

The power of inclusive leadership and HR development practices in retaining young talent

The influence of inclusive leadership on turnover intention of young employees mediated by need satisfaction and moderated by HR development practices

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Author: Loes de Winkel

Number: s1107956

Specialization: Business Administration, Strategic Human Resources Leadership

Supervisors: dr. Marloes van Engen

Second examiner: prof. dr. Yvonne Benschop

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Preface

This research is the last proof of proficiency for the Master of Science (MSc) in Business Administration at Radboud University Nijmegen. It is an accomplishment of the Master's degree in Strategic Human Resources Leadership. I would like to use this opportunity to thank some important people who have contributed to the success of my master's degree program. First, I would like to thank my supervisor dr. Marloes van Engen, for her support, insightful feedback, and constructive criticism on increasing the quality of this master thesis. In addition, I would like to thank my second assessor prof. dr. Yvonne Benschop, for her time and expertise, her insightful advice, and her critical review of this master thesis. Next, I want to show my gratitude to my fellow group for the great collaboration, the opportunity to receive and give feedback, to ask questions, and for making the time at Radboud University very enjoyable. This has contributed to my master thesis in a very positive way. Last but not least, I would like to thank my family, my boyfriend, and my friends for their continuous support and encouragement throughout my whole academic degree, especially during my master's degree.

I genuinely hope you all enjoy reading this master thesis about inclusive leadership!

Loes de Winkel,

Brummen, June 2024

Abstract

The importance of need satisfaction in retaining young employees has gained considerable attention in recent years. Despite this focus, many aspects of the relationship between inclusive leadership, HR development practices, and turnover intention remain underexplored. This cross-sectional study aims to address these gaps by examining the impact of inclusive leadership on turnover intention among young employees, with a specific focus on the mediating role of need satisfaction and the moderating effect of HR development practices.

Grounded in the self-determination theory, this research collected relevant empirical literature and employed a quantitative research design to test the hypotheses. Data was gathered from a sample of 133 young employees, resulting in significant insights. The findings reveal that inclusive leadership significantly reduces turnover intention by fulfilling young employees' intrinsic needs. Additionally, the study highlights the importance of HR development practices, such as career development, training and development, career planning, and participation in decision-making, in enhancing this relationship.

This research contributes to the theoretical understanding of inclusive leadership and its practical applications in HR management, providing valuable insights for organizations aiming to mitigate turnover intentions by addressing the unique needs of younger employees. By integrating inclusive leadership with strategic HR development practices, organizations can create a more engaging and supportive work environment, ultimately promoting long-term young employee retention and organizational stability.

Key words: inclusive leadership, turnover intention, need satisfaction, HR development practices, young employees, Generation Y, Generation Z

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Introduction

Labor market scarcity has been a commonly discussed topic in the last decade (Koch, 2016). Many organizations are struggling with a shortage of employees since this can have major negative long-term consequences. Because of these shortages, organizations need to keep employees with them and avoid leaving. In specific, this paper focuses on young employees and how to retain them. This topic is of great interest to organizations and their HR departments since it gets more difficult to retain employees in the long term. Moreover, this topic is of great interest because of the socially responsible goal of a more inclusive and diverse workforce (Boehm et al., 2014). Retaining young employees is of great importance to the future of the organization, given that young employees possess the most extensive future potential in the labor market (Azeez, 2017). Besides, young employees are still easily redeemable, resulting in fewer sunk costs. Finally, young employees cause age diversity within the organization, resulting in a more inclusive workforce (Boehm et al., 2014).

Nowadays, employee turnover has become a major issue for many organizations, and while not all turnover is undesirable, it should be balanced by organizations prioritizing employee retention (Shakeel & But, 2015). Retainment refers to lowering the turnover intention of the employees within the organization, it also entails taking actions that motivate and tempt employees to remain within the organization. Even though much research has been done into ways to retain employees, many organizations are still struggling to retain their employees (Zainee & Puteh, 2020).

Leaders can play a major role in retaining employees for organizations. Partly because, as research shows, much of the turnover intention comes from dissatisfaction with leaders (Wadhwa et al., 2011), and partly because leaders can play an excellent role in responding to the individual needs of employees (Kovjanic et al., 2012). That is why leaders are considered to be essential in creating an inclusive environment since they have a direct influence on employee experiences within organizations (Ferdman, 2013). Recently, inclusive leadership has become more widely known within the field of employee retention since inclusive leadership creates the psychological experience of feeling a sense of uniqueness and belongingness (Randel et al., 2018). Research shows that the more inclusive leadership is presented, the fewer employees leave the organization (Yasin et al., 2023).

While specifying on retainment of young employees, a critical factor is that leaders understand what motivates these different age groups to achieve satisfaction in the workplace

(Rožman et al. 2017). Hess and Jespen (2009) defined generations as “*individuals born in the same period and influenced by a specific set of historical and cultural conditions are referred to as having generational differences*”. Current young employees are born between 1980 and 2010, the so-called Generation Y and Generation Z, in which each generation, arguably, has its unique behaviors, needs, and preferences (Deal et al., 2010; Dolot, 2018; Winter & Jackson, 2014).

The unique behaviors, needs, and preferences of this specific generation, can also be referred to as the need satisfaction of young employees. There are various theories to study and support need satisfaction, one of the most commonly used is the self-determination theory by Deci and Ryan (2012). Deci and Ryan created the self-determination theory which emphasized that one’s intrinsic motivation is strongly correlated with the satisfaction of three specific psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel ownership of someone’s behavior, competence refers to the need to produce desired outcomes and to gather mastery, and relatedness refers to the need to feel connected to others.

To meet these three specific psychological needs, a leader can be helped, or rather be hindered through the range of HR practices or the other way around. HR practices impact employees by shaping their behavior and attitudes, as examined by Huselid (1995) and Luna-Arocas and Camps (2008). The focus of these HR practices is on fostering employees' commitment to the organization and establishing long-term relationships with them, as discussed by Castanheira and Chambel (2010).

Kooij et al. (2010) distinguished between HR practices of maintenance and development. Maintenance HR practices are focused on retaining employees in their current level of functioning, or the function of these practices is focused on recovery to previous levels. In contrast to maintenance HR practices, development HR practices are focused on advancement, growth, and accomplishment. The focus of these practices is to encourage individual workers to develop themselves and achieve new levels of functioning. Kooij et al. (2010) established specific practices as maintenance HR practices such as additional leave, early retirement, exemption from overtime, performance appraisal, and job alleviation. Examples of development HR practices are job enrichment, participation in decision-making, horizontal job change, continuous development, training, and job development interviews. A full overview of the maintenance and development HR practices is presented in Figure 1. This study focuses on HR development practices and their effect since the focus on advancement, growth, and accomplishment is expected to be preferred more among young employees than

the focus on retaining their current level of functioning, based on their needs (Kanfer & Ackerman, 2004).

Recurring to the concept of inclusive leadership and its relationship to turnover intention and need satisfaction, the literature about this effect is still expanding (Thompson & Matkin, 2020). However, some researchers have already concluded that inclusive leadership leads to a positive employee sense of belongingness and retention (Randel et al., 2018; Bentley et al., 2021).

In contrast, to the researcher's knowledge, no studies have been carried out to discover the moderating effect of HR development practices on need satisfaction of young employees. Whereas the relationship between inclusive leadership and turnover intention of young employees is mediated by need satisfaction and moderated by HR development practices.

Hence, to develop an accurate and comprehensive understanding of the relationship between inclusive leadership, need satisfaction, and turnover intention, it is crucial to examine the role of the HR development practices on the relationship between inclusive leadership and need satisfaction as well. As such, the associated research question is as follows:

‘To what extent is the relationship between inclusive leadership and turnover intention of young employees mediated by need satisfaction and moderated by HR development practices?’

Since this research will gather knowledge about to what extent HR development practices could have a significant influence on the relationship between inclusive leadership and need satisfaction, a new field within the research of inclusive leadership and turnover intention is being discovered which will potentially give new insights into the practical influence of inclusive leadership. It will also provide new insights into the role of an inclusive leader and whether actively expressing specific HR development practices by inclusive leaders will have a significant influence. The study makes a theoretical contribution by examining the needs of young employees through the existence of HR development practices and integrating these concepts within the relationship between inclusive leadership and the turnover intention of young employees. Besides, this study makes a practical contribution by giving new insights in the field of employee retention, focusing on young employees. In addition, it can also help give leaders insight into how their behavior in conjunction with HR practices can be more motivating for younger employees. These results will lead to new methods organizations can implement, which is beneficial in terms of handling scarcity. Therefore, this study also gives

insight into new applications to encourage employees' intention to stay within the organization.

First, the relationship between the four variables is argued and hypotheses are introduced. Afterwards, the methodological approach is explained, followed with an analysis section and a presentation of the results. To conclude, the research findings will be discussed, and research limitations and implications will be elaborated on.

Theoretical framework

Young employees: Generation Y and Generation Z

Kooij et al. (2011) looked into age and their work-related motives. Based on their results, age and intrinsic motives are significantly positively related. In comparison, a significant negative relationship between age and strength of growth and extrinsic motives was shown. Krishnan et al. (2013) note that Generation Y has unique ideas about their future roles. Enjoyment and creativity of their job plays a huge role. This study reveals Generation Y is strongly motivated by having a goal to achieve, they are driven by achieving success and benefits, hence work often takes priority. Additionally, work-life balance is crucial (Bencsik et al., 2016). Bencsik and Machova (2016) argue in their research that Generation Y is motivated by individual freedom and independence. This generation also demands responsibility and competition as stimulation.

In contrast to Kooij et al. (2011) the study of Yadav and Chaudhari (2018) reveals various extrinsic and intrinsic values that are important to Generation Y in public sectors. Yadav and Chaudhari suggest that the most important extrinsic values refer to a healthy and safe work environment, choice of employment, salary and benefits, and HR support. The most important intrinsic values identified are equality, challenge, competence development, recognition, and promotion.

Regarding the needs of Generation Y (Bencsik et al., 2016; Bencsik & Machova, 2016; Henstra & McGowan, 2016; Krishnan et al., 2013; Lambert, 2012; Lysenko & Yaroshenko, 2020; Yadav & Chaudhari, 2018; Wong et al., 2017) this generation is looking for an informal working atmosphere in which flexibility, autonomy, mobility, success orientation, creativity, independence, and freedom are crucial. They are looking for meaning and a good work-life balance, they are stimulated by competition and success and give high priority to career and money. A pleasant work environment is essential where equality,

challenge, recognition, promotion, and development are key, and where there is transparent communication and a focus on talent management.

In examining Generation Z, the other generation of young employees, Acheampong's (2019) study utilized Herzberg's motivation-hygiene theory and Strauss and Howe's generational cohort theory to identify the needs that drive retention among this generation. Acheampong emphasizes the importance of organizational culture, suggesting that an adaptive culture aligning with Generation Z's needs for professional growth, autonomy, and cultural diversity is crucial. This generation strongly values continuous learning and development. Moreover, Singh and Dangmei (2016) found that the majority of Generation Z is deeply concerned about their lifestyle's impact on the environment. They prefer working for organizations with societal ties and a commitment to social responsibility. Another study by Bencsik et al. (2016) revealed that Generation Z's workplace attitudes differ significantly from previous generations. This generation prioritizes careers aligned with their interests and passions, rejecting tasks that do not resonate with them. Intrinsic motivation plays a significant role for this generation, emphasizing the importance of meaningful work during engagement efforts. Titko et al. (2020) revealed the values of this generation. The results show ethics, competition, work-life balance, a variety of tasks, and continuous individual improvement and development being most valued among this age group.

Regarding the needs of Generation Z (Acheampong, 2019; Bencsik et al., 2016; Bencsik & Machova, 2016; Heath & Yarick, 2021; Racolta-Paina & Irini, 2021; Singh & Dangmei, 2016) this generation is constantly looking for new challenges and continuous development is a priority. Intrinsic motivation plays a major role here, this generation wants to inspire and add value, as they feel a great responsibility concerning the social aspect. This generation is less motivated by money than previous generations, they value a pleasant working atmosphere, transparency, self-reliance, flexibility, independence, freedom, and equality. They require a work environment that focuses on learning and professional development. They want recognition of their work and to feel heard, it is less about age and experience from their perspective, but more about creative ideas and contributions.

