

The Effect of Humble Leadership on Workplace Relationships Quality among Mansoura University Employees

Dr. Ahmed Mohamed Fathy Agwa

Professor of Human Resource Management

Faculty of Commerce - Mansoura University

Dr. Ahmed Mohamed El-sayed

Assistant Professor of Business Administration

Faculty of Commerce - Mansoura University

Dareen Emad Eldeen Mustafa

Ph.D student at Business Administration Department

Faculty of Commerce - Mansoura University

Article History

Received 22 November 2024, Accepted 23 December 2024

The Effect of Humble Leadership on Workplace Relationships Quality among Mansoura University Employees

Dr. Ahmed Mohamed Fathy Agwa⁽¹⁾, Dr. Ahmed Mohamed El-sayed⁽²⁾, Dareen Emad Eldeen Mustafa⁽³⁾

(1) Professor of Human Resource Management Faculty of Commerce - Mansoura University,

(2) Assistant Professor of Business Administration Faculty of Commerce - Mansoura University

(3) Ph.D student at Business Administration Department Faculty of Commerce - Mansoura University

Article History

Received 22 November 2024, Accepted 23 December 2024

Abstract

This study aims to investigate the direct effect of humble leadership and workplace relationships quality among Mansoura University employees. A questionnaire was used to collect data from 425 Mansoura University employees. Structural equation modeling was employed to show the causal relationships between study variables. The findings of the current study revealed that humble leadership has a significant positive effect on work place relationships quality.

Keywords: Humble leadership, Workplace relationships quality, Mansoura University employees.

ملخص البحث:

هدفت هذه الدراسة إلى التحقيق في التأثير المباشر للقيادة المتواضعة على جودة علاقات العمل بين موظفي جامعة المنصورة. تم استخدام استبيان لجمع البيانات من ٤٢٥ موظفًا في جامعة المنصورة. كما تم استخدام نمذجة المعادلات الهيكلية لتوضيح العلاقات السببية بين متغيرات الدراسة. كشفت نتائج الدراسة الحالية أن القيادة المتواضعة لها تأثير إيجابي كبير على جودة علاقات العمل.

الكلمات المفتاحية: القيادة المتواضعة، جودة علاقات العمل، موظفو جامعة المنصورة.

1-Introduction

Humility is considered a topic of interest in leadership studies (Krumrei-Mancuso et al., 2023). Humble leadership is an “other-oriented” approach where leaders appreciate employees’ strengths and emphasize their own development process (Zheng et al., 2024). It is a rising approach to “bottom-up” leadership, it has garnered growing interest and attention from both scholars and practitioners (Ali et al., 2020). Unlike traditional “top-down” leadership, humble leadership relies on an employee-centered approach that acknowledges personal limitations, seek suggestions from followers, and values employee learning and growth (Zheng et al., 2024).

Managing employees’ relations has become an important topic in management science for practitioners and theorists (Miliani et al., 2022). In daily work life and on the ways in which organizations function, the effects of relationships are well documented in the literature (Barroso, 2022). Global and local companies are oriented to build good relationships with their employees to improve their financial and non-financial performance in the changing business environment (Miliani et al., 2022).

Previous studies stated that leader factor determines the success or failure of organizations, good communication and motivation between leaders and their employees, which have a positive impact on the entire organization (Putri, 2018). Studies have found that humble leadership could promote employees’ attitudes and behaviors including self-efficacy (Anseel et al., 2015), creativity (Wang et al., 2018), helpfulness (LaBouff et al., 2012), generosity (Exline & Hill, 2012), and forgiveness (Exline et al., 2008; Powers et al., 2007), employees’ loyalty and commitment (Basford et al., 2014), but no prior study explained the relationship between humble leadership and workplace relation quality. The current study contributes to the limited literature on humility within leadership by exploring how leaders’ humility relates to workplace relation quality within organization.

Therefore, based on the above explanation, the study contributes to the body of knowledge through filling the previous gaps as it represents the first study that examines these relationships which were uncovered and were ignored by researchers.

Hence, the questions that arise in this study are the following:

- 1- What is the effect of humble leadership on workplace relations quality?

Therefore, the current study aims to accomplish the following objectives:

1. Examining the effect of humble leadership on workplace relationships quality.

2. literature Review:

2.1) Humble leadership:

Theoretically, our model is rooted in the conservation of resources theory (Hobfoll, 1989). The basic principle of this theory is that people strive to create, preserve, protect, and retain resources (Ali et al., 2021). According to the conservation of resources theory, leaders represent a primary resource that maximizes resource creation and conservation for their organization through effective use of organizational resources including its employees (Mao et al., 2019). A leadership role can be described as a resource that supports an organization to conserve of resources through the development of employees (Walsh et al., 2014).

