How Politically Skilled Employees Navigate Supervisory Feedback for Innovation: Evidence from Chinese Employees Across Multiple Industries

Huilu Hou¹, Ce Zhang²*

1.Department of International Trade, Gyeongsang National University, 52828, South Korea

2.Department of Business, Gyeongsang National University, 52828, South Korea

*Corresponding author: Ce Zhang, 411250730a@gamil.com

Abstract: This study investigates how employees' political skill shapes their creative performance through supervisor directed feedback seeking. Although political skill is widely recognized as an interpersonal resource, the behavioral processes through which it facilitates innovation remain insufficiently understood. Drawing on social efficacy and feedback-seeking theories, we propose that politically skilled employees are more capable of navigating hierarchical interactions, reducing the interpersonal costs of requesting guidance, and securing developmental input from supervisors thereby enhancing creativity. Survey data from 412 employees across multiple industries in China were analyzed using hierarchical regressions and bootstrapped mediation tests. The results demonstrate that political skill positively predicts feedback seeking, and both constructs are positively associated with creativity. Feedback seeking partially mediates the political skill–creativity link, indicating that politically skilled employees are more creative in part because they proactively acquire diagnostic and boundary-spanning information from supervisors. These findings advance a process-oriented understanding of political skill, highlight feedback seeking as a pivotal interpersonal mechanism for creativity, and suggest that organizations can foster innovation by cultivating both political skill and psychologically safe feedback environments.

Keywords: Political Skill; Feedback Seeking Behavior; Employees' Creativity

1.Introduction

In organizational contexts characterized by concurrent competition and uncertainty, firms rely on employees to continuously generate novel ideas and improvement initiatives to sustain innovative momentum. Prior research has primarily attributed variance in creativity to individual cognitive traits or job characteristics (Prabhu et al., 2008; Yang et al., 2023). Far less attention has been paid to the social interaction processes through which employees convert latent potential into implementable ideas. Feedback interactions constitute a critical bridge between the individual and the situation: they provide task information that corrects errors and carry evaluative and interpersonal cues that shape whether an idea can be rapidly refined, iterated, and realized. This raises a central yet insufficiently addressed question: Which employees are more willing and more adept at seeking useful feedback, thereby turning ideas into viable innovations?

Political skill offers a theoretically compelling lens. Political skill refers to an individual's capacity to accurately perceive

others, flexibly influence, gain trust, and effectively marshal resources within political and interpersonal contexts at work (Ferris et al., 2005). Rather than "manipulation," it is a form of social efficacy: it helps employees identify who holds critical knowledge, when and how to approach them, and how to lower image risks while increasing others' willingness to respond. In practice, organizations often value such employees in hiring and internal mobility because they communicate more effectively and handle interdependent work more smoothly (Puccio & Grivas, 2009).

Aligned with this perspective, feedback seeking behavior is defined as employees' proactive efforts to obtain information concerning their work performance and avenues for improvement (Ashford & Cummings, 1983). It encompasses both evaluative feedback and developmentally oriented, constructive input. Focusing on supervisors as the primary target of feedback seeking, the present study examines this relationship because supervisors typically aggregate knowledge, information, and decision latitude. When employees frequently solicit feedback from supervisors across facets of their work, they accrue increasingly valuable information and know how, from which creative ideas are more likely to emerge(De Stobbeleir et al., 2011; Sijbom & Anseel, 2018; Sung & Choi, 2021).

Linking these constructs yields the following logic. First, employees high in political skill are better able to select opportune moments and use appropriate discourse to build psychologically safe exchanges, framing feedback requests as invitations to collaborate and develop rather than as challenges or burdens; this should increase both the frequency and quality of feedback seeking. Second, high quality feedback fuels creativity: task information helps refine assumptions, broaden problem frames, and enhance the feasibility and implementability of ideas, while signals about expectations and boundaries align ideas with organizational goals and reduce fruitless exploration. Third, political skill not only promotes "asking more," but also "asking well" that is, orienting toward developmental feedback, integrating heterogeneous inputs, and iterating solutions swiftly. Accordingly, feedback seeking is likely to mediate the effect of political skill on creativity.

