National College of Ireland

National College of Ireland

Project Submission Sheet – 2019/2020

Student Name: Zhuo Sun

Student ID: 19132522

Programme: Master of Arts in Human Resource Management **Year:** 2019 - 2020

Module: Dissertation

Lecturer: D'Arcy Sinéad

Submission Due Date: 08. 19. 2020.

Project Title: An investigation into the influence of inclusive leadership on employee innovation evidence from the Chinese technology company.

Word Count: 15,000

I hereby certify that the information contained in this (my submission) is information pertaining to research I conducted for this project. All information other than my own contribution will be fully referenced and listed in the relevant bibliography section at the rear of the project.
ALL internet material must be referenced in the references section. Students are encouraged to use the Harvard Referencing Standard supplied by the Library. To use other author's written or electronic work is illegal (plagiarism) and may result in disciplinary action. Students may be required to undergo a viva (oral examination) if there is suspicion about the validity of their submitted work.

Signature: Zh. S

Date: 08. 18. 2020

PLEASE READ THE FOLLOWING INSTRUCTIONS:

1. Please attach a completed copy of this sheet to each project (including multiple copies).
2. Projects should be submitted to your Programme Coordinator.
3. **You must ensure that you retain a HARD COPY of ALL projects**, both for your own reference and in case a project is lost or mislaid. It is not sufficient to keep a copy on computer. Please do not bind projects or place in covers unless specifically requested.
4. You must ensure that all projects are submitted to your Programme Coordinator on or before the required submission date. **Late submissions will incur penalties.**
5. All projects must be submitted and passed in order to successfully complete the year. **Any project/assignment not submitted will be marked as a fail.**

Office Use Only	
Signature:	
Date:	
Penalty Applied (if applicable):	

An investigation into the influence of inclusive leadership on employee innovation evidence from the Chinese technology company

Name: ZHUO SUN

Student ID: 19132522

Programme: Master of Arts in Human Resource Management

College: National College of Ireland

Submitted to the National College of Ireland,(08) (2020)

Abstract

Many scholars and companies have realized that employee innovation is a powerful engine to improve organizational performance. For Chinese technology companies, an effective measure to deal with market competition is to increase employee innovation. In recent years, under the background of development requirements from the perspective of innovation, Chinese technology companies have actively implemented different measures to improve employee innovation behavior to deal with fierce competition. On the other hand, in recent years, companies have gradually realized the positive effect of leadership on employee innovation. Inclusive leadership has been embedded in the key part of leadership organization management by scholars, and they have studied its impact on improving employees' innovative ability.

This dissertation used Chinese technology companies as the research object to explore the impact of inclusive leadership on employee innovation. At the same time, this dissertation attempted to determine whether the three variables of psychological safety, psychological empowerment, and organizational citizenship behavior play a mediation role in the relationship between inclusive leadership and employee innovative behavior. By drawing on the previous maturity scales, combining the questionnaires revised by this research object, and collecting 129 valid questionnaires through an online questionnaire survey, this dissertation completed the data analysis with the help of linear regression analysis. The results of quantitative data analysis proved that inclusive leaders can promote the innovative behavior of employees. In addition, the three

variables of psychological safety, psychological empowerment and organizational citizenship behavior all play an intermediary role in the relationship between inclusive leadership and employee innovation behavior, thereby promoting employee innovation. Based on this research conclusion, this dissertation recommended that Chinese technology companies take active measures to cultivate inclusive leadership, while also cultivating psychological safety, psychological empowerment, and organizational citizenship behavior within the company, thereby promoting employee innovation behavior and helping companies cope with fierceness market competition.

Keywords*: Inclusive Leadership (IL), Employee Innovation, Psychological Safety, Psychological Empowerment, Organizational Citizenship Behaviours (OCB).*

Submission of Thesis and Dissertation

National College of China
Research Students Declaration Form
(Thesis/Author Declaration Form)

Name:_____ZHUO___SUN_____

Student Number:_____19132522_____

Degree for which thesis is submitted:___Master of Arts in HRM____

Title of Thesis:___An investigation into the influence of inclusive leadership on employee innovation evidence from Chinese company___

Date: _____08/18/2020_____

Material submitted for award

A. I declare that this work submitted has been composed by myself. ■

B. I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged. ■

C. I agree to my thesis being deposited in the NCI Library online open access repository NORMA. ■

D. Either *I declare that no material contained in the thesis has been used in any other submission for an academic award.

E. Or *I declare that the following material contained in the thesis formed part of a submission for the award of ■

_____

(State the award and the awarding body and list the material below)

Acknowledgements

When the dissertation was about to be completed, I couldn't calm down. From the beginning of the topic selection to the start of writing, my supervisor, friends, and family members me gave me a lot of encouragement and support. Especially from my supervisor Sinéad, I was facing the predicament of the questionnaire survey, she gave me a lot of advice and guidance so that I can carry out the questionnaire survey smoothly. The cheerful personality and optimistic attitude of the supervisor in charge helped me to enter the research state smoothly.

Due to the epidemic situation, it is not easy to conduct questionnaire surveys in the domestic environment. I am separated by a distance of thousands of miles away from my country. I am very grateful to the local friends who helped me during the preparation of the paper. They helped me contacted the responding company and promoted the questionnaire participation and conduct of surveys. Every piece of data is very valuable, thank you for your support!

Table of Content

List of tables

List of Figure

Chapter 1 Introduction

1.1 Background

Under the new era background of "mass innovation and entrepreneurship", innovation is more important to the development of organizations. Change and innovation are the keys to the survival and development of an enterprise. As the main body of enterprise innovation, the innovative behavior of employees fundamentally promotes organizational innovation, efficiency improvement and sustainable development (Yu, Yu and Yu, 2013). How to effectively stimulate the generation of employees' innovative behavior has become an important practical issue in corporate practice (Yu, Yu and Yu, 2013). In diversified organizations, leadership is an important factor that affects employees' attitudes and behaviors. Given the important role that leadership plays in the development of corporate organizations, scholars at home and abroad have shown that the exertion of employees' creativity helps to promote organizational innovation, improve corporate efficiency and promote sustainable corporate development. (Pieterse and et al., 2010). The existing research mainly focuses on spiritual leadership (Zhang and Yang, 2020), ethical leadership (Yidong and Xinxin, 2013), and transformational leadership (Aryee et al., 2012). How to stimulate employee creativity is a task that organizations attach great importance to.

Through studying the analysis framework of inclusiveness, industry scholars found that inclusiveness is an important theory for research based on the perspectives of corporate management diversity and workplace diversity. Domestic and foreign literature has effectively explored the related content of inclusive leadership and employee innovation behavior. With the development of the thought of "inclusiveness" into the related research of leaders, inclusive leadership has gradually become a new field in the related research of leadership behavior and style (Qi et al., 2019). However, there is little discussion on the influence of inclusive leadership on employees' innovative behavior. The influence of leadership style on employees' innovative behavior is a

complicated mechanism (Fang et al., 2019). The mechanism of action includes the intermediary variables that are implicitly acting. The exploration of the mechanism of action between the two still needs to be further deepened and enriched. At the same time, there are also moderating variables that affect the relationship between inclusive leadership and employee innovation behavior. The contingency impact of this process will further deepen the multi-chain mechanism of inclusive leadership on employee innovation behavior. In view of this, this dissertation takes the new generation of employees of Chinese technology companies as the research object to explore the impact of leadership tolerance on their innovative behavior.

1.2 Research questions

Based on the above research background, this dissertation focuses on Chinese technology companies and attempts to explore the relationship between inclusive leadership and employee innovation behavior. Several core research questions of this dissertation are as follows

- Whether and how the inclusive leadership in inclusive management affect employees' innovative behavior and what are the paths of influence?
- How do psychological safety, psychological empowerment, and organizational citizenship behavior mediate the relationship between inclusive leadership and employees' innovative behavior?
- What measures can promote employees' innovative behavior in China?

1.3 Research aims and objectives

Some research aims are set to help solve the above research questions:

- To determine how inclusive leadership affects employees' innovative behavior.
- To discuss the effect of employees' innovative behavior on enterprise development.
- To determine the mediation effect of psychological safety, psychological

empowerment, and organizational citizenship behavior on the relationship between inclusive leadership and employees' innovative behavior.

- To put forward practical guidance for Chinese technology companies to promote employees' innovative behavior.

