

The Impact of Leadership Communication Styles on Workgroup Outcomes through Inclusion Climate

The importance of creating a climate of inclusion as a leader in diverse teams

Student name: Zoé Cornelis

Student number: 590790

Supervisor: Dr. Joep Hofhuis

Master Media Studies – Media & Business

Erasmus School of History, Culture, and Communication

Erasmus University Rotterdam

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THE IMPACT OF LEADERSHIP COMMUNICATION STYLES ON WORKGROUP OUTCOMES THROUGH INCLUSION CLIMATE - THE IMPORTANCE OF CREATING A CLIMATE OF INCLUSION AS A LEADER IN DIVERSE TEAMS

ABSTRACT

The increasing globalization of workforces presents organizations with both challenges and opportunities in creating an inclusive environment. Effective leadership communication styles play a crucial role in motivating diverse teams and influencing positive workgroup outcomes. This thesis examines the predictive value of various leadership communication styles on workgroup outcomes, as well as the potential mediating role of a climate of inclusion in the workplace. A quantitative study was conducted among individuals working in teams, involving a sample size of $N = 158$. Through the utilization of regression and mediation analyses, the relationship between precise, verbally aggressive, questioningness, emotional, and impression leadership communication styles and four workgroup outcomes, namely job satisfaction, organizational commitment, intention to leave, and job stress, was examined. The findings of this research demonstrate strong predictive values for preciseness communication style across all four workgroup outcomes. Additionally, verbal aggressive communication styles were found to have significant predictive value on all four workgroup outcomes as well. Lastly, emotionality also showed to be a predictor for all four workgroup outcomes. Moreover, the analysis revealed that some of these relationships were partially mediated by the presence of a climate of inclusion in the workplace. These results highlight the importance of employing a precise communication style as a leader in order to encourage positive workgroup outcomes. Moreover, the findings emphasize the role of creating an inclusive climate in the workplace as a potential mediating factor for the relationship between leadership communication styles and workgroup outcomes. The implications of this research suggest that organizations should prioritize the development of leadership communication skills that promote preciseness while being mindful of the potential impacts of verbal aggression and emotional expression. Furthermore, fostering an inclusive climate within the workplace can enhance the positive effects of effective leadership communication on workgroup outcomes, and the mediating role that creating a climate of inclusion has in this relationship. By addressing the predictive value of various leadership communication styles and their relationship with workgroup outcomes, this study contributes to the existing literature on leadership and diversity management. It offers practical insights for leaders and

organizations seeking to optimize their communication strategies and establish an inclusive environment resulting in positive workgroup outcomes.

Keywords: leadership communication styles, climate of inclusion, diversity, workgroup outcomes

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1. Introduction

People possess diverse attributes, such as gender, culture, race, social standing, physical traits, or psychological characteristics. Nonetheless, our perceptions and biases towards these differences can be either favorable or unfavorable, depending on personal viewpoints and opinions. Certain attributes are evident, while others may be less obvious (Tamunomiebi & John-Eke, 2020). Within a globalized world, diversity within the workplace has become more and more prominent, with challenges for leaders as a result (Le et al., 2020; Mor Barak et al., 2016; Shore et al., 2017). According to Tamunomiebi and John-Eke (2020), diversity in the workplace can be defined as the variety of distinctions existing among individuals within an organization, encompassing factors such as race, gender, ethnic group, age, personality, cognitive style, organizational role, educational background, and more. Factors such as globalization play a big role in the diversification of the workplace, and all the challenges and opportunities that come with that (Krishnan, 2020; Tamunomiebi & John-Eke, 2020). Creating an inclusive climate in the workspace can thus help to improve challenges that arise from working in diverse team (Li et al., 2019; Shore et al., 2017).

According to previous research, leaders have numerous communication difficulties in diverse teams because of differences in language, word connotations, tone of voice, nonverbal cues, and semantics (Cherfan & Allen, 2021). However, some research has already tapped into the various leadership communication styles needed to effectively lead a diverse and globalized team in the workplace (Bakker-Pieper & De Vries, 2013; De Vries et al., 2009). Other research was mainly focused on various leadership styles, rather than communication specifically (Cottrill et al., 2014; Crews et al., 2019). It can thus be stated that having good leaders or managers is of high importance for workgroups to achieve organizational goals (Crews et al., 2019).

Most of the research conducted has a strong focus on comparing transformational to transactional leadership styles (Crews et al., 2019). Moreover, some research was found on the relationship between diversity-oriented leadership, communication, and minority employee outcomes (Lee et al., 2021). However, this study focuses mainly on the three topics as separate variables, rather than researching leadership communication style as a whole, its impact on workgroup outcomes of diverse teams (not only minority), and the impact a climate of inclusion has on this relationship. Furthermore, other research that was found was based solely on the relationship between various leadership communication styles and culture (Cherfan & Allen, 2021; De Vries et al., 2009), or the relationship between creating a climate

of inclusion on workgroup outcomes (Brimhall et al., 2022; Horwitz & Horwitz, 2007). Therefore, this study aims to close this academic gap by researching the relationship between various leadership communication styles and workgroup outcomes, as well as the impact of creating a climate of inclusion has on this.

Additionally, the topic of diversity and inclusion in organizations has been studied for various years. More and more organizations are gaining interest in the results diversity can obtain in workgroups (Mor Barak et al., 2016). According to Mor Barak et al. (2016), having a rich diverse workgroup can lead to creating a competitive advantage in terms of business processes including recruiting great talent, boosting creativity, nurturing innovation, improving customer relations, and generating a favorable reputation in the community. However, many businesses fail to decipher how to achieve positive results in diverse teams (Li et al., 2019). Negative outcomes of a diverse team could include low commitment, higher levels of conflict, lack of retention, decreased revenues, and lower levels of cooperation (Li et al., 2019). These results could damage the overall organizational success, so why is it worth investing time and resources in this notion? Research has shown that creating a strong climate of inclusion in the workplace can mitigate these detrimental outcomes of diverse teams. A research conducted by Hofhuis et al. (2016) shows that inclusive climates in teams improve outcomes such as workgroup involvement and team identification, as well as mitigate interpersonal aggression within teams, miscommunication, and ultimately diversity-related conflicts.

Researchers have also been seeking to find out which leadership communication styles work best to improve workgroup outcomes for decades (Mor Barak et al., 2016). However, the question as to why certain communication styles positively impact workgroup outcomes is less researched. This study aims to find out whether a climate of inclusion mediates the relationship between leadership communication styles and workgroup outcomes. Therefore, it can be stated that this research closes the gap between studies on leadership communication styles and strategies for managing team diversity, as well as the connection to improving workgroup outcomes. The merging of these two widely researched topics has not been explored previously.

Much research has been conducted on the benefits and disadvantages of diversity in workgroups. However, limited research has been done on the relationship between leadership communication styles, workgroup outcomes, and a climate of inclusion in organizations. Combining these three variables and researching its relationship with another will be the main focus of this research. Therefore, this study will be valuable to organizations and

leaders to generate an understanding of inclusivity in workgroups and how this can be created successfully. This research can thus fill the gap within academic literature, as well as be used as a guideline for organizational leaders of diverse groups aiming to improve workgroup outcomes by communicating in the best way possible with the team, while fostering a climate of inclusion in the workplace.

The research questions this study will be focusing on is therefore framed as follows: *“Which leadership communication styles lead to positive workgroup outcomes, and what is the mediating role of a climate of inclusion in this relationship?”*. This research question will guide this study in order to find the leadership communication styles that work best to improve workgroup outcomes, and find out whether creating a climate of inclusion mediates this relationship.

2. Theoretical Framework

This section aims to explore the concepts of workgroup outcomes, various leadership communication styles, and climate of inclusion. Moreover, it serves as a foundation for the research model created.

2.1 Workgroup Outcomes

Organizations' workgroups have been increasingly becoming more diverse (Van Knippenberg et al., 2004) and will continue to see an incline over the years (Brimhall & Mor Barak, 2018). Studies have found that diversity in workgroups can lead to beneficial outcomes such as increased job satisfaction, organizational commitment, retention, access to a greater diverse customer/client base, higher creativity and innovation, better problem-solving abilities, and ultimately greater performance (Mor Barak et al., 2016). Moreover, previous research indicates that diverse teams in terms of knowledge, background, and expertise lead to a better competitive advantage for the company (Horwitz & Horwitz, 2007). However, some research suggests that diversity within workgroups can lead to negative outcomes, including decreased revenues, lack of retention, higher internal conflicts, and lack of cooperation (Mor Barak et al., 2016; Li et al., 2019). For the scope of this research, the focus will be on the workgroup outcomes job satisfaction, organizational commitment, intention to leave, and job stress.

2.1.1 Job Satisfaction

Job satisfaction refers to the extent to which employees are satisfied with, and committed to their job, as well as the way in which a job makes the employee feel fulfilled (De Witte, 2000). Research has shown that low job satisfaction can lead to damaging results such as stress, burnout, and emotional exhaustion, which is generally caused by low pay, lack of career development, or conflicts (Andrade et al., 2021). Alternatively, research showed that having good work-life balance improves employees' job satisfaction (Redmond & McGuinness, 2019). Moreover, research has been conducted on the impact of the racial composition of an organization on the level of job satisfaction experienced by racial or ethnic minorities versus white employees (Choi, 2016).

It can thus be stated that job satisfaction of employees depend on various factors, such as wages, age, work-life balance (Andrade et al., 2021; Redmond & McGuinness, 2019), but also whether employees belong to minority or majority groups in organizations (Choi, 2016).

2.1.2 Organizational Commitment

The second workgroup outcome this research will focus on is organizational commitment. Organizational commitment describes a person's attachment to their place of employment or to their line of work (Giffords, 2009). According to Gupta (2015), organizational commitment can be divided into three parts; the compliance of an employee-driven by rewards and punishment, the identification of an employee-driven by a desire for affiliation, and the internalization of individual-organization value congruence.

Over the last 30 years, organizational commitment has become a main focal point for leaders at various organizations (Mousa & Alas, 2016), and is a driving force between employees as individuals and the organization (Behery et al., 2016). A reason for this could be of the benefits that strong organizational commitment from employees has on the organization. Research shows that committed employees have higher productivity due to their strong belief in the organization and its objectives, vision, mission, and leadership. Moreover, they encourage their colleagues and team members to have higher productivity levels as well (Agustin et al., 2023). Not only does this lead to punctuality and a sense of accomplishment and optimism in employees' jobs, it also fosters a belief in the alignment of personal and organizational goals (Agustin et al., 2023). Furthermore, strong organizational commitment leads to longevity and quality of service (Behery et al., 2016).

2.1.3 Intention to Leave

Intention to leave refers to an employee's intent to quit their job and leave the organization (Van Der Steene et al., 2001). Causes of employees' intention to leave vary greatly per case and employee. However, it is important to find roots of why employees have an intention to leave in order to be able to improve employee's job satisfaction and organizational commitment (Behery et al., 2016).