In recent academic research, there has been an increase around the construct of humble leadership (Kelemen et al., 2023). Although much research has been conducted in the past 10 years in the area of leaders' expressed humility, scholars noted that yet leader humility is still in its infancy" (Qin et al., 2020). Cho et al. (2021) confirmed that empirical studies of leaders' expressed humility remain rare. Humble leadership style has attracted the attention of leadership scholars as it has seen as modern leadership style that is effective to employees in functioning as an individual and as a team (Hamid, 2023). In the context of leadership, the importance of humility is increasingly recognized by many scholars claiming that this virtue is critical to the effectiveness of leaders. (Collins 2001; Ou et al. 2014; Owens and Hekman 2012; Owens et al. 2013, 2015; Weick 2001).

Zhou et al. (2021) defined humble leadership as a bottom-up leadership approach which is characterized as leaders' self-awareness, appreciation of employees' contributions and efforts, counseling of subordinates, receptive attitude, openness to novel ideas and feedback. Also, humble leadership refers to the interpersonal characteristics of a leader that help him/her to interact with subordinates, characterized by a desire to view oneself accurately, a displayed appreciation of others and teachability (Owens et al., 2013).

Previous studies have demonstrated many behavioral characteristics of humble leaders. However, the most common humble leadership scale measure is Owens et al. (2013), used by over three-fourths of the articles that relied on a scale measure of humble leadership (Kelemen et al., 2023). Despite the differences in the dimensions in these studies the core dimensions of humble leadership are an accurate self-view/self-awareness, teachability/ openness to feedback, and appreciation for others (Kelemen et al., 2023) and the current study depends on these three dimensions.

The first component is the willingness to see the self accurately or the desire of achieving accurate self-awareness through interactions with others (Owens et al., 2013). In an organizational context, Humble leaders have a rational, accurate, and non-defensive self-view through assessing oneself without negative or positive exaggeration (Exline and Geyer, 2004; Tangney, 2000). Leaders' selfishness or overestimation of their knowledge and abilities may weaken the groups they manage (Krumrei-Mancuso et al., 2023).

People expressed humility are allowed to admire and acknowledge the contributions and the strengths of others without feeling threatened by them (Exline et al. 2004). It is significant for leaders to engage members' knowledge and talents and to recognize their followers' contributions (He et al., 2020).

Teachability is a key element in leadership contexts (Owens et al., 2013). The rapid technological progress and the increasing specialization of work means that organizations are in greater need of leaders and employees who have the desire to learn, who are teachable, have the willingness to acquire new skills, and absorb novel information, and learn from others (Owens et al., 2013).

2.2) Workplace relationships quality:

Because relationships satisfy the desire to belong, bring purpose to life, and shape the way individuals define themselves (Trefalt, 2013), individuals have an inherent need to develop and maintain positive relationships (Baumeister and Leary, 1995). It is clear that individuals form these relationships not only in their personal lives, but also in their jobs (Caillier, 2017), where these relationships explain how tasks are performed and goals are achieved (Kahn 1998).

A relationship is a set of mutual expectations about each party's future behavior based on past interactions with each other. Saying that there is a “good relationship between one person and another,” it means that they feel a level of comfort with each other, a comfort that streaming from the feeling of knowing how the other one interacts (Schein & Schein, 2018).

Interpersonal relationships in the workplace influences some aspects of daily work life including, disclosing errors (Mao & Hsieh, 2017), sharing information, performing tasks (Morrison & Nolan, 2009), perceptions of organizational support (Hayton et al., 2012), interactive justice (Chen et al., 2013).

Ferris et al., (2009) defined work relationships as patterns of exchanges between two interacting members or partners, whether individuals, groups, or organizations, typically directed at the accomplishment of some common objectives or goals.

The term workplace relationship refers to any relationship one has with a coworker, such as supervisor–subordinate, peer, or mentoring relationships (Sias, Krone, & Jablin, 2002). Workplace relationship is defined as the information exchange between individuals and groups who want to complete their goals (Ferris et al., 2009). Moreover, Sais (2005) defined workplace relationship as unique interpersonal relationships with important implications for the individuals in those relationships and the organizations in which the relationships exist and develop.

Many researchers agreed that work place relationships quality dimensions are supervisor-subordinate relationship and peer co-worker relationship (Gerlach,2019; Tran et al., 2018; Omilion-Hodges and Baker 2013; Li & Hung 2009; Sias, 2005).