Although political skill has been linked to outcomes such as performance and influence, the process by which it fosters creativity through concrete interaction behaviors remains underarticulated. Likewise, the effects of feedback seeking on creativity can be positive, neutral, or even negative. How its benefits are realized in practice requires an integrative view that combines contextual and capability based explanations (Anseel et al., 2015). Building on this gap, we propose and test a process model: employees with higher political skill are more active and more effective in seeking supervisor feedback; and the more frequent and developmental the feedback seeking, the higher the employees' creativity. We therefore advance three core propositions: (1) political skill is positively related to feedback seeking; (2) feedback seeking is positively related to employee creativity; and (3) feedback seeking mediates the relationship between political skill and employee creativity. We also examine the robustness of this pathway after accounting for relevant demographic and job related controls.

This study contributes in three ways. First, theoretical contribution: by introducing political skill into the generative mechanism of creativity, we complement trait and task based explanations with a social efficacy interaction behavior innovation outcome chain. Second, mechanistic contribution: we identify "asking more and asking better" feedback seeking as the behavioral conduit through which political skill translates into creativity, thereby explaining why identical feedback systems yield different innovative outputs across individuals. Third, practical contribution: we highlight that cultivating creativity should not rely solely on job design or creativity training. Organizations can develop political skill and adopt coaching oriented leadership to lower the image costs of seeking feedback, encouraging employees to "ask upward and iterate" more frequently and developmentally ultimately accelerating the realization of creative ideas.

2.Theory and hypotheses

2.1 political skill and feedback seeking behavior

In competitive and uncertain organizational environments, employees' political skill defined as the social efficacy to discern others, exert appropriate influence, cultivate and leverage networks, and convey sincerity to earn trust (Ferris et al., 2005) affords distinctive advantages for proactively accessing critical information and resources. Politically skilled employees more readily recognize the supervisor as the central source of decision relevant knowledge and cues, engage the supervisor with appropriate discourse to create psychologically safe exchanges, reduce the image and evaluation costs inherent in feedback requests, and, by virtue of higher quality leader member exchange, secure the supervisor's time and diagnostic coaching (Ferris

et al., 2007). Consequently, they more frequently and more directly seek supervisor feedback on task execution, performance improvement, and organizational policies and strategy (Ashford & Cummings, 1983). Consistent with this view, Dahling and Whitaker (2016) show that political skill moderates the relationship between feedback seeking and performance ratings: when political skill is higher, feedback requests are more likely to be interpreted as signals of self improvement and collaboration rather than image threat, thereby enhancing supervisors' evaluations. In other words, political skill both diminishes the reputational costs of "asking" and amplifies the marginal returns to "asking well," increasing the likelihood that feedback seeking converts into diagnostic and developmental resources. Given that supervisors typically hold concentrated, performance contingent knowledge and boundary conditions, these advantages should be most salient in supervisor directed, routine feedback interactions. Accordingly, we advance a single testable hypothesis:

Hypothesis 1: Employees' political skill is positively associated with their feedback seeking behavior directed toward supervisors.