It is important to note that the impact of employees leaving the organization can have both positive and negative effects (Behery et al., 2016). Negative outcomes of individuals leaving an organization can include the financial burden associated with various human resource activities, such as recruitment and training costs (O'Connell & Kung, 2007). If high-performing employees due to psychological contract expectation that are not being met, it can result in decreased productivity, reduced employee commitment and an overall decline in performance (Behery et al., 2016). Furthermore, excessive turnover can have significant and wide-range repercussions that hinder the overall progress towards organizational goals (Grobler & Grobler, 2016). Benefits of employees' intentions of leaving the organization

include reduced payroll expenses, and voluntary separation of underperforming employees which potentially leads to improved organizational performances (Dess & Shaw, 2001).

2.1.4 Job Stress

Lastly, job stress relates to the amount of stress employees endure while doing their job (Boyas & Wind, 2010). Job stress can arise due to various reasons, including uncertain work conditions, conflicts within the workplace, excessive workload, and expectations that are above the skill of the employee (Ratasuk, 2020). Increased levels of stress can eventually lead to negative work outcomes such as lower satisfaction, decreased job performance and ultimately a higher turnover rate (Malik et al., 2018). Moreover, it has been studied that long-term job stress can also lead to personal negative outcomes such as depression or job burnout (Montani & Staglianò, 2021; Wu et al., 2023). Nonetheless, Malik et al. (2018) shows that if these negative outcomes are overcome, the degree of stress tends to decrease dramatically without causing further negative consequences to the organization.

Therefore, it is of high importance to reduce job stress amongst employees. Research has shown that improving communication within organizations reduces job stress (Ratasuk, 2020). Moreover, it is found that emotion management by leaders effectively reduces job stress (Wu et al., 2023). The main concept of emotion management is to alleviate personal negative emotions through mitigation, thereby indirectly impacting the effectiveness of stress (Extremera & Rey, 2015). Furthermore, research has found that transformational leadership, which is mainly characterized by leaders who inspire and motivate their employees and pay close attention to the individual needs of each employee, significantly reduces job stress (Salem, 2015). Thus, it is imperative as a leader of a team to possess qualities that will result in lower job stress from employees.

2.2 Leadership Communication Styles

While effective leadership has been shown to improve team outcomes, communication challenges in diverse teams can obstruct this process. Leadership can be defined as a method by which one person persuades a group of people to pursue a common objective (de Vries et al., 2009). Communication can be identified as the meaning transfer and comprehension between two or more people (de Vries et al., 2009). Previous studies show that effective leadership can improve team outcomes, specifically satisfaction, collaboration, motivation, and collective efficiency (Price & Weiss, 2013).

Research has found that leaders face many communication challenges in diverse teams due to differences such as language, word connotations, tone of voice, nonverbal communication, and semantics (Cherfan & Allen, 2021). Therefore, the question remains which leadership communication styles are most beneficial in creating a climate of inclusion and improving workgroup outcomes? In order to answer this question, different leadership communication styles need to be analyzed.

This study will focus on the leadership communication styles discussed by de Vries et al. (2009). These include preciseness, verbal aggressiveness, questioningness, emotionality, and impression. Preciseness is linked to leaders who communicate in a concise and clear manner, verbal aggressiveness can be linked to leaders getting easily agitated, emotionality can be explained as communicating in an emotional manner and letting ones emotions take over when having professional conversations, questioningness is linked to leaders who communicate in a way that incentivize employees to think creatively and reflect on the conversations that are going on, and impression explains leaders who communicate in a manner that will be beneficial to them and ensures the leader they are liked by the team (de Vries et al., 2009). A study conducted by Bakker-Pieper and De Vries (2013) found that precise and expressive communication lead to positive outcomes as a leader. They found that expressiveness leads to high-quality interactions between leaders and their team members. Precise communication was found to be a communication style that employees thought of as great leadership performance and was found to improve job performance of employees (Bakker-Pieper & De Vries, 2013). As the study mainly focused on those two leadership communication styles, not much was found about the remainder. Therefore, this research aims to expand on the findings of Bakker-Pieper and De Vries (2013) by researching all the above-mentioned leadership communication styles and its relation with workgroup outcomes job satisfaction, organizational commitment, intention to leave and job stress.

The objective of this study is to determine which of these communication styles leads to positive workgroup outcomes and whether this relationship can be explained by a mediation role of a climate of inclusion in organizations.

This research aims to determine which leadership communication styles create positive workgroup outcomes. The researcher then studied whether this positive relationship can be explained by a mediation role of a climate of inclusion in organizations. Therefore, the following hypotheses are tested:

H1a: Preciseness has a positive influence on job satisfaction

H1b: Preciseness has a positive influence on organizational commitment

H1c: Preciseness has a negative influence on intention to leave
H1d: Preciseness has a negative influence on job stress
H2a: Verbal aggressiveness has a negative influence on job satisfaction
H2b: Verbal aggressiveness has a negative influence on organizational commitment
H2c: Verbal aggressiveness has a positive influence on intention to leave
H2d: Verbal aggressiveness has a positive influence on job stress
H3a: Questioningness has positive influence on job satisfaction
H3b: Questioningness has positive influence on organizational commitment
H3c: Questioningness has negative influence on intention to leave
H3d: Questioningness has negative influence on job stress
H4a: Emotionality has a negative influence on job satisfaction
H4b: Emotionality has a negative influence on organizational commitment
H4c: Emotionality has a positive influence on intention to leave
H4d: Emotionality has a positive influence on job stress

2.3 Climate of Inclusion

As previous research has highlighted, leading diverse teams can be challenging due to differences in language, communication styles, and semantics (Agustin et al., 2023; Cherfan & Allen, 2021; Li et al., 2019). It is therefore essential for leaders to understand how to generate a climate of inclusion to effectively lead their teams towards positive workgroup outcomes. This section also discusses several theories, such as social identity theory and optimal distinctiveness theory, which explain the importance of inclusion in organizations. The ultimate goal of this research is to determine whether a climate of inclusion plays a mediating role in the relationship between leadership communication styles and workgroup outcomes.

Diversity in organizations and workgroups has been found to be a rather complex notion, with studies finding both advantages and disadvantages to having a diverse team (Le et al., 2020; Li et al., 2019; Mor Barak et al., 2016; Mor Barak et al., 2021). Workforce diversity encompasses the categorization of employees into different groups that are perceived to share common characteristics within a specific culture or national context (Mor Barak et al., 2016). These distinctions that are being made can have significant impact, both positive and negative, on workgroup outcomes such as job satisfaction, job opportunities, treatment within the workplace, and even prospects for promotion (Mor Barak et al., 2016;

Shore et al., 2017). Therefore, it is imperative for organizations and leaders to understand the tools and cultures needed to adequately lead a diverse team.

Creating a climate of inclusion within work teams can thus be highly beneficial to workgroup outcomes. An inclusive work environment refers to the unwritten guidelines followed by team members regarding the acceptance, support, and treatment of individuals within teams (Nelissen et al., 2016). It can therefore be argued that workplaces where a strong climate of inclusion is present, a shared vision between team members will be created and positive behavior will radiate through the team (Nelissen et al., 2016). The term inclusion refers to the degree to which workers feel appreciated for their own qualities and a sense of belonging, leading them to feel comfortable presenting their "real selves" within the workplace (Brimhall & Mor Barak, 2018). A climate of inclusion can thus be defined as the degree to which an organization makes each member feel respected and appreciated as an integral part of the group or organization (Brimhall & Mor Barak, 2018; Mor Barak et al., 2016). Furthermore, according to Le et al. (2020), inclusive work environments can be described as an environment where diverse employees are treated fairly, included in the decision-making process, and valued for who they are. Generally put, inclusion in the workplace entails providing equal opportunities for individuals belonging to socially marginalized groups, while also offering opportunities for members of non-marginalized groups (Shore et al., 2017). Additionally, it involves supporting employees in their endeavors to be fully engaged at every level of the organization and allowing them to express their authentic and true self (Shore et al., 2017). A strong climate of inclusion is marked by the freedom of employees to openly discuss their cultural background and express cultural behaviors within the work environment. Moreover, it involves recognizing that cultural differences contribute valuable perspectives to the team or organization and actively promotes diversity in the workforce (Hofhuis et al., 2016). It has been shown that creating a strong climate of inclusion enhances outcomes such as workgroup involvement and team identification and reduces outputs such as interpersonal aggression, miscommunication, and diversity-related conflicts within teams (Hofhuis et al., 2016). This therefore highlights the importance of creating a strong climate of inclusion in the workplace.

Previous research has found that leaders have difficulties communicating to, and thus leading, diverse teams due to differences in language, word connotations, tone of voice, nonverbal cues, and semantics (Cherfan & Allen, 2021). Moreover, studies show that working in diverse teams can lead to negative workgroup outcomes such as job stress due to the challenges diverse teams face (Ratasuk, 2020). Research conducted by Cottrill et al.

(2014) show that leaders of diverse teams should lead by example and showcase comfort, while embracing the diversity of the team. They state that leaders should adapt rules regarding acceptable behaviors in order to ensure inclusivity is practiced within the team. Furthermore, the study showed that leaders of diverse groups should foster opportunities for open dialogue about differences and encourage communication across various perspectives. However, this has shown to be a challenge for various leaders across the globe in this globalized and international world (Shore et al., 2017). Therefore, it is important for leaders to understand how to lead diverse teams, how to communicate effectively with a diverse team, and eventually generate a climate of inclusion, to successfully lead their teams to positive workgroup outcomes.

Several theories have been established over the years to understand diversity and inclusion in more depth. The social identity theory explains the meanings people ascribe to their membership in identity groups such as those created by race, nationality, or gender which serve as the link between social structures and individual identity (Mor Barak et al., 2016; Bochatay et al., 2019).

Optimal distinctiveness theory highlights the importance that inclusion has in organizations (Mor Barak et al., 2016; Mor Barak et al., 2021). It has been studied that individuals enjoy having people around them like themselves, but people also aspire to feel accepted for their characteristics (Mor Barak et al., 2016; Way et al., 2021). Thus, the organizational challenge entails creating a sense of belonging for its employees and acknowledging and valuing employees for their unique abilities (Mor Barak et al., 2016). It can thus be argued that a climate of inclusion in organizations might play a mediating role in the relationship between leadership communication styles and workgroup outcomes. Leadership communication styles that have a positive relationship with workgroup outcomes might be explained by the climate of inclusion this communication style encourages, thus leading to better workgroup outcomes. Therefore, the following hypotheses were tested:

H5a: Preciseness has a positive influence on climate of inclusion

H5b: Verbal aggressiveness has a negative influence on climate of inclusion

H5c: Questioningness has a positive influence on climate of inclusion

H5d: Emotionality has a negative influence on climate of inclusion

Lastly, this research will test whether climate of inclusion mediates the relationship between leadership communication styles and workgroup outcomes. The following hypothesis is used:

H6: The relationship between leadership communication styles and workgroup outcomes are mediated by climate of inclusion

This research will test these hypotheses per leadership communication style and workgroup outcomes. Thus, a total of 16 mediation analyses will be conducted, depending on the significance of the previous regression analyses.