Managers have to maintain and develop relationships with colleagues inside and outside their workplace (Clydesdale, 2020). Leader-member exchange theory is a relationship-based, dyadic theory of leadership (Liden and Maslyn, 1998). The basic assumption of Leader–member exchange theory is that the interpersonal relationships that are established by managers within their work groups have unique qualities (Dhar, 2016; Sparrowe, 2020).

The lack of sufficient studies of such interpersonal relationships, whereas there are more studies on superior-subordinate relationships, makes it necessary to conduct more in-depth studies on peer relationships (Sias, 2008). Relationships between superiors and subordinates differ from relationships between peers in several ways. Most employees spend more time with their peer workers rather than their family and friends (Sias, 2008).

3) Hypotheses Development:

3.1 The relationship between humble leadership and workplace relationships quality:

Organizations today are experimenting how work is defined and are showing great flexibility in how they allocate roles and authority. Therefore, they encourage more personal relationships (Schein & Schein, 2018). Humility has a strong impact on the quality and strength of the relationship between a leader and followers, which lead to increased effectiveness (Davis et al., 2013). Hence, considering humble leadership as a relationship-oriented leadership style, leaders are more concerned with establishing good exchange relationships with their subordinates (Rego et al., 2017).

One of the vital functions of humble leadership is to provide a collaborative environment for team members where they can share knowledge, collaborate, and come up with solutions to problems they encounter during project implementation (Owens and Hickman, 2016). Humble leaders express transparency and friendliness, seek support and guidance from subordinates, listen to their subordinates' feelings, and thus remove power distance (Ali et al., 2020). These leaders provide welcoming and warm approach toward their employees and treat them with respect (Jeung & Yoon, 2018). Leaders who demonstrate humility creates a work environment in which their followers feel safe and confident (Van Dierendonck,2011). Consequently, Team members naturally relate to humble leaders because of the leader's active contribution to the project, providing

autonomy and freedom to team members and giving importance to each team member (Chiu et al., 2016).

Humility may have an impact on the quality of interpersonal work relationships, decision making, and performance (Owens et al., 2013). When the core relationship between leaders and followers becomes more personalized and collaborative, the organization can benefit from more employee engagement, empowerment, organizational agility, ambidexterity, and innovation. (Schein & Schein, 2018). Furthermore, Owens et al. (2013) believe that disclosure of personal limitations and weaknesses promotes high-quality interpersonal interactions between leaders and followers.

Therefore, the study suggests the following hypothesis:

H1: Humble leadership has a significant positive effect on workplace relationship quality.

