

The Impact of Authentic Leadership on Reducing Perceived Workplace Exclusion: The Moderating Roles of Collectivism and Power Distance Orientation in a Workplace

Tiantong Yuan, Peerayuth Charoensukmongkol

International College, National Institute of Development Administration, Bangkok, Thailand

Tiantong.Yuan@stu.nida.ac.th, Peerayuth.c@nida.ac.th (Corresponding Author)

Abstract. This study examined the impact of authentic leadership on perceived workplace exclusion and explored the moderating roles of cultural orientations, specifically collectivism and power distance. The data for this research were collected through an online survey from 387 faculty members across six universities in China. Partial Least Squares Structural Equation Modeling was utilized for data analysis. The findings revealed a negative association between authentic leadership and perceived workplace exclusion. Furthermore, the moderating effect analysis demonstrated that authentic leadership had a stronger impact in reducing perceived workplace exclusion when the workplace culture emphasized collectivist orientation. Conversely, the effect of authentic leadership in lowering perceived workplace exclusion was weaker in contexts characterized by a high power distance orientation.

Keywords: Authentic Leadership, Workplace Exclusion, Cultural Orientation, Work Culture

1. Introduction

Workplace exclusion is a serious problem in many organizations as it discourages employees from working collaboratively with each other to achieve mutual organizational goals (Charoensukmongkol et al., 2022; Howard et al., 2020). The occurrence of workplace exclusion among faculty members is viewed in the context of universities as a severe issue that adversely impacts the performance of faculty members and institutions. Generally, universities bear an important task of recruiting talented people for teaching and research to generate innovations and valuable knowledge for industries and communities. In particular, faculty members are considered as the backbone of innovation and knowledge creation. However, workplace exclusion that happens among faculty members can damage team cohesion and prevent them from collaborating with each other to generate valuable outputs and outcomes for their universities. Therefore, the management practice that can prevent or reduce workplace exclusion tends to be the issue that universities need to consider seriously in order to promote collective performance of their faculty members, which can determine the competitiveness of the universities.

According to research, effective leaders tend to be crucial in preventing issues with exclusion at work (Srivastava et al., 2022). Generally, leaders can influence their subordinates through supervisory regulation, behavioral norms, and cognitive shaping (Puyod et al., 2021). For this reason, the leadership characteristic that enhances the ability of leaders to create collaborative work environments for their subordinates seems to be essential to help the leaders successfully deal with workplace exclusion. One particular type of leadership style that might be essential for this task is authentic leadership. Authentic leaders, according to Fred O Walumbwa et al. (2008), not only shape and enhance supportive work climates, but can also promote subordinates' positive psychological capacities. Additionally, authentic leaders are good at developing self-awareness while being able to engage in balancing processing information fairly and maintaining the transparency in relationships when working with subordinates (Avolio et al., 2004). According to the authentic leadership theory, authentic leaders have been recognized for having a high moral code and the capacity to foster a work environment that encourages moral behaviors and relationship-building among their subordinates (Avolio et al., 2004). This uniqueness of authentic leadership seems to make it an effective leadership style that might prevent workplace exclusion.

Despite the increasing popularity in authentic leadership research, there are some gaps in the literature that remain for scholars to explore. First, although prior research has shown that authentic leadership promotes many aspects of employees' attitudes and work outcomes (Semedo et al., 2018), there has been very little empirical study on how authentic leadership affects workplace inclusion. (Jang et al., 2022; Megeirhi et al., 2018). Specifically, how authentic leadership could reduce feelings of exclusion within the workplace in the context of knowledge workers in higher educational institutes remains an understudied area in research. Another research gap is the role of work environment as it influences the degree to which authentic leaders can effectively reduce workplace exclusion. In particular, it is still unclear how the workplace's cultural orientations may be able to influence how authentic leadership affects feelings of exclusion. These two issues will be covered by this study's two key research questions. This study uses the case of faculty members at Chinese colleges to examine the impact of real leadership on perceived workplace exclusion. By evaluating whether cultural orientations in terms of collectivism and power distance can attenuate the effect of authentic leadership on feelings of workplace exclusion, we also extend previous research. According to Hofstede (2001), power distance describes the extent to which people accept that power is spread unequally in the society. Collectivism, as described by Hofstede (2001), emphasizes the rights and interests of the group as a whole over the needs and desires of each individual in the group. These two cultural orientations are chosen because prior research found that they tend to have a strong influence on how employees react to behaviors and management practices of their leaders (Charoensukmongkol et al., 2021; Hongyu et al., 2012). From the theoretical standpoint, this research adopt the contingency theory of leadership

(Fiedler, 2006) as a framework to explain why these two cultural orientations could render the effect of authentic leadership on perceived workplace exclusion in varying ways across different groups of employees. This study argues that a workplace with high levels of power distance reduces the weakening effect of authentic leadership on workplace exclusion; a workplace with high levels of collectivism enhances the weakening effect of authentic leadership on workplace exclusion. Overall, by shedding light on the function of cultural orientations in the workplace, our research is expected to make a significant contribution to the literature that might need to be considered when examining the effectiveness of authentic leadership in the area of workplace inclusion. Additionally, we expect that our findings will have management-relevant practical consequences for various actions that may be taken to lessen exclusion-related issues at work.

2. Literature Review

2.1. Authentic Leadership

Fred O Walumbwa et al. (2008, p. 94), defined authentic leadership as leader behavior patterns that “draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development” Authentic leaders typically behave in accordance with their own basic principles while encouraging different perspectives from subordinates as much as possible and establishing a positive relationship network with subordinates in order to win respect, sincerity, and loyalty from their subordinates (Avolio et al., 2004).

Based on Fred O Walumbwa et al. (2008), leaders who exhibit authentic leadership generally possess four characteristics including self-awareness, relational transparency, internalized moral perspective, and balanced processing. First, self-awareness is the ability to show knowledge of how one creates and acquires meaning in the world, as well as how that meaning changes over time and influences cognition (Kernis, 2003). This characteristic enables them to improve social relationships with their subordinates through authentic interactions (Mehmood et al., 2016). Second, relational transparency refers to the tendency of the leaders to share their feeling and motives openly (Fred O Walumbwa et al., 2008). This characteristic supports sincerity for authentic leaders with their subordinates (Gaith Al Tounsi, 2022; Kernis, 2003). It also enables the leaders to express their true self when interacting with others, which helps them to build and promote trust with their subordinates (Gaith Al Tounsi, 2022; Kernis, 2003). Third, internalized moral perspectives can be described as a form of internalized self-regulation that guides individuals to act in accordance with moral values and beliefs (Zamahani et al., 2011). This feature of authentic leaders creates a high ethical climate within the organization that promotes ethical behaviors among members (Semedo et al., 2018). Finally, balanced processing of information refers to the quality of being unbiased (Fred O Walumbwa et al., 2008). It encourages authentic leaders to view and interpret relevant information without subjective bias before making decisions (Kernis, 2003). This trait of authentic leaders encourages their selfless actions and promotes wholesome interactions among the organization’s members. (Niu et al., 2018).

