	,038	,157	1	,692	,985	,915	1,061
	Gender(1)	,337	,546	,380	1	,538	1,400	,480	4,084
	Education			10,716	6	,098			
	Education(1)	3,242	1,483	4,776	1	,029	25,576	1,397	468,262
	Education(2)	3,543	1,845	3,687	1	,055	34,564	,929	1285,455
	Education(3)	1,920	1,954	,966	1	,326	6,821	,148	313,881
	Education(4)	2,699	1,360	3,939	1	,047	14,865	1,034	213,656
	Education(5)	1,023	1,374	,554	1	,457	2,781	,188	41,123
	O_Tenure	,024	,046	,273	1	,601	1,024	,936	1,121
	I_Tenure	-,018	,042	,172	1	,678	,983	,904	1,068
	PartWork	1,236	,331	13,975	1	,000	3,442	1,800	6,580
	PrevFocus	-,068	,248	,076	1	,783	,934	,574	1,520
	Constant	-1,562	1,872	,697	1	,404	,210		

Table 120. a. Variable(s) entered on step 1: PartWork, PrevFocus

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	-,015	,002[b]	,052[b]	,731[b]	-,125[b]	,099[b]
	Gender(1)	,337	,003[b]	,724[b]	,575[b]	-1,153[b]	1,909[b]
	Education(1)	3,242	6,860[b]	11,281[b]	,006[b]	-20,346[b]	30,152[b]
	Education(2)	3,543	13,699[b]	14,522[b]	,007[b]	.[b]	.[b]
	Education(3)	1,920	6,994[b]	19,189[b]	,044[b]	-40,243[b]	45,895[b]
	Education(4)	2,699	6,624[b]	11,253[b]	,004[b]	-20,299[b]	26,530[b]
	Education(5)	1,023	6,339[b]	11,252[b]	,221[b]	-20,176[b,c]	22,170[b]
	O_Tenure	,024	,017[b]	,071[b]	,670[b]	-,153[b]	,258[b]
	I_Tenure	-,018	-,014[b]	,072[b]	,705[b]	-,162[b]	,067[b]
	PartWork	1,236	,226[b]	,549[b]	,001[b]	,295[b]	4,408[b]
	PrevFocus	-,068	-,017[b]	,320[b]	,770[b]	-,662[b]	,495[b]
	Constant	-1,562	-6,626[b]	11,577[b]	,226[b]	-23,361[b]	1,341[b]

Table 121. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 809 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

Block 3: Method = Enter

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Step 1	Step	,010	1	,919
	Block	,010	1	,919
	Model	31,868	13	,003

Table 122.

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	106,470[a]	,271	,363

Table 123. a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found for split file $bootstrap_split = 0.

Hosmer and Lemeshow Test			
Step	Chi-square	df	Sig.
1	11,668	8	,167

Table 124.

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	Age	-,015	,038	,156	1	,693	,985	,914	1,061
	Gender(1)	,341	,547	,387	1	,534	1,406	,481	4,111
	Education			10,724	6	,097			
	Education(1)	3,264	1,503	4,718	1	,030	26,161	1,376	497,525
	Education(2)	3,568	1,866	3,655	1	,056	35,445	,914	1374,450
	Education(3)	1,925	1,955	,969	1	,325	6,857	,148	316,668
	Education(4)	2,712	1,369	3,929	1	,047	15,067	1,031	220,244
	Education(5)	1,044	1,393	,562	1	,453	2,842	,185	43,561
	O_Tenure	,025	,047	,283	1	,595	1,025	,935	1,124
	I_Tenure	-,018	,043	,177	1	,674	,982	,904	1,068
	PartWork	1,234	,331	13,918	1	,000	3,436	1,797	6,572
	PrevFocus	-,064	,252	,066	1	,798	,938	,573	1,535

	PartWork by PrevFocus	,030	,291	,010	1	,919	1,030	,583	1,821
	Constant	-1,582	1,882	,706	1	,401	,206		

Table 125. a. Variable(s) entered on step 1: PartWork * PrevFocus .

