Analyzing the Impact of Diversity Management on Innovative Behaviors Through Employee Engagement and Affective Commitment

Seyedeh Fatemeh Ghasempour Ganji[1], Fariborz Rahimnia[2*], Mohammad Reza Ahanchian[3], Jawad Syed[4]

1. PhD Holder, Department of Management, Ferdowsi University of Mashhad, Mashhad, Iran
2. Professor, Department of Management, Ferdowsi University of Mashhad, Mashhad, Iran
3. Professor, Faculty of Education and Psychology, Ferdowsi University of Mashhad, Mashhad, Iran
4. Professor, Suleman Dawood School of Business, Lahore University of Management Sciences, Pakistan

Abstract
This article aimed to analyze the direct and indirect impact of diversity management on innovative behavior through employee engagement and affective commitment. The sample used in this study came from a survey of 225 respondents who were employees of one of the prestigious universities in Mashhad. The data was gathered using a questionnaire and analyzed by structural equation modeling with Warp PLS 5. This research verified the direct effect of diversity management on employee innovative behavior. Moreover, results show that diversity management predicts employees' affective commitment and employee engagement. The impact of affective commitment and employee engagement on employees' innovative behavior was confirmed, too. The results show that diversity management, affective commitment, and employee engagement predict each phase of idea generation, idea promotion, and idea implementation. Based on this study, we recommend that human resource practices should institutionalize effective diversity management like training, employment, progression, and promotion. Furthermore, the high level of employee engagement and affective commitment could be considered by universities to increase innovative behavior. The current research addresses a gap in the current literature in the diversity management and innovative behavior context by employing different theoretical bases, including Social Exchange Theory and Institutional Theory.

Keywords: Diversity management, Innovative behavior, Employee engagement, Affective commitment.

Introduction

Nowadays, the changing, uncertain environments motivate organizations to leverage creativity and innovation to ensure effectiveness, growth, and development (Hammond et. al., 2011; Wang et al., 2016). Furthermore, boosting and improving innovative behavior is one of the challenging issues faced by managers (Hakimian et al., 2016). Scholars indicate that employees are the prominent source of creativity and innovation in organizations (Gichohi, 2014); hence, managers should address some strategies to advance innovation among employees.

Employee innovation alludes to creating, advertising, and performing of novel and practicable ideas to increase the accomplishment of individuals, teams, or businesses (West &

Farr, 1990). Employee innovation can contain in-role components that are part of the prescribed work tasks and extra-role ones that go beyond formal role descriptions (Potocnik & Anderson, 2016; West, 2002). To increase employees' creativity and innovation, organizations must consider essential variables, including employee diversity (Luu, 2019), affective commitment (Hakimian et al., 2016; Schaijk, 2018) and employee engagement (Hapsari et al., 2019; Waheed et al., 2017). However, previous research has indicated that affective commitment is a critical motivational antecedent of individual's behavior (Solinger et al., 2008). Studies examining the influence of employee affective commitment on innovative behavior have shown contradictory findings (Odoardi et al., 2019; Vinarski-Peretz et al., 2011), with some research identifying significant positive impacts (eg., Hakimian et al., 2016; Jafri, 2010) and some findings showing no effect at all (e.g., Schaijk, 2018). Another influential component of staff creativity is employee engagement (Gichohi, 2014; Hapsari et al., 2019). Engaged employees tend to be open to experiments, leading to the generation, promotion, and implementation of novel ideas, creative approaches, or innovative behaviors (Agarwal et al., 2012; Prieto & Pérez-Santana, 2014). Although some studies have investigated the impact of employee engagement on innovative behavior (e.g., Kim & Ko, 2017; Kwon & Kim, 2020), there is a lack of empirical research examining the link between employee engagement and each phase of innovative behavior, including idea generation, idea promotion, and idea implementation. A few previous studies show that diversity management has an indirect effect on innovative behavior through affective commitment (Downey et al., 2015; Hapsari et al., 2019). in addition, even though some studies have investigated the impact of diversity management on affective commitment (e.g., Ashikali & Groeneveld, 2015) and the link between affective commitment and innovative behavior (e.g., Odoardi et al., 2019), the indirect impact of diversity management on innovative behavior through affective commitment has not been investigated previously. Moreover, while literature shows that diversity increases employee innovativeness (e.g., Luu, 2019), there is a lack of empirical studies conceptualizing the direct effect of diversity management on innovative behavior.

The current study contributes to theory in terms of originality and utility as suggested by Corley and Gioia (2011). Based on Social Exchange Theory and Institutional Theory, we conceptualize the direct effect of diversity management on innovative work behavior. Second, to enhance our results' utility and value, we enlighten the black box in the relationship between diversity management and innovative behavior by investigating this link through affective commitment and employee engagement. We also respond to Gould-Williams and Mohamed's (2010) call for research and show how each of the components of diversity management, affective commitment, and employee engagement predicts idea generation, idea promotion, and idea implementation.

Most of the studies on diversity management and innovative work behavior have been conducted in the manufacturing sector (e.g., Hapsari et al., 2019; Odoardi et al., 2019; Saether, 2019), banking sector (e.g., Bizri, 2018), and hospitals (e.g., Downey et al., 2015). It is interesting to investigate these concepts in the higher education sector. The higher education institutions play a significant role in directing society to valuable behaviors by institutionalizing these values among their employees. Some research has been conducted in this context (e.g., Bastaman, 2020; Salamzadeh et al., 2014). Moreover, due to the diversity of students attending higher education institutions, educational managers will likely need to use diversity management initiatives to meet these diverse students' needs properly. Therefore, we conducted our research in one of the well-known public universities in Mashhad city to investigate the indirect impact of diversity management on employees' innovative behaviors through affective commitment and employee engagement. According to Institutional Theory, higher educational institutions always tend to implement diversity initiatives, and

consequently, they require increasing the representation of minority employees in related work environments. Across these procedures, they highlight their typical role and enhance their legitimacy (Ashikali & Groeneveld, 2015; Groeneveld & Van de Walle, 2010).

This article is arranged as follows. First, we present a literature review followed by a hypothesis development section. Then we propose the conceptual model of the research and explain its methodology, including statistical population, sample, and data collection instrument. Next, we provide the findings of the study including descriptive statistics, testing measurement, and structural models. Finally, we discuss our research results, followed by theoretical and practical implications, limitations, and further research directions.

Literature Review and Hypothesis Development

Innovative Behavior (IB)

Innovation is defined as making changes in an established idea and its consequences, especially by introducing new methods or products (Fatemi et al., 2021; Joshi et al., 2017). The concept of innovative behavior has been investigated by many scholars in the last few years in different fields of management, psychology, sociology, and economics (e.g., Bammens, 2016; Hapsari et al., 2019; Kumar & Bharadwaj, 2016; Medvedeva, 2012; Peters, 2000; Sameer, 2018; Schaijk, 2018; Waheed et al., 2017). Innovative behavior is defined as behavior containing creation (by one self or adopted from elsewhere) and the application of novel ideas (Janssen, 2000). Innovative behavior is referred to as the intended act of a person to generate and implement novel and creative ideas and commodities –known as technical innovation – or new processes and procedures, known as administrative innovation (Van de Ven, 1986; West & Farr, 1989). Scholars suggest some antecedents to employee innovative behavior, including organizational culture (Kang et al., 2016), job characteristics (Shin et al., 2017), knowledge management (Lai et al., 2016), leadership style (Pieterse et al., 2010; Shunlong & Weiming, 2012), employee engagement (Hapsari et al., 2019; Waheed et al., 2017) and affective commitment (Hakimian et al., 2016; Jafri, 2010).