2.2. Perceived Workplace Exclusion

Hitlan et al. (2006, p. 218) defined workplace exclusion as exclusionary behavior that causes “exclusion, rejection, or ignoring of an individual (or group) by another individual (or group) that hinders one’s ability to establish or maintain positive interpersonal relationships, work-related success, or favorable reputation within one’s place of work.”(Huynh Luong Tam, 2023) Workplace exclusion is a form of passive undermining behavior in work-related interactions that cause harmful impacts on employees and the organization (Julija Mironova, 2021; Williams, 2007). According to Hitlan et al. (2006), workplace exclusionary behavior can be performed as direct actions (i.e., verbal derogation) or withholding behaviors (i.e., failing to provide important information to coworkers). Workplace

exclusion is a serious problem that organizations need to be concerned with because it can cause serious psychological burdens to employees; this impact negatively affects their mental health and wellbeing (Howard et al., 2020). Scholars suggest that the presence of workplace exclusion threatens four basic social needs of employees, including self-esteem, belongingness, control, and meaningful existence (Le, 2012). It makes individuals dehumanize themselves and develop a sense of alienation from other people and their workplace (Bastian et al., 2010). Workplace exclusion also damages organizational citizenship behaviors of employees, which can potentially lead to counterproductive work behavior (Hitlan et al., 2009). In addition, Zhao et al. (2016) emphasizes that workplace exclusion tends to reduce employees' work engagement, vitality, and sense of achievement.

2.3. Theories and Hypotheses

2.3.1 Effect of Authentic leadership on Perceived Workplace Exclusion

Considering a theory of authentic leadership that describes the influence of authentic leaders in promoting an ethical climate and fostering open relationships in a workplace (Avolio et al., 2004; Fred O. Walumbwa et al., 2007), this study suggests that authentic leaders could be crucial in preventing workplace exclusion among their subordinates. When considered collectively, the defining traits of authentic leadership frequently play a significant role in motivating leaders to create a favorable environment and organizational policies that discourage exclusion. (Zhang et al., 2021). Generally, the leaders who exhibit authenticity tend to be effective in sensing their subordinates and show care toward each individual employee (Semedo et al., 2018). This nature of authentic leaders tends to make them realize the importance of having a cohesive work environment that fosters good relationships among their subordinates (Niu et al., 2018). Thus, authentic leaders are more likely to see the need of helping their subordinates to feel that they are part of the group. The internalized moral perspectives that guide authentic leaders to act in accordance with moral values also plays an essential role in creating a zero tolerance practice toward exclusive behaviors in the workplace that tend to be regarded as unacceptable conduct from the perception of the leaders (Zamahani et al., 2011). In addition, authentic leaders basically treat their people fairly and deal with each subordinate in an unbiased manner (Iqbal et al., 2020). Because of this behavior, authentic leaders will probably push their subordinates to accept one another and promote a sense of inclusion. Jang et al. (2022) that could eventually diminish the exclusive climate in the workplace. Overall, the sincerity of authentic leaders could foster decisiveness and clarity about policies to prevent exclusion in their workplace (Srivastava et al., 2022). Prior research also supports the effect of authentic leadership in helping employees to mitigate perceived workplace exclusion. For example, Megeirhi et al. (2018) conducted their study among hotel employees in Jordan and found that authentic leadership decreased perceived workplace exclusion among the employees. Similarly, Jang et al. (2022) gathered information from Korean private sector workers and found that authentic leadership decreased the impact of workplace exclusion that employees experienced. Considering the theoretical argument mentioned earlier and the empirical evidence from previous studies, the following hypothesis is proposed:

H1: Authentic leadership will reduce the perceived workplace exclusion among organizational members.

2.3.2 Moderating Effects of Collectivistic Orientation and Power Distance Orientation

Except the direct relationship between authentic leadership and perceived workplace exclusion, we argue that the degree to which authentic leaders can reduce perceived workplace exclusion could be moderated by some situational factors in a workplace. From the theoretical perspective, the contingency theory of leadership (Fiedler, 2006) is used as a framework to explain this phenomenon. Fundamentally, the contingency theory of leadership predicts that there is no leadership style that is effective across all situations (Fiedler, 2006). Although a certain leadership style may yield effective results in one situation, it may not be effective enough to yield similar results in another situation (Nour Aldeen Saad, 2020). The theory suggests that there are various contingency factors that influence the effectiveness of leaders

such as characteristics of work, behaviors and traits of subordinates, and the organizational cultures as well as environmental factors that leaders encounter (Ayman et al., 2018; Yun et al., 2006). Prior researches have applied the contingency theory of leadership to show that the same leadership style may lead to different outcomes when the leaders encounter different types of subordinates (Zhen Wang et al., 2019; Yun et al., 2006). For instance, Yun et al. (2006) clarify that empowering leadership tended to have stronger effect on employee work motivation when subordinates possessed a high need for autonomy, but it had a weak effect when subordinates possessed a low need for autonomy. Moreover, Zhen Wang et al. (2019) showed that the ethical leaders promote work meaningfulness among employees effectiveness was contingent on dispositional characteristics of employees.

In particular, the cultural orientations of people at the workplace are considered as contingency factors that can determine the variation in outcomes that leaders achieve when they adopt certain leadership practices (Charoensukmongkol et al., 2021; A. R. Jamali et al., 2022). The shared beliefs, belief systems, and attitudes as well as the set of presumptions among individuals within a company can be simply defined as the workplace culture (Hofstede et al., 2005). It represents a shared expectation of group members that shape attitudes and behaviors of the members. Studies have shown that cultural orientations of people in the workplace could moderate the effects of a leader's actions on the attitudes and performance of their subordinates (A. R. Jamali et al., 2022; Yiing et al., 2009). Therefore, it is logical to assume that cultural orientations at the workplace might play some moderating role in determining the success of authentic leaders in alleviating exclusive behaviors of their members (Binod Ghimire, 2023). In particular, we propose two cultural values orientations that might strongly influence the effectiveness of authentic leaders in dealing with workplace exclusion: collectivistic orientation and power distance orientation.

