

Zia, Sufyan; Ahmed, Kaleem

Article

Employee creativity deterrence by abusive supervision through the lens (mediation) of employee silence

Cogent Business & Management

Provided in Cooperation with:

Taylor & Francis Group

Suggested Citation: Zia, Sufyan; Ahmed, Kaleem (2024) : Employee creativity deterrence by abusive supervision through the lens (mediation) of employee silence, Cogent Business & Management, ISSN 2331-1975, Taylor & Francis, Abingdon, Vol. 11, Iss. 1, pp. 1-17, <https://doi.org/10.1080/23311975.2024.2350787>

This Version is available at:

<https://hdl.handle.net/10419/326269>

Standard-Nutzungsbedingungen:

Die Dokumente auf EconStor dürfen zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden.

Sie dürfen die Dokumente nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, öffentlich zugänglich machen, vertreiben oder anderweitig nutzen.

Sofern die Verfasser die Dokumente unter Open-Content-Lizenzen (insbesondere CC-Lizenzen) zur Verfügung gestellt haben sollten, gelten abweichend von diesen Nutzungsbedingungen die in der dort genannten Lizenz gewährten Nutzungsrechte.

Terms of use:

Documents in EconStor may be saved and copied for your personal and scholarly purposes.

You are not to copy documents for public or commercial purposes, to exhibit the documents publicly, to make them publicly available on the internet, or to distribute or otherwise use the documents in public.

If the documents have been made available under an Open Content Licence (especially Creative Commons Licences), you may exercise further usage rights as specified in the indicated licence.



<https://creativecommons.org/licenses/by/4.0/>

Employee creativity deterrence by abusive supervision through the lens (mediation) of employee silence

Sufyan Zia & Kaleem Ahmed

To cite this article: Sufyan Zia & Kaleem Ahmed (2024) Employee creativity deterrence by abusive supervision through the lens (mediation) of employee silence, Cogent Business & Management, 11:1, 2350787, DOI: [10.1080/23311975.2024.2350787](https://doi.org/10.1080/23311975.2024.2350787)

To link to this article: <https://doi.org/10.1080/23311975.2024.2350787>



© 2024 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group



[View supplementary material](#)



Published online: 13 Jun 2024.



[Submit your article to this journal](#)



Article views: 1135



[View related articles](#)



[View Crossmark data](#)



Citing articles: 1 [View citing articles](#)

Employee creativity deterrence by abusive supervision through the lens (mediation) of employee silence

Sufyan Zia^a and Kaleem Ahmed^b

^aDepartment of Management Sciences, University of Lahore, Gujrat, Pakistan; ^bManagement Sciences Department, University of Lahore, Gujrat, Pakistan

ABSTRACT

Based on the interactionist perspective of organizational creativity, conservation of resource theory and social exchange theory, this study finds out the contextual factors from the social context of the organizations that affect the creativity of an employee. Data from the 443 engineers of software houses in Pakistan is collected through questionnaires. SPSS version 25 is used for demographics, internal reliability and mediation through Hayes macro process. AMOS26 is used for internal consistency, convergent validity and discriminant validity. Hayes macro process model 4 is used for mediation analysis. Findings have confirmed that abusive supervision is one of the major reasons behind the decrease in employee creativity. Employee silence partially mediates their relationship as the relationship between abusive supervision and employee creativity still remains significant. The mediating role of employee silence in the relationship between abusive supervision and employee creativity is an important novelty of this study. Several future directions about partial mediation, measuring scales and malevolent creativity are discussed in the future directions section of the study.

IMPACT STATEMENT

Creativity is an important tool for organizations to stay competitive in this globalized ever changing business environment. It is important to figure out the factors influencing it. Abusive supervision is among one of those factors. This study finds out the relationship between abusive supervision and employee creativity. Another important aspect is about finding the path/mechanism through which creativity of an employee is affected.

This study is important for organizations directly connected with creativity. A more in depth review of their supervision systems can help to increase the creativity of their employees and hence can improve the performance of those organizations. Appropriate measures to overcome such issues are also suggested in practical implications section of this study.

ARTICLE HISTORY

Received 22 March 2022

Revised 3 March 2024

Accepted 29 April 2024

KEYWORDS

Abusive supervision; employee creativity; employee silence; social exchange theory; innovation; Hayes macro process; conservation of resource theory

REVIEWING EDITOR

Huifen (Helen) Cai,
Middlesex University
Business School, United
Kingdom

SUBJECTS

Interpersonal Processes & Communication;
Perception; Creativity;
Innovation Management;
Leadership; Employment Relations; Asian Business

1. Introduction

"Pfeffer (1998), a management guru at Stanford, wrote about Jobs' management style: One day, Jobs fired a person in management—this was called "being Steved" at Apple. As that manager was cleaning out his office later that day, "Jobs came by and asked him what he was doing. 'Preparing to leave,' was the reply. 'Oh' said Jobs, 'I did not really mean it, I was just upset. You're rehired'". Did Jobs use sarcasm to increase creativity for both expresser and recipients (Huang et al., 2015)? Was Jobs' provocative episode (Isaacson, 2012) a real example of abusive supervision (Tepper, 2000)? Was it ethical for employees to have a constant fear of losing jobs? Did it hurt victims and teammates' feelings and creativity?" (Jiang et al., 2019)

Innovation is the key to success for organizations in this globalized world (Qin et al., 2020; Stamm, 2008). Innovation is about the implementation, and creativity is about generating those ideas to be

CONTACT Sufyan Zia ✉ Sufyanzia83@gmail.com Department of Management Sciences, University of Lahore, Sargodha Road near National Bank, Gujrat 50700, Pakistan

Present affiliation of Kaleem Ahmed: Assistant Professor, The University of Chenab, Gujrat, Pakistan.

© 2024 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

implemented in the innovation phase (Stamm, 2008). So, being an integral part of innovation (Amabile et al., 1996; Joo et al., 2013; Stamm, 2008), employee creativity is considered as an essential component of an organization's survival and competition (Liu et al., 2017; Shalley et al., 2004; Stamm, 2008). It was defined as the 'production of novel and useful ideas' (Amabile et al., 1996, p. 1155).

There are many prominent models or theoretical perspectives of creativity and innovation (Anderson et al., 2014). The interactionist perspective of organizational creativity (Woodman et al., 1993) is among them. According to this model of creativity, an individual is not a predictor of creativity alone (actor center approach), nor the context is a sole predictor (context center approach), but indeed both actor and context are important for creativity (Zhou & Hoever, 2014). A person is an actor who will float a new and useful idea. But the contextual factors or conditions where that person is working also matter. Different studies have reported that interaction in these two results in an increase or decrease in creativity (Shalley et al., 2009; Yuan & Woodman, 2010; Zhou & Shalley, 2010).

Creativity's contextual factors at the individual level include task contexts and social contexts (Anderson et al., 2014). In a social context, leadership and supervision are considered as most influential contextual factors of creativity (Tierney, 2008). In literature, mixed effects of them have been reported. For example, the impact of transformational leadership on the creativity of an employee was positive (Bono & Judge, 2003; Gong et al., 2009; Shin & Zhou, 2003), but on the other hand, there is a study in which it is reported that impact of transformational leadership is positive if there is high psychological empowerment of the follower does exist (Pieterse et al., 2010).

The same is the case with supervision. Many behaviors of the supervisor are reported to be having a positive impact on the creativity of their employees including empowerment behavior of the supervisor (Zhang & Bartol, 2010), support of the supervisor (Madjar et al., 2002), the benevolence of the supervisor (Wang & Cheng, 2010). But for abusive supervision, there are mixed results. For example (Liu et al., 2012) had reported a trickle-down effect and (Lee et al., 2013) had reported a curvilinear relationship between abusiveness of supervisor and employee creativity. Variations in the results of these two studies had started a discussion about the nature of the relationship between the abusiveness of the supervisor and the creativity of an employee. To address this issue motivation was introduced as a mediator by Zhang et al. (2014), to find out the true mechanism by applying the componential theory of creativity. The research findings revealed the negative relationship between the abusiveness of the supervisor and the creativity of an employee. In a recent study by Shen et al. (2020), feedback-seeking behavior was introduced as a mediator. The explanatory factors in this study are the partial mediation of feedback-seeking behavior and a small portion of variance explained by the predictors (Shen et al., 2020). There are theoretical arguments in the literature that suggest that it is of immense importance to understand the relationship between abusive supervision and the creativity of an employee (Gu et al., 2016; Liu et al., 2012; Shen et al., 2020). So that more about the black box of this relationship could be found out.