2.2 Feedback seeking behavior and employees' creativity

Creativity refers to the generation of ideas that are both novel and useful and can be understood as the outcome of synthesizing information and perspectives derived from social interaction (Amabile, 1983; Hundschell et al., 2022). In other words, creativity emerges when individuals, after acquiring diverse information and resources, integrate these inputs to produce more original solutions or proposals. This logic can be interpreted through the lens of social capital theory. Social capital theory posits that resources reside within networks of social relationships and can be accessed and mobilized through social ties. When employees seek feedback from their supervisors on various aspects of their work, they simultaneously gain access to richer resources and information, thereby establishing a critical platform for subsequent creative ideation (Madjar, 2005; Sijbom et al., 2018; Zhang & Wang, 2025). Drawing on such supervisory feedback, employees engage in causal decomposition and boundary testing of their initial ideas identifying redundant assumptions, locating core bottlenecks, and assessing the internal coherence of alternative solutions. Through this process, upward feedback seeking enhances employees' capacity to integrate conflicting information and to reorganize conceptual structures, which in turn increases the likelihood of generating novel ideas (Sung & Choi, 2021).
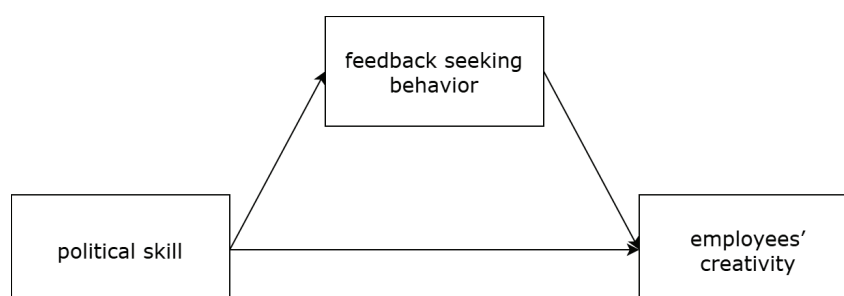
Hypothesis 2: Employees' feedback seeking behavior is positively associated with their creativity.

2.3 The mediating effect of feedback seeking behavior

Extending the above logic, we argue that feedback seeking directed toward supervisors is the behavioral conduit through which employees' political skill translates into creativity. Politically skilled employees more adeptly recognize supervisors as central repositories of decision relevant knowledge, constraints, and priorities; they also frame requests in ways that lower image costs and invite diagnostic, developmental input within a high quality exchange. In routine, upward interactions, such supervisor provided feedback supplies task cues, boundary conditions, and resource pathways that enable causal decomposition, boundary testing, and conceptual reorganization of initial ideas. These iterative, supervisor anchored refinements help employees integrate diverse even conflicting information into solutions that are both novel and useful. Accordingly, higher political skill should foster more frequent and higher quality supervisor directed feedback seeking, which in turn promotes creative ideation and elaboration.

Hypothesis 3: Employees' supervisor directed feedback seeking behavior mediates the positive association between political skill and creativity.

Figure 1. Research model.

3.Methods

3.1 Sample and Procedures

To test the study hypotheses, we administered an online survey to Chinese employees between mid-April and early May 2024. Respondents represented a range of sectors manufacturing, finance, information technology, construction, services, and trade. After data screening, 412 usable responses were retained for analysis.

The sample's mean age was 33.87 years; average organizational tenure was 6.5 years, and respondents had worked with their current supervisor for an average of 3.6 years. The gender composition was 198 men (48.1%) and 214 women (51.9%). Educational attainment was as follows: high school 55 (13.3%), junior/associate college 110 (26.7%), bachelor's degree 220 (53.4%), and graduate degree 27 (6.6%). In terms of hierarchical level, 262 were staff employees (63.6%), 66 team leaders (16.0%), 45 department heads (10.9%), 24 managers (5.8%), and 15 in owner/executive roles (3.6%).

3.2 Measures

3.2.1 Political skill

Political skill was measured using six items developed by Ferris et al. (2005). This scale assesses an individual's ability to understand others and effectively influence them to achieve personal or organizational goals. Sample items include "I find it easy to envision myself in the position of others" and "I am able to make most people feel comfortable and at ease around me." Responses were measured on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Cronbach's alpha for this scale was 0.898.

3.2.2 Feedback Seeking Behavior

To assess employees' feedback seeking behavior, the present study utilized a five-point Likert-type scale adapted from the five-item instrument originally proposed by VandeWalle et al. (2000). The items capture the extent to which employees proactively request evaluative information from their supervisors. Example statements include "I often seek feedback from my supervisor regarding the overall adequacy of my work performance" and "I regularly inquire about the technical quality of my job performance." In this study, the scale demonstrated high internal consistency, with a Cronbach's alpha value of 0.889.

3.2.3 Employees' creativity

In this study, creativity was conceptualized as an individual's capacity to generate novel ideas and approaches, as well as to solve problems in ways that differ from conventional practices. To measure this construct, we employed the 13-item scale developed by Zhou and George (2001), using a five-point Likert response format. The items assess the extent to which individuals propose innovative and practical solutions, such as "I suggest new ways to achieve goals or objectives," "I offer novel and useful ideas to improve performance," and "I am a good source of creative ideas." The scale exhibited excellent internal reliability in the present study, with a Cronbach's alpha of 0.949.