First, we propose that the negative effect of authentic leadership on perceived workplace exclusion will be stronger in a workplace that has a high collectivistic orientation than in a workplace that has a low collectivistic orientation. The degree of Collectivism is described as people in a society care about the interests and benefits of their group over their own needs and desires (Hofstede, 2001). Generally, collectivism is reflected by the closely-knit relationships that people in a society develop with each other (Becker et al., 2020). In a high collectivist workplace, there is a strong social embeddedness and frequent interaction among organizational members (Tu et al., 2019). Employees are expected to support their colleagues to achieve group goals (Hongyu et al., 2012). In addition, employees in the collectivist workplace are likely to preserve harmony among members (Meng et al., 2018). Due to these characteristics of a high collectivistic orientation that provide supportive conditions for group cohesion to develop, it could be easier for authentic leaders to encourage and convince organizational members to develop a sense of inclusion in a workplace. According to the Based on the leadership theory of contingency, high collectivistic orientation is regarded as the supportive situational factor that enhances the success of authentic leaders in dealing with workplace exclusion. In this regard, we expect the effect of authentic leaders in reducing perceived workplace exclusion to be relatively strong in a workplace that has a high collectivistic orientation.

On the other hand, in a workplace that is low in collectivistic orientation (it is also called individualistic orientation), employees prefer loosely-knit relationship connections (Hofstede, 2001). Under this cultural orientation, people generally feel independent and tend to care more about their own benefits than the collective benefits of the group (Becker et al., 2020). For this reason, the sense of social embeddedness and group cohesion among employees in low collectivistic workplaces tends to be lower than that of employees in a high collectivistic workplace (D. Jamali et al., 2020). Besides, behaviors of employees in low collectivistic workplaces are strongly determined by their own attitudes and self-interests rather than by the influence of their leader (Baeza et al., 2022). Overall, these characteristics of people in a low collectivistic workplace may limit the degree to which authentic leaders can easily promote the sense of inclusion among members. From the contingency theory of leadership, low collectivistic orientation tends to create some restraining force that reduces the

effectiveness of authentic leaders in dealing with workplace exclusion. Although the role of authentic leaders is still crucial to reduce perceived workplace exclusion in a low collectivistic workplace, we can expect the effect of authentic leaders on perceived workplace exclusion to be relatively weaker when compared with the effect of authentic leaders in a high collectivistic workplace. Therefore, the following hypothesis is presented:

H2: The negative effect of authentic leadership on perceived workplace exclusion will be stronger in a workplace that has a high collectivistic orientation than in a workplace that has a low collectivistic orientation.

In contrast to the moderating effect of collectivistic orientation, we contend that authentic leadership's detrimental impact on perceived workplace exclusion would be less pronounced in a workplace that has a high power distance orientation than in a workplace that has a low power distance orientation. According to Hofstede (2001), power distance orientation is described as people's acceptance of the unequal distribution of power in society. High-power distance in a workplace intensifies psychological distance among group members due to status differences (Luo et al., 2020). On account of this, the competition among employees for tasks, interests, and resources will be intensified in the workplace, which could discourage employees from collaborating with each other for mutual benefits (Zi Wang et al., 2018). Furthermore, due to the presence of social status difference within a group, in high power distance situations, interactions and communications among members frequently follow established procedures and hierarchical structures, which makes it difficult for members to have intimate contact with each other (Abubakar et al., 2018). From the contingency theory of leadership, these characteristics of high-power distance orientation may be the situational factor that creates obstacles for authentic leaders to deal effectively with workplace exclusion (Bong Hyun Kim, 2021). Although in a workplace with a high power distance orientation, authentic leadership can nevertheless play a significant impact in minimizing perceived workplace exclusion, it is possible for the effect of authentic leadership to be relatively weak.

On the other hand, in the workplace that has low power distance orientation, there is lack of inequality in power status among members (Hofstede, 2001). The absence of a power disparity among members tends to be a supportive climate that enables members to establish an intimate relationship and in-depth cooperation with their supervisor and coworkers (Luo et al., 2020). According to the contingency theory of leadership, a low power distance orientation's characteristic could serve as the supportive situational factor that enables authentic leaders to deal more effectively with workplace exclusion that could happen among their members. In this regard, compared to the effect of authentic leadership in a high power distance orientation, we anticipate that the effect of authentic leadership in reducing perceived workplace exclusion will be considerably stronger in a workplace with a low power distance orientation. Therefore, the following hypothesis is presented:

H3: The negative effect of authentic leadership on perceived workplace exclusion will be weaker in a workplace that has a high power distance orientation than in a workplace that has a low power distance orientation.

3. Methods

3.1 Sample Selection and Data Collection Procedure

This research collected data from Chinese faculty members who worked at six universities in China. These six universities are located in the northern and the central cities of China, including Tianjin, Changchun, Fuxin, Shenyang, Dalian, and Chongqing. Basically, these universities were chosen due to the personal network that they had with the researchers. This research used an online questionnaire survey for data collection. Baidu-Wenjuanxing was the online survey platform that was used for this research. In particular, using an online questionnaire instead of a paper-based questionnaire was suitable because the working schedules of faculty members in Chinese universities were varied and flexible,

which created difficulties for arranging an on-site data collection. Additionally, faculty members did not always work in the office, especially during the period of lockdown policy in China due to the spread of the COVID19 pandemic, which made it even more difficult to make face-to-face contact with the research participants for data collection. A self-administered questionnaire survey is chosen for data collection in this research. First, compared to other methods, it allows the researcher to reach a larger volume of respondents and collect filled questionnaires within a short period of time. Second, it is convenient for respondents as they can fill out the survey during their convenient time. Third, the self-administered questionnaire offers anonymity which assures confidentiality of respondents' answers and minimizes the problems that might occur from common method bias and social desirability bias (Grimm, 2010; Kock, 2015). Last, using this self-administered questionnaire avoids the interviewer bias problem, because there is no intervention of the interviewer in filling out the questionnaire (Bryman, 2016; Kothari, 2004).

The Institutional Review Board approved the research ethics prior to data collection. After receiving the ethical clearance, the management in each targeted university was contacted and asked for permission to conduct the data collection. Once the approval was obtained from the authority, the researchers contacted and ask a representative of each department in the targeted university to distribute the link to access the online questionnaire to the faculty members through the social media platforms that were used among faculty members. There were approximately 11,578 faculty members from the six universities that were targeted for data collection. These faculty members were invited to participate in the data collection based on a voluntary basis. The overall process of data collection started from the beginning of September 2022 until the end of October 2022. After performing data cleaning and validating, the researchers obtained 387 questionnaires that were usable for data analysis. The final data accounted for a 3.34 percent response rate. The mean age of the respondents was 38 years (S.D.=18.33). For gender, 171 (44.2%) were males whereas 216 (55.8%) were females. Their average work tenure at the current university was 7.58 years (S.D.=8.73). For academic positions, 77 (19.9%) were teaching assistants, 124 (32%) were instructors, 101 (26.1%) were associate professors, 26 (6.7%) were full professors, and 59 (15.2%) were not specified.