The Effect of Employee Engagement and Affective Commitment on Innovative Behavior

Generally, employee engagement is referred to as the ability of the organization to capture staff mind, heart, and soul to inspire desire and passion for high quality (Fleming & Asplund, 2007). Employee engagement refers to the positive feeling, which leads to genius, affective, and social contributions to an organization (Gatenby et al., 2009; Kahn, 1990). Abraham (2012) considered employee engagement as the extent to which a staff member is emotionally connected to the organization's achievements. Social Exchange Theory is one of the applicable theories in predicting individual behavior that is used in various studies (e.g., Aryee et al., 2002; Van de Voorde et al., 2012). Social Exchange Theory also explains the effect of employee engagement on employee innovative behavior (Agarwal et al., 2012). Once a company inculcates a sense of emotional connection in staff and engages with them, employees aim to contribute further than their responsibilities in exchange (Babakus et al., 2017; Dollard & Idris; 2017; Hapsari et al., 2019; Rothmann, 2017). Prieto and Pérez-Santana (2014) believe that staff with a high level of engagement committed to both their formal duties and extra roles. A staff member with positive impressions about the job is more likely to open to experiments, leading to the creation of novel ideas and creative methods or innovative behaviors (Agarwal et al., 2012). Kim and Ko (2017) found that job engagement predicts innovative behaviors. Kwon and Kim (2020) also showed that engaged staff tend to

be innovative by using creative policies to solve problems. Moreover, Jung and Yoon (2018) and Wu and Wu (2019) showed that employees with a high level of engagement tend to engage in innovative behaviors. Zhang and Bartol (2010) confirmed that engaged employees are more likely to become flexible and are more prone to employing problem-solving strategies and creating, promoting, and actively implementing new ideas. Moreover, Van Zyl et al. (2019) ran a second-order model showing the impact of employee engagement on innovative behavior and its three phases. However, they did investigate each phase in a separate hypothesis. Thus, we respond to the Mural et al. (2013) call for further research to examine the impact of organizational factors on each of the innovative behavior phases, including idea generation, idea promotion, and idea implementation. Therefore, we address the following hypotheses in this article:

H1: Employee engagement has a significant and positive relationship with innovative behavior.

H1a: Employee engagement has a significant and positive relationship with idea generation.

H1b: Employee engagement has a significant and positive relationship with idea promotion.

H1c: Employee engagement has a significant and positive relationship with idea implementation.

The other component predicting innovative behavior is affective commitment. The notion of organizational commitment refers to the deliberate connection reflecting devotion and accountability for organizational objectives (Klein et al., 2012). Organizational commitment has been frequently addressed as one of the main components that predict a firm's outcomes (Podsakoff et al., 2009). Meyer and Allen (1991) introduced three kinds of commitment, namely affective, normative, and continuance commitment, and stated that affective commitment is an emotional recognition with a strong bond to the firm. It has been recognized to be the most trusted among other forms of commitment to realize workers' attitudes and behavior (Bizri, 2018). The Hakimian et al. (2016) study illustrated that human resources with a high level of affective commitment tend to be innovative. Moreover, Chughtai (2013) has shown that employees' commitment to a supervisor affects personnel learning, engagement, creativity, and innovative behavior. However, some research has focused on the correlation between commitment and innovative behavior, as reported by Jafri (2010). Experimental study on analyzing the impact of affective commitment on innovative behavior is scarce. Moreover, there is a lack of empirical research investigating the impact of affective commitment on each phase of innovative behavior, including generating, promoting, and implementing new ideas. It is predicted that committed employees are more likely to generate a new idea, as they possess an active curiosity and more passion to solve organizational challenges. In terms of promotion and implementing a new idea, committed employees tend to test new methods and procedures (Jafri, 2010). Therefore, the present research addresses this gap, to concentrate on the link between affective commitment and innovative behavior in Iranian society by addressing the next hypotheses.

H2: Affective commitment has a significant and positive relationship with innovative behavior.

H2a: Affective commitment has a significant and positive relationship with idea generation.

H2b: Affective commitment has a significant and positive relationship with idea promotion.

H2c: Affective commitment has a significant and positive relationship with idea implementation.

The Effect of Diversity Management on Employee Engagement, Affective Commitment, and Innovative Behavior

Diversity has been defined as all the differences that cause each person to be different from others concerning factors, such as culture, gender, nationality, ethnicity, age, religion, disability, education, value, and any other differences observed in any work environment (Edwin, 2002). In this study, we consider gender, religion, age, and ethnic diversity in the university. Diversity management was defined as designing and performing practices to increase the potential benefits that might emerge from a diverse workforce (Groeneveld & Van de Walle, 2010). Diversity management is referred to as practices that appreciate diversity (Thomas, 1990) to promote organizational goals and objectives. According to Institutional Theory, diversity management introduces rules and norms by the comapny to establish collective ideologies and understanding, thereby influencing staff behavior (Bizri, 2018). Some studies indicate that organizational commitment is a substantial consequence of corporate ethics as a component that enhances a personnel sense of respect for each other with all differences and diversities (Ahanchian & Ganji, 2017; Valentine & Godkin, 2017). Then, according to Social Exchange Theory, it is predicted that staff with exposure to diversity management at their organization would show in exchange appropriate behaviors valuable to their organization (Van de Voorde et al., 2012). There is a lack of research that tests the effect of diversity management on affective commitment. We only found the studies of Bizri (2018) and Ashikali and Groeneveld (2015) testing the impact of diversity management on affective commitment. Ashikali and Groeneveld (2015) have shown that the more employees were exposed to diversity management effectively, the more they felt beloved and committed to their company. According to the previous discussions, we suggest:

> H3: Diversity management has a significant and positive relationship with affective commitment.

There is some research demonstrating the effect of human resource practices on psychological variables including human resource well-being (Huang et al., 2016) and employee engagement (Presbitero, 2017). The current research investigates the correlation between diversity management, including some human resource practices, and employee engagement. Downey et al. (2015) conducted empirical research and showed the positive influence of diversity management initiatives on employee engagement. According to Social Exchange Theory, it is proposed that when a higher educational institution provides resources and supports its employees (Ganji & Kafashpour, 2016; Ghasempour Ganji et al., 2021) the workforce would demonstrate higher engagement in return. From this perspective, diversity practices give a clue to staff that the organization cares about their happiness and honors their differences. In turn, human resources respond to higher engagement (Downey et al., 2015). This relation has been previously confirmed in research focusing on the effect of perceived fairness, human resource development and identification, as well as the ethical climate on employee satisfaction and engagement (Ganji & Ahanchian, 2016; Ganji et al., 2017; Ganji & Johnson, 2020; Jones, 2019; Maslach et al., 2001; O'Connor & Crowley-Henry, 2019). However, there is a lack of research investigating the impact of diversity management on employee engagement.