So, this is the time to reinvestigate the nature of relationship among these two variables. On the basis of social exchange theory, it is assumed that the relationship between an employee and his/her supervisor is an exchangeable relationship (Cropanzano et al., 2017). According to Greco et al. (2019), just like positive reciprocity, negative reciprocity is also exchanged between the supervisor and employee.

Creativity is a psychological phenomenon. The core of attitude is evaluation (Eagly & Chaiken, 1993). Abusive supervision hinders the favorable cognitive development of employees toward the organization (Tepper, 2000). Response of the employee toward the abusive supervision is not alike. So, it is necessary to enhance the understanding about destructive behaviors and their responses (Mitchell & Ambrose, 2012; Tepper, 2007). Due to frustration, disillusionment, disappointment, lack of trust and contempt toward organization, employees will not behave appropriately they can become silent (Kiewitz et al., 2016; Xu et al., 2015).

Hence, this is the time to reinvestigate the relationship between these two variables and find out the mechanism through which employee's creativity is influenced by abusive supervision.

2. Literature review

2.1. Employee creativity

The noun creativity is derived from Latin word 'creatus' meaning 'to make, produce' and it is related to 'crescere' which means 'arise, grow' (Kampylis & Valtanen, 2010). As a scientific term, the roots of this

word are in psychology (Guilford, 1950; Piirto, 2004; Stein, 1953). The prominent presidential address of Guilford in 1950 at American Psychological Association become a plinth of far reaching research work in the field of creativity, where he highlighted that there are merely 186 from 121,000 entries in different Psychological Abstracts that dealt with creative imagination (Barron & Harrington, 1981).

According to him ‘... refers to the abilities that are most characteristic of creative people. Creative abilities determine whether the individual has the power to exhibit creative behavior to a noteworthy degree’ (Guilford, 1950, p. 444).

This definition of creativity was highlighting it as a concept similar like intelligence (i.e. it is something what intelligence tests measure). But it differs from it, because it is not merely bounded to traits of a person and cognitive thinking or intellectual functioning (Brown, 1989). In fact, it is complex mix of personality factors, motivational conditions, environmental factors and even products (Feldhusen & Goh, 1995). From 1950 to 1961 more than a dozens of books and almost 300 articles were published on this subject which nullifies the past notions that ‘creativity is something mysterious’, ‘people or born to be creative or not’ and ‘creativity is more a way of feeling than a way of thinking’. Rhodes (1961) analyzed different definitions of creativity from these references and came to know that, they are not mutually exclusive and hence, arrange them in four strands, named as 4 p’s of creativity comprising person, process, product and press (Rhodes, 1961). The term ‘Person’ (person as human being) included information of personality, temperament, intellect, traits, attitudes, habits, value systems, self-concept, defense mechanism and behavior. The term ‘Process’ (mental processes) applied to perception, motivation, thinking, learning and communication. The term ‘Press’ was referred about the relationship of humans with their environment, i.e. (environmental press on the person and her/his mental processes). The term ‘Product’ (expression of ideas in the form of language or craft) denotes the communication of thoughts to other people through words, stone, clay, paint or any material. According to him these strands are interwoven which is indicating that how much complex the creativity is and this is the time to define it with precision and identify the factors associated with creative process (Rhodes, 1961).

From this conception of creativity one thing become clear to the researchers that it is not merely a cognitive functioning or processing (Feldhusen & Goh, 1995). Later on fifth p ‘Persuasion’ (encourage others of the value of one’s work) was proposed by Simonton (Simonton, 1990).

As it is a complex phenomenon (Feldhusen & Goh, 1995; Gowan, 1972), different models were proposed by researchers to conceptualize creativity. Six guiding ideas of creativity (Albert, 1990), theoretical conception of creativity by Amabile (1990), interactionist model of creative behavior (Woodman & Schoenfeldt, 1989), (Brown, 1989)’s model and model of productive thinking by Treffinger et al. (1990). But 4Ps model of Rhodes (1961) seems like to be remained as most suitable framework (Feldhusen & Goh, 1995).

Prominent definitions of creativity emphasized the final response or end product and stated creativity is about generating novel and useful ideas (Amabile, 1988; Stein, 1974). The reason behind using the product-oriented definition of creativity is that its measures are more straightforward (Amabile, 1982). If an individual’s ideas considered to be reliably identified, then thought processes, environmental factors and a person’s qualities can be looked at corresponding to the production of those products or ideas (Amabile, 1988). Hence, this widely accepted conception of creativity will be used in this study. It is defined as the ‘production of novel and useful ideas’ (Amabile et al., 1996, p. 1155).

From this definition the concept of creativity becomes clear that what it is by conception. It is an important tool for organizations to survive and stay competitive. Due to its immense importance for organizations in the globalized and ever-changing business environment, research advances on this concept from the clarification of its conceptions to different factors that can influence creativity in either increasing or decreasing it.

There are many prominent models or theories of creativity (Anderson et al., 2014). The interactionist perspective of organizational creativity (Woodman et al., 1993) is among them. According to this model for creativity, an individual is not a predictor of creativity alone (actor center approach), nor the context alone is a sole predictor (context center approach), but indeed, both actor and context are important for creativity. A person is an actor who will float a new and useful idea, but the contextual factors or conditions where that person is working also matter. Different studies have reported that interaction in these two results in increasing or decreasing creativity (Shalley et al., 2009; Yuan & Woodman, 2010; Zhou & Shalley, 2010).

Leadership and supervision are important, influential contextual factors of creativity (Anderson et al., 2014; Liu et al., 2016; Tierney, 2008).

2.2. Abusive supervision (as)

The abusiveness of a supervisor often damages the organizations in terms of the output of their employees. Supervisors might be self-confident or have managerial skills, but they are mistaken about the needs and wants of the organization and employees (Bassman & London, 1993). Ashforth (1994) referred to it as a tyrannical boss who undermines and ridicules those reporting to them. Bassman and London (1993) suggested various reasons and consequences for being abusive, but their study lacks empirical support. In another study, abusive behavior in the workplace (Keashly et al., 1994) is explained as hostile behaviors that could be verbal and non-verbal and are aimed at degrading others to ensure compliance. According to them, in abusive behavior, physical contact is excluded and from verbal with non-verbal, they mean words with annoying expressions, tone of the sound, screaming, derogatory names and explosive outbursts.

Keashly et al. (1994) study results, supervisors were most certainly the actors of such behaviors with 57.8% and coworkers with 34.8% were at second. Hence, confirming that the subordinates were the more predictive targets of abusive behaviors, but subjectivity, subtlety and naturalness were pointed as an issue for empirical documentation of such behaviors, which can be felt and costly (Keashly et al., 1994).

Prior to Tepper's (2000) work, it was considered as a similar framework like petty tyranny (Ashforth, 1994), workplace victimization (Aquino & Bradfield, 2000), workplace bullying (Hoel & Cooper, 2001), supervisor aggression (Schat et al., 2006), supervisor undermining (Duffy et al., 2002) and negative mentoring experiences (Eby et al., 2000). He differentiated this construct from others based on its directions, physical hostility, content other than hostility and definition containing reference to intended outcomes and stated it as a willful behavior (Tepper, 2007). After Tepper's (2000) work, many studies were conducted to explore the consequences of the abusiveness of a supervisor and the precedents of it.

Discrepancies in its defining, theoretical grounds for subordinates' performance, attitude and measurement of abusive supervision were fulfilled (Tepper, 2000). He explained it as the 'subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact' (Tepper, 2000, p. 178).

2.3. Employee silence (ES)

Many definitions and conceptualizations refer to it as the deliberate withholding of important information by an employee, like concerns, questions and even suggestions (Brinsfield, 2013; Tangirala & Ramanujam, 2008). So, from here, one thing becomes clear it is not about the failure of communication resulting from having nothing to say or mindlessness (Van Dyne et al., 2003). Developing a valid construct from such conceptualization of silence was a difficult task. Different attempts were made based on climate factors such as supervisor's attitude toward silence and employee's perception of management, the extent of expressions of management and communication opportunities (Vakola & Bouradas, 2005), employee's intention to withhold information (Tangirala & Ramanujam, 2008; Van Dyne et al., 2003), employee's assumed beliefs about the risk of speaking at work (Detert & Edmondson, 2011) and group voice climate (Morrison et al., 2011). These efforts were useful in advancing the understanding about the silence of an employee but lacked quantitative investigation of employee silence such as its nature, pervasiveness and implications of its different types.