Bootstrap for Variables in the Equation							
		B	Bootstrap[a]				
			Bias	Std. Error	Sig. (2-tailed)	BCa 95% Confidence Interval	
						Lower	Upper
Step 1	Age	-,015	,004[b]	,056[b]	,727[b]	-,134[b]	,123[b]
	Gender(1)	,341	-,033[b]	,750[b]	,573[b]	-1,126[b]	1,770[b]
	Education(1)	3,264	6,886[b]	11,278[b]	,009[b]	-21,035[b]	30,363[b]
	Education(2)	3,568	13,807[b]	14,550[b]	,007[b]	.[b]	.[b]
	Education(3)	1,925	7,024[b]	19,196[b]	,041[b]	-40,500[b]	46,303[b]
	Education(4)	2,712	6,650[b]	11,257[b]	,002[b]	-20,968[b]	27,110[b]
	Education(5)	1,044	6,302[b]	11,241[b]	,222[b]	-20,129[b,c]	22,215[b]
	O_Tenure	,025	,021[b]	,075[b]	,660[b]	-,172[b]	,294[b]
	I_Tenure	-,018	-,020[b]	,078[b]	,711[b]	-,168[b]	,063[b]
	PartWork	1,234	,243[b]	,574[b]	,001[b]	,267[b]	4,632[b]
	PrevFocus	-,064	-,020[b]	,349[b]	,805[b]	-,707[b]	,569[b]
	PartWork by PrevFocus	,030	-,016[b]	,451[b]	,926[b]	-,773[b]	,868[b]
	Constant	-1,582	-6,665[b]	11,613[b]	,217[b]	-23,145[b]	1,097[b]

Table 126. a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 809 samples

c. Some results could not be computed from jackknife samples, so this confidence interval is computed by the percentile method rather than the BCa method.

G Process of Hayes

1. The relationship between perceived training extensiveness and IWB and the moderation of promotion focus

Logistic Regression Summary						
N	-2LL	Model LL	p-value	McFadden	CoxSnell	Nagelkerk
101,0000	104,6265	33,7113	,0013	,2437	,2838	,3805

Table 127. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	Z	p	LLCI	ULCI
constant	-,7334	2,1663	-,3386	,7349	-4,9793	3,5125
PromFocus	,9249	,3204	2,8864	,0039	,2969	1,5529
TrainExt	,6712	,2780	2,4142	,0158	,1263	1,2162
Int_1	,0292	,3073	,0950	,9243	-,5732	,6315
Age	-,0204	,0378	-,5395	,5896	-,0946	,0537
Gender	-,1158	,5436	-,2131	,8313	-1,1813	,9497
O_Tenure	,0460	,0454	1,0135	,3108	-,0430	,1350
Edu1	2,1760	1,4438	1,5071	,1318	-,6538	5,0057
Edu2	3,5466	1,8664	1,9002	,0574	-,1115	7,2046
Edu3	1,7222	1,9798	,8699	,3844	-2,1582	5,6026
Edu4	1,9940	1,3599	1,4663	,1426	-,6714	4,6595
Edu5	,7523	1,3917	,5405	,5888	-1,9755	3,4800
I_Tenure	-,0088	,0421	-,2083	,8350	-,0913	,0738

Table 128. Note: Int_1 is the product terms key of TrainExt x PromFocus. The dependent variable is IWB_dicho.

Conditional effect of X on Y at values of the moderator(s)						
Promfocus	Effect	SE	Z	p-value	LLCI	ULCI
-1,0050	,6419	,4305	1,4912	,1359	-,2018	1,4856
,0000	,6712	,2780	2,4142	,0158	,1263	1,2162
1,0050	,7006	,4001	1,7508	,0800	-,0837	1,4848

Table 129. Note: The dependent variable is IWB_dicho.

Data for visualizing conditional effect of X on Y			
TrainExt	PromFocus	logodds	prob
-1,0050	-1,0050	-1,8409	,1369
,0000	-1,0050	-1,1958	,2322
1,0050	-1,0050	-,5507	,3657
-1,0050	,0000	-,9408	,2807
,0000	,0000	-,2662	,4338
1,0050	,0000	,4084	,6007
-1,0050	1,0050	-,0407	,4898
,0000	1,0050	,6633	,6600
1,0050	1,0050	1,3674	,7970

Table 130. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	t	p	LLCI	ULCI
constant	-.4435	.7077	-.6268	.5324	-1.8499	.9628
PromFocus	.5593	.1185	4.7190	.0000	.3238	.7949

TrainExt	.1544	.0951	1.6248	.1078	-.0345	.3433
Int_1	-.0129	.0926	-.1393	.8895	-.1968	.1710
Age	.0014	.0149	.0961	.9237	-.0282	.0310
Gender	-.0241	.2293	-.1050	.9166	-.4797	.4316
Edu1	.5660	.3717	1.5227	.1314	-.1727	1.3047
Edu2	.4354	.8781	.4958	.6212	-1.3097	2.1805
Edu3	.4038	1.3143	.3073	.7594	-2.2081	3.0157
Edu4	.4207	.3303	1.2738	.2061	-.2357	1.0772
Edu5	.2258	.3251	.6946	.4891	-.4202	.8718
O_Tenure	.0375	.0310	1.2106	.2293	-.0241	.0991
I_Tenure	-.0261	.0295	-.8847	.3787	-.0848	.0326

Table 131. Note: Int_1 is the product terms key of TrainExt x PromFocus. The dependent variable is IWB.

