Will the Inclusive Dream Make a Happy Team?

A Study on how Inclusive Leadership affects Career Sustainability and the
Roles of Psychological Safety and Organization-Based Self-Esteem

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Abstract

Today's workforce is characterized by great diversity, and to ensure that the potential of all employees is reached, there is an increasing focus on career sustainability. Handling a diverse workforce and increasing employees' sustainable careers, requires an inclusive leadership style. However, little research is conducted on how leadership, especially inclusive leadership, can contribute to sustainable careers. Therefore, the current study aimed to explore the influence of inclusive leadership on employees' career sustainability. Specifically, it investigates to what extent this relationship is mediated through psychological safety and moderated by organization-based self-esteem. This research question was studied using a quantitative research design, in which an online survey was distributed among Dutch leaders and employees. The data has been analyzed using multiple regression analyses. The results showed that, although there was no direct relationship between inclusive leadership and career sustainability, there was a significant positive indirect relationship trough psychological safety. Furthermore, organization-based self-esteem was found to moderate, at least to some extent, the effects of inclusive leadership. More research is needed on the concepts of inclusive leadership and career sustainability, and the factors that mediate their relationship. Furthermore, studies should include employees' diversity, for example by looking at different personality characteristics

   Key words: inclusive leadership, career sustainability, psychological safety, Organization-Based Self-Esteem

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Chapter 1 – Introduction

Today's workforce is becoming increasingly diverse in terms of employees' demographics, cognitions, beliefs, experiences, and values (Brimhall, & Mor Barak, 2018; Carmeli et al., 2010). Since employees are the cornerstone of an organization, it is important to understand which factors can leverage the potential benefits of a diverse workforce (Zhong et al., 2021). To ensure that the potential of all employees is reached, it is vital to focus on building and maintaining a sustainable career, as this guarantees employees to be happy, healthy, and productive (De Vos et al., 2020). Nowadays, with the increase in employee diversity, inclusion has become a promising approach to promote career sustainability (Brimhall, & Mor Barak, 2018; Fang et al., 2021). Inclusion is one of the key United Nations Sustainable Development Goals (UN, 2017), and it generally refers to the integration of diversity and the involvement of employees in the organization (Roberson, 2006). Moreover, handling a diverse workforce and increasing employees' sustainable careers requires an inclusive leadership style, which focusses on being open, flexible, and able to build lasting and trusting relationships with their employees (Carmeli et al., 2010; Zhong et al., 2021). Therefore, the current study focusses on the relationship between inclusive leadership and sustainable careers.

Jobs and careers majorly influence individuals' quality of life. Therefore, most people are striving to find sustainable careers (Unanue et al., 2017). Sustainable careers are defined as being "sequences of career experiences reflected through a variety of patterns of continuity over time, thereby crossing several social spaces, characterized by individual agency, herewith providing meaning to the individual" (Van der Heijden, & De Vos, 2015, p. 7). Within this notion of career sustainability, three groups of indicators are identified, namely health, happiness, and productivity. These indicators are key for one's individual prosperity, as well as for the organization and society (De Vos et al., 2020). The notion of career sustainability has gained momentum over the last years, however, its development is still in its early stages (De Vos et al., 2020). Since career sustainability ensures that the potential of each employee is reached, it is important that more scientific research is conducted to further explore the concept of career sustainability, as well as factors influencing it. Moreover, according to Fang et al. (2021), most studies investigate how individual characteristics can influence career sustainability. However, since all individual careers are influenced by and have implications for other stakeholders and context, investigating career sustainability requires the involvement of more parties than merely the individual employee (De Vos et al., 2020). Although important, organizational factors, like leadership, have mostly been neglected (Barthauer et al., 2019).

As suggested by Chi and Pan (2012), leaders are the closest and most influential source of information to employees and influence how they assess and construct important aspects of their environment. Therefore, the leader's relationship with employees has a great influence on various individual and work outcomes, and consequently plays an important role in influencing employees' career sustainability (Carmeli et al., 2010). As argued before, the diversity of today's workforce calls for a leader who can integrate these diversities and involve all employees in the organization; such leadership is called inclusive leadership (Roberson, 2006). Leaders with an inclusive leadership style pursue a set of behaviors aimed on the one hand at facilitating belongingness (employees feeling part of the group) and on the other hand at preserving uniqueness (employees retaining their sense of individuality) (Randel et al., 2018). Furthermore, inclusive leaders show their concerns to employees and clearly communicate their expectations by being available, accessible, and open in communicating with their employees (Carmeli et al., 2010). By engaging in inclusive behaviors, leaders are sending signals to their employees that it is desirable to exhibit behaviors that promote their career sustainability (Chi, & Pan, 2012; Lord et al., 2001). Therefore, it is expected that inclusive leadership has a positive influence on career sustainability.

The question is, however, through which process inclusive leadership can influence employees' sustainable careers. Psychological safety is defined as a shared belief amongst employees whether it is safe to take interpersonal risks in the workplace. In a psychologically safe work environment, employees feel that they are valued, accepted, and respected by their colleagues (Edmondson, 1999). According to Edmondson (2004), leaders' availability, accessibility, and openness, which are indicators of inclusive leadership, are important for facilitating the development of psychological safety. Furthermore, inclusive leadership behaviors are focused on facilitating belongingness, which stimulates the development of psychological safety (Randel et al., 2018). Besides inclusive leadership positively influencing psychological safety, it is likely that psychological safety enhances employees´ career sustainability, as it is a necessary condition for employees to invest in the physical, cognitive, and emotional resources of their work (Christian et al., 2011). Employees who invest in these resources, will be more capable of protecting their career sustainability, for example by ensuring higher levels of well-being (happy and healthy) and performance (De Vos et al., 2020). As inclusive leadership is linked to psychological safety, and psychological safety is likely to influence career sustainability, it is interesting to study psychological safety as the process connecting inclusive leadership and career sustainability. Therefore, the current study

investigates if inclusive leadership indeed positively influences employees´ career sustainability through the process of psychological safety.

Nevertheless, as today's workforce is characterized by a high level of diversity (Brimhall, & Mor Barak, 2018; Carmeli et al., 2010), it is expected that not all employees have the same need for an inclusive leader. For example, it is known that inclusive leadership is more beneficial for racial minorities (non-whites), than for non-minorities (whites) (Jin et al., 2017). However, according to Hollander (2012), the benefits of inclusive leadership may differ between employees with different personalities as well. Considering this, diversity among employees should be studied not only based on demographics (e.g., age, gender, nationality), but on personality differences as well (Fang et al., 2021). Therefore, it is important to look at individual personality characteristics that can influence an employees' need for an inclusive leader to stimulate their sustainable careers and their feelings of psychological safety. Organization-Based Self-Esteem (OBSE) is an important individual characteristic that influences the effects of leadership behavior on employees' outcomes (Lin et al., 2019). OBSE "reflects the self-perceived value that individuals have of themselves as organization members within an organization context" (Pierce et al., 1989, p. 625). Individuals with high OBSE perceive themselves as important, valued, and competent within their organization, whereas individuals with low OBSE perceive themselves as unimportant, not valued, and incompetent (Pierce et al., 1989). According to Brockner (1988), OBSE influences the degree to which individuals attend and react to external cues, and subsequently, external environmental factors affect their attitudes and behaviors differently. As employees with low OBSE rely more on external cues to guide them, they are likely to be more dependent on their inclusive leader guiding them to enhance their career sustainability. Contrarily, employees with high OBSE rely more on their own skills, rather than their inclusive leader, in increasing their career sustainability (Saks, & Ashforth, 2000). Including employees' OBSE provides opportunities to explore the effects of inclusive leadership across different types of employees. Therefore, this study aims to investigate to what extent OBSE moderates the relationship between inclusive leadership and career sustainability. In summary, the following research question will be studied:

What is the influence of inclusive leadership on employees' career sustainability and to what extent is this relationship mediated through psychological safety and moderated by organization-based self-esteem?

Answering this question will provide the research field with several contributions. First, according to De Vos et al. (2020), the notion of career sustainability is still in its early stages, therefore, the current study contributes to the field by conducting scientific research to further explore the concept of sustainable careers. Secondly, when investigating sustainable careers, most studies merely focus on how individual characteristics influence career sustainability (Fang et al., 2021), usually neglecting important organizational factors (Barthauer et al., 2019). According to McDonald and Hite (2018), more research is needed to investigate how organizations can support individual employees in proactively creating their sustainable careers. The current study fills this existing gap in the literature by exploring how this support can be realized through inclusive leadership, which is especially important in the context of today's workforce, where employees' diversity is the norm rather than an exception. Inclusive leadership is likely key to managing a diverse workforce, however, this leadership style is relatively new and not fully explored (Kuknor, & Bhattacharya, 2020). Therefore, further exploring this concept of inclusive leadership is a welcome addition to the existing literature. Finally, this study will investigate the moderating role of OBSE on the relationship between inclusive leadership and career sustainability. As today´s workforce is characterized by a high level of diversity, it is important to explore the need of inclusive leadership in improving career sustainability and psychological safety for different groups of employees (i.e., varying degrees of OBSE) (Fang et al., 2021). Besides the above-mentioned theoretical contributions, the current study will also make practical contributions. Exploring the importance of inclusive leadership for employees' sustainable careers and psychological safety, can provide organizations with tools on how to improve these employees' outcomes, as they are ought to be of great importance (De Vos et al., 2020; Edmondson, 1999). Furthermore, exploring the possible differences in the need for an inclusive leader between employees with varying degrees of OBSE enables leaders to focus on those employees who benefit most from this approach.

The remainder of this paper will be structured as follows. The next chapter, theoretical background, will elaborate on the existing theory regarding inclusive leadership, career sustainability, psychological safety, OBSE, and the relationships between these concepts. Chapter 3 will provide the quantitative methodology used for studying the research question, followed by the results in chapter 4. Finally, chapter 5 will provide the discussion and conclusion of the study.

Chapter 2 – Theoretical Background

2.1 Inclusive Leadership and Career Sustainability

Jobs and careers majorly influence individuals' quality of life. The degree to which someone is satisfied with their job, has been shown to influence their levels of well-being, life satisfaction and career success (Faragher et al., 2005; Unanue et al., 2017). Considering this impact, most people are striving to find sustainable careers (Van der Heijden, & De Vos, 2015). To bring clarity and to increase our understanding of what makes a career sustainable, De Vos et al. (2020) developed a conceptual model which depicts three indicators that can be used to analyze the sustainability of one's career, namely health, happiness, and productivity. Health includes both individuals' physical and mental health and indicates the dynamic fit of individual's careers with their physical and mental capacities. For instance, jobs in which individuals face increasing demands may not be sustainable, as a person is at risk of dropping out due to burnout (De Vos et al., 2020; Khamisa et al., 2016). Happiness refers to the subjective feelings of being successful or satisfied with one's career, and it concerns the dynamic fit of one's career with their career goals, values, and needs. Finally, productivity means that an employee is both highly productive in their current job as well as having a high employability for future jobs; it refers to the dynamic fit of one's career with the organizational human capital needs (De Vos et al., 2020). As career sustainability is a very broad concept, the current study will specifically focus on the mental health and happiness indicators of career sustainability. This decision was made, because according to De Vos et al. (2020), realizing and maintaining mental health and happiness are crucial for achieving career sustainability, and furthermore, will lead to increased productivity (Haddon, 2018).

Although sustainable careers are characterized by individual agency (Van der Heijden, & De Vos, 2015), achieving it is not entirely the responsibility of individual employees (Van der Heijden et al., 2020). Recent career research suggests that to understand the notion of career sustainability, the relationships between the individual and the broader life context should be considered (De Hauw, & Greenhaus, 2015; De Vos et al., 2017; Van der Heijden, & De Vos, 2015). The context in which careers unfold can create either opportunities or challenges for the sustainability of individuals' careers (De Vos et al., 2017; Van der Heijden et al., 2020). In other words, the degree to which an individual is actively crafting their career sustainability, likely depends on and interacts with the context, which in turn can influence the space for personal initiatives. Examples of important context-related factors are organizational policies, leadership, family norms, nationality, and culture. Therefore, to study career sustainability with

an integrative approach, different levels of influential factors must be considered (De Vos et al., 2020).

