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Does Participative Leadership Foster Team Innovation? A Moderated Mediation Model

Social, Health, and Organisational Psychology (Work & Organisational track)

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Abstract

Team innovation has become an important component of the organizational setting as such. It is therefore a critical and current topic to examine, by investigating the processes that lead to team innovation. The purpose of the present study was to examine the effects of participative leadership style and participative safety on team innovation. Moreover, the moderating effect of a team's size was examined. An online questionnaire was conducted and answered by a total of 38 teams.

In order to analyse the data, the statistical program SPSS and its addons AMOS and the Process Plugin (V3.3) by Hayes were used. The results show that both, participative leadership and participative safety, influence team innovation. Moreover, the present study suggests a mediating effect of participative safety on participative leadership and team innovation. However, the moderating effects of group size had no influence regarding the relationship of participative safety and team innovation. Future research should therefore focus on these verified processes and expand further.

Keywords: Participative Leadership, Participative Safety, Team Innovation

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1. Introduction

Globalization and the divergence in technology accelerate competition, which rapidly shifts the needs of customers and clients. In order to survive and stay competitive, organizations need to become innovative (Anderson, Potočnik, & Zhou, 2014; Rosenbusch, 2011).

To begin with it is important to underline the meaning of the term innovation, as it is the core element of this paper. The word “innovation” originally derives from the Latin word “innovare”, which means, “to make something new” (Lin, 2006). According to Bentz (1997), innovation is as an idea, object or practice, which is seen as new by others. In addition, Tidd et al (1989) state that innovation is the skill to see and use opportunities and transform them into new ideas and processes. One might make the concept of innovation more tangible, by using the example of the Compaq company. During the 90s Compaq was one of the main suppliers of PC systems. However, as the market competitor Dell increased in size, it sold the same systems at a cheaper rate, causing Compaq to experience huge losses. In order to regain its market position, Compaq took innovative actions by developing new processes in building and designing computers as well as extending its product line (Slater, 1996).

As mentioned before, numerous studies highlighted the importance of innovativeness for organizations to stay competitive, as well as seeing it as a long term success factor (Hamel, & Mol, 2008, p. 825; Janssen, Van de Vliert, & West, 2004, p. 129). However, as it becomes clear that innovation is a major factor to stay competitive for organizations, no company can achieve it without its employees and teams (Abstein & Spieth, 2014). The innovative behavior of teams and employees is the heart of good performance in organizations, hence it is very important to identify what fosters employees innovation and in general Team Innovation (Scott & Bruce, 1994, p. 580).

The literature also claims that the need for innovation requires team collaboration in the workplace (Kozlowski & Bell, 2008). However, most of research and literature focused on the

individual level of innovation. Innovation in a group level received much less attention, again this highlights the importance to research innovation on group level (King & Anderson, 1990). Thanks to the diverse information, perspectives and skills brought by the team members (Tesluk, Farr, & Klein, 1997), teams can handle innovation processes more effectively than mere individuals (Shalley, Zhou, & Oldham, 2004; West, Hirst, Richter, & Shipton, 2004). In the current study a team is defined as a group of individuals who are interdependently working in a working arrangement to achieve their goals; and are seen by others and themselves as an intact social identity (Mohrman, Cohen & Mohrman, 1995; Cohen & Bailey, 1997).

Team Innovation is defined as “the intentional introduction and application within a team, of idea, processes, products or procedures new to the team, designed to significantly benefit the individual, the team, the organization, or wider society” (West & Wallace, 1991, p. 303). Thus, the ability to be innovative at a team level can be considered as one of the key factors for success in organizations. Consequently, exploring the processes leading to innovation in teams is a crucial task for researchers as well as for the present study.

This study aims to examine the leadership processes which foster team innovation, as leadership is one of the main drivers of team innovation (Denti & Hemlin, 2012). Literature so far, has shown that leadership has a significant impact on team innovation (Eisenbeiss et al., 2008; Mumford et al., 2002, Tierney & Farmer, 2002).

Leaders are a crucial element of the daily worklife of teams, studies have shown that leaders are, therefore, an important influence when it comes to the innovativeness of the employees (Kahai et al. 2003, Tsai and Tseng, 2010). However, the way leaders foster team innovation is still ambiguous in the literature. Denti & Hemlin (2012) state that there is a need for more studies examining the mechanisms that relate leadership to team innovation. Serving this aim and following Sarin & O’Connors statements, the present study proposes that a participative leader can enhance team innovation by creating a participative safe environment which is moderated by the group size.

1.1 Participative safety as a mediating factor

Based on the team climate theory for innovation developed by West (1990), a participative safe environment is essential for teams to become innovative. West (1990, p. 311) defined participative safety as “*a psychological construct in which the contingencies are such that involvement in decision making is motivated and reinforced while occurring in an environment that is perceived as interpersonally non-threatening.*” Thus, in an environment where participative safety exists, each team member will feel comfortable and safe within the group and feel at ease when sharing ideas as well as when receiving support from the team. If the team atmosphere is experienced as frightening, team members will be reluctant to share their ideas due to the fear of negative judgment (Anderson & West, 1998). Previous research has already presented results supporting the positive effect of participative safety on team innovation (Bain et al., 2001; Burningham and West, 1995; West and Anderson, 1996). In summary, it can be suggested that Participative Safety plays a significant role within teams in terms of utilizing a team’s potential of innovation.

Hypothesis 1: There is a positive relationship between Participative Safety and Team Innovation.

The question arises, however, how best to create a participative safe environment in which team members can share information and ideas without feeling frightened. The present paper proposes that a participative leader fosters a participative safe environment for the employees, which in turn makes the teams more innovative.

Asmawi, Rahim & Zainuddin (2015) state that the usual transactional leadership style in organisations is increasingly shifting to a more modern leadership style, e.g. the participative leadership style. According to literature, participative leadership is defined as a positive leadership style in which the superior delegates a certain proportion of his responsibilities to his subordinates (Koopman & Wierdsma, 1998, Somech, 2006).

According to Sarin & O'Connor (2009), participative leaders create an environment in which team members engage in better and more frequent communication with each other. Moreover, due to the nature of participative leaders to involve their team members in decision making processes, as well as actively motivating them to take responsibility and ownership, teams are more collaborative and build higher levels of trust.

A participative leader actively listens to the ideas, opinions and concerns of his team and demonstrates empathy (Timmerman, 2012). The leader and the rest of the team work together towards achieving a shared goal, in a participative safe environment, created by the leader. Based on this reasoning, following hypothesis will be tested:

Hypothesis 2: There is a positive relationship between Participative Leadership and Participative Safety.

Despite recent calls on future studies focusing more on the different mediation mechanisms of participative leadership, as well as on the outcomes triggered by participative leadership (Lam, Huang and Chan, 2015), there are no studies focusing on the processes leading to team innovation, specifically on the mediating role of participative safety between participative leadership and team innovation. Although, a limited number of studies found a positive relationship between participative leadership and team innovation (Shalley & Gilson, 2004; Shipton et al. 2006; West & Anderson, 1996), no studies examined the actual processes between them. The present study aims at filling this gap and focuses on the relationship between

participative leadership and team innovation by examining the mediating role of participative safety.