2.4 Research Model

This research will thus focus on the mediating role a climate of inclusion can have on the relationship between different leadership communication styles and workgroup outcomes. Therefore, the following research model will be implemented:

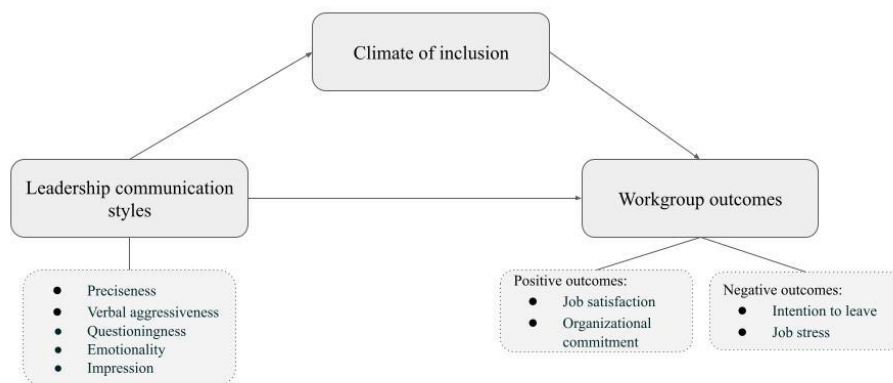


Figure 1: Research Model

3. Research design and methods

This study examines the relationship between leadership communication styles and workgroup outcomes. Moreover, the study explores the role of inclusion climate as a mediator between the relationship of leadership communication styles and workgroup outcomes.

3.1 Sample

The sample for this study was collected through a combination of convenience sampling and snowball sampling. Participants of the study only included individuals who work in a diverse team with a manager or leader.

Convenience sampling was used to gather participants who are easily accessible to the researcher. This sampling method was used to recruit participants who were willing to participate in the survey. Snowball sampling was used to gather additional participants who could be reached through the initial respondent. Participants were asked to forward the survey link to individuals who meet the eligibility criteria and who they believed would be willing to participate in the study.

It should be noted that this sampling method may be subject to bias. However, the researcher tried their best to get a wide variety of respondents and increased the sample size as much as possible to mitigate any potential biases. The researcher acknowledges that the sample may not be representative of the entire population of individuals who work in a diverse team with a manager or leader.

3.2 Respondents

A total of 243 participated in the present study. However, after thoroughly cleaning the data, a total of 158 valid participants remained. The main reason participants were removed from the research was because they did not have a job at the moment, or they did not work in a team. This eventually resulted in a sample of 44 males (28%) and 111 females (70.7%). There was one non-binary participant and one who preferred not to answer the question about their gender identity. The participants' mean age in this study was 28 years ($SD = 8.7$; range = 20–61). The respondents were generally well-educated. 51,3% possessed a bachelor's degree, 37,8% has a master's degree, 1,9% has a PhD, and 9% has a high school degree. The vast majority of the respondent's country of origin is Belgium and the Netherlands.

Table 1. Descriptive Statistics Sample (N = 158)

Variable	Value	Frequency	Percentage
Gender	Female	111	70.7%
	Male	44	28.0%
	Non-binary	1	0.6%
	Prefer not to say	1	0.6%
Education	High school	14	9.0%
	Bachelor's Degree	80	51.3%
	Master's Degree	59	37.8%
	PhD	3	1.9%
Country of Origin	Belgium	35	22%
	The Netherlands	63	38%
	Other	60	40%
	Range	<i>M</i>	<i>SD</i>
Age in years	20 - 61	27.98	8.66

3.3 Data Collection

Data for this study was collected through a survey conducted on Qualtrics. The survey was designed to measure workgroup outcomes, leadership communication styles, and climate of inclusion.

3.3.1 Workgroup Outcomes

Workgroup outcomes were measured using job satisfaction, organizational commitment, intention to leave, and job stress using multiple questions to comprehensively understand the workgroup outcomes. Job satisfaction was measured using a 6-item scale generated by De Witte (2000), using a 7-point Likert scale ranging from strongly disagree to strongly agree (Cronbach $\alpha = .923$). Examples of statements used in this scale are “I am committed to my job” and “My job makes me feel usefull”. Organizational commitment was measured using a 15-item scale developed by Mowday et al. (1979), using a 7-point Likert scale ranging from strongly disagree to strongly agree (Cronbach $\alpha = .784$). Examples of the items are “I am willing to put in a great deal of effort in order to help the organization be successful” and “I find that my values and the organization's values are very similar”. Intention to leave was measured using a 2-item scale by Van Der Steene et al. (2001), using a 7-point Likert scale ranging from strongly disagree to strongly agree (Cronbach $\alpha = .869$).

The items were formulated as follows: “I sometimes think about leaving my job” and “I would not consider leaving this job”. Lastly, job stress was measured using a 15-item scale generated by Rizzo et al. (1970), using a 7-point Likert scale ranging from strongly disagree to strongly agree (Cronbach $\alpha = .742$). Examples of the items used include “I have enough time to complete my work” and “I feel a lack of policies and guidelines to help me”.

3.3.2 Leadership Communication Styles

Leadership communication styles were measured using preciseness (Cronbach $\alpha = .803$), verbal aggressiveness (Cronbach $\alpha = .818$), questioningness (Cronbach $\alpha = .730$), emotionality (Cronbach $\alpha = .847$), and impression (Cronbach $\alpha = .353$) as variables including multiple questions to capture a comprehensive understanding of leadership communication styles. Participants were asked to rate their agreement with statements that reflect each of the communication styles, using a seven-point Likert scale. The variables were measured on a 10-item scale created by De Vries et al. (2009), using a 7-point Likert scale ranging from strongly disagree to strongly agree.

Example statements to measure preciseness include “My team leader tells a story in a structured manner” and “My team leader rarely talks about unnecessary things”. Items that were used to measure verbal aggressiveness include “My team leader often explodes when things do not go their way” and “My team leader asks the team to do the tasks in a compelling tone”. Examples of items used to measure questioningness as a communication style include “My team leader often says unexpected things” and “My team leader often brings up an unusual angle in discussions”. Emotionality used items such as “My team leader gets emotional in some conversations” and “My team leader often talks about their worries”. Lastly, impression was measured using items including “My team leader often uses their charm to get what they want” and “My team leader sometimes flirts with people in order to be liked”. However, this leadership communication style was not used further in this research due to its low Cronbach’s α and therefore not being reliable enough for this study.

3.3.3 Climate of Inclusion

The climate of inclusion was measured using a six-item scale created by Hofhuis et al. (2012) (Cronbach $\alpha = .881$). Participants were asked to respond to questions related to the level of their agreement with statements that reflect the six components of organizational inclusion, using a seven-point Likert scale. Examples of the statements used to measure climate of inclusion are “In this team, there is room to work according to one’s own culture”

and “In this team, it is seen as an advantage to work with people of different cultural backgrounds”.

3.3.4 Team Diversity

Participants were asked a number of statements related to how diverse their team is, in order to ensure that participants of the study work in a diverse team. This included questions about the number of people within their team, how many are male/female, and how many different nationalities they have in their team.

3.4 Data Analysis

The data collected through the survey was analyzed using SPSS. The primary objective of the data analysis is to provide an answer to the research question stated previously.

Firstly, the researcher studied which leadership communication styles have a significant relationship with workgroup outcomes. This was done by conducting sixteen regression analyses. Afterward, the researcher looked for significant relationships and conducted mediation analyses to see whether the relationships between the significant leadership communication styles and workgroup outcomes are mediated by a climate of inclusion. Mediation analyses were thus conducted to determine the extent to which inclusion climate mediates the relationship between leadership communication styles and workgroup outcomes. In this analysis, leadership communication styles were the independent variable, inclusion climate was the mediator, and workgroup outcomes were, therefore, the dependent variable.

4. Results

This part of the thesis will provide answers to the hypotheses stated in the theoretical framework. As indicated, sixteen simple regression analyses were done to analyze the relationship between the four different communication styles and the four workgroup outcomes. Afterward, three simple regressions were conducted in order to analyze the influence that the three remaining leadership communication styles have on a climate of inclusion in the workplace. Lastly, twelve multiple regressions were done to see whether or not having a climate of inclusion plays a mediating role in the relationship between the leadership communication styles and the workgroup outcomes.

4.1 Leadership communication styles and workgroup outcomes

In order to analyze the relationship between the different leadership communication styles and workgroup outcomes, a simple regression analysis was used. “Preciseness”, “Verbal aggressiveness”, “Questioningness”, and “Emotionality” were used individually as the independent variables, and “Job satisfaction”, “Organizational commitment”, “Intention to leave”, and “Job stress” were individually used as dependent variables. Therefore, sixteen simple regression analyses were conducted.

4.1.1 Preciseness

The first linear regression with preciseness as the independent variable and job satisfaction as the dependent variable was found to be significant ($F(1, 156) = 34.16, p = <.001, R^2 = .17$). Therefore, having a precise communication style as a leader was found to have a positive significant influence on employees job satisfaction ($\beta = .42, p = <.001$), and thus H1a is accepted. Moreover, the linear regression with preciseness and organizational commitment was found to be significant ($F(1, 156) = 38.41, p = <.001, R^2 = .20$). It can thus be stated that having precise communication as a lead is found to have a positive significant influence on employees organizational commitment ($\beta = .44, p = <.001$), thus H1b is accepted. Furthermore, the linear regression with preciseness and intention to leave was shown to be significant ($F(1, 156) = 19.83, p = <.001, R^2 = .11$). Therefore, it can be asserted that precise communication style for leaders is found in this research to have a negative significant influence on employees intention to leave ($\beta = -.34, p = <.001$), this H1c is accepted. Lastly, the linear regression with preciseness and job stress was shown to be significant ($F(1, 156) = 67.21, p = <.001, R^2 = .30$). Consequently, it can be affirmed that

having precise communication as a leader has a negative significant influence on job stress ($\beta = -.55, p = <.001$), thus accepting H1d.

Table 2.1 Relationship between Preciseness as the independent variable and Job Satisfaction, Organizational Commitment, Intention to Leave, and Job Stress as dependent variables in simple regressions (N = 156)

Relationship	Model			Coefficients		
	<i>R</i> ²	<i>F</i>	<i>p</i>	<i>B</i>	β	<i>p</i>
P → JSat.	.17	34.16 (1, 156)	<.001	.47	.42	<.001
P → OC	.20	38.41 (1, 156)	<.001	.43	.44	<.001
P → ItL	.11	19.83 (1, 156)	<.001	-.54	-.34	<.001
P → JStress	.30	67.21 (1, 156)	<.001	-.41	-.55	<.001

Note. P = Preciseness, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStress = Job Stress

4.1.2 Verbal Aggressiveness

Then, four linear regression analyses were conducted with verbal aggressiveness as the independent variable and the four workgroup outcomes as dependent variables. The first linear regression analysis with job satisfaction as the dependent variable was found to be significant ($F(1, 156) = 33.11, p = <.001, R^2 = .17$), thus being verbally aggressive in communication as a leader was found to have a negative significant influence on the job satisfaction of employees ($\beta = -.42, p = <.001$), therefore accepting H2a. Moreover, the linear regression with organizational commitment as the dependent variable was also found to be significant ($F(1, 156) = 38.68, p = <.001, R^2 = .20$). Consequently, it can be concluded that this research found that leaders with verbally aggressive communication has a negative significant influence on the organizational commitment of employees ($\beta = -.45, p = <.001$), thus H2b is accepted. Furthermore, the linear regression using intention to leave as a dependent variable was found to be significant as well ($F(1, 156) = 11.64, p = <.001, R^2 = .07$). Verbally aggressive communication from leaders was thus found to have a positive significant influence on employees intention to leave ($\beta = .26, p = <.001$), meaning H2c is accepted. Lastly, the linear regression using job stress as the dependent variable was shown to be significant ($F(1, 156) = 50.60, p = <.001, R^2 = .24$), thus indicating that verbally aggressive communication has a positive significant influence on the job stress employees experience ($\beta = .49, p = <.001$), and therefore H2d was accepted.