The current study, however, focusses on one of these important context-related factors, namely leadership. As introduced earlier, leaders are the closest and most influential source of information to employees (Chi, & Pan, 2012), and are therefore able to influence employees' career sustainability (Carmeli et al., 2010). Because of this, career sustainability is a shared responsibility where the leader can be expected to provide certain circumstances that help employees to demonstrate their individual agency and to create meaning (Van der Heijden et al., 2020). Within the leadership domain, there are several leader behaviors that are expected to positively influence employees' career sustainability, such as motivational leadership (Auvinen et al., 2020), empowering leadership (Park et al., 2017), and ethical leadership (Chughtai et al., 2015). However, the focus in the current study will be on a specific set of leadership behaviors revolving around inviting and appreciating input from employees, and thus help shaping employees' beliefs that "their voices are genuinely valued" (Nembhard, & Edmondson, 2006, p. 948). This leadership style is referred to as inclusive leadership, a concept first mentioned by Nembhard and Edmondson (2006) and which is particularly relevant in the context of today's labor market, where diversity among employees plays a major role (Brimhall, & Mor Barak, 2018; Carmeli et al., 2010). According to Hollander (2009), inclusive leadership incorporates an interdependent relationship between leaders and their employees, with an emphasis on win-win collaboration and shared vision. Consequently, inclusive leaders stimulate open communication, are supportive of employees, and are concerned for their feelings, expectations, and interests. Moreover, leaders with an inclusive leadership style tolerate opinions and temporary mistakes of employees, and they are committed to employees' personal values and career development (Randel et al., 2018). Based on the study of Hollander (2009), Carmeli et al. (2010) suggest that inclusive leaders can be judged by the degree of availability, accessibility, and openness of communication to their employees. These three reinforcing facets not only reflect the leader's concern for their employees, but also enable inclusive leaders to effectively communicate their desired expectations with employees. In other words, inclusive leaders are generally open. They are open to listen to their employees, to discuss ways of reaching work goals, and to pay attention to the idea of new opportunities. These traits make it possible for them to create high-quality relationships with their employees (Carmeli et al., 2010), and a social context which enables employees to feel safe to contribute, to share their voice, and speak up (Choi et al., 2017). Furthermore, Randel et al. (2018) argue that leaders with an inclusive leadership style pursue a set of behaviors aimed on one hand at

facilitating belongingness, meaning that employees feel part of the group, and on the other hand at preserving uniqueness, meaning that employees retain their sense of individuality. The specific leader behaviors aimed to facilitate belongingness are supporting group members, ensuring justice and equity, and shared decision-making. Supporting group members involves leaders communicating to employees that they have their best interests in mind and to make employees feel comfortable (Mor Barak, & Cherin, 1998; Nembhard, & Edmondson, 2006). Ensuring justice and equity allows inclusive leaders to demonstrate fair treatment of their employees, indicating that they are a respected part of the group (Lind, & Tyler, 1988; Sabharwal, 2014; Shore et al., 2011). Finally, shared decision-making involves leaders sharing power with their employees, meaning that employees have more say in their work (Mor Barak, & Cherin, 1998; Nembhard, & Edmondson, 2006; Nishii, 2013). The specific leader behaviors aimed to facilitate uniqueness are encouraging diverse contributions and helping group members fully contribute. Encouraging diverse contributions means that inclusive leaders pay special attention to asking for different approaches, enabling them to include perspectives that are not the norm (Randel et al., 2018). Helping group members fully contribute involves leaders encouraging employees to speak up where they would otherwise not (Roberson, 2006).

Compared to other leadership styles, inclusive leadership may play a unique role in fostering sustainable careers, as it focusses on meeting employees' needs of belongingness and uniqueness, while other leadership styles diverge in this regard. For example, transformational leaders may focus on using their vision to increase employees' engagement with shared organizational goals (Bass, 2008), and do not necessarily involve acknowledging the uniqueness of employees (Randel et al., 2018). In contrast, inclusive leaders focus on facilitating and supporting employees´ perceptions of belongingness and uniqueness for them to be able to fully contribute to the group´s success. As opposed to transformational leadership, inclusive leadership allows employees to gain a sense of belonging without having to change important parts of their identity and that their uniqueness can contribute to the group's efforts. Consequently, employees feel valued for their contributions and respected in their needs by their inclusive leaders (Randel et al., 2018), which in turn fosters employees' health, happiness, and productiveness, or in other words, their career sustainability.

To further explain this positive relationship between inclusive leadership and career sustainability, the social learning theory (Bandura, 1977) will be applied. This theory states that employees interpret the contextual cues given by the organization and shape their behavior based on those cues. As stated before, leaders are the closest and most influential source of information (Chi, & Pan, 2012), and they therefore provide contextual cues which are

interpreted by employees and then shape their behaviors (Lord et al. 2001). Therefore, through the lens of social learning theory, it can be argued that by sending signals to their employees, inclusive leaders are able to model the desirability of engaging in behaviors that promote career sustainability. For example, the study of Choi et al. (2017), found that inclusive leadership is positively related to employees' well-being, which has several reasons that can be explained by the social learning theory. First, an inclusive leader is attentive to employees' needs, which signals an environment of trust and strengthens the relationship between leaders and employees (Ramamoorthy et al. 2005). In turn, leader's trust limits employees' perceived level of stress, risk, and vulnerability, factors which are highly detrimental to employee well-being (Schabracq et al. 1996). Second, the availability, accessibility, and openness of an inclusive leader signals to employees that they are competent, which positively influences employees' job satisfaction (Butler et al. 1999; Hollander, 2012). Third, the accessibility and openness of an inclusive leader can increase role clarity and can contribute to less perceived work stress, which in turn enhances well-being (Turner et al. 2002). As argued before, employee well-being is an important element of sustainable careers (De Vos et al., 2020).

To conclude, it can be argued that inclusive leadership is positively related to employees' sustainable careers, which can be explained by the fact that inclusive leaders send signals to their employees that model the desirability to engage in behaviors that promote career sustainability. Based on this, the following hypothesis is formulated:

Hypothesis 1   Inclusive leadership is positively related to employees' career sustainability

2.2 Mediating Role of Psychological Safety

Psychological safety is defined as a shared belief amongst employees whether it is safe to take interpersonal risks in the workplace (Edmondson, 1999). Employees who feel psychologically safe are comfortable being themselves (Edmondson, 1999) and "feel able to show and employ oneself without fear of negative consequences to self-image, status, or career" (Kahn, 1990, p. 708). To feel psychologically safe, an employee should not fear personal or social repercussions when taking interpersonal risks in the workplace (Bienefeld, & Grote, 2014). Besides the beneficial effects of supportive interpersonal relationships with colleagues (Kahn, 1990), it is also suggested that leadership has a crucial influence on employees' perceptions of psychological safety (Edmondson, 1999; Kahn, 1990).

Indeed, previous studies showed that leader behaviors influence psychological safety, as relationships with leaders communicate important information to employees in terms of consistency, support, trust, resilience, and competence (Carmeli et al., 2010; Kahn, 1990; Nembhard, & Edmondson, 2006). According to Bienefeld and Grote (2014), leaders can create feelings of psychological safety, by signaling that they are trustworthy and that they will not punish employees for mistakes and voicing concerns. Other helpful leaders' behaviors are being democratic, supportive, and welcoming to questions and challenges. On the contrary, when leaders take a defensive, authoritarian, or unsupportive stance, employees are more likely to feel psychologically unsafe (Nembhard, & Edmondson, 2006). Behaviors related to inclusive leadership can be very beneficial for employees' feelings of psychological safety, since leaders' availability, accessibility, and openness are important for facilitating the development of psychological safety (Edmondson, 2004).

Similar to the relationship between inclusive leadership and career sustainability, the relationship between inclusive leadership and psychological safety can be explained by the social learning theory (Bandura, 1977; Newman et al., 2017; Schaubroeck et al., 2011). In line with this theory, it has been argued that behaviors such as listening, providing support, and giving clear direction to employees will result in employees having a feeling of safety when it comes to taking risks and engaging in honest communications (e.g., Hirak et al., 2012; Liu et al., 2014). Furthermore, inclusive leaders value trust, are supportive, and stimulate input from employees, which are beneficial behaviors for creating a psychologically safe work environment (Bienefeld, & Grote, 2014). When understanding the relationship between inclusive leadership and psychological safety through the tenets of social learning theory, it can be argued that supportive practices and relationships at work promote psychological safety, which in turn leads to positive outcomes (e.g., well-being, performance, and learning) (Liu et al., 2014; Newman et al., 2017).

Furthermore, the current study suggests that inclusive leadership will positively influence career sustainability through the process of psychological safety. According to Christian et al. (2011), reducing the fear of negative consequences, which is at the core of psychological safety, is crucial to encourage employees to invest in physical, cognitive, and emotional resources in their work. Examples of these resources are job autonomy, learning opportunities, and emotional support in the work environment (Van den Tooren et al., 2012). These resources are important for employees to assure sustainable continuity and growth in their careers (De Lange et al., 2015). Building on this, De Vos et al. (2020) claim that both a process of retention as well as the generation of resources throughout one's career are involved

when creating career sustainability. Therefore, individuals who react to internal and external forces in a proactive manner will reach better results in protecting the sustainability of their career. By investing in conserving and acquiring alternative and beneficial resources, one can safeguard higher levels of well-being.

Based on the literature mentioned above, it could be argued that employees with an inclusive leader perceive the workplace as psychologically safe, and will therefore proactively invest in their physical, cognitive, and emotional resources, leading to greater career sustainability. Following this argument has led to this hypothesis:

Hypothesis 2   The relationship between inclusive leadership and career sustainability is mediated by psychological safety; the higher inclusive leadership is, the higher psychological safety, and thus the higher career sustainability.

2.3 Moderating Role of Organization-Based Self-Esteem

As introduced earlier, the context of today's labor market is characterized by a great diversity of employees in terms of knowledge, skills, background, characteristics, values, and experiences (Brimhall, & Mor Barak, 2018; Carmeli et al., 2010), and it is expected that not all employees have the same need for an inclusive leader that stimulates their feelings of psychological safety. Moreover, it is possible that the influence of inclusive leadership behaviors may not be the same for all employees in enhancing and preserving their sustainable careers. Therefore, it is important to look for boundary conditions that can influence an employees' need for an inclusive leader (Fang et al, 2021).

Self-esteem refers to the general self-evaluation of one's competencies (Rosenberg, 1965). It reflects the degree to which individuals see themselves as capable, competent, and worthy individuals (Korman, 1970). Coopersmith (1967) developed a conceptualization of global self-esteem, which consists of several domain-specific facets of self-esteem, that together form an individual's global self-esteem (Rosenberg et al., 1995). One of these domain-specific facets of self-esteem is Organization-Based Self-Esteem (OBSE), as for many people, careers play a crucial role in defining who they are (Pierce, & Gardner, 2004). OBSE is an important individual characteristic that indicates how much individuals value themselves within the organizational context (Pierce et al., 1989). As such, perceptions of self-competence or incompetence are often derived from the work environment (Lin et al., 2018). According to Pierce et al. (1989), individuals with high OBSE perceive themselves as important, trusted,

meaningful, valued, effective, contributing, and competent within their organization, whereas individuals with low OBSE perceive themselves as irrelevant, unimportant, not valued, ineffective, and incompetent within their organization.

An employees' level of OBSE influences their reactivity to events in their environment, and therefore, has implications for how they interact with their work environment, and more specifically, with their leader (Brockner, 1988). According to Mossholder et al. (1981), when performing their jobs, employees with high OBSE rely more on their skills whereas employees with low OBSE rely more on their work environment. Therefore, the effects of leader behaviors on different employee outcomes are shaped by an employees' OBSE (Lin et al., 2019). In other words, the effects of inclusive leadership on employees' career sustainability and feelings of psychological safety may vary between employees with different levels of OBSE. In this case, OBSE will be a moderating condition on the relationship between inclusive leadership and employees' career sustainability as well as on the relationship between inclusive leadership and psychological safety. This could be further explained by the theory of behavioral plasticity (Brockner, 1988). Behavioral plasticity can be defined as the extent to which an individual is affected by external factors, such as the work environment. Brockner (1988) claims that the degree in which a person attends and reacts to external cues differs between individuals, and therefore, the effect of external environmental factors (i.e., inclusive leadership) on their attitudes and behaviors (i.e., career sustainability, psychological safety) differs as well. Individuals with low OBSE, according to Brockner (1988), would have more behavioral plasticity (reactiveness) as compared to those with high OBSE. This is the result of the former group yielding more to external cues, like conditions in their work environment. Low OBSE individuals generally seek out and respond to events in their environment, as they experience less certainty on the correctness of their feelings, thoughts, and behaviors, and consequently, rely more on external cues to guide them (Brockner, 1988). As such, these employees are more dependent on their inclusive leader guiding them to enhance their career sustainability. On the contrary, employees with high OBSE feel more confident and rely more on their own skills, rather than on their inclusive leader, in increasing their career sustainability (Saks, & Ashforth, 2000). For example, as employees with low OBSE perceive themselves as less competent and less valued, they may have higher needs for an inclusive leader that supports them, values their uniqueness, and is committed to their career development. With the support of an inclusive leader, employees with low OBSE are likely to better be able to enhance their career sustainability than without such support. On the contrary, employees with high OBSE already perceive themselves as competent and valued and are therefore more likely to chase jobs or

tasks that fit with their career goals, values, and needs. Therefore, the need for an inclusive leader that supports them in enhancing their career sustainability is therefore probably less important.