> H4: Diversity management has a significant and positive relationship with employee engagement.

Studies have indicated that innovative work behavior tends to be increased by organizational factors such as high involvement human resource systems (Yasir & Majid, 2020), perceived organizational support (Afsar & Badir, 2017), justice (Kim & Park, 2017; Noerchoidah & Harjanti, 2019), and diversity of employees (Luu, 2019). Diversity

management focuses on providing a supportive environment for diverse employees and giving equal opportunities for training, rewarding, and treating simultaneously to all employees (Luu, 2019). Through this workplace, employees are encouraged to respect diversity in the organization and help each other (Chrobot-Mason & Aramovich, 2013) to promote and implement innovative ideas. Organizational support and justice are considered to be two key components for social exchange relationships between staff and the organization (Cropanzano et al., 2017), leading them to reciprocate with behaviors even beyond their formal job description (Agarwal, 2014) like innovative work behavior. Flexibility and creativity are improved by the presence of diverse backgrounds with diverse views (Kakabadse et al., 2015). Luu (2019) showed that a diversity climate leads to more innovation. However, the diversity of employees has been shown to be a key factor to increase the creative behavior of employees and teams (Lambert, 2016; Shin et al., 2017). The direct effect of diversity management on innovative work behavior has not been addressed in previous studies. Thus, our research aims to fill this gap by investigating the impact of diversity management on innovative work behavior, and so we propose:

H5: Diversity management has a significant and positive relationship with innovative behavior.
H5a: Diversity management has a significant and positive relationship with idea generation.
H5b: Diversity management has a significant and positive relationship with idea promotion.
H5c: Diversity management has a significant and positive relationship with idea implementation.

According to the theoretical and empirical literature, we suggest the following conceptual framework (Figure 1).
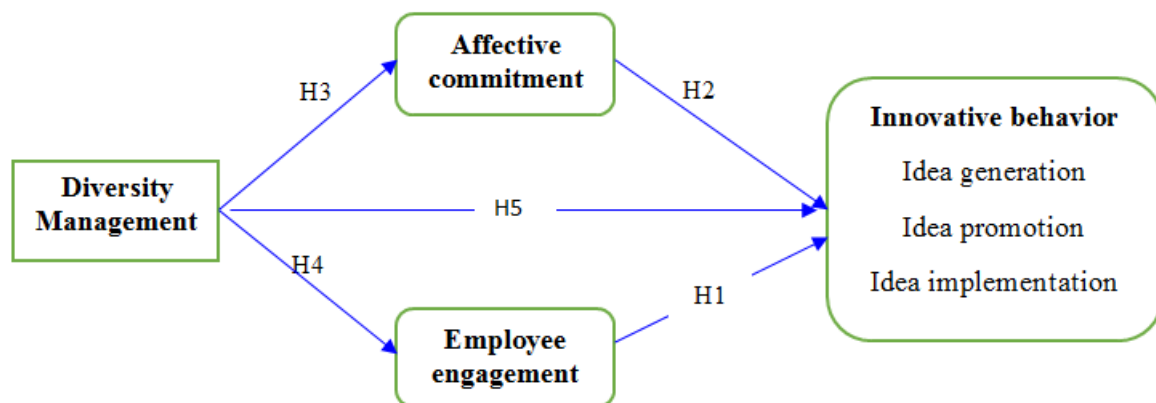

Figure 1. The Research Conceptual Model

Research Methodology

Participants

This survey was distributed among employees in a higher education context. We chose one of the prestigious Mashhad universities as a case of study, because universities in Iran are generally benefitting from having a diverse workforce compared to other organizations. We selected this university because it is one of the major universities in Iran. Moreover, based on some interviews conducted with administrators and officials of this university, we realized that the university tries to employ diversity management practices and be innovative to some extent. The statistical population of this research involved the employees of this university,

i.e., an estimated 1896 staff. The sample size of 225 measured by Cochran Formula was chosen by using stratified sampling. Firstly, employees were placed in 23 categories based on different departments of university, and then, a proportional part of the sample was selected from each category using random sampling.

Measurement

A 21-item questionnaire derived from related research was used in this survey. To measure affective commitment, we adopted three items based on five-point Likert scale proposed by Meyer and Allen (1991). To measure work engagement, we adopted four items using a five-point Likert scale proposed by Gatenby et al. (2009). Diversity management was measured by six questions from Bizri (2018) using a seven-point scale. Innovative behavior was examined by considering the three phases of idea generation, idea promotion, and idea implementation. To measure idea implementation and idea promotion, we adapted items from the Mura et al., (2013) questionnaire, and idea generation items were derived from the Saether (2019) questionnaire, measured using a seven-point Likert scale.

To confirm the face and content validity of the research measures, eight management professors with over 10 years of experience evaluated the items to confirm the content validity of the questionnaire. In this regard, they analyzed each question in terms of having a clear meaning, and then suggested more clear terms if needed. The content validity ratio (CVR) based on the Bonini Campos and Prado (2012) study was measured in this research. Accordingly, the foregoing experts examined each question and classified them as (a) "essential", (b) "useful, but not essential", and (c) "not necessary." The CVR value for all items was less than the satisfactory value of 0.75 (Bonini Campos & Prado, 2012), approving the content validity of questionnaire. The final questionnaire contained four scales, with 21 items.

Findings

Descriptive

Among participants, there were 159 males (70%) and 66 females (30%), 34% of whom held a bachelor's or a lower degree, 40% of whom held a master's degree, and 26 % of whom had a PhD degree. Twenty two percent of the participants had less than five years of experience, 36% had five to ten years of experience, and 42% had over ten years of work experience. This shows that most participants were staff who had been well experienced in the university in order to judge whether diversity management practices were appropriate at the higher education institution or not. Ten percent of the respondents belonged to a religious minority, and 30% belonged to an ethnic minority, indicating that the university employed a diverse workforce.

The Measurement Model

To test the measurement model, the values of Cronbach's alpha, factor loadings, composite reliability (CR), and average variance extracted (AVE) were measured by Warp PLS 5 measured and are provided in Table 1.

Table 1. The Measurement Model Goodness of Fit Indices

Survey items	Factor loadings	Cronbach's alpha	CR	AVE
Diversity management (DM)				
1- Managers in this university hire staff inclusively without considering their religion, age, gender, or ethnicity.	0.765			
2- Staff are promoted fairly without considering their religion, age, gender, or ethnicity.	0.740			
3- Compensation and reward policies are employed without prejudice to all personnel without considering their religion, age, gender, or ethnicity.	0.589			
4- Training and development opportunities provide employees without prejudice and regardless of religion, age, gender, or ethnicity.	0.553	0.724	0.837	0.564
5- In this university, a performance appraisal system is applied without prejudice about religion, age, gender, or ethnicity.	0.729			
6- There is a climate of inclusion, endurance, and respect for others in this university.	0.685			
Employee engagement (EEN)				
7-I usually think about my work even when I am not at university.	0.821			
8-I spend my days reckoning about how my tasks can be done more effectively.	0.778	0.813	0.822	0.652
9- I try to improve my performance.	0.772			
10-I usually discuss with my manager and colleagues about ways of improving work conditions in our department.	0.858			
Affective commitment (AC)				
11- I would be delighted to work in this university all of my future career paths.	0.770			
12- I experience a robust sense of affiliation to this university.	0.712	0.722	0.777	0.542
13- I feel the university is like part of my family.	0.726			
Innovative behavior (IB)				
Idea generation (IG)				
14- I usually find new methods, techniques, or instruments in my work.	0.637			
15- I usually generate new solutions for problems.	0.552			
Idea promotion (IP)				
16-Whenever I find a new idea, I often strive to make critical organizational members attracted.	0.811			
17-Whenever I have a creative and innovative idea, I often strive to persuade others to endorse the idea.	0.640	0.784	0.814	0.584
18-Whenever I have a new idea, I often strive to motivate other coworkers to support it.	0.836			
Idea implementation (IIM)				
19-I always use creative ideas to do my tasks	0.511			
20- I am still trying to accomplish my new ideas at work	0.807			

