Inclusive Leadership and Stimulating Intrapreneurial Behaviour

Also in the substantially different Working from Home Context?

Radboud Universiteit

Student: Marnix van der Velden

Student number: S1102440

Abstract

Intrapreneurial behaviour of employees is needed for organizations to be successful in the dynamic and turbulent competitive environment in which they operate. Although previous research shows that inclusive leadership fosters intrapreneurial behaviour, it is critical to examine this relationship in the more frequently adopted and substantially different working-from-home (WFH) environment. The direct effect of WFH on intrapreneurial behaviour is also discussed. To examine the effects, a questionnaire was administered to two divisions of a software solutions provider that places importance on continuous improvement and innovation of products and services. Ultimately, 53 respondents participated in this cross-sectional study. The results did not confirm what was expected based on prior research and theory. First, the positive effect of inclusive leadership on intrapreneurial behaviour was not confirmed. Second, WFH appeared to have no influence on intrapreneurial behaviour and the relationship between inclusive leadership and intrapreneurial behaviour at all. Furthermore, age is found to be a factor influencing the extent to which someone exhibits intrapreneurial behaviour. Some practical implications, limitations and future research directions are discussed. Future research, with a larger sample size and more variation in home working, should show whether the results of this study will be confirmed. Other factors that could influence the effect of inclusive leadership on intrapreneurial behaviour, such as a team's ability to give and take criticism could also be examined. Overall, this study contributes to the literature of leadership and WFH in relation to intrapreneurial behaviour.

Keywords: Intrapreneurial behaviour, intrapreneurship, inclusive leadership, inclusiveness, working from home

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Introduction

Organizations find themselves in dynamic and turbulent competitive environments (Veenker et al., 2008). In these environments, the competitive dynamics change continuously and technological developments are proceeding quickly. This requires organizations to be flexible and act proactively, as future profit streams of existing operations are more uncertain (Rauch et al., 2009). To deal with these environments in a proactively way, employee intrapreneurial behaviour is needed (Kuratko, 2010). Employees that engage in intrapreneurial behaviour identify, evaluate and exploit opportunities for the organization by being innovative, proactive and taking risks with the goal of developing and improving products or processes and improving the organization's performance (Breet, 2022; Covin & Wales, 2012; Neessen et al., 2019; Rigtering, & Weitzel, 2013). Organizations with employees that engage in entrepreneurial activities perform better than organizations that do not, as intrapreneurial behaviour of employees enables organizations to renew itself from within and thereby improve its competitiveness (Antoncic, & Hirschi, 2001; Kearney et al., 2013). Therefore, it is important for organizations to stimulate intrapreneurial behaviour of employees.

Research shows that leaders play a key role in developing working conditions and motivating employees to engage in intrapreneurial behaviour (Farrukh et al., 2022; Ramati-Navon et al., 2022). Also the leadership style a manager uses is an important factor that impacts intrapreneurial behaviour (Gerards et al., 2021). One leadership style that is getting more attention, partly due to the emerging theme of diversity and inclusion, is the inclusive leadership style (Kuknor, & Bhattacharya, 2022; Thompson, & Matkin, 2020). An inclusive leadership, which is characterised by leaders who are available, accessible and open to all employees, can contribute to diversity and inclusion, as it can attract people from different backgrounds and create an inclusive environment (Carmeli et al., 2010; Ramati-Navon et al., 2022). This style should result in an environment where everyone feels valued and belonged, feels comfortable and safe to express their concerns, but also feels safe to come up with (unorthodox) ideas (Carmeli et al., 2010; Nembhard, & Edmondson 2006). It is yet known that an inclusive leadership style facilitates intrapreneurial behaviour (Ramati-Navon et al., 2022). In addition, inclusive leadership can exploit the power of diversity and unlock the intrapreneurial potential of all its employees, especially the employees that find themselves in the peripheral space, the area where the most promising ideas arise (Shore et al., 2011). This because these employees are challenged and supported to participate and engage in creative and innovative behaviours (Carmeli et al., 2010; Mansoor et al., 2021).

However, while it is known that an inclusive leadership style can stimulate intrapreneurial behaviour, it is yet unknown whether this also applies in the homework context. Working from home (WFH) creates a different dynamic between leaders and employees, as the number of physical contact moments decreases and leaders cannot constantly monitor and control their employees (Dyer, & Shepherd, 2021). In a homeworking situation, employees have fewer contact moments with both leaders and colleagues, the focus is more on results and outputs, and employees are more reliant on

themselves (Stoker et al., 2021). Home workers also lack social informal interactions that employees in the office do have (Morganson et al., 2010). Thus, there are major differences between working from home and working in the office. It is relevant to examine the homeworking context, given the increase in homeworking in recent years (Kock, 2022). During the COVID'19 pandemic, both employees and employers experienced the benefits of WFH (Awada et al., 2021; Singh, & Singh, 2020). For example, WFH reduces the need for employees to travel and allows companies to save on real estate costs (Madsen, 2003). As a result, remote work is still preferred by many employers and employees (EenVandaag, 2021; Kong et al., 2022). In the Netherlands, the Dutch political parties D66 and Groenlinks even want to include the right to work from home in the law (Borst, 2021). WFH is thus increasingly common and a current topic, but it is unknown what impact the context has on the relationship between inclusive leadership and intrapreneurial behaviour.

To address this concern, the influence of inclusive leadership on intrapreneurial behaviour and the extent to which the different homeworking environment influences this relationship is examined. The homework context is included and discussed using Social Exchange Theory (Blau, 1964) and prior research. Therefore, the following research question is formulated:

How does working from home affect the relationship between inclusive leadership as perceived by employees and intrapreneurial behaviour of employees?

To answer this question, literature reviews are conducted and three hypotheses are drawn up. Subsequently, data is collected through a self-administered online questionnaire. This study, among 53 employees working for a software solution provider, does not confirm the results that were expected based on theory. Finally, these results and the theoretical and practical implications are discussed.

By examining the relationship between inclusive leadership and intrapreneurial behaviour in the context of WFH, this study makes two main contributions. First, this study contributes to the literature of the corporate entrepreneurship field, specifically the literature on leadership in relation to stimulating intrapreneurial behaviour. This study advances the literature because it doesn't confirm the earlier demonstrated effect of inclusive leadership on intrapreneurial behaviour. Thereby, this study contributes to the theory because it includes the substantially different home-working context, which is becoming increasingly common, partly as a result of the COVID'19 pandemic. Second, this study makes a valuable contribution by revealing particular practices that managers can execute to enhance the intrapreneurial drive within organizations. Thereby, important implications emerge from this study for both scholars and managers on how to exploit the opportunities and deal with the challenges of WFH.

Literature Review and Hypotheses

Intrapreneurial Behaviour

Employees who show intrapreneurial behaviour 'recognize and exploit opportunities by being innovative, proactive and by taking risks, in order for the organization to create new products, processes and services, initiate self-renewal or venture new businesses to enhance the competitiveness and performance of the organization' (Neessen et al., 2019, p. 551). Intrapreneurial employees behave like the innovators and entrepreneurs within an organization and the behaviours and performances of individual employees are a significant determinant of organizational performance (June et al., 2013; Mahmoud et al., 2022; Pandey et al., 2021). It is therefore relevant to examine the behaviours of individual employees. Intrapreneurial behaviour of employees is important for both individual and organizational performance, as employees showing more intrapreneurial behaviour outperform employees showing less intrapreneurial behaviour (Fellnhofer et al., 2016; Mahmoud et al., 2022). This because organizations must continue to differentiate themselves in competitive markets and intrapreneurial behaviour is a significant driver of differentiation, growth and success (Mahmoud et al., 2022). The characteristics of intrapreneurial behaviour are also found to be significantly related to organizational survivability, growth and profitability, as innovative, proactive and risk-taking behaviour are expected to positively influence the satisfaction of customer needs and the quality of the products or services (Gabriel, & Arbolo, 2015). These behaviours are also expected to increase the flexibility to respond to different developments and scenarios, which is needed in fast-changing and turbulent environments (Kearney et al., 2013).

The field of research where the question of how companies can become and remain entrepreneurial is discussed is the field of corporate entrepreneurship. The central theme of the corporate entrepreneurship field is about how companies can simultaneously exploit competitive advantage while exploring new business opportunities, which are both important for organizational performance (Junni et al., 2013). Both corporate entrepreneurship and intrapreneurial behaviour reflect entrepreneurial behaviour within the boundaries of an organization. Corporate entrepreneurship is seen as a top-down process and indicates entrepreneurial behaviour at the organizational level, such strategic renewal, business venturing and product innovation (Escriba-Carda et al., 2020; Wennekers, & De Jong, 2008). However, this thesis will look at entrepreneurial behaviour at the individual level, which is called intrapreneurial behaviour (Farrukh et al., 2017; Wennekers, & De Jong, 2008).

Intrapreneurial behaviour is thus a bottom-up process at the individual level, whereby the focus is on the individual level antecedents of entrepreneurial behaviour (Breet, 2020; Farrukh et al., 2017; Wennekers, & De Jong, 2008). The behaviours and processes of individual employees are key factors in the corporate entrepreneurship process of organizations (Escriba-Carda et al., 2020). Because of the bureaucracy within companies and the high-skilled level of employees, it is not enough to leave entrepreneurial behaviour solely to (top) management (Wakkee et al., 2008). Entrepreneurial behaviour is thus needed in broader layers of organizations. When comparing employees to managers

and directors, employees have a better understanding of problems that arise and are better positioned to identify high-impact solutions (Chouchane et al., 2023; Sathe, 2003).

Intrapreneurial behaviour is about identification, evaluation, and exploitation of opportunities that are characterized by innovativeness, risk-taking and proactiveness (Breet, 2022; Covin & Wales, 2012; Rigtering, & Weitzel, 2013). These are the three main dimensions of intrapreneurial behaviour (Said et al., 2013; Stull, & Singh, 2005). Proactiveness refers to "the ability to anticipate future needs and challenges" (Pandey et al., 2021, p. 1527). Employee innovativeness refers to the generation, experimentation and implementation of new ideas (Farrukh et al., 2017). Employee risk-taking behaviour refers to the propensity of employees to take risks for the broader benefits of the organization (Farrukh et al., 2017). Employees who are participating in risk-taking behaviour are committing to activities or projects with uncertain outcomes (Breet, 2022; Lumpkin, & Dess, 1996) and intrapreneurial employees are seen as employees "with the ability to turn ideas into business success or to develop innovations" (Badoiu et al., 2020, p. 1677).

Inclusive leadership

Leaders play an important role and have a major impact on the performance of organizations (Danişman et al., 2015). It is important for leaders to use an effective leadership styles and to possess the ability to stimulate innovation and creativity, as these factors drive the performance of the organization (Al Khajeh, 2018; Hurduzeu, 2015). A leadership style that is getting more attention due to changing attitudes in society and an increase in cross-cultural teams is the inclusive leadership style (Farah, 2022; Kuknor, & Bhattacharya, 2022; Thompson, & Matkin, 2020). A more diverse and inclusive workforce, based on gender, age, culture, ethnicity, religion and sexuality contributes to better organizational performance (Bourke, & Espedido, 2019). This is because people with different backgrounds and experiences can come up with more creative ideas, better problem-solving and they are expected to better understand diverse customer groups (Yadav, & Lenka, 2020). However, just having a diverse and inclusive workforce is not enough to leverage all its positive effects. Optimising performance requires inclusive leaders, leaders who assure "that all team members feel they are treated respectfully and fairly, are valued and sense that they belong, and are confident and inspired" (Bourke, & Espedido, 2019, p. 2).