For the same reasons that OBSE strengthens the importance of inclusive leadership for career sustainability, it also strengthens the importance of inclusive leadership for psychological safety. Employees with high OBSE feel more confident and rely more on their own, and therefore do not necessarily need an inclusive leader to feel psychologically safe. Contrarily, employees with low OBSE are less comfortable with themselves and less confident in showing themselves, which heightens the importance of a psychologically safe work environment (Liang et al., 2012). According to the reasoning of the behavioral plasticity theory (Brockner, 1988), employees with low OBSE are more responsive to events in their environments, therefore rely more on their inclusive leader to feel psychologically safe.

Following the theory of behavioral plasticity, it can be concluded that OBSE is an important individual characteristic which moderates both the relationship between inclusive leadership and career sustainability, as well as the relationship between inclusive leadership and psychological safety. Therefore, the following hypotheses are formulated:

Hypothesis 3 Organization-Based Self-Esteem moderates the relationship between inclusive leadership and career sustainability; inclusive leadership will have stronger positive relationships with career sustainability among employees with low Organization-Based Self-Esteem, compared to employees with high Organization-Based Self-Esteem.

Hypothesis 4 Organization-Based Self-Esteem moderates the relationship between inclusive leadership and psychological safety; inclusive leadership will have stronger positive relationships with psychological safety among employees with low Organization-Based Self-Esteem, compared to employees with high Organization-Based Self-Esteem
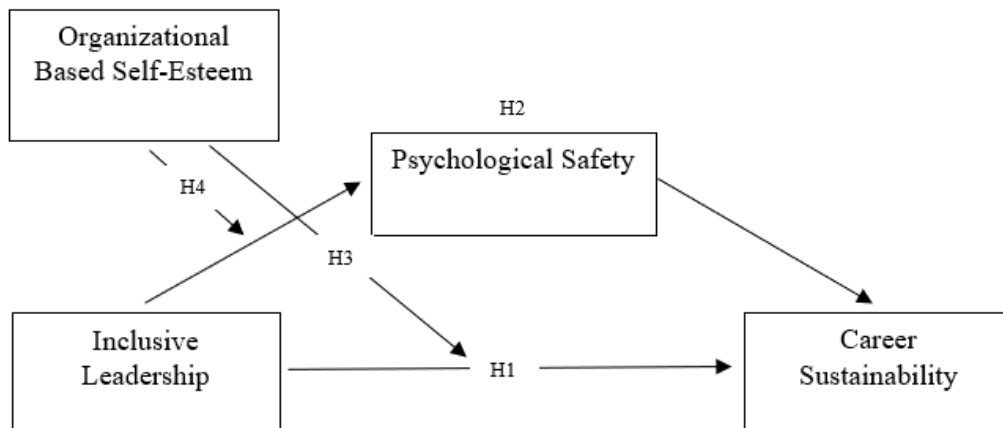
The current study's conceptual model is presented in Figure 1.

Figure 1

Conceptual model

Chapter 3 – Methodology

3.1 Research Design and Procedure

The research question is answered using a quantitative research method, as this kind of method allows for analyzing relationships between several variables (Field, 2017). More specifically, it was a cross-sectional study of a sample of Dutch employees. The current study was part of a larger dyadic data study of a total of five students from the Master Strategic Human Resources Leadership. Dyadic data refers to the analysis of data from pairs of people (dyads) and is used to understand relationships between two people (Maroufizadeh et al., 2018). In the specific case of the larger project, the relationship between leaders and their employees. However, for the interest of the current study, only employee data was used for the main analyses, as employees' perceptions of certain leadership behaviors are known to influence their attitudes and behaviors, rather than the actual leadership (Nishii et al., 2008). In addition, studies have shown that employees' perceptions of leadership behavior may vary due to different contextual factors or personalities, further indicating that the leader's actual behavior is less important than the perceptions of employees (Bakker et al., 2014; Maslach et al., 2001). Although only data from employees is used for the main analyses, leaders´ data is used for the additional analysis.

       To collect the appropriate data, two surveys were created via the software Qualtrics, one for the leaders and one for their employees. After completing the surveys, a pilot test has been performed to receive feedback and improve the surveys. The pilot respondents have not been accounted for in the analyses. This feedback has been helpful in making some final adjustments to the surveys regarding the answer options and the formulation of some questions. Data is collected in the period between 14th April 2022 and 3rd May 2022. As the sample of the current study consisted of Dutch employees, the survey was in Dutch as well. Collecting the data has been a group effort, using non-probability sampling techniques. More specifically, the current study obtained participants by using snowball and opportunistic sampling, as specific methods of the probability sampling technique. First, snowball sampling means that the researchers contacted an initial participant, e.g., a leader, who then identified several other participants, e.g., employees, able to participate in the study. Second, opportunistic sampling involves using those participants that are easiest to obtain for the current study's sample (Balnaves, & Caputi, 2001). More specifically, the researchers used their network (targeting specific people and posting on LinkedIn) to recruit participants for the study.

This process of finding, recruiting, and selecting participants already started before the actual surveys were created and distributed. This has allowed the researchers to create a shared Excel-file (via Google Drive) to keep track of the possible respondents, their e-mail addresses, and their role (leader or employee). The moment the leaders agreed to participate, they received an e-mail with more information about (the purpose of) the study (Appendix A). Furthermore, they were informed on the fact that, as incentive for participation, they will receive the most important results and practical implications after finishing the study. In most cases, the leaders received an e-mail with both the anonymous link to the online survey in Qualtrics for themselves and for their employee(s), which they had to send to them (Appendix A). In some cases, however, the researchers also had employees´ e-mail addresses, therefore separate e-mails were sent. Furthermore, the e-mail was provided with a unique code (randomly generated), which both the leader and the employee(s) had to fill in the survey. This is necessary for the dyadic nature of the larger project, as its aim was to link the results of the leader with the results of their employee(s). Prior to the study, participants were informed on the research goals and the anonymity of the data (Appendix A). Furthermore, they were asked for their consent and were informed about the fact that they are free to withdrawn from the study at any time. During the study, participants were not exposed to any form of manipulation. Finally, the Excel-file also allowed the researchers to keep track of which respondents already completed the surveys. Roughly 1½ weeks after sending the e-mails with the anonymous links and the unique codes, respondents who did not yet completed the survey received a reminder via e-mail to stimulate participation (Appendix A).

A total of 121 leaders and 167 employees were approached for participation. Of these, 96 leaders and 137 employees completed the entire survey, resulting in a response rate of respectively 79.3% and 82.0%. According to Field (2017), the response rate in quantitative research is usually around 60%, therefore it could be argued that the current study's response rate was high.

3.2 Description of the sample

The sample consisted of Dutch employees aged 18 years and older, who work part-time or full-time for their organization. In total, 167 employees filled in the surveys. After removing incomplete responses, incomplete dyads, and responses in which something went wrong with the unique codes, this number was reduced to 125 employees. This could be considered an appropriate sample size, as it is preferred to have a sample size of at least 100 and furthermore

to have 15 to 20 respondents per variable (Hair et al., 2018). The sample size of 125 employees meets both above-mentioned criteria. Table 1 provides an abbreviated overview of the sample's demographics.

As shown in this table, most of the employees was female (60.8%). Furthermore, the average age of employees was 37.15 years old (SD = 14.37). Although various educational levels were represented in the sample, the two most common educational levels among employees were Intermediate Vocational Education (24.8%) and University of Applied Sciences (36.8%). Finally, although ten different sectors were represented in the sample, Healthcare and wellbeing (24%) and Trade and services (30.4%) were the most represented sectors. Taking a closer look at the sample showed that, on average, employees work 30.59 hours a week (SD = 12.08). Furthermore, it appeared that the time an employee was working with their leader varied between up to one year (38.4%), one to three years (31.2%), and more than three years (30.4%). Moreover, most employees had on a weekly (41.6%) or daily (27.2%) basis direct contact with their leader, and these moments of contact were usually face-to-face (70.4%) or via e-mail (40%).

Table 1

Demographics of the sample

	Total sample
	N = 125
Age (average)	37.15 (*SD* = 14.37)
Working hours per week (average)	30.59 (*SD* = 12.08)
Gender (female)	60.8%
Educational level	
Intermediate Vocational Education (MBO)	24.8%
University of Applied Sciences (HBO)	36.8%
University	25,6%
Industry	
Healthcare and wellbeing	24%
Trade and services	30.4%
Years working with leader	
0 – 1 year	38.4%
1 year – 3 years	31.2%
More than 3 years	30.4%
Contact frequency with leader	
Weekly	41.6%
Daily	27.2%
Communication methods	
Face-to-face	70.4%
E-mail	40%

3.3 Measures

All scales are presented in Appendix B. Whenever there was no Dutch translation of the scale used, the English version was translated to Dutch using the back-to-back translation method. Each individual scale is reported below.

 Inclusive Leadership. Inclusive leadership is measured using the scale of Carmeli et al. (2010) (Cronbach's α = .90). The measure consists of nine items and assesses the leader's openness and their availability and accessibility towards employees. An example item is: "The manager is open to hearing new ideas". For each item, a 7-point Likert-scale ranging from strongly disagree to strongly agree is used. As explained earlier, the current study focused on employees' perceptions of inclusive leadership, however, due to the dyadic nature of the larger

project, inclusive leadership was measured from the leader's perspective as well. The same scale of Carmeli et al. (2010) (Cronbach's α = .79) was used for this, but items were reformulated. An example item is: "I am available for professional questions my employees would like to consult with me".

Psychological Safety. Psychological safety was measured using the scale of Edmondson (1999). In the current study, the Cronbach's alpha of the original scale was .69. The measure consists of seven items and assesses an employee's perception of psychological safety. Three of six items were reverse coded, meaning that a relatively low score indicated relatively high levels of psychological safety. The values of these three items have been recoded before analyses to avoid skewed results. An example items is: "If I make a mistake in this team, it is held against me". For each item, a 5-point Likert-scale ranging from strongly disagree to strongly agree was used. However, after conducting reliability and factor analysis, five of seven items were remained, resulting in Cronbach's alpha of .74.

Organization-Based Self-Esteem. Organization-Based Self-Esteem was measured using the scale of Pierce et al. (1989) (Cronbach's α = .90). The measure consists of six items, and it assesses the extent to which employees believe they are valuable and worthy to the organization. An example items is: "I count here". For each item, a 5-point Likert-scale ranging from strongly disagree to strongly agree was used.

Career Sustainability. As explained before, career sustainability is a very broad concept, containing many different aspects, and furthermore, due to its dynamic nature, it is hard to measure in a quantitative manner (De Vos et al., 2020). So far, there is no scale that can proper measure an employees' sustainable career. Therefore, the current study focused on the mental health and happiness indicators of career sustainability and operationalized this by using a measure of general well-being, namely flourishing. Flourishing is defined as "a condition denoting good mental and physical health: the state of being free from illness and distress, but, more important, of being filled with vitality and functioning well in one's personal and social life" (APA Dictionary of Psychology, n.d.). Flourishing therefore, says something about one's mental and physical health, as well as one's happiness, which are all important aspects of career sustainability (De Vos et al., 2020).

Therefore, to measure career sustainability, the Flourishing Scale (Diener et al., 2009) (Cronbach's α = .90) was used. This measure consists of eight items and measures social-psychological prosperity. An example item is: "I led a purposeful and meaningful life". For each item, a 7-point Likert-scale ranging from 1 strongly disagree to strongly agree was used. The Dutch translation of Van Egmond and Hanke (2009) was used in the survey.

3.4 Control variables

To account for possible spurious relationships when examining the hypotheses, some variables were controlled for. These control variables were gender, age, educational level, and employees' trust in their leader.

First, according to Bauer et al. (2006), gender influences the relationship between leaders and their employees. In general, male employees report having stronger relationships with their leader than female employees. Therefore, gender differences could influence the leader-employee relationships and thus shape employee outcomes, like psychological safety and career sustainability. To include gender as a control variable in the regression analysis, dummy variables were created. Second, employees' age will be controlled for, as it is known that age influences an employees' career sustainability (Marcaletti, 2014). Furthermore, there will be controlled for employees´ educational level, as prior studies have shown that higher educational levels are positively associated with well-being (Belo et al., 2020; Dalgard et al., 2007). Finally, employees' trust in their leader will be controlled for, as it is known that this influences the quality of the relationship between leader and employee (Scandura, & Pellegrini, 2008). Therefore, this might have an impact on the effects of inclusive leadership.