Previous research focused on the risks associated with speaking or voice (Detert & Edmondson, 2011). Hence, psychological safety has frequently been used to mediate between antecedents and silence behavior (Detert & Edmondson, 2011). But evidences in literature confirms the presence of other motives too, rather than risk avoidance only (Morrison et al., 2011; Van Dyne et al., 2003). Many studies have considered it a deliberate suppression of meaningful information, questions, ideas and concerns (Tangirala & Ramanujam, 2008). Holding of such information is based on different motives. Researchers have referred to

it as a multidimensional concept (Pinder & Harlos, 2001; Van Dyne et al., 2003). According to them, these motives provide meaning to the behavior of silence and differentiate it from a mere consideration as the nonexistence of voice. Hence, a number of silence behaviors were proposed in the literature on the basis of these motives like defensive, acquiescence and prosocial (Pinder & Harlos, 2001; Van Dyne et al., 2003).

Many researchers (Knoll & Dick, 2013; Morrison & Milliken, 2000; Pinder & Harlos, 2001; Van Dyne et al., 2003) referred to it as a multidimensional construct and classified it in four types: (1) quiescent silence 'disengagement stimulated from fear'; (2) acquiescent silence 'it is a disengaged behavior of an employee roused from the sense or feeling of resignation'; (3) pro-social silence 'it is an others oriented behavior activated by the cooperative motive' and (4) opportunistic silence 'suppression of information for own advantage by an employee. Later on, Brinsfield (2013) introduced a new classification based on supervisor-subordinate relationships. According to this study, there are six types of silence, including deviant silence 'hiding of important information'; defensive silence 'it is similar to quiescent silence'; relational silence 'intentions to save the relationship'; ineffectual silence 'similar to acquiescent silence'; disengaged silence 'a lack of concern' and diffident silence 'due to lack of confidence or self-doubt'.

According to Morrison (2011, 2014), employee silence is very common in organizations at the workplace and very highly dysfunctional.

2.4. Abusive supervision and employee creativity

There are six prominent models or theories of creativity (Anderson et al., 2014). The interactionist perspective of organizational creativity (Woodman et al., 1993) is among them. According to this model for creativity, an individual is not a predictor of creativity alone (actor center approach), nor the context alone is a sole predictor (context center approach), but indeed, both actor and context are important for creativity. A person is an actor who will float a new and useful idea. But the contextual factors or conditions where that person is working also matter. Different studies have reported that interaction in these two results in increasing or decreasing creativity (Shalley et al., 2009; Yuan & Woodman, 2010; Zhou & Shalley, 2010). Because it is the precondition of innovation (Joo et al., 2013), it is of immense importance to explore or investigate the effects of negative contextual factors on the attitudes and behaviors of the employees (Baumeister et al., 2001).

A supervisor's abusiveness is one of those contextual factors (Liu et al., 2016). Due to its far-reaching impact and prevalence (Tepper et al., 2017), investigation of the impact of abusiveness of a supervisor on the creativity of an employee is important for both reasons, i.e. theoretical and empirical importance (Shen et al., 2020). It is stated as 'Subordinates' perceptions of the extent to which supervisors engage in the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact' (Tepper, 2000, p. 178).

Prior research on outcomes of abusive supervision from an employee's perspective is twofold (Liu et al., 2016). (1) it is about being the cause of negative psychological states and behaviors in employees like anxiety, stress, emotional exhaustion, resistance, deviance and turnover (Martinko et al., 2013; Tepper, 2000, 2007; Tepper et al., 2017) and (2) is related to employee performance (outcomes of these states and behaviors) like creativity (Lee et al., 2013; Liu et al., 2012; Zhang et al., 2014). Results of the different studies in the literature indicate the conflict in nature of the relationship between these two variables (Gu et al., 2016; Liu et al., 2016). Some studies indicate that the relationship between them is negative (Liu et al., 2012; Zhang et al., 2014), while others indicate that the relationship between these variables is curvilinear (Lee et al., 2013). So, this is the time to reinvestigate the nature of the relationship between these two variables. Based on the social exchange theory, it is postulated that the relationship between an employee and their supervisor is exchangeable (Cropanzano et al., 2017). According to Greco et al. (2019), negative reciprocity is also exchanged between the supervisor and employee, just like positive reciprocity. Hence, because of the abusiveness of the supervisor, employees will exhibit low creativity performance in exchange (Shen et al., 2020).

H1: There is a negative relationship between the abusiveness of a supervisor and the creativity of an employee.

2.5. Abusive supervision and employee silence

Creativity is a psychological phenomenon (Stamm, 2008). The core of attitude is evaluation (Eagly & Chaiken, 1993). Abusive supervision hinders the favorable cognitive development of employees toward the organization (Tepper, 2000). The response of the employee toward the abusive supervision is not alike. So, it is crucial to enhance the understanding of destructive behaviors and their responses (Mitchell & Ambrose, 2012; Tepper, 2007). Due to frustration, disillusionment, disappointment, lack of trust and contempt toward the organization, employees will not behave appropriately, i.e. they may react to that abusiveness in terms of voice or remain silent (Morrison, 2014; Pinder & Harlos, 2001; Van Dyne et al., 2003).

Literature provides evidences that employees may remain silent over such behavior, i.e. abusiveness. The results of many studies have reported a positive relationship between the abusiveness of supervisors and employee silence (Guo et al., 2018; Kiewitz et al., 2016; Xu et al., 2015). It is therefore hypothesized that:

H2: There is a positive relationship between the abusiveness of a supervisor and employee silence.

2.6. Employee silence and employee creativity

Employee silence is engendered for different reasons, including abusive supervision among one of them. An employee will remain silent depending on the motives behind it, as discussed earlier. This silence will become the reason for the decrease in an employee's creativity. Literature provides evidence that creativity is largely influenced by employees' silence (Detert & Treviño, 2010; Morrison, 2014; Van Dyne & LePine, 1998).

There are evidences in the literature that the relationship between employee silence and creativity is negative (Milliken et al., 2003; Morrison & Milliken, 2000). Hence, it is hypothesized that

H3: There is a negative relationship between employee silence and employee creativity.

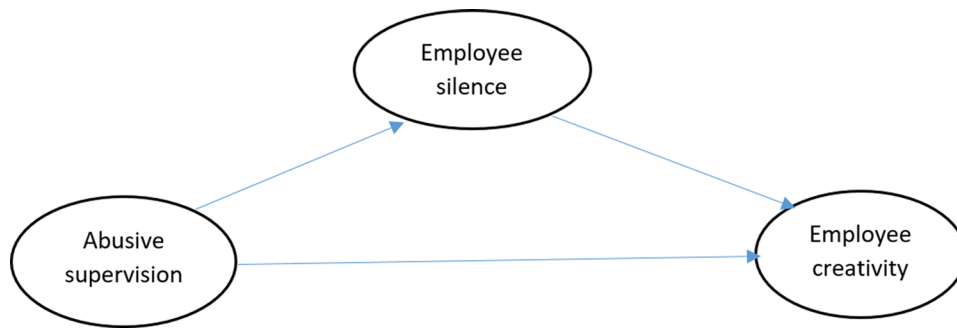
2.7. Role of employee silence as a mediator

Initial studies on abusive supervision highlighted it as a precursor of the negative outcomes (Tepper, 2000), but later on, more refined models were proposed (Wayne et al., 2008). Abusive supervision is considered the single yoke of a chain in antagonistic workplace events (Hoobler & Brass, 2006). There is still much more to find out that how employee creativity is affected by abusive supervision (Chan & McAllister, 2014), as the findings of the previous studies indicate that the relationship among these two variables is not as simple as it seems to be (Liu et al., 2012; Zhang et al., 2014). So, different mediators have been introduced in the literature to investigate it (Gu et al., 2016; Han et al., 2017; Jahanzeb et al., 2019; Liu et al., 2016; Meng et al., 2017; Shen et al., 2020; Zhang et al., 2014). The existence of partial mediation in their results (Liu et al., 2016; Shen et al., 2020) indicates some other variables mediating this relationship. There are theoretical arguments in the literature that suggest that it is necessary to understand the relationship between the abusiveness of the supervisor and the creativity of an employee (Gu et al., 2016; Liu et al., 2012; Shen et al., 2020).