Specifically, the research objectives are as follows:

- to learn the concepts and characteristics of inclusive leadership and employee innovative behaviors through second-hand data;
- to build a model of the relationship between inclusive leadership and employee innovation behavior, and return it through literature;
- to design a questionnaire for inclusive leadership and employee innovation behavior;
- to collect data on inclusive leadership and employee innovative behaviors of Chinese technology companies through online questionnaires;
- to determine the relationship between the inclusive leadership of Chinese technology companies and the innovative behavior of employees through quantitative data analysis;
- to determine the intermediary variables of the relationship between the inclusive leadership of Chinese technology companies and the innovative behavior of employees through quantitative data analysis;
- to put forward suggestions to promote employee innovation behaviors of Chinese technology companies.

1.4 Research significance

1.4.1 Theoretical significance

As a research hotspot in the field of organizational behavior, leadership style, and employee behavior have always been paid attention to by scholars at home and abroad (Chen and silvershorne, 2005). However, there is not enough research focusing on

employee innovation in Chinese technology companies. With rapid technological development, Chinese technology companies are facing accumulated market competition. Employee innovation has proven to be an important source of corporate competitive advantage (Li and Atuahene-Gima, 2002). Therefore, it is necessary to study how Chinese technology companies can improve employee innovation behavior. Also, there is not enough research linking the relationship between inclusive leadership and employee innovation. This dissertation takes Chinese technology companies as the research object, which can enrich the current research deficiencies, deepen and expand the research framework and content of inclusive leadership, and enrich the influence mechanism of leadership style on employee creativity. First of all, as an important perspective and variable of inclusive theoretical research, inclusive leadership is also one of the important types of relational leadership research (Randel et al., 2018). Therefore, exploring the related theories of inclusive leadership has important theoretical significance for the research of inclusive leadership, the improvement and development of relational leadership theory. Second, the current academic research on inclusive leadership is mostly based on the cultural background of Western countries, and there is a lack of quantitative research on the corresponding theoretical research (Ryan, 2006; Kugelmass, 2003). This dissertation takes Chinese employees as the research object to study inclusive leadership and employees' innovative behavior, which can provide important theoretical reference and guidance for follow-up related research.

1.4.2 Practical significance

The importance of inclusive leadership has been recognized by many companies and applied in corporate management (Ryan, 2007). Inclusive leadership can help better create a supportive environment to motivate employees to work and play a positive role in developing their creativity. On the other hand, employee innovation behavior can help Chinese technology companies gain a competitive advantage. Therefore, studying the influence of leadership behavior on employee innovation behavior has important

practical significance for human resource management. Specifically, first of all, how to improve inclusive leadership and employee innovative behavior is one of the keys to achieving sustainable corporate development. Therefore, investigating and verifying the relationship between tolerance and employee innovation behavior in the context of Chinese culture can guide Chinese technology companies to adopt correct human resource measures to improve their operating efficiency. Second, inclusive leadership can effectively enhance employees' work autonomy and feedback-seeking behavior. Business leaders can rationally optimize the characteristics of work design, attach importance to the psychological empowerment of employees, treat and respect employees equally, so as to provide employees with effective guidance. All these can help Chinese technology companies cope with fierce market competition and achieve sustainable development.

Chapter 2 Literature review

2.1 Inclusive leadership

2.1.1 Concepts

Inclusive leadership has become an important direction in research. As stated by Fang et al. (2019), this is the beginning of the West to explore the meaning of inclusive leadership (IL) in the education system. By the beginning of the 21st century, Nembhard and Edmondson (2006) propose a formal, conceptual definition of IL in management. They believe that IL refers to one or more leaders in their comments and actions, showing attention to the kind of person or group as the leader. And, in some way, they highly value and accept the work and contributions of other employees. Javed et al. (2019) further point out that whether it is facing a crisis to respond to difficulty, deal with unfairness, or reduce conservative pressure, the tolerance of leaders is very important. Hollander (2009) defined IL as the interdependency connections between leaders and followers to successfully complete matters for profits. He notes that the

substance meaning of inclusion is not only doing things to others but also interacting with others. Other scholars, such as Dulebohn et al. (2012), agree with this definition and believe that in a real relationship, when leaders and their colleagues share the same goals, they have similar views. At the same time, these scholars believe that a characteristic of IL is that the input and output operations between each participant are equal. Moreover, Carmeli, Reiter-Palmon and Ziv (2010) find that inclusive leadership can be considered as leaders who work with people on the team, and who are open-minding, accessible and acceptable to others. They argued that inclusiveness always invites others voices, to put ideas forward, and raise their opinions and decision, without bias, predisposed, dismission toward the point of views.

2.1.2 Characteristics

Based on the definition of IL, different scholars began to explore the characteristics of IL. Van de Ven first listed three important features of IL in 1986, including:

(1) The ability to tolerate others' mistakes, opinions, and failures, and to support peers in some way when mistakes occur.

(2) Through appropriate recognition and guidance methods, value and focus on the performance of peers, and don't be jealous.

(3) Treat fairly, pay attention to the requirements and considerations of peers, and prove their status in fair treatment.

Based on this research, Nembhard and Edmondson (2006) revised the characteristics of IL in modern society based on the characteristics of modern enterprises. They pointed out that IL has a direct and optimistic effect on the safety and self-awareness of corporate participants, which is related to their increased productivity. It is associated with the influence of the effort involved in the work in the context of quality.

In addition to the above different characteristics, scholars generally agree that the characteristics of IL can be constructed from the differences and these differences between other leadership levels. Many previous studies on the comparison of leadership capabilities have shown the attributes of IL compared to different types of leaders. Randel et al., (2018) support IL to maintain the unique characteristics of employee specificity, acceptance and sense of belonging. They compared transformational leadership and IL and pointed out the core difference between the two: transformational leadership focuses on the leader's self. At the same time, IL pays more attention to the recognition of employees' personal capabilities. Liden et al., (2008) compared servant leadership and IL and believed that servant leadership tends to guide employees to upgrade and achieve goals, nevertheless, IL pays more attention to listening to participants' requirements for transparency and accessibility in the work environment. Another comparison between empowered leadership and IL is conducted by Srivastava, Bartol, and Locke (2006). They emphasize that empowered leaders can play a good role by themselves, distribute power, education and training, and promote understanding and awareness of barrier-free and inclusiveness. However, Randel et al. (2018) criticize that these differences rarely overlap with the current concept of leadership. Moreover, other theories are not capable of grasping the core of IL.

2.2 Employee innovative behaviour

2.2.1 Concept

Another core concept of this research, employee innovation, is considered to be manifested through employee behaviour. Amabile (1988) believes that the innovation ability of employees is a valuable and unusual opinion or thing. They can create and promote the viability of the organization, the ability to develop itself, and the ability to compete with opponents. Researchers such as Scott and Bruce (1994) proposed that innovation has three steps: ensuring difficulties and solving problems; seeking certain help; helping to ensure that the rules or principles of innovation are widely disseminated,

mass-produced, and then to frequency Use.

Some scholars, such as Fang et al. (2019), detected that since the 1970s, the concept of research on innovative behavior has become a hot topic. Kleysen and Street (2001) mentioned an updated version of innovation, which includes finding opportunities, generating ideas, forming investigations, assisting, and putting them into use. In addition to the verification from the West, the Eastern research also studied the relevance of employee innovation. A definition of Han and Yang (2011) supposes that innovative employee behaviors are creative and implementable actions associated with updated and useful methods adopted by employees. In addition, Li (2017) drew attention that innovative employee behaviors show the processes within the organization cycle, the activities of employees when dealing with problems, inspire new discoveries, and then effectively encourage and apply methods. In general, although the above concepts are not exactly the same in expression, they all focus on the process of transforming innovation into innovative behavior. Qi, L. et al. (2019) analyzed that employees' innovative behaviors are related to a series of actions, involving generating ideas, driving arguments, new discoveries or new results in the field of technology, technology and implementation process or production. Amabile and Pratt (2016) pointed out that from an organizational point of view, companies should pay more attention to the innovative behavior of employees, that is, innovative work behavior (IWB). Fuller, Marler, and Hester (2006) emphasized the important role of IWB in the effective operation of the organization, which is related to the continuous consideration of how to improve the organization's capabilities. Zhang and Zhou (2014) reached a related conclusion that when employees receive relevant support for their leadership capabilities, they will be more willing to express innovative behaviours (Zhang and Zhou, 2014). The focus of this research is on related actions in the workplace and irregular workers (Javed, Khan, and Quratulain, 2018). In general, although the above concepts are not identical in terms of expression, they are all processes that turn innovation into innovative behaviour.