An inclusive leadership style is a leadership style that should make employees, regardless of their differences, feel appreciated, respected and comfortable within the team and the organization (Kuknor, & Bhattacharya, 2022). Carmeli et al. (2010) emphasise that inclusive leaders are available, accessible and open to all employees. Wang et al. (2020) describe an inclusive leadership style as a style in which leaders try to support employees, pay attention to employees and be available to employees, so they are encouraged and supported to actively participate in the organization. This should result in employees feeling free to be themselves and contribute in their own unique way, while feeling truly part of the organization. According to Randel et al. (2018), an inclusive leadership style is

therefore characterised by two main features. The first characteristic is that the leader makes employees really feel a valuable part of the team, which is called the belongingness component (Randel et al., 2018). Three aspects of facilitating belongingness are ensuring justice and equity, sharing decision-making and supporting individuals as group members (Randel et al., 2018). An inclusive leader enables employees to bring their own unique skills, qualities and contributions to the team, which corresponds to the uniqueness component (Randel et al., 2018). Two aspects of facilitating uniqueness are encouraging unique contributions and enabling group members to contribute fully (Randel et al., 2018).

Inclusive leadership and intrapreneurial behaviour

The literature shows several reasons for a positive effect of inclusive leadership on intrapreneurial behaviour. First, an inclusive leadership style creates a sense of belongingness and an environment where employees' unique contributions are stimulated and where employees feel comfortable in speaking out (Mansoor et al., 2021). Inclusive leaders invite their employees to participate and engage and as a result, employees may respond to the 'invitation' and use that freedom to express their creative and innovative ideas and to make their own unique contributions (Ramati-Navon et al., 2022). Second, an inclusive leadership style can create positive feelings and emotions among employees, because it makes employees feel valued and respected for who they are (Hollander, 2012; Javed et al., 2019). This makes it more likely employees will come up with novel and creative ideas and engage in innovative activities (Carmeli et al., 2010; Choi et al., 2015). Third, inclusive leaders will have more positive expectations and tolerance for their employees (Fang et al., 2019). According to Mansoor et al. (2021), when employees come up with ideas, inclusive leaders even take responsibility when the ideas do not achieve the desired results. When employees have little or no need to worry about the consequences of their ideas and feel there is more room to make mistakes (Fang et al., 2019), employees are more likely to participate in risky behaviours like intrapreneurial behaviour. In these ways, an inclusive leadership style stimulates intrapreneurial behaviour.

Based on Social Exchange Theory (Blau, 1964), inclusive leadership is also expected to stimulate intrapreneurial behaviour. This theory emphasises the importance of balance and reciprocity within relationships (Blau, 1964; Gouldner, 1960). When a leader adopts an inclusive leadership style, the leader is paying attention to the needs of the employees, the leader supports the employees and the leader invites the employees to make their own unique contributions and propose their own unique ideas (Carmeli et al., 2010; Choi et al., 2015; Nembhard, & Edmondson, 2006). When an employee feels valued and respected by the leader and feels the (emotional) support, the employee is more likely to show positive behaviours and attitudes that benefit the organization, such as intrapreneurial behaviour (Mustafa et al., 2013; Tang et al., 2017). This is because based on Social Exchange Theory, it is expected that the employee wants to repay the leader and rebalance the relationship (Gouldner, 1960). A way to bring reciprocity back into the relationship is to undertake activities that go beyond

the formal job requirements, also known as extra-role behaviour (Detert, & Edmondson, 2011). Intrapreneurial behaviour, one form of extra-role behaviour, is behaviour where employees go the extra mile for the organization and it is desirable for organizations and leaders, as intrapreneurial behaviour is positively related with organizational growth and profitability (Farrukh et al., 2022; Kearney et al., 2013). As a result, inclusive leadership is expected to positively influence intrapreneurial behaviour.

In conclusion, because inclusive leaders 'invite' employees to participate, generate positive feelings and emotions in employees, are more tolerant towards employees and make employees want to go the extra-mile to rebalance the relationship, it is expected that inclusive leadership stimulates intrapreneurial behaviour. Therefore, the following hypothesis is formulated:

Hypothesis 1 (H1): The more an employee perceives inclusive leadership, the more he or she will engage in intrapreneurial behaviour.

Working from Home

Due to the COVID'19 pandemic, many organizations introduced the concept of remote work or WFH (Awada et al., 2021). Nakrosiene et al. (2019) used the term telework for employees who performed work outside the traditional office. They defined it "as work that is performed from different locations (such as home) that enables workers to access to their labour activities by the use of information and communication technologies" (Nakrosiene et al., 2019, p. 87). This thesis will look at the extent to which employees carry out work at home instead of in the traditional office.

The homeworking context differs from the traditional office setting in several ways. When employees work from home, they spend less time networking and have fewer meetings with their leaders (Gibbs et al., 2021), allowing them to be more productive (Nakrosiene et al., 2019). WFH also creates more focus on outputs and results and what employees ultimately achieve rather than how employees are actually working (Dyer, & Shepherd, 2021). This because leaders in a WFH situation cannot constantly monitor their employees. WFH thus also affects the contacts, relationships and the time that employees spend with their leaders and colleagues.

Working from Home and Intrapreneurial Behaviour

The literature shows several reasons why the homework context could be influential. First, home workers have fewer social and informal interactions with their colleagues than office-based employees (Morganson et al., 2010; Nakrosiene et al., 2019). This because homeworkers normally see colleagues only during online meetings, whereas office workers, who are physically in the same location, see and speak more colleagues, take breaks together, work side by side and approach each other more easily. Since home workers normally only speak to some colleagues during digital meetings, they miss out on informal and spontaneous interactions, which office workers do have more

(Fay, 2011). These informal and spontaneous contact moments are important moments for relationship building and establishing trust between colleagues (Golden , 2006). Therefore, WFH can negatively affect the quality of relationships among colleagues. Second, those informal and spontaneous interactions with different colleagues are important for idea generation, since having multiple weak ties facilitate creativity (Perry-Smith, & Mannucci, 2017). Weak ties are connections between colleagues who are not close to each other and do not speak to each other frequently, but these weak ties can be important for accessing new information, new opportunities and to get other insights and opinions (Perry-Smith, & Shalley, 2003). WFH limits the opportunities to connect with such colleagues with which one doesn't normally interact often and is thus expected to negatively affect the generation of new ideas.

According to Pathak et al. (2015), WFH also has a negative effect on innovation within companies. They state that companies like Yahoo and Google, that rely heavily on innovation, restrict WFH as much as possible because it limits innovation within the company. Arguments mentioned are when people are both in the office they can communicate better, understand each other better and seeing each other face to face positively influences collaborations and relationships. In addition, Brucks and Levav (2022) examined the impact of WFH due to the corona pandemic. In their study, they looked at the influence of virtual communication instead of in-person interactions. The lack of face-to-face interaction can make it more difficult to communicate and collaborate. They showed that virtual communication hinders idea generation, as communication through a screen leads to a more limited cognitive focus and cognitive flexibility is needed for idea generation, which is an important aspect of intrapreneurial behaviour (Farrukh et al., 2017; Perry-Smith, & Mannucci, 2017).

Although WFH also provides employees with a certain autonomy that is needed to engage in intrapreneurial behaviour (Gerards et al., 2021), there are more aspects of WFH, namely for example the lack of social and informal interactions and virtual communication, that are expected to negatively affect intrapreneurial behaviour. Therefore, the following hypothesis is formulated:

Hypothesis 2 (H2): The more an employee works from home, the less he or she will engage in intrapreneurial behaviour.

Inclusive leadership and intrapreneurial behaviour in the context of Working from Home

WFH affect the relationships and the nature and number of contact moments between leaders and employees (Gibbs et al., 2021). Also, Stoker et al. (2021) found during the corona pandemic, when people were forced to work from home, managers executed less control and delegated more. This indicates employees got more freedom and responsibilities and had less contacts with their leader. Dyer and Shepherd (2021) argued that managers cannot constantly monitor their employees when they are working from home. Therefore, leaders are actually forced to shift the focus to outputs and results rather than how work is done (Cascio, 2000). Although it can be suggested that a focus on

results leads employees to gain certain autonomy and freedom needed for intrapreneurial behaviour (Gerards, 2021), this focus on results is expected to reduce intrapreneurial behaviour. So employees who perceive inclusive leadership and are working from home will engage less in extra-role behaviour like intrapreneurial behaviour than employees who are working at the office. This because employees who engage in intrapreneurial behaviour commit to activities with uncertain outcomes and since the focus in the homework-setting is on outcomes and results, intrapreneurial behaviour is likely to be less noticed and rewarded. As a result, intrapreneurial behaviour is not an effective way for an employee to rebalance the relationship with the leader, as emphasized within the Social Exchange Theory (Blau, 1964).

Second, when the leader and employee have more interactions and are physically and social closer, it can positively affect creativity and collaboration (Griffith et al., 2018). This because a higher interaction frequency provides more opportunities to facilitate, support and influence the employees. Therefore, in a situation with more distance, like a work from home situation, there will be less possibilities to stimulate employees. As a result, there will be less creative outcomes and initiatives than in a situation with less distance, like the traditional office situation. Creativity is needed to come up with ideas, to improve and innovate products and processes and is therefore related to intrapreneurial behaviour (Camelo-Ordaz et al., 2012). Third, more distance between leader and employee is also expected to reduce the effect of leadership styles in general, as the effectiveness is dependent on the perceived social distance and physical closeness between them (Antonakis & Atwater, 2002; Napier, & Ferris, 1993). In a home working setting, there is more distance between leader and employee, so the effect of the inclusive leadership style will be weaker than in the office setting. The effect of inclusive leadership on intrapreneurial behaviour is thus expected to be stronger when people go to the office than when people work from home.

In conclusion, because engaging in intrapreneurial behaviour in a WFH setting is not an effective way to rebalance the relationship, there are less opportunities in a WFH setting for the leader to support, influence and stimulate the employee, and more physical distance decreases the effectiveness of the leadership style in general, the following hypothesis is formulated:

Hypothesis 3 (H3): Working from home will negatively affect the relationship between perceived inclusive leadership and intrapreneurial behaviour of the employee, so this relationship will be stronger among employees who are working in the office than among employees who are working from home.