Table 2.2 Relationship between Verbal Aggressiveness as the independent variable and Job Satisfaction, Organizational Commitment, Intention to Leave, and Job Stress as dependent variables in simple regressions ($N = 156$)

Relationship	Model			Coefficients		
	R^2	F	p	B	β	p
VA → JSat.	.17	33.11 (1, 156)	<.001	-.47	-.42	<.001
VA → OC	.20	38.68 (1, 156)	<.001	-.43	-.45	<.001
VA → ItL	.07	11.64 (1, 156)	<.001	.43	.26	<.001
VA → JStress	.24	50.60 (1, 156)	<.001	.37	.49	<.001

Note. VA = Verbal Aggressiveness, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStress = Job Stress

4.1.3 Questioningness

Four more regression analyses were done using questioningness as the independent variable and the four different workgroup outcomes as dependent variables. None of the simple regressions for Questioningness and Workgroup Outcomes were found to be significant. Therefore, H3a, H3b, H3c, and H3d were not accepted (\neq H3a, \neq H3b, \neq H3c, \neq H3d).

Table 2.3 Relationship between Questioningness as the independent variable and Job Satisfaction, Organizational Commitment, Intention to Leave, and Job Stress as dependent variables in simple regressions ($N = 155$)

Relationship	Model			Coefficients		
	R^2	F	p	B	β	p
Q → JSat.	.02	3.54 (1, 155)	.062	.17	.15	.062
Q → OC	.00	.69 (1, 155)	.408	.07	.07	.408
Q → ItL	.00	.03 (1, 155)	.854	.03	.01	.854
Q → JStress	.00	.00 (1, 155)	.966	.00	.00	.966

Note. Q = Questioningness, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStress = Job Stress

4.1.4 Emotionality

Lastly, four simple regression analyses were conducted using emotionality as the independent variable, and job satisfaction, organizational commitment, intention to leave, and job stress as the dependent variables. The first linear regression analysis using job satisfaction as the dependent variable was found to be significant ($F(1, 155) = 13.05, p = <.001, R^2 = .08$), therefore it can be concluded that having an emotional communication style as a leader has a negative significant influence on employees' job satisfaction ($\beta = -.28, p = <.001$), thus H4a is accepted. The second linear regression analysis using organizational commitment as the dependent variable was found to be significant ($F(1, 155) = 20.21, p = <.001, R^2 = .11$), which indicated that emotional communication as a leader has a negative significant influence on the organizational commitment of employees ($\beta = -.34, p = <.001$), thus H4b is accepted. The third linear regression using intention to leave as the dependent variable was found to be significant ($F(1, 155) = 5.29, p = .023, R^2 = .03$). Therefore, it can be stated that this research found that having an emotional communication style as a leader has a positive significant influence on employees' intention to leave ($\beta = .18, p = .023$), and thus H4c is accepted. Lastly, a linear regression was done using job stress as the dependent variable and it was found to be significant ($F(1, 155) = 22.73, p = <.001, R^2 = .13$). It can thus be stated that emotional communication style from leaders has a positive significant influence on employees' job stress ($\beta = .36, p = <.001$), therefore H4d is accepted.

Table 2.4 Relationship between Emotionality as the independent variable and Job Satisfaction, Organizational Commitment, Intention to Leave, and Job Stress as dependent variables in simple regressions (N = 155)

Relationship	Model			Coefficients		
	<i>R</i> ²	<i>F</i>	<i>p</i>	<i>B</i>	<i>β</i>	<i>p</i>
E → JSat.	.08	13.05 (1, 155)	<.001	-.29	-.28	<.001
E → OC	.11	20.21 (1, 155)	<.001	-.30	-.34	<.001
E → ItL	.03	5.29 (1, 155)	.023	.27	.18	.023
E → JStress	.13	22.73 (1, 155)	<.001	.25	.36	<.001

Note. E = Emotionality, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStress = Job Stress

4.2 Leadership Communication Styles and Climate of Inclusion

Afterwards, the relationship between the different leadership communication styles that were found to be significant in the first sixteen linear regression analyses and climate of inclusion was analyzed. Questioningness was not used here as it did not lead to any significant results in the previous analysis.

4.2.1 Preciseness and Climate of Inclusion

The first linear regression analysis was done using preciseness as the independent variable and climate of inclusion as the dependent variable. This was found to be significant ($F(1, 155) = 28.07, p = <.001, R^2 = .15$), therefore it can be stated that precise communication from leaders have a positive significant influence on a climate of inclusion in organizations ($\beta = .39, p = <.001$), thus H5a is accepted.

4.2.2 Verbal Aggressiveness and Climate of Inclusion

The second linear regression analysis used verbal aggressiveness as the independent variable and climate of inclusion as the dependent variable and was found to be significant as well ($F(1, 155) = 30.79, p = <.001, R^2 = .17$). It can thus be stated that this research found that verbal aggressive communication from leaders has a negative significant influence on a climate of inclusion in organizations ($\beta = -.41, p = <.001$), therefore H5b is accepted.

4.2.3 Emotionality and Climate of Inclusion

Lastly, a linear regression was done using emotionality as the independent variable and climate of inclusion as the dependent variable and was found to be significant ($F(1, 155) = 6.60, p = .011, R^2 = .04$), meaning the research found that having an emotional communication style as a leader was found to have a negative significant influence on a climate of inclusion in the organization ($\beta = -.20, p = .011$), and thus H5c was accepted.

4.3 Mediation Analysis

Finally, twelve multiple regression analyses were conducted to find out whether the significant relationships found between the different leadership communication styles and the workgroup outcomes are mediated by a climate of inclusion in the workplace.

4.3.1 Preciseness

In the first multiple regression analysis, the independent variables were preciseness and climate of inclusion with job satisfaction as the dependent variable. Therefore, a linear

regression analysis was conducted in SPSS with job satisfaction as a criterium. Predictors were preciseness as a leadership communication style and climate of inclusion. The model was found to be significant $F(2, 154) = 27.24, p = <.001, R^2 = .26$. Preciseness was found to be a significant predictor ($\beta = .31, p = <.001$), as well as the predictor climate of inclusion ($\beta = .30, p = <.001$). Additionally, $c = .47$ decreased to $c' = .35$ with the Sobel's Z value showing significance ($c = .47, p = <.001, c' = .35, p = <.001, \text{Sobel's } Z = 4.08, p = <.001$). It can thus be stated that there is a partial mediation, and the change is large enough to be significant, meaning controlling for climate of inclusion removes some effect of preciseness on job satisfaction, but not all ($=H6a$).

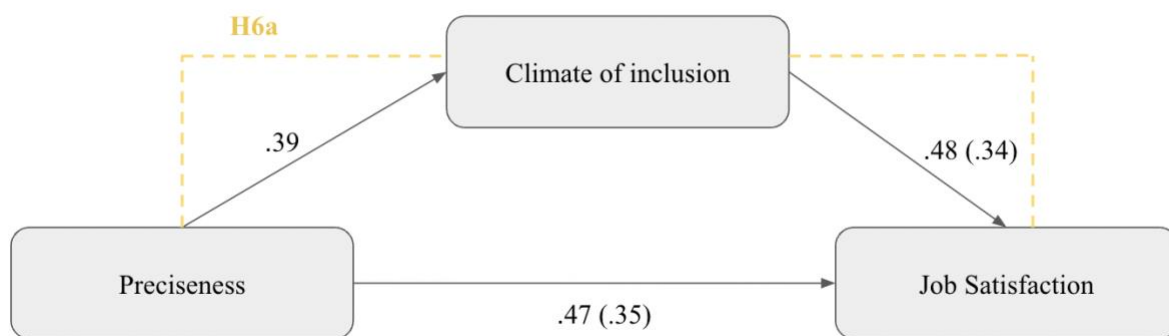


Figure 2: Mediation effect of Climate of Inclusion on the relationship between Preciseness and Job Satisfaction with the corresponding unstandardized B values for a, b, b', c, and c'.

The second multiple regression analysis uses preciseness and climate of inclusion as the independent variables and organizational commitment as the dependent variable. Therefore, a linear regression was conducted using organizational commitment as a criterium and preciseness and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 21.55, p = <.001, R^2 = .22$. Preciseness was found to be a significant predictor ($\beta = .40, p = <.001$), however, the predictor climate of inclusion was found not to be significant ($\beta = .15, p = .071$). Therefore, it can be concluded that the relationship between the leadership communication style preciseness and the workgroup outcome job satisfaction is not mediated by climate of inclusion ($\neq H6b$).

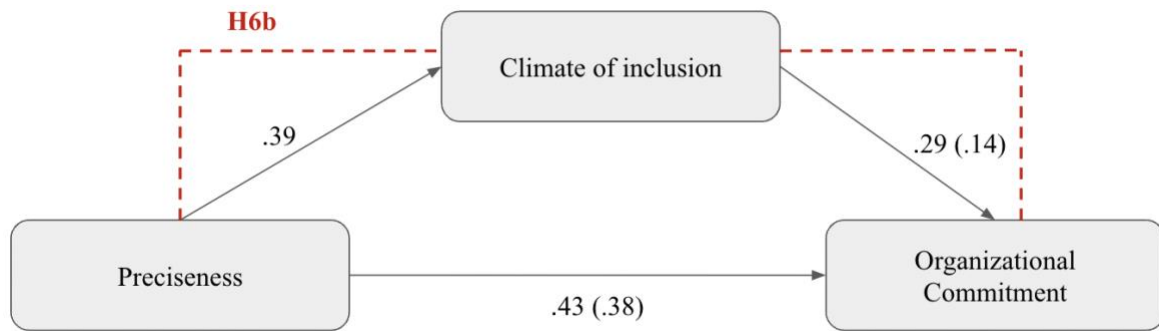


Figure 3: Mediation effect of Climate of Inclusion on the relationship between Preciseness and Organizational Commitment with the corresponding unstandardized B values for a, b, b', c, and c'.

The third multiple regression analysis used preciseness and climate of inclusion as the independent variables and intention to leave as the dependent variable. A linear regression was thus conducted using intention to leave as the criterium and preciseness and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 9.60, p < .001, R^2 = .11$. Preciseness was found to be a significant predictor ($\beta = -.32, p < .001$), however, the predictor climate of inclusion was found not to be significant ($\beta = -.03, p = .735$). It can thus be concluded that the relationship between preciseness as a communication style and workgroup outcome intention to leave is not mediated by a climate of inclusion in the workplace ($\neq H6c$).