3.5 Data-analysis procedure

Data was treated confidentially and analyzed in a confidential manner. After the data collection was finished, the data was exported to the statistical software SPSS. First, the data of the leaders and employees was cleaned, meaning that incomplete responses and responses where something went wrong with the unique codes were removed. After this, the two datasets were merged into one and cases in which only the leader or only the employee(s) filled in the survey were removed. The remaining data was then ready for further analyses.

As stated before, validity and reliability of the data has been checked by conducting factor analysis and reliability analysis. Results of these analyzes are presented in the results section. Next, descriptive statistics are retrieved and analyzed, which included looking at the frequencies, means, and standard deviations of all variables. After completing that step, new variables have been computed containing the means of all items of a specific variable. There has been checked for outliers by analyzing the boxplots of all variables (Appendix C). The boxplots showed that all variables have some outliers, however when checking these cases of outliers, the responses seemed genuine and therefore no outliers have been removed from the dataset. The interclass correlation coefficient (ICC) has been calculated and showed to have a value of .09, indicating that 91% of the variance among employees in their career sustainability

is due to variance in employee-related factors, and the remaining 9% to variance in leaders' factors. This provides further evidence for the correctness of the choice to use employees' perspectives in the main analyses.

Furthermore, the assumptions of normality, linearity, independence, homoscedasticity, and multicollinearity have been checked. First, to ensure normality of the dependent variable, the values of skewness and kurtosis of the residuals are interpreted. As both values were withing range, the assumption of normality can be assured. To ensure linearity, the scatterplots of all independent variables and the dependent variable were checked, which indicated linearity (Appendix D). Moreover, the Durbin-Watson test was 1.85, which means that independence can be assumed. Finally, the assumption of homoscedasticity (Appendix D) and multicollinearity (VIF < 5) are both checked and assured.

After these preliminary analyses, a correlation analysis was performed to obtain a primary overview of the relationships between all variables. Finally, to test the hypotheses, regression-based analyses were performed in SPSS using the PROCESS tool developed by Hayes (2013). More specifically, PROCESS Model 4 is used to test the direct and mediation effects, and Model 8 is used to test the moderated-mediation model of the study. Figure 2 presents the statistical diagram that is tested in the current study.

Figure 2

Statistical diagram

24
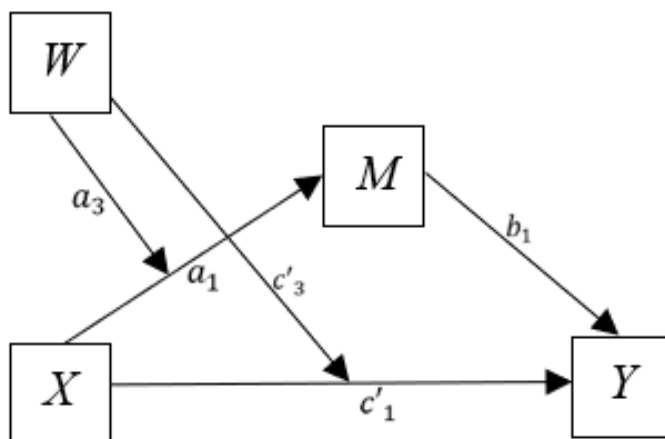
Chapter 4 – Results

4.1 Reliability and Factor analysis

Reliability analyses have been performed to assure the internal consistency of each scale. First, the inclusive leadership scale, consisting of nine items, was found to have an excellent internal consistency ($\alpha = .90$). Second, the psychological safety scale, which consists of seven items, has a questionable internal consistency ($\alpha = .69$). However, the reliability analysis showed that deleting item 6 ("No one in this team would deliberately act in a way that undermines my efforts") increases alpha to .75 (Appendix E). A reason for this may be that this item was difficult to interpret for participants, resulting in unreliable answers. As such, it was decided to remove item six from the psychological safety scale to increase internal consistency. Third, the OBSE scale, consisting of six items, was found to have an excellent internal consistency ($\alpha = .90$). Finally, the flourishing scale, consisting of eight items, was found to have an excellent internal consistency as well ($\alpha = .90$).

A principal axis factoring (PAF) analysis with a Varimax (orthogonal) rotation was conducted on the scales. The rotated factor matrix provided further evidence for deleting item six of the psychological safety scale, as this item showed a low factor loading. Furthermore, item seven ("Working with members of this team, my unique skills and talents are valued and utilized") of the psychological safety scale seemed problematic as well, since its primary loading is highest on the factor not correlating with psychological safety. Moreover, both item six and item seven of the psychological safety scale had communalities below .3, meaning that there is only little shared common variance with other items. It was therefore decided to delete item seven of the psychological safety scale in addition to item six. PAF has been conducted on the remaining 28 items.

First, the Kaiser-Meyer-Olkin measure of sampling adequacy was .860, which suggests that the sample was factorable. The Bartlett's test of sphericity was significant ($x^2(378) = 2221.234$, $p < .001$), therefore indicating that correlations between items were sufficiently large. Second, all but two of the communalities were above .30, further confirming that each item shared a common variance with other items. Given these general indicators, factor analysis was considered appropriate for all items. Five components had eigenvalues over Kaiser's criterion of 1. However, this factor analysis was used more confirmatory rather than exploratory, therefore the fixed number of factors to extract was four. These four factors in combination explained 55.90% of the variance. The rotated factor matrix is presented in

Appendix F. As such, it is suggested that factor 1 represents inclusive leadership, factor 2 represents career sustainability, factor 3 represents OBSE, and factor 4 represents psychological safety.

However, the first item of inclusive leadership ("The manager is open to hearing new ideas") also showed high cross-loadings on the factors of OBSE and psychological safety. This could be due to the content of the item and the fact that there may be some conceptual overlap with OBSE and psychological safety. Furthermore, as stated before, there were two items with communalities below .3, namely item two ("Members on this team are able to bring up problems and tough items") and five ("It is difficult to ask other members of this team for help") of the psychological safety scale. However, both items had reasonable factor loadings on the factor of psychological safety.

4.2 Correlational analysis

The means, standard deviations, and correlations of the main and control variables are presented in Table 2. Pearson´s correlation coefficient is used to examine the relationships between inclusive leadership, psychological safety, OBSE, career sustainability, gender, age, educational level, and trust. As shown in Table 2, inclusive leadership has a moderately positive significant correlation with psychological safety ($r(123) = .43$, $p < .001$) and OBSE ($r(123) = .42$, $p < .001$), and a low positive significant correlation with career sustainability ($r(123) = .23$, $p = .011$). Psychological safety has a moderately positive significant correlation with OBSE ($r(123) = .38$, $p < .001$) and career sustainability ($r(123) = .40$, $p < .001$). Career sustainability itself correlates moderately positive significant with OBSE ($r(123) = .45$, $p < .001$). Furthermore, gender and age have no significant correlations with the main variables. Only educational level is low positive significant correlated with psychological safety ($r(123) = .19$, $p = .032$). However, trust is moderately positive significant correlated with inclusive leadership ($r(123) = .59$, $p < .001$), psychological safety ($r(123) = .47$, $p < .001$), OBSE ($r(123) = .39$, $p < .001$), and career sustainability ($r(123) = .34$, $p < .001$).

Table 2

Means, standard deviations and correlations

	Variables	M	SD	1.	2.	3.	4.	5.	6.	7.	8.	9.
1.	Inclusive leadership	5.90	.80	(.79)								
2.	Psychological safety	4.24	.66	.43**	(.74)							
3.	OBSE	4.18	.64	.42**	.38**	(.90)						
4.	Career sustainability	5.88	.67	.23*	.40**	.45**	(.90)					
5.	Gender dummy Male	-	-	-.06	.05	.05	-.02	1				
6.	Gender dummy Female	-	-	.04	-.05	-.06	.02	-.98**	1			
7.	Age	37.15	14.37	-.09	.10	.15	.15	.19*	-.19*	1		
8.	Educational level	-	-	.08	.19*	.17	.07	.08	-.10	.05	1	
9.	Trust	6.01	1.02	.59**	.47**	.39**	.34**	-.08	.08	-.02	.02	1

N = 125

p <.05 **p* <.01

4.3 Hypothesis testing

Direct effect and indirect (mediated) effects

According to hypothesis 1, inclusive leadership would be positively related to employees´ career sustainability. However, as shown in Table 3, this hypothesis must be rejected, as this effect is non-significant (b = -.013, p = .881). Furthermore, it seemed that the total effect of inclusive leadership on career sustainability is not significant as well (b = .045, p = .617), as presented in Table 4.

Hypothesis 2 suggested that the relationship between inclusive leadership and career sustainability is mediated by psychological safety, in the sense that the higher inclusive leadership, the higher psychological safety, and thus the higher career sustainability. To determine the direct and indirect effects of this mediation hypothesis, PROCESS Model 4 (Hayes, 2013) was used. First, as shown in Table 3, inclusive leadership is positive significant related to psychological safety (b = .191, p = .020). This result indicated that employees who experience relatively more inclusive leadership, are estimated to feel more psychological safe, as opposed to employees who experience relatively little inclusive leadership. Second,

psychological safety appears to be positive significant related to career sustainability ($b = .308$, $p = .003$). This result indicated that employees who experience a higher level of psychological safety, are estimated to have higher levels of career sustainability. Finally, to determine a mediation effect, one must analyze the indirect effect by using 'bootstrapped' confidence intervals, which is presented in Table 4. It can be concluded that the relationship between inclusive leadership and career sustainability is mediated through psychological safety ($b = .0591$, 95% CI [.003, .141]. This indirect effect indicates that employees who differ in their experienced inclusive leadership, differ in their reported career sustainability, which is because employees who experience more inclusive leadership have greater psychological safety. This, in turn, is translated to higher employees' career sustainability. By means of these results, it can be concluded that hypothesis 2 is accepted.

Furthermore, the results showed that both control variables educational level ($b = .086$, $p = .038$) and trust ($b = .216$, $p < .001$) had a significant influence on psychological safety.

Table 3

Direct and indirect (mediated) effects

| | | Consequent | | | | | | |
| | | Psychological Safety (M) | | | | Career Sustainability (Y) | | |
Antecedent		b	SE	p		b	SE	p
Inclusive leadership (X)	a_1	.191	.081	.020	c'_1	-.013	.090	.881
Psychological safety (M)		-	-	-	b_1	.308	.100	.003
Gender dummy Male		.396	.581	.497		-.158	.631	.803
Gender dummy Female		.315	.580	.588		-.089	.631	.888
Age		.003	.004	.376		.007	.004	.090
Educational level		.086	.041	.038		.003	.045	.951
Trust		.216	.062	<.001		.136	.071	.058
Constant	i_1	1.09	.751	.148	i_2	3.695	.821	< .001
		$R^2 = .295$				$R^2 = .211$		
		$F(6,118) = 8.2205, p < .001$				$F(7,117) = 4.4590, p < .001$		

Note. As trust is moderately correlated with career sustainability, analyses are also done without including trust, results are comparable.

Table 4

Direct, indirect, and total effects of inclusive leadership on career sustainability via psychological safety

		b	SE	p	LLCI	ULCI
Total effect	c_1	.045	.091	.617	-.1339	.2248
Direct effect	c'_1	-.013	.090	.881	-.1907	.1639
			Boot SE		Boot LLCI	Boot ULCI
Indirect effect	$a_1 b_1$	.059	.036		.0033	.1410

Moderated (conditional indirect) effects

To determine the effects of the moderation hypotheses, PROCESS Model 8 (Hayes, 2013) was used. According to hypothesis 3, OBSE moderates the relationship between inclusive leadership and career sustainability, such as that inclusive leadership will have stronger positive effects on career sustainability among employees with low OBSE, compared to employees with high OBSE. The results in Table 5, however, indicate that the effect of inclusive leadership on career sustainability is not contingent on the employees' level of OBSE, as there is no significant interaction between inclusive leadership and OBSE in the model of career sustainability ($b = .085$, $p = .237$). Therefore, hypothesis 3 must be rejected.

According to hypothesis 4, OBSE moderates the relationship between inclusive leadership and psychological safety, such as that inclusive leadership will have stronger positive effects on psychological safety among employees with low OBSE, compared to employees with high OBSE. As presented in Table 5, there is a significant interaction between inclusive leadership and OBSE in the model of psychological safety ($b = .152$, $p = .023$). Therefore, the effect of inclusive leadership on psychological safety indeed is contingent on the employees' level of OBSE. However, contrary to expectations, the effects of inclusive leadership on psychological safety become greater as OBSE increases (Table 6). By means of these results, it can be concluded that hypothesis 4 can be partially accepted, as OBSE did act as moderator, but the effects of low versus high OBSE were opposite to what was expected. A visual representation of the interaction between inclusive leadership and OBSE on psychological safety is presented in Figure 3. Furthermore, although not hypothesized, the results showed that OBSE has significant relationships with both psychological safety ($b = .208$, $p = .027$) and career sustainability ($b = .385$, $p = < .001$) (Table 5). In Figure 4, all results are presented in the statistical diagram.