So, to understand this relationship, employee silence is introduced as a mediator. Due to abusive supervision, an employee will become silent. This silence will be intentional as investigated by the many researchers that due silence is not just an absence of voice or lack of confidence. The narrative adopted in this study is based on the conservation of resource theory that due to the abusiveness of the supervisor, an employee will become silent and will not deliver or float new ideas. As a result, creativity will decrease.

Therefore, it is hypothesized that

H4: Employee silence mediates the relationship between the abusiveness of the supervisor and the creativity of an employee.



3. Methodology

Software engineers of private companies in Pakistan were the target population of this study. A sample of software engineers was selected by using convenient sampling technique as they are vulnerable to abusiveness of supervisor and creativity is the essential part of their work as well. Questionnaires were used to collect the data from the software engineers of the software houses. For this purpose, questionnaires were created on Google forms and distributed through emails. Sample size larger than 30 and less than 500 is appropriate for most of the research (Roscoe, 1975). About 467 responses were received in total from software engineers in a month and among those 443 were completely filled. There were the questionnaires that were not filled completely. Few of them were merely filled up to demographic variables. Such responses were deleted and data collected from 443 employees was used for analysis. As per sample size formula mentioned above, responses collected against the variables of the study were sufficient. Therefore, such responses were deleted. Questionnaire included five items for abusive supervision (Mitchell & Ambrose, 2007), sample item is 'My supervisor ridicules me', five items for employee silence (Tangirala & Ramanujam, 2008), the sample item is 'You choose to remain silent when you had concerns about work' and three items for employee creativity (Dul et al., 2011), the sample item is 'In my work, I often have new and innovative ideas'. All scales are measured on a seven-point Likert scale from strongly agree to strongly disagree. Four demographic questions were also the part of the questionnaire, including age, gender, education and experience.

As the questionnaires were self-reporting so there were the chances of common method bias. It was ensured to participants that their responses will be anonymous and confidential. To test it statistically Harman's single factor test was performed. First factor variance explained should be less than 50% and in this case, its value is 45.158% (Hsiung, 2012). So, this bias is not a major issue for this study. SPSS version 25 (SPSS, Chicago, IL) and Amos 26 are used to perform the analysis.

4. Results

It includes characteristics of respondents, descriptive statistics, correlation analysis, internal reliability, confirmatory factor analysis and mediation analysis by Preacher and Hayes macro process (Hayes, 2018). Factor loading, discriminant validity, convergent validity, internal reliability and model fit indices are the part of the results. For mediation analysis, Hayes macro process is applied. To be more specific model 4 is applied.

4.1. Respondents characteristics

Control variables have been introduced in literature while investigating the relationship among abusiveness of supervisor and creativity of an employee. So, in this study too data for these variables have been collected. It includes respondent's age, gender, education and experience. So, here in Table 1 detailed characteristics of the respondents or variables to be controlled are being presented.

The demographic characteristics of the respondents are given in Table 1. Most candidates were males; their age was between 20 and 30 years, having master's education and 2–5 years of experience.

Table 1. Characteristics of respondents.

Variables	Category	Frequency	Percentage
Age	20–30	321	72.5
	31–40	113	25.5
	41–50	9	2
Gender	Male	364	82.2
	Female	79	17.8
Qualification	Bachelors	140	31.6
	Masters	303	68.4
Experience	1–2 years	84	19
	2–5 years	237	53.5
	5–10 years	99	22.3
	Above 10 years	23	5.2

Table 2. Descriptive statistics.

Descriptive statistics					
	N	Minimum	Maximum	Mean	Std. deviation
AS	443	1.40	6.20	5.0740	0.92581
ES	443	1.00	6.80	5.7440	0.83830
EC	443	1.00	4.00	2.3973	0.65116
Valid N (listwise)	443				

Table 3. Reliability analysis.

Variables	Cronbach alpha
AS	0.903
ES	0.902
EC	0.746

4.2. Descriptive statistics

In Table 2, descriptive statistics of the variables of this study are included i.e. minimum, maximum, mean and standard deviation. Less than 1 value of standard deviation for each variable is indicating that the characteristics of these variables are normally distributed among the respondents of this study.

4.3. Internal reliability of the scale

Internal reliability means the scale being used for the research purpose is reliable for measuring a concept or the extent to which a scale is consistent to measure a concept. Cronbach alpha is the measure of internal reliability of the scale or instrument being used in the social and behavioral sciences. Cronbach alpha value 0.70 is considered to be a good indicator (Cortina, 1993; Hair et al., 2013). The Cronbach alpha of the variables of study is given in Table 3.

Cronbach alpha value for abusive supervision is 0.903, value for employee silence is 0.902 and value for creativity of an employee is 0.746. So, from here it is clear that all values are fulfilling the criteria. Hence, the scales being used here are reliable for measuring these variables and to proceed further.

4.4. Correlation and mediation analysis

In correlation analysis the value of r from 0 to 0.30 means that there is a weak relationship among the variables. Value of r between 0.30 to 0.7 means that there is a moderate relationship among the variables and the value of r greater than 0.7 means that there is a strong relationship among the variables. 1 value of r means that there is a perfect relationship among the variables (Cohen et al., 2014; Ratner, 2009). p value less than 0.05 means that the relationship is significant. Correlation table of variables of this study is given below.

So from above mentioned criteria, it is stated that there is a positive moderate relationship among abusiveness of supervisor and employee silence, as the Pearson correlation value is 0.419. Its p value is

Table 4. Correlation analysis.

		AS	ES	EC
AS	Pearson correlation	1		
	Sig. (two-tailed)			
	N	443		
ES	Pearson correlation	0.419**	1	
	Sig. (two-tailed)	0.000		
	N	443	443	
EC	Pearson correlation	−0.420**	−0.482**	1
	Sig. (two-tailed)	0.000	0.000	
	N	443	443	443

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 5. Internal reliability, internal consistency and convergent validity.

Variable name	Item	Cronbach alpha	Factor loadings	CR	AVE
Abusive supervision	AS1	0.903	0.791	0.904	0.652
	AS2		0.812		
	AS3		0.808		
	AS4		0.823		
	AS5		0.803		
Employee silence	ES1	0.902	0.804	0.903	0.650
	ES2		0.799		
	ES3		0.801		
	ES4		0.832		
	ES5		0.795		
Employee creativity	EC1	0.746	0.735	0.749	0.499
	EC2		0.672		
	EC3		0.712		

0.000 which is indicating the significance of the relationship among abusiveness of supervisor and employee silence. Its means that when abusive supervision in a workplace will increases the silence of an employee will increase.

By having a closer look at the table it is clearly understood that all the relationships are significant. All values are lying between 0.3 to 0.7 criteria, which mean that the strength of the relationships among the variables is moderate. Positive values of the relationship are indicating toward another fact that these relationships are positive except the relationship of creativity of an employee with other variables.

The relationship of employee creativity with other variables with negative r value is revealing a different story. By having a look at the relationship among abusiveness of supervisor and creativity of an employee it becomes clear that the relationship among abusiveness of supervisor and creativity of an employee is negative and significant at moderate level with value of -0.420 . Its means that the increase in abusive supervision at workplace will results in decrease in creativity of an employee.

Same is the case with the employee silence. The relationship among employee silence and employee creativity is moderately negative and significant with value -0.482 .

These results are indicating the same thing as proposed in research model. One thing becomes clear through [Table 4](#) that the relationship among abusiveness of supervisor, employee silence and employee creativity exists. Their direction is same as mentioned in research model of this study. But their magnitude is still missing, which means the rate of change in dependent variable that is brought by an independent variable.

Factor loadings, Cronbach alpha and CR values are given in [Table 5](#). Results confirm the factors, their internal reliability and internal consistency as the values for loaded factors are above 0.50 and for Cronbach alpha, and CR is above 0.70 (Hair et al., 2013). The value of AVE for employee creativity is 0.499. According to Fornell and Larcker (1981) and Lam (2012), if Cronbach alpha and CR are above 0.70 criteria, the value of AVE above 0.40 is justified. Hence, convergent validity is established as all the values of factor loadings, Cronbach alpha, CR and AVE are according to the criteria (Hair et al., 2017). According to the results given in [Table 6](#), discriminant validity is also established as the square root of AVE is higher than the correlation values (Fornell & Larcker, 1981; Lam, 2012).