Hypothesis 3: Participative safety mediates the relationship between Participative Leadership and Team Innovation

1.2 Team size as a moderating factor

Another important factor, which should not be omitted when examining team innovation and its outcome for teams, is the team size (Brewer & Kramer, 1986; Paulus, Dzindolet, & Kohn, 2012). Since researchers have treated team size as a control variable, little is known about the moderating role of team size on the relationship between participative safety and team innovation (Nijstad & De Dreu, 2002). Poulton (1995) argued that, larger teams are ineffective to be innovative due to insufficient interactions, participation and exchange. Moreover, the study of Curral, Forrester, Dawson & West (2001) has shown that larger teams have less clear objectives, limited support for innovation, decreased emphasis on quality and less participation, than smaller teams. Finally, according to Bray et al. (1978), small teams have a more efficient internal team communication than large teams. Therefore, the present study suggests that large teams decrease the effects of participative safety on team innovation.

In line with that, following hypothesis will be conducted:

H4: Team size moderates the relationship between Participative Safety and Team Innovation, in such a way that in smaller teams, the effects of Participative Safety are greater than in larger teams.

In summary, the current study aims to examine whether Participative Leadership creates a participative safe environment which, in turn, will lead to higher Team Innovation and

whether the relationship between Participative Safety and Team Innovation is moderated by the group size. Hence, following moderated mediation hypothesis will be tested:

H5: The mediated relationship between Participative Leadership and Team Innovation via Participative Safety will be moderated by team size, in such a way that the relationship will be stronger in smaller teams than in larger teams.

2. Method

2.1 Participants

The research sample in the present study aimed to consist of at least 35 teams. As shown below previous literature had a similar number of teams, hence, around 35 teams are enough for the present study.

- 27 teams Anderson & West (1996)
- 27 teams Anderson & West (1998)
- 33 teams: Eisenbeiss, van Knippenberg & Boerner (2008)
- 38 teams: Bain, Mann, & Picola-Merlo (2001)
- 33 teams: Zacher & Rosing (2015)
- 60 teams: Burpitt & Bigoness (1997)

Little research was conducted to examine what the most effective team size is. Jackson (1996) stated that very small teams (less than 3 people) are insufficient for creating innovation because of lacking diversity and different perspectives. Whereas Poulton (1995) argued that large teams (more than 12 or 13 members) are ineffective to be innovative because of inefficient interaction, participation and exchange. Therefore, we aimed for teams that have between 3 - 12 team members. Although, to allow a good comparison between small and large teams we

did not exclude teams with over 12 team members. The research team consisted of four master students who study team innovation as their dependent variable. Each member aimed at collecting data from 10 teams.

The target group for this research were teams within creative and innovative departments. To simplify the data collection and to get as many teams as possible, the selection of the organisations resulted of the professional network of our research team. Moreover, to get at least 35 teams in the research sample, our team also approached companies, which were not part of its own professional network.

Only creative teams were approached, that are involved in the development of new services/products or constantly have to adapt to new ways of working. Based on the results, statements can be made about the ideal conditions for innovation within teams. The present research focuses on teams as a whole and is unique in its kind and its considerable sample. The main factors that have been investigated are: Information elaboration, shared team vision, functional diversity, participative leadership.

In total 38 teams participated in the data collection. Overall, these teams consisted of 147 employees and 38 team leaders. The smallest number of team members in a team was 3, while the biggest team consisted of 15 team members. In Table 1 the demographic details of the respondents are represented. The demographic details for team tenure, company tenure and work experience were left open due to the different answer possibilities (days, weeks, months, years), hence these demographics are not presented in Table 5. The team tenure of the respondents ranged from 2 weeks to 30 years while the company tenure was between 3 weeks and 30 years. The work experience of the participants ranged from 2 months to 31 years.

Table 1: *Demographic details (N=185)*

Demographic Attribute	Frequency	Percentage
Gender		
Male	118	63.8%
Female	67	36.2%
Organisation Type		
Employee	147	79.5%
Team Leader	38	20.5%
Age		
<30	78	42.2%
30-39	63	34%
40-49	21	11.9%
>50	21	11.9%

63,8% of the participants were male and 36,2% were female. In total 185 individuals participated in our research, of which 79,5% were employees and 20,55% team leaders. The analysis of the demographic details shows that most of the participants (42.2%) were under the age of 30. Precisely, 34.1% of the respondents were between 30 and 39 years old. Only 11.9% of the participants were between 40 and 50. The remaining 11.9% of the participants were over the age of 50 years.

2.2 Measures

The present study focuses on four variables, which measured Participative Leadership, Participative Safety, Team Innovation and Group Size. To measure these variables, a combination of in total 10 different questionnaires has been conducted on the online platform Qualtrics. This new questionnaire was then sent out to every team leader via a link leading to the Qualtrics questionnaire. In turn, every team leader shared the Qualtrics link to the questionnaire with his/her team. The decision which scales to use has been taken together with the other students in the research team.

Participative Leadership. To measure Participative Leadership the current study used a 6-Item scale developed by Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The respondents scale ranged from 1 (Never) to 5 (always), depending on how participative the leader is being perceived by the employees. An example for measuring participative leadership was “My supervisor uses our team’s suggestions to make decisions that affect us”. The Cronbach alpha for this scale was .858.

Participative Safety. We measured Participative Safety by using the adapted questionnaire of Ouwens, M., Hulscher, M., & Wollersheim, H. (2009), which has 8 instead of 44 items. To indicate participative safety a 5-point scale reaching from 1 (strongly disagree) to 5 (strongly agree) was used. An example item for participative safety was “In the team we usually share information with each other, instead of keeping it to ourselves”. For team innovation the Cronbach alpha was .893.

Team Innovation. Team Innovation was measured with a 5-Item scale developed by Litchfield, R. C., Karakitapoğlu-Aygün, Z., Gumusluoglu, L., Carter, M., & Hirst, G. (2018). The scale ranged from 1 (never) to 5 (always). The five items used to measure team innovation were: “Team members often implement new ideas to improve the quality of our products and services”, “This team gives a lot of consideration to new and alternative methods and procedures for doing their work”, “Team members often produce new services, methods, or procedures”, “This is an innovative team” and his team creates new ideas for difficult issues”. The Cronbach alpha for this scale based on the answers of the team members was 0.886, while the Cronbach alpha based on the answers of the team leaders was .833.

Every Cronbach alpha of the different scales have high values of $0.8 \leq \alpha < 0.9$. Hence, all three measured items have a good internal consistency and are therefore reliable.