Table 5

Moderated mediation model

Antecedent		Psychological Safety (M)				Career Sustainability (Y)		
					Consequent			
		b	SE	p		b	SE	p
Inclusive leadership (X)	a_1	.206	.085	.016	c'_1	-.052	.092	.569
Psychological safety (M)		-	-	-	b_1	.228	.098	.022
OBSE (W)	a_2	.208	.093	.027	c'_2	.385	.100	<.001
Inclusive leadership x OBSE (XW)	a_3	.152	.066	.023	c'_3	.085	.071	.237
Gender dummy Male		.360	.576	.526		-.199	.599	.741
Gender dummy Female		.328	.565	.563		-.093	.599	.877
Age		.003	.004	.474		.005	.004	.222
Educational level		.072	.040	.781		-.012	.043	.701
Trust		.189	.062	.003		.101	.068	.141
Constant	i_1	2.42	.701	< .001	i_2	4.30	.779	< .001
		$R^2 = .343$				$R^2 = .301$		
		$F(8,116) = 7.5604, p < .001$				$F(9,115) = 5.5003, p < .001$		

Note. As trust is moderately correlated with career sustainability, analyses are also done without including trust, results are comparable.
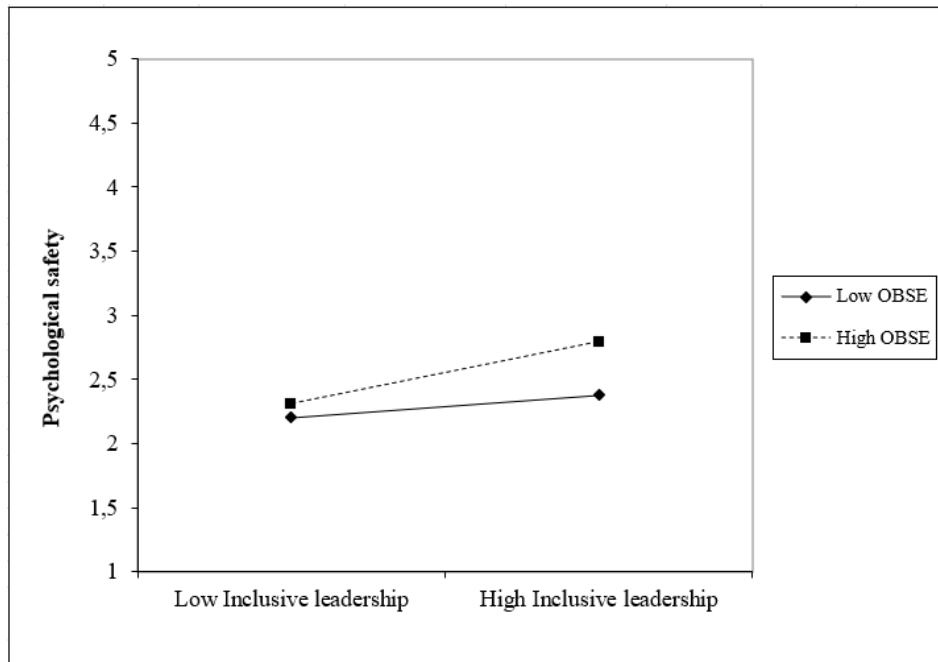
Table 6

Conditional effects of inclusive leadership on psychological safety at different values of OBSE

OBSE	b	SE	p
-.6383	.109	.084	.195
.0000	.206	.085	.016
.6383	.303	.104	.004

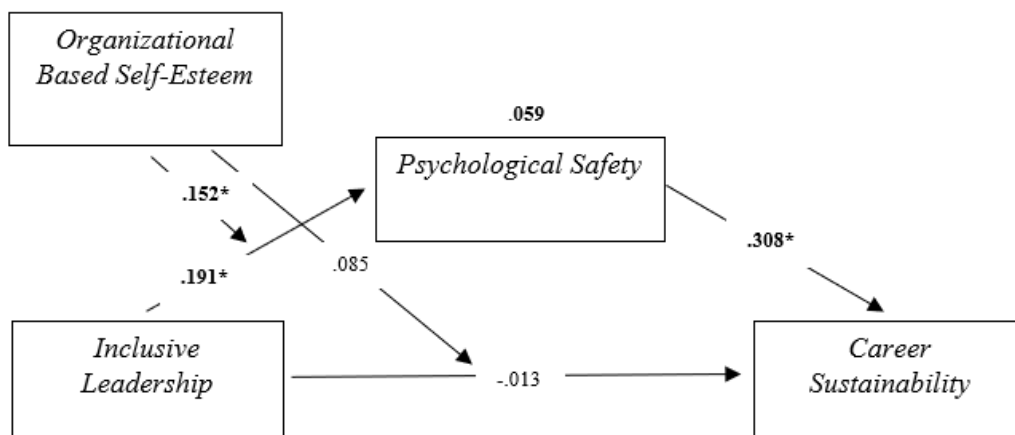**Figure 3**

Interaction between inclusive leadership and OBSE on psychological safety

Figure 4

Results in statistical diagram

Additional analysis

As explained before, the current study is part of a larger project. Although only employees' data was used for the main analyses, due to the dyadic nature of the larger project, data from leaders was available as well. Therefore, it was decided to conduct an additional analysis to explore whether the perceptions of leaders and employees on inclusive leadership behaviors are aligned. This was interesting because leaders tend to overestimate their own leadership

qualities relative to their employees´ assessments (Fleenor et al., 1996), which is called the overconfidence bias (APA Dictionary of Psychology, n.d.).

To investigate the possible differences in perceptions between leaders and employees, an independent t-test was conducted with a 95% confidence interval for the mean differences. As the results showed that Levene's Test for Equality of Variances was significant, and therefore equal variances could not be assumed, statistical differences are examined taking this into account. Furthermore, there appeared to be a difference between the average score of leaders on inclusive leadership (M = 6.22, SD = .45), and of employees on inclusive leadership (M = 5.90, SD = .80). This difference was significant (t(196.593) = -3.97, p < .001). Therefore, it can be concluded that indeed leaders overestimate their own inclusive leadership qualities.

Chapter 5 – Discussion

The aim of this study was to investigate the relationship between inclusive leadership and employees' career sustainability. More specifically, it was examined whether this relationship would be mediated by psychological safety, and whether these relationships would be moderated by employees' OBSE. Studying these relationships provides the research field with useful scientific and practical contributions regarding inclusive leadership behaviors, psychological safety, and employees' career sustainability. Furthermore, including employees' diversity in the form of OBSE is very insightful these days as diversity among employees continues to increase. The current study has investigated four hypotheses, which together answered the following research question:

What is the influence of inclusive leadership on employees' career sustainability and to what extent is this relationship mediated through psychological safety and moderated by organization-based self-esteem?

5.1 Discussion of results

The first hypothesis investigated whether inclusive leadership is positively related to employees' career sustainability. This hypothesis had to be rejected, as the results showed that inclusive leadership does not have a direct significant relationship with career sustainability. However, as will be discussed later, a significant indirect effect of inclusive leadership on career sustainability via psychological safety (H2) has been found. This indicates that the relationship between inclusive leadership and career sustainability may be more complex in nature and that one or more processes intervene and might explain this relationship. Moreover, in line with this reasoning is that, although not significant, it seemed that there even was a small negative effect between inclusive leadership and career sustainability. This might imply that, through some process not included in the current study, inclusive leadership weakens or even has a partially negative effect on career sustainability. According to Korkmaz et al. (in press), it is essential to explore the full concept of inclusive leadership, to understand its potential adverse effects. Furthermore, it is possible that a so-called too-much-of-a-good-thing effect occurs, meaning that too much inclusive leadership results in weakened positive, or even negative effects (Pierce, & Aguinis, 2013). For example, too much inclusive leadership could possibly result in employees being no longer concerned to be excluded, therefore being less motivated in their jobs (Xiaotao et al., 2018), which decreases their career sustainability. The

possible presence of this too-much-of-a-good-thing effect could explain why no positive effect was found between inclusive leadership and career sustainability. However, although the current study seemed unable to conclude anything about this, it does not preclude the existence of the positive path in the relationship between inclusive leadership and career sustainability, as was expected according to the reasoning of the social learning theory (Bandura, 1977).

The second hypothesis investigated whether the relationship between inclusive leadership and career sustainability is mediated by psychological safety. This hypothesis can be divided into three different parts. First, the results showed that inclusive leadership has a positive relationship with psychological safety, indicating that employees who experience relatively more inclusive leadership, are estimated to feel more psychological safe, as opposed to employees who experience relatively less inclusive leadership. This result is compliant with what was expected through the tenets of the social learning theory (Bandura, 1977). Indeed, it seems that inclusive leadership behaviors promote employees' feelings of psychological safety. Second, the results showed that psychological safety has a positive relationship with career sustainability, indicating that employees who experience a higher level of psychological safety, are estimated to have higher levels of career sustainability. This result complies with what was expected, namely, a psychologically safe work environment reduces the fear of negative consequences, which encourages employees to invest in physical, cognitive, and emotional resources in their work (Cristian et al. 2011). These resources are important for employees to be able to safeguard their career sustainability (De Lange et al., 2015; De Vos et al., 2020). Finally, it can be confirmed that the relationship between inclusive leadership and career sustainability is mediated by psychological safety. Indeed, it seems that employees who differ in their experienced inclusive leadership, differ in their reported career sustainability, as it can be argued that employees who experience more inclusive leadership feel more psychologically safety. This, in turn, is translated into a higher level of employees' career sustainability. This complies with and confirms above-mentioned literature that employees with an inclusive leader have the perception of a psychologically safe workplace and will therefore proactively invest in various resources, leading to greater career sustainability.

The third hypothesis investigated whether OBSE moderates the relationship between inclusive leadership and career sustainability. This hypothesis had to be rejected, as the results showed that the effect of inclusive leadership on career sustainability is not contingent on the employees' level of OBSE. As will be discussed later, OBSE did moderate the relationship between inclusive leadership and psychological safety (H4). Therefore, following the principles of the theory of behavioral plasticity (Brockner, 1988), it is likely that OBSE

moderates the relationship between inclusive leadership and career sustainability as well, however, this moderation could not be established in the current study. This could possibly be explained by the fact that the direct effect of inclusive leadership on career sustainability was too small for OBSE to have a significant moderating effect. The results did show that OBSE positively influences career sustainability, however, other factors influencing the relationship between inclusive leadership and career sustainability could have negated this effect.

The fourth, and final, hypothesis investigated whether OBSE moderates the relationship between inclusive leadership and psychological safety. This hypothesis can be partly accepted, as the effect of inclusive leadership on psychological safety is indeed contingent on the employees' level of OBSE. Therefore, this result is consistent with at least part of the theory of behavioral plasticity (Brockner, 1988), as the effects of inclusive leadership on psychological safety vary between employees with different degrees of OBSE. Interestingly, however, the results are in opposite direction as expected, and therefore, these results do not comply with all the principles of the theory of behavioral plasticity (Brockner, 1988). Because low OBSE employees are more responsive to their environment, it was expected that they would rely more on their inclusive leader to experience feelings of psychological safety, compared to high OBSE employees. However, the results showed that the effects of inclusive leadership on psychological safety become greater among employees with higher values of OBSE. Therefore, it can be concluded that employees with high OBSE benefit more from inclusive leadership behaviors, and that inclusive leadership does not have the desired effects on psychological safety among employees with low OBSE. These unexpected results may be explained by the discrepancy between characteristics of inclusive leadership and the needs of employees with low OBSE. Inclusive leadership behavior revolves around inviting and appreciating input from employees (Nembhard, & Edmondson, 2006). However, as low OBSE employees feel irrelevant, unimportant, and incompetent within their organization (Pierce et al., 1989), they might not benefit from this inclusive leadership approach to feel psychologically safe. Although it was expected that low OBSE employees benefit more from inclusive leadership behavior, as they are more reactive to their environment, it seems that inclusive leadership cannot compensate for their low values of OBSE. Contrarily, high OBSE employees may thrive under the influence of an inclusive leader because their leader gives them space to express their opinions. Since employees with high OBSE already feel important, meaningful, and competent within their organization (Pierce et al., 1989), inclusive leaders could only reinforce these feelings by inviting and appreciating their inputs (Nembhard, & Edmondson, 2006). Therefore, the current study showed that differences in employees'

personality characteristics influence the effects of inclusive leadership on feelings of psychological safety, due to the diversity that characterizes today's workforce.