3.2 Measures

The measurement of *authentic leadership* was adopted from Avolio et al. (2004). The scale contains sixteen items that covers four dimensions of authentic leadership, including relational transparency (5 items), internalized moral perspective (4 items), balanced processing (5 items), and self-awareness (3 items). These items were measured using a six-point Likert scale. *Perceived workplace exclusion* was measured by the scale that Hitlan et al. (2009) developed. The scale consists of twelve items that include three dimensions of workplace exclusion, which are exclusion from co-worker (7 items), language-based exclusion (3 items), and criterion (2 items). All items are rated on six-point Likert scales. *Power distance orientation* and *collectivistic orientation* were measured by adopting the scale developed by Yoo et al. (2011). Power distance orientation was measured by 5 items and collectivistic orientation was measured by 6 items. All items were asked by using a six-point Likert scale.

All original scale questions in English were translated to Chinese by a native Chinese bilingual who was fluent in English, and then back-translated into English by another native English bilingual who was an expert in Chinese. Then, the comparison and some adjustments were made to some question statements to ensure that the back-translated version retained the same meaning as the original English version.

3.3 Control Variables

This research also takes individual-related demographic characteristics and work-related characteristics of the faculty as control variables. Based on previous research, we selected faculty age, faculty gender, and their work tenure as the control variables because those selected control factors could affect the extent to which faculty members Chinese universities experience workplace exclusion (Jang et al., 2022;

Megeirhi et al., 2018). We measured age by asking the respondents to fill in numbers that represent their age. A categorical variable was used to measure gender (male=0; female=1). Work tenure was measured by asking the faculty to fill in the number of years they had worked at their university.

3.4 Data Analysis Method

To test the hypotheses proposed in this study, Partial Least Squares Structural Equation Modeling (PLS-SEM) was used as a statistical technique for data analysis. PLS-SEM is a variance-based SEM that enables researchers to overcome the issues of a small sample size and non-normal distribution of the data that could lead to bias in model estimation (Joseph F. Hair et al., 2019). PLS-SEM is appropriate for our study due to the small sample size of our data ($n=387$). Moreover, the results from Jarque-Bera test of normality, reported in Table 3, provided evidence that almost every variable in our model had a normal distribution pattern. This nature of our data matched with the key features of PLS-SEM. Furthermore, PLS-SEM provides more efficiency when analyzing a complex model that contains mediating effects (Joe F. Hair et al., 2017). This benefit of PLS-SEM tended to be suitable for the model of our study, which had two mediating effects (power distance orientation and collectivistic orientation) that needed to be analyzed simultaneously. We used WarpPLS version 7 as the software to perform the PLS-SEM analysis.

4. Results

The assessments of validity and reliability of the measurement scales were initially performed before analyzing the model. We assessed the convergent validity of our scale items by considering whether their factor loadings were above .5. We found that one item of perceived workplace exclusion had a factor loading value below .5. After removing this item, the values of factor loadings of all remaining items were above .5, which confirmed that our scale items had good convergent validity. We presented the values of factor loadings in Table 1 (see Appendix). To verify that our scales had good discriminant validity, we assessed whether the square root of average variance extracted (AVE) of each latent variable was higher than the correlations that it had with other variables. The correlation matrix shown in Table 2 (see Appendix) indicated that the discriminant validity of all latent variables passed the assessment. To verify that our scales had good reliability, we assessed whether Cronbach's alpha coefficients of all latent variables were more than .7. From the results that were presented in Table 1, we confirmed that our scales were sufficiently reliable.

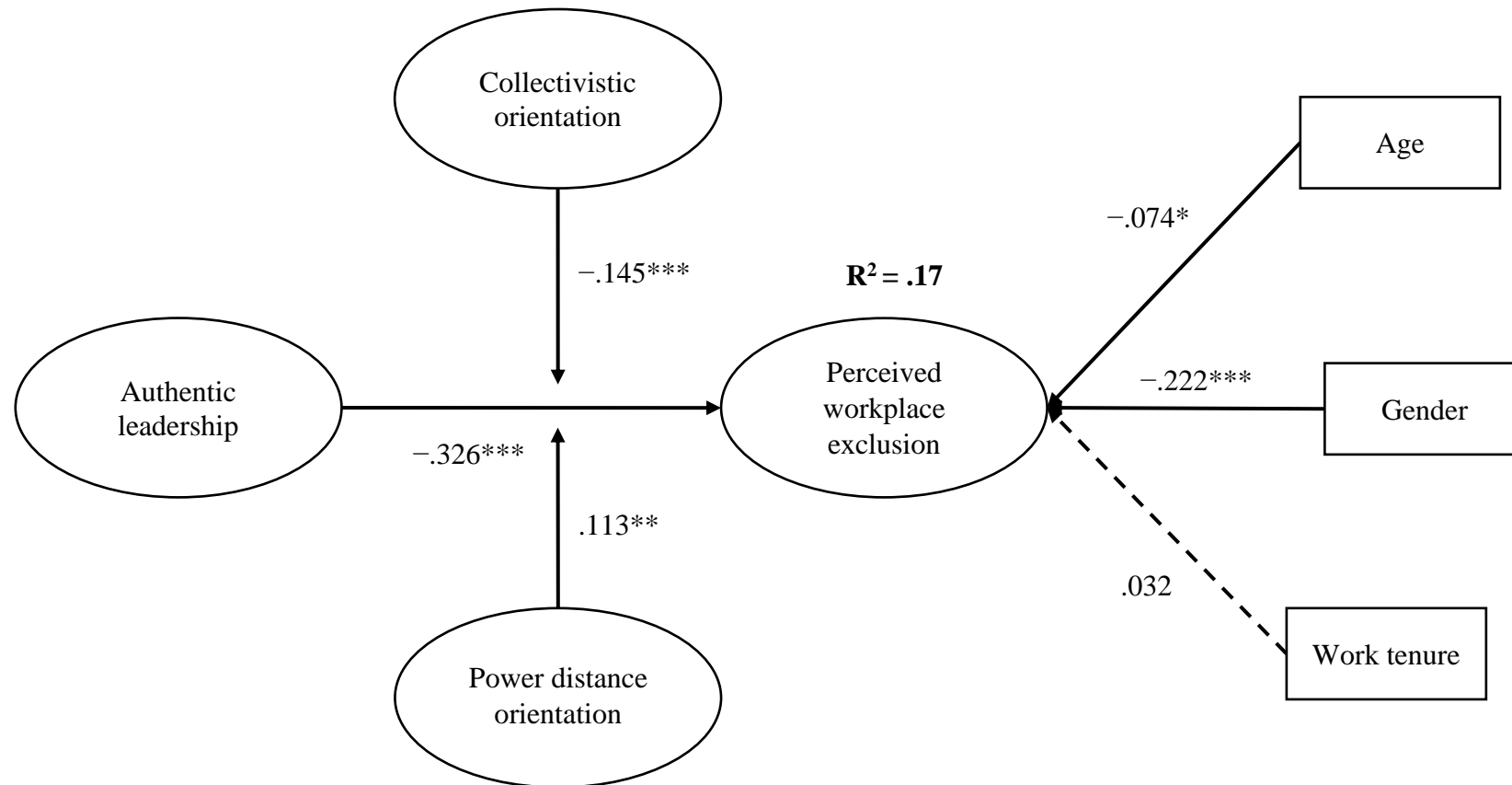
To provide assurance that our results were not affected by multicollinearity problem, we assessed whether the full variance inflation factor (VIF) indicators of all variables were under 3.3. As presented in Table 2, we could rule out the multicollinearity problem. Lastly, because our data were collected by using the self-report method, we had to provide evidence that our data were not affected by the common method variance (CMV). We did the CMV test using two commonly used approaches in research. The first method, Harman's one-factor test, was recommended by Podsakoff et al. (2003). They recommended using an exploratory factor analysis to load all latent variables' items into one-factor and then consider the value of the total variance explained. If the value was below 50 percent, CMV may not be a serious concern (Podsakoff et al., 2003). According the result we obtained, it showed that the total variance explained by a single factor was only 39.42%, which passed the requirement that Podsakoff et al. (2003) mentioned. The second method we used to detect CMV was the marker variable approach that Simmering et al. (2015) recommended. Simmering et al. (2015) suggested scholars should include any variable that has no theoretical connection with other variables in the model (which is called a marker variable) and then assess the strength of correlations that it has with other variables. Given the lack of theoretical connection that the marker variable has with other variables, Simmering et al. (2015) proposed that CMV could be presented in the data if the marker variable shows strong correlations with other variables in the model. The marker variable that was selected in our research was cross-cultural competence, which was measured by two items. The scale had good internal consistency ($\alpha = .79$) and showed weak correlations ($p > .05$) with other variables in the model. Based on