Figure 1

Conceptual model

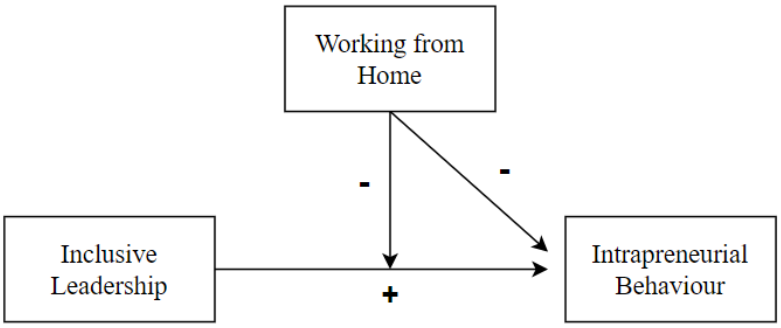

Table 1

Combined effects of Perceived Inclusive Leadership (IL) and Working from Home (WFH) on Intrapreneurial Behaviour (IB)

	Low Perceived IL	**High Perceived IL**
High % Working from Home	The employee experiences little IL and IB is therefore not stimulated. In addition, the high degree of WFH limits IB of the employee, due to the aforementioned disadvantages of WFH.	Experiencing IL encourages IB of the employee. However, the aforementioned disadvantages of WFH, the focus on output and results and the distance between leader and employee reduces this effect.
Low % Working from Home	The employee experiences little IL and IB is therefore not stimulated. However, the low level of WFH does not limit engaging in IB.	Experiencing IL encourages IB. IB is not restricted by the aforementioned WFH aspects and the employee and the leader will be closer to each other, making the effect strongest.

Methodology

Research setting

This research took place using data collected within two divisions of a software solution provider. The data was collected within only one company, ensuring differences between companies could not influence the results. About 260 people working at the divisions of the company were asked to fill in a questionnaire. The company was suitable to collect data from because companies that rely on technological innovations and developments are continuously trying to improve and find new products and services, in order to stay competitive (Pathak et al., 2015). In addition, there was freedom and variation within the company regarding WFH. Employees could decide by themselves how much and when they wanted to work from home. Therefore, it was an appropriate company to collect the data from.

Data collection

A cross-sectional study was performed because it was a time- and cost-effective way to collect the data (Straits, & Singleton, 2017). Data was collected via an online self-administered questionnaire. The company's HR manager distributed the link to the digital questionnaire to the 260 employees and sent a reminder after one week. A reminder was sent because more respondents increases the accuracy of the results and improves the generalizability, as with more respondents, more reliable statements can be made about the population (Hair et al., 2018). Finally, 72 employees filled in the questionnaire, bringing the response rate to 27.7%. However, a number of respondents stopped filling in the questionnaire before the end. Ultimately, 53 employees finished the questionnaire. Although this is a limited number of respondents and a higher response rate was preferred, it does satisfy the minimal ratio, making the sample size large enough for conducting a multiple regression analysis (Hair et al., 2018).

Measurements

This section describes how the concepts of this study were measured. Intrapreneurial behaviour, inclusive leadership, WFH and the included control variables are discussed.

Intrapreneurial behaviour

Intrapreneurial behaviour was measured using the scale by Stull and Singh (2005). In total, the scale consisted of 15 items that had to be answered using a 5-point Likert scale (Appendix B). Here, the '1' represented 'strongly disagree' and the '5' represented 'strongly agree'. The scale consisted of three aspects, namely proactiveness, risk-taking and innovativeness. Together, these three dimensions represent intrapreneurial behaviour. Each dimension was measured using five statements. A statement that measured innovativeness was for example: 'I generate useful new ideas'. Ultimately, the Cronbach's Alpha of the intrapreneurial behaviour scale was .896, which means internal consistency was excellent (Appendix E Table 3).

Inclusive leadership

Inclusive leadership was measured using the Inclusive Leadership Scale (ILS) of Carmeli et al. (2010). This scale consisted of 9 items that had to be answered using a 5-point Likert scale, where '1' represents 'strongly disagree' and '5' represents 'strongly agree' (Appendix B). The three dimensions explicitly highlighted in the ILS were openness, availability and accessibility. An example item was: 'The manager is ready to listen to my requests'. The Cronbach's Alpha of the inclusive leadership scale was .910, which means internal consistency was excellent (Appendix E Table 1).

Working from home

As mentioned in the theory section, the extent to which employees work from home rather than in the office was examined. Participants were asked to report the percentage they on average work from home compared to the total number of hours they work per week, which could range from 0 to 100.

Control variables

To ensure the results are not influenced by other factors, a number of control variables were added to the model. These control variables were included to reduce the effect of confounding variables on intrapreneurial behaviour. As a result, more accurate conclusions about the relationships between the concepts central to this study can be drawn (Hair et al., 2018). The control variables used are gender, age, employee tenure and education level (Appendix A). Gender was included because some studies show women engage less in intrapreneurial behaviour than men (Arenius, & Minniti, 2005; Banchflower, 2004). Age was also included since research shows age is negatively related to intrapreneurial and entrepreneurial behaviour (Ben Hador, & Klein, 2020; Lévesque, & Minniti, 2006). Education level also appears to be a factor influencing intrapreneurial behaviour and therefore education level was also controlled for (Urbano, & Turró, 2013). Finally, employee tenure was considered, since employees with more experience within a company, probably have more specific knowledge, skills and connections that are needed for intrapreneurial behaviour (De Jong et al. 2011).

Analytical approach

To test the hypotheses central to this study, multiple regression analysis was performed. Multiple regression analysis was an appropriate way to test the hypotheses in this study, as all variables central to the conceptual model are metrically scaled and there is only one dependent variable. In multiple regression analysis with a moderator variable, both the independent variables as well as the moderator variables are statistically considered as independent variables (Hair et al., 2018). In this analysis, intrapreneurial behaviour was the dependent variable, inclusive leadership was the independent variable and the moderator WFH was also considered as independent variable within the multiple regression analysis. To measure the moderating effect, an interaction term had to be established first. This was done by mean-centring inclusive leadership and percentage WFH and then multiplying both. Before the multiple regression analysis was conducted, the data was first examined

to ensure it met the assumptions of a regression analysis. When all the assumptions were met, the multiple regression analysis could be performed. In total, the regression analysis was performed with three models. Model 1 included only the control variables, namely age, gender, education, employee tenure and company division. Model 2 added inclusive leadership and percentage WFH and Model 3 also added the interaction term of inclusive leadership and percentage WFH. In this way, it was possible to examine which model best predicts intrapreneurial behaviour. The analysis was conducted using IBM's SPSS Statistics Version 28.

During the regression analysis, a number of statistics were examined. First, the adjusted R^2 was considered carefully. This value indicates how much variance in intrapreneurial behaviour is explained by the variables in the model, taking into account the number of explanatory variables in the model (Hair et al., 2018). A high adjusted R^2 is desirable because it indicates that the independent variables in the model can predict intrapreneurial behaviour well. In addition, the F-change values and corresponding p-values were considered. These indicate whether changes in the adjusted R^2 were statistically significant. When the F-change value is significant, it indicates that adding variables does significantly improve the predictive power of the model. The ANOVA F-test was also examined to determine whether the models were significant. When a model is significant, it indicates that the model does contribute significantly to the explanation of the dependent variable. Finally, the coefficients and corresponding p-values were examined to determine which variables influence intrapreneurial behaviour. Here, the coefficient indicates the value by which intrapreneurial behaviour changes, if the independent variable increases by 1 value, after controlling for the other variables included in the model. The p-value indicates the probability of finding this effect, when there is actually no effect in the population. Coefficients with a p-value of .05 or lower are considered as statistically significant effects, as the probability that the found effect exists in the population is large.

Research ethics

To conduct this quantitative research in the most confidential and responsible way, some measures have been taken (Dooly et al., 2017). It was explained to the respondents what the purpose of the study was and how long it would approximately take to complete the questionnaire. It was emphasised that filling in the questionnaire would be completely voluntary and respondents could withdraw from the questionnaire at any time. Respondents' anonymity was ensured as respondents participated online and anonymously and it was promised the data would be processed confidentially. The data will be archived according to the guidelines of Radboud University's research data management policy for a period of 10 years. This made respondents hopefully feel confident enough to fill in the questionnaire honestly and seriously.

Results

Data preparation and univariate analysis

This section discusses the steps undertaken to prepare the data for regression analysis. This includes recoding items, performing missing data, factor, reliability and univariate analyses.

Recoding variables and dummy variables

First, it was examined whether any items were counter-indicative. Two items were contraindicated, which were two items of the intrapreneurial behaviour scale that focused on risk-taking behaviour. These were recoded so all items were set up in the same direction. The measurement level of the variables was then considered, as in a regression analysis the variables should be metrically scaled (Hair et al., 2018). The independent, dependent and moderating variable in this study were metrically scaled. However, there are some control variables, namely gender, education level and company division that were nominally scaled. Therefore, dummy variables were created, with the category that occurred most frequently becoming the reference category. As a result, 'male', 'higher vocational education (HBO)' and 'Division A' became the reference categories.

Missing data analysis

As there are some missing values in the data, a missing data analysis was performed. To determine the randomness of the missing data, a Little's MCAR test was performed (Appendix C Table 1). The result of this test was as follows: $X^2(114) = 113.124$, $p = ,506$). This result is non-significant, indicating the data is missing completely at random. In addition, there are only 6 missing values in the entire dataset, keeping the percentage of missing values well below the threshold of 10% (Hair et al., 2018). Because the number of respondents who completed the questionnaire was limited, the decision was made to include the respondents with missing values in the analysis. In this way, these cases could be used in the analyses in which they had non-missing values. This method is also known as pairwise deletion and with this approach minimal data is lost.

Factor analysis

To explore the collected data, factor analyses were performed. Although there are expectations based on theory, it was chosen to conduct an exploratory factor analysis first and subsequently a confirmatory factor analysis, with the purpose of checking whether the results correspond. The data was suitable for factor analysis, as the Bartlett's Test was significant and the KMO was above the acceptable value (Appendix D Table 1). First, an exploratory factor analysis was conducted to find the underlying structure of higher-order dimensions. From this analysis, 6 factors emerged (Appendix D Table 2). There are two factors that together explained about 50% of the variance and had eigenvalues of 6.302 and 5.175, respectively. The other eigenvalues were much lower, indicating there are two main factors in data (Appendix D Figure 1). This is in line with the expectations based on theory. The items in the questionnaire were either about inclusive leadership or intrapreneurial behaviour. In addition, the items of intrapreneurial behaviour were divided into risk-taking, proactiveness and

innovativeness, and the items of inclusive leadership were divided into openness, accountability and accessibility, which explains there are 6 factors from the exploratory factor analysis. A confirmatory factor analysis was then conducted, where it was determined a priori that two factors should be extracted, as the two factors both explained a high amount of variance and there are two concepts central to this study. An Oblique rotation was performed, as based on literature, it was expected that both constructs are related to each other. Based on the pattern matrix, two items of the intrapreneurial behaviour scale were removed one by one because they had insignificant factor loadings (Appendix D Table 3). A detailed explanation of the steps taken is presented in Appendix D.

Reliability analysis

Reliability analyses were conducted to assess the internal consistency of both scales. The internal consistency of both the inclusive leadership scale as the intrapreneurial behaviour scale were excellent (Hair et al., 2018). As the internal consistency of both scales were already excellent and removing items did not result in an significant increase in Cronbach's Alpha, it was decided to keep all items (Appendix E Table 2 & 4).