As shown in Table 1, each factor loading has a value greater than 0.50 (Hulland, 1999), showing a good fit of the measurement model. Cronbach's alpha of all components is more than 0.7, showing a strong internal reliability (Hair et al., 2009). The Composite Reliability and AVE indices for each variable are more than 0.7 and 0.5, respectively (Table 1), which satisfy the criteria of high reliability (Hair et al., 2009).

Hypothesis Testing

To test the relationships between variables, partial least squares structural equation modeling by Warp PLS 5 was used. Table 2 shows indices related to the structural model fit.

Table 2. The Structural Model Fit

Indices	Value	Allowed value
GOF	0.322	low >= 0.1, medium >= 0.25, strong >= 0.36
Average block VIF (AVIF)	1.052	<= 5
RSCR	1	>=0.9
SSR	1	>=0.7

The results presented in Table 2 show an excellent fit for the data. The relationship between variables is provided in Figure 2.
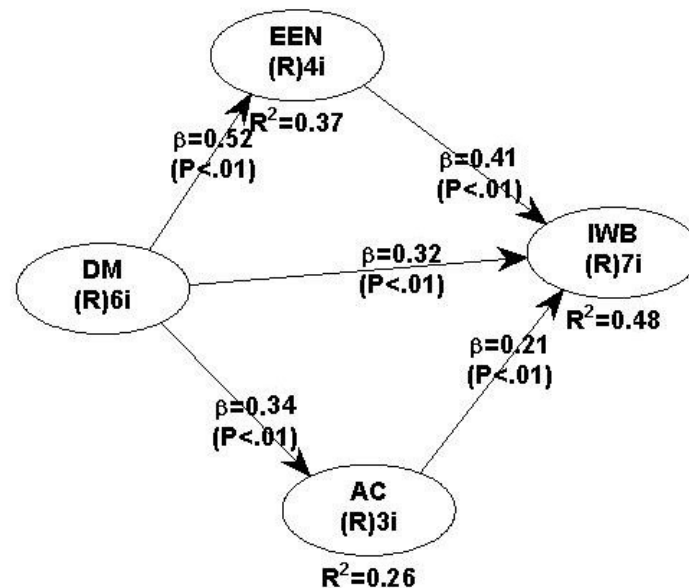
Figure 2. Research Model for Test of Hypothesis

According to R^2 value, 37 percent of variation in employee engagement is explained by variation in diversity management. Moreover, diversity management predicts 26 percent of variation in affective commitment. Finally, 48 percent of innovative behavior changes are explained by diversity management, employee engagement, and affective commitment. Based on Figure 2, all the paths were significant. The results show that affective commitment (β = 0.34; P<0.01) and employee engagement (β = 0.52; P<0.01) are affected by diversity management positively. The findings also indicate that diversity management (β = 0.32; P<0.01), employee engagement (β = 0.29; P<0.01), and affective commitment (β = 0.213; P<0.01) positively influence innovative behavior.

To test the sub-hypotheses, we ran the model again, considering the three sub-factors of innovation. The relationship between these variables is presented in Figure 3.

Based on the R^2 values, shown in Figure 3, employee engagement and affective commitment explain 39 percent of changes in idea generation, 27 percent of changes in idea promotion, and 33 percent of changes in idea implementation. Moreover, all sub-hypotheses were accepted. Employee engagement predicts idea generation (β = 0.32; P<0.01), idea promotion (β = 0.37; P<0.01), and idea implementation (β = 0.34; P<0.01) positively. Moreover, the effect of affective commitment on idea generation (β = 0.26; P=0.01), idea promotion (β = 0.13; P=0.02) and idea implementation (β = 0.20; P<0.01) is also supported by the data. Finally, the effect of diversity management on idea generation (β = 0.27; P<0.01), idea promotion (β = 0.17; P<0.01) and idea implementation (β = 0.21; P<0.01) is confirmed.
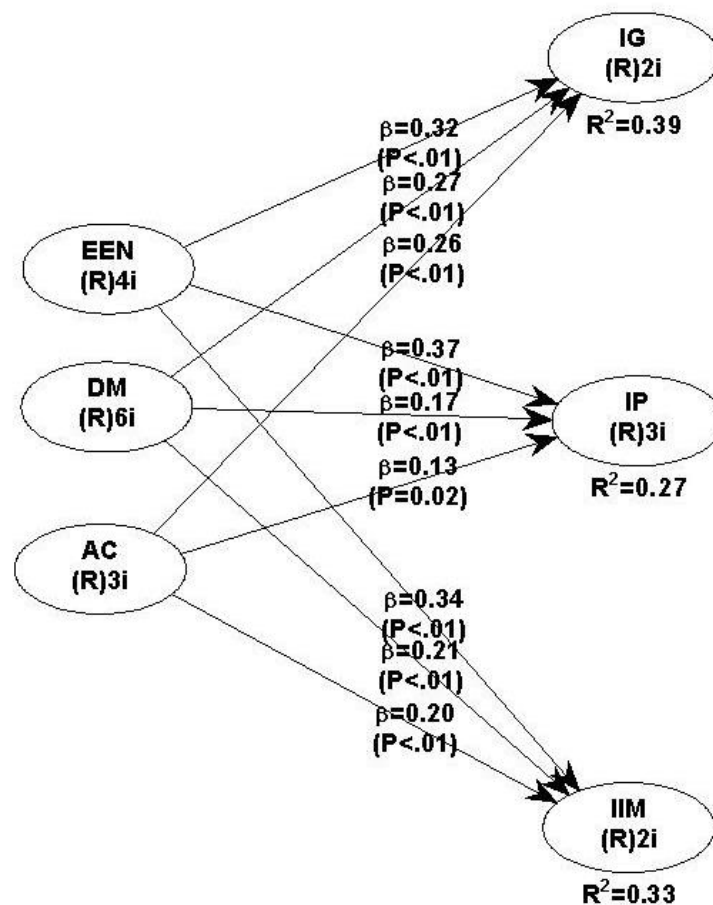
Figure 3. Sub-Hypothesis Tests

Discussion

This research analyzed the direct and indirect impact of diversity management and innovative behavior through affective commitment and employee engagement. The first hypothesis and its related sub-hypothesis, which showed the impact of employee engagement on innovative behavior, were confirmed. This result is consistent with the findings of Kim and Ko (2017), Jung and Yoon (2018), and Wu and Wu (2019) studies. These relations can be clarified by Social Exchange Theory. When a higher education institution motivates employees' engagement, employees tend to do extra work as an exchange for what was received (Babakuset al., 2017; Dollard & Idris; 2017; Hapsari et al., 2019; Prieto & Pérez-Santana, 2014; Rothmann, 2017), like innovative behaviors (Kim & Ko, 2017; Wu & Wu, 2019). Moreover, Prieto and Pérez-Santana (2014) and Agarwal et al. (2012) explained that a high level of employee engagement leads to more innovative behavior. The engaged employees of universities tend to be open to experimenting and using problem solving, and consequently they are more prone to achieving creative ideas, promoting and implementing them, or demonstrating innovative behaviors (Agarwal et al., 2012; Zhang & Bartol, 2010).