2.3 Inclusive Leadership and Employee Innovative Behaviour (or called IWB)

How to motivate employees' innovative behaviour has become a credible research direction for scholars. Many studies have begun to confirm that there is a dual relationship between IL and employee innovation behaviour. In terms of positive cognition, there have been many research results showing that IL is positively correlated with IWB. According to the related findings of Qi, L. et al. (2019), in theory, IL has methods to promote innovative employee behaviour. A similar statement also mentioned that IL contributes to the development of employee innovation behaviour or IWB (Javed et al., 2017; Dorenbosch, Engen and Verhagen, 2005).

Most of the current research is exploring how IL promotes employee behaviour. First, Atwater and Carmeli (2009) argue that inclusive leaders can inspire their colleagues to devote more energy to the process. Conger and Kanungo (1998) state that the concept of tolerance is a way for organizations to enhance employees' insight and self-thinking, which is related to employees' natural motivational thoughts. As motivation grows, innovative behaviour is driven by it (Atwater and Carmeli, 2009; Shin, Zhou, 2003). Edmondson, Kramer, and Cook (2004) confirmed that as a leader, IL has the ability to encourage members who may never see to express opinions or argue. On the basis of this research, Dorenbosch, Engen, and Verhagen (2005) determine that, for this reason, people's missing voices can be involved in creative decision-making, discussion and making of opinions, free speech, and the process of creating new ideas as an innovation. WALUMBWA, CROPANZANO and GOLDMAN (2011) also agree that employees accept the support of leaders, which includes tolerance, they are willing to show innovative behaviour and even increase participation. According to research by Mitchell's et al. (2015), IL encourages and values the diversity of employees' thinking from different places in group activities such as communication. Besides, IL is more likely to help overcome obstacles in the challenges of diverse professional teams to employee achievement. While gaining the support of inclusive leadership, employees can feel more independent and free to participate in their work and tasks, which will be

regarded as innovative behaviour (Foss, Woll and Moilanen, 2013). Last but not least, Jaussi and Dionne (2003) drew attention to a result that IL can serve as a model for followers in innovative behaviour. Nembhard and Edmondson (2006) believe that IL has a beneficial effect on team members engaged in quality improvement activities. Also, Abdullah et al. (2014) find that employees are more likely to improve work efficiency when they are recognized and rewarded by leaders. At the same time, they are more likely to use their innovative ability to win the praise of leaders. Similar views indicate that strong optimism and thinking styles in IL help employees self-invest in innovative activities (Carmeli et al. 2010; Gumuslouglu, 2009). Research has shown that inclusive leadership is more suitable for the background of innovation and development in the work environment (Nembhard and Edmondson, 2006; Shore, LM et al., 2011). This is because it provides observation results, not only can explore the leadership at the same time, but also can observe the collective function of employees in collaboration with IWB behaviour.

Some other scholars tend to use external factors to explain the relationship between IL and employee innovation behaviour. For example, Ridwan, Mulyani, and Ali (2020) state that under the organizational support theory, the achievement of employees depends on the support of superiors and the corporate environment. Carmeli et al. (2010) announce that the role of a leader is important. The leader is important, not the order and requirement, and is related to the leader's source, freedom, autonomy, or self-determination in the decision-making process. Therefore, Reiter and Illies (2004) demonstrate that information technology can greatly promote and promote employee innovation. Inclusive leaders can provide the necessary time and knowledge of innovative behaviour.

Some studies have begun to focus on IL and employee innovation behavior in the Chinese environment. Fang (2014) puts forward a point of view called "fault tolerance" when describing the problem of errors when employees perform tasks or work in the Chinese work environment. However, there is still a lack of sufficient research to focus

on IL and employee innovation behaviour in the Chinese context.

It is worth mentioning that there have been some studies that have reached the opposite view that IL cannot promote employee innovation. For example, Kriegesmann, Kley and Schwering (2007) stressed that IWB is complex and ambiguous in the real environment. Due to the lack of leadership and resource support, employees cannot ensure that the organization will succeed at all times, so the failure may occur. In general, the aspects related to employee innovation behaviour and employee innovation behaviour seem to be more positive than the opposite. Therefore, it is more reasonable to consider the positive connection between employee innovation behaviour and employee innovation behaviour.

2.5 Summary

From the above literature review, it can be seen that inclusive leadership and employee innovation behavior have received more and more attention from scholars. Their positive effects on enterprises have also been determined by many research studies. However, these studies rarely directly focus on Chinese technology companies. The rapid development of Chinese technology companies has made market competition increasingly fierce. The innovative behavior of employees has become an important source of competitive market advantage. Therefore, for Chinese technology companies, learning measures to actively promote employees' innovative behavior has important guiding significance. This research takes Chinese technology companies as the research object and aims to build the relationship between inclusive leadership and employee innovation behavior. This research can well enrich the existing research on the deficiencies of Chinese technology companies, and at the same time, enrich the related research on inclusive leadership and employee innovation behavior in Chinese technology companies. On the other hand, researchers have identified some core intermediary variables in the relationship between inclusive leadership and employee

innovation behavior, but these studies have not verified whether these intermediary variables are effective in Chinese technology companies. This study will verify the effectiveness of these intermediary variables in the Chinese context, which can also fill the gaps in existing research.

Chapter 3. Hypothesis Development

3.1 Inclusive leadership and Employee Innovative Behaviour (or called IWB)

According to the previous literature review, the relationship between inclusive leadership and the innovative behavior of corporate employees has not yet received consistent research conclusions. Some scholars, for example, Jaussi and Dionne (2003), Nembhard and Edmondson (2006), Carmeli et al., (2010) and Gumuslouglu (2009) agree that inclusive leadership can promote the innovative behavior of employees. On the other hand, other scholars, such as Kriegesmann, Kley and Schwering (2007) highlighted that due to the lack of leadership and resource support, inclusive leadership cannot effectively promote the innovative behavior of employees. The purpose of this study is to use Chinese technology companies as examples to verify the relationship between inclusive leadership and the innovative behavior of corporate employees. In general, the aspects related to inclusive leadership and employee innovation behavior seem to be more positive than the opposite. Therefore, this research proposes the following hypotheses：

H1： For Chinese technology companies, inclusive leadership can promote the innovative behavior of their employees.

3.2 The mediation factors

At present, research has found some mediators of the influence of inclusive leadership on innovative behaviours, including perceived organizational support (Qi, L. et al., 2019), psychological capital (Fang et al., 2019), emotional intelligence (Hou, Li and Yuan, 2018) and leader-member exchange (Xiang, Chen and Zhao, 2017), emotional organizational commitment (Choi, Tran and Park, 2015). Among these factors, psychological safety and psychological empowerment are the most extensive topics in the research field, and various discussions can be found from more in-depth

investigations. The main reasons for choosing factors depend on the degree of influence of these factors on IL and employee innovation behaviour, and the representativeness of research value. Therefore, this research aims to choose psychological safety, psychological empowerment and organizational citizenship behaviour as the research direction, and take it as the research direction.

3.2.1 The mediating role of psychological safety

According to the literature research of Newman, Donohue and Eva (2017), the application of psychological safety (PS) has been initially introduced in the last century. This basic concept expresses the degree to which a person shows a sense of security and certainty, as the ability to cope with changing conditions. Another universal definition proposed by Edmondson (2004) refers to the impression of people created by the dangerous experience of the relationship between individuals in the work environment. It involves an individual's understanding of relaxation and safety (Zeng, Zhao and Zhao, 2020). Javed et al. (2017) believe that for employees when expressing ideas or opinions that are different or contrary to normal methods, they require PS as a sense of security. Edmondson (2004) believes that the perspective of PS will be more specific. It pays more attention to the feelings of participants, so it may be more appropriate to work in a corporate team.

Existing research confirms the mediating role of psychological safety in the relationship between inclusive leadership and innovative behaviour. Inclusive leadership helps and encourages employees to accept it completely and without reservation, which means that from the employee's perspective, the realization rate of value and identity can be higher (Edmondson, Kramer, and Cook, 2004). As in Zeng et al. (2020), leadership style plays a role as an important environmental factor. Miceli, Near, and Dworkin (2009) proposed a traditional way of thinking. As the inevitable mindset of leaders in different backgrounds, employees who put forward their opinions are always regarded as troublemakers. Therefore, employees may receive fewer supportive actions or

negative reports from their superiors (Burris, Rockmann, and Kim, 2017). The behaviour of inclusive leaders is obvious. They encourage employees in terms of knowledge and spirit, thereby forming and restoring the workplace environment, and employees can experience more PS (Hirak, R. et al. 2012). Also, if employees are less likely to be aware of PS feelings, then more self-protection behaviours will show fewer innovative behaviours during work (Burke et al., 2007).