Self-determination theory

The self-determination theory is a common framework used to study, explain, or support need satisfaction (Deci & Ryan, 2012; Deci & Vansteenkiste, 2003; Tang et al., 2020). The self-determination theory by Deci and Ryan (2012) emphasizes the satisfaction of basic human

needs for autonomy, competence, and relatedness as a key driver of motivated behavior. This theory is an approach to understanding human motivation and personality, and it combines traditional empirical methods with an organismic metatheory emphasizing the significance of individuals' evolved inner resources in personality development and self-regulation (Ryan et al., 1997). Its focus lies in exploring people's inherent growth tendencies and fundamental psychological needs, which form the foundation for their self-motivation, personality integration, and the circumstances conducive to these positive processes. Through empirical investigation, three such needs have been identified: competence (Harter, 1978; White, 1963), relatedness (Baumeister & Leary, 1995; Reis, 1994), and autonomy (deCharms, 1968; Deci, 1975). These needs are crucial for facilitating optimal functioning, natural propensities for growth and integration, constructive social development, and personal well-being.

Inclusive leadership and turnover intention of young employees

Inclusive leadership was first introduced by Nembhard and Edmondson (2006) as “a set of words and deeds by a leader or leaders that indicate an appreciation and invitation for others’ contributions”. Later on, this was further developed by Carmeli et al. (2010, p. 250) into “leaders who exhibit accessibility, visibility, and availability in their interactions with followers”. Randel et al. (2018) conceptualized inclusive leadership as a set of positive leadership behaviors that facilitate group members perceiving belongingness in the workgroup, this is being done by ensuring justice and equity and providing shared decision-making opportunities, while simultaneously encouraging diverse contributions, resulting in employees being more likely to identify themselves with the workgroup, followed by association of the group identity with their identity which will lead to a higher feeling of inclusion (Van Knippenberg & Hogg, 2003).

Korkmaz et al. (2022a) integrated the different conceptualizations of inclusive leadership and defined inclusive leadership behavior as fostering employees’ uniqueness, strengthening belongingness within a team, showing appreciation, and supporting organizational efforts.

Several studies have provided statements that inclusive leadership is positively related to the retention of young employees. Graystone (2019) stated that leaders who effectively manage their workforce consisting of different ages, and so the younger employees as well, will experience many benefits ultimately leading to providing their organization with a

competitive edge. Furthermore, Nishii and Mayer (2009) found that inclusive leaders help to reduce turnover in diverse groups, they concluded that inclusive leadership is a critical factor for successfully leveraging diverse human capital. In addition, the review study of Randel et al. (2018) showed that inclusive leadership realized positive outcomes, also regarding turnover intention, through belongingness and being valued for uniqueness.

Moreover, Elsaied (2020) investigated the potential correlation between inclusive leadership and job embeddedness within the hospitality sector in Egypt. The findings revealed two main outcomes. Firstly, it was established that when employees perceive their leaders as inclusive, they tend to become more entrenched in their roles. High levels of job embeddedness have been statistically shown to mitigate employee turnover intentions and actual turnover (Mitchel et al., 2001). Secondly, as employees perceive their leaders and their practices as inclusive, it enhances their sense of organizational inclusion, leading to a stronger identification with the workplace, leading to higher need satisfaction. When corporate and work group identification strengthens, members experience a heightened sense of belongingness, subsequently reducing turnover intentions. Since strengthening belongingness is an attribute of inclusive leadership, this would imply that inclusive leadership is negatively related to turnover intention.

Recent research, carried out by Yasin et al. (2023), examined the relationship between inclusive leadership and turnover intention, influenced by the role of follower-leader goal congruence and organizational commitment. The results show that perceived inclusive leadership does play a vital role in engendering organizational commitment, which ultimately helps to reduce employee turnover intention. In addition, another moderator and mediator have been examined by Zeng et al. (2023). Their study focuses on the relationship between inclusive leadership and turnover intention, and the influence of psychological ownership. Based on the self-determination theory, psychological ownership relates to need satisfaction in terms of autonomy. The results of their study reveal that inclusive leadership can improve nurses' psychological ownership, and in this way reduce their turnover intention under the normalization of COVID-19 prevention.

Previous research on inclusive leadership and turnover intention, and their relationship show that there is yet mostly a negative relationship found, the more inclusive leadership, the lower the turnover intention. This relationship can be expected for young employees as well, since uniqueness, belongingness, appreciation, and support are found to be considered important

among Generation Y and Generation Z. Therefore, the following hypothesis for this study is proposed:

H1: Inclusive leadership is negatively related to turnover intention of young employees.

The mediating role of need satisfaction of young employees

As already discussed in the previous paragraph, Rožman et al. (2017) concluded that understanding what motivates young employees is a critical factor for decreasing turnover intention resulting in the retention of young employees. These motives arise from their personal needs. Need satisfaction is the mechanism that describes the relationship between inclusive leadership and turnover intention since inclusive leadership leads to satisfaction of needs, autonomy, competence, and relatedness.

Several studies have provided statements that inclusive leadership is positively related to need satisfaction. Sedlářík et al. (2024) examined how inclusive leadership is related to organizational citizenship behavior through psychological need satisfaction. Their study reveals that inclusive leadership can establish a sequential psychological need satisfaction chain leading to organizational citizenship behavior. Since organizational citizenship behavior can lead to lower turnover intention, their findings support the statement that inclusive leadership is beneficial not only from a moral perspective but also from a business perspective.

Aside from inclusive leadership and turnover intention, the relationship between need satisfaction and turnover intention has also been examined a lot. Boudrias et al. (2020) investigated the role of psychological need satisfaction as a moderator in the relationship between job demands and turnover intention among nurses. Findings reveal a significant interaction between role conflict and need satisfaction for competence in the prediction of turnover intention.

In addition, Puhakka et al. (2021) stated that basic psychological need satisfaction and workplace learning environment are positively associated with employee job satisfaction and turnover intention. So, the higher the need satisfaction and workplace learning environment, the higher the job satisfaction and the weaker the turnover intention

However not specially related to young employees, Sedlářík et al. (2024) found evidence that psychological need satisfaction acts as a mechanism linking inclusive leadership

to organizational citizenship behavior. In addition, Chavadi et al. (2022) investigated the mediating role of job satisfaction on turnover intentions and job mismatch among millennial employees. Their research showed that job mismatch has a positive relationship with turnover intention, while job satisfaction has a negative relationship with turnover intention. Besides, the relationship between job mismatch and job satisfaction is negative. This research concludes job satisfaction partially mediated the relationships between job mismatch and turnover intentions. An important finding of this study is that millennials consider personal growth as the major factor that influences their job satisfaction. This study is of interest since job mismatch and job satisfaction are related to need satisfaction.

Moreover, Younas and Waseem Bari (2020) reveal that talent management practices such as mentoring, strategic leadership, and social media positively affect the intention to stay of employees derived from Generation Y, while knowledge sharing has no significant effect. Hence, Vui-Yee and Paggy (2020) investigated the effect of work fulfillment on job characteristics and employee retention, among Generation Y employees. Within this study, the analysis is on work fulfillment as a mediator and age among Generation Y as a moderator of the relationship between task and knowledge characteristics, and employee retention based on self-determination theory. The results revealed the mediating role of work fulfillment with gender and educational level as control variables.

Deriving from the argumentation above, the following hypothesis is proposed:

***H2:** Need satisfaction of young employees mediates the relationship between inclusive leadership and turnover intention, in such a way that inclusive leadership positively relates to need satisfaction, which in its turn negatively relates to turnover intention.*

The moderating role of HR development practices on need satisfaction

Kooij et al. (2010) conducted extensive research into HR practices and the influence of age on the associations between HR practices and both affective commitment and job satisfaction. They created an overview in which a distinguishment is made between maintenance and development HR practices. This distinction is shown in Figure 1. Based on the results of research done into the needs of young employees, HR development practices is being focused on in this study.

Figure 1

An overview of maintenance and development HR practices

<i>Maintenance</i>	<i>Development</i>
Additional leave	Job enrichment
Early retirement (part-time)	Participation in decision making
Demotion	Horizontal job change
Exemption from overtime	Second career/job movement
Working part-time	Job redesign
Ergonomic adjustments and safety and health training	Mentoring roles
Performance appraisal	Career planning
Flexible working arrangements (working week of 4x9)	Continuous development on the job
Courses to keep up-to-date	Promotion
Job alleviation	Training in which new things are learned
	Sabbatical leave
	Job development interview
	Health checks

Given the limited research on the moderating impact of HR development practices, this section aims to comprehensively review existing studies that have examined the associations among HR development practices, inclusive leadership, need satisfaction, and turnover intention to give an overview of the relationships that are already known.

Quite recently, Younas and Waseem Bari (2020) studied the relationship between talent management practices, HR development practices, and the retention of Generation Y employees, while looking at the mediating role of competency development. Competency development is related to the HR development practices job enrichment, job movement, training, and continuous development on the job. While this study focuses on exploring the mediating effect rather than the moderating effect, it is noteworthy to examine the identified relationship between HR development practices and turnover intention. The findings of their study reveal that the talent management practices mentoring, strategic leadership, and social media have a positive effect on the intention to stay of Generation Y. While knowledge sharing itself has no significant effect on the intention to stay, competency development does mediate the relationship between knowledge sharing, strategic leadership, and social media, and the intention to stay. Competency development in itself, however, does not significantly mediate the relationship between mentoring and the intention to stay.

Sarkar et al. (2023) also looked into the relationship between need satisfaction towards retention, mediated by total reward management. The findings show that there is a positive

relationship, not only about monetary rewards but also inclusive of everything that employees value. These values are related to the HR development practices presented in Figure 1.

Vui-Yee and Paggy (2020) investigated a different relationship; the effect of work fulfillment on job characteristics and employee retention of Generation Y employees. Work fulfillment is related to need satisfaction, therefore this study shows some interesting findings. Their results revealed a positive mediating role of work fulfillment.

Finally, Innoceni et al. (2013) studied age as a moderator in the relationship between HR development practices and employees' positive attitudes. Earlier, Ostroff (1992) found a positive relationship between satisfaction, attitudes, and performance for individuals. According to Innocenti et al. (2013), previous studies have generally assumed that HR practices influence all employees in the same way, while they stated that there is much evidence that employees' motives and needs change with age, suggesting that older workers may react differently than younger colleagues to the same HR practices. The findings of this study reveal that HR development practices, indeed, were associated with lower job satisfaction and affective commitment for the oldest employees. The discussion states suggestions for the need to consider age diversity more when adjusting HR practices to improve their effect on employees' positive work attitudes.