the result from the marker variable method, it provided additional evidence to rule out the CMV issue in our data.

The results that were obtained from PLS-SEM estimation were presented in Figure 1. In hypothesis 1, we proposed the negative association between authentic leadership and perceived workplace exclusion among organizational members; the beta coefficient from PLS-SEM confirmed that they were negatively related ($\beta = -.326$; $p < .001$), which supported hypothesis 1.

In hypothesis 2, we proposed that the negative effect of authentic leadership on perceived workplace exclusion would be stronger in a workplace that had a high collectivistic orientation than in a workplace that had a low collectivistic orientation; we tested this hypothesis by considering the beta coefficient of the interaction between authentic leadership and collectivistic orientation. We got the negative beta coefficient ($\beta = -.145$; $p < .001$) from the estimation, indicating that the negative association between authentic leadership and perceived workplace exclusion was intensified by the high collectivistic orientation. The significance of this finding is supported in hypothesis 2.

In hypothesis 3, we proposed that the negative effect of authentic leadership on perceived workplace exclusion would be weaker in a workplace that has a high power distance orientation than in a workplace that has a low power distance orientation; we tested this hypothesis by considering the beta coefficient of the interaction between authentic leadership and power distance orientation. We got the positive beta coefficient ($\beta = .113$; $p = .006$) from the estimation, indicating that the negative association between authentic leadership and perceived workplace exclusion was weakened by the high power distance orientation. The significance of this finding is supported hypothesis 3.



Notes: * $p < .05$, ** $p < .01$, *** $p < .001$.
Standardized coefficients are reported.
Dashed line represents the beta coefficient that is not significant.

Fig. 1: Results from Hypotheses Testing

Apart from the beta coefficients, we also conducted the simple slope analysis to provide more clarification about the moderating effects of collectivistic orientation and power distance orientation. The WarpPLS software was used to generate the simple slope graphs. They were created using the standardized values of the variables. The upper part of Figure 2 showed the moderating effect of collectivistic orientation. The dash line represented high collectivistic orientation, whereas the solid line presented individualistic (low collectivistic) orientation. The comparison of the slopes of the regression lines showed that the negative effect of authentic leadership on perceived workplace exclusion was more negative in the group that had a high collectivistic orientation than that in the group that had individualistic (low collectivistic) orientation. On the other hand, the bottom part of Figure 2 showed the moderating effect of power distance orientation. The dash line represented a high power distance orientation, whereas the solid line represented a low power distance orientation. The comparison of the slopes of the regression lines showed that the negative effect of authentic leadership on perceived workplace exclusion was more negative in the group that had low power distance than that in the group that had high power distance orientation. Overall, the results from the simple slope analysis were consistent with our propositions about the moderating effects of these two work-values.