Univariate analysis

A univariate analysis was conducted to identify the variable scores and assess the normality of the variables. What is noticeable were the high scores on inclusive leadership, with a mean score of 4.60 (Appendix C Table 2). In addition, the average score on intrapreneurial behaviour was 3.53 and respondents worked from home on average 69% of the time. The Kurtosis and Skewness of the items were examined to determine the normality of the items. Following Hair et al. (2010), the Skewness should be between -2 and 2 and the Kurtosis between -3 and 3. The Skewness and Kurtosis of all the variables that were included in the regression analysis were within the acceptable range (Appendix C Table 2). Therefore, it was decided to proceed with the analysis.

Assumptions of Multiple Regression Analysis

This section discusses the assumptions that need to be met in order to perform a multiple regression analysis.

Multicollinearity

To perform a multiple regression analysis, it is important the independent variables are little or no correlated with each other (Hair et al., 2018). Thereby, it is desirable that the independent variables are correlated with the dependent variable. To assess the multicollinearity of the independent variables, the Tolerance values and the Variance Inflation Factors (VIF) were examined. It is desirable that the VIF values are above 1 and below 10 and the Tolerance values are above 0.10 and as close as possible to 1 (Hair et al., 2018). The Tolerance Values and VIF of both inclusive leadership and percentage WFH were the same, respectively 0.968 and 1.033. This satisfies the multicollinearity assumption.

Normality of the error term distribution

An assumption of multiple regression analysis is that the error terms should be normally distributed (Hair et al., 2018). A normal probability plot can be used to assess whether this assumption is met. All points are located on or near the diagonal line (Appendix F Figure 2). The histogram of the dependent variable and the standardised residuals can also be examined. The histogram follows the pattern of the normal distribution (Appendix F Figure 1). Based on these two assessments, it was concluded that the assumption is met.

Independence of the error term

Another assumption is that the error terms must be independent. This can be assessed using the Durbin-Watson test. The Durbin-Watson value can range from 0 to 4, where 2 indicates that the residuals are uncorrelated, a score higher than 2 indicates negative correlation and a score lower than 2 indicates positive correlation (Hair et al., 2018). The Durbin-Watson value was 1.836, which is close to 2 (Appendix F Table 1). Therefore, the Durbin-Watson test showed this assumption is met.

Homoscedasticity and linearity

To assess whether the final assumptions of homoscedasticity and linearity were met, the residual plot was examined. Although there are some outliers, no pattern can be detected and most of the points are around the zero line (Appendix F Figure 3). When a typical pattern of residuals is found, it indicates the relationship is nonlinear (Hair et al., 2018). In this case, there was no common pattern, so the assumption of linearity is met. This assumption is important because the relationship between the concepts considered must be linear and not, for example, quadratic. The scatterplot also showed the variance is equally distributed, which indicates there is constant variance of the error term (Appendix F Figure 3). In addition, the Levene's Test confirmed there is equal variances across groups ($F = 1.085$, $p = .412$). Therefore, it was concluded that the assumption of constant variance of the error term (homoscedasticity), is met.

Regression Analysis

To measure the influences of inclusive leadership and WFH on intrapreneurial behaviour, a regression analysis was performed. Before the regression analysis was performed, a bivariate analysis was performed examining possible correlations between variables. Table 2 shows the means, standard deviations and the correlations between the variables. What is noticeable is that intrapreneurial behaviour isn't statistically significantly correlated with inclusive leadership and WFH, since in a regression analysis, it is desirable that the independent variables are correlated with the dependent variable. Thus, it cannot be determined that intrapreneurial behaviour correlates with inclusive leadership and WFH within the population. The only statistically significant correlation is between company division and age ($r = -.387$, $p < 0.01$), indicating that employees at Division B are on average older than at division A. Furthermore, the only correlation that is noticeable is of age and

intrapreneurial behaviour (r = -.254, p = .072). However, this correlation is marginally not statistically significant. Therefore, it cannot be assumed that the correlation actually exists within the population.

Table 2

Descriptive Statistics and Correlations

	Mean	S.D.	Min	Max	1	2	3	4	5	6	7	8
Dependent variable												
1. IB	3.5234	0.6249	1.69	4.85	--							
Independent variables												
2. Perceived IL	4.6038	0.4686	3.00	5.00	.089	--						
3. % WFH	68.90	20.918	0	100	.038	.183	--					
Control variables												
4. Age	41.94	9.985	22	64	-.254	-.072	-.024	--				
5. Gender	1.23	0.423	1	2	-.086	.214	.049	.193	--			
6. Education	3.47	1.280	1	6	-.125	.100	-.058	-.059	.127	--		
7. Tenure	7.17	6.058	0	21	-.068	-.184	-.223	.120	-.156	.016	--	
8. Division A or B	1.77	0.425	1	2	-.076	.027	.000	-.387*	-.025	-.222	.171	--

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

Table 3 shows the R^2, adjusted R^2 and coefficients (*B*) with the corresponding standard errors. In Model 1, with only the control variables, only 2.8% of the variance in intrapreneurial behaviour is explained by the control variables. Adding inclusive leadership and percentage WFH in Model 2 and adding the interaction term in Model 3 even decreases the explanatory power in the dependent variable to 0%. The 2.8% explanatory value of Model 1 is very low and Model 2 and Model 3 do not have explanatory power, which is an indication the models do not perform well in predicting intrapreneurial behaviour. In addition, the F-change values of the models are non-significant, implying that adding variables does not increase the explanatory power of the models (Appendix G Table 2).

Table 1 (Appendix G) shows how the variance in the dependent variable is explained. Regression represents explained variance and residual represents unexplained variance. What first emerges is that none of the models is statistically significant, implying the models do not contribute significantly to the explanation of the dependent variable (Hair et al. 2018). Based on this results and the low adjusted R^2, it can be concluded the respondents within this study could not predict intrapreneurial behaviour well. However, despite the low predictive power, it was decided to continue the analysis with this data. Looking at the explained and unexplained variance, shown in Table 1 (Appendix G), the explained variance increases each model, although by small margins. The

unexplained variance part decreases each model by small margins. This indicates that adding variables in the model, causes more explained variance in the dependent variable.

Table 3 shows the coefficients and corresponding standard errors. In this group of respondents, there is a positive effect of inclusive leadership on intrapreneurial behaviour (B = .120, p = .628). If perceived inclusive leadership increases by 1, intrapreneurial behaviour increases by .120, after controlling for the other variables included in the model. However, the probability that this effect doesn't exist in the population is 62.8%. Therefore, the effect isn't statistically significant and as a result, Hypothesis 1 is not supported. The percentage of WFH was found to have no effect on intrapreneurial behaviour (B = .001, p = .818). A 20% increase in WFH, which is one day (8 hours) in a 40-hour working week, causes only a .020 increase in intrapreneurial behaviour. Thereby, the effect isn't negative and statistically significant, as the probability that the effect doesn't exist within the population is 81.8%. Therefore, Hypothesis 2 is not supported. In addition, Hypothesis 3, which focused on the effect of WFH on the relationship between inclusive leadership and intrapreneurial behaviour, was also rejected (B = .001, p = 881). This shows the home-working context does not influence the relationship between inclusive leadership and intrapreneurial behaviour. The only statistically significant effect in the model is of age (B = -.027, p = .026), indicating employees show .027 less intrapreneurial behaviour as they get a year older.

Table 3

Regression Analysis

Variables	Model 1	Model 2	Model 3
Constant	4.572**	3.867**	3.883**
	(.476)	(1.308)	(1.329)
Control variables			
Age	-0.28*	-.027*	-.027*
	(.011)	(.011)	(.012)
Female	-.075	-.086	-.086
	(.239)	(.246)	(.249)
High school	.619	.602	.606
	(.389)	(.411)	(.417)
MBO	-.141	-.079	-.078
	(.404)	(.432)	(.438)
WOBachelor	-.239	-.257	-.259
	(.324)	(.334)	(.388)
WOMaster	1.88	.177	.170
	(.234)	(.240)	(.248)
OtherEducation (PHD)	-.345	-.303	-.304
	(.397)	(.421)	(.427)
EmployeeTenure	.003	.006	.005
	(.016)	(.017)	(.018)
Division B	.369	.388	.394
	(.253)	(.261)	(.268)
Independent variables			
Perceived inclusive		.124	.120
leadership		(.242)	(.246)
Percentage WFH		.001	.001
		(.005)	(.005)
Interaction effect			
Inclusive leadership X			.001
% WFH			(.010)
R^2	.207	.214	.214
Adjusted R^2	.028	-.014	-.040

** Significant at the 0.01 level
* Significant at the 0.05 level

Additional Regression Analyses

Due to the limited number of significant effects, additional regression analyses were performed. The main findings of this additional analyses are discussed below. A detailed report of the additional analyses is located in Appendix I and H. In the first additional analysis, intrapreneurial behaviour was divided into innovativeness, proactiveness and risk-taking. Three additional analyses were performed, each with one subdimension of intrapreneurial behaviour as dependent variable.

The analysis with innovative behaviour (Appendix H Table 3) as the dependent variable shows that employees show .030 less innovative behaviour as they get a year older (B = -.030, p = .035). It also shows employees whose highest completed education high school was, show more innovative behaviour than other employees (B = 1.033, p = .043). Thus, the lowest educated within this group of respondents showed the most innovative behaviour. In addition, there is by a minimal margin no statistically significant effect of working at division B on innovative behaviour (B = .633, p = .053).

The probability that this found effect doesn't exist in the population is 5.3%, which is just above the 5% margin. In this analysis, there are again no statistically significant effects of inclusive leadership, percentage WFH or the interaction term. Then, the regression analysis was performed with proactiveness as dependent variable. No significant and other unexpected or notable results came from the analysis. From the analysis with risk-taking behaviour as dependent variable, again no other results were found. Tough, the effect of inclusive leadership became larger and the p-value smaller (B = .496, p = .116). This means that within this sample, an increase of 1 in perceived inclusive leadership leads to an increase of .496 in risk-taking behaviour, after controlling for the other included variables. However, it cannot be assumed this effect exists in the population, because the probability that this effect doesn't exist in the population is 11.6%, which is above the 5% margin.

The analyses of the subdimensions of inclusive leadership, namely openness, availability and accessibility (Carmeli et al., 2010), on intrapreneurial behaviour alone, did not show any statistically significant or mentionable results. Therefore, the final analyses were conducted by including the dimensions of inclusive leadership as independent variables in the model and the dimensions of intrapreneurial behaviour one by one as dependent variable. Within the regression analysis, the subdimensions of inclusive leadership had no effect on innovative and proactive behaviour, but some dimensions did influence risk-taking behaviour (Appendix I Table 4). There is a statistically significant effect of the openness dimension on risk-taking behaviour (B = .628, p = .050). An increase of 1 on the openness dimension of perceived inclusive leadership, leads to an increase of .628 on risk-taking behaviour, after controlling for the other variables in the model. However, against expectations, the accessibility dimension had a negative effect on risk-taking behaviour (B = -.940, p = .040). Age also has a negative effect on risk-taking behaviour, so younger people are more likely to engage in risky behaviours (B = -.039, p = ,008). Again, no statistically significant effects of WFH and the interaction term were found.