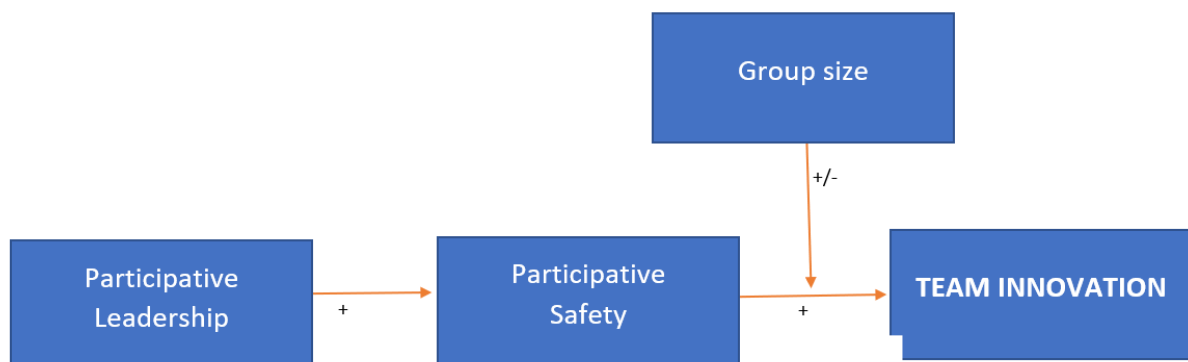
2.3 Design

In the present study a cross-sectional design was used to gather, analyse and evaluate all data. The data was analysed at the team level and multilevel analysis techniques have been used to analyse the data. The Rwg indices are all far above the cut-off value of 0.70. Hence, it was possible to aggregate the data to the team-level.

Due to the low ICC's it is beneficial to run the analysis for the first part of the model (only the mediation hypothesis) also on the individual level, to see if the results change compared to the team level.

The assessment for Team Innovation has been done by the team leaders and the team members, whereas only the team members were questioned about Participative Leadership and Participative Safety. Based on the literature research and assumptions, a conceptual model representing all hypotheses can be seen below (see figure 1).

Figure 1. Proposed model of the relationships between Participative Leadership, Participative Safety and Team Innovation.



2.4. Technical information

In the progress of analyzing the data, SPSS and AMOS were used to analyze the data for outliers and control variables. In order to conduct the actual models, mainly the Process Plug-In v3.3 by Andrew Hayes was used. The implementation of the models was double-checked by conducting them once again with AMOS, in order to compare both methods (Process vs. AMOS) and to identify differences. The procedure of Aiken & West procedure (1991), Andy Field (2009), Andrew Hayes (2017), Baron & Kenny (1986) was used to conduct the analysis. Before the analysis was conducted, the data was aggregated to the team level. Since two questionnaires were handed out, one for the team leaders and one for the rest of the team members, the resulting datasets had to be combined in order to conduct the analysis.

2.5 Control variables

The validity of the control variables was determined via Amos on SPSS. None of the control variables was found to be in any significant connection with the other variables. Moreover, the inclusion of the control variables did not result in any notable changes in the models. In the present study following variables were controlled for: work experience, age, sex, company tenure and team tenure.

3. Results

Table 2 shows the Means, Standard Deviations and Intercorrelations of the study variables.

Table 2. Means, Standard Deviations and Intercorrelations of the study variables (N=185)

	Mean	SD	TI	PS	PL	TS
Team Innovation	3.75	.49	1	.56*	.53*	-.18
Participative Safety	4.14	.40		1	.35*	-.32*
Participative Leadership	3.95	.62			1	.05
Team Size	6.92	3.06				1

*p <.05 (2-tailed)

3.1 Analysis of H1: There is a positive relationship between Participative Safety and Team Innovation.

To determine the relationship between Participative Safety and Team Innovation a correlation according to Pearson was conducted. The results summarized in Table 3 show that there is a positive relationship between Participative Safety and Team Innovation on the team level ($r = .527$, $p < .001$), indicating that Team Innovation increases as Participative Safety rises. Complementary linear regressions were done to explore the effects that both variables have on each other, showing that both Participative Safety ($b_{\text{Team}} = .663$) and Team Innovation ($b_{\text{team}} = .457$) are viable predictors for each other. Table 3 summarizes these results.

Table 3. Results of Pearson and linear regression analysis for identification of a relationship between Participative Safety and Team Innovation (Team Level)

	Team Level (N= 38)
Pearsons r^{**}	.527
Effect of PS on TI*,**	.663
Effect of TI on PS*,**	.457
Team Innovation M	3.75
Team Innovation SD	.49
Participative Safety M	4.14
Participative Safety SD	.40
*Regression coefficient b	
** $p < .05$	

3.2 Analysis of H2: There is a positive relationship between Participative Leadership and Participative Safety.

To determine the relationship between Participative Safety and Participative Leadership a correlation according to Pearson was conducted. The results summarized in Table 4 show that there is a positive relationship between Participative Safety and Participative Leadership on the team level ($r = .352$, $p < .001$), indicating that Participate Safety increases as Participative Leadership rises. Complementary linear regressions were done to explore the effects that both variables have on each other, showing that both Participative Safety ($b_{\text{Team}} = .544$) and Participative Leadership ($b_{\text{Team}} = .227$) are viable predictors for each other.

Table 4. *Results of Pearson and linear regression analysis for identification of a relationship between Participative safety and Participative Leadership (Team Level)*

	Team Level (N= 38)
Pearsons r^{**}	.352
Effect of PL on PS ^{*,**}	.227
Effect of PS on PL ^{*,**}	.544
p-Level (1-tailed)	.015
Participative Leadership <i>M</i>	3.95
Participative Leadership <i>SD</i>	.62
Participative Safety <i>M</i>	4.14
Participative Safety <i>SD</i>	.40
<i>*Regression coefficient b</i>	
<i>**p < .05</i>	

3.3 Analysis of H3: Participative safety mediates the relationship between Participative Leadership and Team Innovation

In order to keep the relatively small sample size as complete as possible, influential cases will only be excluded if Mahalanobis, Cook's Distance and Leverage Values all exceed the tolerance ranges. None of the cases were identified as a definite outlier, hence no cases were removed.

Before the actual mediation, the assumptions of homoscedasticity and linearity, as well as multicollinearity were checked. Therefore, a multiple linear regression, with Team Innovation as dependent variable and Participative Safety & Participative Leadership as independent variables was conducted.

The Model is significant ($F(2,35) = 13.62, p < .001, R^{2adj} = .41$) with Participative Safety ($b = .53, t(35) = 3.16, p = .003$) and Participative Leadership ($b = .30, t(35) = 2.78, p = .009$) being significant predictors for team innovation. The VIF-values indicate no multicollinearity, but the correlation between Participative Safety and Participative Leadership is $r = -.35$, which is a slight indicator for multicollinearity. Furthermore, Collinearity Diagnostics show substantial loadings in the third dimension (eigenvalue = .004). The scatterplot has a “birds-nest” shape and roughly shows linearity. Therefore, linearity and homoscedasticity can be assumed in this model.

Baron and Kenny (1986) state, that in order to determine the mediating role of a variable, four conditions must be met. First, the independent variable must be significantly linked to the dependent variable. The second condition is that the independent variable must be applied in a significant context with the combination of the mediator variable. The third condition for a variable to have a mediating role is that the mediator variable has to be significantly related to the dependent variable. Finally, by including the mediator to the model the significant relationship between the dependent and the independent variable should be reduced or dissolved.

If the significant relation between the dependent variable and the independent variable completely dissolves after adding the mediator variable, then a *full* or *complete* mediation effect is given. If the inclusion of the mediator only leads to a reduction of the relationship, but the relationship is still significant, a so-called partial mediation effect is present.