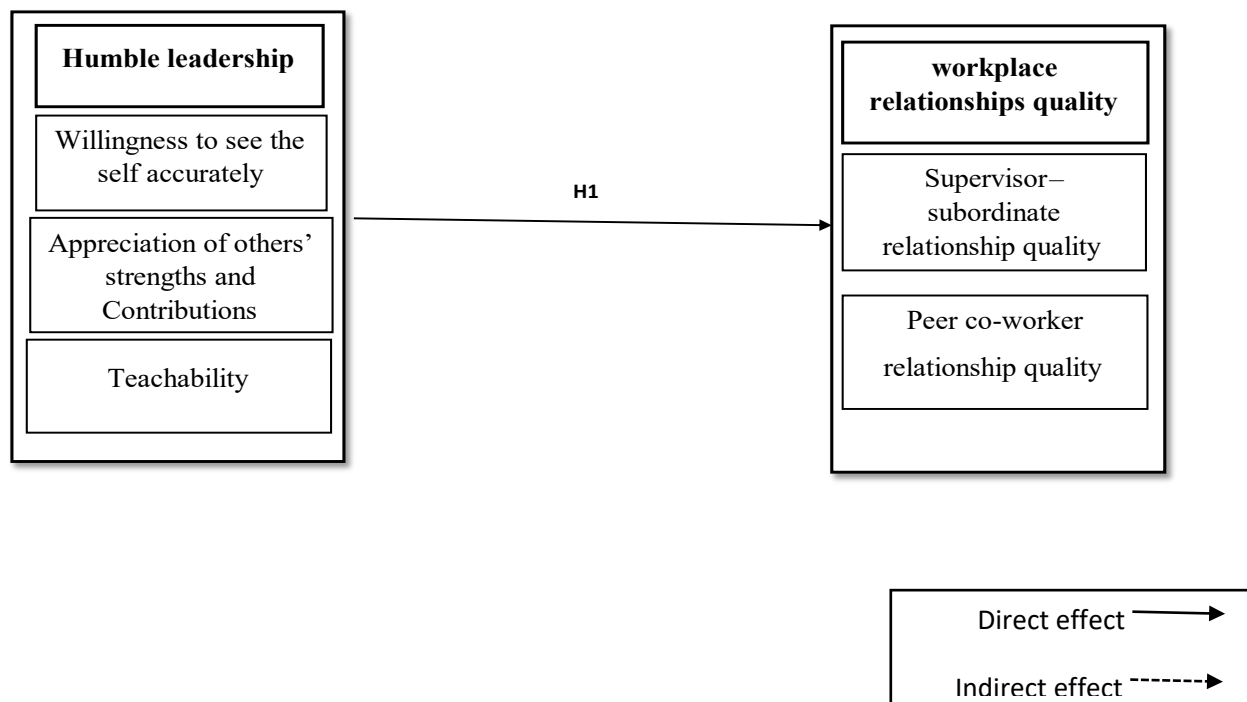


Figure (1)

4) Research Method

4.1) Population and sampling

The research population is 8100 employees at Mansoura University. By reviewing public administration of Mansoura University, the researchers collected data through questionnaire, that was directed to 610 employees, the researchers collected 500 questionnaires 81.9 %. 425 questionnaires were statistically valid and free of missing data.

Table (1)

Population Description (N= 425)

Characteristics	Frequency	Percentage
Gender		
Male	182	42.8
Female	243	57.2
Total	425	100.0
Age		
Less than 30 years	22	5.2
From 30 to less than 40 years	170	40.0
From 40 to less than 50 years	177	41.6
More than 50 years	56	13.2

Total	425	100.0
Education		
Less than University	113	26.6
High institute or Faculty	231	54.5
Post graduate studies	81	19.1
Total	425	100.0
Experience		
less than 10 years	63	14.8
From 10 years to less than 20 years	204	48.0
More than 20 years	158	37.2
Total	425	100.0

4.2) Variables Measurement:

Humble leadership is measured by the 9-item scale by Owens et al., (2013), Whilst the mediating variable which is workplace relations quality is measured using 13-item scale adopted from two studies (Graen & Uhl-Bien, 1995; Sherony & Green, 2002).

4.3) Data analysis:

This study employs path analysis to test the research hypotheses through the structural equation Modeling (SEM) model using Smart PLS4.

4.3.1) Measurement model:

Individual reliability, construct reliability, convergent validity and discriminant validity are evaluated using a measurement model to realize the appropriate degree of internal consistency that the measures hold. This analysis is based on statistics from a reflective measurement model of (Ringle et al., 2012).

Table (2)

Loading, Cronbach's Alpha (α), Composite reliability (CR), Average Variance Extracted (AVE)

Construct	Items	Loading	CR	Alpha	AVE
Humble Leadership					
Willingness to see one self accurately			0.863	0.761	0.677
	WA1	0.815			
	WA2	0.830			
	WA3	0.822			
Appreciation of others' strengths and contributions			0.896	0.826	0.742
	AO1	0.859			
	AO2	0.860			
	AO3	0.864			
Teachability			0.920	0.869	0.793
	TA1	0.890			
	TA2	0.898			
	TA3	0.883			
Workplace relationship Quality					
Leader- member relationship			0.911	0.886	0.595
	LMR1	0.740			
	LMR2	0.786			
	LMR3	0.762			
	LMR4	0.781			
	LMR5	0.727			

	LMR6	0.780			
	LMR7	0.820			
Peer coworker relationship			0.893	0.856	0.582
	PWR1	0.714			
	PWR2	0.805			
	PWR3	0.793			
	PWR4	0.737			
	PWR5	0.752			
	PWR6	0.775			

Table (2) summarizes the square root of the AVE for each construct, which is shown to be greater than the inter-constructs correlations. Thus, the discriminant validity is achieved.

Table (3)

Discriminant validity of Constructs

	WA	AO	TA	LMR	PWR
WA	0.823				
AO	0.647	0.861			
TA	0.629	0.698	0.890		
LMR	0.593	0.686	0.687	0.771	
PWR	0.351	0.372	0.426	0.527	0.763

4.4) Structural model and hypothesis testing

Structural equation modeling (SEM) is a statistical methodology that adopts a confirmatory approach that involves hypothesis testing to study structural theory based on certain phenomena (Byrne, January 2025, Vol 1, No2, PP.....

2013). SEM discovers relationships between one or more independent and dependent variables that determine the suitability level of hypothetical constructs to the collected data.