The second hypothesis and its related sub-hypotheses were also supported, i.e., the positive effect of affective commitment on innovative behavior. This finding was also supported by the research of Hakimian et al. (2016) and Chughtai (2013). Moreover, since committed employees working in higher education institutions are more passionate and interested in solving organizational challenges, they intensively tend to generate new ideas. Committed

staff tend to confront the status quo and have enthusiasm for new employee procedures (Jafri, 2010), leading them to promote and implement new ideas.

The results also show diversity management influences affective commitment positively (H3), supporting the results obtained by Bizri (2018) and Ashikali and Groeneveld (2015). This can be supported by Social Exchange Theory and Institutional Theory, which indicate that employees who are exposed to diversity management at their institution, introducing rules and norms and collective ideologies (Bizri, 2018), would show extra-role behaviors in return (Van de Voorde et al., 2012). By applying diversity management, the employees of higher education institutions tend to develop a sense of safety and interpersonal honor promoting their affective commitment (Ashikali & Groeneveld, 2015).

The fourth hypothesis was also supported by the data, indicating the positive impact of diversity management on employee engagement. Similarly, Downey et al. (2015) showed the positive impact of diversity management practices on employee engagement. In this regard, establishing diversity practices by higher education institutions signals a cue to each employee that the institution cares about their happiness and respects their differences (Downey et al., 2015) which will, in turn, leads to higher engagement.

Finally, the fifth hypothesis and its related sub-hypotheses were confirmed. That is to say, the diversity management predicts innovative behavior of employees. This result is consistent with those studies showing the effect of perceived organizational support (Afsar & Badir, 2017), justice (Kim & Park, 2017; Noerchoidah & Harjanti, 2019), and employee diversity (Luu, 2019) on innovative behavior. Diversity management enhances idea promotion by institutionalizing the supportive, diverse, and equal working environment in the organization, motivating respectful behavior between employees, and providing an opportunity to help each other regardless of any diversity. Moreover, employees who are exposed to diversity management practices reciprocate with behaviors even beyond their formal job description (Agarwal, 2014), such as generating and implementing new ideas as exchange items.

Theoretical and Practical Implications

The present research conceptualized the influence of Institutional Theory in a setting that human resource administrators aim to institute diversity management practices into the enterprise structure and systems. Although there are no strict legal laws to pursue diversity management in higher education institutions in Iran, institutionalized diversity management in universities tends to promote innovative behaviors through enhancing employees' affective commitment and employee engagement. We also enriched the current literature in Social Exchange Theory to conceptualize the impact of affective commitment and employee engagement on innovative work behavior. There are some research gaps that this study addresses. Firstly, as far as we know, the current study is among a limited number of studies that have connected diversity management to employee engagement and affective commitment. Previous studies have found that diversity ideology, including cultural diversity and diversity practice, is related to employee engagement for minority employees (Bizri, 2018, Downey et al., 2015). However, the present study – like Downey et al., (2015) and Bizri (2018) – represents the perceived diversity management, not simply the organizational ideology. Additionally, there is a lack of sufficient research to investigate the effect of diversity management on affective commitment. We found just the studies of Bizri (2018) and Ashikali and Groeneveld (2015) analyzing this relationship. Our research has shown also that diversity management predicts engagement and commitment for not only the minority group of personnel, but also all employees of the university. Moreover, we conceptualize the direct effect of diversity management on innovative behavior. However, this relation was not

addressed in previous literature. Such a relation is predictable based on studies that linked employee diversity, justice, and organizational support to employee innovative behavior. Thus, we showed that diversity management directly predicts each phases of innovative behavior. Moreover, we are in line with the Gould-Williams and Mohamed's (2010) calls for investigation into the black box as well as the call by Mural et al. (2013) for further research to analyze the impact of organizational factors on each of innovative behavior phases, including idea generation and idea implementation. Consequently, we investigated the effect of affective commitment and employee engagement on each phase of innovation behavior, including creation, promotion, and implementation of new ideas, which had not been investigated sufficiently previously.

Practically, human resource practices must institutionalize effective diversity management such as diversity-sensitive employment, promotion, and development as well as diversity training. Moreover, organizations need to try to make up a high range of employee engagement and affective commitment to increase the human resource innovative behaviors. Therefore, personnel administrators can benefit from diversity management incorporated in their formal procedures to improve employee engagement and affective commitment to improve the innovative behavior. Higher education officials need to integrate the diversity practices into their strategic plans, and managers must explain these strategies to their employees. Managers need to spread diversity and inclusion values among employees, conducting diversity training, and equity in promotion and reward among all employees regardless of their gender, religion, and ethnicity. An appropriate diversity program needs to publicize its initiatives in a way that outlines diversity as a valuable opportunity (Howard-Grenville & Hoffman, 2003; Jayne & Dipboye, 2004), leading to employee innovative work behaviors through promoting staff commitment and engagement. Moreover, public policymakers must institutionalize diversity management in organizations by enforcing related laws to respect and value a diverse workforce in organizations.

Limitations and Future Research Direction

Although the present research contributed significantly to diversity management and innovative behavior research areas, there are a few limitations. Firstly, data was gathered just in two days. It is predicted by researches (e.g., Ng & Parry, 2016; Parry & Urwin, 2011) that conducting a longitudinal survey makes participants more engaged and increases the consistency of data in workplace studies. Secondly, this study just examines some potential antecedents of innovative behaviors. Although this research relied strongly on theories and earlier studies to distinguish the critical predictors of innovative behaviors, this does not invalidate the importance of other components taking effect on innovative behaviors. It is recommended to examine the impacts of other factors including the relationship between conflict and task responsibility, among others, to study the possible impact of diversity management with these variables, and the effect of these variables on innovative behaviors. Third, using other theoretical bases such as leader–member exchange theory, some moderator variables such as supervisor support and leadership style can be considered in this model. Fourth, we gathered our data from one university in Iran, which may be different in terms of organizational culture and type of diversity within other industries or countries. It would be valuable for further scholars to conduct this research in other countries in Asia with similar cultures to generalize the results with more confidence. Fifth, as this study is among the limited studies to investigate the direct effect of diversity management on innovative behaviors of employees, more empirical studies linking this relationship are needed. Finally,

similar analysis could be undertaken in organizations other than universities, thereby improving insight into the diverse organizational cultures.