Discussion

Theoretical implications

Due to the importance of employees' intrapreneurial behaviour within organizations and the influence inclusive leaders can exert on it, this relationship was examined in the substantially different homework context, which has become more common, partly because of the COVID'19 pandemic. To execute this research, data was collected from two divisions of a software solution provider and a multiple regression analysis was conducted. This study did not confirm the results that were expected based on prior research and theory. Inclusive leadership appeared to not stimulate intrapreneurial behaviour and the influence of WFH turned out to be absent in this study.

First, based on the study by Ramati-Navon et al. (2022) and Social Exchange Theory (Blau, 1964), a positive effect of inclusive leadership on intrapreneurial behaviour was expected. This because when employees feel supported, they are more likely to display positive behaviours like intrapreneurial behaviour in order to benefit the organization (Mustafa et al., 2013). Although a small positive effect exists within group of respondents, this study did not confirm the expected positive effect of inclusive leadership on intrapreneurial behaviour. While it can be assumed that inclusive leadership has positive outcomes, such as contributing to diversity and inclusion and organizational commitment (Kuknor, & Bhattacharya, 2022; Wang et al., 2020), it cannot be concluded it also stimulates intrapreneurial behaviour. However, this study confirmed the more open the leader was, the more risk-taking behaviour employees showed. This strengthens the theory that a leader who is very open to employee input and creativity, stimulates behaviour in employees that has a probability of not working out.

An inclusive leadership style aims to make everyone feel welcome, accepted and comfortable, regardless of their background, origin or opinion (Carmeli et al., 2010). This can result in everyone being able to express their ideas and opinions and discussing all the different perspectives. However, a possible explanation for the result is that inclusiveness avoids a good debate and results in less room to challenge someone else's opinion, because everyone should feel comfortable and accepted. This may result in superficial discussions, where no one is challenged to think hard and consider and bring together multiple perspectives. While hard discussions can make people feel less comfortable, they can stimulate employees to think critically and create new ideas (Chan., 2013). More research is needed to examine whether inclusive leadership stimulates intrapreneurial behaviour and whether this effect might depend on certain factors, like the ability of a team to speak out against each other or to take criticism.

Second, because WFH has more aspects with an expected negative influence on intrapreneurial behaviour than aspects with an expected positive influence, a negative effect of WFH on intrapreneurial behaviour was expected. The main reasons mentioned were that WFH is expected to negatively influence collaboration and relationships and that homeworkers communicate virtually and miss out on social, informal interactions with colleagues (Brucks, & Levav, 2022; Fay, 2011; Pathak

et al., 2015). However, against expectations, this study showed WFH has no effect at all on intrapreneurial behaviour. That WFH has various dimensions that affect intrapreneurial behaviour in different ways and strengths may explain why there is no overall effect of WFH on intrapreneurial behaviour. The advantages and disadvantages of WFH may cancel each other out, resulting in no overall effect. Thus, it could be that the freedom that comes with WFH weighs as much as the aforementioned disadvantages of WFH combined. Future research could include several aspects of working from home separately, such as autonomy, sense of isolation and the use of communication tools, to examine how and how strong it individually influences intrapreneurial behaviour. Thereby, research on how WFH affects a person's network, and thus someone's weak and strong ties, which are important in different phases of an idea journey, could be valuable (Perry-Smith, & Mannucci, 2017).

Third, WFH was expected to negatively affect the relationship between inclusive leadership and intrapreneurial behaviour. This because in a homework setting, it was not an effective way to rebalance the relationship and homeworkers experience more physical and social distance between them and the leader (Antonakis, & Atwarer, 2002; Blau, 1964). In addition, physical distance reduces opportunities for leaders to facilitate, assist and develop employees and in turn stimulate intrapreneurial behaviour (Griffith et al., 2018). In this study, the effect does not appear to be dependent on the degree of WFH. Although there are substantial differences between the traditional office setting and the WFH setting, for example employees' relationships with leaders and the way and the frequency they communicate, this does not appear to influence the effectiveness of an inclusive leadership style in stimulating intrapreneurial behaviour. According to the results of this study, there are no indications that the theory on inclusive leadership and intrapreneurial behaviour should be changed as a result of the increase in WFH. Future research should show whether the influence of WFH remains absent in a study with a larger sample size, in which there is also more variation in WFH. In this study, there was limited variation in homeworking, as a large number of respondents worked more than half of the time from home. Future research could include comparing a complete home-working group with a group of employees who only work in the office.

Lastly, the analysis revealed that intrapreneurial behaviour of employees is also dependent on other factors. What emerged is that age negatively affects intrapreneurial behaviour. Thus, as one gets older, one exhibits less intrapreneurial behaviour. This confirms the studies of Ben Hador and Klein (2020) and Lévesque, & Minniti (2006). Education level also seems to be a factor influencing intrapreneurial behaviour. In this study, the group of employees with the lowest completed education within the company showed the most intrapreneurial behaviour. This effect isn't statistically significant and generalizable to the population, but it is worth mentioning. Especially given the statistically significant positive effect of the lowest completed education group on innovative behaviour alone. Thus, employees whose highest completed education high school is, imply to score higher on innovative behaviour.

Practical implications

Considering the important role of intrapreneurial behaviour of employees within organizations (Mahmoud et al., 2022), this study provides some practical implications for managers.

First, although inclusive leaders, who are open, available and accessible to employees, can contribute to diversity and inclusion, invite employees to make unique contributions and bring other positive outcomes, this study brings no practical implications in terms of inclusive leadership stimulating intrapreneurial behaviour as a whole. However, leaders should be open to employee input and creativity, as it can stimulate behaviour and intentions of employees that have a chance of not working out, in other words, risk-taking behaviour.

Second, WFH was found to have no effect in this study. However, as discussed earlier, the literature shows there are substantial differences managers should be aware of and consider. WFH provides a certain freedom that can stimulate intrapreneurial behaviour (Gerards et al., 2021), but working in an office leads on the other hand to better collaborations, relationships and more opportunities to stimulate employees than when WFH (Golden, 2006; Griffith et al., 2018; Pathak et al., 2015). Based on results of earlier studies, a possible homeworking policy, in which employees work at home about half the week and in the office the other half, could result in getting the best of both worlds. Also, if WFH is the standard, team events on a regular basis can ensure that colleagues still exchange ideas and thoughts and develop trustworthy relationships with each other.

Third, based on the results of this study, employees in younger age show more intrapreneurial behaviour than employees in older age. It is not recommended to recruit only employees with a young age, as having a diverse workforce and experience within an organization is important (Bourke, & Espedido, 2019; Yadav, & Lenka, 2020). An implication that does follow from this study is that companies need to rejuvenate on a regular basis to keep the intrapreneurial drive on board of the organization. In addition, it is important that younger employees, who may have lower positions than older employees because of less experience, are aware of the freedom to come up with new ideas and know with who they can discuss or develop them. For managers, it is therefore important to let the employees know where to go with ideas or suggestions and to be open to employee input and creativity. Managers can for example schedule a recurring meeting with employees that focuses on discussing new ideas and improving work processes.

Lastly, the results of this study showed the lower educated group within the sample showed the most innovative behaviour. Although education level is an indicator of a person's capabilities, it is important for companies that need to be innovative to not only look at education level. Many reputable companies only hire employees with a master's degree, while certain people with lower levels of education may be better suited to fulfil these intrapreneurial roles. A possible solution is to no longer focus so strictly on education level, but rather on the entire package. Here, an assessment can be added in the application process to determine how high someone scores in terms of innovative and

intrapreneurial behaviour. In addition, same as for younger employees who might have a lower position, people with a lower level of education should know where to go with innovative ideas.

Limitations and future research directions

This study has some limitations, which may be taken into account by future researchers and by discussing the results. First, this study was conducted at only one single company and the response rate of this study was low at about 27%. A higher response rate would ensure the sample better represents the population, which would also make the results of this study more generalizable (Hair et al., 2018). In addition, the low response rate may be due to non-response bias (Sedgwick, 2014). The results of the group of individuals who choose not to participate, possibly due to factors such as motivation, lack of time or leadership experience, may differ from those of the participant group and therefore, the results of this study might be affected. Furthermore, the low number of respondents reduces the statistical power of this study (Hair et al., 2018). This increases the chance an actual effect may not be detected. In the future, more data should be collected from multiple companies from different sectors. Collecting data from multiple companies from different sectors, would increase the generalizability of the results and could provide more insights in the discussed phenomenon. It will also lead to a larger sample size, which would increase the statistical power of the study, allowing the results to be discussed with more certainty.

Second, the research design in this study was cross-sectional, as the data of this study was collected at "one point in time" (Straits, & Singleton, 2017, p. 209). This design was chosen as it is a time and cost-effective way to collect data. The outcomes of this study reflect only the perceptions of the respondents at that moment of time and therefore causality cannot be established. To establish causality, a longitudinal research design, where data is collected at multiple points in time, could be used in the future (Edwards & Edwards, 2019). In that way, it can be determined whether changes in perceived inclusive leadership lead subsequently to more or less intrapreneurial behaviour.

Furthermore, what was noticeable in the results was the respondents' high scores on inclusive leadership. This indicates that leaders within the company score high on inclusive leadership. However, that the scores on inclusive leadership are that high may also partly come from socially desirable behaviour of respondents. Although it was explicitly emphasised that filling in the questionnaire was completely anonymous and the data would be treated confidentially, it is still possible some respondents may have displayed socially desirable behaviour (Edwards, 1957). The fact the average score on inclusive leadership was that high made it difficult for the analysis to examine the effect of inclusive leadership. In addition, respondents had to give themselves a score on intrapreneurial behaviour. In doing so, respondents may have misjudged themselves. For instance, respondents may rate themselves high on intrapreneurial behaviour, when they in fact don’t show that much intrapreneurial behaviour at all. To deal with this, future research could look at how many

initiatives an employee showed in a certain period, if this data is available. Also, an assessment from the manager could be included on the extent to which someone shows intrapreneurial behaviour.

Conclusion

Due to the importance of intrapreneurial behaviour within organizations, this study intended to examine the effect of inclusive leadership on intrapreneurial behaviour and the moderating effect of the increasingly prevalent WFH context on this relationship. In this study, the positive influence of inclusive leadership on intrapreneurial behaviour was not confirmed. Thus, it cannot be concluded that the more someone experiences inclusive leadership, the more they exhibit intrapreneurial behaviour. Also, the expected influence of WFH within this study turned out to be absent. Thus, the degree of WFH was not found to influence intrapreneurial behaviour and the effectiveness of an inclusive leadership style in stimulating intrapreneurial behaviour. Although the influence of WFH is not confirmed, important implications arise from this study that managers in a WFH setting should consider.

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Appendix

Appendix A: Survey

Dear employee,

Let me first briefly introduce myself. My name is Marnix van der Velden, 23 years old, and I am currently working on my master thesis for the Master Strategic Management at Radboud University. My research is about the influence of working from home and perceived leadership on intrapreneurial behaviour.

For my thesis, I need to collect data and I hope you can help me. I have prepared a short questionnaire consisting of 24 statements and a few questions about gender, education level, the company etc. Completing the questionnaire is expected to take about 5 minutes. I would like to emphasise that completing the questionnaire is completely anonymous and voluntary and that you can stop your participation at any time. I would also like to emphasise that the data will be treated confidentially and will only be used for the analysis of my thesis. After completing my research, I am willing to share the results with the HR team. If you have any questions, you can always contact me at [mail address].