In order to determine the mediating role of Participative safety and to verify all four conditions of Baron and Kenny (1986), the mediation was conducted by the Hayes Process Plug-In (1.000 Bootstrap-Samples). The results are presented in Table 5, the outcome shows that there is a significant indirect effect of Participative Leadership on Team Innovation mediated by Participative Safety ($b = .120, 95\% BCa CI [.0035, .3000]$). It is important to note

that the 95% CIs do not include the Value 0, indicating that there is a marginal effect in the population. The results of table 5 indicate that all four conditions have been reached and a partial mediation effect exists. Even though it is only a small effect, it can be said that H3 is verified and Participative Safety mediates the relationship between Participative Leadership and Team Innovation. Figure 2 shows the analysed path model with all the effects.

Table 5: Results of the Hayes Process Plug-In (1.000 Bootstrap-Samples) for the mediating effect of Participative Safety on Participative Leadership and Team Innovation.

Effect Bootstrap = 1000	Regression Coefficient b	p-value	Boot LLCI	Boot ULCI
X on M	.2270	.0305	.0226	.4314
M on Y	.5292	.0032	.1883	.8653
Total effect X on Y	.4185	.0007	.1901	.6468
Direct Effect of X on Y	.2983	.0088	.0802	.5165
Indirect effect X on Y	.1201	.0421	.0035	.3000

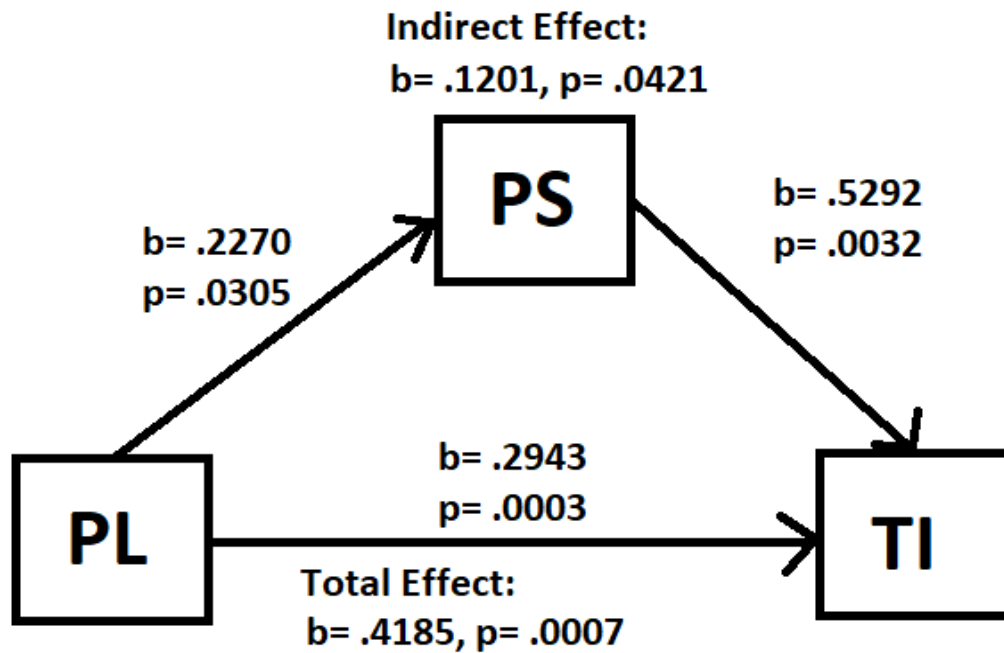
X= Participative Leadership

Y= Team Innovation

M= Participative Safety

Bootstrap -Sample = 1.000

Figure 2: Path Diagram with effects.



3.4 Analysis of H4: Team size moderates the relationship between Participative Safety and Team Innovation, in such a way that the relationship is stronger in smaller teams compared to larger teams.

Before moderation can be conducted, the assumptions of heteroscedasticity, multicollinearity as well as outliers in the data were checked. Therefore, a multiple linear regression with team innovation as the dependant variable and team size and Participative Leadership as the independent variables was conducted. Mahalanobis, Cooks and Leverage Values were used to check for outliers in the data. In this process one problematic case was identified and excluded.

In order to test the moderation a bias corrected bootstrap sample was used within the moderation which was conducted using the Process Plugin (V3.3) by Hayes. The results are presented in Table 6.

Table 6. Results of the Process Plugin (V3.3) by Hayes for the moderating role of group size.

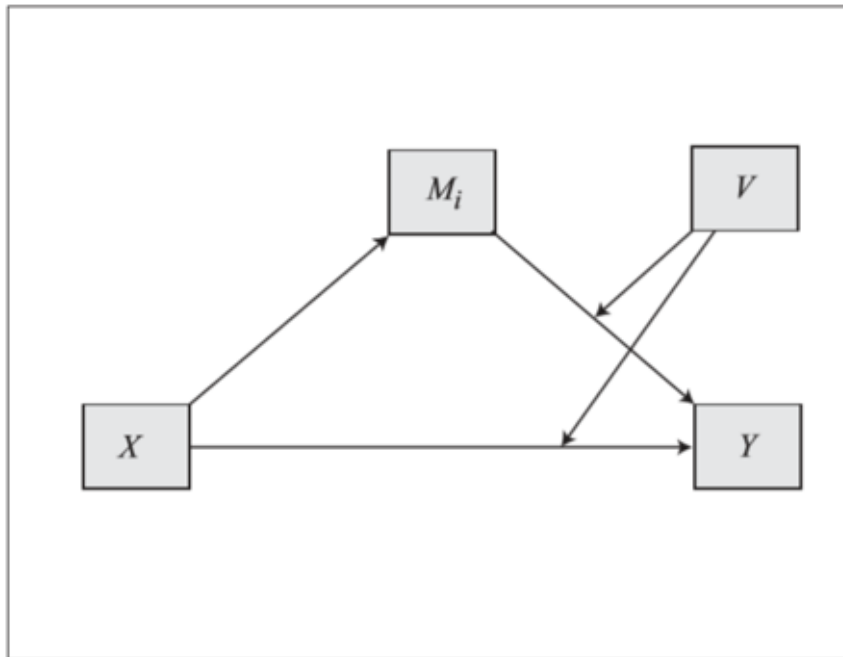
Effect (N= 38) Bootstrap = 1000	Regression Coefficient b	p-value	SE	Boot LLCI	Boot ULCI
Constant	3.7946	<.0001	.0723	3.6475	3.9418
Team Size	.0335	.2773	.0304	-.0282	.0953
Participative Safety	.7925	.0002	.1930	.3999	1.1851
Safety*Team Size	.0836	.2827	.0766	-.0714	.2434
R ² change due to Interaction	.0237				

The non-significant interaction indicated that there is no moderating effect of Team Size on the relationship between Participative Safety and Team Innovation ($p = .283$). Hence, the 4th Hypothesis is rejected.

3.5 Analysis of H5: The mediated relationship between Participative Leadership and Team Innovation via Participative Safety will be moderated by team size, in such a way that the relationship will be stronger in smaller teams than in larger teams

The moderated mediation effect was analysed by conducting a regression analysis with the Process Plug-In by Hayes using Model 15. The model is presented in Figure 3.