3.2.4 Statistical variable

In the present study, several demographic and job-related characteristics were included as control variables. Age was treated as a continuous variable based on the respondents' self-reported numerical age. Gender was coded as 1 = male and 2 = female. Educational attainment was operationalized using a four-level categorical variable, with 1 = high school graduate, 2 = associate degree, 3 = bachelor's degree, and 4 = master's degree.

To capture employees' career progression, total work experience was measured in months, reflecting the cumulative duration of employment. In addition, job position was classified according to the hierarchical structure of the organization, coded as 1 = staff, 2 = team leader, 3 = department supervisor, 4 = assistant manager, and 5 = general manager level. These variables were incorporated into the analysis to account for their potential influence on the primary study outcomes.

4.1 Descriptive Statistics and Correlation Analysis

Table 2 presents the descriptive statistics and intercorrelations among the study variables. The average age of respondents was 33.87 years (SD = 6.739). Gender showed limited variability (M = 1.52, SD = 0.500), and the mean educational level was 2.53 (SD = 0.805). Employees had an average tenure of 78.06 months (SD = 34.257), and the mean job position score was 1.70 (SD = 1.104), indicating that most respondents were situated at the lower to mid-level ranks of the organization.

The demographic variables showed no meaningful associations with the main constructs. Political skill was positively related to feedback-seeking behavior (r = 0.365, p < .01), and both political skill and feedback-seeking behavior demonstrated significant positive correlations with creativity (r = 0.481, p < .001; r = 0.444, p < .001, respectively). All other correlations were nonsignificant. Overall, the correlation patterns align with theoretical expectations, indicating that individuals with higher political skill tend to engage more frequently in feedback seeking and exhibit greater creativity.

Table 2. Descriptive statistics and correlation analysis between variables

Variable	Mean	S.D.	1	2	3	4	5	6	7
Age	33.87	6.739							
Gender	1.52	.500	-.026						
Education	2.53	.805	-.018	-.053					
Tenure year	78.06	34.257	.075	.031	.069				
Job position	1.70	1.104	-.023	-.051	.429**	.054			
Political skill	3.60	1.058	.000	.041	-.075	.057	-.020		
FSB	3.637	1.077	-.013	-.002	.032	.049	.001	.365**	
Creativity	3.667	.997	-.061	.043	.005	.059	-.027	.481**	.444**

N = 412, *: p < 0.05, **: p < 0.01, ***: p < 0.001, FSB: Feedback Seeking Behavior

Table 2 reports the descriptive statistics and zero-order correlations among the study variables (N = 412). On average, respondents reported moderate-to-high levels of political skill (M = 3.60, SD = 1.06), feedback-seeking behavior (FSB; M = 3.64, SD = 1.08), and creativity (M = 3.67, SD = 1.00). Age (M = 33.87, SD = 6.74), gender (M = 1.52, SD = 0.50), education (M = 2.53, SD = 0.81), tenure year (M = 78.06, SD = 34.26), and job position (M = 1.70, SD = 1.10) were included as control indicators.

The correlation pattern is consistent with the proposed pathway linking political skill to creativity through feedback seeking. Political skill shows a significant positive association with FSB (r = .365, p < .01) and with creativity (r = .481, p < .01). In addition, FSB is positively related to creativity (r = .444, p < .01), suggesting that employees who more actively seek feedback also report higher creativity. Most correlations involving demographic and job-related controls are small in magnitude, although education is moderately correlated with job position (r = .429, p < .01), indicating these two background characteristics co-vary in the sample. Overall, the bivariate relationships provide initial support for examining feedback seeking as a potential mechanism through which politically skilled employees translate interpersonal effectiveness into higher creativity.

4.2 Hypothesis Testing

To examine whether politically skilled employees leverage supervisor directed feedback seeking as a pathway to creativity, we conducted a set of preliminary and multivariate analyses designed to test the proposed hypotheses while accounting for relevant demographic and job related factors. Specifically, we then estimated hierarchical regression models predicting employee creativity, entering control variables in the first step and subsequently adding the predictor and mediator to evaluate incremental explanatory power and the extent to which the effect of political skill on creativity is transmitted through feedback seeking.