2. The relationship between perceived training extensiveness and IWB and the moderation of prevention focus

Logistic Regression Summary						
N	-2LL	Model LL	p-value	McFadden	CoxSnell	Nagelkerk
114,5972	23,7406	,0336	,1716	,2095	,2809	101,0000

Table 132. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	Z	p	LLCI	ULCI
constant	-1,6863	2,0400	-,8266	,4085	-5,6846	2,3121
PrevFocus	-,1609	,2689	-,5984	,5496	-,6878	,3661
TrainExt	,7662	,2592	2,9563	,0031	,2582	1,2741
Int_1	-,1582	,2445	-,6469	,5177	-,6374	,3210
Age	,0168	,0351	,4787	,6322	-,0520	,0856
Gender	-,2087	,5193	-,4019	,6877	-1,2266	,8091
O_Tenure	,0168	,0432	,3873	,6985	-,0680	,1015
Edu1	2,2446	1,3239	1,6955	,0900	-,3501	4,8394
Edu2	3,3198	1,7520	1,8949	,0581	-,1140	6,7537
Edu3	1,9649	1,9070	1,0304	,3028	-1,7728	5,7026
Edu4	2,2490	1,2500	1,7991	,0720	-,2011	4,6990
Edu5	,8791	1,2881	,6825	,4950	-1,6455	3,4036
I_Tenure	-,0253	,0425	-,5956	,5515	-,1086	,0580

Table 133. Note: Int_1 is the product terms key of TrainExt x PrevFocus. The dependent variable is IWB.

Conditional effect of X on Y at values of the moderator(s)						
Prevfocus	Effect	SE	Z	p-value	LLCI	ULCI
-1,0050	,9251	,3552	2,6047	,0092	,2290	1,6212

,0000	,7662	,2592	2,9563	,0031	,2582	1,2741
1,0050	,6072	,3591	1,6910	,0908	-,0966	1,3110

Table 134. Note: The dependent variable is IWB_dicho.

Data for visualizing conditional effect of X on Y			
TrainExt	PrevFocus	logodds	prob
-1,0049	-1,0050	-1,0347	,2622
,0001	-1,0050	-,1050	,4738
1,0050	-1,0050	,8247	,6952
-1,0049	,0000	-1,0367	,2618
,0001	,0000	-,2667	,4337
1,0050	,0000	,5033	,6232
-1,0049	1,0050	-1,0386	,2614
,0001	1,0050	-,4284	,3945
1,0050	1,0050	,1818	,5453

Table 135. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	t	p	LLCI	ULCI
constant	-1. 3675	.9017	-1.5167	.1329	-3.1594	.4243
PrevFocus	-.0833	.1364	-.6103	.5432	-.3544	.1879
TrainExt	.2825	.1217	2.3210	.0226	.0406	.5245
Int_1	.0026	.1072	.0239	.9810	-.2106	.2157
Age	. 0252	.0173	1.4572	.1486	-.0092	.0597
Gender	-.0426	.2469	-.1727	.8633	-.5332	.4480
Edu1	.9387	.5021	1.8695	.0649	-.0592	1.9366
Edu2	.7136	1.0603	.6730	.5027	-1.3935	2.8206
Edu3	.9471	1.5711	.6028	.5482	-2.1751	4.0694
Edu4	. 8900	.4273	2.0830	.0401	.0409	1.7391
Edu5	.4690	.4603	1.0190	.3110	-.4457	1.3838
O_Tenure	.0210	.0370	.5671	.5721	-.0525	.0944
I_Tenure	-.0403	.0375	- 1.0750	.2853	-.1149	.0342

Table 136. Note: Int_1 is the product terms key of TrainExt x PrevFocus. The dependent variable is IWB

3. The relationship between perceived performance pay and IWB and the moderation of promotion focus

Logistic Regression Summary						
N	-2LL	Model LL	p-value	McFadden	CoxSnell	Nagelkerk
103,1782	35,1596	,0008	,2542	,2940	,3942	101,0000