Figure 3. Conceptual Diagram, Model 15



In Table 7, the important values for the moderated mediation are presented. The analysis was conducted by using the following variables: Participative Leadership as the independent variable X, Team Innovation as the dependent variable Y, Participative Safety as the mediator M_i and Team Size as the moderator V.

Table 7. Results of the Process Plugin by Hayes for the moderated mediation analysis.

Conditional Indirect Effects of PL on TI through PS			
	Team Size		
Participative Leadership	Effect	LLCI	ULCI
- 1SD (+3.0607)	.0647	-.0202	.3955
Mean (0)	.1519	.0234	.3993
+ 1SD (- 3.0607)	.2753	-.1110	.9260

It is, contrary to our assumption, obvious that with increasing Team Size, the beta coefficient increases as well. However, these effects are not significant, since the CIs contain the value of zero, indicating that it is likely that there is no effect in the population. Hence, the 5th Hypothesis is rejected.

3.6 Supplementary Analysis

Since the ICCs' were low, a supplementary analysis at the individual level was conducted to verify if the results changed. This supplementary analysis was run on the first part of the presented model, therefore only the mediating hypotheses were tested.

To identify the control variables on the individual level both AMOS and SPSS were used. More specifically Multiple Linear Regressions with the five potential control variables (work experience, age, sex, company tenure and team tenure) as independent variables and the four variables used in the model as dependent variables were conducted. Significant effects were interpreted as indicators for viable control variables.

Both analysis programs show that there are only significant effects when Participative Leadership is predicted. In order to specify, further analysis regarding Participative Leadership was conducted. AMOS as well as SPSS show significant effects of Age ($b = -.051$, $\text{Beta} = -.695$, $p = .016$) and Work Experience ($b = .049$, $\text{Beta} = .650$, $p = .025$) on Participative Leadership, as well as a high correlation between those 2 predictors ($r_s = .960$, $p < .001$). To take multicollinearity out of the equation, 2 single linear regressions were done to explore the effects of each predictor.

The results show that work experience was a suppressing variable on age, since work experience no longer had a significant effect in predicting Participative Leadership when age

was removed from that model. Hence, the variable *age* was controlled for the individual analysis.

To determine the relationship between Participative Safety and Team Innovation a correlation according to Pearson was conducted. The results summarized in Table 8 show that there is a positive relationship between Participative Safety and Team Innovation on the individual level ($r = .449, p < .001$), indicating that Team Innovation increases as Participative Safety rises. Complementary linear regressions were done to explore the effects that both variables have on each other, showing that both Participative Safety ($b_{\text{Individual}} = .410$) and Team Innovation ($b_{\text{Individual}} = .491$) are viable predictors for each other.

Table 8. Results of Pearson and linear regression analysis for identification of a relationship between Participative Safety and Team Innovation (individual Level)

	Individual Level (N= 185)
Pearsons r^{***}	.449
Effect of PS on TI *,**	.410
Effect of TI on PS *,**	.491
Team Innovation M	3.72
Team Innovation SD	.71
Participative Safety M	4.08
Participative Safety SD	.68
<hr/>	
<i>*Regression coefficient b</i>	
<i>**p < .05</i>	

To determine the relationship between Participative Safety and Participative Leadership a correlation according to Pearson was conducted. The results summarized in Table 9 show that there is a positive relationship between Participative Safety and Participative Leadership on the individual level ($r = .352, p < .001$) indicating that Participative Safety increases as Participative Leadership rises. Complementary linear regressions were done to explore the effects that both variables have on each other, showing that both Participative Safety ($b_{\text{Individual}} = .335$) and Participative Leadership ($b_{\text{Individual}} = .370$) are viable predictors for each other.

Table 9. Results of Pearson and linear regression analysis for identification of a relationship between Participative Leadership and Participative Safety (individual Level)

Individual Level (N=185)	
Pearsons r^{**}	.352
Effect of PL on PS *,**	.370
Effect of PS on PL *,**	.335
p-Level (1-tailed)	<.001
Participative Leadership M	3.98
Participative Leadership SD	.71
Participative Safety M	4.08
Participative Safety SD	.68
<i>*Regression coefficient b</i>	
<i>**p < .05</i>	

In order to keep the already small sample size as complete as possible, influential cases will only be excluded if Mahalanobis, Cook's Distance and Leverage Values all exceed the tolerance ranges. None of the cases were identified as a definite outlier, so none were removed. The mediation conducted by Hayes Process Plug-In (1.000 Bootstrap-Samples) show that there is a significant indirect effect of Participative Leadership on Team Innovation mediated by Participative Safety ($b = .128, 95\% \text{BCa CI } [.0525, .2414]$). It is important to note that the 95%

CIs do not include the Value 0. This, and the significant p-value, indicate that there is an effect in the population. The results are summarized in Table 10.

Table 10. Results of the Hayes Process Plug-In (1.000 Bootstrap-Samples) for the mediating effect of Participative Safety on Participative Leadership and team innovation.

Effect Bootstrap = 1000	Regression Coefficient b	p-value	Boot LLCI	Boot ULCI
X on M	.3347	<.001	.1887	.4808
M on Y	.3817	<.001	.2174	.5460
Total effect X on Y	.4220	< .001	.2661	.5780
Direct Effect of X on Y	.2943	.0003	.1381	.4505
Indirect effect X on Y	.1278	.0323	.0525	.2414

X= Participative Leadership
 Y= Team Innovation
 M= Participative Safety
 Bootstrap -Sample = 1.000

4. Discussion and Conclusion

The present study focused on the relationship between Participative Leadership and Team Innovation, mediated by Participative Safety. Moreover, the moderating effect of group size was examined. Since there is not much research for these relationships and especially for the presented model, this study serves as a literary elaboration of the relationships between the studied variables. The data was collected through online questionnaires from different teams that have done innovative work (N=185).

4.1 Theoretical contributions

Participative Leadership

As expected, Participative Leadership was related to Participative Safety and to Team Innovation. This finding indicates that a participative leader creates a participative safe environment among his/her team. Moreover, a participative leader leads to more team innovation. Past research (According to Sarin & O'Connor 2009; Timmerman, 2012) supported this view as well. These results further strengthen the previous findings of the literature.

Participative Safety

As assumed, Participative Safety leads to more Team Innovation. Past research supported this result as well (Bain et al., 2001; Burningham and West, 1995; West and Anderson, 1996). Therefore, the results of the present study contribute to future research and support the past research. However, the moderating role of Participative Safety on the relationship of Participative Leadership and Team Innovation could not be confirmed. Until now this moderation role has not been examined, therefore the results of the present study contribute to future studies.

Group Size as a moderator

The moderating effect of group size on the relationship between Participative Safety and Team Innovation was also studied. However, contrary to expectations, there were no moderating effects between Participative Safety and Team Innovation. The findings show that the effects of participative safety on team innovation are not greater in smaller teams than they are in larger teams. The study of Peltokorpi & Hasu (2014) shows that Team Innovation

increases in larger teams with higher Participative Safety. Therefore, the results of the present study underline the importance of larger teams in a participative safe environment.

4.2 Limitations and future research

Although most hypotheses have been confirmed, it should primarily be considered that the questionnaire was based on self-reports, which can influence the outcome (Podsakoff & Organ, 1986). Team leaders as well as team members might perceive their teams to be more innovative than they really are. However, most research in the organizational setting is based on self-reports, using objective and diverse measurement instruments would however enhance the value.