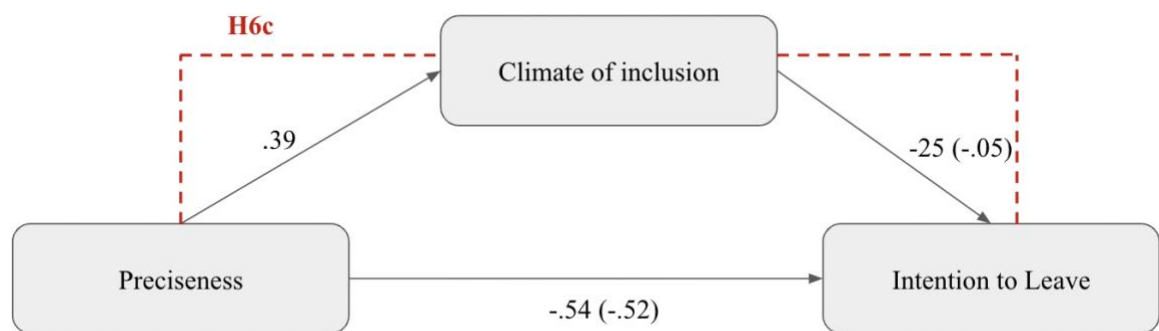


Figure 4: Mediation effect of Climate of Inclusion on the relationship between Preciseness and Intention to Leave with the corresponding unstandardized B values for a, b, b', c, and c'.

The fourth multiple regression analysis used preciseness and climate of inclusion as the independent variables and job stress as the dependent variable. A linear regression was thus done having job stress as the criterium and preciseness and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 40.79, p < .001, R^2 = .35$.

Preciseness was found to be a significant predictor ($\beta = -.45, p = <.001$), as well as the predictor climate of inclusion ($\beta = -.24, p = <.001$). Additionally, the strength of the relationship between Preciseness and Job Stress decreased ($c = -.41, c' = -.34$) with the Sobel's Z value showing significance ($c = -.41, p = <.001, c' = -.34, p = <.001, Sobel's Z = -3.85, p = <.001$). Therefore, it can be concluded that there is a partial mediation, and the change is large enough to be significant, meaning controlling for climate of inclusion removes some effect of the relationship between preciseness on job stress, but not all (=H6d).

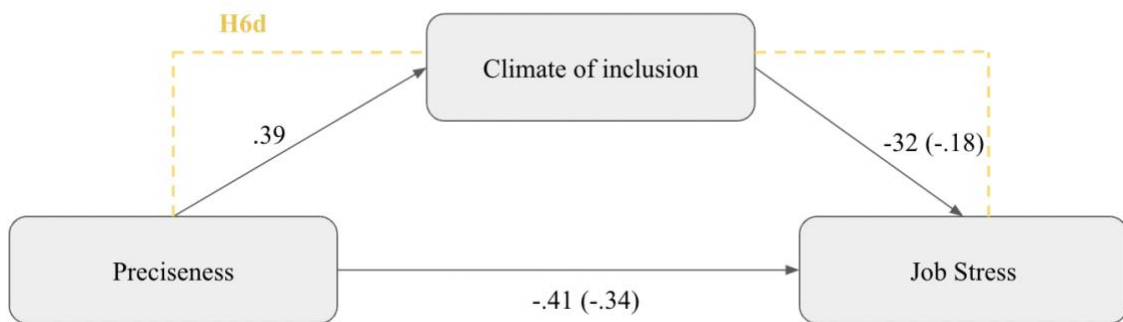


Figure 5: Mediation effect of Climate of Inclusion on the relationship between Preciseness and Job Stress with the corresponding unstandardized B values for a, b, b', c, and c'.

Table 3.1 Analysis of Climate of Inclusion as a mediator between Preciseness and Workgroup Outcomes

X	Y	X on M (a)			M on Y (b')			X & M on Y (c & c')				Sobel's Test	
		β	SE	p	β	SE	p	β	p	β'	p	Z	p
P	JSat.	.39	.07	<.001	.30	.09	<.001	.42	<.001	.31	<.001	4.08	<.001
P	OC	.39	.07	<.001	.14	.08	.071	.44	<.001	.39	<.001	3.32	<.001
P	ItL	.39	.07	<.001	-.03	.14	.735	-.34	<.001	-.32	<.001	-1.82	.069
P	JStr.	.39	.07	<.001	-.24	.06	<.001	-.55	<.001	-.45	<.001	-3.85	<.001

Note. M = Mediator Climate of Inclusion, X = Leadership Communication Style, Y = Workgroup Outcomes, P = Preciseness, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStr. = Job Stress

4.3.2 Verbal Aggressiveness

The fifth multiple regression analysis used verbal aggressiveness and climate of inclusion as the independent variables and job satisfaction as the dependent variable. A linear regression was done using job satisfaction as the criterium and verbal aggressiveness and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 25.99, p = <.001, R^2 = .25$. Verbal aggressiveness was found to be a significant predictor ($\beta = -.29, p = <.001$), as well as the predictor climate of inclusion ($\beta = .30, p = <.001$). Additionally, $c = -.47$ decreased to $c' = -.33$ with the Sobel's Z value showing significance (c

= -.47, $p < .001$, $c' = -.33$, $p < .001$, Sobel's $Z = -4.14$, $p < .001$). Therefore, it can be stated that a partial mediation was found, and the change is large enough to be significant, meaning controlling for climate of inclusion removes some effect of having verbal aggressive communication as a leader on job satisfaction, but not all (=H6e).

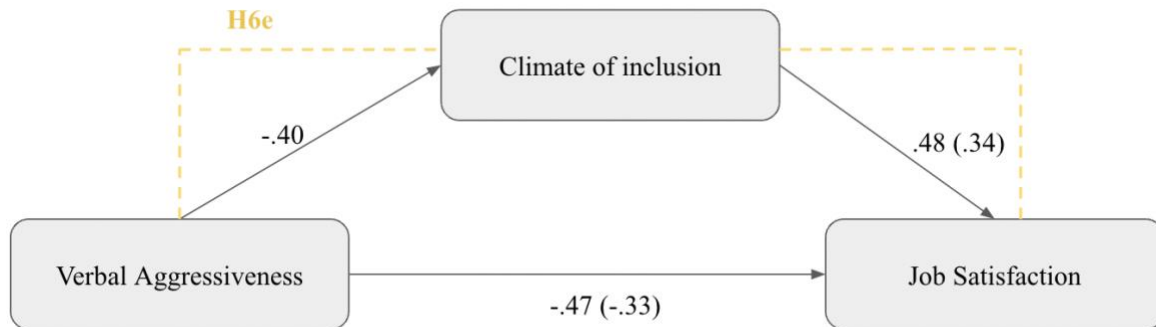


Figure 6: Mediation effect of Climate of Inclusion on the relationship between Verbal Aggressiveness and Job Satisfaction with the corresponding unstandardized B values for a, b, b', c, and c'.

The sixth multiple regression analysis used verbal aggressiveness and climate of inclusion as the independent variables and organizational commitment as the dependent variable. A linear regression was conducted using organizational commitment as the criterion and verbal aggressiveness and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 21.02$, $p < .001$, $R^2 = .21$. Verbal aggressiveness was found to be a significant predictor ($\beta = -.39$, $p < .001$), however, climate of inclusion was not found to be a significant predictor ($\beta = .14$, $p = .084$). It can thus be concluded that the relationship between verbal aggressiveness as a communication style and workgroup outcome organizational commitment is not mediated by a climate of inclusion in the workplace ($\neq H6f$).

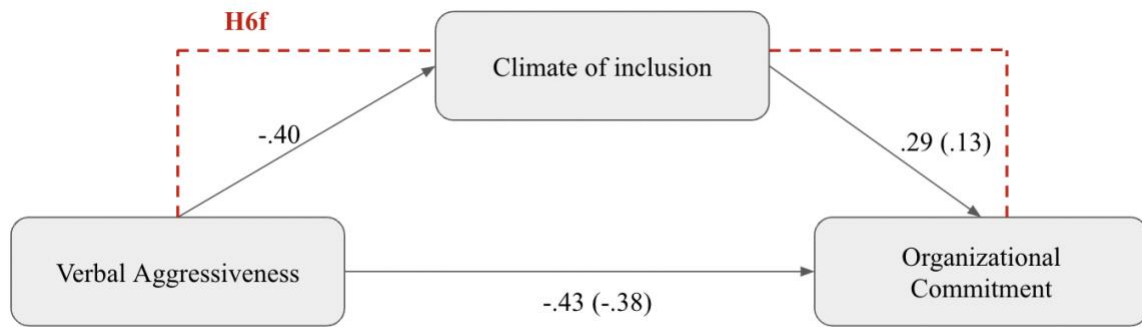


Figure 7: Mediation effect of Climate of Inclusion on the relationship between Verbal Aggressiveness and Organizational Commitment with the corresponding unstandardized B values for a, b, b', c, and c'.

The seventh multiple regression analysis used verbal aggressiveness and climate of inclusion as the independent variables and intention to leave as the dependent variable. A linear regression was done using intention to leave as the criterium and verbal aggressiveness and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 5.94, p = .003, R^2 = .07$. Verbal aggressiveness was found to be a significant predictor ($\beta = .24, p = .005$), however, climate of inclusion was not found to be a significant predictor ($\beta = -.06, p = .512$). Therefore, it can be concluded that the relationship between verbal aggressiveness as a communication style and workgroup outcome intention to leave is not mediated by a climate of inclusion in the workplace ($\neq H6g$).

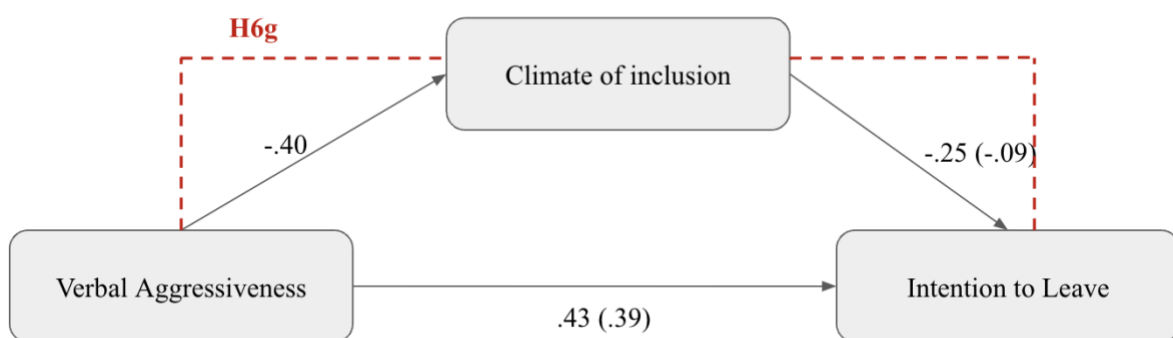


Figure 8: Mediation effect of Climate of Inclusion on the relationship between Verbal Aggressiveness and Intention to Leave with the corresponding unstandardized B values for a, b, b', c, and c'.