Table 137. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	Z	p	LLCI	ULCI
constant	,0398	2,2238	,0179	,9857	-4,3187	4,3983
PromFocus	,8906	,3138	2,8384	,0045	,2756	1,5056
PerformPay	,7808	,3037	2,5709	,0101	,1855	1,3760
Int_1	,1242	,3168	,3921	,6950	-,4968	,7452
Age	-,0384	,0402	-,9555	,3393	-,1171	,0403
Gender	-,0292	,5502	-,0531	,9577	-1,1076	1,0492
O_Tenure	,0475	,0455	1,0446	,2962	-,0416	,1367
Edu1	1,6155	1,4904	1,0839	,2784	-1,3056	4,5366
Edu2	3,3097	1,9583	1,6901	,0910	-,5284	7,1478
Edu3	1,5540	2,0418	,7611	,4466	-2,4478	5,5558
Edu4	1,5055	1,4281	1,0542	,2918	-1,2934	4,3045
Edu5	,4475	1,4783	,3027	,7621	-2,4500	3,3449
I_Tenure	,0086	,0423	,2030	,8391	-,0744	,0916

Table 138. Note: Int_1 is the product terms key of PerformPay x PromFocus. The dependent variable is IWB_dicho.

Conditional effect of X on Y at values of the moderator(s)						
Promfocus	Effect	SE	Z	p-value	LLCI	ULCI
-1,0050	,6559	,4320	1,5183	,1289	-,1908	1,5026
,0000	,7808	,3037	2,5709	,0101	,1855	1,3760
1,0050	,9056	,4479	2,0218	,0432	,0277	1,7836

Table 139. Note: The dependent variable is IWB_dicho.

Data for visualizing conditional effect of X on Y			
PerformPay	PromFocus	logodds	prob
-1,0049	-1,0050	-1,7857	,1436
,0000	-1,0050	-1,1266	,2448
1,0049	-1,0050	-,4674	,3852
-1,0049	,0000	-1,0161	,2658
,0000	,0000	-,2315	,4424
1,0049	,0000	,5531	,6349
-1,0049	1,0050	-,2465	,4387
,0000	1,0050	,6636	,6601
1,0049	1,0050	1,5737	,8283

Table 140. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	t	p	LLCI	ULCI
constant	-3047	.7033	-.4333	.6659	-1.7025	1.0930

PromFocus	.5730	.1034	5.5410	.0000	.3675	.7785
PerformPay	.1240	.0840	1.4758	.1436	-.0430	.2910
Int_1	.0086	.1018	.0849	.9325	-.1937	.2110
Age	-.0014	.0160	-.0842	.9331	-.0332	.0305
Gender	-.0012	.2322	-.0050	.9960	-.4625	.4602
Edu1	.3937	.3308	1.1901	.2372	-.2637	1.0510
Edu2	.2968	.8730	.3400	.7347	-1.4381	2.0317
Edu3	.2988	1.3118	.2278	.8204	-2.3082	2.9058
Edu4	.2941	.2948	.9975	.3212	-.2918	.8799
Edu5	.1285	.2951	.4355	.6643	-.4579	.7149
O_Tenure	.0385	.0297	1.2992	.1973	-.0204	.0975
I_Tenure	-.0235	.0294	-.7994	.4262	-.0818	.0349

Table 141. Note: Int_1 is the product terms key of PerformPay x PromFocus. The dependent variable is IWB.

4. The relationship between perceived performance pay and IWB and the moderation of prevention focus

Logistic Regression Summary						
N	-2LL	Model LL	p-value	McFadden	CoxSnell	Nagelkerk
111,2813	27,0565	,0122	,1956	,2350	,3151	101,0000

Table 142. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	Z	p	LLCI	ULCI
constant	-,8397	2,0361	-,4124	,6800	-4,8305	3,1510
PrevFocus	-,2550	,2650	-,9622	,3360	-,7744	,2644
PerformPay	1,0031	,3070	3,2670	,0011	,4013	1,6048
Int_1	-,3703	,2751	-1,3460	,1783	-,9096	,1689
Age	,0028	,0362	,0777	,9381	-,0681	,0738
Gender	-,0999	,5279	-,1892	,8499	-1,1345	,9347
O_Tenure	,0105	,0435	,2417	,8090	-,0747	,0957
Edu1	1,6697	1,3311	1,2544	,2097	-,9392	4,2787
Edu2	2,6777	1,7646	1,5174	,1292	-,7809	6,1363
Edu3	1,7211	1,9266	,8933	,3717	-2,0550	5,4972
Edu4	1,6853	1,2743	1,3225	,1860	-,8123	4,1829
Edu5	,3970	1,3293	,2986	,7652	-2,2084	3,0023
I_Tenure	-,0097	,0425	-,2288	,8190	-,0931	,0737

Table 143. Note: Int_1 is the product terms key of PerformPay x PrevFocus. The dependent variable is IWB_dicho.