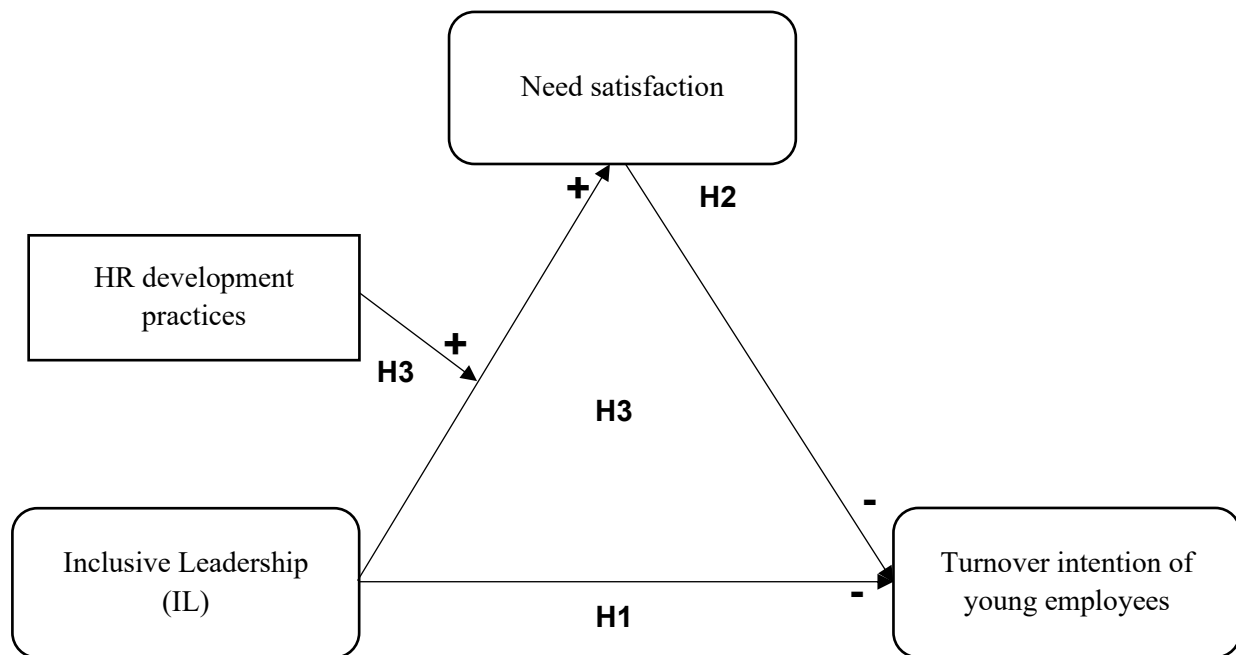
Although research into the moderating role of HR development practices on need satisfaction is scarce and not fully discovered yet, especially within the field of young employees, the following hypothesis is proposed based on the existing literature on HR development practices and need satisfaction among young employees:

***H3:** Inclusive leadership and turnover intention of young employees are mediated by need satisfaction and moderated by HR development practices, in such a way that HR development practices will positively influence the relationship between IL and need satisfaction and turnover intention of young employees.*

The hypotheses presented above are conceptually represented in Figure 2.

Figure 2

Conceptual model



Methodology

Research design and procedure

This research is quantitative, deductive, and explanatory using a cross-sectional design, meaning that data was collected only at one point in time (Straits & Singleton, 2017). This study is part of a broader research in which both antecedents and outcomes of inclusive leadership are being researched. During this study, data was collected by using a questionnaire. This questionnaire was designed by five students from the Master of Strategic Human Resources Leadership at Radboud University. The questionnaire was constructed in collaboration with the supervisor M. van Engen. The questionnaire consisted of several topics, however, in this method section only the topics which were relevant for this study are mentioned. The questionnaire was available in English and Dutch language.

Data was collected using the software program Qualtrics (Qualtrics XM). The questionnaire was distributed through the online channels Whatsapp, Instagram, LinkedIn, Facebook, SurveyCircle, and Radboud University Sona Systems. The date of availability of this questionnaire reached from April 17 to May 1, 2024.

The questionnaire was distributed within the social network of the five students, besides, a self-selected sample was used by sharing the questionnaire on the research website of Radboud University, the Radboud Research Participation System. At the start of the questionnaire, a consent form was inserted. This form provided information about the way the data would be processed, information about the study itself was given, the opportunity was given to withdraw at any moment, and the promise of anonymity was given including projection of their privacy and rights. If the participant agreed with the term, the questionnaire started. The consent form and questionnaire are inserted in Appendix C.

The first questions were about some personal demographic information, such as gender, birthyear, work status, and education level. After the general questions, the participants were asked about their birthyear. The researcher selected every person born between 1980 and 2010, this part of the sample was being used for this study. It was not possible to end the questionnaire if the participant declared that he or she was not born between 1980 and 2010, since the other researchers needed all ages. In addition, the participants were asked whether they worked under an executive, also referred to as a leader.

After that, the questions related to the core concepts of this study, which are: inclusive leadership, need satisfaction of young employees, turnover intention of young employees, and HR development practices, were displayed. All concepts were measured by using a Likert scale, including the concepts of the other students. At the end of the questionnaire, participants could leave feedback or ask questions. All the gathered data is stored securely in the Research Information Service (RIS) provided by Radboud University. Access to this data is only available for the researcher, the four collaborating master's degree students, and supervisor M. van Engen.

Sample

The data in this research is collected among employees in the Netherlands who are born between 1980 and 2010, this is necessary for the mediator variable need satisfaction of young employees, and for the variable turnover intention of young employees, to ensure that the participants originated from Generation Y or Z, also referred to as 'young employees'. The respondents' nationality did not matter.

As a sampling method, convenience sampling was used due to easy accessibility to the respondents (Emerson, 2015). The G*Power (G*Power 3.1) test was used to calculate a sufficient number of respondents compared to the desired power, which should be 95% confidence interval. For a small effect size ($f=.20$) a sample of at least 199 participants was

needed ($\alpha = .05$, $df = 1$) to reach a Power of .80. The actual sample size consisted of 133 respondents, limiting the power to establish support for the hypotheses, in case the hypotheses are being accepted.

At the beginning, the dataset consisted of 508 participants. However, this initial sample included data from pilot rounds, participants who had completed less than 80% of the survey, participants who had not given agreement through the informed consent statement, or participants who did not have a supervisor. After carefully cleaning the dataset, 356 valid respondents remained, 133 were born between 1980 and 2010 and 183 were born before 1980. The focus of this study is on this filtered group of 133 respondents since they represent the young employees in this dataset. As follows, the dataset was cleaned and missing values were identified as 99. The corresponding syntax for this data-cleaning process can be found in Appendix A.

Within this sample, 63.2% identified themselves as female and 36.8% identified themselves as male. The birthyear range of the respondents was between 1980 and 2004 years old, justified by the sample age requirements for this research. Based on this, the average birthyear within the sample was 1997 ($M = 1997.13$) years old ($SD = 4.859$). In this sample, most respondents had a Higher Vocational Education degree as highest educational level (51.1%), followed by 24.1% having a master's degree as highest educational level. 9% of this sample had at least one child, and 6% had other care responsibilities.

Measurement instruments

Various verified scales were used to operationalize the research concepts that were mentioned in the theoretical framework, all items were based on these scales. All items were also translated into Dutch since the data was collected among young employees in the Netherlands. Since the questionnaire was also shared at Radboud University, and many students only speak English, both translations were shown¹.

A Principal Component Analysis (PCA) was used to measure scale validity (Straits & Singleton, 2017). To analyze the constructs, the Kaiser-Meyer-Olkin (KMO) (Kaiser, 1974) criterion was used and should exceed the criteria of >0.5 . In addition, Bartlett's Test of Sphericity was conducted, which should be tested significantly ($p < .05$). Moreover, the Eigenvalues (> 1) and the scree-plot were considered to determine the factors of the items. Only when necessary, an additional VARIMAXX rotation technique was conducted to test the

¹ The items are iteratively translated via the DeepL language tool, and back translating is used to check if the translations matched the original items.

internal consistency of the items. Exploratory factor analysis is used to establish the construct validity. Reliability analysis is used to establish the correlation between the individual items of a factor.

To test reliability, Cronbach's alpha was calculated, ideally exceeding .80 (Hair et al., 2018). The 'Cronbach's alpha if item deleted' was checked for each item and if necessary deleted if the Cronbach's Alpha would increase enormously (Recker, 2012). Appendix C shows the questionnaire, the items that have been deleted are presented in bold type.

Inclusive leadership

Inclusive leadership was the independent variable (X) in this study. Inclusive leadership was measured by a scale of 34 items based on the framework of Korkmaz et al. (2022b). The items, developed by Korkmaz et al. (2022b) cover the four dimensions of their framework (1) fostering employee's uniqueness, (2) strengthening belongingness within a team, (3) showing appreciation and (4) showing organizational effort. The items were measured using a five-point Likert scale ranging from (1) "strongly disagree" to (5) "strongly agree".

For this scale, factor analysis revealed that multiple items measured more than one construct (cross-loading). To enhance both construct and face validity, these items were removed based on the requirement of a maximum loading difference of 0.2 between factors (Field, 2018). This adjustment resulted in a final scale with 20 items.

Although the analysis suggested five factors based on eigenvalues, explaining 72.7% of the variance, this research focuses on inclusive leadership as a single construct. Therefore, the items were consolidated into a single scale. This final factor analysis resulted in a KMO value of .884, well above the required 0.6, and a significant Bartlett's Test of Sphericity ($p < .001$). The communalities ranged from .448 to .805, which is above the minimum loading of 0.2 (Hair et al., 2018). This final scale had a Cronbach's alpha of .929, indicating strong internal consistency.

Turnover intention of young employees

Turnover intention of young employees was the dependent variable (Y) in this study. Turnover intention was measured by a scale of three items based on the theory of Mobley et al. (1978). The items in this study used to test young employees' turnover intention were: (1) "I think a lot about leaving the organization", (2) "I am actively searching for an alternative to the organization", and (3) "As soon as it is possible, I will leave the organization". Response

ranged by using a five-point Likert scale ranging from (1) “strongly disagree” to (5) “strongly agree”. A higher score indicated a higher intention to leave the organization.

Factor analysis showed a KMO value of .672, which is above the required 0.6, and a significant Bartlett’s Test of Sphericity ($p < .001$). The factor analysis offered one factor that explained 78.3% of the variance. The communalities ranged from .468 to .957. After conducting a reliability analysis with a Cronbach’s alpha of .860, it was decided to remove item 1 (“I think a lot about leaving the organization”), since removing this particular item resulted in an increase of the Cronbach’s alpha to .884. This increase is higher than .05, indicating an improved internal consistency, which is an important consideration for removing the item (Field, 2018).

Need satisfaction of young employees

Need satisfaction of young employees was the mediator (M) in this study. Deci and Ryan (2012) conducted the self-determination theory which states that one’s intrinsic motivation is strongly correlated with the satisfaction of three specific psychological needs: autonomy, competency, and relatedness. Need satisfaction was measured by the scale of Van den Broeck et al. (2011) based on those different dimensions of need satisfaction. All items were rated on a five-point Likert scale, ranging from “strongly disagree” (1) to “strongly agree” (5). To not make the questionnaire too extensive, a maximum of five items per specific psychological need were chosen. An example that was stated within the questionnaire was: “I feel like I have enough autonomy at my work”.

For this scale, factor analysis revealed that multiple items measured more than one construct (cross-loading). To enhance both construct and face validity, these items were removed based on the requirement of a maximum loading difference of 0.2 between factors (Field, 2018). This adjustment resulted in a final scale with 11 items.

Factor analysis showed a KMO value of .804, well above the required 0.6, and a significant Bartlett’s Test of Sphericity ($p < .001$). The factor analysis offered three factors (due to the different dimensions) that explained 71% of the variance. The communalities ranged from .310 to .736. After conducting a reliability analysis with a Cronbach’s alpha of .810, it was decided to remove items 2 and 4 of the dimension autonomy, since removing these particular items resulted in an increase of the Cronbach’s alpha to .836.

HR development practices

HR development practices were the moderator (W) in this study. Kooij et al. (2010) used the distinction between maintenance and HR development practices to operationalize perceived HR practices. In this study, HR development practices were measured based on the scales of Hirschi et al. (2014), Otoo and Mishra (2018), and Charles and Haines (2014), based on four different dimensions of HR development practices: career development, training and development, career planning, and participation in decision-making. All items were rated on a five-point Likert scale, ranging from “strongly disagree” (1) to “strongly agree” (5). The respondents were asked to report how much they agreed with claims about the HR development practices. An example that was stated within the questionnaire was: “My manager stimulates continuous development”.

Factor analysis revealed that multiple items measured more than one construct (cross-loading). To enhance both construct and face validity, these items were removed based on the requirement of a maximum loading difference of 0.2 between factors (Field, 2018). This adjustment resulted in a final scale with 19 items.

Factor analysis showed a KMO value of .848, well above the required 0.6, and a significant Bartlett’s Test of Sphericity ($p < .001$). The factor analysis offered four factors (due to the different dimensions) that explained 67.2% of the variance. The communalities ranged from .442 to .781. The reliability analysis showed a Cronbach’s alpha of .896, indicating strong internal consistency.