Besides the hypothesized results, an interesting not-hypothesized result came forward. As argued before, additional analyses have been performed to make use of the available leader-data of the dyadic data study. Although employees' perception of the availability of inclusive leadership behaviors are most important in influencing their attitudes and behaviors (Nishii et al., 2008), it is interesting to examine the differences between how employees perceive inclusive leadership behaviors from their leader and how the leaders themselves perceive their inclusive leadership behaviors. The results showed that the perceptions of leaders and employees on inclusive leadership behaviors are not aligned. More specifically, leaders are more positive about their own inclusive leadership behaviors than employees are. This is consistent with previous studies that have found that leaders tend to overestimate their own leadership qualities relative to their employees´ assessments (Fleenor et al., 1996), which is called the overconfidence bias (APA Dictionary of Psychology, n.d.). This result provides further evidence why leader's perceptions are not the best predictors of employees' outcomes. Furthermore, this result gives practical implications, which will be discussed in the next section.

5.2 Practical implications

The results of the current study come with a few very interesting practical implications. First, it shows that having an inclusive leader is beneficial for employees' sense of psychological safety, which consequently positively influences their career sustainability, specifically their mental health and happiness. Training leaders to engage in more inclusive leadership behaviors, will be beneficial for the mental health and happiness of employees in the organization, which in turn will lead to greater productivity (Haddon, 2018). Furthermore, inclusive leadership is seen as key in managing the increasing diversity of today's workforce. For organizations, managing a diverse workface could be difficult, as all employees have different needs and values (Brimhall, & Mor Barak, 2018; Carmeli et al., 2010). As such, the current study showed that differences in OBSE influence to what extent employees benefit from inclusive leadership. Therefore, to leverage the potential benefits of a diverse workforce leaders should truly know their employees, as different employees might benefit from different approaches. For example, it seemed that high OBSE employees benefit more from inclusive leadership behaviors than their low OBSE counterparts. Furthermore, the results showed that

OBSE is positively related to psychological safety and career sustainability, therefore, organizations and employees themselves should invest in strengthening OBSE. As a final practical implication, it is suggested that organizations make leaders aware of their unconscious bias to overestimate themselves when assessing their leadership behaviors. Namely, when leaders inaccurately overestimate themselves, it is less likely that they feel the need to improve themselves on certain leadership skills. Besides awareness of this bias, truly listening to feedback might also help to overcome this. Therefore, organizations should implement a 360-degree feedback technique, so that employees are given the opportunity to rate their leader on certain skills. Based on the results of the 360-degree feedback, leaders should receive training or information to improve themselves. As the main results of the current study, including the practical implications, will be sent to the leaders who participated in this study, they can incorporate these findings into their organization as well.

5.3 Limitations

When interpreting the results of the current study, several limitations must be considered. First, the data is collected using a cross-sectional method, which implies that causal conclusions cannot be made. Ideally, when aiming for causal relationships, one must conduct an experiment, since this provides researchers with the possibility to manipulate certain variables (Field, 2017). However, as it was desirable to study the variables in the natural environment, manipulation was not appropriate. Since the current study has limitations in assessing causality, it is not possible to exclude that career sustainability, inclusive leadership, psychological safety, and OBSE have reciprocal effects on each other (Field, 2017). However, as the current study's conceptual model was based on existing theory, alternative explanations will be less likely (Saunders, 2012). Nevertheless, future studies should ideally perform a longitudinal study, as this provides opportunities to investigate causal relationship (Piening et al., 2017). A second limitation of this study is the fact that it relies only on self-reported, single-source data, which increases the subjectivity of the study. In the current study, leader data was available because of the dyadic data design of the larger project, therefore this limitation could have been avoided. However, the researcher deliberately chose to only use the employees' data, as employees' perceptions are most important in influencing their attitudes and behaviors (Nishii et al., 2008). Nevertheless, the current study did use the dyadic data to examine the congruence between leader's perceptions of themselves and employees' perceptions of their leader, yielding interesting insights as discussed earlier. A third limitation concerns the sample of this study.

As data collection occurred through non-probability sampling techniques, some of the population will have a higher chance of being included in this study than others (Galloway, 2005). Indeed, the demographics show that, compared to the entire Dutch working population, high educated employees were overrepresented in the sample. Therefore, the results of this study are likely to be less generalizable to the entire Dutch working population. Furthermore, although in the current study educational level had no significant effect on career sustainability, previous studied showed that higher educational levels are positively associated with well-being (Belo et al., 2020; Dalgard et al., 2007). Therefore, it is possible that educational level influenced the results to some extent. As such, future studies should try to obtain a sample as random as possible. A final limitation that needs to be discussed is the measurement used for inclusive leadership, namely the scale of Carmeli et al. (2010). This scale is used because the research has conducted research and concluded that it is currently the most validated one available in scientific research. Although this scale assesses the leader's openness and their availability and accessibility towards employees, it does not quite capture the need for leaders to balance between facilitating belongingness on the one hand and preserving employees' uniqueness on the other hand. According to the researcher, a better scale that tries to capture all aspects of inclusive leadership needs to be developed, to have conceptual clarity when including inclusive leadership in future studies.

5.4 Suggestions for future research

Besides possibilities for future research to overcome the above-mentioned limitations of the current study, other suggestions for future research will be discussed next. First, the current study provided more research on the notion of career sustainability, which was important as its development is still in its early stages. However, as there is not yet a single measurement encompassing the full concept of career sustainability, it remains a difficult notion to study. For future studies to be able to investigate the complexity of career sustainability, a reliable and valid measurement needs to be developed. It should include at least all three indicators of career sustainability, namely health, happiness, and productivity (De Vos et al., 2020). A valid and reliable measure of career sustainability enables the research field to explore in more detail how inclusive leadership behaviors can provide certain conditions that help employees to create and maintain their career sustainability (Van der Heijden et al., 2020). The current study used Flourishing to measure career sustainability, however, until a valid measurement of career sustainability is developed, researchers are advised to use other indicators of career sustainability in their studies. Second, the results of the current study showed that, although the

indirect effect via psychological safety was significant, the direct effect of inclusive leadership on career sustainability was not significant. It is likely that other processes exist that influence the relationship between inclusive leadership and career sustainability. Future studies should investigate these other processes that either positively or negatively influence the relationship between inclusive leadership and career sustainability. Third, the results of the current study showed that OBSE functions as a moderating variable between inclusive leadership and psychological safety. Specifically, the effects of inclusive leadership were stronger for high OBSE employees in comparison with low OBSE employees. It would be interesting for future studies to explore in more depth, for example by means of qualitative research, the mechanisms that allow employees with high OBSE to benefit more from their inclusive leader than employees with low OBSE. Furthermore, it would be interesting and important to explore what kind of leadership approach benefits employees with low OBSE. Finally, and in line with the previous suggestion, future research should dive into other possible individual personality characteristics that could moderate the effects of (inclusive) leadership behaviors.

5.5 Conclusion

To conclude, this study has investigated the effect of inclusive leadership on career sustainability. Specifically, it explored to what extent this relationship is mediated through psychological safety and moderated by OBSE. The results show that inclusive leadership positively influences employees' career sustainability via psychological safety. Furthermore, OBSE moderates the relationship between inclusive leadership and psychological safety, however, it does not moderate the relationship between inclusive leadership and career sustainability. More research is needed on the concepts of inclusive leadership and career sustainability, to clarify how both are related to each other. Furthermore, studies should include employees' diversity, for example by looking at different personality characteristics. Concluding, the inclusive dream can be a good first step towards making a happy team.

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Appendix

Appendix A – Survey documents

1. Invitation mail prior to study

Geachte █████████

Ik heb uw emailadres gekregen van J█████████████████ bedankt dat ik u een mail mag sturen t.b.v. mijn masterscriptie. In deze mail alvast wat verdere informatie over het onderzoek van mij (Mette van Zeeland) en mijn medestudenten.

Wij zijn Leah, Tamara, Anne, Marjolein en Mette en momenteel zijn wij bezig met onze master thesis voor de master Strategic Human Resources Leadership aan de Radboud Universiteit in Nijmegen. Wij doen onderzoek naar het welzijn van werknemers en de invloed van verschillende leiderschapsstijlen hierop. Er is een groeiende interesse en belang voor het welzijn van werknemers, aangezien het is aangetoond dit een positieve invloed heeft zowel op het geluk en de gezondheid van werknemers zelf, alsmede op hun productiviteit binnen het werk. Direct leidinggevenden kunnen het welzijn van werknemers beïnvloeden doordat ze over het algemeen dichtbij de werknemer staan en een belangrijke bron van informatie zijn. Het is daarom erg interessant en relevant om te onderzoeken hoe verschillende leiderschapsstijlen het welzijn van werknemers beïnvloeden, om zo tot zowel theoretische als praktische implicaties te komen.

Op dit moment in ons thesistraject zijn wij bezig met het vormen van een database met mogelijke respondenten, vandaar ook dat we u alvast een mail sturen. Het onderzoek zal bestaan uit het invullen van een vragenlijst, waarbij u en de werknemer(s) beiden een vragenlijst krijgen, maar deze vullen jullie los van elkaar in. De vragenlijst is **anoniem** en het invullen ervan zal ongeveer 15 minuten in beslag nemen.

Mochten u en uw werknemer(s) deel willen nemen aan het onderzoek, ontvangt u in de week van 11 april een mail met de vragenlijst en verdere instructies. Voor het onderzoek is het in ieder geval nodig dat u en 1 van uw werknemers de vragenlijst invullen, maar mocht u meerdere werknemers hebben die bereid zijn om deel te nemen, is dit uiteraard welkom. Indien u alvast een indicatie heeft van naar hoeveel werknemers u de vragenlijst kan sturen, horen wij dit graag.

Als dank voor deelname aan het onderzoek, zijn wij van plan een kort document te maken met hierin een samenvatting van de resultaten en praktische tips.

Tevens, mocht u binnen of buiten uw organisatie nog andere leidinggevenden kennen die wellicht geïnteresseerd zijn in deelname aan het onderzoek, bent u vrij om hun emailadres naar ons door te sturen middels een antwoord op deze mail.

Alvast hartelijk dank voor uw deelname, en mocht u nog verdere vragen hebben, kunt u deze mail beantwoorden.

Met vriendelijke groet,

Leah, Tamara, Anne, Marjolein en Mette

2. Mail with anonymous links and unique code

Beste deelnemer,

Nogmaals bedankt dat u als leidinggevende deel wilt nemen aan ons onderzoek. Zoals aangegeven in de vorige mail, sturen wij u nu de link naar onze vragenlijst. Deze mail bevat twee survey links en een code. We vragen u de instructies hieronder te lezen zodat de antwoorden goed worden ingevuld.

Naast de twee survey links, 1 voor uw als leidinggevende en 1 voor uw werknemer(s), bevat deze mail ook een unieke code. Deze code is random gegenereerd en moet op de eerste pagina van de survey worden ingevuld. Deze code stelt ons in staat om uw antwoorden te koppelen met die van uw werknemer(s). Deze code wordt verder niet opgeslagen en zal worden vernietigd na het invullen van de survey.

Hieronder kunt u uw survey link vinden. We willen u vragen om de survey uiterlijk vóór 30 april in te vullen.

Link survey leidinggevende: https://fmru.az1.qualtrics.com/jfe/form/SV_4PicuEbfLZLkwE6
Code: ▮▮▮▮▮▮▮

Vervolgens is de vraag of u de vragenlijst voor de werknemer(s) wilt doorsturen. Onderstaande tekst kunt u kopiëren en mailen naar uw werknemer(s) die willen deelnemen aan het onderzoek:

Beste werknemer,

Wij zijn vijf masterstudenten van de studie 'Strategic Human Resources Leadership' die momenteel bezig zijn met ons thesisonderzoek. Wij doen onderzoek naar het welzijn van werknemers en de invloed van verschillende leiderschapsstijlen hierop. Voor ons onderzoek hebben wij data van zowel een leidinggevende als een werknemer nodig. U zou ons erg helpen als u, net als uw leidinggevende, mee wilt werken aan ons onderzoek.

In deze mail vindt u de link naar de survey en een unieke code die u op de eerste pagina van de vragenlijst kunt invullen. Dit stelt ons in staat om uw antwoorden te koppelen met de antwoorden gegeven door uw leidinggevende. Uw leidinggevende zal echter uw antwoorden niet inzien en u kunt daardoor de vragenlijst anoniem invullen. De vragenlijst zal rond de vijftien minuten in beslag nemen. We willen u vragen om de survey uiterlijk vóór 30 april in te vullen.

Link survey werknemer: https://fmru.az1.qualtrics.com/jfe/form/SV_6fp6YfsuAQVuk74
Code: ▮▮▮▮▮▮

Hartelijk bedankt voor het invullen van de vragenlijst!