The eighth multiple regression analysis used verbal aggressiveness and climate of inclusion as independent variables and job stress as the dependent variable, therefore having job stress as the criterium in the linear regression and verbal aggressiveness and climate of

inclusion as the predictors. The model was found to be significant $F(2, 154) = 33.20, p = <.001, R^2 = .30$. Verbal aggressiveness was found to be a significant predictor ($\beta = .39, p = <.001$), as well as the predictor climate of inclusion ($\beta = -.26, p = <.001$). Moreover, the strength of the relationship between Verbal Aggressiveness and Job Stress decreased ($c = .37, c' = .29$) with the Sobel's Z value showing significance ($c = .37, p = <.001, c' = .29, p = <.001, \text{Sobel's } Z = 3.90, p = <.001$). Therefore, it can be stated that a partial mediation was found, and the change is large enough to be significant, meaning controlling for climate of inclusion removes some effect of having verbal aggressive communication as a leader on job stress, but not all (=H6h).

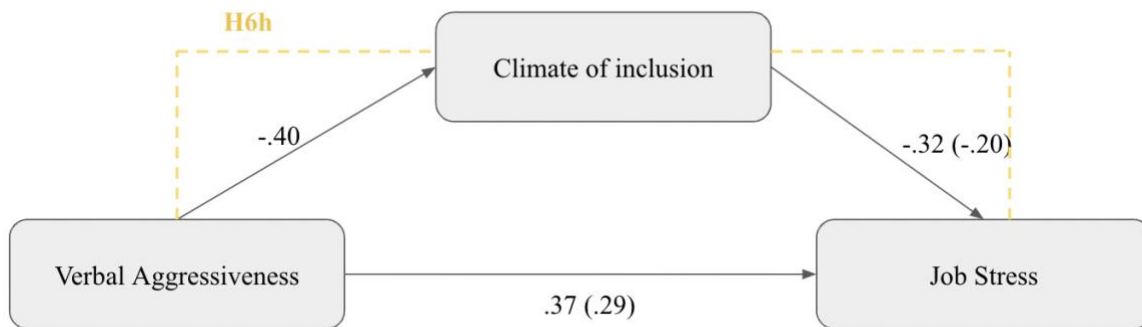


Figure 9: Mediation effect of Climate of Inclusion on the relationship between Verbal Aggressiveness and Job Stress with the corresponding unstandardized B values for a, b, b', c, and c'.

Table 3.2 Analysis of Climate of Inclusion as a mediator between Verbal Aggressiveness and Workgroup Outcomes

X	Y	X on M (a)			M on Y (b')			X & M on Y (c & c')				Sobel's Test	
		β	SE	p	β	SE	p	β	p	β'	p	Z	p
VA	JSat.	-.41	.07	<.001	.30	.09	<.001	-.42	<.001	-.30	<.001	-4.14	<.001
VA	OC	-.41	.07	<.001	.14	.08	.084	-.45	<.001	-.39	<.001	-3.35	<.001
VA	ItL	-.41	.07	<.001	-.06	.14	.512	.26	<.001	.24	.005	1.82	.068
VA	JStr.	-.41	.07	<.001	-.26	.06	<.001	.50	<.001	.39	<.001	3.90	<.001

Note. M = Mediator Climate of Inclusion, X = Leadership Communication Style, Y = Workgroup Outcomes, VA = Verbal Aggressiveness, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStr. = Job Stress

4.3.3 Emotionality

The ninth multiple regression analysis used emotionality and climate of inclusion as independent variables and job satisfaction as the dependent variable. A linear regression was done using job satisfaction as the criterium and emotionality and climate of inclusion as predictors. The model was found to be significant $F(2, 154) = 21.52, p = <.001, R^2 = .22$. Emotionality was found to be a significant predictor ($\beta = -.21, p = .006$), as well as the

predictor climate of inclusion ($\beta = .38, p = <.001$). Furthermore, the strength of the relationship between Emotionality and Job Satisfaction changed ($c = -.29, c' = -.21$) with the Sobel's Z value showing significance ($c = -.29, p = <.001, c' = -.21, p = .006, \text{Sobel's } Z = -2.47, p = .013$). Therefore, it can be stated that a partial mediation was found, and the change is large enough to be significant, meaning controlling for climate of inclusion removes some effect of having emotional communication as a leader on job satisfaction, but not all (=H6i).

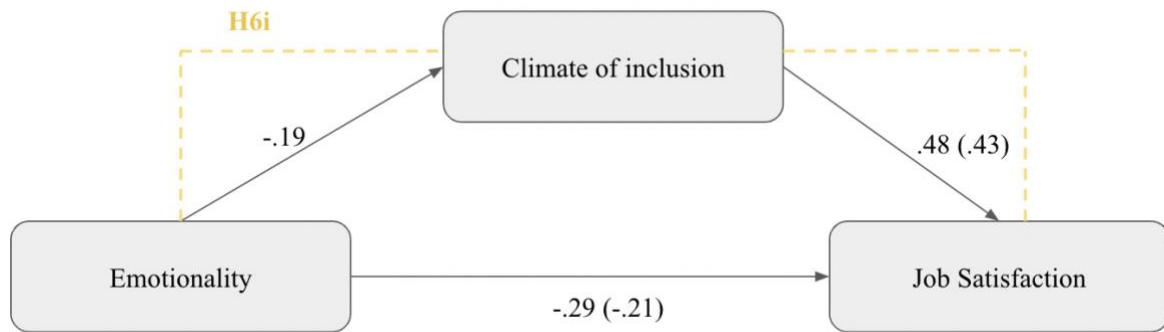


Figure 10: Mediation effect of Climate of Inclusion on the relationship between Emotionality and Job Satisfaction with the corresponding unstandardized B values for a, b, b', c, and c'.

The tenth multiple regression analysis used emotionality and climate of inclusion as independent variables and organizational commitment as the dependent variable. A linear regression was thus conducted using organizational commitment as the criterium and emotionality and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 15.64, p = <.001, R^2 = .17$. Emotionality was found to be a significant predictor ($\beta = -.29, p = <.001$), as well as the predictor climate of inclusion ($\beta = .24, p = .002$). In addition, the strength of the relationship between Emotionality and Organizational Commitment increased ($c = -.30, c' = -.26$) with the Sobel's Z value showing significance ($c = -.30, p = <.001, c' = -.26, p = <.001, \text{Sobel's } Z = -2.27, p = .023$). Therefore, it can be stated that a partial mediation was found, and the change is large enough to be significant, meaning controlling for climate of inclusion removes some effect of having emotional communication as a leader on organizational commitment, but not all (=H6j).

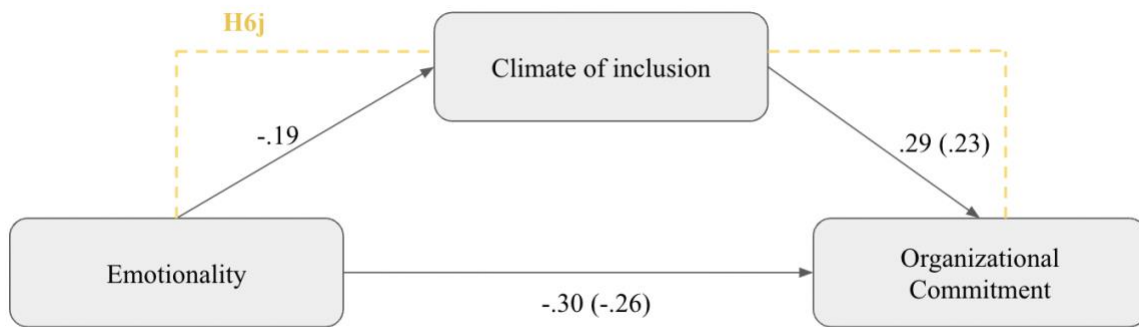


Figure 11: Mediation effect of Climate of Inclusion on the relationship between Emotionality and Organizational Commitment with the corresponding unstandardized B values for a, b, b', c, and c'.

The eleventh multiple regression analysis used emotionality and climate of inclusion as the independent variables and intention to leave as the dependent variable. A linear regression was done using intention to leave as the criterium and emotionality and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 3.82, p = .024, R^2 = .05$. However, both predictors were found not to be significant, with emotionality having $\beta = .16, p = .052$, and climate of inclusion $\beta = -.12, p = .131$. Therefore, it can be concluded that the relationship between emotionality as a communication style and workgroup outcome intention to leave is not mediated by a climate of inclusion in the workplace ($\neq H6k$).

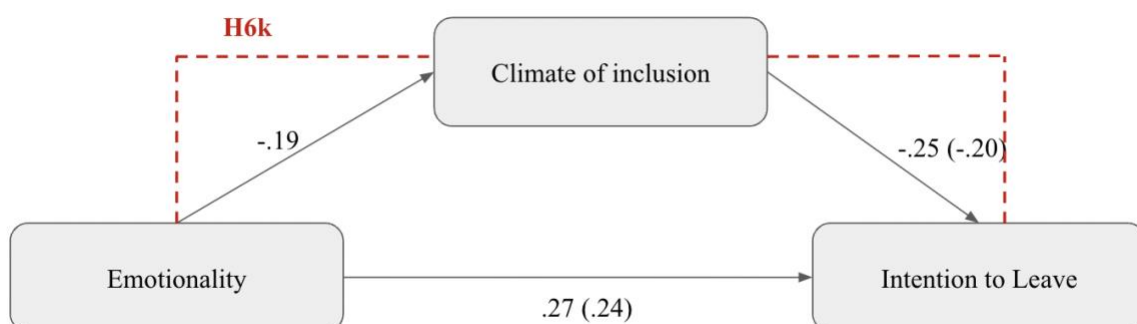


Figure 12: Mediation effect of Climate of Inclusion on the relationship between Emotionality and Intention to Leave with the corresponding unstandardized B values for a, b, b', c, and c'.

Lastly, a multiple regression analysis was done using emotionality and climate of inclusion as the independent variables and job stress as the dependent variable. Thus, a linear regression was done using job stress as the criterium and emotionality and climate of inclusion as the predictors. The model was found to be significant $F(2, 154) = 26.03, p =$

<.001, R2 = .25. Emotionality was found to be a significant predictor ($\beta = .29, p = <.001$), as well as the predictor climate of inclusion ($\beta = -.36, p = <.001$). Moreover, the strength of the relationship between Emotionality and Job Stress changes ($c = .25, c' = .20$) with the Sobel's Z value showing significance ($c = .25, p = <.001, c' = .20, p = <.001, Sobel's Z = 2.42, p = .016$). Therefore, it can be stated that a partial mediation was found, and the change is large enough to be significant, meaning controlling for a climate of inclusion removes some effect of having emotional communication as a leader on job stress, but not all (=H61).