Table (4)
The direct effects on endogenous constructs

Hypo.	Relationship	Std Beta	P -Value	Decision
H1	Humble leadership has a significant positive effect on work place relation quality.	0.705	0.000	Significant

According to table (4) Humble leadership affect workplace relationship quality, according to the regression coefficient and its significance ($\beta=0.705$, $P<0.001$), and its effect size was ($f^2=0.987$). Therefore, H1 was accepted.

5) Discussion

The study results showed that humble leadership has a significant positive effect on workplace relationship quality. The current study found that when leaders in Mansoura University have an accurate self-view by asking for feedback, even if it is critical and acknowledge their limitations, reflecting their humble behavior. In return, this creates an environment where Mansoura University employees feel safe to express their ideas, concerns, and mistakes without fear of judgment, which gives employees a sense of trust and openness among the team, which is critical for strong workplace relationships. These employees can enhance their work efforts and engage in helpful behaviors to see themselves as worthy of the trust given upon them by their leadership.

Other studies have closely findings, which confirmed with the current study indicating that humble leadership affect supervisor-subordinates relationship positively. For example, the study of Cho et al, (2021) found that there is a positive relationship between humble leadership and employees' feeling trusted by their supervisor. Cho et al, (2021) stated that when a leader shows the fact that he does not have all the answers, this reflects that the employee's input is important and valuable, and the dependency on the employee, such humble behaviors indicate trustworthiness toward the employee.

Furthermore, our study found that humble leadership affect peer coworkers' relationship quality positively. This consistent with the study of Cho et al, (2021) who found that subordinates of humble leaders are given opportunities to learn, make mistakes, and implement their ideas so that they can take

January 2025, Vol 1, No2, PP.....

charge of their own advancement and professional development. Additionally, Owens and Hickman (2012) agreed that one of the best methods that allow employees to benefit from their supervisor's humility is through experimentation, making mistakes, and creating change at work, which provide them the opportunity to develop and grow as employees.

5.1) Theoretical implications

The study contributes to the body of knowledge of the existing literature of humble leadership, and workplace relationships quality. It is the first study that examined these research variables in the context of developing countries. the current study is the first that examined the influence of humble leadership and workplace relationships quality. The study concluded that when leaders demonstrate humility, through focusing on modifying the self, appreciating contributions of others, and openness to others new ideas and feedback these behaviors foster appreciation, respect, trust which are the bases of high-quality workplace relations.

5.2) Practical Implications:

This study also provides significant practical implications that add value to Mansoura University' management. Fostering leaders' humility in the university requires personal development. Firstly, the study suggested that the university management should be aware to the importance of enhancing leaders' humility and seek to foster leader's personal development. This study also provides significant practical implications that add value to Mansoura University' management. Fostering leaders' humility in the university requires personal development. Firstly, the study suggested that the university management should be aware to the importance of enhancing leaders' humility and seek to foster leader's personal development. Leaders should be encouraged to have an accurate self-view through seeking to have regular feedback to know their strengths and the points that need to development. Leaders should be encouraged to appreciate the strengths and contributions of others, as a result employees will feel seen and valued. University management should stimulate their leaders teachability in order to have the willingness to acquire new skills, and absorb novel information, and learn from others.

Secondly, promoting a high-quality workplace relationship between a supervisor and their subordinates is significant to create a healthy, positive and productive work environment. Supervisors have to offer constructive and respectable feedback, foster employees feeling of belonging. Also, a good peer worker- relationship is essential for collaborative work culture which is the base of creative thinking and problem solving. The researcher summarizes the recommendations in table (5).

Table (5)

The Research Recommendations

January 2025, Vol 1, No2, PP.....

Recommendation	Mechanism
1. Leaders should be encouraged to have an accurate self-view through seeking to have regular feedback.	- Leaders can take personality tests to assess the extent of their self-awareness which provide leaders with insights of their strengths and the points that need to development. - Using feedback tools about their leadership behaviors including setting regular one-to-one meetings with their subordinates, setting a side time to know the reflection of their actions and decisions and applying open-door policy.
2. Leaders should be encouraged to appreciate others strengthens and contributions.	- Leaders should undergo trainings such as leadership skills, emotional intelligence that confirms the importance of appreciation. - Leaders have to implement employees' appreciation practices including having a habit of showing appreciation after a contribution is made, setting awards for achievements, sharing positive feedback about the university members' performance.
3. Choosing Leaders who are teachable.	- Management should provide an environment that fosters learning and a culture that promote learning and growth by offering courses and training programs that is important to leaders' professional growth and development.
4. Supervisors should create a Trust-building, and supportive work culture within the university.	- Supervisors should maintain regular communication with their subordinates through open regular dialogue, active listening, building trust in the relationship,
5. The management should empathize on creating collaborative, supportive and work Environment.	- The management should offer problem-solving training courses, encouraging teamwork, promote mutual respect and trust, arrange team building activities and encourage employees to share knowledge and expertise.