Conditional effect of X on Y at values of the moderator(s)

Prevfocus	Effect	SE	Z	p-value	LLCI	ULCI
-1,0050	1,3753	,4734	2,9052	,0037	,4474	2,3031
,0000	1,0031	,3070	3,2670	,0011	,4013	1,6048
1,0050	,6309	,3426	1,8415	,0655	-,0406	1,3024

Table 144. Note: The dependent variable is IWB_dicho. The dependent variable is IWB_dicho.

Data for visualizing conditional effect of X on Y			
PerformPay	PrevFocus	logodds	prob
-1,0049	-1,0050	-1,2978	,2145
,0000	-1,0050	,0842	,5210
1,0049	-1,0050	1,4663	,8125
-1,0049	,0000	-1,1800	,2350
,0000	,0000	-,1720	,4571
1,0049	,0000	,8360	,6976
-1,0049	1,0050	-1,0623	,2569
,0000	1,0050	-,4283	,3945
1,0049	1,0050	,2057	,5513

Table 145. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	t	p	LLCI	ULCI
constant	-1.1455	.8917	-1.2845	.2023	-2.9176	.6267
PrevFocus	-.1079	.1309	-.8239	.4122	-.3680	.1523
PerformPay	.2590	.0974	2.6586	.0093	.0654	.4525
Int_1	-.0561	.0974	-.5759	.5662	-.2497	.1375
Age	.0216	.0186	1.1567	.2505	-.0155	.0586
Gender	.0025	.2452	.0103	.9918	-.4848	.4899
Edu1	.6614	.4809	1.3754	.1725	-.2943	1.6170
Edu2	.4130	.9872	.4184	.6767	-1.5488	2.3748
Edu3	.7637	1.5521	.4920	.6239	-2.3208	3.8482
Edu4	.6572	.4151	1.5832	.1170	-.1677	1.4821
Edu5	.2984	.4412	.6763	.5006	-.5785	1.1753
O_Tenure	.0202	.0352	.5750	.5667	-.0497	.0902
I_Tenure	-.0354	.0350	-1.0123	.3142	-.1050	.0341

Table 146. Note: Int_1 is the product terms key of PerformPay x PrevFocus. The dependent variable is IWB.

5. The relationship between perceived participative work design and IWB and the moderation of promotion focus

Logistic Regression Summary						
N	-2LL	Model LL	p-value	McFadden	CoxSnell	Nagelkerk

97,7030	40,6348	,0001	,2937	,3312	,4441	101,0000

Table 147. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	Z	p	LLCI	ULCI
constant	-1,1685	2,3793	-,4911	,6233	-5,8319	3,4949
PromFocus	,9100	,3290	2,7660	,0057	,2652	1,5549
PartWork	1,1604	,3607	3,2169	,0013	,4534	1,8674
Int_1	,3038	,2845	1,0681	,2855	-,2537	,8614
Age	-,0477	,0405	-1,1786	,2386	-,1271	,0316
Gender	,2805	,5680	,4938	,6214	-,8328	1,3937
O_Tenure	,0582	,0482	1,2061	,2278	-,0364	,1527
Edu1	3,4575	1,8273	1,8921	,0585	-,1241	7,0390
Edu2	4,5159	2,2018	2,0510	,0403	,2005	8,8313
Edu3	2,0933	2,2057	,9491	,3426	-2,2297	6,4163
Edu4	2,7861	1,6943	1,6444	,1001	-,5346	6,1069
Edu5	1,0418	1,6902	,6164	,5376	-2,2709	4,3545
I_Tenure	-,0097	,0424	-,2297	,8184	-,0927	,0733

Table 148. Note: Int_1 is the product terms key of PartWork x PromFocus. The dependent variable is IWB_dicho.

Conditional effect of X on Y at values of the moderator(s)						
Promfocus	Effect	SE	Z	p-value	LLCI	ULCI
-1,0050	,8550	,4149	2,0606	,0393	,0418	1,6683
,0000	1,1604	,3607	3,2169	,0013	,4534	1,8674
1,0050	1,4657	,5015	2,9225	,0035	,4827	2,4488

Table 149. Note: The dependent variable is IWB_dicho.