Control variables

The control variables used in this research encompass gender, birthyear, and highest level of education. These control variables have been carefully chosen to discern any potential spurious effects, as indicated by Bernerth and Aguinis (2016). Gender, as determined by Tsui and O’Reilly’s (1989), holds significant relevance to the relationship between employees and their leaders, thereby possibly impacting the outcomes of inclusive leadership on turnover intention. The respondent had to choose between ‘man’, ‘woman’, ‘non-binair’, or ‘other’. Birthyear has been controlled for two reasons. The first reason refers to the target group of this research, the young employees, that is why birthyear is necessary as a control variable since the outcomes otherwise would not reflect the concepts measured within this study. The second reason is based on prior research by Roberts, et al (2006), highlighting its negative correlation with adverse emotions, which have a significant effect on need satisfaction (Liu, et al, 2012). Lastly, educational level has been found to link to idea generation, therefore this

variable has been controlled for as well (Janssen, 2001). The respondent had to choose between 'Primary school', 'Secondary school', 'Vocational education', 'Higher vocational education (Bachelor)', 'Master' or 'PhD'.

Research Ethics

During this study, several ethical factors were considered to ensure ethical requirements. These ethical principles are based on the five General Ethical Principles of Psychologists and the Code of Conduct (American Psychological Association, 2017).

The first principle refers to beneficence and nonmaleficence, meaning that the welfare and rights of those who anticipated this research are being guarded. This is ensured by the consent form inserted at the beginning of the questionnaire, in which the participant's rights and privacy are mentioned.

The second principle refers to fidelity and responsibility, meaning that relationships of trust are established and responsibility is taken. This is ensured by the secured area in which the study will be saved. Nobody else besides the researchers and their supervisor could access this area. The data will be deleted after seven years.

The third principle refers to data management integrity, meaning that accuracy, honesty, and truthfulness are promised. This is ensured by the saved syntaxes which are attached as a separate file. These syntaxes showed which data, and which tests were conducted. It also proved that data that did not correlate with the hypotheses was also included in the study, and not deleted in their interest.

The fourth principle refers to justice, meaning that fairness and justice are implemented to entitle all persons to access and benefit from the contributions, in which quality is being ensured. This is ensured by only rejecting participants who were not born between 1980 and 2010, since otherwise, the outcomes would not reflect the studied concepts. Besides that, every participant had access and could stop at any time with their participation. If so, their data would not be used.

The fifth and last principle refers to respect for people's rights and dignity, meaning that privacy and confidentiality are ensured. This is ensured by the implementation of a consent form at the start of the questionnaire. This consent form was provided with additional information regarding confidentiality. In addition, respondents used an untraceable link, to secure confidentiality.

Data analysis

The data collected from the survey is being analyzed using the program SPSS (IBM SPSS STATISTICS, version 29). The first step in data analysis was to clean the data. During this first step negatively formulated variables, such as ‘I do not demand any specific HR development practices’ (moderated mediation) were being recoded in a way that every item used would be coded in the same direction. All recoded items can be found in the separate attached file with the complete syntax. When this data was cleaned, non-anonymous data was deleted from the data set. Thereafter, the descriptive statistics were requested and a factor and reliability analysis were conducted. Followed by a correlation table and ANOVA analyses to help decide which control variable should be included. After that, multiple statistical techniques were used to test the hypotheses. The multiple statistical techniques that are used are multivariate ANOVA, regression analysis, and PROCESS, which were focused on the mediation model and the moderated mediation.

Results

Descriptive statistics, validity, and reliability

First, descriptive statistics for model variables inclusive leadership, need satisfaction, HR development practices, and turnover intention are displayed in Table 1. This table also includes descriptive statistics for the control variables gender, age, and the highest level of education. The table presents the means (M), standard deviations (SD), Pearson's correlation (r), and if found, the significance level (p). Correlations that are significant and relevant to the study's objectives are described here.

As Table 1 shows, inclusive leadership is negatively associated with turnover intention ($r = -0.358, p < .01$) and positively associated with need satisfaction ($r = 0.371, p < .01$) and HR development practices ($r = 0.616, p < .01$). Indicating that the more inclusive leadership is implemented, the more HR development practices are perceived, the higher the need satisfaction, and ultimately, the lower the turnover intention. Moreover, turnover intention is negatively linked with need satisfaction ($r = -0.428, p < .01$) and HR development practices ($r = -0.487, p < .01$). Furthermore, need satisfaction is positively correlated with HR development practices ($r = 0.387, p < .01$). Indicating that the more HR development practices are present, the more needs are satisfied.

For the control variables, birthyear is positively related to turnover intention ($r = 0.291, p < .01$) and gender ($r = 0.173, p < .05$), but negatively related to the highest level of education ($r = -0.199, p < .05$). This indicates that older employees are more likely to report higher turnover intentions and that males are positively correlated with the year of birth. Moreover, the highest level of education is negatively correlated with birthyear ($r = -0.199, p < .05$), meaning higher education levels are more commonly reported among younger employees.

These findings suggest that inclusive leadership is beneficial for increasing need satisfaction and HR development practices while decreasing turnover intention. Conversely, turnover intention is inversely related to both need satisfaction and HR development practices. This means the higher the turnover intention is, the less need satisfaction and HR development practices are present. Additionally, older employees tend to report higher turnover intentions, while higher education levels are associated with younger age groups.

Finally, an examination of the data revealed that most of the model variables showed negative skewness, indicating that the data distribution deviates from a normal distribution (Hopkins & Weeks, 1990). Inclusive leadership is moderately negatively skewed (-.658), meaning that most values are slightly above the mean, with a few lower values pulling the distribution tail to the left. Need satisfaction is also slightly negatively skewed (-.266), as well as HR development practices, which show minimal negative skewness (-.043). This minimal skewness indicates a distribution close to normal. However, turnover intention shows a positive skewness (.332). To conclude, inclusive leadership and need satisfaction are clustered more on the left side of the distribution, where HR development practices is almost normally distributed, and turnover intention slightly more clustered on the right side of the distribution (Hopkins & Weeks, 1990).

Table 1

Means, Standard deviations and Pearson's correlation

Variables	Mean (M)	Standard Deviation (std)	1	2	3	4	5	6	7
1. Inclusive leadership	3,7880	,66969	1						
2. Turnover intention	2,5188	1,26342	-,358**	1					
3. Need satisfaction	4,0103	,52171	,371**	-,428**	1				
4. HR development practices	3,6086	,61239	,616**	-,487**	,387**	1			
5. Gender	1,65	,495	0,117	0,108	0,025	-0,04	1		
6. Birthyear	1997,13	4,859	-0,033	,291**	-0,042	-0,068	,173*	1	
7. Highest level of education	3,94	,911	0,075	-0,035	0,03	-0,071	0,07	-,199*	1

Note. N = 133. * = p < .05, ** = p < .01. Inclusive leadership, Turnover intention, Need satisfaction, HR development practices (min = 1, max = 5), Gender (1 = man, 2 = woman, 3 = non-binair, 4 = other), Birthyear (min = 1980, max = 2010), Highest level of education (1 = Primary school, 2 = Secondary school, 3 = Vocational education, 4 = Higher vocational education, bachelor, 5 = Master, 6 = PHD).

Hypothesis testing

All three hypotheses were tested using Hayes' PROCESS Macro. To be more specific, hypotheses 1 and 2 were tested using Model 4 of Hayes' PROCESS Macro, while hypothesis 3 was tested using Hayes' PROCESS Macro Model 7. The full PROCESS output of these analyses can be found in Appendix B. Specifying the control variables, only birthyear was taken into account, as other control variables did not show considerable impact on the main variables, effects, and outcomes of this research. Results of the hypotheses tested with model 4 are displayed in Table 2 and the hypothesis tested with model 7 is displayed in Table 3.

Hypothesis 1: Inclusive leadership is negatively related to turnover intention of young employees.

Table 2 shows the main effect of inclusive leadership and the control variable (birthyear) on turnover intention of young employees ($F(3, 129) = 29.1442, p < .001, R^2 = .3013$). The first hypothesis tested if inclusive leadership is negatively related to turnover intention of young employees. As presented in Table 2, inclusive leadership is significantly negatively related to turnover intention ($b = -.4259, t(129) = -2.1514, p < .05$). Therefore, hypothesis 1 is supported, meaning that the more inclusive leadership is pursued the less young employees have the intention to leave the organization

Hypothesis 2: Need satisfaction of young employees mediates the relationship between inclusive leadership and turnover intention, in such a way that inclusive leadership positively relates to need satisfaction, which in its turn negatively relates to turnover intention.

Table 2 shows that inclusive leadership has a significant positive relationship with need satisfaction ($b = .2885, t(130) = 3.9961, p < .001$), suggesting that higher levels of inclusive leadership are associated with greater need satisfaction among young employees.

Additionally, need satisfaction has a significant negative relationship with turnover intention ($b = -.8050, t(129) = -4.3003, p < .001$), indicating that higher need satisfaction is associated with lower turnover intention. The indirect effect of inclusive leadership on turnover intention through need satisfaction is significant ($b = -.2322, 95\% CI [-.4089, -.1038]$). Therefore, hypothesis 2 is supported.

Hypothesis 3: Inclusive leadership and turnover intention of young employees are mediated by need satisfaction and moderated by HR development practices, in such a way that HR development practices will positively influence the relationship between IL and need satisfaction and turnover intention of young employees.

The interaction term between inclusive leadership and HR development practices shows a significant effect on need satisfaction ($b = .3549, 95\% CI [.0951, .6147]$). The index of moderated mediation is also significant ($index = -.2857, 95\% CI [-.5245, -.1405]$), indicating that HR development practices moderate the mediation effect of need satisfaction between inclusive leadership and turnover intention. Therefore, hypothesis 3 is supported.

Table 2

Outcomes PROCESS analyses

Antecedent	Coeff. (b)	SE	t	95%CI	R²
Model 1: F(2, 130) = 7.9924***					.1388***
Main effect on the mediator:					
Need satisfaction					
Inclusive Leadership	.2885***	.0722	3.9961	[.1457, .4313]	
Birthyear	-.0032	.0078	-.4144	[-.0186, .0122]	
Constant	9.3663	15.5214	.6034	[-21.3410, 40.0736]	
Model 2: F(3, 129) = 29.1442***					.3013***
Main effect on the dependent variable:					
Turnover intention					
Inclusive Leadership	-.4259*	.1979	-2.1514	[-.8175, -.0342]	
Need satisfaction	-.8050***	.1872	-4.3003	[-1.1754, -.4346]	
Birthyear	.0700***	.0172	4.0816	[.0361, .1039]	
Constant	-132.4552***	34.3506	-3.8560	[-200.4187, -64.4917]	
Total, direct, indirect effects					
Direct effect X on Y	-.4259*	.1979	-2.1514	[-.8175, -.0342]	
Unconditional indirect effect X on Y	-.2322	.0767		[-.4089, -.1038]	
Model 7: Interaction Term					
Inclusive Leadership * HR DP **	.3549		.1313	[.0951, .6147]	
Boot indirect effect	Effect		Boot SE	95%CI	
-.6124	.0074		.0812	[-.1551, .1711]	
.0000	-.1675		.0767	[-.3529, -.0515]	
.6124	-.3425		.1114	[-.6212, -.1838]	
	Index		Boot SE	95%CI	
Index of Moderated Mediation	-.2857		.0982	[-.5245, -.1405]	

Note. N = 133. * p < .05; ** p < .01; *** p < .001.

Additional analysis

Analysis dimensions

The results above show that HR development practices moderate the mediation effect of need satisfaction between inclusive leadership and turnover intention. However, need satisfaction consists of different dimensions (autonomy, competence, relatedness), as well as HR development practices (career development, training and development, career planning, participation in decision-making). To make those individual dimensions' (potential) effects visible, hypothesis 3 is tested multiple times using the Hayes' PROCESS Macro Model 7. Full output can be found in Appendix B, Table 3 presents the most important outcomes.