Conclusion

This research examined the impact of diversity management on the innovative behavior of university employees through the components of affective commitment and employee engagement. The findings showed that diversity management could predict the employee innovative behavior directly. Moreover, the indirect impact of diversity management on innovative behavior through affective commitment and innovative behavior is confirmed. The current research highlighted the prominent role of diversity management in enforcing the staffs' affective commitment, engagement, and – consequently – innovative behaviors as one of the essential goals of human resource management practices. Moreover, the results show that diversity management, employee engagement, and affective commitment affect all three phases of innovative work behavior, including idea generation, idea promotion, and idea implementation.

References

Abraham, S. (2012). Job satisfaction as an antecedent to employee engagement. *SIES Journal of Management, 8*(2), 27-36. https://doi.org/10.2991/icaaip-17.2018.4

Afsar, B., & Badir, Y. (2017). Workplace spirituality, perceived organizational support and innovative work behavior. *Journal of Workplace Learning*, *29*(2), 95-109. https://doi.org/10.1108/JWL-11-2015-0086

Agarwal, U. A. (2014). Examining the impact of social exchange relationships on innovative work behaviour: Role of work engagement. *Team Performance Management*, *20*(3/4), 102-120. https://doi.org/10.1108/TPM-01-2013-0004

Agarwal, U. A., Datta, S., Blake-Beard, S., & Bhargava, S. (2012). Linking LMX, innovative work behavior and turnover intentions: The mediating role of work engagement. *Career Development International*, *17*(3), 208-230. https://doi.org/10.1108/13620431211241063

Ahanchian, M. & Ganji, S.F.G. (2017). The effect of perceptions of ethical context on job satisfaction with emphasis on work values: The case of female staff at an Iranian university. *International Journal of Work Organization and Emotion*, 8(2), 118-130. https://doi.org/10.1504/IJWOE.2017.086438

Aryee, S., Budhwar, P. S., & Chen, Z. X. (2002). Trust as a mediator of the relationship between organizational justice and work outcomes: Test of a social exchange model. *Journal of Organizational Behavior*, *23*(3), 267-285. https://doi.org/10.1002/job.138

Ashikali, T., & Groeneveld, S. (2015). Diversity management in public organizations and its effect on employees' affective commitment leadership and the inclusiveness of the organizational cultural. *Review of Public Personnel Administration*, *35*(2), 146-168. https://doi.org/10.1177/0734371X13511088

Babakus, E., Babakus, E., Yavas, U., Yavas, U., Karatepe, O. M., & Karatepe, O. M. (2017). Work engagement and turnover intentions: Correlates and customer orientation as a moderator. *International Journal of Contemporary Hospitality Management, 29*(6), 1580-1598. https://doi.org/10.1108/IJCHM-11-2015-0649

Bammens, Y. P. (2016). Employees' innovative behavior in social context: A closer examination of the role of organizational care. *Journal of Product Innovation Management*, *33*(3), 244-259. https://doi.org/10.1111/jpim.12267

Bastaman, A. (2020). Consumer Environmental Awareness, Attitude and Behavior: Case study of a higher education institution. *Journal of Entrepreneurship, Business and Economics*, *8*(1), 121-143.

Bizri, R. (2018). Diversity management and OCB: The connection evidence from the Lebanese banking sector. *Equality, Diversity and Inclusion: An International Journal*. 37(3), 233-253. https://doi.org/10.1108/EDI-03-2017-0059

Bonini Campos, J. A. D., & Prado C, D. (2012). Cross-cultural adaptation of the Portuguese version of the patient-generated subjective global assessment. *Nutrición Hospitalaria*, *27*(2), 583-594. https://doi.org/10.1590/S0212-16112012000200035

Chrobot-Mason, D., & Aramovich, N. P. (2013). The psychological benefits of creating an affirming climate for workplace diversity. *Group & Organization Management*, *38*(6), 659-689. https://doi.org/10.1177/1059601113509835

Chughtai, A. A. (2013). Linking affective commitment to supervisor to work outcomes. *Journal of Managerial Psychology*, *28*(6), 606-627. https://doi.org/10.1108/JMP-09-2011-0050

Corley, K., & Gioia, D. (2011). Building theory about theory building: What constitutes a theoretical contribution? *Academy of Management Review, 36*(1), 12-32. https://doi.org/10.5465/amr.2009.0486.

Cropanzano, R., Anthony, E., Daniels, S., & Hall, A. (2017). Social exchange theory: A critical review with theoretical remedies. *The Academy of Management Annals, 11*(1), 1-38. https://doi.org/10.5465/annals.2015.0099

Dollard, M. F., & Idris, M. A. (2017). Climate congruence: How espoused psychosocial safety climate and enacted managerial support affect emotional exhaustion and work engagement. *Safety Science*, *96*, 132-142. https://doi.org/10.1016/j.ssci.2017.03.023

Downey, S. N., van der Werff, L., Thomas, K. M., & Plaut, V. C. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. *Journal of Applied Social Psychology*, *45*(1), 35-44. https://doi.org/10.1111/jasp.12273

Edwin, M. F. (2002). Diversity management: Successful strategies for implementing diversity plans for the 21st century (Doctoral dissertation, University of Sarasota).

Fatemi, S. Z., Sadeghian, S., Ganji, S. F. G., & Johnson, L. W. (2021). Do different genders' knowledge sharing behaviors drive different innovative behavior? The moderating effect of social capital. *European Journal of Innovation Management*. https://doi.org/10.1108/EJIM-07-2020-0305

Fleming, J. H., & Asplund, J. (2007). *Human sigma*. Gallup Press,

Ganji, S. F. G., & Ahanchian, M. R. (2016). Perception of the organization's ethical context effect on female employees' turnover intention with work values as the moderator. *Organizational Resources Management Researches*, *6*(3), 129-152.

Ganji, S. F. G., Kafashpour, A., & Sorkhan, V. B. (2017). The effect of ethical context perceptions to the job response: emphasizing work value: Acase of study female staff at Ferdowsi University of Mashhad. *Quarterly Journal of Women Studies Sociological and Psychological*, *14*(4), 69-94.

Ganji, S. F. G, & Johnson, L. W. (2020). The relationship between family emotional support, psychological capital, female job satisfaction and turnover intention. *International Journal of Economics, Business and Management Studies*, *7*(1), 59-70, https://doi.org/10.20448/802.71.59.70

Ganji, S. F. G, & Kafashpour, A. (2016). A survey of the mediating role of perceived organizational support in the relationship between ethical context and female employees' job response. *Sociology of Women (Journal of Woman and Society)*, *7*(3), 1-18.

Gatenby, M., Alfes, K., Truss, C., Rees, C., & Soane, E. C. (2009). *Harnessing employee engagement in UK public services* [Paper presentation]. 10th Public Management Research Association Conference, Columbus, Ohio.

Ghasempour Ganji, S. F., Johnson, L. W., Babazadeh Sorkhan, V., & Banejad, B. (2021). The effect of employee empowerment, organizational support, and ethical climate on turnover intention: The mediating role of job satisfaction. *Iranian Journal of Management Studies, 14*(2), 311-329.