Secondly because a cross-sectional design was used for this study, it is not possible to make any conclusions regarding causality. Hence, in order to examine causal effects between the items a longitudinal study design can be used in future research. A longitudinal study can also avoid common method bias.

Thirdly, the present study only focused on the positive sides of Participative Leadership. Meaning that participative leaders foster their teams to take responsibility and ownership as well as building higher levels of trust and showing empathy (Sarin & O'Connor, 2009; Timmerman, 2012). However, Mohammad & Hossein (2006) state that there are not only good sides to participative leadership. The large numbers of individuals participating in the decision-making process might delay the final decision. Future research should therefore also take the downsides of Participative Leadership into account.

Finally, future research can add or exchange moderators and mediators for a better explanation of the relationship between participative leadership and team innovation. For example, by adding the BIG 5 personality traits for team leaders or adding team tenure.

4.3 Practical Implications

The results of this study suggest that a participative leader may foster team innovation. Because innovation is a “must have” to stay competitive, this conclusion might be of great value for organisations and their teams. Executives on all hierarchical levels might use this knowledge as an incentive to change their leadership style or even provide trainings for executives to become more participative. Moreover, the results suggest that a participative safe environment can also foster team innovation. Hence, managers might want to change the prevailing climate in their company or team to a more participative one. These two findings can be used by managers to improve team innovation and in turn stay competitive and have long term success.

4.4 Conclusion

The present study provides practical as well as theoretical information on the impact of participative leadership on team innovation including the mediating role of participative safety, while the effect of participative safety on team innovation is proven to be moderated by group size. Moreover, the paper shows the relationships between the studied variables. As expected, the results of this study show that there is a positive relationship between participative leadership on team innovation, mediated by participative safety. Hence, a participative leader creates a participative safe environment in which a team acts more innovatively. These findings were identified on both, the individual and the team level, however the results do not differ much. Unfortunately, the moderating role of group size is not existent. Neither could the mediating role of participative safety on the relationship between participative leadership and team innovation be verified. However, the findings of the present study are still valuable for organisations and teams aiming to become more innovative.

5. References

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Appendix

Appendix A: Team member questionnaire

Info_Sheet

Teamleden vragenlijst

Wij zijn een onderzoeksgroep van masterstudenten onder leiding van dr. S.M. Ceri-Booms en wij doen namens de Universiteit Utrecht onderzoek naar de verschillende factoren die invloed hebben op teaminnovatie.

Deze vragenlijst wordt op individueel niveau door de teamleden ingevuld en duurt ongeveer 7-12 minuten. Van het team dient minimaal 50% van het team de vragenlijst in te vullen. De gegevens zullen anoniem en vertrouwelijk worden behandeld. De knop rechtsonder geeft u de mogelijkheid om te starten met het onderzoek.

Dank u voor uw tijd.

Team member questionnaire

As a group of masters students at Utrecht University, lead by Dr. S. M. Ceri-Booms, our aim with this research is to understand the factors that influence team innovation, in a novel way that combines previous approaches in the literature. We appreciate your participation in our Team Innovation research.

The questionnaire will be filled out by team members and it will approximately take 7-12 minutes. A minimum of 50% of the team members need to fill in the questionnaire. We would like to remind you that the workplace and the identity of the participants will be kept anonymous and all information will be treated confidentially. Please proceed to the next page to find.

Thank you for your time.

End of Block: Information Sheet

Start of Block: Consent Form

Consent

Ik verklaar op een voor mij duidelijke wijze te zijn ingelicht over de aard, methode, doel en belasting van het onderzoek. Ik weet dat de gegevens en resultaten anoniem en vertrouwelijk behandeld zullen worden. Tijdens mijn deelname zal ik de gegevens nauwkeurig en naar waarheid invullen.

I am informed about the nature, method, goal and duration of the research. I am aware of my anonymity and the discretion with which the data will be treated. I will fill in this questionnaire

accurately and truthfully.

Ik ga akkoord/ I agree (1)

End of Block: Consent Form

Start of Block: Demographics

Company Naam van uw bedrijf/ Name of your company

Team Teamnaam/ Name of the team

Q107 Uw functie binnen het team/ Function within the team

Gender Vul uw geslacht in alstublieft/ Please indicate your gender

Man/ Male (1)

Vrouw/ Female (2)

Anders/ Other (3)

Educ Hoogst afgeronde opleiding/ Please indicate your educational level

- Basisonderwijs/ Primary school (1)
 - VMBO/HAVO/VWO/ High school (2)
 - MBO/HBO/ WO bachelor/ Higher education (6)
 - WO master/ University master (8)
 - Anders namelijk/ None of the above (9)
-

Age Geef uw leeftijd aan/ Please indicate your age

Tenure Hoe lang werkt u al voor dit bedrijf?/ How long have you worked for this company?

Q115 Hoeveel jaar werkervaring heeft u?/ How many years of work experience have you got?

Q110 Hoe lang werkt u al in uw huidige team?/ How long have you worked in your current team?

Q116 Uit hoeveel mensen bestaat uw team?/ How many people does your team consist of?

Comp_Size Wat is de huidige omvang van het bedrijf?/ What is the current size of the company?

- 1-50 Werknemers/ Employees (1)
- 50-100 Werknemers/ Employees (2)
- 100-150 Werknemers/ Employees (3)
- 150-250 Werknemers/ Employees (4)
- 250+ Werknemers/ Employees (5)

End of Block: Demographics

Start of Block: Information Elaboration

Q108

Question/ Vraag 1

	Sterk mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
De teamleden vullen elkaar aan door hun kennis openlijk te delen./ The members of this team complement each other by openly sharing their knowledge. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

IE2 Question/ Vraag 2

	Sterk mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
De teamleden overwegen alle mogelijke perspectieven om tot een optimale oplossing te komen./ The members of this team carefully consider all perspectives in an effort to generate optimal solutions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IE3 Question/Vraag 3

	Sterk mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
De teamleden houden rekening met de unieke informatie die door elk afzonderlijk teamlid wordt verstrekt./ The members of this team carefully consider the unique information provided by each individual team member. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

IE4 Question/ Vraag 4

	Sterk mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Als een team genereren we ideeën en oplossingen die veel beter zijn, dan wanneer we deze zouden ontwikkelen als individuen./ As a team, we generate ideas and solutions that are much better than those we could develop as individuals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Information Elaboration

Start of Block: Support for Innovation

Support1 Geef uw mening over de volgende verklaringen betreffende uw team./ Please indicate your views on the following statements regarding your team.