The three dimensions of need satisfaction show no statistically significant effect individually, while the regression model itself is statistically significant² ($F(4,128) = 25.2170$, $p < .0000$, $R^2 = .3794$). Indicating that the coherence of the dimensions provided the positive significant effect of need satisfaction during the testing of Hypothesis 3, since on their own they show no significant effect

In contrast to need satisfaction, the different dimensions of HR development practices show significant individual effects. Inclusive leadership has been shown to have a significant positive effect on career development practices ($b = .1918$, $t = 2.0221$, $p < .05$), indicating that the more inclusive leadership is implemented, the more career development practices are present and successfully practiced. A highly significant positive effect of inclusive leadership on training and development is found ($b = .2817$, $t = 4.3514$, $p < .001$), indicating that the more inclusive leadership is implemented, the higher the training and development practices are offered and successfully practiced. Inclusive leadership has also been shown to significantly affect career planning ($b = .1895$, $t = 2.5257$, $p < .05$), indicating that the more inclusive leadership is implemented, the more focus on career planning from young employees is present. Lastly, inclusive leadership has been shown to have a significant positive effect on the participation of employees in decision-making ($b = .1915$, $t = 3.0538$, $p < .01$), indicating that the more inclusive leadership is implemented will lead to higher opportunities for employees to participate in decision-making. This analyses has shown that the different dimensions of HR development practices indicate to also have an individual significant effect, instead of only in coherence with each other. This relationship of a potential strengthening effect of those different dimensions could be further explored in the future.

Direct effect

The correlation matrix has shown that inclusive leadership significantly positively correlates to HR development practices ($r = .616$, $p < .001$). Moreover, HR development practices showed a significant positive correlation to need satisfaction ($r = .387$, $p < .001$). This correlation indicates a direct effect from inclusive leadership to HR development practices and from HR development practices to need satisfaction, as well as the significant moderating effect of HR development practices on the interaction between inclusive leadership and need satisfaction. This correlation was not explored during the hypothesis testing, therefore, an

² Since this effect was expected to be significant, the outcomes were once more checked by Professor Eric Jacobs (Quantitative Researcher Radboud University). The results of this analysis were also assessed as correct, allowing it to assume this result as correct.

additional analysis was performed to gain a better understanding of the relationship between those variables. Linear regressions were conducted to understand the relationship and effect of those variables, the results are presented in Table 4.

The first regression ($F(1, 131) = 80.045, p < .001, R^2 = .379$) has shown that inclusive leadership does have a significant positive effect on HR development practices ($b = .563, t = 8.947, p < .001$), meaning that the more inclusive leadership is implemented in the organization, the more HR development practices are present and successfully practiced. This relationship could be further explored in the future.

The second regression ($F(1, 131) = 23.067, p < .001, R^2 = .150$) has shown that HR development practices do have a significant positive effect on need satisfaction among young employees ($b = .330, t = 4.803, p < .001$), meaning that the more HR development practices are present and practiced, the higher the need satisfaction among young employees. This relationship could be further explored in the future.

Table 3

Outcomes PROCESS additional analysis 1

Antecedent	Coeff. (b)	SE	t	95%CI	R²
<i>Model 3: F(4, 128) = 25.2170***</i>					<i>.3794***</i>
Main effect on the mediator:					
Need satisfaction (A)					
Inclusive Leadership	.1295	.1284	1.0088	[-14.1303, 53.0281]	
Birthyear	-.0080	.0085	-.9370	[-.0248, .0089]	
Constant	19.4489	16.9706	1.1460	[-14.1303, 53.0281]	
Indirect effect X on Y					
Indirect effect X on Y	-.1009	.0810		[-.2678, .0506]	
Antecedent	Coeff. (b)	SE	t	95%CI	R²
<i>Model 4: F(4, 128) = 4.0430**</i>					<i>.1600**</i>
Main effect on the mediator:					
Need satisfaction (V)					
Inclusive Leadership	.2816**	.1459	1.9303	[-.0071, .5702]	
Birthyear	-.0084	.0092	-.9196	[-.0266, .0097]	
Constant	20.9369	18.2930	1.1445	[-15.2590, 57.1328]	
Indirect effect X on Y					
Indirect effect X on Y	-.1340	.0639		[-.2778, -.0278]	

Antecedent	Coeff. (b)	SE	t	95%CI	R ²
<i>Model 5: F(4, 128) = 4.2931**</i>					.0950**
Main effect on the mediator:					
Need satisfaction (C)					
Inclusive Leadership	.2065	.1278	1.6157	[-.0464, .4594]	
Birthyear	.0067	.0149	.4485	[-.0228, .0362]	
Constant	-9.2787	29.8138	-.3112	[-68.2704, 49.7130]	
Indirect effect X on Y					
Indirect effect X on Y	-.0334	.0394		[-.1286, .0280]	

Model 6: Interaction Term

Inclusive Leadership * HR DPLO *	.1918		.0949	[.0041, .3795]
Boot indirect effect	Effect		Boot SE	95%CI
-8473	-.0841		.0790	[-.2516, .0554]
.0000	-.2150		.0881	[-.4310, -.0843]
.8473	-.3458		.1244	[-.6677, -.1756]
	Index		Boot SE	95%CI
Index of Moderated Mediation	-1.544		.0655	[-.3111, -.0525]

Model 7: Interaction Term

Inclusive Leadership * HR DPT				
****	.2817		.0647	[.1536, .4098]
Boot indirect effect	Effect		Boot SE	95%CI
-.9463	-.0383		.0757	[-.1902, .1151]
.0000	-.2528		.0808	[-.4369, -.1174]
.9463	-.4674		.1261	[-.7484, -.2495]
	Index		Boot SE	95%CI
Index of Moderated Mediation	-2.267		.0693	[-.3771, -.1057]

Model 8: Interaction Term

Inclusive Leadership * HR DPLP *	.1895		.0750	[.0410, .3380]
Boot indirect effect	Effect		Boot SE	95%CI
-.7011	-.0964		.0783	[-.2720, .0404]
.0000	-.2034		.0784	[-.3835, -.0799]
.7011	-.3103		.0998	[-.5352, -.1527]
	Index		Boot SE	95%CI
Index of Moderated Mediation	-1.526		.0623	[-.2889, -.0438]

Model 9: Interaction Term

Inclusive Leadership * HR DPB **	.1915		.0627	[.0674, .3155]
Boot indirect effect	Effect		Boot SE	95%CI
-.7027	.0004		.0690	[-.1534, .1260]
.0000	-.1079		.0595	[-.2424, -.0092]
.7027	-.2162		.0788	[-.3937, -.0862]

	Index	Boot SE	95%CI
<i>Index of Moderated Mediation</i>	-.1541	.0628	[-.2737, -.0259]

Note.. N = 133. * p < .05; ** p < .01; *** p < .001.

Table 4

Outcomes PROCESS additional analysis 2

Antecedent	Coeff. (b)	SE	t	95%CI	R²
<i>Model 10: F(1, 131) = 80.045</i>					<i>.379***</i>
<i>Main effect on the dependent variable:</i>					
Inclusive Leadership					
HR Development Practices	.563	.063	8.947		
<i>Model 11: F(1, 131) = 23.067</i>					<i>.150***</i>
<i>Main effect on the dependent variable:</i>					
HR Development Practices					
Need satisfaction	.330	.069	4.803		

Note. N = 133. * p < .05; ** p < .01; *** p < .001.

Discussion and Conclusion

This study examined the mechanisms underlying the relationship between inclusive leadership and turnover intention among young employees, and how need satisfaction and HR development practices influence this relationship. Data of 133 respondents was analyzed in order to answer the research question: *‘To what extent is the relationship between inclusive leadership and turnover intention of young employees mediated by need_satisfaction and moderated by HR development practices?’*. Support was found for a relationship between inclusive leadership and turnover intention of young employees, while mediated by need satisfaction and moderated by HR development practices.

According to the self-determination theory of Deci and Ryan (2012), fulfilling employees' psychological needs should enhance their engagement and reduce their intention to leave the organization. The results of this study supported this expectation, showing that inclusive leadership significantly reduces turnover intention among young employees. This aligns with the theoretical framework, indicating that inclusive leadership practices can enhance young employees' attachment to the organization by creating an environment where they feel valued and supported (Korkmaz et al., 2022a) . This result was anticipated by the

theory, confirming that leadership styles that meet employees' psychological needs can effectively reduce turnover intention (Carmeli et al., 2010).

Furthermore, the study of Deci and Ryan (2012) suggests that the satisfaction of basic psychological needs (autonomy, competence, and relatedness) is crucial for reducing turnover intention. This study revealed that inclusive leadership positively influences need satisfaction, which in turn negatively affects turnover intention. Furthermore, inclusive leadership is found to negatively affect turnover intention. This finding underscores the importance of fulfilling young employees' psychological needs to reduce their likelihood of leaving the organization. The theory correctly anticipated this mediating role of need satisfaction, as inclusive leadership creates an environment that supports employees' needs, which is consistent with the self-determination theory (Deci & Ryan, 2012; Vansteenkiste et al., 2007; Carmeli et al., 2010).

Moreover, this study revealed a moderating effect of HR development practices on the mediation effect of need satisfaction between inclusive leadership and turnover intention, in which more inclusive leadership and HR development practices lead to a higher need satisfaction, which in turn negatively affects turnover intention. The interaction between inclusive leadership and HR development practices positively influences need satisfaction. This result suggests that HR development practices enhance the positive impact of inclusive leadership on need satisfaction, further reducing turnover intention. The self-determination theory of Deci and Ryan (2012) did not explicitly predict the moderating role of HR development practices, however, this finding extends the theory by highlighting that organizational practices that support employees' growth and development can amplify the benefits of inclusive leadership (Carmeli et al., 2010).

The additional analysis highlighted the individual contributions of different dimensions of HR development practices and need satisfaction. While the combined dimensions of need satisfaction significantly contributed to reducing turnover intention, individual dimensions did not show significant effects. Conversely, individual HR development practices (career development, training and development, career planning, and participation in decision-making) significantly influenced the overall outcome. These findings suggest that specific HR development practices play crucial roles in enhancing need satisfaction and reducing turnover intention of young employees, supporting the notion that tailored developmental initiatives can have significant impacts (Carmeli et al., 2010).

Limitations and future research

This research has several limitations, despite the careful efforts to avoid potential shortcomings. Firstly, the study employs a cross-sectional design, meaning data was collected only once at a time. Consequently, the results may be influenced by temporary factors at that time, such as the employee's mood or circumstances when completing the questionnaire. Therefore, the relationships between constructs and causal effects cannot be established (Warner, 2013). Thus, the conclusions should be interpreted with caution. Notably, this research is grounded in empirical studies, meta-analytical research, and well-established theories, all of which are incorporated into the theoretical framework. Future studies should adopt a longitudinal design, collecting data at multiple points over time, to reduce susceptibility to temporary contextual factors. Additionally, a longitudinal approach would allow for the examination of the long-term effects of HR development practices and need satisfaction to minimize young employees' intention to leave the organization. This could be complemented by qualitative studies on the considerations young employees have regarding HR practices and their intention to leave an organization.

Another limitation refers to the way of sampling. This research has made use of convenience sampling using the five master's degree students network. This has reflected on the research, consisting of a more highly educated sample (51.1% have achieved a HBO degree, and 24.1% have achieved a master's degree as their highest education), this could have influenced the results based on its disproportionate distribution. Therefore, a random sampling method should be recommended for future research to achieve a more accurate representation.

Moreover, the number of respondents of the questionnaire is a limitation of this research. Since the focus was on a specific target group, people who are born between 1980 and 2010, it resulted in a final of 133 respondents. This could have affected the outcomes since this is potentially not a full and precise representation.

The final limitation refers to the concept of generations. The whole idea of generations and differences between generations is contested within the academic literature due to several significant factors (Nnamboozee & Parumasur, 2016). Firstly, generational labels often homogenize diverse experiences within cohorts, ignoring variations in culture, socioeconomic status, and personal backgrounds. Research in this area frequently suffers from methodological flaws, such as non-representative samples and reliance on self-reported data, which undermines the validity of findings. Besides, differences attributed to generational factors can often be more accurately explained by age, period, or cohort effects, complicating

the analysis. Additionally, generational research tends to be Western-centric, failing to account for global cultural variability. Emphasizing differences can overshadow similarities, fostering unnecessary stereotypes and divisions. Moreover, the dynamic nature of generations, evolving with new experiences and societal changes, challenges the utility of fixed generational labels. Overall, this reductionist approach overlooks the multifaceted nature of human identity, necessitating a more nuanced understanding of behavior that extends beyond generational categorizations (Nnamboozie & Parumasur, 2016).