The hypotheses were evaluated using bivariate associations (Table 2) and hierarchical regression analyses predicting employee creativity (Table 3). Hypothesis 1 proposed that employees' political skill would be positively associated with supervisor-directed feedback-seeking behavior. Consistent with this expectation, political skill was positively correlated with feedback seeking (r = .365, p < .01), indicating that politically skilled employees reported more frequent feedback seeking from supervisors. Hypothesis 2 predicted a positive association between supervisor directed feedback seeking and creativity. In the hierarchical regression (Table 3), after entering the control variables (Model 1), feedback-seeking behavior was

introduced alongside political skill (Model 3). Feedback seeking exhibited a significant positive relationship with creativity ($\beta = .306$, $p < .001$), providing support for Hypothesis 2. Hypothesis 3 posited that feedback seeking would mediate the relationship between political skill and creativity. Political skill was a strong positive predictor of creativity when added to the controls (Model 2; $\beta = .482$, $p < .001$), and the explained variance increased substantially ($R^2 = .240$). Importantly, when feedback seeking was included (Model 3), the coefficient for political skill decreased (from $\beta = .482$ to $\beta = .369$) but remained statistically significant ($p < .001$), while feedback seeking also remained significant ($\beta = .306$, $p < .001$). This pattern is consistent with partial mediation, suggesting that politically skilled employees are more creative partly because they more actively seek developmental feedback from supervisors, while political skill also retains a direct association with creativity beyond this pathway.

Table 3. Results of hierarchical regression analyses

Variable	Creativity		
	Model 1	Model 2	Model 3
Age	-.066	-.064	-.059
Gender	.038	.021	.026
Education	.017	.058	.037
Tenure year	.064	.034	.026
Job rank	-.037	-.044	-.037
Political skill		.482***	.369***
Feedback seeking behavior			.306***
F	.863	21.361***	27.262***
R²	.011	.240	.321
ΔR²	-.002	.229	.309

*: $p < 0.05$, **: $p < 0.01$, ***: $p < 0.001$

Table 4 provides a more direct test of the mediating mechanism using a bootstrapping approach. Specifically, we estimated the indirect effect of political skill on creativity via supervisor-directed feedback-seeking behavior (PS → FSB → CRE). The indirect effect was positive (Effect = .1063; standardized indirect effect = .0220), and the bias-corrected 95% confidence interval did not include zero (BC 95% CI [.0662, .1510]). This finding indicates that feedback seeking serves as a statistically reliable mediating pathway through which politically skilled employees translate their interpersonal effectiveness into higher creativity, offering convergent support for Hypothesis 3 (see Table 4).

Table 4. Mediating Effect Bootstrapping Results

The mediation path (Indirect effect)	Effect	Standardized Estimate	BC 95% Confidence Interval	
			Lower	Upper
PS → FSB → CRE	.1063	.0220	.0662	.1510

PS: Political skill, FSB: Feedback seeking behavior, CRE: creativity

5.Discussion

5.1 Overall Findings

This study set out to clarify whether politically skilled employees "ask better" in ways that ultimately translate into higher creativity, focusing on supervisor-directed feedback seeking behavior as a key explanatory mechanism. Across correlational evidence and hierarchical regression models, the results consistently supported the proposed pattern of relationships. Political

skill was positively associated with feedback seeking from supervisors, which echoes recent meta analytic findings showing that politically skilled individuals are more capable of mobilizing interpersonal resources and engaging in adaptive social behaviors in hierarchical relationships. Feedback seeking, in turn, related positively to employee creativity, consistent with emerging evidence that seeking evaluative and developmental input from supervisors provides informational benefits that facilitate idea refinement and innovative performance (Lee & Kim, 2021; Sung & Choi, 2021). Political skill predicted creativity strongly when entered after controls, and its effect was reduced but remained significant when feedback seeking was included. The bootstrapping results further indicated that the indirect effect from political skill to creativity via feedback seeking was positive and statistically reliable, with the bias corrected confidence interval excluding zero. Taken together, these findings support a partial mediation structure: politically skilled employees appear to benefit creatively in part because they are more likely to seek feedback from supervisors, yet political skill also retains a direct association with creativity beyond this pathway.