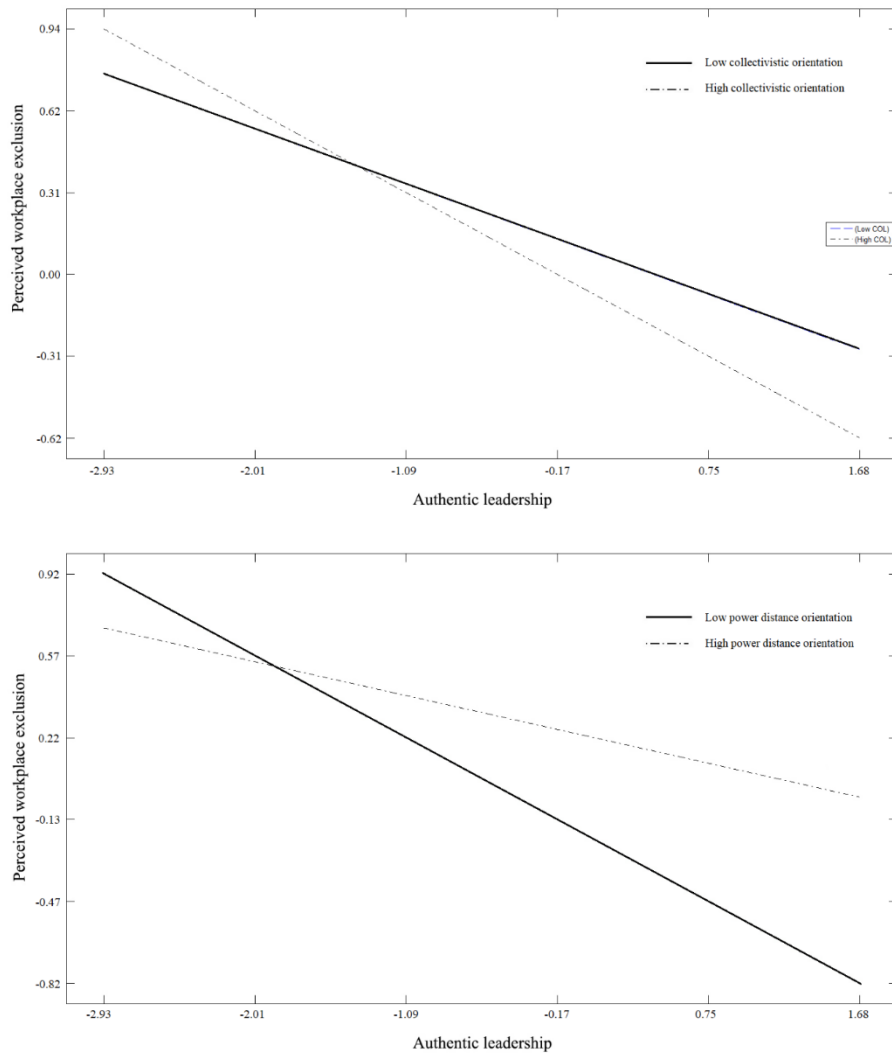


Fig. 2: Moderating effects of collectivistic orientation and power distance orientation on the link between authentic leadership and perceived workplace exclusion

5. Discussion and Conclusion

5.1. Discussion of the Results

This research explored the impact of authentic leadership on perceived workplace exclusion by considering the moderating roles of work-values in terms of collectivistic orientation and power distance orientation. Eventually, the results that we obtained from the PLS-SEM analysis provided support for all hypotheses. First, our findings demonstrated that faculty who worked under the supervisors with authentic leadership characteristics tended to experience lower perceived workplace exclusion than employees who worked under supervisors without authentic leadership characteristics. This outcome corresponds with previous studies on authentic leadership that showed that this type of leadership could enable supervisors to promote a good interpersonal relationship and harmony among organizational members (Kernis, 2003; Niu et al., 2018). Particularly, this finding tended to coincide with the findings from previous studies that showed that authentic leadership of supervisors was the essential factor that prevented subordinates from experiencing workplace exclusion (Jang et al., 2022; Megeirhi et al., 2018).

Aside from its direct effect of authentic leadership on perceived workplace exclusion, our results also confirmed that the degree to which authentic leadership could lessen perceived workplace exclusion depended significantly on the cultural orientations of people at the workplace in terms of collectivism and power distance. Firstly, the analysis confirmed that authentic leadership appeared to have a greater impact on lessening perceived workplace exclusion when the workplace culture was high in collectivistic orientation than when the workplace culture was low in collectivistic orientation. On the other hand, the analysis confirmed that authentic leadership appeared to have a weaker effect on lessening perceived workplace exclusion when the workplace culture was high in power distance orientation than when the workplace culture was low in power distance orientation. Overall, the findings about the moderating effects of these workplace cultures seem to be consistent with prior studies that showed that the degree to which leaders could effectively influence subordinates was contingent on workplace characteristics (Zhen Wang et al., 2019; Yun et al., 2006). In particular, these results corroborate earlier research's findings that suggested the impact of cultural orientations at workplace that could either be the supportive condition or inhibiting factor for leaders to successfully shape attitudes and behaviors of their subordinates (A. R. Jamali et al., 2022; Yiing et al., 2009). More specifically, these results add more support to the researches of Charoensukmongkol et al. (2021) and Hongyu et al. (2012), which found that collectivistic orientation and power distance orientation were among the dominant cultural orientations at the workplace that moderated the effect between the leadership and work attitudes and behaviors of employees.

5.2. Theoretical Contributions

The results from our study broaden existing knowledge about the benefit of authentic leadership in the area of inclusion in the workplace. Firstly, our research provides extra evidence about the effect of authentic leadership on perceived workplace exclusion of faculty members in higher educational institutes, which strengthens the applicability of the theory of authentic leadership (Avolio et al., 2004; Fred O. Walumbwa et al., 2007) in the context that still lacked adequate research to support this theory. More importantly, our research adds new knowledge to existing studies by theoretically showing that the cultural orientations at the workplace in terms of collectivism and power distance could significantly influence the effectiveness of authentic leadership in reducing the perceived workplace exclusion of employees. From the theoretical perspective, these results contribute to the contingency theory of leadership, which contends that the effectiveness of any leadership style tends to depend on the situational factors that a leader encounters (Fiedler, 2006). In our research, we provide extra contribution to this theory by clarifying that the cultural orientations at the workplace in terms of collectivism and power distance could be the situational factors

that determine the degree to which authentic leaders effectively handled exclusive behaviors among employees. Despite some existing evidence of the impact of authentic leadership in the area of workplace inclusiveness, our research additionally suggests that cultural orientations at the workplace should be taken into consideration when exploring the impact of authentic leadership in order to grasp the role of the workplace environment more completely.

5.3. Limitations and Recommendations for Future Research

In spite of the insight that our research provided, it is necessary to consider some methodological issues that may limit the applicability of the findings. The first limitation could be ascribed to the short sample size and the selection criteria used for the samples that only covered respondents from a few universities. Due to this limitation, the generalizability of the findings may not be adequately applied to population in general. Moreover, given that the respondents of our research were only faculty members, it may be inconclusive as to whether the findings could be applied to employees in other occupations. The use of a self-report questionnaire survey and the cross-sectional data collection could lead to another limitation of our study, which may possibly create some measurement errors in the data and prevent us from inferring causality from the results. Given these limitations, Future research is still necessary for our study to broaden the data collection's focus and validate our findings in different groups of respondents. In addition, we suggest future research can adopt experimental methods and in-depth interviews to prove the causal link between authentic leadership and workplace exclusion among employees.

Given that there is currently less research on the contribution of authentic leadership to workplace inclusion, there is some room for future studies to explore. First, in addition to the roles of cultural orientations that were already proven in our study, we recommend future research explore other situational factors at work that could affect the degree to which authentic leaders promote inclusion in the workplace. For example, it has been unclear as to whether the type of organizational structure and the level of authority possessed by leaders could interfere with the effectiveness of authentic leadership in dealing with workplace exclusion. In addition, future studies may examine the moderating effects of personal traits and leadership that might increase the effectiveness of authentic leadership in reducing workplace exclusion.