Future research should explore the causal relationships between these variables using longitudinal designs to gain a better understanding of the long-term effects of inclusive leadership and HR development practices on need satisfaction, and in turn on turnover intention of young employees. Additionally, examining other demographic groups and organizational contexts can provide a more comprehensive understanding of these dynamics.

Furthermore, future research could focus on further exploring the underlying dimensions of inclusive leadership, need satisfaction and HR development practices, and their effectiveness on turnover intention. As inclusive leadership, need satisfaction, and HR development practices exist in multiple dimensions, the different dimensions could potentially give greater insights since the different HR development practices revealed a significant individual effect.

The last future recommendation is to explore the direct effect of inclusive leadership on HR development practices, and the direct effect of these practices on need satisfaction, instead of only the moderating effect. Linear regression revealed a significant direct effect, which could be further explored in the future.

Practical implications

Previous research has established the significance of positive leadership styles in promoting employee engagement and retention. This study reinforces the critical role of inclusive leadership in fulfilling young employees' psychological needs, thereby reducing turnover intention. Additionally, the findings emphasize the importance of HR development practices in strengthening this relationship.

Organizations should prioritize the implementation of HR development strategies that facilitate the intrinsic needs of young employees. Organizations can significantly enhance job satisfaction and reduce turnover rates by fostering an environment where autonomy, competence, and relatedness are supported. Training programs aimed at developing inclusive

leadership skills among leaders are essential. For example, leaders should be equipped with the skills to actively involve employees in decision-making processes and provide continuous professional growth opportunities.

Moreover, organizations should consider adopting structured development programs that focus on job development and learning. Study by Ramao et al. (2022) suggest that such initiatives improve employee happiness, reduce turnover, and promote a more engaged and competent workforce. Additionally, fostering a culture of inclusivity and development where young employees are structurally integrated can lead to a more cohesive and supportive work environment, which is crucial for the retention of Generation Y and Generation Z employees.

Finally, offering training and development programs and facilitating coaching programs for career planning are opportunities for organizations to increase the retention of young employees by meeting their developmental and psychological basic needs.

In summary, to sustain young employees within organizations, it is crucial to understand what effects young employees intention to stay positively, and also negatively. An environment in which the basic psychological needs of autonomy, competence, and relatedness are fostered and satisfied is important due to the key role of need satisfaction in organizations encouraging the intention to stay (Deci & Ryan, 2012). This study provides evidence that inclusive leadership significantly enhances need satisfaction and HR development practices, which in turn reduce turnover intention among young employees. By integrating the theoretical frameworks of the self-determination theory and inclusive leadership, the study contributes to the existing literature and offers valuable insights for improving young employee retention through inclusive leadership, HR development practices, and need satisfaction. The findings confirm and extend the theoretical expectations, demonstrating the critical role of inclusive leadership and HR development practices in fostering an engaging and supportive work environment with continuous development in which young employees are naturally willing to stay (Deci & Ryan, 2012; Carmeli et al., 2010). Cultivating an environment where young employees are naturally inclined to stay is the cornerstone of long-term retention.

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Appendix A

Syntax data cleaning

* Encoding: UTF-8.

** Data analysis inclusive leadership **

* Opening and exploring data set*

```
DATASET ACTIVATE DataSet1.
```

```
SORT CASES BY StartDate(A).
```

```
exe.
```

```
compute respnr = $casenum.
```

```
fre respnr.
```

before data cleaning: 508 respondents

Data cleaning

* Step 1: deleting personal non-anonymous information such as IP-Adress, location etc.*

deleting test rounds

deleting <80% progress

deleting respondents who didn't agree to the informed consent statement

deleting respondents who didn't have a supervisor

Step 2: adjusting the data

we took out month and day out of birthyear

removed 'year' 'hour' '%' 'month' from the data

changed "half jaar" into "0,5"

changed "7 maanden" into "0,84"

changed " 4 maanden" into "0,48"

Changed "3 maanden" into "0,36"

changed 'twee' into '2'

changed '.' into ','

changed 'o' into '0'

changed 'uren thuiswerk' into percentages instead of hours³

³ We also did an analysis without the group we assumed failed in the hour percentages, the analysis showed the same results.

*Step 3: changed variable view type

changed 'string' into 'numeric'

changed 'nominal' into 'scale'

this applies to geboortejaar, aantal kinderen, uren mantelzorg, loopbaan, uren per week, thuiswerk

changed decimal into 2 instead of 0

this applies to loopbaan, uren per week, thuiswerk

Step 4: missing

added '99' as missing in variable view

changed in variable thuiswerk 'paar niet veel' into '99'

changed in variable thuiswerk '0.2' into '99'

changed in variable loopbaan '0.08' into '99'

changed in variable loopbaan ... into 99

changed in variable loopbaan, uren per week and thuiswerk 'n.v.t.' into '99'

Step 5: other missings

changed in variable uren per week '15-20' into '17.5'

changed in variable thuiswerk '32 vast en 36 gemiddeld' into '36'

changed in variable thuiswerk 'dag per kwartaal' into '0'

DESCRIPTIVES VARIABLES=Geboortejaar

/STATISTICS=MEAN STDDEV MIN MAX.

missing birthyear changed to mean birthyear <1986>

Through the data cleaning we ended up with a total of 356 respondents

173 respondents who are supervisor themselves

183 respondents who are not a supervisor themselves

133 respondents who were born between 1980 and 2010

* Save file*

Appendix B

Output PROCESS

Model 4:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 4
Y : TI
X : INCLEAD
M : SDT

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDT

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,3725	,1388	,2380	7,9924	2,0000	130,0000	,0005

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	9,3663	15,5214	,6034	,5473	-21,3410	40,0736
INCLEAD	,2885	,0722	3,9961	,0001	,1457	,4313
Geb_jaar	-,0032	,0078	-,4144	,6792	-,0186	,0122

OUTCOME VARIABLE:
TI

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5489	,3013	1,1412	29,1442	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-132,4552	34,3506	-3,8560	,0002	-200,4187	-64,4917
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342

SDT	-,8050	,1872	-4,3003	,0000	-1,1754	-,4346
Geb_jaar	,0700	,0172	4,0816	,0001	,0361	,1039

***** DIRECT AND INDIRECT EFFECTS OF X ON Y

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,4259	,1979	-2,1514	,0333	-,8175	-,0342

Indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI
SDT	-,2322	,0767	-,4089

***** ANALYSIS NOTES AND ERRORS

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : SDT
W : DP

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDT

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5248	,2754	,2034	11,8150	4,0000	128,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	11,6487	16,2653	,7162	,4752	-20,5350	43,8324
INCLEAD	,2081	,1156	1,7997	,0743	-,0207	,4369
DP	,2042	,1101	1,8543	,0660	-,0137	,4221
Int_1	,3549	,1313	2,7029	,0078	,0951	,6147
Geb_jaar	-,0039	,0081	-,4748	,6357	-,0200	,0123

Product terms key:

Int_1 : INCLEAD x DP

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,0968	7,3058	1,0000	128,0000	,0078

Focal predict: INCLEAD (X)
Mod var: DP (W)

Conditional effects of the focal predictor at values of the moderator(s):

DP	Effect	se(HC3)	t	p	LLCI	ULCI
----	--------	---------	---	---	------	------

-,6124	-,0092	,1129	-,0815	,9352	-,2327	,2143
,0000	,2081	,1156	1,7997	,0743	-,0207	,4369
,6124	,4255	,1641	2,5930	,0106	,1008	,7501

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

DATA LIST FREE/

INCLEAD DP SDT .
 BEGIN DATA.

-,6697	-,6124	3,8024
,0000	-,6124	3,7962
,6697	-,6124	3,7901
-,6697	,0000	3,7819
,0000	,0000	3,9213
,6697	,0000	4,0607
-,6697	,6124	3,7614
,0000	,6124	4,0464
,6697	,6124	4,3313

END DATA.

GRAPH/SCATTERPLOT=
 INCLEAD WITH SDT BY DP .

OUTCOME VARIABLE:

TI

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5489	,3013	1,1412	29,1442	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-134,0684	34,3865	-3,8989	,0002	-202,1029	-66,0338
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342
SDT	-,8050	,1872	-4,3003	,0000	-1,1754	-,4346
Geb_jaar	,0700	,0172	4,0816	,0001	,0361	,1039

***** DIRECT AND INDIRECT EFFECTS OF X ON Y

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI	
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> SDT -> TI

DP	Effect	BootSE	BootLLCI	BootULCI
-,6124	,0074	,0812	-,1551	,1711
,0000	-,1675	,0767	-,3529	-,0515
,6124	-,3425	,1114	-,6212	-,1838

Index of moderated mediation:

	Index	BootSE	BootLLCI	BootULCI
DP	-,2857	,0982	-,5245	-,1405

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:

DP INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : SDTA
W : DP

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDTA

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,6159	,3794	,2841	25,2170	4,0000	128,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	19,4489	16,9706	1,1460	,2539	-14,1303	53,0281
INCLEAD	,1295	,1284	1,0088	,3150	-,1245	,3836
DP	,5610	,1237	4,5362	,0000	,3163	,8058
Int_1	,2126	,1660	1,2807	,2026	-,1159	,5411
Geb_jaar	-,0080	,0085	-,9370	,3505	-,0248	,0089

Product terms key:

Int_1 : INCLEAD x DP

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,0213	1,6401	1,0000	128,0000	,2026

Focal predict: INCLEAD (X)
Mod var: DP (W)

Data for visualizing the conditional effect of the focal predictor:
Paste text below into a SPSS syntax window and execute to produce plot.

DATA LIST FREE/
 INCLEAD DP SDTA .
 BEGIN DATA.

-,6697	-,6124	3,1994
,0000	-,6124	3,1990
,6697	-,6124	3,1985
-,6697	,0000	3,4558
,0000	,0000	3,5426
,6697	,0000	3,6293
-,6697	,6124	3,7122
,0000	,6124	3,8861
,6697	,6124	4,0601

END DATA.

GRAPH/SCATTERPLOT=
 INCLEAD WITH SDTA BY DP .

OUTCOME VARIABLE:

TI

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5856	,3429	1,0733	23,5996	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-123,7959	32,5450	-3,8038	,0002	-188,1870	-59,4048
INCLEAD	-,3277	,1844	-1,7771	,0779	-,6926	,0371
SDTA	-,7790	,1787	-4,3584	,0000	-1,1326	-,4253
Geb_jaar	,0647	,0162	3,9791	,0001	,0325	,0968

***** DIRECT AND INDIRECT EFFECTS OF X ON Y

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,3277	,1844	-1,7771	,0779	-,6926	,0371

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> SDTA -> TI

DP	Effect	BootSE	BootLLCI	BootULCI
-,6124	,0005	,0953	-,1674	,2085
,0000	-,1009	,0810	-,2678	,0506
,6124	-,2023	,1092	-,4634	-,0269

Index of moderated mediation:

	Index	BootSE	BootLLCI	BootULCI
DP	-,1656	,1026	-,4090	-,0134

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DP INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : STDV
W : DP

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
STDV

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,4000	,1600	,4613	4,0430	4,0000	128,0000	,0040

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	20,9369	18,2930	1,1445	,2545	-15,2590	57,1328
INCLEAD	,2816	,1459	1,9303	,0558	-,0071	,5702
DP	,1529	,1529	1,0005	,3189	-,1495	,4554
Int_1	,3623	,1696	2,1358	,0346	,0267	,6980
Geb_jaar	-,0084	,0092	-,9196	,3595	-,0266	,0097

Product terms key:

Int_1 : INCLEAD x DP

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,0516	4,5616	1,0000	128,0000	,0346

Focal predict: INCLEAD (X)
Mod var: DP (W)

Conditional effects of the focal predictor at values of the moderator(s):

DP	Effect	se(HC3)	t	p	LLCI	ULCI
-,6124	,0597	,1594	,3743	,7088	-,2558	,3752
,0000	,2816	,1459	1,9303	,0558	-,0071	,5702
,6124	,5035	,1968	2,5586	,0117	,1141	,8928

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

```

DATA LIST FREE/
  INCLEAD DP STDV .
BEGIN DATA.
  -,6697 -,6124 3,9605
  ,0000 -,6124 4,0005
  ,6697 -,6124 4,0404
  -,6697 ,0000 3,9056
  ,0000 ,0000 4,0941
  ,6697 ,0000 4,2827
  -,6697 ,6124 3,8506
  ,0000 ,6124 4,1878
  ,6697 ,6124 4,5250
END DATA.
GRAPH/SCATTERPLOT=
  INCLEAD WITH STDV BY DP .
  