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Question/ Vraag 1

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden leveren praktische ondersteuning voor nieuwe ideeën en hun toepassing./ Team members provide practical support for new ideas and their application. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support2 Question/ Vraag 2

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
In dit team nemen we de tijd die nodig is om nieuwe ideeën te ontwikkelen./ In this team we take the time needed to develop new ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Support3 Question/ Vraag 3

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Dit team is altijd gericht op het ontwikkelen van nieuwe oplossingen./ This team is always focused on developing new solutions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support4 Question/ Vraag 4

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Het team staat open voor en reageert op veranderingen./ The team is open to and responds to changes. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Support 5 Question/ Vraag 5

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Hulp bij het ontwikkelen van nieuwe ideeën is gemakkelijk voorhanden./ Help with the development of new ideas is readily available. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support 6 Question/ Vraag 6

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden zoeken altijd naar frisse, nieuwe manieren om naar problemen te kijken./ Team members always look for fresh, new ways to look at problems. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Support 7 Question/ Vraag 7

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden werken samen om nieuwe ideeën te ontwikkelen en toe te passen./ Team members work together to develop and apply new ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support 8 Question/ Vraag 8

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden leveren en delen middelen om nieuwe ideeën toe te passen./ Team members deliver and share resources to apply new ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Support for Innovation

Start of Block: Participative Safety

Safety1 Geef uw mening over de volgende verklaring betreffende uw team./ Please indicate your views on the following statement regarding your team.

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Question/ Vraag 1

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
We gaan vaak met elkaar om. / We often deal with each other. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety2 Question/ Vraag 2

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
We hebben regelmatig contact met elkaar. / We have regular contact with each other. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety3 Question/ Vraag 3

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Als team houden we contact met elkaar. / As a team we keep in contact with each other. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Safety4 Question/ Vraag 4

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden treffen elkaar vaak zowel formeel als informeel. / Team members often meet with each other both formally and informally. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety5 Question/ Vraag 5

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden doen hun best om informatie binnen het hele team te delen. / Team members do their best to share information within the team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Safety6 Question/ Vraag 6

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Teamleden houden elkaar op de hoogte van werkgerelateerde zaken./ Team members keep each other informed of work-related matters. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Safety7 Question/ Vraag 7

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
In het team delen we gewoonlijk informatie met elkaar, in plaats van dat we deze voor onszelf houden. / In the team we usually share information with each other, instead of keeping it to ourselves. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Safety8 Question/ Vraag 8

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
We beïnvloeden elkaar allemaal./ We all influence each other. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Participative Safety

Start of Block: Participative Leadership

PartLead1

Question/Vraag 1

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Mijn supervisor moedigt teamleden aan om hun ideeën en suggesties uit te spreken/ My supervisor encourages team members to express their ideas and suggestions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

PartLead2 Question/ Vraag 2

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Mijn supervisor luistert naar de ideeën en suggesties van ons team/ My supervisor listens to our team's ideas and suggestions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PartLead3 Question/ Vraag 3

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Mijn supervisor gebruikt de suggesties van ons team om beslissingen te nemen die effect hebben op het team/ My supervisor uses our team's suggestions to make decisions that affect us (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

PartLead4 Question/ Vraag 4

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Mijn supervisor geeft alle teamleden een kans om hun mening te geven/ My supervisor gives all team members a chance to voice their opinions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PartLead5 Question/ Vraag 5

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Mijn leidinggevende neemt de ideeën van ons team mee in zijn overweging, ook wanneer de leidinggevende het niet eens is met de ideeën/ My supervisor considers our work group's ideas when he/she disagrees with them (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PartLead6 Question/ Vraag 6

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Mijn supervisor neemt beslissingen die alleen gebaseerd zijn op zijn of haar eigen ideeën./ My supervisor makes decisions that are based only on his or her own ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Participative Leadership

Start of Block: Shared Meta Knowledge

Meta1 Geef uw mening over de volgende verklaringen./ Please indicate your views on the following statements.

Question/ Vraag 1

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Als ik expertise over een bepaald onderwerp nodig heb, weet ik precies wie ik in dit team moet bereiken./ If I need to get expertise on a certain issue, I know exactly who to turn to in this team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Meta2 Question/ Vraag 2

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik weet welke teamleden expertise hebben op specifieke gebieden./ I know which team members have expertise in specific areas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Meta3 Question/ Vraag 3

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik heb een goed begrip van wie wat weet in dit team./ I have a good understanding of 'who knows what' in this team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Shared Meta Knowledge

Start of Block: Openness to Experience

OE1 De volgende vragen gaan over uw persoonlijkheid. Selecteer het antwoord dat het dichtst in de buurt komt van de mate waarin u het eens of oneens bent met die verklaring./ Here are a number of characteristics regarding your personality. Please select the answer that is closest to the extent to which you agree or disagree with that statement.

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Question/ Vraag 1

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik ben origineel, kom met nieuwe ideeën./ I am original, come up with new ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OE2 Question/ Vraag 2

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik ben benieuwd naar veel verschillende dingen./ I am curious about many different things. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OE3 Question/ Vraag 3

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik ben scherpzinnig, ik ben een denker./ I am ingenious, a deep thinker. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

OE4 Question/ Vraag 4

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik heb een levendige fantasie./ I have an active imagination. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OE5 Question/ Vraag 5

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik ben vindingrijk./ I am inventive. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OE6 Question/ Vraag 6

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik hecht waarde aan kunstzinnige ervaringen./ I value artistic, aesthetic experiences. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

OE7 Question/ Vraag 7

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik heb een voorkeur voor werk dat routine is./ I prefer work that is routine. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OE8 Question/ Vraag 8

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik denk graag na, speelt met ideeën./ I like to reflect, play with ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OE9 Question/ Vraag 9

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik heb Weinig interesse voor kunst./ I have few artistic interests. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

OE10 Question/ Vraag 10

	Zeer mee oneens/ Strongly disagree (1)	Enigszins mee oneens/ Somewhat disagree (2)	Niet eens, niet oneens/ Neither agree nor disagree (3)	Enigszins mee eens/ Somewhat agree (4)	Sterk mee eens/ Strongly agree (5)
Ik weet het fijne van kunst, muziek, of literatuur./ I am sophisticated in art, music or literature. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Openness to Experience

Start of Block: Team Vision

Vision1 Geef uw mening over de volgende verklaringen omtrent de doelstellingen van uw team./
Please indicate your views on the following statements regarding your team's objectives.

Question/ Vraag 1

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre bent u het eens met de doelstellingen van uw team?/ To what extent do you agree with the team's objectives? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Vision2 Question/ Vraag 2

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
Hoe zinvol zijn de doelstellingen van het team voor u?/ How useful are the goals of the team for you? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision3 Question/ Vraag 3

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
Hoe zinvol vindt u de teamdoelstellingen voor de organisatie?/ How meaningful do you find the team's objectives for the organization? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision4 Question/ Vraag 4

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre vindt u de teamdoelstellingen bruikbaar en geschikt?/ To what extent do you find the team's objectives useful and suitable? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision5 Question/ Vraag 5

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
Hoe zinvol vindt u de teamdoelstellingen voor de maatschappij?/ How meaningful do you think the team's objectives are for society? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision6 Question/ Vraag 6

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre vindt u de teamdoelstellingen realistisch en haalbaar? / To what extent do you find the team's objectives realistic and feasible? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision7 Question/ Vraag 7

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
Hoe duidelijk zijn voor u de doelstellingen van het team?/ How clear are the goals of the team for you? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision8 Question/ Vraag 8

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre denkt u dat de teamdoelstellingen daadwerkelijk bereikbaar zijn?/ To what extent do you think the team's objectives are actually accessible? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision9 Question/ Vraag 9

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre denkt u dat andere teamleden het eens zijn met de teamdoelstellingen?/ To what extent do you think other team members agree with the team's goals? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Vision10 Question/ Vraag 10

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre denkt u dat de teamdoelstellingen duidelijk zijn voor andere leden van het team? / To what extent do you think the team's objectives are clear to other members of the team? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vision11 Question/ Vraag 11

	Helemaal niet/ Not at all (1)	Niet helemaal/ Not quite (2)	Neutraal/ Neutral (3)	Redelijk/ Moderately (4)	Helemaal/ Completely (5)
In hoeverre vindt u dat teamleden gebonden zijn aan de teamdoelstellingen? / To what extent do you think team members are bound by the team's goals? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Team Vision

Start of Block: Team Innovation

TI1

Geef uw mening over de volgende verklaringen voor de periode van de afgelopen 12 maanden./ Please indicate your views on the following statement regarding the last 12 months.