Data for visualizing conditional effect of X on Y			
PartWork	PromFocus	logodds	prob
-1,0051	-1,0050	-2,0896	,1101
,0000	-1,0050	-1,2302	,2261
1,0051	-1,0050	-,3708	,4083
-1,0051	,0000	-1,4819	,1851
,0000	,0000	-,3156	,4217
1,0051	,0000	,8507	,7007
-1,0051	1,0050	-,8742	,2944
,0000	1,0050	,5990	,6454
1,0051	1,0050	2,0722	,8882

Table 150. Note: The dependent variable is IWB_dicho.

Model

	coeff	SE	t	p	LLCI	ULCI
constant	-.3555	.6523	-.5450	.5871	-1.6518	.9408
PromFocus	.5036	.1207	4.1719	.0001	.2637	.7435
PartWork	.3033	.0966	3.1401	.0023	.1114	.4953
Int_1	.0689	.0687	1.0025	.3188	-.0677	.2054
Age	-.0074	.0137	-.5400	.5905	-.0345	.0198
Gender	.0914	.2100	.4353	.6644	-.3259	.5087
Edu1	.6257	.3154	1.9838	.0504	-.0011	1.2526
Edu2	.3485	.8662	.4023	.6884	-1.3729	2.0699
Edu3	.2926	1.2295	.2380	.8124	-2.1508	2.7361
Edu4	.4109	.2578	1.5938	.1146	-.1015	.9233
Edu5	.1008	.2528	.3987	.6911	-.4017	.6032
O_Tenure	.0404	.0304	1.3295	.1871	-.0200	.1009
I_Tenure	-.0229	.0274	-.8376	.4045	-.0773	.0315

Table 151. Note: Int_1 is the product terms key of TrainExt x PromFocus. The dependent variable is IWB.

6. The relationship between perceived participative work design and IWB and the moderation of prevention focus

Logistic Regression Summary						
N	-2LL	Model LL	p-value	McFadden	CoxSnell	Nagelkerk
106,4697	31,8681	,0025	,2304	,2706	,3628	101,0000

Table 152. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	Z	p	LLCI	ULCI
constant	-1,9224	2,1139	-,9094	-,9094	-6,0656	2,2208
PrevFocus	-,0644	,2515	-,2561	,7978	-,5575	,4286
PartWork	1,2344	,3309	3,7307	,0002	,5859	1,8829
Int_1	,0296	,2907	,1019	,9189	-,5402	,5995
Age	-,0150	,0380	-,3954	,6925	-,0894	,0594
Gender	,3407	,5474	,6223	,5338	-,7323	1,4136
O_Tenure	,0249	,0469	,5320	,5947	-,0669	,1168
Edu1	3,2643	1,5028	2,1721	,0298	,3189	6,2096
Edu2	3,5680	1,8663	1,9118	,0559	-,0898	7,2258
Edu3	1,9252	1,9555	,9845	,3249	-1,9074	5,7579
Edu4	2,7125	1,3685	1,9821	,0475	,0303	5,3947
Edu5	1,0444	1,3927	,7499	,4533	-1,6853	3,7742
I_Tenure	-,0179	,0426	-,4210	,6738	-,1014	,0655

Table 153. Note: Int_1 is the product terms key of PartWork x PrevFocus. Note: The dependent variable is IWB_dicho.

Conditional effect of X on Y at values of the moderator(s)						
Prevfocus	Effect	SE	Z	p-value	LLCI	ULCI
-1,0050	1,2046	,4506	2,6735	,0075	,3215	2,0877
,0000	1,2344	,3309	3,7307	,0002	,5859	1,8829
1,0050	1,2642	,4321	2,9257	,0034	,4173	2,1110

Table 154. Note: The dependent variable is IWB_dicho.

Data for visualizing conditional effect of X on Y			
PartWork	PrevFocus	logodds	prob
-1,0051	-1,0050	-1,3818	,2007
,0000	-1,0050	-,1711	,4573
1,0051	-1,0050	-1,0397	,7388
-1,0051	,0000	-1,4765	,1860
,0000	,0000	-,2358	,4413
1,0051	,0000	1,0048	,7320
-1,0051	1,0050	-1,5712	,1721
,0000	1,0050	-,3006	,4254
1,0051	1,0050	,9700	,7251

Table 155. Note: The dependent variable is IWB_dicho.