```

 OUTCOME VARIABLE:
 TI

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5238	,2744	1,1852	22,5945	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-133,4220	34,7223	-3,8425	,0002	-202,1209	-64,7230
INCLEAD	-,5000	,1964	-2,5462	,0121	-,8885	-,1115
STDV	-,4757	,1284	-3,7047	,0003	-,7298	-,2217
Geb_jaar	,0691	,0173	3,9846	,0001	,0348	,1034

***** DIRECT AND INDIRECT EFFECTS OF X ON Y

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,5000	,1964	-2,5462	,0121	-,8885	-,1115

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> STDV -> TI

DP	Effect	BootSE	BootLLCI	BootULCI
-,6124	-,0284	,0734	-,1791	,1247
,0000	-,1340	,0639	-,2778	-,0278
,6124	-,2395	,0949	-,4643	-,0896

Index of moderated mediation:

Index	BootSE	BootLLCI	BootULCI	
DP	-,1724	,0912	-,3874	-,0292

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DP INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : STDC
W : DP

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
STDC

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,3083	,0950	,3973	4,2931	4,0000	128,0000	,0027

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-9,2787	29,8138	-,3112	,7561	-68,2704	49,7130
INCLEAD	,2065	,1278	1,6157	,1086	-,0464	,4594
DP	-,0084	,1390	-,0608	,9516	-,2835	,2666
Int_1	,3555	,1500	2,3708	,0192	,0588	,6522
Geb_jaar	,0067	,0149	,4485	,6546	-,0228	,0362

Product terms key:

Int_1 : INCLEAD x DP

Test(s) of highest order unconditional interaction(s):

R2-chng	F(HC3)	df1	df2	p	
X*W	,0621	5,6205	1,0000	128,0000	,0192

Focal predict: INCLEAD (X)
Mod var: DP (W)

Conditional effects of the focal predictor at values of the moderator(s):

DP	Effect	se(HC3)	t	p	LLCI	ULCI
-,6124	-,0112	,1558	-,0719	,9428	-,3194	,2970
,0000	,2065	,1278	1,6157	,1086	-,0464	,4594
,6124	,4242	,1590	2,6682	,0086	,1096	,7388

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

```

DATA LIST FREE/
  INCLEAD DP STDC .
BEGIN DATA.
  -,6697 -,6124 4,1021
  ,0000 -,6124 4,0946
  ,6697 -,6124 4,0871
  -,6697 ,0000 3,9512
  ,0000 ,0000 4,0895
  ,6697 ,0000 4,2278
  -,6697 ,6124 3,8002
  ,0000 ,6124 4,0843
  ,6697 ,6124 4,3684
END DATA.
GRAPH/SCATTERPLOT=
  INCLEAD WITH STDC BY DP .

```

```

*****
OUTCOME VARIABLE:
  TI

```

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,4614	,2129	1,2857	10,4447	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-144,5927	35,9442	-4,0227	,0001	-215,7094	-73,4760
INCLEAD	-,6311	,1883	-3,3507	,0011	-1,0037	-,2584
STDC	-,1616	,1495	-1,0809	,2817	-,4574	,1342
Geb_jaar	,0740	,0180	4,1140	,0001	,0384	,1096

```

***** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****

```

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,6311	,1883	-3,3507	,0011	-1,0037	-,2584

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> STDC -> TI

DP	Effect	BootSE	BootLLCI	BootULCI
-,6124	,0018	,0308	-,0596	,0724
,0000	-,0334	,0394	-,1286	,0280
,6124	-,0686	,0692	-,2255	,0569

Index of moderated mediation:

Index	BootSE	BootLLCI	BootULCI	
DP	-,0575	,0592	-,1949	,0437

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DP INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : SDT
W : DPLO

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDT

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,4539	,2060	,2229	6,1363	4,0000	128,0000	,0002

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	12,0296	15,1842	,7922	,4297	-18,0149	42,0741
INCLEAD	,2670	,1330	2,0074	,0468	,0038	,5303
DPLO	,0581	,0796	,7289	,4674	-,0995	,2156
Int_1	,1918	,0949	2,0221	,0453	,0041	,3795
Geb_jaar	-,0040	,0076	-,5316	,5960	-,0191	,0110

Product terms key:

Int_1 : INCLEAD x DPLO

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,0641	4,0888	1,0000	128,0000	,0453

Focal predict: INCLEAD (X)
Mod var: DPLO (W)

Conditional effects of the focal predictor at values of the moderator(s):

DPLO	Effect	se(HC3)	t	p	LLCI	ULCI
-,8473	,1045	,1038	1,0067	,3160	-,1009	,3099
,0000	,2670	,1330	2,0074	,0468	,0038	,5303
,8473	,4296	,1938	2,2172	,0284	,0462	,8130

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

```
DATA LIST FREE/
  INCLEAD DPLO SDT .
BEGIN DATA.
  -,6697  -,8473  3,8356
  ,0000  -,8473  3,9056
  ,6697  -,8473  3,9756
  -,6697  ,0000  3,7760
  ,0000  ,0000  3,9548
  ,6697  ,0000  4,1336
  -,6697  ,8473  3,7163
  ,0000  ,8473  4,0040
  ,6697  ,8473  4,2917
END DATA.
GRAPH/SCATTERPLOT=
  INCLEAD WITH SDT BY DPLO .
```

OUTCOME VARIABLE:
 TI

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5489	,3013	1,1412	29,1442	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-134,0684	34,3865	-3,8989	,0002	-202,1029	-66,0338
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342
SDT	-,8050	,1872	-4,3003	,0000	-1,1754	-,4346
Geb_jaar	,0700	,0172	4,0816	,0001	,0361	,1039

***** DIRECT AND INDIRECT EFFECTS OF X ON Y

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,4259	,1979	-2,1514	,0333	-,8175	-,0342

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> SDT -> TI

DPLO	Effect	BootSE	BootLLCI	BootULCI
-,8473	-,0841	,0790	-,2516	,0554
,0000	-,2150	,0881	-,4310	-,0843
,8473	-,3458	,1244	-,6677	-,1756

Index of moderated mediation:

Index	BootSE	BootLLCI	BootULCI
DPLO	-,1544	,0655	-,3111

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DPLO INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : SDT
W : DPT

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDT

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5002	,2502	,2105	10,3158	4,0000	128,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	12,6243	15,8642	,7958	,4276	-18,7659	44,0144
INCLEAD	,3141	,0823	3,8147	,0002	,1512	,4770
DPT	,0176	,0492	,3572	,7215	-,0797	,1149
Int_1	,2817	,0647	4,3514	,0000	,1536	,4098
Geb_jaar	-,0044	,0079	-,5475	,5850	-,0201	,0114

Product terms key:

Int_1 : INCLEAD x DPT

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,1100	18,9346	1,0000	128,0000	,0000

Focal predict: INCLEAD (X)
Mod var: DPT (W)

Conditional effects of the focal predictor at values of the moderator(s):

DPT	Effect	se(HC3)	t	p	LLCI	ULCI
-,9463	,0475	,0969	,4906	,6245	-,1441	,2392
,0000	,3141	,0823	3,8147	,0002	,1512	,4770
,9463	,5806	,1081	5,3727	,0000	,3668	,7944

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

```
DATA LIST FREE/
  INCLEAD DPT SDT .
BEGIN DATA.
  -,6697 -,9463 3,8870
  ,0000 -,9463 3,9188
  ,6697 -,9463 3,9507
  -,6697 ,0000 3,7251
  ,0000 ,0000 3,9355
  ,6697 ,0000 4,1458
  -,6697 ,9463 3,5633
  ,0000 ,9463 3,9521
  ,6697 ,9463 4,3409
END DATA.
GRAPH/SCATTERPLOT=
  INCLEAD WITH SDT BY DPT .
```

OUTCOME VARIABLE:
 TI

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5489	,3013	1,1412	29,1442	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-134,0684	34,3865	-3,8989	,0002	-202,1029	-66,0338
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342
SDT	-,8050	,1872	-4,3003	,0000	-1,1754	-,4346
Geb_jaar	,0700	,0172	4,0816	,0001	,0361	,1039

***** DIRECT AND INDIRECT EFFECTS OF X ON Y

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,4259	,1979	-2,1514	,0333	-,8175	-,0342

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> SDT -> TI

DPT	Effect	BootSE	BootLLCI	BootULCI
-,9463	-,0383	,0757	-,1902	,1151
,0000	-,2528	,0808	-,4369	-,1174
,9463	-,4674	,1261	-,7484	-,2495

Index of moderated mediation:

Index	BootSE	BootLLCI	BootULCI
DPT	-,2267	,0693	-,3771

***** ANALYSIS NOTES AND ERRORS

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DPT INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : SDT
W : DPLP

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDT

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,4356	,1897	,2274	7,0119	4,0000	128,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	10,1997	15,3890	,6628	,5087	-20,2500	40,6495
INCLEAD	,2526	,0911	2,7729	,0064	,0724	,4329
DPLP	,0938	,0742	1,2643	,2084	-,0530	,2405
Int_1	,1895	,0750	2,5257	,0128	,0410	,3380
Geb_jaar	-,0031	,0077	-,4045	,6865	-,0184	,0121

Product terms key:

Int_1 : INCLEAD x DPLP

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,0422	6,3792	1,0000	128,0000	,0128

Focal predict: INCLEAD (X)
Mod var: DPLP (W)

Conditional effects of the focal predictor at values of the moderator(s):

DPLP	Effect	se(HC3)	t	p	LLCI	ULCI
-,7011	,1198	,0945	1,2679	,2071	-,0671	,3066
,0000	,2526	,0911	2,7729	,0064	,0724	,4329
,7011	,3855	,1150	3,3535	,0010	,1580	,6130

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

```
DATA LIST FREE/
  INCLEAD DPLP SDT .
BEGIN DATA.
  -,6697 -,7011 3,8263
  ,0000 -,7011 3,9065
  ,6697 -,7011 3,9867
  -,6697 ,0000 3,8031
  ,0000 ,0000 3,9722
  ,6697 ,0000 4,1414
  -,6697 ,7011 3,7798
  ,0000 ,7011 4,0380
  ,6697 ,7011 4,2962
END DATA.
GRAPH/SCATTERPLOT=
  INCLEAD WITH SDT BY DPLP .
```

```
*****
OUTCOME VARIABLE:
TI
```

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5489	,3013	1,1412	29,1442	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-134,0684	34,3865	-3,8989	,0002	-202,1029	-66,0338
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342
SDT	-,8050	,1872	-4,3003	,0000	-1,1754	-,4346
Geb_jaar	,0700	,0172	4,0816	,0001	,0361	,1039

```
***** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****
```

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,4259	,1979	-2,1514	,0333	-,8175	-,0342

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> SDT -> TI

DPLP	Effect	BootSE	BootLLCI	BootULCI
-,7011	-,0964	,0783	-,2720	,0404
,0000	-,2034	,0784	-,3835	-,0799
,7011	-,3103	,0998	-,5352	-,1527

Index of moderated mediation:

Index	BootSE	BootLLCI	BootULCI
DPLP	-,1526	,0623	-,2889

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DPLP INCLEAD

----- END MATRIX -----

Model 7:

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.2 beta *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
Documentation available in Hayes (2022). www.guilford.com/p/hayes3

Model : 7
Y : TI
X : INCLEAD
M : SDT
W : DPB

Covariates:
Geb_jaar

Sample
Size: 133

OUTCOME VARIABLE:
SDT

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5836	,3406	,1851	18,2493	4,0000	128,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-9,8850	14,5221	-,6807	,4973	-38,6194	18,8495
INCLEAD	,1341	,0691	1,9397	,0546	-,0027	,2708
DPB	,3684	,0656	5,6177	,0000	,2386	,4982
Int_1	,1915	,0627	3,0538	,0027	,0674	,3155
Geb_jaar	,0069	,0073	,9534	,3422	-,0075	,0213

Product terms key:

Int_1 : INCLEAD x DPB

Test(s) of highest order unconditional interaction(s):

	R2-chng	F(HC3)	df1	df2	p
X*W	,0379	9,3256	1,0000	128,0000	,0027

Focal predict: INCLEAD (X)
Mod var: DPB (W)

Conditional effects of the focal predictor at values of the moderator(s):

DPB	Effect	se(HC3)	t	p	LLCI	ULCI
-,7027	-,0005	,0808	-,0060	,9952	-,1604	,1595
,0000	,1341	,0691	1,9397	,0546	-,0027	,2708
,7027	,2686	,0831	3,2334	,0016	,1042	,4330

Data for visualizing the conditional effect of the focal predictor:
 Paste text below into a SPSS syntax window and execute to produce plot.

```
DATA LIST FREE/
  INCLEAD  DPB    SDT    .
BEGIN DATA.
  -,6697  -,7027  3,7102
  ,0000  -,7027  3,7099
  ,6697  -,7027  3,7096
  -,6697  ,0000  3,8790
  ,0000  ,0000  3,9688
  ,6697  ,0000  4,0586
  -,6697  ,7027  4,0478
  ,0000  ,7027  4,2277
  ,6697  ,7027  4,4075
END DATA.
GRAPH/SCATTERPLOT=
  INCLEAD WITH  SDT  BY  DPB  .
```

```
*****
OUTCOME VARIABLE:
  TI
```

Model Summary

R	R-sq	MSE	F(HC3)	df1	df2	p
,5489	,3013	1,1412	29,1442	3,0000	129,0000	,0000

Model

	coeff	se(HC3)	t	p	LLCI	ULCI
constant	-134,0684	34,3865	-3,8989	,0002	-202,1029	-66,0338
INCLEAD	-,4259	,1979	-2,1514	,0333	-,8175	-,0342
SDT	-,8050	,1872	-4,3003	,0000	-1,1754	-,4346
Geb_jaar	,0700	,0172	4,0816	,0001	,0361	,1039

```
***** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****
```

Direct effect of X on Y

Effect	se(HC3)	t	p	LLCI	ULCI
-,4259	,1979	-2,1514	,0333	-,8175	-,0342

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

INCLEAD -> SDT -> TI

DPB	Effect	BootSE	BootLLCI	BootULCI
-,7027	,0004	,0690	-,1534	,1260
,0000	-,1079	,0595	-,2424	-,0092
,7027	-,2162	,0788	-,3937	-,0862

Index of moderated mediation:

Index	BootSE	BootLLCI	BootULCI	
DPB	-,1541	,0628	-,2737	-,0259

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: A heteroscedasticity consistent standard error and covariance matrix estimator was used.

NOTE: The following variables were mean centered prior to analysis:
DPB INCLEAD

----- END MATRIX -----

Appendix C

Questionnaire

In which language would you like to complete this survey? / In welke taal wilt u deze enquête invullen?

- English (1)
- Nederlands (2)
-

Start of Block: Introduction

Dear participant,

Thank you very much for your willingness to participate in this research! We are students of the master program Strategic Human Resources Leadership at Radboud University. This research focuses on the topic of inclusive leadership. We are very curious about your experience with this.

The questionnaire contains questions about your leader's leadership style and your experience of your work and health. We have provided several subtopics within the theme. To be able to participate in the research, it is important that you are currently employed in an organisation and have a supervisor (manager).

Completing the questionnaire takes approximately 15 minutes. We greatly appreciate your time!

Kind regards,

Loes de Winkel, Nathalie Elenbaas, Lianne Fontein, Julie Harts and Siri Uijttewaal.

Under the supervision of Dr Marloes van Engen Associate Professor Strategic Human Resource Management,
Nijmegen Institute for Management Research, Radboud University

End of Block: Introduction

Start of Block: Informed Consent

Anonymity and consent to participation.

Before proceeding to fill out the survey, we would like to ask you to read the following information carefully:

- Your answers will be processed anonymously and strictly confidential. This means that student survey reports will not show the answers given by individual participants.
- Your answers will be stored securely and anonymously in a database of the university; your answers cannot be traced back to you individually.
- Your answers will be used only for academic teaching and research purposes.

- You may stop filling in the survey at any time.
- You consent to the data being used for the purposes described above and retained for 10 years after completion of the study (1-5-2034).

For further questions regarding the study, please contact Siri Uijttewaal. You can send an email to siri.ujttewaal@ru.nl. She will answer your question as soon as possible.

Good luck completing the questionnaire! Click "yes" below if you want to participate in the survey. This means that you have had enough opportunity to consider whether you want to participate in the study and that you understand that there are no consequences for participating.

I agree

- Yes (1)
- No (2)

Skip To: End of Survey If I agree = No

End of Block: Informed Consent

Start of Block: Demographic data

What is your birthyear?

I am a

- Man (1)
 - Woman (2)
 - Non-binair (3)
 - Other (4)
-

What is your highest completed education?

- Primary School (1)
 - Secondary School (2)
 - Vocational Education (3)
 - Higher Vocational Education, Bachelor (4)
 - Master (5)
 - PHD (6)
-

Do you have children?

- Yes (1)
 - No (2)
-

Display This Question:

If Do you have children? = Yes

How many children do you have?

Display This Question:

If Do you have children? = Yes

What stage of life are your child(ren) in? (If you have several children in different stages of life, please click more than one answer)

- Baby/Toddler (0-3 years) (1)
- Primary School (4-12 years) (2)
- Middle School (13-18 years) (3)
- Adult - Education (18+ years) (4)
- Adult - Working (18+ years) (5)

Do you have dependent care responsibilities other than children? (e.g. spouse, parents, siblings)

- Yes (1)
- No (2)

Display This Question:

If Do you have dependent care responsibilities other than children? (e.g. spouse, parents, siblings) = Yes

On average, how many hours per week do you spend on your tasks as a other dependent care taker (average number of hours)?

End of Block: Demographic data

Start of Block: Demographic data work

In which sector within the labour market are you employed?

- Health and welfare (1)
- Education, culture and science (2)
- Trade and services (3)
- ICT (4)
- Justice, security and public administration (5)
- Agriculture, nature and fisheries (6)
- Media and communication (7)
- Engineering, manufacturing and construction (8)
- Tourism, leisure and hospitality (9)
- Transport and logistics (10)
- Other (11)

How long have you been employed at your current organization (in years)?

How many hours per week do you work (average number of hours)?

Work from home eng What percentage of your working hours do you work from home (on average)?

Do you have a supervisor?

- Yes (1)
- No (2)

Skip To: End of Survey If Do you have a supervisor? = No

How often do you have contact with your own supervisor?

- Daily (1)
 - Weekly (2)
 - Monthly (3)
 - Less than monthly (4)
-

Do you have a managerial position yourself?

- Yes (1)
- No (2)

End of Block: Demographic data work

Start of Block: Inclusive leadership - Inclusion

In the following statements, you will be asked to evaluate your supervisor (manager) based on her/his/their interaction with **individual** employees including you. To what extent are the following statements applicable?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor supports each one of us both at personal and work level. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages each one of us to approach him/her/them on personal issues. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages each one of us to approach them for support. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages each one of us to share our ideas openly. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages everyone to make use of each other's unique backgrounds during problem-solving. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor fosters unique contributions of each one of us. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor makes sure that each one of us is invited to express different viewpoints. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My supervisor encourages each one of us to take initiative. (8)

My supervisor gives each one of us personal authority to make decisions on how to accomplish tasks on our own. (9)

My supervisor encourages each one of us to solve problems ourselves instead of just telling us what to do. (10)

My supervisor empowers each one of us to make work-related decisions. (11)

My supervisor helps each one of us to learn from mistakes to develop ourselves. (12)

My supervisor gives attention to learning and development opportunities for each one of us. (13)

My supervisor helps each one of us to further develop ourselves. (14)

Start of Block: Inclusive leadership - Belongingness

The following statements are about how your supervisor (manager) interacts with your **team**. Please indicate to what extent you disagree or agree with the statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor encourages honesty as a virtue within the team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor treats team members fairly. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor treats team members equally. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor makes sure that nobody is left out in the team. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages team members to build closer connections with one another. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages collaboration within the team. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor facilitates a strong team spirit. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor fosters participative decision making within the team. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My supervisor explains the reasoning behind the decisions to the team. (9)

My supervisor motivates team members to come to a common agreement for action. (10)

My supervisor makes decisions together with the team when it is possible. (11)

End of Block: Inclusive leadership - Belongingness

Start of Block: Inclusive leadership - Appreciation

The following statements are about how your supervisor (manager) gives **appreciation**. Please indicate the extent to which you disagree or agree with the statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor shows recognition for the contributions made by the team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor praises the efforts of all team members. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows appreciation for the effort made by individuals. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Inclusive leadership - Appreciation

Start of Block: Inclusive leadership - Organization

The following statements are about how you rate your supervisor's (manager's) attitude towards the **organization** and organizational change. Please indicate the extent to which you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor is open to change the way we proceed to achieve our goals within the organization. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor acts constructively to reluctance towards changes happening within the organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is attentive to new opportunities to improve work processes within the organization. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor communicates how inclusion contributes to organizational outcomes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor communicates the benefits of diversity for our organization. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My supervisor communicates dedication to establishing an organization which represents diversity in society. (6)

End of Block: Inclusive leadership - Organization

Start of Block: Basic needs (SDT)

The following statements are about your experience on the workforce regarding **autonomy**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel I am given freedom in deciding how I do things. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel forced to follow directions regarding what to do. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tasks I have to do at work match what I want to do. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could choose, I would do things differently at work. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about your experience on the workforce regarding **relatedness**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel connected to other people at work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I feel part of a group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interact with other people at work. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I can talk to people about things that concern me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I can be myself at work. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about your experience on the workforce regarding **competence**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel competent in my work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am very good at the things I do at work. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can accomplish even the most difficult tasks. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I master the tasks in my work. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Basic needs (SDT)

Start of Block: Turnover intention

The following statements are about **turnover intention**, the intention to leave your organization. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I think a lot about leaving the organization. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am actively searching for an alternative to the organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As soon as it is possible, I will leave the organization. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Turnover intention

Start of Block: HR Development Practices

The following statements are about **career development**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor encourages me to actively seek out how I want my professional future to be. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages me to take actions to achieve my career goals. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows interest in my career development. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor helps me set plans and goals for my career. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows attention to my personal values, interests, abilities and weaknesses. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor offers insight into career development opportunities within the organization. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor establishes contact with colleagues who can help me in my career development. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about **training and development**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
In my organization, adequate and relevant knowledge and skills are acquired through training programs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my organization, the tools to improve knowledge and skills in the training programs are available for use. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my organization trainings are open to all and available for participation. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my organization, the activities in the training programs meet my personal needs. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My organization encourages me to attend trainings that fit my training needs. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about **career planning**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Effective career planning helps me setting and achieving my personal goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor gives me enough time and space to carry out actions in relation to my career planning. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective career planning increases my development and likelihood of career success. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about **participation in decision-making**. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I am able to take action or make decisions myself. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to take action or make decisions jointly with other people. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to give my view and it affects action or decisions which are made. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to give my view but it does not affect action or decisions which are made. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not empowered to give my opinion or take action. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: HR Development Practices