Met vriendelijke groet,
Mette, Tamara, Anne, Leah & Marjolein

Mochten er onduidelijkheden of vragen zijn, kunt u ons altijd bereiken door deze mail te beantwoorden.

Met vriendelijke groet,
Mette, Tamara, Anne, Leah & Marjolein

3. Information page survey

- #### Supervisor

Beste deelnemer,

Allereerst hartelijk dank voor uw deelname aan ons onderzoek. Wij zijn Mette, Tamara, Marjolein, Anne en Leah en momenteel zijn wij bezig met onze master thesis voor de master Strategic Human Resources Leadership aan de Radboud Universiteit in Nijmegen. Zoals u inmiddels mogelijk al weet doen wij onderzoek naar het welzijn van werknemers en de invloed van verschillende leiderschapsstijlen hierop. Binnen dit thema hebben wij ieder onze eigen onderzoeksvraag welke wij trachten te beantwoorden.

Het invullen van de vragenlijst zal rond de 10 minuten duren. Om de vragenlijst te kunnen invullen moet u eerst een code toevoegen die u via de mail van ons heeft gekregen. De vragenlijst begint met een aantal introducerende vragen over uzelf en het bedrijf waar u werkt. Daarna zullen we u een heel aantal stellingen voorleggen gerelateerd aan uw eigen wijze en stijl van leidinggeven. We willen u vragen om elke vraag in te vullen en steeds het antwoord te kiezen welke het meest op u van toepassing is. Er zijn immers geen goede of foute antwoorden.

Tijdens en na uw deelname aan dit onderzoek wordt uw anonimiteit gegarandeerd. De informatie die u ons versterkt zal enkel voor wetenschappelijke doeleinden worden gebruikt en niet worden gedeeld met derden. Tijdens het invullen van de vragenlijst heeft u op ieder moment de mogelijkheid om uw deelname te pauzeren of te beëindigingen.

Na het afronden van het onderzoek ontvangt u van ons een kort document met hierin een samenvatting van de resultaten en praktische tips. Voor verdere vragen/opmerkingen over het onderzoek kunt u ons bereiken via leah.eenink@ru.nl.

Nogmaals hartelijk dank voor uw deelname!

Met vriendelijke groet,

Mette van Zeeland, Tamara Barten, Marjolein Kok, Anne Rutten en Leah Eenink

---

☐ Consent ★ ×→

Ik heb de informatie gelezen en begrepen en geef toestemming om deel te nemen aan het onderzoek.
Ik ben mij ervan bewust dat de verkregen gegevens slechts anoniem zullen worden gebruikt. Ik behoud mij het recht voor om deze overeenkomst zonder opgaaf van redenen in te trekken. Ook behoud ik mij het recht voor om het onderzoek te allen tijde te stoppen. Wanneer u geen toestemming geeft, kunt u nu de vragenlijst afsluiten.

○ Ja, ik geef hierbij toestemming om deel te nemen aan het onderzoek.

- #### Employee

Beste deelnemer,

Allereerst hartelijk dank voor uw deelname aan ons onderzoek. Wij zijn Mette, Tamara, Marjolein, Anne en Leah en momenteel zijn wij bezig met onze master thesis voor de master Strategic Human Resources Leadership aan de Radboud Universiteit in Nijmegen. Zoals u inmiddels mogelijk al weet doen wij onderzoek naar het welzijn van werknemers en de invloed van verschillende leiderschapsstijlen hierop. Binnen dit thema hebben wij ieder onze eigen onderzoeksvraag welke wij trachten te beantwoorden.

Het invullen van de vragenlijst zal ongeveer 15 minuten duren. Om de vragenlijst te kunnen invullen moet u eerst een unieke code invoeren die u via de mail heeft gekregen. De vragenlijst begint met een aantal introducerende vragen over uzelf en uw werksituatie. Hierna leggen we u een heel aantal stellingen gerelateerd aan de leiderschapsstijl van uw leidinggevende voor. Vervolgens worden verschillende stellingen voorgelegd betreffende uw eigen perceptie van uw werkbeleving en eigen welzijn. We willen u vragen om elke vraag in te vullen en steeds het antwoord te kiezen welke het meest op u van toepassing is. Er zijn immers geen goede of foute antwoorden.

Tijdens en na uw deelname aan dit onderzoek wordt uw anonimiteit gegarandeerd. De informatie die u ons versterkt zal enkel voor wetenschappelijke doeleinden worden gebruikt en niet worden gedeeld met derden. Tijdens het invullen van de vragenlijst heeft u op ieder moment de mogelijkheid om uw deelname te pauzeren of te beëindigingen.

Na het afronden van het onderzoek ontvangt uw leidinggevende van ons een kort document met hierin een samenvatting van de resultaten en praktische tips. Mocht u hier ook interesse in hebben, kunt u contact met uw leidinggevende opnemen. Voor verdere vragen/opmerkingen over het onderzoek kunt u ons bereiken via leah.eenink@ru.nl. Nogmaals hartelijk dank voor uw deelname!

Met vriendelijke groet,

Mette van Zeeland, Tamara Barten, Marjolein Kok, Anne Rutten en Leah Eenink

---

Consent | Ik heb de informatie gelezen en begrepen en geef toestemming om deel te nemen aan het onderzoek.Ik ★ ×→

Ik heb de informatie gelezen en begrepen en geef toestemming om deel te nemen aan het onderzoek.
Ik ben mij ervan bewust dat de verkregen gegevens slechts anoniem zullen worden gebruikt. Ik behoud mij het recht voor om deze overeenkomst zonder opgaaf van redenen in te trekken. Ook behoud ik mij het recht voor om het onderzoek te allen tijde te stoppen. Wanneer u geen toestemming geeft, kunt u nu de vragenlijst afsluiten.

○ Ja, ik geef hierbij toestemming om deel te nemen aan het onderzoek.

4. Reminder e-mail

Geachte ████████,

Anderhalve week geleden heb ik u een mail gestuurd met daarin de links naar de surveys die wij voor ons afstudeeronderzoek hebben uitgezet. Bij deze stuur ik u nog even een herinnering voor het invullen van deze vragenlijst. Tot op heden hebben we namelijk nog niet alle reacties binnen. Mochten u en uw werknemers de vragenlijst inmiddels al hebben ingevuld, dan kunt u deze mail als niet verzonden beschouwen.

In voorgaande mail vindt u de verdere instructies met de bijbehorende survey links en persoonlijke codes. Ik wil u vragen om de survey uiterlijk vóór 30 april in te vullen.

Met vriendelijke groet,

Mette van Zeeland

Appendix B – Measurement scales

Inclusive Leadership (Carmeli et al. 2010) (Employees' perspective)

1. Mijn manager staat open voor nieuwe ideeën
2. Mijn manager is alert op nieuwe mogelijkheden om werkprocessen te verbeteren
3. Mijn manager staat open voor het bespreken van de gewenste doelen en nieuwe manieren om deze te bereiken
4. Mijn manager is beschikbaar voor overleg over problemen
5. Mijn manager is een voortdurende aanwezigheid in het team – iemand die direct beschikbaar is
6. Mijn manager is beschikbaar voor professioneel vragen die ik graag met hem/haar wil bespreken
7. Mijn manager is beschikbaar om naar mijn verzoeken te luisteren
8. Mijn manager moedigt me aan om contact met hem/haar op te nemen over opkomende problemen
9. Mijn manager is toegankelijk voor het bespreken van opkomende problemen

Inclusive Leadership (Carmeli et al. 2010) (Leader's perspective)

1. Ik sta open voor nieuwe ideeën
2. Ik ben alert op nieuwe mogelijkheden om werkprocessen te verbeteren
3. Ik sta open voor het bespreken van de gewenste doelen en nieuwe manieren om deze te bereiken
4. Ik ben beschikbaar voor overleg over problemen
5. Ik ben een voortdurende aanwezigheid in het team – iemand die direct beschikbaar is
6. Ik ben beschikbaar voor professionele vragen die werknemers graag met mij willen bespreken
7. Ik ben beschikbaar om naar verzoeken van werknemers te luisteren
8. Ik moedig werknemers aan om contact met mij op te nemen over opkomende problemen
9. Ik ben toegankelijk voor het bespreken van opkomende problemen

Psychological Safety (Edmondson, 1999)

1. Als ik een fout maak in dit team, wordt dat tegen mij gehouden (R)
2. Binnen mijn team kunnen problemen en lastige zaken ter sprake gebracht worden

3. Binnen dit team worden sommigen soms afgewezen omdat ze anders zijn (R)

4. Binnen dit team is het veilig om een risico te nemen

5. Het is moeilijk om andere leden van dit team om hulp te vragen (R)

6. Niemand in dit team zou opzettelijk handelen op een manier die mijn inspanningen ondermijnt

7. Binnen dit team worden mijn unieke vaardigheden en talenten gewaardeerd en benut

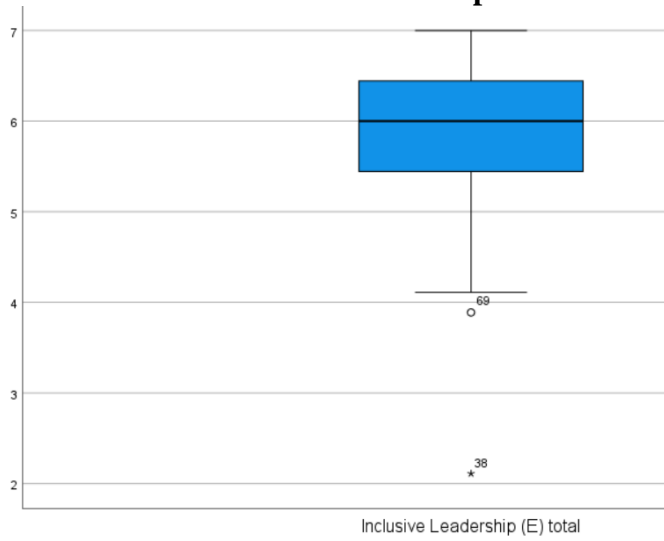## Organization-Based Self-Esteem (Pierce et al., 1989)

1. Binnen mijn organisatie doe ik ertoe

2. Binnen mijn organisatie ben ik belangrijk

3. Binnen mijn organisatie word ik vertrouwd

4. Binnen mijn organisatie is er vertrouwen in mij

5. Binnen mijn organisatie kan ik een verschil maken

6. Binnen mijn organisatie ben ik waardevol

Career Sustainability – Flourishing Scale (Van Egmond, & Hanke, 2009)