Gichohi, P. M. (2014). The role of employee engagement in revitalizing creativity and innovation at the workplace: A survey of selected libraries in Meru County-Kenya. *Library Philosophy and Practice (e-journal)*. 1171. http://digitalcommons.unl.edu/libphilprac/1171

Gould-Williams, J., & Mohamed, R. B. (2010). A comparative study of the effects of 'best practice' HRM on worker outcomes in Malaysia and England local government. *The International Journal of Human Resource Management, 21*(5), 653-675.

Groeneveld, S., & Van de Walle, S. (2010). A contingency approach to representative bureaucracy: Power, equal opportunities and diversity. *International Review of Administrative Sciences*, *76*, 239-258. https://doi.org/10.1177/0020852309365670

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2009). *Multivariate data analysis* (7th ed.). Prentice-Hall.

Hakimian, F., Farid, H., Ismail, M. N., & Nair, P. K. (2016). Importance of commitment in encouraging employees' innovative behaviour. *Asia-Pacific Journal of Business Administration, 8*(1), 1-25. http://dx.doi.org/10.1108/APJBA-06-2015-0054

Hammond, M. M., Neff, N. L., Farr, J. L., Schwall, A. R., & Zhao, X. (2011). Predictors of individual-level innovation at work: A meta-analysis. *Psychology of Aesthetics, Creativity, and the Arts*, *5*, 90-105. https://doi.org/10.1037/a0018556

Hapsari, C., Stoffers, J., & Gunawan, A. (2019). The influence of generational diversity management and leader–member exchange on innovative work behaviors mediated by employee engagement. *Journal of Asia-Pacific Business*, *20*(2), 125-139, https://doi.org/10.1080/10599231.2019.1610684

Howard-Grenville, J. A., & Hoffman, A. J. (2003). The importance of cultural framing to the success of social initiatives in business. *Academy of Management Perspectives, 17*(2), 70-84.

Huang, L.-C., Ahlstrom, D., Lee, A.Y.-P., Chen, S.-Y., & Hsieh, M.-J. (2016). High performance work systems, employee well-being, and job involvement: An empirical study. *Personnel Review*, *45*(2), 296-314. https://doi.org/10.1108/PR-09-2014-0201

Hulland, J. (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. *Strategic Management Journal, 20*(2), 195-204. https://doi.org/10.1002/(SICI)1097-0266(199902)20:2<195::AID-SMJ13>3.0.CO;2-7

Jafri, M. (2010). Organizational commitment and employee's innovative behaviour: A study in retail sector. *Journal of Management Research*, *10*(1), 62-68.

Janssen, O. (2000). Job demands, perceptions of effort-reward fairness and innovative work behaviour. *Journal of Occupational and Organizational Psychology*, *73*(3), 287-302, https://doi.org/10.1348/096317900167038

Jayne, M. E., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management, 43*(4), 409-424.

Jones, J. (2019). *Ethical Climate and Corporate Social Responsibility*, Master of Science in Industrial Organizational Psychology at The University of Texas.

Joshi, M. (2017). Invention, innovation and innovative practices: A reason to study in a VUCA perspective. *Journal of Entrepreneurship, Business and Economics*, *5*(2), 97-102. https://doi.org/10.2139/ssrn.2250975

Jung, H. S., & Yoon, H. H. (2018). Improving frontline service employees' innovative behavior using conflict management in the hospitality industry: The mediating role of engagement. *Tourism Management*, *69*, 498-507. https://doi.org/10.1016/j.tourman.2018.06.035

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692-724.

Kakabadse, N. K., Figueira, C., Nicolopoulou, K., Hong Yang, J., Kakabadse, A. P., & Özbilgin, M. F. (2015). Gender diversity and board performance: Women's experiences and perspectives. *Human Resource Management, 54*(2), 265-281. https://doi.org/10.1002/hrm.21694

Kang, J. H., Matusik, J. G., Kim, T. Y., & Phillips, J. M. (2016). Interactive effects of multiple organizational climates on employee innovative behavior in entrepreneurial firms: A cross-level investigation. *Journal of Business Venturing*, *31*(6), 628-642. https://doi.org/10.1016/j.jbusvent.2016.08.002

Kim, M. S., & Ko, D. W. (2017). Linking LMX, engagement, innovative behavior, and job performance in hotel employees. *International Journal of Contemporary Hospitality Management. 29*(12), 3044-3062. https://doi.org/10.1108/IJCHM-06-2016-0319

Kim, W., & Park, J. (2017). Examining structural relationships between work engagement, organizational procedural justice, knowledge sharing, and innovative work behavior for sustainable organizations. *Sustainability, 9*(2), 1-16. https://doi.org/10.3390/su9020205

Klein, H. J., Molloy, J. C., & Brinsfield, C. T. (2012). Reconceptualizing workplace commitment to redress a stretched construct: Revisiting assumptions and removing confounds. *Academy of Management Review*, *37*, 130-151. https://doi.org/10.5465/amr.2010.0018

Kumar, M., & Bharadwaj, A. (2016). Psychology of innovation: Innovating human psychology? In Franz W. Gatzweiler · Joachim von Braun (Eds.), *Technological and institutional innovations for marginalized smallholders in agricultural development* (pp. 65-80). Springer, Cham.

Kwon, K., & Kim, T. (2020). An integrative literature review of employee engagement and innovative behavior: Revisiting the JD-R model. *Human Resource Management Review*, *30*(2), 1-18. https://doi.org/10.1016/j.hrmr.2019.100704

Lai, J., Lui, S. S., & Tsang, E. W. (2016). Intrafirm knowledge transfers and employee innovative behavior: The role of total and balanced knowledge flows. *Journal of Product Innovation Management*, *33*(1), 90-103. https://doi.org/10.1111/jpim.12262

Lambert, J. (2016). Cultural diversity as a mechanism for innovation: Workplace diversity and the absorptive capacity framework. *Journal of Organizational Culture, Communications and Conflict, 20*(1), 68-77.

Luu, T. T. (2019). Can diversity climate shape service innovative behavior in Vietnamese and Brazilian tour companies? The role of work passion. *Tourism Management, 72*, 326-339. https://doi.org/10.1016/j.tourman.2018.12.011

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, *52*, 397–422. https://doi.org/10.1146/annurev.psych.52.1.397

Medvedeva, T. A. (2012). Developing an innovative style of thinking and innovative behavior. *Systemic Practice and Action Research*, *25*(3), 261-272. https://doi.org/10.1007/s11213-011-9221-9

Meyer, J. P. & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*(1), 61-89. https://doi.org/10.1016/1053-4822(91)90011-Z

Mura, M., Lettieri, E., Radaelli, G., & Spiller, N. (2013). romoting professionals' innovative behaviour through knowledge sharing: The moderating role of social capital. *Journal of Knowledge Management, 17*(4), 527-544. https://doi.org/10.1108/JKM-03-2013-0105

Ng, E. S., & Parry, E. (2016). Multigenerational research in human resource management. *Research in Personnel and Human Resources Management, 34*, 1–41. https://doi.org/10.1108/S0742-730120160000034008

Noerchoidah, N., & Harjanti, D. (2019). Exploring the relationship between procedural justice and innovative work behavior in hospitality industry. *Jurnal Manajemen dan Kewirausahaan, 21*(1), 21-31. https://doi.org/10.9744/jmk.21.1.21-31

O'Connor, E. P., & Crowley-Henry, M. (2019). Exploring the relationship between exclusive talent management, perceived organizational justice and employee engagement: Bridging the literature. *Journal of Business Ethics*, *156*(4), 903-917.