5.3) Limitations and Future Research:

While the current study has presented useful theoretical and practical implications, it also has some limitations that should be taken in researchers' consideration. Firstly, the current study was based on cross-sectional data using a questionnaire for testing the research hypotheses. future studies can benefit from longitudinal study to observe the changes of the influencing of humble and work place relationship quality over time. Secondly, the researcher gathered a sample from Mansoura University employees only, due to the time and cost constraints. Therefore, the study suggested that future research can depend on larger sample size from various fields. Thirdly, the study uses a sample from Mansoura University in Egypt (as an example developing country). Therefore, future studies may depend on universities in developed countries and compare the results with the current study.

References:

- 1) Ali, M., Li, Z., Khan, S., Shah, S. J., & Ullah, R. (2021). Linking humble leadership and project success: the moderating role of top management support with mediation of team-building. *International journal of managing projects in business*, 14(3), 545-562.
- 2) Ali, M., Zhang, L., Shah, S. J., Khan, S., & Shah, A. M. (2020). Impact of humble leadership on project success: the mediating role of psychological empowerment and innovative work behavior. *Leadership & organization development journal*, 41(3), 349-367.
- 3) Anseel, F., Beatty, A. S., Shen, W., Lievens, F., & Sackett, P. R. (2015). How are we doing after 30 years? A meta-analytic review of the antecedents and outcomes of feedback-seeking behavior. *Journal of management*, 41(1), 318-348.
- 4) Barroso-Castro, C., Domínguez-CC, M., & Rodríguez-Serrano, M. Á. (2022). SME growth speed: The relationship with board capital. *Journal of Small Business Management*, 60(2), 480-512.
- 5) Basford, T. E., Offermann, L. R., & Behrend, T. S. (2014). Please accept my sincerest apologies: Examining follower reactions to leader apology. *Journal of Business Ethics*, 119, 99-117.
- 6) Baumeister, R. F., Stillwell, A. M., & Heatherton, T. F. (1995). Personal narratives about guilt: Role in action control and interpersonal relationships. *Basic and applied social psychology*, 17(1-2), 173-198.
- 7) Byrne, B. M. (2013). *Structural equation modeling with Mplus: Basic concepts, applications, and programming*. routledge.
- 8) Caillier, J. G. (2017). An examination of the role whistle-blowing education plays in the whistle-blowing process. *The Social Science Journal*, 54(1), 4-12.
- 9) Chen, C. Y., Mao, H. Y., Hsieh, A. T., Liu, L. L., & Yen, C. H. (2013). The relationship among interactive justice, leader–member exchange, and workplace friendship. *The Social Science Journal*, 50(1), 89-95.
- 10) Chiu, C. Y. C., Owens, B. P., & Tesluk, P. E. (2016). Initiating and utilizing shared leadership in teams: The role of leader humility, team proactive personality, and team performance capability. *Journal of applied psychology*, 101(12), 1705.
- 11) Cho, J., Schilpzand, P., Huang, L., & Paterson, T. (2021). How and when humble leadership facilitates employee job performance: the roles of feeling trusted and job autonomy. *Journal of Leadership & Organizational Studies*, 28(2), 169-184.
- 12) Clydesdale, G. (2020). *Peer Relationships in the Workplace: A Call to Arms*. Kindai management review/The Institute for Creative Management and Innovation, Kinki University, 8, 48-62.
- 13) Collins, J. (2001). *Good to great: Why some companies make the leap . . . and others don't*. New York: Harper Business.