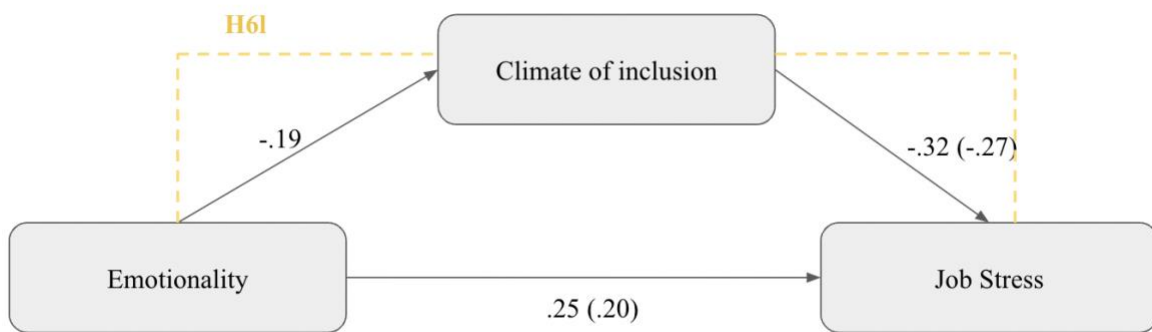


Figure 13: Mediation effect of Climate of Inclusion on the relationship between Emotionality and Job Stress with the corresponding unstandardized B values for a, b, b', c, and c'.

Table 3.3 Analysis of Climate of Inclusion as a mediator between Emotionality and Workgroup Outcomes

X	Y	X on M (a)			M on Y (b')			X & M on Y (c & c')				Sobel's Test	
		β	SE	p	β	SE	p	β	p	β'	p	Z	p
E	JSat.	-.20	.07	.011	.38	.08	<.001	-.28	<.001	-.20	.006	-2.47	.013
E	OC	-.20	.07	.011	.24	.07	.002	-.34	<.001	-.29	<.001	-2.27	.023
E	ItL	-.20	.07	.011	-.12	.13	.131	.18	.023	.16	.052	1.57	.117
E	JStr.	-.20	.07	.011	-.36	.05	<.001	.36	<.001	.29	<.001	2.42	.016

Note. M = Mediator Climate of Inclusion, X = Leadership Communication Style, Y = Workgroup Outcomes, E = Emotionality, JSat. = Job Satisfaction, OC = Organizational Commitment, ItL = Intention to Leave, JStr. = Job Stress

5. Discussion

The aim of this thesis was to research the relationship between various leadership communication styles and workgroup outcomes, as well as whether having a climate of inclusion within the team mediates this relationship. This could aid leaders of diverse workgroups to adapt their communication styles in order to improve workgroup outcomes, as well as assess the need for creating a climate of inclusion in the workplace. It also aimed to close the literature gap in combining the three variables in one mediation analyses. Therefore, the research question that guided this study is: “*Which leadership communication styles lead to positive workgroup outcomes, and what is the mediating role of a climate of inclusion in this relationship?*”.

The workgroup outcomes that were used in this research are job satisfaction, organizational commitment, intention to leave, and job stress. The leadership communication styles this research focused on are preciseness, verbal aggressiveness, questioningness, emotionality, and impression. However, impression did not show a Cronbach’s alpha that was above .60 and therefore was left out of further analyses as it indicated not to be a reliable scale.

This research builds upon previous research and establishes six main hypotheses, as stated in the theoretical framework. Afterward, a survey was conducted resulting in 158 usable participants that were included in the study. This section presents an overview of the findings, implications of the research, limitations, suggestions for future research as well as practical implications.

5.1 Summary of the findings

This research presents numerous significant results indicating the relationship between various leadership communication styles and workgroup outcomes, as well as the mediating role a climate of inclusion might have. Some of the leadership communication styles showed a positive influence on workgroup outcomes, some were negative. This section will go into further detail.

5.1.1 Preciseness

The leadership communication style *preciseness* showed significant outcomes on all four workgroup outcomes. This research found that preciseness positively influences job satisfaction, meaning that when leaders show to have precise communication, employees’ job satisfaction increases as well. Furthermore, it was also shown that having precise

communication as a leader increases employees' commitment to their organization. Precise communication was also found to negatively influence employees' intention to leave, meaning that more precise communication from leaders leads to lower intentions to leave the organization from workgroups. Lastly, this study has found that precise communication from leaders leads to lower job stress in teams.

It can thus be concluded that being precise in communication as a leader lead to better workgroup outcomes. More specifically, job satisfaction and organizational commitment increase, whereas employees' intention to leave and job stress decreases when leaders have a precise communication style.

Furthermore, it was found that preciseness has a positive influence on the climate of inclusion in a team. This means that having precise communication as a leader increases the climate of inclusion present in teams.

This study found that a climate of inclusion was a predictor in some of the relationships between preciseness and the various work outcomes. A partial mediation was found for *job satisfaction* and *job stress*. It can thus be stated that having a climate of inclusion present in workgroups partially influences the relationship between having precise communication as a leader and job satisfaction and the job stress of employees. Therefore, it is important for leaders of workgroups that having precise communication impacts workgroup outcomes, but establishing a climate of inclusion within teams is of high importance alongside this relationship in order to improve outcomes as well.

5.1.2 Verbal aggressiveness

The second leadership communication style, verbal aggressiveness, also showed significant results in this study in its relationship with the four different workgroup outcomes. Having verbally aggressive communication was shown to have a negative influence on job satisfaction and organizational commitment. This means that when a leader has a verbally aggressive communication style, employees are less satisfied with their jobs and have a lower commitment to the organization as a whole. Conversely, this research indicates that when leaders have a verbally aggressive communication style, employees have a higher intention to leave and have more job stress.

It can therefore be concluded that having a verbally aggressive communication style as a leader lead to negative workgroup outcomes. Mainly, individuals feel higher levels of job stress and intentions to leave when their leaders are verbally aggressive in communication and have less job satisfaction and show lower commitment to the organization.

Additionally, this research found that having verbally aggressive communication as a leader negatively influences the climate of inclusion present in teams. This means that leaders who communicate in verbally aggressive manners contribute to a weaker inclusion climate within teams.

Lastly, this research found some significant results in having a climate of inclusion as a mediator in the relationship between verbal aggressiveness and workgroup outcomes. A partial mediation was found for *job satisfaction* and *job stress*. Thus, it can be said that the relationship between a leader's verbally aggressive communication style and employees' job satisfaction and job stress is partially influenced by the presence of an inclusive work environment. Therefore, it is crucial for workgroup leaders to understand how verbally aggressive communication affects workgroup outcomes, and what role having a climate of inclusion plays in this relationship.

5.1.3 Questioningness

This research showed insignificant results for the leadership communication style *questioningness*. Thus, it can be concluded that having a questioning communication style as a leader does not necessarily influence workgroup outcomes in a positive or negative manner. Consequently, job satisfaction, organizational commitment, intention to leave, and job stress are not significantly influenced by a leader having a questioning communication style. Therefore, a further mediation analysis was not conducted.

5.1.4 Emotionality

This research has found significant results for the relationship between having an emotional communication style as a leader and outcomes in workgroups. It was found that an emotional communication style negatively influences employees' job satisfaction, as well as their organizational commitment. This means that communicating in an emotional manner as a leader leads to lower job satisfaction and commitment to the organization as a whole from employees. Furthermore, having an emotional communication style as a leader results in a higher intention to leave from employees, as well as more job stress.

In conclusion, it can be stated that having emotional communication as a leader negatively influences workgroup outcomes. Particularly, emotional communication styles lead to lower job satisfaction and organizational commitment amongst employees, higher job stress, and more intention to leave.

Moreover, this study found that having an emotional communication style as a leader negatively influences a climate of inclusion within teams in the workplace. Therefore, it can be concluded that communicating in an emotional manner as a leader decreases the climate of inclusion in teams.

Lastly, this research found that the relationship between having an emotional communication style as a leader is partially mediated by a climate of inclusion for the workgroup outcomes *job satisfaction*, *organizational commitment*, and *job stress*. Intention to leave was thus not found to be significantly mediated by a climate of inclusion. Therefore, it is imperative as a leader to understand the effect creating a climate of inclusion can have on workgroups, even when leaders have an emotional communication style.

5.1.5 Conclusion

In conclusion, this research found a positive significant relationship between preciseness as a communication style and job satisfaction and organizational commitment, verbal aggressiveness and intention to leave and job stress, and emotionality and intention to leave and job stress. Negative significant relationships were found between preciseness and intention to leave and job stress, verbal aggressiveness and job satisfaction and organizational commitment, and emotionality and job satisfaction and organizational commitment.

Furthermore, this study found that preciseness has a positive influence on the climate of inclusion in a team, verbally aggressive communication as a leader negatively influences the climate of inclusion present in teams, and having an emotional communication style as a leader also negatively influences a climate of inclusion within teams in the workplace.

Lastly, it was shown that having a climate of inclusion in teams partially mediates the relationship between preciseness and job satisfaction and job stress, verbal aggressiveness and job satisfaction and job stress, and emotionality and job satisfaction, organizational commitment, and job stress. It can thus be stated that intention to leave is not mediated by a climate of inclusion for none of the researched leadership communication styles.

It can thus be concluded that having precise communication as a leader result in better workgroup outcomes; it increases job satisfaction and organizational commitment and decreases intention to leave and job stress. Moreover, having a climate of inclusion present in the team was found to mediate the relationship between precise communication as a leader and job satisfaction, as well as job stress. It thus highlights the importance of having an inclusive climate present in the team.

5.1.6 Theoretical implications

As stated in the introduction and theoretical framework, research on the impact of different leadership communication styles on workgroup outcomes, and the role of creating a climate of inclusion in this relationship has not been researched thoroughly. The vast majority of the existing literature has mainly focused on comparing transformational and transactional leadership styles (Crews et al., 2019). Additionally, some studies have explored the connection between diversity-oriented leadership, communication, and outcomes for minority employees (Lee et al., 2021). However, these studies have predominantly examined these topics as separate variables rather than researching leadership communication styles as a holistic concept and their influence on the various workgroup outcomes (not only minority groups). Furthermore, other studies found concentrated solely on the relationship between different leadership communication styles and culture (Cherfan & Allen, 2021; De Vries et al., 2009), or the impact of creating an inclusive climate in the workplace on team outcomes (Brimhall et al., 2022; Horwitz & Horwitz, 2007).

This thesis was therefore focused on further closing this gap in the existing literature on the topic. The aim was to add to existing literature found on the topics of climate of inclusion and leadership communication styles and their impact on workgroup outcomes while studying the mediating role of a climate of inclusion in this relationship. However, as research on all three topics together was limited, this resulted in some theoretical implications for the study.

A previous study that was conducted by Bakker-Pieper and De Vries (2013) found that precise and expressive communication lead to positive outcomes as a leader. This was therefore in line with what was found in this research. Precise communication was found to have a positive significant relationship with job satisfaction, meaning that leaders with precise communication increases job satisfaction of their teams. However, the study by Bakker-Pieper and De Vries (2013) did not conduct further research on the mediating role a climate of inclusion has on this relationship, as well as the research on the leadership communication styles including questioningness, verbal aggressiveness, and emotionality. Therefore, this research aimed to add to the literature by including the other leadership communication styles and analyzing the importance that creating a climate of inclusion has on this relationship.