5.4. Managerial Implications

This study offers a recommendation for the universities administrators that might help them gain insight into the role of leadership practices that may prevent workplace exclusion. Given the results showing that employees who worked under authentic leaders tended to express lower levels of perceived exclusion, it may be crucial for top management positions of universities to encourage members who hold supervisory positions to develop authentic leadership characteristics. The implementation to promote authentic leadership characteristics can be performed through some interventions as follows. First, institutions should provide some training program to prepare members who are in supervisory positions to develop self-awareness about their strengths and weaknesses. These supervisors need to be encouraged to share personal feelings that are in line with their emotions honestly, as well as to take actions that are consistent with words. Besides, a long-term ethical training must be provided regularly to enhance the moral perspective of these supervisors. Overall, these practices are necessary to help supervisors develop authentic leadership characteristics that are essential for them to effectively manage their subordinates and prevent exclusive behaviors that might happen among their members. However, the management needs to acknowledge that the effectiveness of authentic leadership development on reducing workplace exclusion could yield the highest benefit when the cultural orientations of people in the workplace are supportive for authentic leaders to influence their subordinates (e.g., when the work culture is highly collectivistic and low in power distance). Consequently, it is crucial for management to comprehend the type of cultural orientations that

are adopted in a particular workplace when deciding on the development of leadership characteristics in order to enhance the success in dealing with exclusion in that workplace. Authentic leaders in institutions of higher education must make a sustained and systematic effort to communicate their initiatives to promote inclusivity in the work environment, through strategies to increase familiarity with inclusivity among members of the organization, by introducing and establishing dedicated offices, to create an inclusive work environment.

References

- Abubakar, A. M., Yazdian, T. F., & Behraves, E. (2018). A riposte to ostracism and tolerance to workplace incivility: a generational perspective. *Personnel Review*, 47(2), 441-457.
- Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15(6), 801-823.
- Ayman, R., & Lauritsen, M. (2018). Contingencies, context, situation, and leadership The nature of leadership, 3rd ed. (pp. 138-166). *Thousand Oaks, CA, US: Sage Publications, Inc.*
- Baeza, M. A., Gonzalez, J., Chapa, O., & Rodriguez, R. A. (2022). Collectivistic norms, beliefs and Mexican OCBs: gender and generation differences. *Cross Cultural & Strategic Management*, 29(2), 349-378.
- Bastian, B., & Haslam, N. (2010). Excluded from humanity: The dehumanizing effects of social ostracism. *Journal of experimental social psychology*, 46(1), 107-113.
- Becker, K. L., Richards, M. B., & Stollings, J. (2020). Better together? examining benefits and tensions of generational diversity and team performance. *Journal of Intergenerational Relationships*, 20(4), 442-463.
- Binod Ghimire, R. K. D., Bharat Rai, Devraj Upadhyay. (2023). Employee Performance Factors in the Nepalese Commercial Banks: Insights from Emerging Markets. *Journal of Logistics, Informatics and Service Science*, 10(2), 29-42.
- Bong Hyun Kim, H. B. (2021). When Do We Share Our Knowledge to Others? *Journal of Logistics, Informatics and Service Science*, 8(1), 51-66.
- Charoensukmongkol, P., & Phungsoonthorn, T. (2022). The effect of cultural intelligence of top management on pro-diversity work climate and work attitudes of Myanmar migrant workers in Thailand. *Equality, Diversity and Inclusion: An International Journal*, 41(5), 760-777.
- Charoensukmongkol, P., & Puyod, J. V. (2021). Influence of transformational leadership on role ambiguity and work–life balance of Filipino University employees during COVID-19: does employee involvement matter? *International Journal of Leadership in Education*, 1-20.
- Fiedler, F. E. (2006). The contingency model: a theory of leadership effectiveness. In J. M. Levine & R. L. Moreland (Eds.), *Small Groups: Key Readings* (pp. 369-382). *New York, NY: Psychology Press.*
- Gaith Al Tounsi, A. G., Serene Dalati. (2022). The Effect of Managerial Leadership Behaviors and Transparent Internal Communication on Knowledge Sharing Behavior. *Journal of Service, Innovation and Sustainable Development*, 3(2), 65-83.
- Hair, J. F., Matthews, L. M., Matthews, R. L., & Sarstedt, M. (2017). PLS-SEM or CB-SEM: updated guidelines on which method to use. *International Journal of Multivariate Data Analysis*, 1(2), 107-123.

- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2-24.
- Hitlan, R. T., Cliffon, R. J., & DeSoto, M. C. (2006). Perceived exclusion in the workplace: The moderating effects of gender on work-related attitudes and psychological health. *North American Journal of Psychology*, 8(2), 217-236.
- Hitlan, R. T., & Noel, J. (2009). The influence of workplace exclusion and personality on counterproductive work behaviours: An interactionist perspective. *European Journal of Work and Organizational Psychology*, 18(4), 477-502.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations: Sage publications.*
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2005). *Cultures and Organizations – Software of the Mind : Intercultural Cooperation and Its Importance for Survival.* New York, NY: *McGraw-Hill.*
- Hongyu, N., Mingjian, Z., Qiang, L., & Liqun, W. (2012). Exploring relationship between authority leadership and organizational citizenship behavior in China. *Chinese Management Studies*, 6(2), 231-244.
- Howard, M. C., Cogswell, J. E., & Smith, M. B. (2020). The antecedents and outcomes of workplace ostracism: A meta-analysis. *Journal of applied psychology*, 105(6), 577.
- Huynh Luong Tam, N. M. H. (2023). The Impact of Employee's Dark-Triad traits on Workplace Bullying: A study in Viet Nam. *Journal of Logistics, Informatics and Service Science*, 10, 298-320.
- Iqbal, S., Farid, T., Khan, M. K., Zhang, Q., Khattak, A., & Ma, J. (2020). Bridging the gap between authentic leadership and employees communal relationships through trust. *International Journal of Environmental Research and Public Health*, 17(1), 250.
- Jamali, A. R., Bhutto, A., Khaskhely, M., & Sethar, W. (2022). Impact of leadership styles on faculty performance: Moderating role of organizational culture in higher education. *Management Science Letters*, 12(1), 1-20.
- Jamali, D., Samara, G., Zollo, L., & Ciappei, C. (2020). Is internal CSR really less impactful in individualist and masculine Cultures? A multilevel approach. *Management Decision*, 58(2), 362-375.
- Jang, E., & Chen, X. (2022). How Can We Make a Sustainable Workplace? Workplace Ostracism, Employees' Well-Being via Need Satisfaction and Moderated Mediation Role of Authentic Leadership. *Sustainability*, 14(5), 2869.
- Julija Mironova, B. S., Jevgenija Dehtjare. (2021). Influence of the Pandemic Caused by Covid-19 to the Teaching Staff of the Higher Education Institutions. *Journal of Service, Innovation and Sustainable Development*, 2(2), 15-24.
- Kernis, M. H. (2003). Toward a conceptualization of optimal self-esteem. *Psychological inquiry*, 14(1), 1-26.
- Le, J., Peng, Zhenglong and Gao, Yuan. (2012). An Exploratory Research on Structure of Workplace Ostracism Behavior Based on Grounded Theory. *Shanghai Management Science*, 4, 47-52.
- Luo, S., Wang, J., & Tong, D. Y. K. (2020). Does power distance necessarily hinder individual innovation? A moderated-mediation model. *Sustainability*, 12(6), 2526.