- 14) Davis, A. P., Murphy, C. G., Johnson, R., Lay, J. M., Lennon-Hopkins, K., Saraceni-Richards, C., ... & Mattingly, C. J. (2013). The comparative toxicogenomics database: update 2013. *Nucleic acids research*, 41(D1), D1104-D1114.
- 15) Dhar, R. L. (2016). Ethical leadership and its impact on service innovative behavior: The role of LMX and job autonomy. *Tourism Management*, 57, 139-148.
- 16) Exline, J. J., & Geyer, A. L. (2004). Perceptions of humility: A preliminary study. *Self and Identity*, 3(2), 95-114.
- 17) Exline, J. J., & Hill, P. C. (2012). Humility: A consistent and robust predictor of generosity. *The Journal of Positive Psychology*, 7(3), 208-218.
- 18) Exline, J. J., Baumeister, R. F., Zell, A. L., Kraft, A. J., & Witvliet, C. V. (2008). Not so innocent: Does seeing one's own capability for wrongdoing predict forgiveness?. *Journal of personality and social psychology*, 94(3), 495.
- 19) Ferris, G. R., Liden, R. C., Munyon, T. P., Summers, J. K., Basik, K. J., & Buckley, M. R. (2009). Relationships at work: Toward a multidimensional conceptualization of dyadic work relationships. *Journal of management*, 35(6), 1379-1403.
- 20) Gerlach, G. I. (2019). Linking justice perceptions, workplace relationship quality and job performance: The differential roles of vertical and horizontal workplace relationships. *German Journal of Human Resource Management*, 33(4), 337-362.
- 21) Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The leadership quarterly*, 6(2), 219-247.
- 22) Hamid, R. A. (2023). The effect of work from home on adaptive performance and moderated by humble leadership. *European Journal of Social Sciences*, 6(1), 31-45.
- 23) Hayton, J. C., Carnabuci, G., & Eisenberger, R. (2012). With a little help from my colleagues: A social embeddedness approach to perceived organizational support. *Journal of Organizational Behavior*, 33(2), 235-249.
- 24) He, C., Wu, J., & Zhang, Q. (2020). Research leadership flow determinants and the role of proximity in research collaborations. *Journal of the Association for Information Science and Technology*, 71(11), 1341-1356.
- 25) Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.
- 26) Jeung, C. W., & Yoon, H. J. (2018). When leadership elicits voice: Evidence for a mediated moderation model. *Journal of Management & Organization*, 24(1), 40-61.
- 27) Kahn, W. A. (1998). *Relational systems at work*.
- 28) Schein, E. H., & Schein, P. A. (2018). *Humble leadership: The power of relationships, openness, and trust*. Berrett-Koehler Publishers.

- 29) Kelemen, T. K., Matthews, S. H., Matthews, M. J., & Henry, S. E. (2023). Humble leadership: A review and synthesis of leader expressed humility. *Journal of Organizational Behavior*, 44(2), 202-224.
- 30) Krumrei-Mancuso, E. J., & Rowatt, W. C. (2023). Humility in novice leaders: links to servant leadership and followers' satisfaction with leadership. *The Journal of Positive Psychology*, 18(1), 154-166.
- 31) LaBouff, J. P., Rowatt, W. C., Johnson, M. K., Tsang, J. A., & Willerton, G. M. (2012). Humble persons are more helpful than less humble persons: Evidence from three studies. *The Journal of Positive Psychology*, 7(1), 16-29.
- 32) Li, C. K., & Hung, C. H. (2009). The influence of transformational leadership on workplace relationships and job performance. *Social Behavior and Personality: an international journal*, 37(8), 1129-1142.
- 33) Liden, R. C., & Graen, G. (1980). Generalizability of the vertical dyad linkage model of leadership. *Academy of Management journal*, 23(3), 451-465.
- 34) Mao, H. Y., & Hsieh, A. T. (2017). Friendship at work and error disclosure. *BRQ Business Research Quarterly*, 20(4), 213-225.
- 35) Mao, J. Y., Chiang, J. T. J., Chen, L., Wu, Y., & Wang, J. (2019). Feeling safe? A conservation of resources perspective examining the interactive effect of leader competence and leader self-serving behaviour on team performance. *Journal of Occupational and Organizational Psychology*, 92(1), 52-73.
- 36) Miliani, A., El Khazzar, A., & Lhassan, I. (2022). Employee Relations Practices and Firm performance: A Conceptual Model Proposal. *International Journal of Accounting, Finance, Auditing, Management and Economics*, 3(1-1), 314-327.
- 37) Morrison, R. L., & Nolan, T. (2009). I get by with a little help from my friends... at work. *Kōtuitui: New Zealand Journal of Social Sciences Online*, 4(1), 41-54.
- 38) Omilion-Hodges, L. M., & Baker, C. R. (2013). Contextualizing LMX within the workgroup: The effects of LMX and justice on relationship quality and resource sharing among peers. *The Leadership Quarterly*, 24(6), 935-951.
- 39) Ou, A. Y., Tsui, A. S., Kinicki, A. J., Waldman, D. A., Xiao, Z., & Song, L. J. (2014). Humble chief executive officers' connections to top management team integration and middle managers' responses. *Administrative science quarterly*, 59(1), 34-72.
- 40) Owens, B. P., & Hekman, D. R. (2012). Modeling how to grow: An inductive examination of humble leader behaviors, contingencies, and outcomes. *Academy of Management journal*, 55(4), 787-818.
- 41) Owens, B. P., Johnson, M. D., & Mitchell, T. R. (2013). Expressed humility in organizations: Implications for performance, teams, and leadership. *Organization Science*, 24(5), 1517-1538.