For mediation analysis, Hayes macro process model 4 is used. According to the mediation analysis results given in [Table 7](#), the p value is significant; no zero exists between upper bound and lower bound

Table 6. Discriminant validity.

	1	2	3
AS	0.808		
EC	−0.511***	0.707	
ES	0.465***	−0.585***	0.806

Note. Diagonal values > non diagonal values (Hair et al., 2013).

Table 7. Hayes mediation analysis results.

Hypothesis	Relationships	Std. beta	Std. error	t-value	p Value	LLCI	ULCI
H1	As→EC	−0.1859	0.0311	−5.9734	0.000	−0.2471	−0.1247
	Direct effect						
H2	As→ ES	0.3797	0.0391	9.6991	0.000	0.3027	0.4566
H3	ES →EC	−0.2883	0.0344	−8.3864	0.000	−0.3558	−0.2207
H4	AS→ES→EC	−0.2954	0.0304	−9.7172	0.000	−0.3551	−0.2356
	Total effect						
	Indirect effect	−0.1094	0.0274			−0.1660	−0.0596

values for all relationships. The results have confirmed that employee silence is mediating the relationship between abusive supervision and employee creativity with value −0.1094. Results also reveal that the relationship between abusive supervision and employee creativity remains significant −0.1859. It means that employee silence partially mediates the relationship between abusive supervision and employee creativity. The value of total effect −0.2954 indicates that 29.54% variation in employee creativity is explained by the abusive supervision and employee silence collectively.

Last but not the least, this study was controlled for four variables, including gender, age, education and experience. Only gender was founded as statistically significant with *p* value 0.0493 along with no zero between upper and lower bound values. So it means gender can influence the relationship between the variables under study.

5. Discussion

One of the main reasons to conduct this study was to check the nature of the relationship or make an effort toward highlighting the true sense of relationship among abusiveness of supervisor and employee creativity. Three key studies on this relationship have embarked on a new way toward the black box of this relationship (Lee et al., 2013; Liu et al., 2012; Zhang et al., 2014). Their study (Liu et al., 2012) revealed that abusive supervision has a trickle-down effect. It means that it is transferred from the department leader to the team leader, which is ultimately transferred to the employee or member of that team, resulting in a decrease in the employee's creativity. On the other hand (Lee et al., 2013) reveal a curvilinear or an inverted U-type relationship among abusiveness of supervisor and creativity of an employee, which means that due to abusive supervision, creativity in an employee increases to a certain extent then it starts decreasing. Based on it, they proposed that abusive supervision, to a certain extent, is beneficial in enhancing an employee's creativity. There could be a couple of different reasons behind it. For example, Lee et al.'s (2013) study was conducted in Korea, where collectivism is high and hence, obeying orders from their supervisors is high (Liu et al., 2012), the study is conducted in china. In other words, there is a cultural difference between these two nations. Second, in Lee et al's study, data is collected from a single organization, a government organization, which is a barrier in generalizing the results of this study. Thirdly, Lee et al. (2013) study was conducted at the individual level, while Liu et al. (2012) study was conducted at the team level. Inconsistency or variations in their results urged the researchers to find out the true sense or mechanism behind the relationship among these two variables. So, different underlying mechanisms have been proposed to understand the relationship. The third important study on this relationship was (Zhang et al., 2014). They tried to solve this puzzle by proposing or introducing an employee's intrinsic motivation as a mediator. According to them, due to abusive supervision of an employee, intrinsic motivation of an employee decreases resulted in decreasing the creativity of an employee. This study revealed that only 20% variance in employee creativity is explained by intrinsic motivation. It opened another door toward finding the other mediators in this relationship (Meng et al., 2017). So from then to now, different mediators have been introduced to explain the relationship among abusiveness of supervisor and employee

creativity, including departmental identification (Gu et al., 2016), organizational identification and psychological safety (Liu et al., 2016), emotional exhaustion and sleep deprivation (Han et al., 2017). This study is also a yoke of that chain to find out the true underlying mechanism behind it and the direct relationship between the abusiveness of the supervisor and the creativity of an employee.

Results of this study are indicating a negative relationship between the abusiveness of a supervisor and the creativity of an employee. It is well aligned with the majority of the results in literature (Meng et al., 2017; Shen et al., 2020; Zhang et al., 2014) conducted after (Liu et al., 2012) and (Lee et al., 2013).

6. Conclusion

Creativity is an important tool for organizations to survive and stay competitive (Qin et al., 2020; Stamm, 2008). So organizations need to find out such factors that can make trouble in enhancing the creativity of their employees or become a reason to provoke it. The role of supervision is undeniable in this regard. There are evidences in the literature that when supervisors become a reason to decrease it instead of increasing it because of their behavior toward the employee under supervision. Literature referred to it as the dark side (Liu et al., 2016).

This study enhances our understanding of the impact of this dark side on an employee's creativity, as it is one of the major reasons behind the low creativity of the employees (Shen et al., 2020).

In 2013 a study in favor of moderate level abusive supervision for employee creativity in Korea had raised the question of the nature of this relationship (Lee et al., 2013). While on the other hand, a study conducted in 2012 has stated a negative relationship among them. So from here, the journey of finding the true sense of relationship among these variables has started. Finding out the true mechanism behind the black box of this relationship became a hot cake. Partial mediations and a pie of variance explained by the mediators have encouraged researchers to further digging. This study is also one of the yokes of that chain.

Partial mediation of employee silence between abusive supervision and employee creativity and $-.2954$ variance explained by predictors indicates that much more is to explore yet about this relationship. It means that abusive supervision and employee silence are not the solo predictors. There are other variables too need to be figured out. Another important finding is about the impact of gender difference on this relationship.

7. Implications

7.1. Theoretical contribution

There are several theoretical contributions of this study. The first important theoretical contribution of this study is; it contributes to enhancing the understanding of the relationship between the dark side of supervision and an employee's creativity. The second contribution is answering the call of (Gu et al., 2016; Liu et al., 2012; Shen et al., 2020) to find out the psychological mechanism behind the relationship among these two variables, as mentioned earlier. In other words, the psychological mechanism behind it is revealed in this study. The mediating role of employee silence among abusiveness of supervisor and creativity of an employee is investigated. Conducting this study in a different country (Pakistan) is another important implication. Another important contribution of this study is investigating the proposed relationships by applying two theories (interactionist perspective of organizational creativity and social exchange theory).

7.2. Practical implication

Supervisors should understand their behavior toward employees working under their supervision. Manager's role is another critical aspect. They can shape the behaviors of their employees. So managers should look or devise other ways to alter their negative feelings and reduce their frustration rather than transferring them to the employees working under their supervision in terms of abusiveness (Zhang

et al., 2014). There are evidences in the literature that such firms have outperformed their peers who treated their employees well by 2.35–3.8% per year (Edmans, 2011). But yes, this profit realization took around 5 years to be noticed. Not only this, by moving one step ahead and if its effects are cumulated for 28 years, this could reach 89–184% in stock returns in the long run. Devising rigorous procedures by organizations to have a check & balance on supervisory behavior could improve the company's performance in the long run.

Training programs by the organizations are another important tool in this respect. The companies should devise such programs through which the interpersonal or relationship skills of the supervisors could improve along with the training programs through which they could learn about managing their anger and frustration. Prohibiting backstabbing and promoting tolerance of speaking culture is another important implication. Managing workforce diversification is another important aspect. However, there are undeniable benefits of diversification. But to manage it is another task to do. Organizations should keep in mind the different cultures from where the workforce belongs. Hence, understanding their culture is another important task to do.

Another important point is about fulfilling the supervisor's expectations. When a supervisor is happy, ultimately, the chances of abusiveness will be minimized. Abusive supervision, by definition, is a perception of an employee, which means that the personal relationship between the supervisor and an employee does matter. So, implementing conflict management approaches would be another useful tool to address this issue. Providence of appropriate and timely guidance to the employees under abusive supervision is another important task to do. This could be done by devising periodic psychological tests of the employees by which the mental state of an employee could be monitored and treated accordingly. Another important aspect of the human being is summed up as 'People will be most creative when they feel motivated primarily by the interest, satisfaction and challenge of the work itself and not by external pressures' (Amabile, 1998, p. 79). So, fulfill their needs, they will make yours.