The results of this study were mainly in line with studies found in the theoretical framework. However, interesting results were found highlighting the relationship between emotionality and workgroup outcomes, as well as which relationships were mediated by

creating a climate of inclusion. Therefore, it can be stated that this study successfully contributed to the existing literature by adding more insights into the relationship between preciseness, verbal aggressiveness, emotionality, and questioningness as communication styles and job satisfaction, organizational commitment, intention to leave, and job stress as workgroup outcomes. However, future studies will have to explore some concepts in more depth. The following section will dive deeper into the need of future research due to some limitations of this study.

5.1.7 Limitations to the study

This section discusses the limitations encountered during the research that was conducted and provides suggestions for future research. It should be noted that when interpreting the results, some limitations of the study need to be taken into account.

The first limitation of this study concerns the sampling methods used in this study, which resulted in a relatively smaller number of participants ($N = 158$). As the researcher is a student, there were challenges in accessing a diverse pool of participants. Moreover, the target audience for the study consisted of individuals working in teams, which further narrowed the potential participant selection. To address this limitation in future research, efforts should be made to expand the sampling strategies by collaborating with multiple organizations, such as businesses directly or research companies, allowing for a larger and more diverse sample. This would enhance the generalizability and external validity of the findings as well.

The second limitation arises from the duration of the survey. The researcher observed that some participants discontinued the survey halfway through, potentially due to its length of 10 minutes. To mitigate this issue in future research, it is recommended to design a shorter survey that would require less time to complete. This modification would likely improve the overall response rate and minimize the dropout rate, consequently increasing the number of participants. Additionally, adding progress indicators or incentives could encourage participants to complete the survey completely.

The third limitation relates to the limited scope of communication styles and workgroup outcomes studied in this research. Only five leadership communication styles (preciseness, verbal aggressiveness, emotionality, questioningness, and impression) and four workgroup outcomes (job satisfaction, organizational commitment, intention to leave, and job stress) were examined. To broaden the understanding of various leadership communication styles, future research should consider studying additional communication styles, such as

supportiveness or argumentativeness. Similarly, exploring a wider range of workgroup outcomes, including variables like retention, creativity, and internal conflict, would provide a more comprehensive perspective on the relationship between leadership communication styles and workgroup outcomes.

The final limitation concerns the predominantly homogeneous participant demographics, as most of the participants were based in the Netherlands and Belgium and identified as female. To enhance the generalizability and cross-cultural applicability of the findings in this research, future research should aim to include participants from a more diverse range of cultural backgrounds, ages, genders, sexual orientations, political preferences, and other relevant demographic factors to the study. This would enable a more comprehensive understanding of how leadership communication styles influence workgroup outcomes across different contexts and populations. Furthermore, future research should build on this study by measuring how diverse the respondent's team is and test whether the different leadership communication styles used in this research are more or less effective in diverse teams. This can provide deeper and valuable insights for leaders of diverse teams specifically and might find results that close the current literature gap even further. Moreover, future research can study which leadership communication style works best to improve workgroup outcomes in diverse teams, and whether creating a climate of inclusion mediates this relation in both diverse and homogenous teams. By going deeper into this topic, the research on how to navigate diverse teams and its challenges will aid leaders in providing a better understanding into their teams and improve working conditions, as well as becoming more skilled in generating a climate of inclusion for diverse workforces. Lastly, conducting more research into this topic will add to the current literature, as there is little to no research done on leadership communication styles in relation to workgroup outcomes of diverse teams specifically, especially the combination with climate of inclusion as a mediator.

In conclusion, while this study has provided valuable insights into the relationship between different leadership communication styles and workgroup outcomes, it is important to acknowledge its limitations. Future research should address these limitations by expanding the sample, reducing survey duration, broadening the range of variables examined, and including more diverse demographic samples. By doing so, a more generalizable understanding of leadership communication styles in organizational settings and their impact on workgroup dynamics and climate of inclusions can be obtained.

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Thesis - Final Survey

Survey Flow

Block: Welcome (3 Questions)
Standard: General information (12 Questions)
Standard: Group outcomes (4 Questions)
Standard: Leadership Communication Styles (5 Questions)
Standard: Climate of Inclusion (1 Question)
Standard: Demographics (7 Questions)
Standard: Questions? (2 Questions)

Page Break

Start of Block: Welcome

Introduction Dear respondent,

Thank you for your interest in this research. I am inviting you to fill in a questionnaire. This study examines how leadership communication styles affect workgroup outcomes, and if a climate of inclusion mediates this relationship.

The questionnaire will take approximately 10 minutes to complete. Please answer each question carefully and honestly, I am sincerely interested in your personal opinions. There are no right or wrong answers.

CONFIDENTIALITY OF DATA

All research data remains completely confidential and are collected anonymously. I will not be able to identify you. Furthermore, there are no foreseeable risks or discomforts associated with participating in this research.

VOLUNTARY

If you decide not to participate in this research, it will not affect you. If you decide to cease your cooperation while filling in the questionnaire, it will in no way affect you either. You can end your cooperation at any time and without giving any reason.

FURTHER INFORMATION

If you have questions about this research, in advance or afterward, you can contact the responsible researcher, Zoé Cornelis, email: 590790zc@eur.nl. This study has been approved by the Erasmus University Rotterdam. If you want to invoke your rights or if you

have a question concerning privacy about this study, you can contact Erasmus University's DPO (Data Protection Officer) at fg@eur.nl.

Consent If you understand the information above and freely consent to participate in this study, click on the "I agree" button below to start the questionnaire.

I agree (1)

I do not agree (2)

Thanks Once again, thank you for your participation!

End of Block: Welcome

Start of Block: General information

Job Do you currently have a job?

Yes (1)

No (2)

Skip To: End of Survey If Job = No

Page Break

Sector In which sector do you currently work?

Company Do you currently work for a company?

Yes (1)

No (2)

Timeline How long have you worked at the current company?

Page Break

Team Do you currently work in a team?

Yes (1)

No (2)

Skip To: End of Survey If Team = No

Team number How many people are in your team?

Team culture How many of your team members have a different cultural background than the country in which the organization is located?

Team gender 1 How many of your team members are male?

Team gender 2 How many of your team members are female?

Team gender 3 How many of your team members are non-binary?

Page Break

Team diversity 1 On a scale of 1 to 10, how diverse do you think your team is in terms of culture?

- 1 (not diverse at all) (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 (5)
 - 6 (6)
 - 7 (7)
 - 8 (8)
 - 9 (9)
 - 10 (very diverse) (10)
-

Team diversity 2 On a scale of 1 to 10, how diverse do you think your team is in terms of gender?

- 1 (not diverse at all) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (very diverse) (10)

End of Block: General information

Start of Block: Group outcomes

Job satisfaction The following questions are about your job satisfaction at your current organization. Please indicate how much you agree with the following statements:

	Totally disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Totally agree (7)
I feel committed to my job (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my current job (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my job I gain respect and status (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job makes me feel useful (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job gives me the opportunity to show what I am worth (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job gives me the feeling that I have done something valuable (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Commitment The following questions are about your commitment at your current organization. Please indicate how much you agree with the following statements:

	Totally disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Totally agree (7)
I am willing to put in a great deal of effort in order to help the organization be successful (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk up this organization to my friends as a great organization to work for (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very little loyalty to this organization (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept almost any type of job assignment in order to keep working for this organization (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that my values and the organization's values are very similar (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could just as well be working for a different organization as long as the type of work was similar (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I really care
about the fate
of this
organization
(13)

Page Break

Leave The following questions are about your intention to leave at your current organization. Please indicate how much you agree with the following statements:

	Totally disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Totally agree (7)
I sometimes think about leaving my job (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would not consider leaving this job (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Job stress The following questions are about your level of stress at your current organization. Please indicate how much you agree with the following statements:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I have enough time to complete my work (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform tasks that are too easy or boring (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have clear, planned goals and objectives for my job (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a lack of policies and guidelines to help me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive assignments without the manpower to complete them (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what my responsibilities are (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive assignments that are within my training and capability (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel certain about how I will be evaluated for a raise or promotion (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive assignments without adequate resources and materials to execute it (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I work on unnecessary things (20)



End of Block: Group outcomes

Start of Block: Leadership Communication Styles

Page Break

Preciseness To what extent do you agree with the following statements:
My team leader:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
tells a story in a structured manner (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
thinks before they speak (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes statements that are not always well considered (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
always has meaningful conversations (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rarely talks about unnecessary things (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
doesn't need many words to explain tasks (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Verbal aggressiveness To what extent do you agree with the following statements:
My team leader:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
often explodes when things do not go their way (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expects others to obey them when they ask them to do something (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asks the team to do the tasks in a compelling tone (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has publically embarrassed a team member before (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is a good listener (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shows great understanding for other people's problems (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes time for everyone who needs to talk about something important (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Questioningness To what extent do you agree with the following statements:
My team leader:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
often says unexpected things (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often brings up an unusual angle in discussions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
likes to discuss deeper meanings with people (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
likes to take a different position in conversations to spark discussions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
likes to provoke others with a bold opinion (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often force people to express a clear opinion (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Emotionality To what extent do you agree with the following statements:
My team leader:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
is not easily overwhelmed by emotions in a conversation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gets emotional in some conversations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has difficulties talking about work when they are worried about something (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often talks about their worries (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
can be clearly tense in conversation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
has difficulties when others criticize them (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Impression To what extent do you agree with the following statements:
My team leader:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
often praises someone so that they are liked by the team (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often says things they do not mean in discussions to make a good impression (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often uses their charm to get what they want (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sometimes flirts with people in order to be liked (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
does not show when they appreciate someone (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knows how to hide negative feelings for someone in conversations (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Leadership Communication Styles

Start of Block: Climate of Inclusion

Climate of Inclusion The following questions are about the climate of inclusion in your current team. Please indicate how much you agree with the following statements:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
In this team, there is room to work according to one's own culture (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this team, we take into account different cultural traditions and habits of employees (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this team, it is seen as an advantage to work with people of different cultural backgrounds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this team, we appreciate different cultural backgrounds (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this team, we openly discuss the employees' different cultures (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this team, people think it is positive when employees have different cultural backgrounds (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Climate of Inclusion

Start of Block: Demographics

Gender What is your gender?

- Male (1)
 - Female (2)
 - Non-binary (3)
 - Prefer not to say (4)
 - Other (5) _____
-

Age What is your age?

Page Break

Country of origin In which country were you born?

Country Father In which country was your father born?

Country Mother In which country was your mother born?

Current country In which country do you currently reside?

Page Break

Level of education What is your highest level of education obtained?

- Less than high school degree (1)
- High school degree (2)
- Bachelor's degree (3)
- Master's degree (4)
- Doctoral degree (PhD) (5)
- Prefer not to say (6)

End of Block: Demographics

Start of Block: Questions?

Question Do you have any questions/comments about the study?

Click through Please do not forget to end the survey by clicking to the next and final page!

End of Block: Questions?