In addition to that, under the concept of IL, employees with PS are more likely to show positive motivational activities in different aspects, such as generating opinions, promoting new ideas and applications (Javed et al., 2017). Employees can show themselves without risk when facing PS; therefore, they can strengthen innovative behavior without worrying about the result of negative opinions. Furthermore, other members of the team are more likely to see it as an endorsement or agreement and are willing to follow up a lot (Zeng et al., 2020). They added that when faced with potential risks, employees are willing to seek help from leaders who can give guidance, admiration and trust. The PS of employees has been improved (Li, Tian and Ling, 2015), thereby overcoming the anxiety caused by work. Therefore, this research proposes the following hypothese:

H2: Psychological safety plays a mediating role between the inclusive leadership of Chinese technology companies and the innovative behavior of employees

3.2.2 The mediating role of psychological empowerment

According to the research of Spreitzer (1995), the conceptual meaning of psychological empowerment is “an intrinsic motivation. It reflects the active orientation and sense of control over work”. Thomas and Velhouse, (1990) believe that psychological empowerment can be divided into four dimensions: meaning, ability, self-determination and influence. From the perspective of “meaning”, it explains how a participant’s recognition of values and beliefs requires them to participate in the work of the

organization (Hackman, 1980). When discussing competence, it has similarities with self-efficacy to show how confident a person is in successfully completing or implementing any task or technology related to work (Ioannidou, Karagiorgos and Alexandris, 2016). Self-determination refers to people's dominance and self-determination behavior at any stage in the work environment, such as initiation, legislation, and continuous advancement. (Ioannidou et al., 2016) believe that influence shows a person's belief that he or she considers how to influence or change the business strategy, executive management, operations, or institutional production in the work environment.

Under the guidance of cognitive evaluation theory (CET), Javed et al. (2017) discovered the role of psychological empowerment in the relationship between IL and employee innovation. They believe that psychological empowerment can help shape the observation activities of inclusive leadership, and employees can improve their innovative behaviours when completing tasks. Spreitzer's (1995) research shows that psychological empowerment stimulates some positive changes, such as decentralization, which allows different voices to function effectively and allows different ideas to be heard. He emphasized the basic function of psychological empowerment, that is, employees who work from the entry-level have the opportunity and inspiration to express their ideas in the right position, so as to make decisions for the organization. In contrast, traditional organizations with highly centralized environments provide less access to encouraging entry-level or other lower-level voices, that is, employees remain silent most of the time to avoid danger and risk (Detert and Burris, 2007). Followers of leaders experience empowerment (Nishii and Mayer, 2009) because their leaders are free to talk, listen, and adopt the opinions of others. Also, they can recognize the dedication and participation of followers in various activities and even share the organization's plans with them (Choi, Tran, and Park, 2015). Javed et al. (2017) believe that the leader is the vitality in the process of building and strengthening the specific environment of the workplace. In the previous analysis by Pless and Maak (2004), employees are more likely to be recognized and valued than others due to their

inclusive vision in personnel, leadership or organization. Hollander's (2009) inclusive leadership emphasizes that the effective role of a leader is to help subordinates to work proactively in a skilled and responsible manner when implementing authorization, thereby promoting the promotion of bilateral functions of both parties.

Scholars, such as Sun et al. (2012), believe that if employees have more opportunities to decide how to complete tasks, which is considered a performance of employee authorization, their performance will be more innovative. Amabile et al., (1996) study whether the generation of innovation depends on the degree of self-control of employees, self-decision-making ability and viewpoints when implementing work in the workplace. Finally, they found that employees involved in work and generating innovative ideas rely on the support of empowerment and beliefs to achieve goals that exceed established instructions. Besides, after employees have experienced sufficient authorization and support, they will have greater independence to express unusual opinions and are more confident that their opinions will be encouraged in the team (Alge et al. 2006). Therefore, this research proposes the following hypothese:

H3: Psychological empowerment plays a mediating role between the inclusive leadership of Chinese technology companies and the innovative behavior of employees

3.2.3 The mediating role of organizational citizenship behaviour

Organ (1988) first proposed this concept. He believes that organizational citizenship behaviour refers to the extra-behaviour that employees take proactively to improve organizational performance or efficiency. Since the word appeared, various fields such as human resource management, marketing, leadership, and international business have put forward the meaning and application of its work. Podsakoff et al. (2000) summarized seven typical dimensions of OCB. Their behaviour of helping, manship of sports, loyalty to the organization, abiding by the commitment to the organization, individuals who actively complete tasks, good citizenship and conscious of improving

themselves. The behaviour of helping presents the activities that employees willing to provide assistance or resources as support for others within the organizations or teams to avoid facing risks or issues which relatively connect work. Manship of sports arises when a scholar like Yates (2014) stated that OCB present one kind of delicate behaviour that impacts the individual themselves as well as their colleagues around them.

Researches prove that organizational citizenship behaviour plays a vital role in personal and organizational performance (Get, 2018; Hanh Tran and Choi, 2019). Lee and Ha-Brookshire (2018) mentioned that OCB can flexibly improve corporate performance. The adaptability and performance of business processes. According to a review by Podsakoff et al. in 2000, some previous studies have confirmed the predictive role of leadership, tasks, and organizational characteristics in organizational citizenship behaviour. A recent survey conducted by Hanh Tran and Choi (2019) takes organizational citizenship behaviour as a dependent variable rather than an intermediary variable, that is, IL has a positive impact on employees' organizational citizenship behaviour. Similarly, Younas, A. (1) et al. (2020) discussed the relationship between IL and psychological safety, regard OCB as a dependent variable.

From majorities review of literature, existing research does not use organizational citizenship behaviour as a moderating variable, so this research can better fill the gap in this field. Therefore, this research proposes the following hypothese:

H3: Organizational citizenship behaviour plays a mediating role between the inclusive leadership of Chinese technology companies and the innovative behavior of employees

Based on the proposed analysis from the content above, the research model in this dissertation is shown in Figure 1.

Connection of IL, employee innovative behaviour, psychological safety, psychological empowerment, and organizational citizenship behaviour will be evaluated separately.

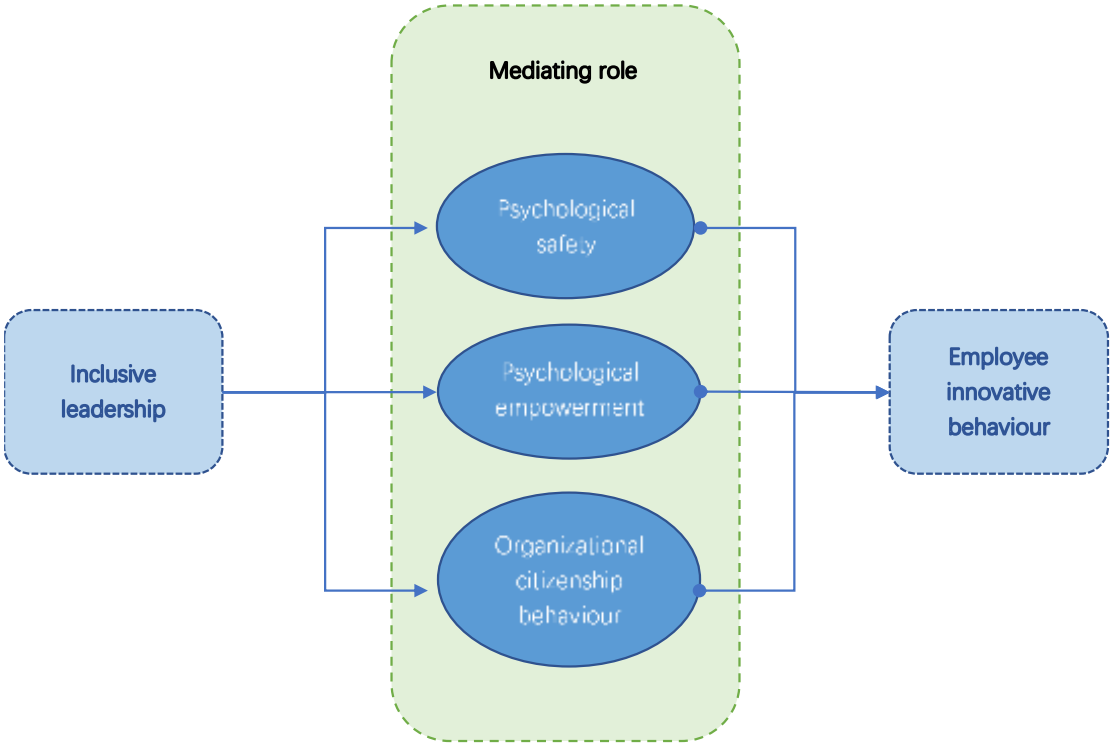

Figure 1 Research Model

Chapter 4. Research Methodology

4.1 Research philosophy

The experimental research philosophy generally adopted by scholars is explanatory philosophy and positivism philosophy. The former is mainly concerned with the diversity and difference of various things. Moreover, it does not advocate the latter's generalization of things (Brown and Baker, 2007). Positivism is used as the philosophical basis for the study of concentration, which is also called an empirical study (Brown and Baker, 2007). It was first founded by Comte's philosophical school. They pay attention to the study of objective facts and tend to use numbers to explain things. This is the opposite of interpretive philosophy.