8. Limitations

Despite many contributions in the existing literature by this study, this study is not as free from the limitations as others. There are many limitations of this study. Data for this study are collected from one industry only, i.e. from software houses. So, for studies to be conducted in future using this model should try to get data from more than one industry or different sectors. So that results could be generalized to other sectors as well. This limitation is about getting the data for abusive supervision and creativity of an employee from the same source. Suppose a different scale is used where a supervisor will rate an employee's creativity. The question will remain the same. A supervisor who is considered to be abusive. How will s/he report the creativity of an employee truly? And if an employee's reporting scale is used, this issue will still exist.

The next one is a peer-reviewed scale. It has its limitations regarding negligent behavior of the respondent while responding about others or responding in the wrong way either due to rivalry or socialness. Responses collected will remain questionable. The next limitation is connected with the previous one. That is the issue of subjectivity. There is no hard and fast rule about it. An employee might be considered a supervisor more abusive than the other one. The reason behind it could vary as well. For example, the personality type of the respondent. Response of the respondents could be subject to personal and contextual biases.

Moreover, this study is conducted in Pakistan. It has a different culture. The response of people here about a certain phenomenon could vary from the response of other people living in a different country, with different cultures, norms and values. This study is cross-sectional.

9. Future directions

As discussed above, the issue of subjectivity and biasness of the respondents. So an experimental design could be used to conduct this study by using the same model to verify the results. This study is cross-sectional. Next time a longitudinal study could be conducted.

Differences in Lee et al. (2013) results and (Liu et al., 2012) results indicate that the difference of culture does matter in finding out the relationship between abusiveness of supervisor and creativity of an employee. So to find out more about the relationship between the variables mentioned earlier, this study should be conducted in other cultures as well. Partial mediation in results and 22% variance explained by independent variables independent variable indicates that there are other mediators as well. So those mediators should be explored as well. The use of more than one technique to validate the results of this study is another important direction for future studies. For example, collecting data from a sample through questionnaires, interviews and then experiments on the same sample. According to the study results, gender is founded as statistically significant. So, the next study could be conducted by keeping in view the gender orientation of the employees. Prevailing of an employee's voice under abusive supervision and the impact of that voice on the creativity of an employee is one of the promising areas to be explored. Another linking effect of it is that if malevolent creativity is influenced by abusive supervision, what will be its impact on peers or coworkers?

About the authors



Sufyan Zia holds an M.Phil. degree in Management sciences from University of Lahore, Chenab campus. He has completed his MBA and BBA from University of Gujrat, Pakistan. His research interests are creativity, innovation and ambidexterity.

Dr. Kaleem Ahmed holds a Ph.D. from NCBA & E, Lahore. He is an assistant professor in management sciences department of University of Lahore Chenab campus.

ORCID

Sufyan Zia  <http://orcid.org/0000-0002-7001-4104>

Kaleem Ahmed  <http://orcid.org/0000-0003-1498-4496>

References

- Albert, R. S. (1990). Identity, experiences, and career choice among the exceptionally gifted and eminent. *Theories of Creativity*, 115, 1–17. <https://psycnet.apa.org/record/1990-97842-001>
- Amabile, T. M. (1982). Social psychology of creativity: A consensual assessment technique. *Journal of Personality and Social Psychology*, 43(5), 997–1013. <https://doi.org/10.1037/0022-3514.43.5.997>
- Amabile, T. M. (1988). A model of creativity and innovation in organizations. *Research in Organizational Behavior*, 10(1), 123–167. https://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Group_Performance/Amabile_A_Model_of_CreativityOrg.Beh_v10_pp123-167.pdf
- Amabile, T. M. (1990). Within you, without you: The social psychology of creativity, and beyond. *Theories of creativity* (Vol. 245). Sage. <https://psycnet.apa.org/record/1990-97842-004>
- Amabile, T. M. (1998). *How to kill creativity* (Vol. 87). Harvard business publishing. <https://hbr.org/1998/09/how-to-kill-creativity>
- Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39(5), 1154–1184. <https://doi.org/10.5465/256995>
- Anderson, N., Potočník, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. *Journal of Management*, 40(5), 1297–1333. <https://doi.org/10.1177/0149206314527128>
- Aquino, K., & Bradfield, M. (2000). Perceived victimization in the workplace: The role of situational factors and victim characteristics. *Organization Science*, 11(5), 525–537. <https://doi.org/10.1287/orsc.11.5.525.15205>
- Ashforth, B. (1994). Petty tyranny in organizations. *Human Relations*, 47(7), 755–778. <https://doi.org/10.1177/001872679404700701>
- Barron, F., & Harrington, D. M. (1981). Creativity, intelligence, and personality. *Annual Review of Psychology*, 32(1), 439–476. <https://doi.org/10.1146/annurev.ps.32.020181.002255>

- Bassman, E., & London, M. (1993). Abusive managerial behaviour. *Leadership & Organization Development Journal*, 14(2), 18–24. <https://doi.org/10.1108/01437739310032683>
- Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. *Review of General Psychology*, 5(4), 323–370. <https://doi.org/10.1037/1089-2680.5.4.323>
- Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46(5), 554–571. <https://doi.org/10.5465/30040649>
- Brinsfield, C. T. (2013). Employee silence motives: Investigation of dimensionality and development of measures. *Journal of Organizational Behavior*, 34(5), 671–697. <https://doi.org/10.1002/job.1829>
- Brown, R. T. (1989). Creativity. *Handbook of creativity* (pp. 3–32). Springer. https://doi.org/10.1007/978-1-4757-5356-1_1
- Chan, M. E., & McAllister, D. J. (2014). Abusive supervision through the lens of employee state paranoia. *Academy of Management Review*, 39(1), 44–66. <https://doi.org/10.5465/amr.2011.0419>
- Cohen, P., Cohen, P., West, S. G., & Aiken, L. S. (2014). *Applied multiple regression/correlation analysis for the behavioral sciences*. Taylor & Francis Group. <https://doi.org/10.4324/9781410606266>
- Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*, 78(1), 98–104. <https://doi.org/10.1037/0021-9010.78.1.98>
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 11(1), 479–516. <https://doi.org/10.5465/annals.2015.0099>
- Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of Management Journal*, 54(3), 461–488. <https://doi.org/10.5465/amj.2011.61967925>
- Detert, J. R., & Treviño, L. K. (2010). Speaking up to higher-ups: How supervisors and skip-level leaders influence employee voice. *Organization Science*, 21(1), 249–270. <https://doi.org/10.1287/orsc.1080.0405>
- Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. *Academy of Management Journal*, 45(2), 331–351. <https://doi.org/10.5465/3069350>
- Dul, J., Ceylan, C., & Jaspers, F. (2011). Knowledge workers' creativity and the role of the physical work environment. *Human Resource Management*, 50(6), 715–734. <https://doi.org/10.1002/hrm.20454>
- Eagly, A., & Chaiken, S. (1993). *The psychology of attitudes*. <https://psycnet.apa.org/record/1992-98849-000>
- Eby, L. T., Mcmanus, S. E., Simon, S. A., & Russell, J. E. A. (2000). The protege's perspective regarding negative mentoring experiences: The development of a taxonomy. *Journal of Vocational Behavior*, 57(1), 1–21. <https://doi.org/10.1006/jvbe.1999.1726>
- Edmans, A. (2011). Does the stock market fully value intangibles? Employee satisfaction and equity prices. *Journal of Financial Economics*, 101(3), 621–640. <https://doi.org/10.1016/j.jfineco.2011.03.021>
- Feldhusen, J. F., & Goh, B. E. (1995). Assessing and accessing creativity: An integrative review of theory, research, and development. *Creativity Research Journal*, 8(3), 231–247. https://doi.org/10.1207/s15326934crj0803_3
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Gong, Y., Huang, J. C., & Farh, J. L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of Management Journal*, 52(4), 765–778. <https://doi.org/10.5465/amj.2009.43670890>
- Gowan, J. C. (1972). *Development of the creative individual*. Knapp. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Gowan%2C+J.+C.+%281972%29.+Development+of+the+creative+individual.+San+Diego%2C+CA%3A+Knapp.&btnG=
- Greco, L. M., Whitson, J. A., O'boyle, E. H., Wang, C. S., & Kim, J. (2019). *An eye for an eye? A meta-analysis of negative reciprocity in organizations*. APA PsycNet - American Psychological Association. <https://doi.org/10.1037/apl0000396.suppl>
- Gu, J., Song, J., & Wu, J. (2016). Abusive supervision and employee creativity in China: Departmental identification as mediator and face as moderator. *Leadership & Organization Development Journal*, 37(8), 1187–1204. <https://doi.org/10.1108/LODJ-02-2015-0021>
- Guilford, J. P. (1950). Creativity. *The American Psychologist*, 5(9), 444–454. <https://doi.org/10.1037/h0063487>
- Guo, L., Decoster, S., Babalola, M. T., De Schutter, L., Garba, O. A., & Riisla, K. (2018). Authoritarian leadership and employee creativity: The moderating role of psychological capital and the mediating role of fear and defensive silence. *Journal of Business Research*, 92, 219–230. <https://doi.org/10.1016/j.jbusres.2018.07.034>
- Hair, J. F., Hult, G., Ringle, C., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). Sage.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). *Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance*. In Long Range Planning (Vol. 46, Issues 1–2, pp. 1–12). <https://doi.org/10.1016/j.lrp.2013.01.001>
- Han, G. H., Harms, P. D., & Bai, Y. (2017). Nightmare bosses: The impact of abusive supervision on employees' sleep, emotions, and creativity. *Journal of Business Ethics*, 145(1), 21–31. <https://doi.org/10.1007/s10551-015-2859-y>
- Hayes, A. F. (2018). *Introduction to mediation, moderation, and conditional process analysis, second edition: A regression-based approach* (Vol. 46, pp. 1–692). The Guilford Press. www.guilford.com/MSS
- Hoel, H., & Cooper, C. L. (2001). Origins of bullying: Theoretical frameworks for explaining workplace bullying. In N. Tehrani (Ed.), *Building a culture of respect: Managing bullying at work* (pp. 3–19). Taylor & Francis. <https://scholar>