- 42) Owens, B. P., Wallace, A. S., & Waldman, D. A. (2015). Leader narcissism and follower outcomes: The counterbalancing effect of leader humility. *Journal of applied psychology*, 100(4), 1203.
- 43) Pedersen, V. B., & Lewis, S. (2012). Flexible friends? Flexible working time arrangements, blurred work-life boundaries and friendship. *Work, employment and society*, 26(3), 464-480.
- 44) Powers, C., Nam, R. K., Rowatt, W. C., & Hill, P. C. (2007). Associations between humility, spiritual transcendence, and forgiveness. In *Research in the social scientific study of religion*, volume 18 (pp. 75-94). Brill.
- 45) Putri, R. A. (2018). Leadership style and interpersonal communication of employee satisfaction and it's effect on the employee performance. *Jurnal Pendidikan Bisnis dan Manajemen*, 4(3), 101-106.
- 46) Qin, X., Chen, C., Yam, K. C., Huang, M., & Ju, D. (2020). The double-edged sword of leader humility: Investigating when and why leader humility promotes versus inhibits subordinate deviance. *Journal of applied psychology*, 105(7), 693.
- 47) Rego, A., Owens, B., Leal, S., Melo, A. I., e Cunha, M. P., Gonçalves, L., & Ribeiro, P. (2017). How leader humility helps teams to be humbler, psychologically stronger, and more effective: A moderated mediation model. *The Leadership Quarterly*, 28(5), 639-658.
- 48) Ringle, C. M., Sarstedt, M., & Straub, D. W. (2012). Editor's comments: a critical look at the use of PLS-SEM in "MIS Quarterly". *MIS quarterly*, iii-xiv.
- 49) Sherony, K. M., & Green, S. G. (2002). Coworker exchange: relationships between coworkers, leader-member exchange, and work attitudes. *Journal of applied psychology*, 87(3), 542.
- 50) Sias, P. M. (2008). Organizing relationships: Traditional and emerging perspectives on workplace relationships.
- 51) Sias, P. M. (2005). Workplace relationship quality and employee information experiences. *Communication studies*, 56(4), 375-395.
- 52) Sias, P. M., Krone, K. J., & Jablin, F. M. (2002). An ecological systems perspective on workplace relationships. *Handbook of interpersonal communication*, 3, 615-642.
- 53) Sparrowe, R. T. (2020). LMX and welfare trade-off ratios: An evolutionary perspective on leader-member relations. *The Leadership Quarterly*, 31(2), 101271.
- 54) Tran, K. T., Nguyen, P. V., Dang, T. T., & Ton, T. N. (2018). The impacts of the high-quality workplace relationships on job performance: A perspective on staff nurses in Vietnam. *Behavioral sciences*, 8(12), 109.
- 55) Trefalt, Š. (2013). Between you and me: Setting work-nonwork boundaries in the context of workplace relationships. *Academy of Management Journal*, 56(6), 1802-1829.
- 56) Van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of management*, 37(4), 1228-1261.

- 57) Walsh, M., Dupré, K., & Arnold, K. A. (2014). Processes through which transformational leaders affect employee psychological health. *German Journal of Human Resource Management*, 28(1-2), 162-172
- 58) Wang, Y., Liu, J., & Zhu, Y. (2018). How does humble leadership promote follower creativity? The roles of psychological capital and growth need strength. *Leadership & Organization Development Journal*, 39(4), 507-521.
- 59) Weick, K. E. (2001). Leadership as the legitimation of doubt. The future of leadership: Today's top leadership thinkers speak to tomorrow's leaders, 91-102.
- 60) Zheng, Z., & Ahmed, R. I. (2024). Humble leadership and employee creative performance in China: the roles of boundary spanning behavior and traditionality. *Personnel Review*, 53(1), 193-210.
- 61) Zhou, X., Wu, Z., Liang, D., Jia, R., Wang, M., Chen, C., & Lu, G. (2021). Nurses' voice behaviour: The influence of humble leadership, affective commitment and job embeddedness in China. *Journal of Nursing Management*, 29(6), 1603-1612.