This research will use explanatory perspectives to explore the impact of inclusive leadership on employee innovation, and discuss the relationship between inclusive leadership and employee innovative behavior from the aspects of psychological safety, psychological empowerment and organizational citizenship behavior. Simply, this research aims to explore the relationship between leaders and employees from different intermediary factors. Therefore, this article chooses the interpretive philosophy as the research philosophy of this study, which explores the inner relationship between leadership characteristics and employee innovation from different perspectives. The positivism mentioned above prefers standardized and quantitative figures to describe a certain status quo, which is not suitable for the purpose of this article.

4.2 Methodology

This study will apply the quantitative analysis to test the relationship between psychological safety, psychological empowerment, organizational citizenship behaviour, employee innovation and inclusiveness leadership. The quantitative analysis aims to assess and investigate the incidents based on numerous data through steps of mathematical approaches to find out the sense of meaning reflected behind the numbers.

Put it more clearly, researchers like Yilmaz (2013) asserted that quantitative research uses hypothesis examination which contains some variables to evaluated with numerals and assessed the data to figure out whether this hypothesis could display, anticipate or speculate incidents in some ways. One main feature of this analysis method is that the reality from the numbers would be more accurate and precise for the readers to verification and examine. On the other hand, another way of analysis which differ from quantitative is called qualitative analysis which always regards as complicated because of its multidimensional characters which based on the distinct patterns. According to the characteristics of quantitative and qualitative analysis, it is more evident that database of proof reflects the connection between objectives, in relating to the research topic and elements, the quantitative analysis would be more appropriate to be tested.

4.3 Research strategy

This study will choose the questionnaire survey methodology to perform research. New generation employees will be selected to represent the main object of the study. The analysis contains measures of inclusive leadership, psychological safety and employee innovation, in addition to the essential individual participants' data. Typically, the forms of questionnaires including telephone, paper-based, e-mails or online. As the rapid change of technology development, convenient approach like distribution through the Internet become familiar to researchers choice. Advantages of the Internet questionnaire are various. Data are easily classified and input automatically due to the support of software application in computers. Moreover, mistakes of manual operation would arise less because of the accuracy of mathematical calculation.

4.4 Sample selection

Sample selection includes probability sampling and non-probability sampling. Probabilistic sampling requires knowledge of the size of the total sample; however, in regarding this investigation, the number of new generation employees is difficult to estimate so that the non-probabilistic sampling method would be adopted. Non-

probability sampling is divided into purposive sampling, snowball sampling, convenience and quota. The purposive sampling adopted this time is aimed at recruiting more qualified individuals. The team leaders and new generation of employees within the teams in Chinese high-tech companies in Ireland will be selected as research samples for this study. As suggested by Yang, B. (2019) new generation employees defined as the kind of person who has the characteristic like young ages (who born after the year of 1980), open-minded, active within the innovative team of the enterprises. Thus in this consideration, samples will focus on the group of employees from five companies, which present comparing representative from the technical area such as Internet technology and communication technology industry.

Range of companies list out below:

1. Tencent

Tencent is known as one big Chinese international corporate that established in the year of 1998. Recent statistical employee number is 62,885. The most popular offerings are communications and social platforms called Weixin and QQ. They use technology to enrich the lives of Internet users.

2. MIKECRM

MikeCRM is developed as one network form developer, it creates the link for the high-level supervisor and marketing explorer, which affirmatively enhances the ability in data collecting, detects potential customers and wins more deals. Currently, it has around 50 employees.

3. Hylink

Hylink is an international and communication agency which offer both software and hardware for customers. This research is aimed at one of its subsidiaries located in Harbin, China. The company size is middle which contains employees between 50-250.

4. MOMO

It was in the year of 2011 that Momo has been set up. It created open social platforms called MOMO for potential Internet users to promote the ability of people to link with the ones who should have been connected.

5. SWS

Shanghai Waigaoqiao Shipbuilding Co., Ltd., (short for SWS) was established in one year before the 21st century. It has been placed in conjunction with the estuary of Yangtze River. Since its establishment, SWS has established the goal of "creating world-class products". The product types include bulk carriers, oil tankers, and ultra-large container ships. SWS actively advocates the value of "employees and enterprises develop together". And the spirit of "learning, innovation, unity and excellence".

6. YUAN XIN TECHNOLOGY

This is one company established to build China's own mobile intelligent operating system SyberOS continues to evolve, determined to create China's most secure mobile intelligent operating system.

4.5 Questionnaire designing

In this study, five main variables of inclusive leadership, employee innovation and psychological safety, psychological empowerment, and organizational citizenship will be tested within the measures. The maturity scale mentioned above, such as the five-point scale would be adopted, referring to test these variables.

Table 1 Questionnaire Design

Variables	Measurement of scale	reference
Background information	Part 1 gender, age, education level, working years, job category,	Javed et al. (2018)
Inclusive leadership	Part 2 1-9	Carmeli et al. (2010)
Employee innovation	Part 3 1-10	Scott and Bruce (1994), Janssen (2000)
Psychological safety	Part 4 1-11	Edmondson (1999), Avey et al. (2009)

Psychological empowerment	Part 5 1-8	Spreitzer (1995)
Organizational citizenship behaviour	Part 6 1-11	Organ et al. (2005)

4.6 Ethical considerations

Participants' privacy is strictly kept secret, and at the same time, the consequences of a privacy breach on participants must be measured. Therefore, based on the design of the experimental strategy, this article will protect the information security of participants from the following aspects. First, this experimental questionnaire will not collect personal information of each participant, including name, contact information, and private address. The demographic information in the questionnaire will only involve gender, position and working years, education level, etc. Second, this experiment should ensure that all interviewers choose to participate in the survey voluntarily based on a clear understanding of the experiment's purpose. Besides, experimenters should also give priority to inform participants that the relevant data of this experiment will not be disclosed to others, they are only used for this research. Third, in order to reduce the risk of information leakage, experimenters should also give priority to the number of questionnaires. Only in this way can we control the participation data and analyze the number of people to the greatest extent.

Chapter 5. Data analysis

5.1 Descriptive analysis

5.1.1 Demographic information

A variety of information related to demographic views was selected as the description. In terms of gender, among the 129 participants, 90 were male participants, accounting for 69.8% of the total number of participants. There were 39 female participants, accounting for 30.2% of the total. This research divides age data into 4 stages for research, and focuses on the new generation of employees born between 1980 and 2000. From the perspective of root age distribution, the proportion of participants over 30 years old is the highest, at 39.5%. Employees aged between 26 and 30 and between 20 and 25 are another main survey object, 38 and 30 were collected, accounting for 29.5% and 23.3%. In terms of education level, more than half (50.4%) of employees obtained an undergraduate degree through a university diploma. There are 12 people with a postgraduate degree, accounting for 9.3%. A total of 26 high schools and universities participated in the survey, accounting for 40.3% of the total. In terms of working years and job categories, 39 respondents have 5 to 10 years of work experience, accounting for one-third of the total number. Ranked second in terms of working years are employees who have worked for more than 10 years. The 29 data collected represent 20% of the total. In terms of job categories, more than three-quarters of the respondents work in junior positions. Respondents collected less data than entry-level managers in terms of middle and senior management, and there were 13 and 3 participants respectively. In terms of company size, more than half of the collected data show that employees work in large companies. At the same time, education data shows a certain proportion at all levels, representing different learning backgrounds and learning conditions. The result data in each category has a related part, which proves that the sample is not overly concentrated on one option, which leads to sparse sample approximation. Diversified sample collection avoids the problem of underrepresentation. When selecting company candidates to participate in the

questionnaire survey, a total of 129 respondents selected four major companies as the main samples for this study. The collected samples cover different types of technology companies, including online business, computing, design machinery, etc., highlighting the diversity of the samples.