[google.com/scholar?hl=en&as_sdt=0%2C5&q=Origins+of+bullying%3A+Theoretical+frameworks+for+explaining+workplace+bullying&btnG=](https://www.google.com/scholar?hl=en&as_sdt=0%2C5&q=Origins+of+bullying%3A+Theoretical+frameworks+for+explaining+workplace+bullying&btnG=)

- Hoobler, J. M., & Brass, D. J. (2006). Abusive supervision and family undermining as displaced aggression. *The Journal of Applied Psychology*, 91(5), 1125–1133. <https://doi.org/10.1037/0021-9010.91.5.1125>
- Hsiung, H. H. (2012). Authentic Leadership and Employee Voice Behavior: A Multi-Level Psychological Process. *Journal of Business Ethics*, 107(3), 349–361. <https://doi.org/10.1007/s10551-011-1043-2>
- Huang, L., Gino, F., & Galinsky, A. D. (2015). The highest form of intelligence: Sarcasm increases creativity for both expressers and recipients. *Organizational Behavior and Human Decision Processes*, 131, 162–177. <https://doi.org/10.1016/j.obhdp.2015.07.001>
- Isaacson, W. (2012). The real leadership lessons of Steve Jobs. *Harvard Business Review*, 90(4), 92–102. <http://tashfeen.pbworks.com/f/Leadership.pdf>
- Jahanzeb, S., Fatima, T., Bouckenoghe, D., & Bashir, F. (2019). The knowledge hiding link: A moderated mediation model of how abusive supervision affects employee creativity. *European Journal of Work and Organizational Psychology*, 28(6), 810–819. <https://doi.org/10.1080/1359432X.2019.1659245>
- Jiang, W., Gu, Q., & Tang, T. L. P. (2019). Do victims of supervisor bullying suffer from poor creativity? Social cognitive and social comparison perspectives. *Journal of Business Ethics*, 157(3), 865–884. <https://doi.org/10.1007/s10551-017-3660-x>
- Joo, B. K., McLean, G. N., & Yang, B. (2013). Creativity and human resource development: An integrative literature review and a conceptual framework for future research. *Human Resource Development Review*, 12(4), 390–421. <https://doi.org/10.1177/1534484313481462>
- Keashly, L., Trott, V., & MacLean, L. M. (1994). Abusive behavior in the workplace: A preliminary investigation. *Violence and Victims*, 9(4), 341–357. <https://doi.org/10.1891/0886-6708.9.4.341>
- Kiewitz, C., Restubog, S. L. D., Shoss, M. K., Garcia, P. R. J. M., & Tang, R. L. (2016). Suffering in silence: Investigating the role of fear in the relationship between abusive supervision and defensive silence. *The Journal of Applied Psychology*, 101(5), 731–742. <https://doi.org/10.1037/apl0000074>
- Knoll, M., & Dick, R. V. (2013). Authenticity, employee silence, prohibitive voice, and the moderating effect of organizational identification. *The Journal of Positive Psychology*, 8(4), 346–360. <https://doi.org/10.1080/17439760.2013.804113>
- Kampylis, P. G., & Valtanen, J. U. R. I. (2010). Redefining creativity -Analyzing definitions, collocations, and consequences. *The Journal of Creative Behavior*, 44(3), 191–214. <https://doi.org/10.1002/j.2162-6057.2010.tb01333.x>
- Lam, L. W. (2012). Impact of competitiveness on salespeople's commitment and performance. *Journal of Business Research*, 65(9), 1328–1334. <https://doi.org/10.1016/j.jbusres.2011.10.026>
- Lee, S., Yun, S., & Srivastava, A. (2013). Evidence for a curvilinear relationship between abusive supervision and creativity in South Korea. *The Leadership Quarterly*, 24(5), 724–731. <https://doi.org/10.1016/j.leaqua.2013.07.002>
- Liu, D., Gong, Y., Zhou, J., & Huang, J. C. (2017). Human resource systems, employee creativity, and firm innovation: The moderating role of firm ownership. *Academy of Management Journal*, 60(3), 1164–1188. <https://doi.org/10.5465/amj.2015.0230>
- Liu, D., Liao, H., & Loi, R. (2012). The dark side of leadership: A three-level investigation of the cascading effect of abusive supervision on employee creativity. *Academy of Management Journal*, 55(5), 1187–1212. <https://doi.org/10.5465/amj.2010.0400>
- Liu, W., Zhang, P., Liao, J., Hao, P., & Mao, J. (2016). Abusive supervision and employee creativity: The mediating role of psychological safety and organizational identification. *Management Decision*, 54(1), 130–147. <https://doi.org/10.1108/MD-09-2013-0443>
- Madjar, N., Oldham, G. R., & Pratt, M. G. (2002). There's no place like home? The contributions of work and nonwork creativity support to employees' creative performance. *Academy of Management Journal*, 45(4), 757–767. <https://doi.org/10.5465/3069309>
- Martinko, M. J., Harvey, P., Brees, J. R., & Mackey, J. (2013). A review of abusive supervision research. *Journal of Organizational Behavior*, 34(S1), S120–S137. <https://doi.org/10.1002/job.1888>
- Meng, Y., Tan, J., & Li, J. (2017). Abusive supervision by academic supervisors and postgraduate research students' creativity: The mediating role of leader-member exchange and intrinsic motivation. *International Journal of Leadership in Education*, 20(5), 605–617. <https://doi.org/10.1080/13603124.2017.1304576>
- Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of Management Studies*, 40(6), 1453–1476. <https://doi.org/10.1111/1467-6486.00387>
- Mitchell, M. S., & Ambrose, M. L. (2007). Abusive supervision and workplace deviance and the moderating effects of negative reciprocity beliefs. *The Journal of Applied Psychology*, 92(4), 1159–1168. <https://doi.org/10.1037/0021-9010.92.4.1159>
- Mitchell, M. S., & Ambrose, M. L. (2012). Employees' behavioral reactions to supervisor aggression: An examination of individual and situational factors. *The Journal of Applied Psychology*, 97(6), 1148–1170. <https://doi.org/10.1037/a0029452>
- Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *Academy of Management Annals*, 5(1), 373–412. <https://doi.org/10.5465/19416520.2011.574506>
- Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 173–197. <https://doi.org/10.1146/annurev-orgpsych-031413-091328>

- Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. *The Academy of Management Review*, 25(4), 706–725. <https://doi.org/10.5465/amr.2000.3707697>
- Morrison, E. W., Wheeler-Smith, S. L., & Kamdar, D. (2011). Speaking up in groups: A cross-level study of group voice climate and voice. *The Journal of Applied Psychology*, 96(1), 183–191. <https://doi.org/10.1037/a0020744>
- Pfeffer, J. (1998). *The human equation: Building profits by putting people first*. Harvard Business School Press. <https://hbsp.harvard.edu/product/8419-HBK-ENG>
- Pieterse, A. N., van Knippenberg, D., Schippers, M., & Stam, D. (2010). Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment. *Journal of Organizational Behavior*, 31(4), 609–623. <https://doi.org/10.1002/job.650>
- Piirto, J. (2004). *Understanding creativity*. Great Potential Press Inc. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=understanding+creativity+piirto+2004&btnG=
- Pinder, C. C., & Harlos, K. P. (2001). Employee silence: Quiescence and acquiescence as responses to perceived injustice. *Research in Personnel and Human Resources Management*, 20, 331–369. [https://doi.org/10.1016/S0742-7301\(01\)20007-3](https://doi.org/10.1016/S0742-7301(01)20007-3)
- Qin, X., Dust, S. B., DiRenzo, M. S., & Wang, S. (2020). Negative creativity in leader-follower relations: A daily investigation of leaders' creative mindset, moral disengagement, and abusive supervision. *Journal of Business and Psychology*, 35(5), 665–682. <https://doi.org/10.1007/s10869-019-09646-7>
- Ratner, B. (2009). The correlation coefficient: Its values range between +1/–1, or do they? *Journal of Targeting, Measurement and Analysis for Marketing*, 17(2), 139–142. <https://doi.org/10.1057/jt.2009.5>
- Rhodes, M. (1961). An analysis of creativity. *The Phi Delta Kappan*, 42(7), 305–310. <https://www.jstor.org/stable/20342603>
- Roscoe, J. (1975). *John T. Roscoe*. <https://agris.fao.org/agris-search/search.do?recordID=US201300527436>
- Schat, A. C. H., Desmarais, S., & Kelloway, E. K. (2006). *Exposure to workplace aggression from multiple sources: Validation of a measure and test of a model*. Unpublished Manuscript, McMaster University, Hamilton, Canada (pp. 331–351). https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Exposure+to+workplace+aggression+from+multiple+sources%3A+Validation+of+a+measure+and+test+of+a+model&btnG=
- Shalley, C. E., Gilson, L., & Blum, T. (2009). Interactive effects of growth need strength, work context, and job complexity on self-reported creative performance. *Academy of Management Journal*, 52(3), 489–505. <https://doi.org/10.5465/amj.2009.41330806>
- Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here? *Journal of Management*, 30(6), 933–958. <https://doi.org/10.1016/j.jm.2004.06.007>
- Shen, C., Zhang, Y., Yang, J., & Liu, S. (2020). Abusive supervision and employee creativity: A moderated mediation model. *Leadership & Organization Development Journal*, 41(2), 193–207. <https://doi.org/10.1108/LODJ-03-2019-0146>
- Shin, S. J., & Zhou, J. (2003). Transformational leadership, conservation, and creativity: Evidence from Korea. *Academy of Management Journal*, 46(6), 703–714. <https://doi.org/10.5465/30040662>
- Simonton, D. (1990). *History, chemistry, psychology, and genius: An intellectual autobiography of historiometry*. <https://psycnet.apa.org/record/1990-97842-005>
- Stamm, B. V. (2008). *Managing innovation, design and creativity*. John Wiley & Sons. https://books.google.com.pk/books?hl=en&lr=&id=ILC7bN94zWgC&oi=fnd&pg=PR11&dq=managing+creativity+and+innovation+and+design+bettina&ots=MRJ5VWFHjQ&sig=dfbuMyW08HfhPIbrGQp9BZCej4o&redir_esc=y#v=onepage&q=managing%20creativity%20and%20innovation%20and%20design%20bettina
- Stein, M. I. (1953). Creativity and culture. *The Journal of Psychology*, 36(2), 311–322. <https://doi.org/10.1080/00223980.1953.9712897>
- Stein, M. I. (1974). *Stimulating creativity* (Vol. 1). Academic Press. <https://doi.org/10.1097/00006223-198111000-00008>
- Tangirala, S., & Ramanujam, R. (2008). Employee silence on critical work issues: The cross level effects of procedural justice climate. *Personnel Psychology*, 61(1), 37–68. <https://doi.org/10.1111/j.1744-6570.2008.00105.x>
- Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of Management Journal*, 43(2), 178–190. <https://doi.org/10.5465/1556375>
- Tepper, B. J. (2007). Abusive supervision in work organizations: Review, synthesis, and research agenda. *Journal of Management*, 33(3), 261–289. <https://doi.org/10.1177/0149206307300812>
- Tepper, B. J., Simon, L., & Park, H. M. (2017). Abusive supervision. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 123–152. <https://doi.org/10.1146/annurev-orgpsych-041015-062539>
- Tierney, P. (2008). Leadership and creativity. In J. Zhou & C. E. Shalley (Eds.), *Hand book of organizational creativity* (pp. 95–124). Erlbaum. <https://doi.org/10.1080/03004270485200131>
- Treffinger, D. J., Feldhusen, J. F., & Isaksen, S. G. (1990). Organization and structure of productive thinking. *Creative Learning Today*, 4(2), 6–8. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Treffinger%2C+D.+J.%2C+Feldhusen%2C+J.+F.%2C+%26+Isaksen%2C+S.+G.+%281990%29.+Organization+and+structure+of+productive+thinking.+Creative+Learning+Today%2C+4%282%29%2C+6-8&btnG=
- Vakola, M., & Bouradas, D. (2005). Antecedents and consequences of organisational silence: An empirical investigation. *Employee Relations*, 27(5), 441–458. <https://doi.org/10.1108/01425450510611997>
- Van Dyne, L., Ang, S., & Botero, I. G. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of Management Studies*, 40(6), 1359–1392. <https://doi.org/10.1111/1467-6486.00384>
- Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of Management Journal*, 41(1), 108–119. <https://doi.org/10.5465/256902>

- Wang, A. C., & Cheng, B. S. (2010). When does benevolent leadership lead to creativity? The moderating role of creative role identity and job autonomy. *Journal of Organizational Behavior*, 31(1), 106–121. <https://doi.org/10.1002/job.634>
- Wayne, S. J., Hoobler, J., Marinova, S. V., & Johnson, M. M. (2008). Abusive behavior: Trickle-down effects beyond the dyad. *Academy of Management Proceedings*, 2008(1), 1–6. <https://doi.org/10.5465/ambpp.2008.33622318>
- Woodman, R. W., Sawyer, J. E., & Griffin, R. W. (1993). Toward a theory of organizational creativity. *The Academy of Management Review*, 18(2), 293–321. <https://doi.org/10.5465/amr.1993.3997517>
- Woodman, R. W., & Schoenfeldt, L. F. (1989). Individual differences in creativity: An interactionist perspective. *Handbook of creativity* (pp. 71–91). Cambridge University Press. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Woodman%2C+R.+W.%2C+%26+Schoenfeldt%2C+L.+F.+%281989%29.+Individual+differences+in+creativity%3A+An+interactionist+perspective.&btnG=
- Xu, A. J., Loi, R., & Lam, L. W. (2015). The bad boss takes it all: How abusive supervision and leader-member exchange interact to influence employee silence. *The Leadership Quarterly*, 26(5), 763–774. <https://doi.org/10.1016/j.leaqua.2015.03.002>
- Yuan, F., & Woodman, R. W. (2010). Innovative behavior in the workplace: The role of performance and image outcome expectations. *Academy of Management Journal*, 53(2), 323–342. <https://doi.org/10.5465/amj.2010.49388995>
- Zhang, H., Kwan, H. K., Zhang, X., & Wu, L. Z. (2014). High core self-evaluators maintain creativity: A motivational model of abusive supervision. *Journal of Management*, 40(4), 1151–1174. <https://doi.org/10.1177/0149206312460681>
- Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107–128. <https://doi.org/10.5465/amj.2010.48037118>
- Zhou, J., & Hoever, I. J. (2014). Research on workplace creativity: A review and redirection. *Annual Review of Organizational Psychology and Organizational Behavior*, 1(1), 333–359. <https://doi.org/10.1146/annurev-orgpsych-031413-091226>
- Zhou, J., & Shalley, C. E. (2010). Deepening our understanding of creativity in the workplace: A review of different approaches to creativity research. *APA handbook of industrial and organizational psychology, Vol 1: Building and developing the organization* (pp. 275–302). American Psychological Association. <https://doi.org/10.1037/12169-009>