Model						
	coeff	SE	t	p	LLCI	ULCI
constant	-1.0103	.8285	-1.2194	.2259	-2.6568	.6362
PrevFocus	-.0966	.1243	-.7774	.4390	-.3437	.1504
PartWork	.4937	.1025	4.8186	.0000	.2901	.6974
Int_1	-.0577	.1076	-.5362	.5932	-.2715	.1561
Age	.0105	.0160	.6548	.5143	-.0213	.0423
Gender	.1361	.2190	.6213	.5360	-.2991	.5713
Edu1	.9481	.3897	2.4331	.0170	.1737	1.7225
Edu2	.3848	.9732	.3954	.6935	-1.5491	2.3188
Edu3	.5714	1.4145	.4039	.6872	-2.2397	3.3825
Edu4	.7048	.3262	2.1607	.0334	.0566	1.3531
Edu5	.1717	.3469	.4950	.6218	-.5176	.8610
O_Tenure	.0226	.0345	.6548	.5143	-.0460	.0911
I_Tenure	-.0328	.0341	-.9626	.3384	-.1007	.0350

Table 156. Note: Int_1 is the product terms key of PartWork x PrevFocus. The dependent variable is IWB.

Appendix V: SPSS syntax

Dataset 0 Missing value analysis

```
DATASET NAME  Dataset0 WINDOW=FRONT.
RECODE Q5 (0=SYSMIS)
MVA VARIABLES=Age O_Tenure I_Tenure Gender Education IWB_1 IWB_2 IWB_3 IWB_4 IWB_5 IWB_6
IWB_7 IWB_8 IWB_9 IWB_10 Train_1 Train_2 Train_3 Train_4 Pay_1 Pay_2 Part_1 Part_2 Part_3 Part_4
Prom_1 Prom_2 Prom_3 Prom_4 Prom_5 Prom_6 Prom_7 Prom_8 Prom_9 Prev_1 Prev_2 Prev_3 Prev_4
Prev_5 Prev_6 Prev_7 Prev_8 Prev_9
  /MAXCAT=25
  /CATEGORICAL=Gender Education IWB_1 IWB_2 IWB_3 IWB_4 IWB_5 IWB_6 IWB_7 IWB_8 IWB_9
IWB_10 Train_1 Train_2 Train_3 Train_4 Pay_1 Pay_2 Part_1 Part_2 Part_3 Part_4 Prom_1 Prom_2 Prom_3
Prom_4 Prom_5 Prom_6 Prom_7 Prom_8 Prom_9 Prev_1 Prev_2 Prev_3 Prev_4 Prev_5 Prev_6 Prev_7 Prev_8
Prev_9
  /EM(TOLERANCE=0.001 CONVERGENCE=0.0001 ITERATIONS=25 OUTFILE=Dataset1).
```

Dataset 1 Representativeness analysis

```
DATASET NAME  Dataset1 WINDOW=FRONT.
NPAR TESTS
  /CHISQUARE=Gender
  /EXPECTED=22.64 77.36
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
T-TEST
  /TESTVAL=44.35
  /MISSING=ANALYSIS
  /VARIABLES=Age
  /CRITERIA=CI(.95).
```

Dataset 1 Reliability analysis

```
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=IWB_3 IWB_4 IWB_5 IWB_6 IWB_7 IWB_8 IWB_9 IWB_10
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=Train_1 Train_2 Train_3 Train_4
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=Pay_1 Pay_2
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=Part_1 Part_2 Part_3 Part_4
  /SCALE('ALL VARIABLES') ALL
```

```
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=Prom_1 Prom_2 Prom_3 Prom_4 Prom_5 Prom_6 Prom_7 Prom_8 Prom_9
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
RELIABILITY
  /VARIABLES=Prev_1 Prev_2 Prev_3 Prev_4 Prev_5 Prev_7 Prev_8 Prev_9
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
```

Dataset 1 Bivariate correlations

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES INPUT=IWB_dicho TrainExt PerformPay PartWork PrevFocus PromFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
CORRELATIONS
  /VARIABLES=IWB_dicho TrainExt PerformPay PartWork PrevFocus PromFocus
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Dataset 1 Testing assumption s for main analysis

```
DATASET NAME DataSet1 WINDOW=FRONT.
RECODE IWB (Lowest thru 0=0) (0 thru Highest=1) INTO IWB_dicho.
VARIABLE LABELS  IWB_dicho 'IWB dichotomous'
COMPUTE Train_ExtXPrev_Focus=TrainExt * PrevFocus
COMPUTE Perform_PayXPrev_Focus=PerformPay * PrevFocus
COMPUTE Part_WorkXPrev_Focus=PartWork * PrevFocus
COMPUTE Train_ExtXProm_Focus=TrainExt * PromFocus
COMPUTE Perform_PayXProm_Focus=PerformPay * PromFocus
COMPUTE Part_WorkXProm_Focus=PartWork * PromFocus
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
  /METHOD=ENTER TrainExt PerformPay PartWork PrevFocus PromFocus
  /METHOD=ENTER Train_ExtXPrev_Focus Perform_PayXPrev_Focus Part_WorkXPrev_Focus
Train_ExtXProm_Focus Perform_PayXProm_Focus Part_WorkXProm_Focus.
```