Table 2 Demographic Analysis of Sample

gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	male	90	69.8	69.8	69.8
	female	39	30.2	30.2	100.0
	Total	129	100.0	100.0	
age	under 20 years old	10	7.8	7.8	7.8
	20-25 years old	30	23.3	23.3	31.0
	26-30 years old	38	29.5	29.5	60.5
	over 30 years old	51	39.5	39.5	100.0
	Total	129	100.0	100.0	
Education level	high school and below	26	20.2	20.2	20.2
	college	26	20.2	20.2	40.3
	undergraduate	65	50.4	50.4	90.7
	master and above	12	9.3	9.3	100.0
	Total	129	100.0	100.0	
Working years	less than 1 year	19	14.7	14.7	14.7
	1-3 years	19	14.7	14.7	29.5
	3-5 years	23	17.8	17.8	47.3
	5-10 years	39	30.2	30.2	77.5
	more than 10 years	29	22.5	22.5	100.0
	Total	129	100.0	100.0	

Job category	entry-level employees	78	60.5	60.5	60.5
	entry-level management personnel	30	23.3	23.3	83.7
	middle management personnel	13	10.1	10.1	93.8
	senior management personnel	3	2.3	2.3	96.1
	freelancer	5	3.9	3.9	100.0
	Total	129	100.0	100.0	
Company size	small	26	20.2	20.2	20.2
	Medium	33	25.6	25.6	45.7
	large	70	54.3	54.3	100.0
	Total	129	100.0	100.0	

5.2 Reliability and validity

5.2.1 reliability

According to the judgment standard, the reliability of the collected data meets the requirements. Understanding the role of reliability in testing is crucial. Regarding the interpretation of Bruton, Conway, and Holgate (2000), reliability is related to the degree to which the measurement of a phenomenon or event provides stable and consistent results. Reliability testing requires that when judging the quality of a test, its stability and authenticity should be examined to consider whether the results of repeated use of data show consistency, that is, reliability. Scholars (Huck, 2014) emphasized the importance of reliability testing because it involves the consistency of various parts of the measuring instrument. From a measurement point of view, reliability is considered

as the ratio of the actual score to the total test score, that is, the accurate measurement count of a test. When the subjects are repeatedly measured, the reliability is satisfied because the reliability is equal, which represents the response level of the subjects (Huck, 2014). Testing the reliability of measurement is an important part of testing the quality of measurement results. The effect of the measurement can be considered reliable because the range of the measured value is close to or sufficiently true to obtain a close or equivalent result through multiple measurements. It is agreed that the common use of internal consistency measures is the Cronbach alpha coefficient (Taber, 2018). With the application of Cronbach's alpha, in order to show the suitability or adoption of tests or scales, the construction or suitability of these tests or scales. Generally speaking, a high-reliability factor indicates convincingly. Scholars (Whitley, 2002; Hinton, Brownlow and McMurray, 2014) believe that generally speaking, the score of reliability can be divided into four key stages, including excellent level (minimum score 0.90) and high level (0.70 to 0.90). Between), medium level (between 0.50 and 0.70), and last low level (people with a score less than 0.50). With reference to the above standards, the Cronbach's alpha scores of all indicators in this study are all above 0.90, indicating that the measurement results are relatively reliable. For example, the overall score of the five variables is 0.985, and employee innovation is close to the highest 0.974.

Table 3 Reliability results

Variables	Number of items	Cronbach’s Alpha
Inclusive leaders	9	0.968
Employee innovation	10	0.974
Psychological safety	10	0.938
Psychological empowerment	9	0.951
Organizational citizenship behavior	11	0.924

Oveall	48	0.985

5.2.2 Validity

The validity of the questionnaire is related to the extent to which the questionnaire can measure a specific theoretical feature or concept, that is, the extent to which the real questionnaire measurement score can explain the hypothetical feature or concept (Ghauri, Grnhaug, 2005; Field, 2018). Stansfeld and Marmot (1992) agreed that validity means that a measurement tool can test the accuracy of the traits it needs to investigate. Generally speaking, there are four main types of methods to test the validity of a questionnaire analysis, namely, face, content, structure and standards. Among these types, construct validity is considered to be the most widely used method. It represents the ability of a measuring instrument to evaluate an object. As Gorshe (1973) pointed out that structure validity is concerned with the relationship between the measured value and a specific structure and the degree of correlation between the results obtained. This study uses factor analysis to explore the relationship between the two. From the perspective of practical application, the result of factor analysis is the interpretation of the potential attributes of the measured variable, so as to realize the description of the accuracy of the measured attributes and the correctness of the measured results. Therefore, factor analysis can test the validity of the questionnaire. This study uses a special case of factor analysis, namely principal component analysis (PCA), to extract factors with common characteristics. From the results of factor analysis, five elements were extracted as common factors. Nearly four-fifths of the data (79.452%) are covered to describe common factors. With reference to the results of factor analysis, the questionnaire is valid.

Table 4 Credibility Test Results

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	29.233	60.903	60.903	29.233	60.903	60.903
2	3.770	7.853	68.756	3.770	7.853	68.756
3	2.480	5.168	73.924	2.480	5.168	73.924
4	1.621	3.376	77.300	1.621	3.376	77.300
5	1.033	2.152	79.452	1.033	2.152	79.452
6	.800	1.667	81.119			
7	.750	1.562	82.681			
8	.674	1.405	84.087			
9	.560	1.166	85.253			
10	.536	1.117	86.370			
11	.502	1.045	87.415			
12	.485	1.010	88.425			
13	.472	.983	89.408			
14	.416	.866	90.274			
15	.384	.800	91.074			
16	.339	.706	91.780			
17	.299	.623	92.403			
18	.268	.559	92.962			
19	.258	.539	93.500			
20	.246	.512	94.012			
21	.230	.479	94.491			
22	.223	.465	94.956			
23	.207	.431	95.387			

24	.203	.424	95.811			
25	.175	.365	96.177			
26	.151	.315	96.491			
27	.145	.303	96.794			
28	.142	.296	97.090			
29	.131	.273	97.363			
30	.123	.257	97.620			
31	.118	.247	97.867			
32	.109	.227	98.094			
33	.102	.213	98.307			
34	.095	.198	98.505			
35	.092	.191	98.697			
36	.078	.163	98.859			
37	.071	.149	99.008			
38	.066	.138	99.146			
39	.059	.124	99.270			
40	.054	.113	99.383			
41	.052	.109	99.492			
42	.045	.094	99.586			
43	.042	.087	99.672			
44	.037	.077	99.750			
45	.034	.070	99.820			
46	.030	.062	99.883			
47	.029	.060	99.942			
48	.028	.058	100.000			

Extraction Method: Principal Component Analysis.

5.3 Correlations

Under the confidence interval of 0.01, if Sig values less than 0.01, which means that there is a significant correlation between the two variables. According to the above results, these variables have significant correlations with each other. Scholar Pearson (1909) raised that it is practical and reasonable to explore how strong the connection regarding diverse variables with the usage of correlation analysis. Pearson correlation coefficient has been chosen as the most popular used measures to discuss for this study. It is recognized as the symmetrical measure that the coefficient value is to describe the numbers between -1 to 1, which, is always symbolized by sign “r.” (ABOUNAIMA et al. 2020). When the figures show between 0 to 1, which means it demonstrates the positive connection between objects. Contrary, figures between -1 to 0 could portray the negative association between objects. Values of coefficient mean no actual link between compared variables when it is equal to number 0. Moreover, when its absolute value increasingly closer to 1, the connection and reliance between the two variables will be strengthening. The two-tailed method has been applied to describe the relevance of this relationship. Once the value of relevance display stronger than 0.05, which weakly indicate correlation, and the value lower than 0.05 could strongly show their connection. Furthermore, sign “r” value shows to be **, it represents this model can be recognized as valid under the standard of 0.01, and “r” value shows to be *, it is concerned to be valid under the level of 0.05. The connection will not regard as markable.

Table 5 illustrates the result of correlation analysis conducted to concern the correlation between IL, employee innovation, psychological safety, psychological empowerment and organizational citizenship behaviour. From the result, correlation is significant under the standard of 0.01. It can be seen that employee innovation, psychological safety, psychological empowerment and organizational citizenship behaviour have significant coefficients that value more than 0.05. Thus variables like psychological empowerment, organizational citizenship behaviour have a markable positive

connection with inclusive leadership and employee innovation. While under the significant standard of less than 0.01, correlations coefficient between employee innovation and organizational citizenship behaviour is 0.76, which display strengthening correlations between these two variables.