When you click on the link you will be directed towards the first questions. It is not possible to return to the previous page during the questionnaire. If you participate in the survey, you automatically agree to the terms of participation and give permission for the data to be analysed. Below you will find the link to the questionnaire:

[Link]

Thank you very much in advance for your participation, it is greatly appreciated!

Kind regards
Marnix van der Velden

Are your working for division A or B?

- A
- B

What is your gender?

- Male
- Female
- Other

What is your age (in years)?

…

What is your highest completed education?

- High school or pre-vocational education (LBO, VMBO)
- Secondary vocational education (MBO)
- Higher vocational education (HBO)
- Bachelor's Degree (WO bachelor)
- Master's Degree (WO master)
- Others (PhD)

How long are you working for your current company (in years)?

…

Please indicate which answer options best fits each statement

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The manager is open to hearing new ideas	○	○	○	○	○
The manager is attentive to new opportunities to improve work processes	○	○	○	○	○
The manager is open to discuss the desired goals and new ways to achieve them	○	○	○	○	○
The manager is available for consultation on problems	○	○	○	○	○
The manager is an ongoing 'presence' in this team, someone who is readily available	○	○	○	○	○
The manager is available for professional questions I would like to consult with him/her	○	○	○	○	○
The manager is ready to listen to my requests	○	○	○	○	○
The manager encourages me to access him/her on emerging issues	○	○	○	○	○
The manager is accessible for discussing emerging problems	○	○	○	○	○

Please indicate which answer options best fits each statement

	Stronly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I approach new projects or activities in a cautious manner	○	○	○	○	○
I do things that have a chance of not working out	○	○	○	○	○
I avoid taking calculated risks	○	○	○	○	○
I engage in activities that have a chance of not working out	○	○	○	○	○
I will take calculated risks despite the possibility of failure	○	○	○	○	○
I keep ahead of changes instead of responding to them	○	○	○	○	○
I actively fix or improve things I don't like	○	○	○	○	○
I act in anticipation of future problems, needs or changes	○	○	○	○	○
I take the initiative to start projects	○	○	○	○	○
I tend to implement changes before they are needed	○	○	○	○	○
I generate useful ideas	○	○	○	○	○
I develop new processes, services, or products	○	○	○	○	○
I approach business tasks in innovative ways	○	○	○	○	○
I find new ways to do things	○	○	○	○	○
I often do things in unique ways	○	○	○	○	○

On average, what is the percentage you work from home compared to the total hours you work?
For example, if you work 40 hours per week and you work 3 days (24 hours) from home, the answer is 60%.
….

Appendix B: Scales of the Survey

Intrapreneurial Behaviour Scale (Stull, & Singh, 2005).
Answers should be given using a 5-point Likert scale, where '1' represented 'fully disagree', '2' represented 'disagree', '3' represented 'neither agree nor disagree', '4' represented 'agree' and '5' represented 'fully agree'.
Risk taking

- I approach new projects or activities in a cautious manner.
- I do things that have a chance of not working out.
- I avoid taking calculated risks.
- I engage in activities that have a chance of not working out.
- I will take calculated risks despite the possibility of failure.

Proactiveness

- I keep ahead of changes instead of responding to them.
- I actively fix or improve things I don't like.
- I act in anticipation of future problems, needs or changes.
- I take the initiative to start projects.
- I tend to implement changes before they are needed.

Innovativeness

- I generate useful ideas.
- I develop new processes, services, or products.
- I approach business tasks in innovative ways.
- I find new ways to do things.
- I often do things in unique ways.

Inclusive Leadership Scale (Carmeli et al., 2010).
Answers should be given using a 5-point Likert scale, where '1' stands for 'strongly disagree', '2' for 'disagree', '3' for 'neither agree nor disagree', '4' for 'agree' and '5' for 'strongly agree'.
Items

- The manager is open to hearing new ideas (Openness)
- The manager is attentive to new opportunities to improve work processes (Openness)
- The manager is open to discuss the desired goals and new ways to achieve them (Openness)
- The manager is available for consultation on problems (availability)
- The manager is an ongoing 'presence' in this team-someone who is readily available (availability)
- The manager is available for professional questions I would like to consult with him/her (availability)
- The manager is ready to listen to my requests (availability)
- The manager encourages me to access him/her on emerging issues (accessibility)
- The manager is accessible for discussing emerging problems (accessibility)

Appendix C: Data preparation and univariate analysis

Table 1

Little's MCAR test

a. Little's MCAR test: Chi-Square = 113,124, DF = 114, Sig. = ,506

Table 2

Descriptive Statistics

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Intrapreneurial Behaviour	51	3,5234	,62493	-,689	,333	,285	,656
InclusiveLeadership	53	4,6038	,46863	-1,668	,327	2,694	,644
PercentageWFH	52	68,90	20,918	-1,285	,330	1,806	,650
Gender	53	1,23	,423	1,346	,327	-,198	,644
Age	52	41,94	9,985	,207	,330	-,443	,650
EmployeeTenure	52	7,17	6,058	,800	,330	-,332	,650
Education	53	3,47	1,280	,123	,327	-,349	,644
Division B or A?	52	1,77	,425	-1,316	,330	-,280	,650
Valid N (listwise)	49						

Appendix D: Factor- and Reliability Analysis

Table 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,763
Bartlett's Test of Sphericity	Approx. Chi-Square	723,810
	df	276
	Sig.	<,001

Table 2

Eigenvalues of the components

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6,302	26,259	26,259	6,302	26,259	26,259
2	5,175	21,562	47,821	5,175	21,562	47,821
3	2,135	8,895	56,716	2,135	8,895	56,716
4	1,570	6,544	63,259	1,570	6,544	63,259
5	1,390	5,792	69,052	1,390	5,792	69,052
6	1,024	4,267	73,319	1,024	4,267	73,319
7	,856	3,568	76,887			
8	,783	3,263	80,150			
9	,582	2,427	82,577			
10	,557	2,321	84,899			
11	,489	2,036	86,934			
12	,428	1,783	88,717			
13	,426	1,775	90,492			
14	,369	1,539	92,031			
15	,353	1,469	93,500			
16	,294	1,225	94,725			
17	,255	1,064	95,790			
18	,217	,902	96,692			
19	,181	,755	97,447			
20	,170	,709	98,156			
21	,160	,667	98,823			
22	,117	,486	99,309			
23	,107	,447	99,756			
24	,059	,244	100,000			

Extraction Method: Principal Component Analysis.

Figure 1

Scree Plot

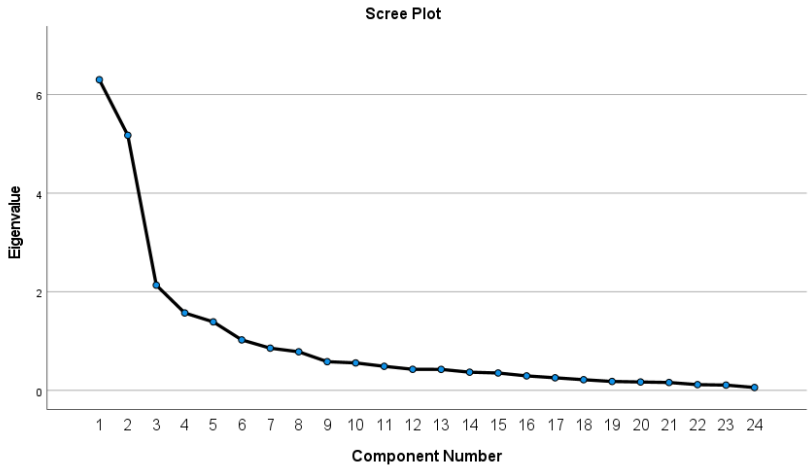

Table 3

Pattern Matrix

	Component	
	1	2
Q11 - The manager is open to hearing new ideas		,742
Q12 - The manager is attentive to new opportunities to improve work processes		,567
Q13 - The manager is open to discuss the desired goals and new ways to achieve them		,741
Q14 - The manager is available for consultation on problems		,782
Q15 - The manager is an ongoing 'presence' in this team, someone who is readily available		,668
Q16 - The manager is available for professional questions I would like to consult with him/her		,839
Q17 - The manager is ready to listen to my requests		,895
Q18 - The manager encourages me to access him/her on emerging issues		,730
Q19 - The manager is accessible for discussing emerging problems		,877
Q32 - I do things that have a chance of not working out	,667	
Q34 - I engage in activities that have a chance of not working out	,615	
Q35 - I will take calculated risks despite the possibility of failure	,571	
Q36 - I keep ahead of changes instead of responding to them	,533	

Q37 - I actively fix or improve things I don't like	,649
Q38 - I act in anticipation of future problems, needs or changes	,626
Q39 - I take the initiative to start projects	,724
Q40 - I tend to implement changes before they are needed	,771
Q41 - I generate useful ideas	,693
Q42 - I develop new processes, services, or products	,657
Q43 - I approach business tasks in innovative ways	,765
Q44 - I find new ways to do things	,815
Q45 - I often do things in unique ways	,582
Recoded Q31 - I approach new projects or activities in a cautious manner	
Recoded Q33 - I avoid taking calculated risks	,329

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 4 iterations.

Since Q31Recoded ‘I approach new projects or activities in a cautious manner’ had insufficient loadings on both factors, namely below 0.5, it was decided to remove Q31Recoded.

Table 4
KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,768
Bartlett's Test of Sphericity	Approx. Chi-Square	708,379
	df	253
	Sig.	<,001

Table 5
Pattern Matrix

	Component	
	1	2
Q11 - The manager is open to hearing new ideas		,742
Q12 - The manager is attentive to new opportunities to improve work processes		,568
Q13 - The manager is open to discuss the desired goals and new ways to achieve them		,746
Q14 - The manager is available for consultation on problems		,780

Q15 - The manager is an ongoing 'presence' in this team, someone who is readily available		,669
Q16 - The manager is available for professional questions I would like to consult with him/her		,839
Q17 - The manager is ready to listen to my requests		,896
Q18 - The manager encourages me to access him/her on emerging issues		,734
Q19 - The manager is accessible for discussing emerging problems		,877
Q32 - I do things that have a chance of not working out	,667	
Q34 - I engage in activities that have a chance of not working out	,618	
Q35 - I will take calculated risks despite the possibility of failure	,577	
Q36 - I keep ahead of changes instead of responding to them	,529	
Q37 - I actively fix or improve things I don't like	,642	
Q38 - I act in anticipation of future problems, needs or changes	,623	
Q39 - I take the initiative to start projects	,722	
Q40 - I tend to implement changes before they are needed	,775	
Q41 - I generate useful ideas	,691	
Q42 - I develop new processes, services, or products	,659	
Q43 - I approach business tasks in innovative ways	,769	
Q44 - I find new ways to do things	,822	
Q45 - I often do things in unique ways	,587	
Recoded Q33 - I avoid taking calculated risks	,326	

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 4 iterations.