Odoardi, C., Battistelli, A., Montani, F., & Peiró, J. M. (2019). Affective commitment, participative leadership, and employee innovation: a multilevel investigation. *Journal of Work and Organizational Psychology*, *35*(2), 103-113. https://doi.org/10.5039/jwop2019a12

Parry, E., & Urwin, P. (2011). Generational differences in work values: A review of theory and evidence. *International Journal of Management Reviews, 13*, 79–96. https://doi.org/10.1111/ijmr.2011.13.issue-1

Peters, J. (2000). Buyer market power and innovative activities. *Review of Industrial Organization*, 16(1), 13-38.

Pieterse, A. N., Van Knippenberg, D., Schippers, M., & Stam, D. (2010). Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment. *Journal of Organizational Behavior, 31*(4), 609-623. https://doi.org/10.1002/job.650

Podsakoff, N. P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, *94*(1), 122-141. https://doi.org/10.1037/a0013079

Potocnik, K., & Anderson, N. (2016). A constructively critical review of change and innovation-related concepts: Towards conceptual and operational clarity. *European Journal of Work and Organizational Psychology*, *25*, 481-494. https://doi.org/10.1080/1359432X.2016.1176022

Presbitero, A. (2017). How do changes in human resource management practices influence employee engagement? A longitudinal study in a hotel chain in the Philippines. *Journal of Human Resources in Hospitality & Tourism*, 16(1), 56-70. https://doi.org/10.1080/15332845.2016.1202061

Prieto, I. M., & Pérez-Santana, M. P. (2014). Managing innovative work behavior: The role of human resource practices. *Personnel Review*, *43*(2), 184-208. https://doi.org/10.1108/PR-11-2012-0199

Pukienė, A., & Škudienė, V. (2016). *Innovative work behavior-the role of human resource management and affective commitment* (Unpublished master's thesis). ISM University of Management and Economics).

Rothmann, S. (2017). Employee engagement. In L. G. Oades, M. Steger, A. Delle Fave, & J. Passmore (Eds), *The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work* (pp. 317-342). Wiley Blackwell.

Saether, E. A. (2019). Motivational antecedents to high-tech R&D employees' innovative work behavior: Self-determined motivation, person-organization fit, organization support of creativity, and pay justice. *The Journal of High Technology Management Research, 30*(2), 1003-1050. https://doi.org/10.1016/j.hitech.2019.100350

Salamzadeh, A., Farjadian, A. A., Amirabadi, M., and Modarresi, M. (2014). Entrepreneurial characteristics: Insights from undergraduate students in Iran. *International Journal of Entrepreneurship and Small Business*, 21(2), 165-182. https://doi.org/10.1504/IJESB.2014.059471

Sameer, Y. M. (2018). Innovative behavior and psychological capital: Does positivity make any difference? *Journal of Economics & Management*, *32*, 75-101.

Schaijk, S. V. (2018). The Relationship between affective organizational commitment, organizational citizenship behavior and innovative behavior. In a Research with Extensive Training and Innovative Organizational Climate as Moderators (Master thesis in Business Administration, Radboud University Nijmegen), https://theses.ubn.ru.nl/bitstream/handle/123456789/5792/Schaijk%2C_Sigrid_van_1.pdf?sequence=1

Shin, S. J., Yuan, F., & Zhou, J. (2017). When perceived innovation job requirement increases employee innovative behavior: A sense making perspective. *Journal of Organizational Behavior*, *38*(1), 68-86. https://doi.org/10.1002/job.2111

Shunlong, X., & Weiming, Z. (2012). The relationships between transformational leadership, LMX, and employee innovative behavior. *Journal of Applied Business and Economics*, *13*(5), 87-96.

Solinger, O., Van Olffen, W., & Roe, R. A. (2008). Beyond the three component model of organizational commitment. *Journal of Applied Psychology*, *93*, 70-83. https://doi.org/10.1037/0021-9010.93.1.70

Thomas, R. R. (1990). From affirmative action to affirming diversity. *Harvard Business Review*, *68*(2), 107-117.

Valentine, S., & Godkin, L. (2017). Banking employees' perceptions of corporate social responsibility, value-fit commitment, and turnover intentions: Ethics as social glue and attachment. *Employee Responsibilities and Rights Journal*, *29*(2), 51-71. https://doi.org/10.1007/s10672-017-9290-8

Van de Ven, A. H. (1986). Central problems in the management of innovation. *Management Science, 32*(5), 590-607.

Van De Voorde, K., Paauwe, J., & Van Veldhoven, M. (2012). Employee well-being and the HRM–organizational performance relationship: A review of quantitative studies. *International Journal of Management Reviews*, *14*(4), 391-407. https://doi.org/10.1111/j.1468-2370.2011.00322.x

Van Zyl, L. E., Van Oort, A., Rispens, S., & Olckers, C. (2019). Work engagement and task performance within a global Dutch ICT-consulting firm: The mediating role of innovative work behaviors. *Current Psychology, 1*-12. https://doi.org/10.1007/s12144-019-00339-1

Vinarski-Peretz, H., Binyamin, G., & Carmeli, A. (2011). Subjective relational experiences and employee innovative behaviors. *Journal of Vocational Behavior*, *78*, 290-304. https://doi.org/10.1016/j.jvb.2010.09.05

Waheed, A., Xiao-Ming, M., Ahmad, N., & Waheed, S. (2017, August). Impact of work engagement and innovative work behavior on organizational performance: Moderating role of perceived distributive fairness. In … (Eds.), *International Conference on Management Science and Engineering (ICMSE)* (pp. 127-133), Nomi, Japan, IEEE, https://doi.org/10.1109/ICMSE.2017.8574390.

Wang, X. H. F., Kim, T. Y., & Lee, D. R. (2016). Cognitive diversity and team creativity: Effects of team intrinsic motivation and transformational leadership. *Journal of Business Research*, *69*, 3231–3239. https://doi.org/10.1016/j.jbusres.2016.02.026

West, M. A. (2002). Sparkling fountains or stagnant ponds: An integrative model of creativity and innovation in work groups. *Applied Psychology: An International Review*, *51*, 355-386. https://doi.org/10.1111/1464-0597.00951

West, M. A., & Farr, J. L. (1990). Innovation at work. In M. A. West & J. L. Farr (Eds.), *Innovation and creativity at work: Psychological and organizational strategies* (pp.1-37). Wiley.

West, M. A. & Farr, J. L. (1989), Innovation at work: Psychological perspectives. *Social Behaviour*, *4*(1), 15-30.

Wu, T-J., & Wu, Y. J. (2019). Innovative work behaviors, employee engagement, and surface acting: A delineation of supervisor-employee emotional contagion effects. *Management Decision*, *75*(11), 3200-3216. https://doi.org/10.1108/MD-02-2018-0196

Yasir, M., & Majid, A. (2020). High-involvement HRM practices and innovative work behavior among production-line workers: Mediating role of employee's functional flexibility. *Employee Relations: The International Journal*, *42*(4), 883-902. https://doi.org/10.1108/ER-02-2018-0061

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal, 53*(1), 107-128.