Table 5 Correlation analysis

Correlations						
		inclusive leadership	innovation	Psychological safety	Psychological Empowerment	Organizational Citizenship Behavior
inclusive leadership	Pearson Correlation	1	.842**	.831**	.773**	.717**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	129	129	129	129	129
innovation	Pearson Correlation	.842**	1	.876**	.802**	.760**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	129	129	129	129	129
Psychological safety	Pearson Correlation	.831**	.876**	1	.790**	.794**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	129	129	129	129	129
Psychological Empowerment	Pearson Correlation	.773**	.802**	.790**	1	.892**
	Sig. (2-tailed)	.000	.000	.000		.000

	N	129	129	129	129	129
Organizational Citizenship Behavior	Pearson Correlation	.717**	.760**	.794**	.892**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	129	129	129	129	129
**. Correlation is significant at the 0.01 level (2-tailed).						

5.4 Regression Analysis

Viswanath, A. et al. (2020) suggested that applying regression as a tool is practical when facing data analysis situation. Regression analysis is well known as one of the most broadly used methods for various research area such as values prediction, investigate the causal connection between factors. The main purpose of regression analysis is to examine the statistical relationship regarding objects. The previous application of Pearson analysis pays more attention to comprehend the distinguish dissimilarity variety of objects original condition from the current one in relating to the quantitative connection. The validity of the study can be examined through Pearson, referring to verify the hypothesis and model. For this study, it can not thoroughly assess the connection between the impact of IL and employee innovation under applying Pearson correlation exclusively. Thus this study decides to choose regression analysis to adopt to deeply explore the result of the link between IL and employee innovation among variables.

5.4.1 The inclusive leadership and employee innovation

Firstly, to verify H1 with whether that inclusive leadership will promote employee innovation. In this study, construct a linear regression equation with innovation as the dependent variable and inclusive leadership as the independent variable. Sign R stands

for the goodness of fit, which is used to measure how well the estimated model fits the observations. It is suggested that the closer its value is to 1, the better the model. In the model summary table, R value 0.842, which shows the fitness of the model. The square of the correlation coefficient, denoted by R square, which reflects the proportion of the dependent variable innovation that can be explained by the independent variable (IL) through the regression relationship. R square can demonstrate the measure model availability and the expression of model information. The final adjusted R square is 0.706, which means that the independent variables can explain 70.6% of the change in the dependent variable innovation. From the table, it shows the adjusted R-squared is slightly more accurate than the pre-adjusted R squared.

ANOVA[a]

In terms of the ANOVA table, it shows that Sig = 0.00. Sig value, which under the confidence interval of 0.05, Sig value = 0.00 < 0.05, which imply that the linear regression equation appears to be significant. As well as the model is proved to be effective.

Coefficient

When considering the Coefficient table, it shows the B value and Sig value of variables to test whether these values are valid in the model or not.

Sig value = 0.00 < 0.05, the value shows it's positive, applying regression indicate the correlation between predictors like inclusive leadership and dependent variable like innovation positively. Which prove that variable like innovation is significant, moreover, the inclusive leadership variable of this equation will affect employee innovation. According to the result, Unstandardized Coefficients values 0.792 while the standard coefficient shows a better value that 84.2% of inclusive leadership could influence employee innovation. This means a positive relationship between IL and employee innovation, confirming H1.

Table 6 Regression Analysis Results of part 1

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842[a]	.709	.706	.525220
a. Predictors: (Constant), inclusive leadership				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.225	1	85.225	308.948	.000[b]
	Residual	35.034	127	.276		
	Total	120.259	128			
a. Dependent variable: innovation						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.749	.165		4.544	.000
	inclusive leadership	.792	.045	.842	17.577	.000
a. Dependent variable: innovation b. Predictors: (Constant), inclusive leadership						

5.4.4 Mediation effect analysis

Authors Baron and Kenny (1986) first raised the mediation role of variables which can influence the link between dependent and independent variables in ways. Researchers like Wang, L. et al. (2020) stated that if there appears one functional connection between the dependent variable Y and independent variable X that relate to variable M directly, thus variable M's moderator role has been discovered. That is to say, the current connection between Y and X is involved with another variable M's intervention. Wang et al. (2020) added that as the moderator variable, it can reflect not only among qualitative but also quantitative variables, this kind of moderator can impact the connection or intensity referring to variables between dependent and independent relatively in the way of positive or negative. In the study of the connection between IL and employee innovation, pretend that moderator role like psychological safety, psychological empowerment, and organizational citizenship behaviour has been designed to examine through analysis.

Baron and Kenny (1986) arise three requirements when establishing mediation. In the beginning, to implement the first equation, it is essential to evidence the independent variable does alter the mediator, as a precondition. After this, from the second equation result, it is required to demonstrate that the independent variable does affect the dependent variable. For the last part, within the third equation, it has to be found that the mediator does intervene in the dependent variable. Following these directions, three phases have been established to test the process of mediation variables.

Step 1

Do perform linear regression between the independent variable and the dependent variable, check whether the independent variable is significant and the coefficient of the independent variable. Testing process of this step has been listed through the previous description. It shows that inclusive leadership as the independent variable and employee innovation as the dependent variable. Other dependent variables such as

psychological safety, psychological empowerment and organizational citizenship behaviour would be tested separately with independent of inclusive leadership in the following study.

Step 2

Set the intermediate variable as X and the dependent variable as Y, perform a linear regression of the two, check whether the intermediate variable is significant and the coefficient of the intermediate variable. This step has been tested through verification IL and employee innovation above, thus following examining would be applied for mediating variables to processing step 1 and step 3.

Step 3

Put the independent variable and the intermediate variable together to test their relationship to the dependent variable, check whether the independent variable and the intermediate variable are significant, and the coefficient at this time.

Each mediating variables will be tested individually with the independent variable and dependent variable, and the three steps cited above will be performed separately. Since the first step has been completed relating to testing IL and employee innovation, processing next phase test, to take inclusive leadership as the independent variable and psychological safety as the dependent variable for linear regression analysis.

5.4.4.1 Psychological Safety

Step 1

Concerning the function of psychological safety in relating to the impact of IL and employee innovation, thus perform linear regression between the independent variable (IL) and the dependent variable (psychological safety), check whether the independent variable is significant and the coefficient of the independent variable. From the display

of Model Summary results, it shows that the value of R received 0.831, while R2 reach 0.691, which shows a good fit of the equation. It's adjusted R2 indicated 68.9% of IL independent variables can explain the change in the dependent variable psychological safety. In terms of the ANOVA table, it is illustrated that Sig value = 0.00, which shows the prominence of the developed linear regression equation. From the perspective of F value, F value is the significance test of the regression equation, which indicates whether the linear relationship between the explained variable and all the explanatory variables in the model is significant in general to make an inference. If F > Fa (k, n-k-1), the null hypothesis is rejected, that is, the combination of the explanatory variables included in the model has a significant effect on the explained variable; otherwise, there is no significant effect. From the result, F (284.426)> Fa (3.916), which means F value is significantly greater than Fa value, it is considered that independent variable (IL) has a significant impact on the dependent variable (psychological safety). Furthermore, in regarding as coefficient table, unstandardized coefficients values 0.736, meanwhile the standard coefficient shows a better value that 83.1% of inclusive leadership could influence psychological safety, which means a positive relationship between IL and psychological safety. Since Sig value = 0.00 <0.05, prove its positive, thus according to the received scores, it is confirmed that IL can significantly influence psychological safety. Additionally, the hypothesized IL affects psychological safety is valid.

Table 7 Regression Analysis Results of part 2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.831[a]	.691	.689	.508411870300105
a. Predictors: (Constant), inclusive leadership				

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.519	1	73.519	284.426	.000[b]
	Residual	32.827	127	.258		
	Total	106.346	128			
a. Dependent Variable: Psychological safety						
b. Predictors: (Constant), inclusive leadership						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.739	.160		4.632	.000
	inclusive leadership	.736	.044	.831	16.865	.000
a. Dependent Variable: Psychological safety						

STEP 3

Do verify H2, take psychological safety and inclusive leadership as independent variables, and innovation as dependent variables, to examine whether psychological safety (mental health) mediates between IL and employee innovation or not. From the display of Model Summary results, it shows that the value of R received 0.900, while R^2 reach 0.810, which shows a positive good fit of the equation. It's adjusted R^2 indicated 80.6% of independent variables of IL and psychological safety can explain the change in the dependent variable employee innovation. In terms of the ANOVA table, it is illustrated that Sig value = 0.00, which shows the prominence of the developed linear regression equation. From the result, F (267.749)> Fa (3.068), which means F value is significantly greater than Fa value, it is considered that independent

variable (IL and psychological safety) has a significant impact on the dependent variable (employee innovation). Furthermore, in regarding as coefficient table, the standard coefficient shows a value that 57.2% of IL and psychological safety could influence employee innovation, which means a positive relationship between IL and psychological safety. Since Sig value = 0.00 <0.05, prove its positive, thus according to the received scores, it is confirmed that psychological safety can significantly mediate between IL and employee innovation. Additionally, the hypothesized H2 is valid. Since results all related, which proving the mediating effect of psychological safety.