Overall, the results advance a process-oriented understanding of political skill by highlighting supervisor directed feedback seeking as a behavioral pathway that links interpersonal effectiveness to innovation related outcomes. Rather than treating political skill and creativity as directly connected traits, the evidence points to a more dynamic account in which politically skilled employees actively elicit input from supervisors to acquire guidance and informational cues that support the generation and refinement of novel ideas.

5.2 Theoretical Implications and Practical Implications

First, this study advances the political skill literature by moving beyond a "political skill as a static interpersonal resource" view and specifying a concrete behavioral pathway through which political skill is translated into an innovation relevant outcome. While prior work has typically linked political skill to favorable attitudes and performance outcomes, our findings highlight supervisor directed feedback seeking as a mechanism that helps explain how politically skilled employees convert social effectiveness into creativity. In doing so, the study contributes to a more process oriented understanding of political skill, emphasizing that its benefits are realized through proactive interpersonal behaviors rather than through impression management alone.

Second, the results enrich feedback seeking theory by identifying political skill as an important antecedent of feedback seeking from supervisors. Feedback seeking has often been explained through motivational and contextual drivers. By demonstrating that political skill is positively associated with feedback seeking, the present study suggests that employees' interpersonal competence and social astuteness may shape whether they initiate feedback exchanges with supervisors. This extends the feedback seeking literature by incorporating the role of social effectiveness in navigating the interpersonal risks that may accompany upward feedback seeking.

Third, our mediation evidence adds nuance to research on employee creativity by clarifying that feedback seeking from supervisors is not merely correlated with creativity but functions as a meaningful conduit linking individual capabilities to creative outcomes. The pattern of partial mediation implies that feedback seeking represents one central route through which political skill supports creativity, while also leaving space for additional mechanisms that may operate in parallel. This opens productive avenues for future theory building aimed at identifying complementary pathways and boundary conditions.

From a managerial perspective, the findings suggest that organizations may foster creativity not only by selecting or developing politically skilled employees, but also by cultivating climates that normalize and reward supervisor directed feedback exchanges. Leaders can play a pivotal role by signaling openness to questions, providing timely developmental input, and framing feedback conversations as learning opportunities rather than evaluations. Such practices can reduce the perceived interpersonal risk of upward feedback seeking and encourage employees to obtain the guidance and information that support creative problem solving.

For human resource management, the results indicate that interventions aimed at improving interpersonal effectiveness such as training in social awareness, communication strategies, and relationship building may have downstream benefits for creativity by encouraging more proactive feedback seeking. Similarly, performance management systems can be designed to include structured check-ins, coaching routines, and psychologically safe feedback channels so that employees can seek

supervisory input with minimal social cost.

Finally, employees themselves may benefit from recognizing feedback seeking as a strategic, learnable behavior. Developmental programs can help employees craft effective feedback requests, which may be particularly valuable for translating their skills and initiative into creative outcomes. Overall, the practical message is straightforward: when supervisors are approachable and feedback processes are supportive, employees are better positioned to leverage their interpersonal resources such as political skill into creativity and innovation.

5.3 Limitations and Future Research

Several limitations should be acknowledged, which also point to promising directions for future research. First, the study design is correlational, which constrains causal inference. Although the hypothesized ordering is theoretically grounded and supported by mediation evidence, the data cannot fully rule out reverse causality or reciprocal relationships. Future studies could strengthen causal claims by using longitudinal designs with temporal separation or employing quasi experimental/field experimental approaches that manipulate feedback accessibility or coaching opportunities.

Second, if the focal constructs were collected from the same respondent in a single survey wave, common method variance and percept–percept inflation remain potential concerns. While the observed pattern is theoretically coherent, future work should incorporate multi source and multi method data for example, supervisor rated creativity, behavioral indicators of feedback seeking, or peer reports along with procedural remedies such as temporal separation and marker variables.