Dataset 1 Main analysis (Binary Logistic regression using SPSS)

```
DATASET NAME DataSet1 WINDOW=FRONT.
RECODE Education (4=1) (ELSE=0) INTO Education1.
```

```
VARIABLE LABELS  Education1 'MAVO vs MBO/MTS/MEAO'.
RECODE Education (6=1) (ELSE=0) INTO Education2.
VARIABLE LABELS  Education2 'MAVO vs HAVO'.
RECODE Education (8=1) (ELSE=0) INTO Education3.
VARIABLE LABELS  Education3 'MAVO vs VWO/Atheneum/Gymnasium'.
RECODE Education (9=1) (ELSE=0) INTO Education4.
VARIABLE LABELS  Education4 'MAVO vs HBO/HTS'.
RECODE Education (10=1) (ELSE=0) INTO Education5.
VARIABLE LABELS  Education5 'MAVO vs Universitair'.
RECODE Education (11=1) (ELSE=0) INTO Education6.
VARIABLE LABELS  Education6 'MAVO vs other'.
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=IWB_dicho INPUT=Age Gender Education O_Tenure I_Tenure TrainExt
PromFocus PrevFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
LOGISTIC REGRESSION VARIABLES IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
  /METHOD=ENTER TrainExt PromFocus
  /METHOD=ENTER PrevFocus*TrainExt
  /CONTRAST (Gender)=Indicator(1)
  /CONTRAST (Education)=Indicator(1)
  /PRINT=GOODFIT CORR CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=IWB_dicho INPUT=Age Gender Education O_Tenure I_Tenure TrainExt PrevFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
LOGISTIC REGRESSION VARIABLES IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
  /METHOD=ENTER TrainExt PrevFocus
  /METHOD=ENTER PrevFocus*TrainExt
  /CONTRAST (Gender)=Indicator(1)
  /CONTRAST (Education)=Indicator(1)
  /PRINT=GOODFIT CORR CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=IWB_dicho INPUT=Age Gender Education O_Tenure I_Tenure PerformPay
PromFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
LOGISTIC REGRESSION VARIABLES IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
  /METHOD=ENTER PerformPay PromFocus
  /METHOD=ENTER PerformPay*PromFocus
  /CONTRAST (Gender)=Indicator(1)
  /CONTRAST (Education)=Indicator(1)
  /PRINT=GOODFIT CORR CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=IWB_dicho INPUT=Age Gender Education O_Tenure I_Tenure PerformPay
PrevFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
LOGISTIC REGRESSION VARIABLES IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
```

```
  /METHOD=ENTER PerformPay PrevFocus
  /METHOD=ENTER PerformPay*PrevFocus
  /CONTRAST (Gender)=Indicator(1)
  /CONTRAST (Education)=Indicator(1)
  /PRINT=GOODFIT CORR CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=IWB_dicho INPUT=Age Gender Education O_Tenure I_Tenure PartWork
PromFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
LOGISTIC REGRESSION VARIABLES IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
  /METHOD=ENTER PartWork PromFocus
  /METHOD=ENTER PartWork*PromFocus
  /CONTRAST (Gender)=Indicator(1)
  /CONTRAST (Education)=Indicator(1)
  /PRINT=GOODFIT CORR CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=IWB_dicho INPUT=Age Gender Education O_Tenure I_Tenure PartWork
PrevFocus
  /CRITERIA CILEVEL=95 CITYPE=BCA  NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
LOGISTIC REGRESSION VARIABLES IWB_dicho
  /METHOD=ENTER Age Gender Education O_Tenure I_Tenure
  /METHOD=ENTER PartWork PrevFocus
  /METHOD=ENTER PartWork*PrevFocus
  /CONTRAST (Gender)=Indicator(1)
  /CONTRAST (Education)=Indicator(1)
  /PRINT=GOODFIT CORR CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20) CUT(0.5).
```