Since Q33 'I avoid taking calculated risks' has insufficient loadings on both factors, namely below 0.5, it was decided to remove this item.

Table 5

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,790
Bartlett's Test of Sphericity	Approx. Chi-Square	679,505
	df	231
	Sig.	<,001

Table 6

Pattern Matrix

	Component	
	1	2
Q11 - The manager is open to hearing new ideas		,741
Q12 - The manager is attentive to new opportunities to improve work processes		,567
Q13 - The manager is open to discuss the desired goals and new ways to achieve them		,746
Q14 - The manager is available for consultation on problems		,781
Q15 - The manager is an ongoing 'presence' in this team, someone who is readily available		,669
Q16 - The manager is available for professional questions I would like to consult with him/her		,839
Q17 - The manager is ready to listen to my requests		,895
Q18 - The manager encourages me to access him/her on emerging issues		,734
Q19 - The manager is accessible for discussing emerging problems		,879
Q32 - I do things that have a chance of not working out	,668	
Q34 - I engage in activities that have a chance of not working out	,616	
Q35 - I will take calculated risks despite the possibility of failure	,577	
Q36 - I keep ahead of changes instead of responding to them	,535	
Q37 - I actively fix or improve things I don't like	,654	
Q38 - I act in anticipation of future problems, needs or changes	,633	

Q39 - I take the initiative to start projects	,729
Q40 - I tend to implement changes before they are needed	,783
Q41 - I generate useful ideas	,674
Q42 - I develop new processes, services, or products	,659
Q43 - I approach business tasks in innovative ways	,762
Q44 - I find new ways to do things	,821
Q45 - I often do things in unique ways	,576

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Rotation converged in 4 iterations.

With Q31Recoded and Q33Recoded removed, there are only items left that load sufficiently (above 0.5) on one factor.

Appendix E: Reliability Analysis

Inclusive Leadership

Table 1

Cronbach's Alpha

Cronbach's Alpha	N of Items
,910	9

Table 2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q11 - The manager is open to hearing new ideas	36,74	14,390	,658	,902
Q12 - The manager is attentive to new opportunities to improve work processes	36,81	15,348	,482	,913
Q13 - The manager is open to discuss the desired goals and new ways to achieve them	36,83	14,374	,672	,901
Q14 - The manager is available for consultation on problems	36,75	14,227	,736	,897
Q15 - The manager is an ongoing 'presence' in this team, someone who is readily available	37,17	13,874	,613	,908
Q16 - The manager is available for professional questions I would like to consult with him/her	36,85	13,208	,778	,894
Q17 - The manager is ready to listen to my requests	36,77	13,986	,846	,890
Q18 - The manager encourages me to access him/her on emerging issues	36,77	14,486	,663	,902
Q19 - The manager is accessible for discussing emerging problems	36,77	14,025	,835	,891

Intrapreneurial Behaviour

Table 3

Cronbach's Alpha

Cronbach's Alpha	N of Items
,896	13

Table 4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q32 - I do things that have a chance of not working out	42,47	55,414	,619	,887
Q34 - I engage in activities that have a chance of not working out	42,57	56,410	,564	,890
Q35 - I will take calculated risks despite the possibility of failure	42,14	58,841	,518	,892
Q36 - I keep ahead of changes instead of responding to them	42,22	59,893	,439	,895
Q37 - I actively fix or improve things I don't like	41,84	57,615	,577	,889
Q38 - I act in anticipation of future problems, needs or changes	41,86	58,601	,564	,890
Q39 - I take the initiative to start projects	42,22	55,213	,672	,884
Q40 - I tend to implement changes before they are needed	42,55	54,813	,726	,882
Q41 - I generate useful ideas	42,04	57,838	,605	,888
Q42 - I develop new processes, services, or products	42,59	54,847	,597	,889
Q43 - I approach business tasks in innovative ways	42,22	55,973	,686	,884
Q44 - I find new ways to do things	42,25	54,714	,744	,881
Q45 - I often do things in unique ways	42,69	57,260	,469	,895

Appendix F: The Assumptions of Multiple Regression Analysis

Figure 1

Histogram

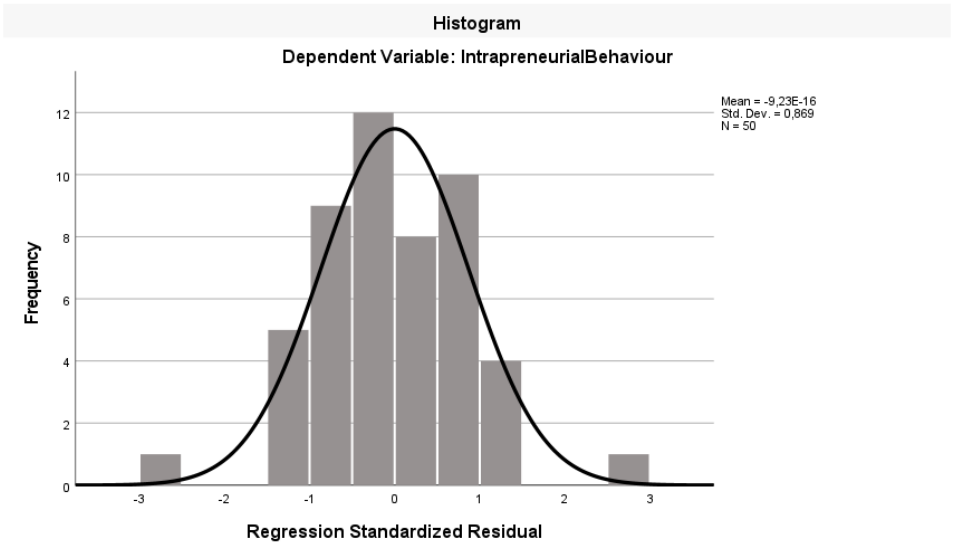

Figure 2

Normal Probability Plot

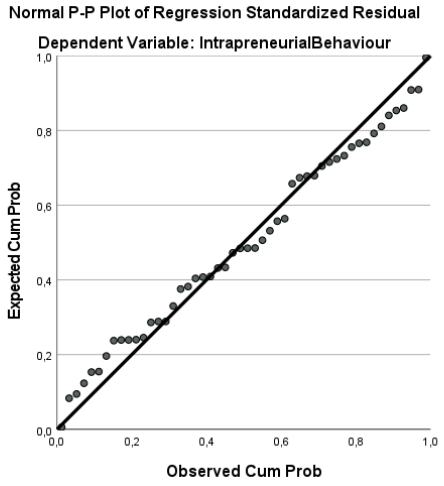

Figure 3

Scatterplot

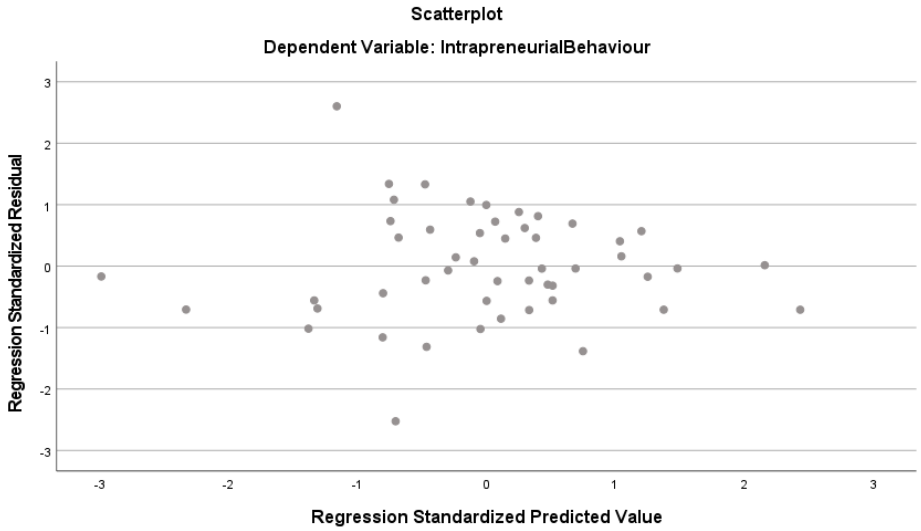

Table 1

Model Summary with Durbin-Watson

	Change Statistics					
Model	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	,020[a]	,472	2	47	,627	1,836

a. Predictors: (Constant), PercentageWFH, InclusiveLeadership

b. Dependent Variable: IntrapreneurialBehaviour

Appendix G: Regression Analysis

Table 1

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,000	9	,444	1,157	,348[b]
	Residual	15,364	40	,384		
	Total	19,364	49			
2	Regression	4,144	11	,377	,940	,514[c]
	Residual	15,220	38	,401		
	Total	19,364	49			
3	Regression	4,153	12	,346	,842	,609[d]
	Residual	15,211	37	,411		
	Total	19,364	49			

a. Dependent Variable: IntrapreneurialBehaviour

b. Predictors: (Constant), DivisionBDummy, BachelorWODummy, OtherEducationDummy, MBODummy, HighSchoolDummy, FemaleDummy, EmployeeTenure, MasterWODummy, Age

c. Predictors: (Constant), DivisionBDummy, BachelorWODummy, OtherEducationDummy, MBODummy, HighSchoolDummy, FemaleDummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, InclusiveLeadership

d. Predictors: (Constant), DivisionBDummy, BachelorWODummy, OtherEducationDummy, MBODummy, HighSchoolDummy, FemaleDummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, InclusiveLeadership, InteractionWfhXInclLeader

Table 2

F-Change

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,454[a]	,207	,028	,61976	,207	1,157	9	40	,348
2	,463[b]	,214	-,014	,63288	,007	,180	2	38	,836
3	,463[c]	,214	-,040	,64117	,000	,023	1	37	,881

a. Predictors: (Constant), OtherEducationDummy, MBODummy, HighSchoolDummy, BachelorWODummy, EmployeeTenure, FemaleDummy, MasterWODummy, DivisionBDummy, Age

b. Predictors: (Constant), OtherEducationDummy, MBODummy, HighSchoolDummy, BachelorWODummy, EmployeeTenure, FemaleDummy, MasterWODummy, DivisionBDummy, Age, PercentageWFH, InclusiveLeadership

c. Predictors: (Constant), OtherEducationDummy, MBODummy, HighSchoolDummy, BachelorWODummy, EmployeeTenure, FemaleDummy, MasterWODummy, DivisionBDummy, Age, PercentageWFH, InclusiveLeadership, InteractionWfhXInclLeader

d. Dependent Variable: IntrapreneurialBehaviour

Appendix H: Additional Regression Analysis

The descriptive statistics, with the means, standard deviations, and minimum and maximum scores, of all the added variables of the additional analyses are located in Table 1. The correlations with the added variables from the first additional regression analysis were then examined. The results are very similar to the previously conducted bivariate analysis. As expected on theoretical grounds, innovativeness, risk-taking and proactiveness were correlated with each other (Table 2). In addition, inclusive leadership and percentage WFH were not significantly correlated with any of the aspects of intrapreneurial behaviour.