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Question/ Vraag 1

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Teamleden implementeren vaak nieuwe ideeën om de kwaliteit van de producten en diensten te verbeteren./ Team members often implement new ideas to improve the quality of our products and services (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TI2 Question/ Vraag 2

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Dit team besteedt veel aandacht aan nieuwe en alternatieve methoden en procedures om hun werk te doen./ This team gives a lot of consideration to new and alternative methods and procedures for doing their work (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

TI3 Question/ Vraag 3

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Teamleden produceren vaak nieuwe diensten, methoden of procedures./ Team members often produce new services, methods, or procedures (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TI4 Question/ Vraag 4

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Dit is een innovatief team./ This is an innovative team (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q112 Question/ Vraag 5

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Dit team creëert nieuwe ideeën voor lastige problemen en vraagstukken./ This team creates new ideas for difficult issues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teamleider vragenlijst

Wij zijn een onderzoeksgroep van masterstudenten onder leiding van dr. S.M. Ceri-Booms en wij doen namens de Universiteit Utrecht onderzoek naar de verschillende factoren die invloed hebben op teaminnovatie.

Deze teamleider vragenlijst wordt alleen door de teamleider ingevuld, of door iemand die een goed overzicht heeft van het team. De vragenlijst duurt ongeveer 3-5 minuten. De gegevens zullen anoniem en vertrouwelijk worden behandeld. De knop rechtsonder geeft u de mogelijkheid om te starten met het onderzoek.

Dank u voor uw tijd.

Team leader questionnaire

As a group of masters students at Utrecht University, led by Dr. S. M. Ceri-Booms, our aim with this research is to understand the factors that influence team innovation, in a novel way that combines previous approaches in the literature. We appreciate your participation in our team innovation research.

The team leader questionnaire will be filled out by the team leader or someone who has a clear overview of the team, and it will approximately take 3-5 minutes. We would like to remind you that the workplace and the identity of the participants will be kept anonymous and all information will be treated confidentially. Please proceed to the next page to find the questionnaire.

Thank you for your time.

End of Block: Introduction

Start of Block: Consent

Q10

Ik verklaar op een voor mij duidelijke wijze te zijn ingelicht over de aard, methode, doel en belasting van het onderzoek. Ik weet dat de gegevens en resultaten anoniem en vertrouwelijk behandeld zullen worden. Tijdens mijn deelname zal ik de gegevens nauwkeurig en naar waarheid invullen.

I am informed about the nature, method, goal and duration of the research. I am aware of my anonymity and the discretion with which the data will be treated. I will fill in this questionnaire accurately and truthfully.

Ik ga akkoord/ I agree (1)

End of Block: Consent

Start of Block: Demographics1

Q27 Naam van uw bedrijf/ Name of your company

Q28 Teamnaam/ Name of the team

Q29 Uw functie binnen het team/ Function within the team

Q30 Vul uw geslacht in alstublieft/ Please indicate your gender

- Man/ Male (1)
- Vrouw/ Female (2)
- Anders/ Other (3)

Q31 Hoogst afgeronde opleiding/ Please indicate your educational level

- Basisonderwijs/ Primary school (1)
- VMBO/HAVO/VWO/ High school (2)
- MBO/HBO/ WO bachelor/ Higher education (6)
- WO master of hoger/ University master or higher (8)
- Anders namelijk/ None of the above (9)

Q32 Geef uw leeftijd aan/ Please indicate your age

Q33 Hoe lang werkt u al voor dit bedrijf?/ How long have you worked for this company?

Q35 Hoe lang werkt u al in uw huidige team?/ How long have you worked in your current team?

Q34 Hoeveel jaar werkervaring heeft u?/ How many years of work experience do you have?

Q20 Uit hoeveel mensen bestaat uw team?/ How many people does your team consist of?

Q36 Wat is de huidige omvang van het bedrijf?/ What is the current size of the company?

- 1-50 Werknemers/ Employees (1)
- 50-100 Werknemers/ Employees (2)
- 100-150 Werknemers/ Employees (3)
- 150-250 Werknemers/ Employees (4)
- 250+ Werknemers/ Employees (5)

End of Block: Demographics1

Start of Block: Functional Diversity

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

FD Noteer de functie of expertise van uw teamleden in het team (voeg jezelf alsjeblieft toe)/ Please write down your team members' function or expertise within the team (please include yourself)

- Team Member 1 (1) _____
- Team Member 2 (2) _____
- Team Member 3 (3) _____
- Team Member 4 (4) _____
- Team Member 5 (5) _____
- Team Member 6 (6) _____
- Team Member 7 (7) _____
- Team Member 8 (8) _____
- Team Member 9 (9) _____
- Team Member 10 (10) _____
- Team Member 11 (11) _____
- Team Member 12 (12) _____
- Team Member 13 (13) _____
- Team Member 14 (14) _____
- Team Member 15 (15) _____

FD2 Over het algemeen, hoeveel verschillende expertises heeft u in uw team?/ Overall, how many different expertise do you have in your team?

End of Block: Functional Diversity

Start of Block: Team Innovation1

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Q47

Geef uw mening over de volgende verklaringen voor de periode van de afgelopen 12 maanden./
Please indicate your views on the following statement regarding the last 12 months.

Question/ Vraag 1

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Teamleden implementeren vaak nieuwe ideeën om de kwaliteit van de producten en diensten te verbeteren./ Team members often implement new ideas to improve the quality of our products and services. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Question/ Vraag 2

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Dit team besteedt veel aandacht aan nieuwe en alternatieve methoden en procedures om hun werk te doen./ This team gives a lot of consideration to new and alternative methods and procedures for doing their work. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INFLUENCE OF PARTICIPATIVE LEADERSHIP & PARTICIPATIVE SAFETY ON TEAM INNOVATION

Q49 Question/ Vraag 3

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Teamleden produceren vaak nieuwe diensten, methoden of procedures./ Team members often produce new services, methods, or procedures. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 Question/ Vraag 4

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Dit is een innovatief team./ This is an innovative team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 Question/ Vraag 5

	Nooit/ Never (1)	Zelden/ Rarely (2)	Soms/ Sometimes (3)	Vaak/ Often (4)	Altijd/ Always (5)
Dit team creëert nieuwe ideeën voor lastige problemen en vraagstukken./ This team creates new ideas for difficult issues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>