- Megeirhi, H. A., Kilic, H., Avci, T., Afsar, B., & Abubakar, A. M. (2018). Does team psychological capital moderate the relationship between authentic leadership and negative outcomes: an investigation in the hospitality industry. *Economic Research-Ekonomska Istraživanja*, 31(1), 927-945.
- Mehmood, Q., Nawab, S., & Hamstra, M. R. (2016). Does authentic leadership predict employee work engagement and in-role performance? *Journal of Personnel Psychology*, 16, 315–338.
- Meng, Y., Yu, H., Ma, Z., & Yang, Z. (2018). The impact of young Chinese employees' notions of work on conflict management styles. *International Journal of Conflict Management*, 29(3), 306-326.
- Niu, W., Yuan, Q., Qian, S., & Liu, Z. (2018). Authentic leadership and employee job behaviors: The mediating role of relational and organizational identification and the moderating role of LMX. *Current Psychology*, 37(4), 982-994.
- Nour Aldeen Saad, S. D. (2020). Sustainable Leadership at Private Higher Education: A Sample from Arab International University. *Journal of Service, Innovation and Sustainable Development*, 1(1), 135-158.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903.
- Puyod, J. V., & Charoensukmongkol, P. (2021). Effects of workplace rumors and organizational formalization during the COVID-19 pandemic: a case study of universities in the Philippines. *Corporate Communications: An International Journal*, 26(4), 793-812.
- Semedo, A. S., Coelho, A., & Ribeiro, N. (2018). The relationship between authentic leaders and employees' creativity: what are the roles of affective commitment and job resourcefulness? *International Journal of Workplace Health Management*, 11(2), 58-73.
- Simmering, M. J., Fuller, C. M., Richardson, H. A., Ocal, Y., & Atinc, G. M. (2015). Marker Variable Choice, Reporting, and Interpretation in the Detection of Common Method Variance: A Review and Demonstration. *Organizational Research Methods*, 18(3), 473-511.
- Srivastava, A. P., Shree, S., & Agarwal, S. (2022). Does authentic leadership develop inclusive classrooms: a model examination? *International Journal of Educational Management*, 36(4), 495-514.
- Tu, M., Cheng, Z., & Liu, W. (2019). Spotlight on the effect of workplace ostracism on creativity: a social cognitive perspective. *Frontiers in psychology*, 10, 1215.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2007). Authentic Leadership: Development and Validation of a Theory-Based Measure†. *Journal of Management*, 34(1), 89-126.
- Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of management*, 34(1), 89-126.
- Wang, Z., & Li, G. (2018). You don't actually want to get closer to the star: How LMX leads to workplace ostracism. *Frontiers of Business Research in China*, 12(1), 1-13.
- Wang, Z., & Xu, H. (2019). When and for Whom Ethical Leadership is More Effective in Eliciting Work Meaningfulness and Positive Attitudes: The Moderating Roles of Core Self-Evaluation and Perceived Organizational Support. *Journal of Business Ethics*, 156(4), 919-940.

- Williams, K. D. (2007). Ostracism: The kiss of social death. *Social and Personality Psychology Compass*, 1(1), 236-247.
- Yiing, L. H., & Ahmad, K. Z. B. (2009). The moderating effects of organizational culture on the relationships between leadership behaviour and organizational commitment and between organizational commitment and job satisfaction and performance. *Leadership & Organization Development Journal*, 30(1), 53-86.
- Yoo, B., Donthu, N., & Lenartowicz, T. (2011). Measuring Hofstede's five dimensions of cultural values at the individual level: Development and validation of CVSCALE. *Journal of international consumer marketing*, 23(3-4), 193-210.
- Yun, S., Cox, J., & Sims, H. P. (2006). The forgotten follower: a contingency model of leadership and follower self - leadership. *Journal of Managerial Psychology*, 21(4), 374-388.
- Zamahani, M., Ghorbani, V., & Rezaei, F. (2011). Impact of authentic leadership and psychological capital on followers' trust and performance. *Australian Journal of Basic and Applied Sciences*, 5(12), 658-667.
- Zhang, Z., Zhang, C., & Chang, J. (2021). The deterrence effect of Guanxi on opportunism: The moderating effects of "three institutional pillars". *Industrial Marketing Management*, 94, 41-51.
- Zhao, H., Xia, Q., He, P., Sheard, G., & Wan, P. (2016). Workplace ostracism and knowledge hiding in service organizations. *International Journal of Hospitality Management*, 59, 84-94.

Appendix

Table 1: Factor loadings and Cronbach's alpha coefficients of all latent variables

Item	Perceived workplace exclusion	Authentic leadership	Power distance orientation	Collectivistic orientation	Cronbach's alpha coefficients
PWE1	(.811)				.895
PWE2	(.803)				
PWE3	(n/a)				
PWE4	(.535)				
PWE5	(.570)				
PWE6	(.576)				
PWE7	(.671)				
PWE8	(.787)				
PWE9	(.733)				
PWE10	(.716)				
PWE11	(.758)				
PWE12	(.714)				
AL1		(.834)			.981
AL2		(.826)			
AL3		(.833)			
AL4		(.828)			
AL5		(.835)			
AL6		(.894)			
AL7		(.912)			
AL8		(.894)			
AL9		(.898)			
AL10		(.905)			
AL11		(.908)			
AL12		(.907)			
AL13		(.903)			
AL14		(.901)			
AL15		(.916)			
AL16		(.909)			
PD1			(.822)		.86
PD2			(.850)		
PD3			(.800)		
PD4			(.733)		
PD5			(.798)		
COL1				(.817)	.935
COL2				(.815)	
COL3				(.917)	
COL4				(.897)	
COL5				(.900)	
COL6				(.863)	

Table 2: Correlation matrix, discriminant validity, and full variance inflation factor

Variables	PWE	AL	PD	COL	AGE	GEN	TEN
PWE	(.704)	-.311**	.297**	-.144**	-.001	-.212**	.042
AL		(.882)	-.144**	.46**	-.106*	-.015	-.081
PD			(.802)	.242**	.017	-.056	.055
COL				(.869)	.043	-.033	.064
AGE					(1)	-.124*	.252**
GEN						(1)	-.092
TEN							(1)
Full variance inflation factor	1.286	1.527	1.366	1.548	1.107	1.081	1.109
Jarque-Bera normality test	No	No	No	Yes	No	No	No

Notes: * $p < .05$, ** $p < .01$.

Values in parentheses are square roots of the AVE.

PWE=perceived workplace exclusion, AL=authentic leadership, PD=power distance orientation, COL=collectivistic orientation, AGE=age, GEN=gender, TEN=work tenure.