1. Ik leid een doelgericht en zinvol leven

2. Mijn sociale relaties zijn ondersteunend en belonend

3. Ik ben betrokken bij en geïnteresseerd in mijn dagelijkse activiteiten

4. Ik draag actief bij aan het geluk en welzijn van anderen

5. Ik ben capabel en in staat om de activiteiten uit te voeren die belangrijk voor mij zijn

6. Ik ben een goed persoon en leid een goed leven

7. Ik ben optimistisch over mijn toekomst

8. Mensen respecteren mij

Inclusive leadership

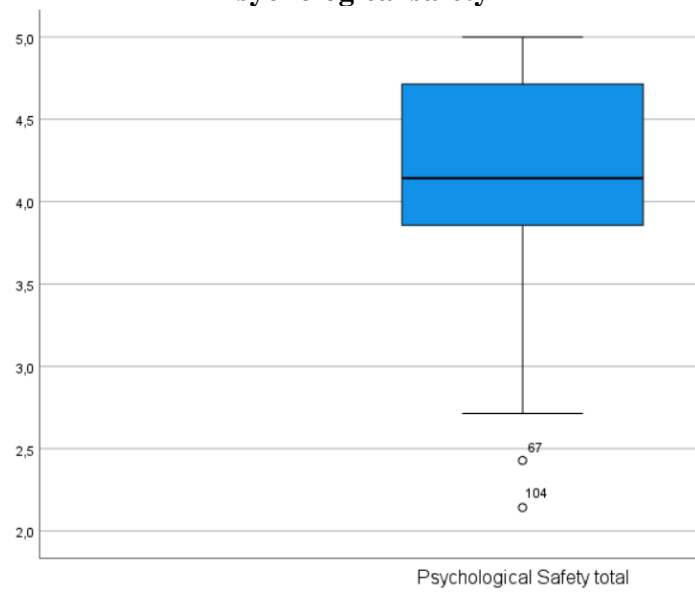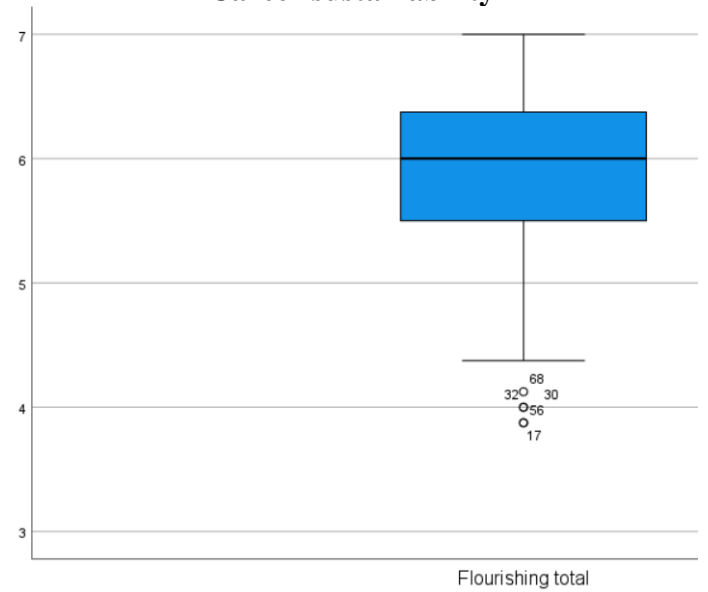**Organization-Based Self-Esteem**
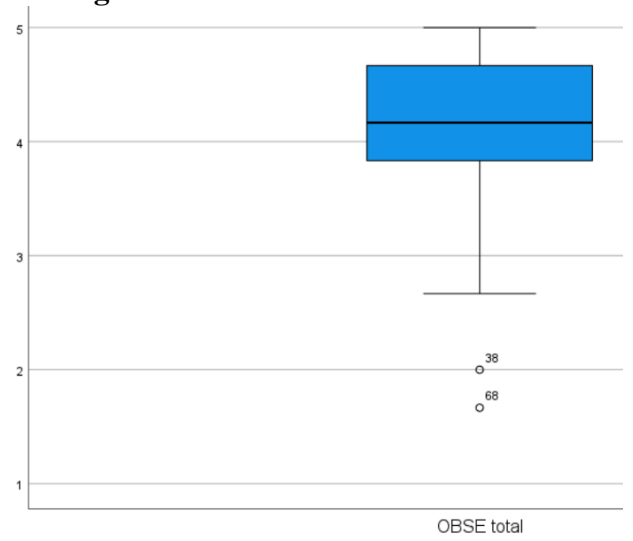
Psychological safety

Career sustainability
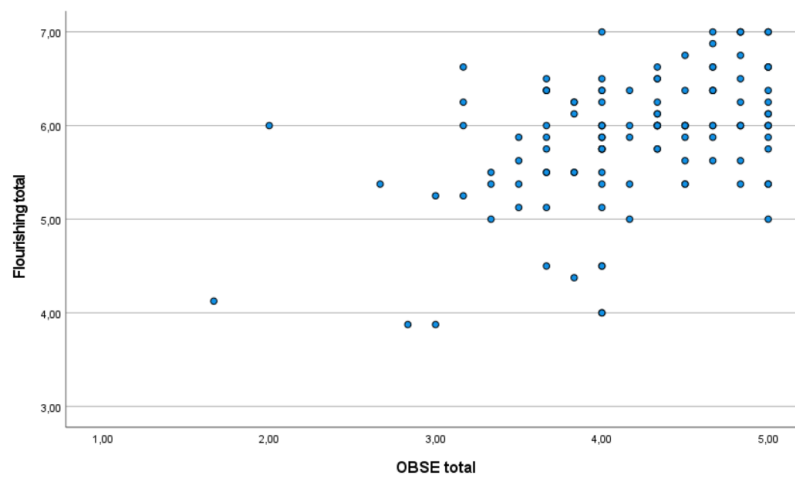
Linearity

- Inclusive leadership (IV) and Career sustainability (DV)
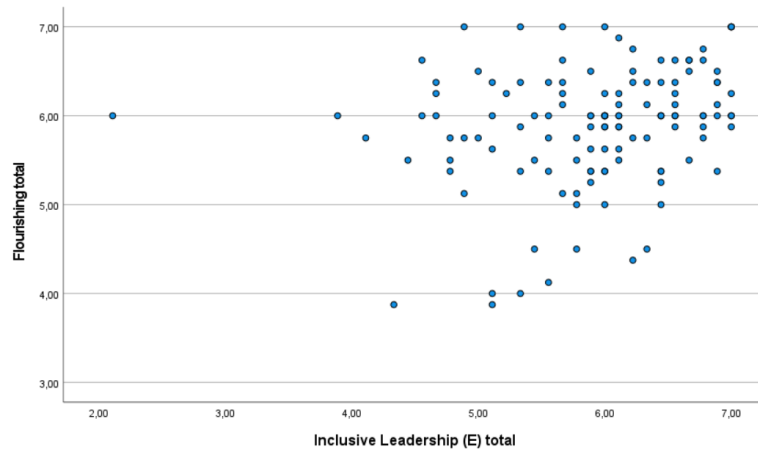
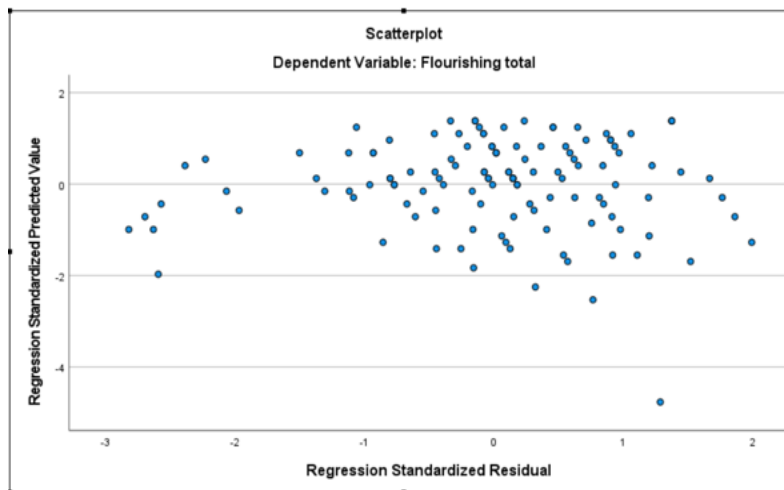- Psychological safety (IV) and Career sustainability (DV)
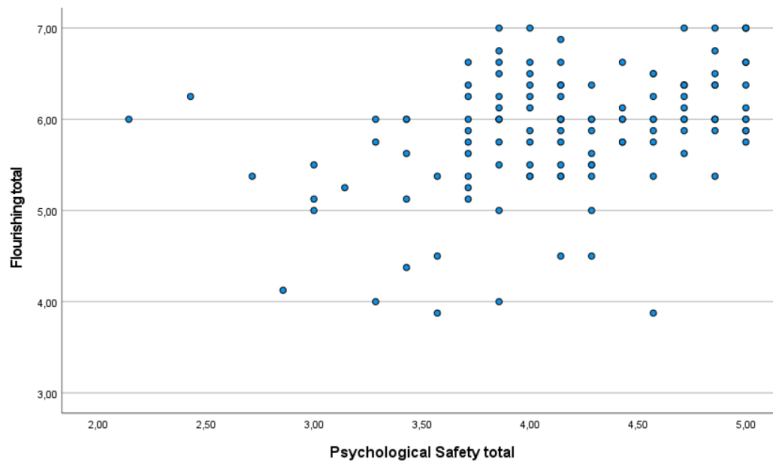
- OBSE (IV) and Career sustainability (DV)

Homoscedasticity

- Inclusive leadership (IV) and Career sustainability (DV)

- Psychological safety (IV) and Career sustainability (DV)

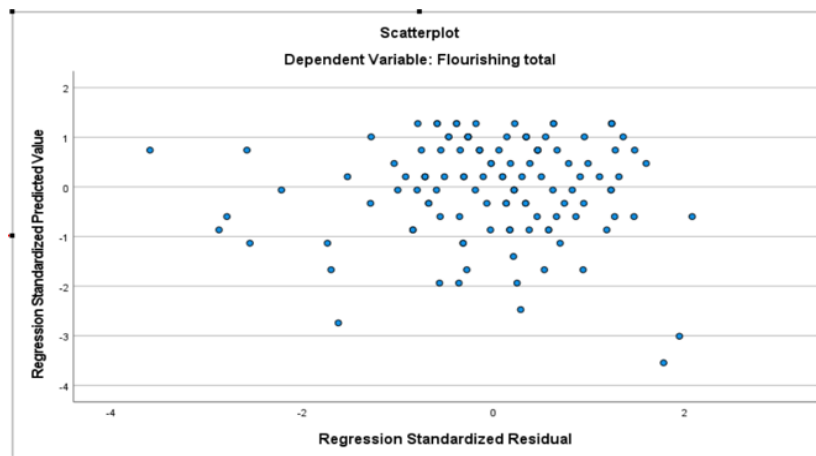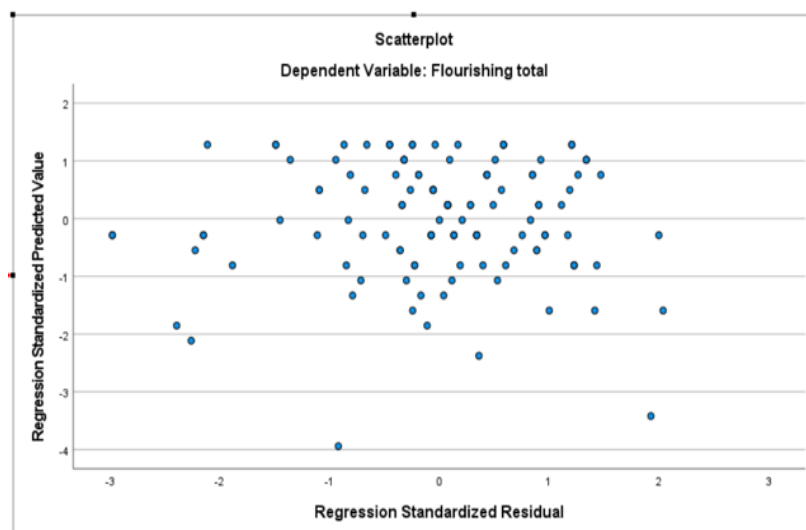- OBSE (IV) and Career sustainability (DV)

Appendix E – Output Reliability analysis

Note: reliability analysis is only presented for the psychological safety scale, as this was the only scale with α < .7

Psychological safety

Reliability statistics	
Cronbach´s Alpha	Number of items
.692	7

	Cronbach´s Alpha if item deleted
Als ik een fout maak in dit team, wordt dat tegen mij gehouden	.620
Binnen mijn team kunnen problemen en lastige zaken ter sprake gebracht worden	.642
Binnen dit team worden sommigen soms afgewezen omdat ze anders zijn	.654
Binnen dit team is het veilig om een risico te nemen	.617
Het is moeilijk om andere leden van dit team om hulp te vragen	.661
Niemand in dit team zou opzettelijk handelen op een manier die mijn inspanningen ondermijnt	.746
Binnen dit team worden mijn unieke vaardigheden en talenten gewaardeerd en benut	.658

Appendix F – Output Factor analysis

Rotated Factor Matrix and Communalities

Factor loadings and communalities for Varimax rotated four-factor solution

	Factor loading				Communality
	1	2	3	4	
The manager is open to hearing new ideas	.46		.38	.40	.53
The manager is attentive to new opportunities to improve work processes	.54				.39
The manager is open to discuss the desired goals and new ways to achieve them	.66				.59
The manager is available to consulting on problems	.70				.53
The manager is an ongoing presence in this team – someone who is readily available	.66				.49
The manager is available for professional questions I would like to consult with him/her	.81				.68
The manger is ready to listen to my requests	.85				.72
The manager encourages me to access him/her on emerging issues	.71				.55
The manager is accessible for discussing emerging problems	.76				.67
If I make a mistake in this team, it is held against me				.77	.69
Members on this team are able to bring up problems and tough items				.35	.21
People on this team sometimes reject others for being different				.61	.41
It is safe to take a risk in this team				.52	.42
It is difficult to ask other members of this team for help				.47	.28
I count around here			.77		.66
I am important around here			.70		.53
I am trusted around here			.67		.62
There is faith in me around here			.68		.66
I can make a difference around here			.74		.62
I am valuable around here			.83		.77
I lead a purposeful and meaningful life		.68			.57
My social relationships are supportive and rewarding		.57			.42
I am engaged and interested I my daily activities		.78			.70
I actively contribute to the happiness and well-being of others		.60			.46
I am competent and capable in the activities that are important to me		.73			.62
I am a good person and live a good life		.82			.69
I am optimistic about my future		.76			.63
People respect me		.72			.57

Note: only factor loadings above .3 are presented