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
RiskTaking	52	1,00	5,00	3,4231	,82740
Proactiveness	53	1,20	5,00	3,6755	,68638
Innovativeness	52	1,80	4,80	3,4538	,74214
OpennessIL	53	3,00	5,00	4,6415	,49289
AvailabilityIL	53	3,00	5,00	4,5472	,55047
AccesabilityIL	53	3,00	5,00	4,6604	,51677
Valid N (listwise)	51				

Table 2

Correlations

	1	2	3	4	5	6	7	8	9	10
Dependent variables										
1. Innovativeness	--									
2. Proactiveness	,632**	--								
3. RiskTaking	,521**	,472**	--							
Independent variables										
4. InclusiveLeadership	-,009	,157	,117	--						
5. PercentageWFH	,063	,045	-,006	,183	--					
Control Variables										
6. Age	-,197	-,170	-,322*	-,072	-,024	--				
7. Gender	-,140	,205	-,267	,214	,049	,193	--			
8. Education	-,108	-,138	-,019	,100	-,058	,127	-,059	--		
9. EmployeeTenure	-,023	-,130	-,033	-,184	-,223	,120	-,156	,016	--	
10. Division B or A?	-,143	-,063	-,041	,027	,000	-,387**	-,025	-,222	,171	--

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

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

Table 3

Regression Analysis with Innovativeness as Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	StdError	Beta		
1	(Constant)	4,440	,569		7,805	<,001
	Age	-,028	,013	-,376	-2,141	,038
	EmployeeTenure	,010	,019	,077	,497	,622
	FemaleDummy	-,222	,285	-,119	-,778	,441
	HighSchoolDummy	,899	,464	,286	1,936	,060
	MBODummy	-,224	,482	-,071	-,465	,644
	BachelorWODummy	-,176	,387	-,071	-,455	,652
	MasterWODummy	,109	,279	,060	,390	,699
	OtherEducationDummy	-,181	,474	-,058	-,382	,704
	DivisionBDummy	,597	,302	,331	1,975	,055
2	(Constant)	4,902	1,548		3,167	,003
	Age	-,030	,013	-,396	-2,196	,034
	EmployeeTenure	,012	,021	,097	,583	,564
	FemaleDummy	-,192	,291	-,103	-,660	,513
	HighSchoolDummy	1,024	,486	,325	2,105	,042
	MBODummy	-,327	,511	-,104	-,640	,526
	BachelorWODummy	-,133	,395	-,053	-,336	,739
	MasterWODummy	,118	,284	,065	,416	,680
	OtherEducationDummy	-,082	,498	-,026	-,165	,870
	DivisionBDummy	,616	,309	,342	1,996	,053
	InclusiveLeadership	-,171	,287	-,098	-,597	,554
	PercentageWFH	,005	,006	,143	,918	,365
3	(Constant)	4,944	1,571		3,147	,003
	Age	-,030	,014	-,400	-2,187	,035
	EmployeeTenure	,011	,021	,086	,504	,618
	FemaleDummy	-,192	,294	-,103	-,652	,518
	HighSchoolDummy	1,033	,493	,328	2,097	,043
	MBODummy	-,325	,518	-,103	-,629	,533
	BachelorWODummy	-,137	,400	-,055	-,342	,734
	MasterWODummy	,098	,293	,054	,335	,740
	OtherEducationDummy	-,086	,504	-,027	-,170	,866
	DivisionBDummy	,633	,316	,351	2,002	,053
	InclusiveLeadership	-,179	,291	-,103	-,616	,542
	PercentageWFH	,005	,006	,147	,933	,357
	InteractionWfhXInclLeader	,004	,012	,052	,340	,735

a. Dependent Variable: Innovativeness

In the regression analysis with innovative behaviour as dependent variable, none of the models are significant according to the ANOVA analysis and the adjusted R^2 of the models are very low. Also, the F-change values are not significant (Table 4). This indicates that despite some significant effects, the model has low predictive power.

Table 4

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,465[a]	,216	,040	,74002	,216	1,225	9	40	,307
2	,487[b]	,237	,016	,74905	,021	,521	2	38	,598
3	,489[c]	,239	-,007	,75792	,002	,116	1	37	,735

a. Predictors: (Constant), DivisionBDummy, BachelorWODummy, OtherEducationDummy, MBODummy, HighSchoolDummy, FemaleDummy, EmployeeTenure, MasterWODummy, Age

b. Predictors: (Constant), DivisionBDummy, BachelorWODummy, OtherEducationDummy, MBODummy, HighSchoolDummy, FemaleDummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, InclusiveLeadership

c. Predictors: (Constant), DivisionBDummy, BachelorWODummy, OtherEducationDummy, MBODummy, HighSchoolDummy, FemaleDummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, InclusiveLeadership, InteractionWfhXInclLeader

Appendix I: Additional Regression Analysis with Risk-Taking Behaviour as Dependent Variable

A bivariate analysis was done to identify correlations (Table 1). This showed that age is significantly negatively correlated with risk-taking behaviour (r = -.322, p = .020) and that both the dimensions of inclusive leadership and the dimensions of intrapreneurial behaviour are significantly correlated with each other. The adjusted R^2 of Model 1 is .050, that of Model 2 increases to .185 and that of Model 3 is .182 (Table 2). Thereby, the F-change of Model 2 is significant (F = 1.698, p = .045), while the F-change of Model 1 and Model 3 aren't significant. Model 2 explains 18.5% of the variance in risk-taking behaviour, making it the best predictive model. However, according to the ANOVA test, Model 2 is marginally not significant (F = 1.875, p = .067), so the predictive power of the model should be considered carefully (Table 3).

Table 1

Correlations

	1	2	3	4	5	6	7	8	9	10	11	12
Dependent variables												
1. Innovativeness	--											
2. Proactiveness	,632**	--										
3. RiskTaking	,521**	,472**	--									
Independent variables												
4. OpennessIL	-,049	,036	,167	--								
5. AvailabilityIL	.031	,169	,110	,631**	--							
6. Accesibility	-,032	,231	,005	,595**	,826**	--						
7. PercentageWFH	,063	,045	-,006	,125	,175	,178	--					
Control Variables												
8. Age	-,197	-,170	-,322*	-,082	,000	-,174	-,024	--				
9. Gender	-,140	,205	-,267	,213	,160	,227	,049	,193	--			
10. Education	-,108	-,138	-,019	,121	,050	,131	-,058	,127	-,059	--		
11. EmployeeTenure	-,023	-,130	-,033	-,066	-,197	-,236	-,223	,120	-,156	,016	--	
12. Division B or A?	-,143	-,063	-,041	,064	-,042	,111	,000	-,387**	-,025	-,222	,171	--

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

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

Table 2

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,470[a]	,221	,050	,80445	,221	1,294	9	41	,270
2	,630[b]	,397	,185	,74509	,176	2,698	4	37	,045
3	,641[c]	,411	,182	,74641	,014	,870	1	36	,357

a. Predictors: (Constant), DivisionBDummy, FemaleDummy, BachelorWODummy, HighSchoolDummy, OtherEducationDummy, MBODummy, EmployeeTenure, MasterWODummy, Age

b. Predictors: (Constant), DivisionBDummy, FemaleDummy, BachelorWODummy, HighSchoolDummy, OtherEducationDummy, MBODummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, OpennessIL, AccesabilityIL, AvailabilityIL

c. Predictors: (Constant), DivisionBDummy, FemaleDummy, BachelorWODummy, HighSchoolDummy, OtherEducationDummy, MBODummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, OpennessIL, AccesabilityIL, AvailabilityIL, InteractionWfhXInclLeader

Table 3

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,537	9	,837	1,294	,270[b]
	Residual	26,532	41	,647		
	Total	34,070	50			
2	Regression	13,529	13	1,041	1,875	,067[c]
	Residual	20,541	37	,555		
	Total	34,070	50			
3	Regression	14,013	14	1,001	1,797	,078[d]
	Residual	20,056	36	,557		
	Total	34,070	50			

a. Dependent Variable: RiskTaking

b. Predictors: (Constant), DivisionBDummy, FemaleDummy, BachelorWODummy, HighSchoolDummy, OtherEducationDummy, MBODummy, EmployeeTenure, MasterWODummy, Age

c. Predictors: (Constant), DivisionBDummy, FemaleDummy, BachelorWODummy, HighSchoolDummy, OtherEducationDummy, MBODummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, OpennessIL, AccessibilityIL, AvailabilityIL

d. Predictors: (Constant), DivisionBDummy, FemaleDummy, BachelorWODummy, HighSchoolDummy, OtherEducationDummy, MBODummy, EmployeeTenure, MasterWODummy, Age, PercentageWFH, OpennessIL, AccessibilityIL, AvailabilityIL, InteractionWfhXInclLeader

Table 4

Regression Analysis with Subdimensions of Inclusive Leadership and Risk-Taking Behaviour as Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,970	,618		8,041	<,001
	Age	-,037	,014	-,447	-2,602	,013
	EmployeeTenure	,000	,021	,001	,009	,993
	FemaleDummy	-,447	,289	-,225	-1,546	,130
	HighSchoolDummy	,045	,505	,013	,090	,929
	MBODummy	-,164	,523	-,047	-,313	,756
	BachelorWODummy	-,257	,392	-,101	-,657	,515
	MasterWODummy	,325	,303	,164	1,072	,290
	OtherEducationDummy	-,473	,514	-,136	-,919	,363
	DivisionBDummy	,318	,311	,165	1,021	,313
2	(Constant)	2,961	1,676		1,767	,086
	Age	-,039	,014	-,477	-2,808	,008
	EmployeeTenure	,000	,020	,003	,018	,985
	FemaleDummy	-,399	,282	-,201	-1,414	,166
	HighSchoolDummy	-,122	,484	-,035	-,252	,802
	MBODummy	,478	,526	,138	,908	,370
	BachelorWODummy	-,304	,369	-,120	-,822	,416
	MasterWODummy	,565	,306	,284	1,844	,073
	OtherEducationDummy	-,369	,507	-,106	-,729	,471
	DivisionBDummy	,234	,296	,121	,791	,434
	PercentageWFH	-,003	,005	-,081	-,580	,566
	OpennessIL	,628	,311	,337	2,022	,050
	AvailabilityIL	,816	,423	,520	1,928	,062
	AccessibilityIL	-,940	,441	-,567	-2,131	,040
3	(Constant)	3,002	1,679		1,787	,082
	Age	-,040	,014	-,481	-2,825	,008
	EmployeeTenure	-,004	,021	-,029	-,189	,852
	FemaleDummy	-,413	,283	-,208	-1,458	,153
	HighSchoolDummy	-,102	,486	-,029	-,210	,835
	MBODummy	,492	,527	,142	,933	,357
	BachelorWODummy	-,320	,371	-,126	-,863	,394
	MasterWODummy	,514	,312	,259	1,650	,108
	OtherEducationDummy	-,394	,508	-,113	-,775	,443
	DivisionBDummy	,272	,299	,141	,909	,370
	PercentageWFH	-,003	,006	-,072	-,510	,613
	OpennessIL	,674	,315	,361	2,140	,039
	AvailabilityIL	,782	,425	,499	1,837	,074
	AccessibilityIL	-,960	,442	-,579	-2,170	,037
	InteractionWfhXInclLeader	,011	,012	,130	,933	,357

a. Dependent Variable: RiskTaking