Third, the generalizability of the findings may be bounded by the sampling context. Because feedback seeking from supervisors is embedded in power relations and norms regarding "speaking up," the strength of the proposed pathway may vary across contexts characterized by different levels of hierarchy, psychological safety, or power distance. Future research should replicate the model across diverse occupations and national contexts, and explicitly test cross cultural contingencies.

Finally, the partial mediation pattern suggests that feedback seeking is an important but not exclusive mechanism linking political skill to creativity. Future work should explore complementary mediators such as access to resources, network ties and social capital, role breadth self efficacy, or leader member exchange, as well as boundary conditions including leader openness, coaching leadership, feedback environment, and psychological safety. Testing moderated mediation would help specify when the indirect pathway is strongest and whether political skill is particularly beneficial in feedback-scarce or high risk environments.

Funding

No

Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

Reference

[1] Amabile, T. M. (1983). The social psychology of creativity: a componential conceptualization. Journal of personality and social psychology, 45(2), 357.

[2] 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.

[3] Ashford, S. J., & Cummings, L. L. (1983). Feedback as an individual resource: Personal strategies of creating information. Organizational behavior and human performance, 32(3), 370-398.

[4] Dahling, J. J., & Whitaker, B. G. (2016). When can feedback-seeking behavior result in a better performance rating? Investigating the moderating role of political skill. Human Performance, 29(2), 73-88.

[5] De Stobbeleir, K. E., Ashford, S. J., & Buyens, D. (2011). Self-regulation of creativity at work: The role of feedback-seeking behavior in creative performance. Academy of management journal, 54(4), 811-831.

[6] Ferris, G. R., Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the political skill inventory. Journal of management, 31(1), 126-152.

[7] Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organiza-

tions. Journal of management, 33(3), 290-320.

[8] Hundschell, A., Razinskas, S., Backmann, J., & Hoegl, M. (2022). The effects of diversity on creativity: A literature review and synthesis. Applied Psychology, 71(4), 1598-1634.

[9] Lee, Y., & Kim, J. (2021). Cultivating employee creativity through strategic internal communication: The role of leadership, symmetry, and feedback seeking behaviors. Public relations review, 47(1), 101998.

[10] Madjar, N. (2005). The contributions of different groups of individuals to employees' creativity. Advances in developing human resources, 7(2), 182-206.

[11] Prabhu, V., Sutton, C., & Sauser, W. (2008). Creativity and certain personality traits: Understanding the mediating effect of intrinsic motivation. Creativity Research Journal, 20(1), 53-66.

[12] Puccio, G., & Grivas, C. (2009). Examining the relationship between personality traits and creativity styles. Creativity and Innovation Management, 18(4), 247-255.

[13] Sijbom, R. B., Anseel, F., Crommelinck, M., De Beuckelaer, A., & De Stobbeleir, K. E. (2018). Why seeking feedback from diverse sources may not be sufficient for stimulating creativity: The role of performance dynamism and creative time pressure. Journal of Organizational Behavior, 39(3), 355-368.

[14] Sung, S. Y., & Choi, J. N. (2021). Do you value or worry about feedback? Tradeoffs between cost and value perceptions and dual feedback-seeking strategies toward creativity. Journal of organizational behavior, 42(7), 950-963.

[15] VandeWalle, D., Ganesan, S., Challagalla, G. N., & Brown, S. P.(2000). An integrated model of feedback-seeking behavior: disposition, context, and cognition. Journal of applied psychology, 85(6), 996.

[16] Yang, W., Zhu, J., Xu, S., Liu, Y., Luo, D., Wang, Y., & Yu, J. (2023). How job complexity fosters employee creativity: a contextualized growth perspective and the mechanism of feedback-seeking. European Journal of Training and Development, 47(7/8), 830-845.

[17] Zhang, C., & Wang, Y. (2025). From Silence to Voice: How Ethical Leadership Influences Employees' Promotive Voice Behavior Through Feedback Seeking Behavior and Role Ambiguity. Asia Pacific Economic and Management Review, 2(3).

[18] Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. Academy of Management journal, 44(4), 682-696.