Table 8 Regression Analysis Results of part 3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900[a]	.810	.806	.426377
a. Predictors: (Constant), Psychological safety, inclusive leadership				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97.352	2	48.676	267.749	.000[b]
	Residual	22.906	126	.182		
	Total	120.259	128			
a. Dependent variable: innovation						
b. Predictors: (Constant), Psychological safety, inclusive leadership						

Coefficients				
Model	Unstandardized	Standardized	t	Sig.

		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.300	.145		2.072	.040
	inclusive leadership	.345	.066	.367	5.239	.000
	Psychological safety	.608	.074	.572	8.167	.000
a. Dependent variable: innovation						

5.4.4.2 Psychological Empowerment

Step 1

Assuming that psychological empowerment as a mediator, thus it is essential to verify psychological empowerment's effect relating to the connection between IL and employee innovation. Therefore, verification would be established under the guidance by Step 1, 3 mentioned above. Concerning the function of psychological empowerment in relating to the impact of IL and employee innovation, thus perform linear regression between the independent variable (IL) and the dependent variable (psychological empowerment), check whether the independent variable is significant and the coefficient of the independent variable. In this model, inclusive leadership is the independent variable and psychological empowerment is the dependent variable. In the model summary table, the value of R reaches 0.773, which shows the fitness of the model. The final adjusted R square is 0.595, which means that the independent variables IL can explain 59.5% of the change in the dependent variable psychological empowerment. In terms of the ANOVA table, it shows that Sig = 0.00. Sig value, which under the confidence interval of 0.05, Sig value = 0.00 < 0.05, this implies that the linear regression equation appears to be significant. As well as the model is proved to be effective. From the result, F (188.880)> Fa (3.916), which means F value is significantly greater than Fa value, it is considered that independent variable (IL) has a

significant impact on the dependent variable (psychological empowerment). According to the result, unstandardized coefficients values 0.682 while the standard coefficient shows a better value that 77.3% of IL could influence psychological empowerment. This means a positive relationship between IL and psychological empowerment. Furthermore, in regarding as coefficient table, unstandardized coefficients values 0.682, meanwhile the standard coefficient shows a better value that 77.3% of inclusive leadership could influence psychological empowerment, which means a positive relationship between IL and psychological empowerment. Since Sig value = 0.00 <0.05, prove its positive, thus according to the received scores, it is confirmed that IL can significantly influence psychological empowerment. Additionally, the hypothesized IL affects psychological empowerment is valid.

Table 9 Regression Analysis Results of part 4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773[a]	.598	.595	.577921949213444
a. Predictors: (Constant), inclusive leadership				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63.085	1	63.085	188.880	.000[b]
	Residual	42.417	127	.334		
	Total	105.502	128			
a. Dependent Variable: Psychological Empowerment						
b. Predictors: (Constant), inclusive leadership						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.127	.181		6.208	.000
	inclusive leadership	.682	.050	.773	13.743	.000
a. Dependent Variable: Psychological Empowerment						

Step 3

To verify whether mediator variables affect the dependent variable or not. Establish psychological empowerment and inclusive leadership as independent variables, and innovation as dependent variables, to examine whether psychological empowerment mediates between IL and employee innovation or not. From the display of Model Summary results, it shows that the value of R received 0.875, while R^2 reach 0.766, which shows a positive good fit of the equation. It's adjusted R^2 indicated 76.2% of independent variables of IL and psychological empowerment can explain the change in the dependent variable employee innovation. In terms of the ANOVA table, it is illustrated that Sig value = 0.00, which shows the prominence of the developed linear regression equation. From the result, F (205.964)> Fa (3.069), which means F value is significantly greater than Fa value, it is considered that independent variable (IL and psychological empowerment) has a significant impact on the dependent variable (employee innovation). Furthermore, in regarding as the coefficient table, the standard coefficient shows a value that 37.7% of psychological empowerment collaborated with 55% of IL could influence employee innovation, which means a positive relationship between IL and psychological empowerment. Since Sig value = 0.00 <0.05, prove its positive, thus according to the received scores, it is confirmed that psychological

empowerment can significantly mediate between IL and employee innovation. Since results all related, which proving the mediating effect of psychological empowerment.

Table 10 Regression Analysis Results of part 5

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875[a]	.766	.762	.472820
a. Predictors: (Constant), Psychological Empowerment, inclusive leadership				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.090	2	46.045	205.964	.000[b]
	Residual	28.168	126	.224		
	Total	120.259	128			
a. Dependent Variable: innovation						
b. Predictors: (Constant), Psychological Empowerment, inclusive leadership						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.296	.170		1.748	.083

	inclusive leadership	.518	.064	.550	8.095	.000
	Psychological Empowerment	.402	.073	.377	5.542	.000
a. Dependent variable: innovation						

5.4.4.3 Orgniazational Citizenship Behaviour

Step 1

Assuming that organizational citizenship behaviour as a mediator, thus it is essential to verify organizational citizenship behaviour's effect relating to the connection between IL and employee innovation. Therefore, verification would be established under the guidance by Step 1, 3 mentioned above. Concerning the function of organizational citizenship behaviour in relating to the impact of IL and employee innovation, thus perform linear regression between the independent variable (IL) and the dependent variable (organizational citizenship behaviour), check whether the independent variable is significant and the coefficient of the independent variable. In this model, inclusive leadership is the independent variable and organizational citizenship behaviour is the dependent variable. In the model summary table, the value of R reaches 0.717, which shows the fitness of the model. The final adjusted R square is 0.515, which means that the independent variables IL can explain 51.1% of the change in the dependent variable organizational citizenship behaviour. In terms of the ANOVA table, it shows that Sig = 0.00. Sig value, which under the confidence interval of 0.05, Sig value = 0.00 < 0.05, this implies that the linear regression equation appears to be significant. As well as the model is proved to be effective. From the result, F (134.639)> Fa (3.916), which means F value is significantly greater than Fa value, it is considered that independent variable (IL) has a significant impact on the dependent variable (organizational citizenship behaviour). According to the result, unstandardized coefficients values 0.588 while the standard coefficient shows a better value that 71.7% of IL could influence

organizational citizenship behaviour. This means a positive relationship between IL and organizational citizenship behaviour. Furthermore, in regarding as coefficient table, unstandardized coefficients values 0.682, meanwhile the standard coefficient shows a better value that 77.3% of inclusive leadership could influence organizational citizenship behaviour, which means a positive relationship between IL and organizational citizenship behaviour. Since Sig value = 0.00 <0.05, prove its positive, thus according to the received scores, it is confirmed that IL can significantly influence organizational citizenship behaviour. Additionally, the hypothesized IL affects organizational citizenship behaviour is valid.

Table 11 Regression Analysis Results of part 6

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717[a]	.515	.511	.5906
a. Predictors: (Constant), inclusive leadership				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.960	1	46.960	134.639	.000[b]
	Residual	44.296	127	.349		
	Total	91.255	128			
a. Dependent Variable: Organizational Citizenship Behavior						
b. Predictors: (Constant), inclusive leadership						

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.316	.185		7.096	.000
	inclusive leadership	.588	.051	.717	11.603	.000
a. Dependent Variable: Organizational Citizenship Behavior						

Step 3

To verify whether mediator variables affect the dependent variable or not. Establish organizational citizenship behaviour and inclusive leadership as independent variables, and innovation as dependent variables, to examine whether organizational citizenship behaviour mediates between IL and employee innovation or not. From the display of Model Summary results, it shows that the value of R received 0.8715, while R^2 reach 0.759, which shows a positive good fit of the equation. It's adjusted R^2 indicated 75.5% of independent variables of IL and organizational citizenship behaviour can explain the change in the dependent variable employee innovation. In terms of the ANOVA table, it is illustrated that Sig value = 0.00, which shows the prominence of the developed linear regression equation. From the result, F (198.108)> Fa (3.069), which means F value is significantly greater than Fa value, it is considered that independent variable (IL and organizational citizenship behaviour) has a significant impact on the dependent variable (employee innovation). Furthermore, in regarding as the coefficient table, the standard coefficient shows a value that 36.9% of organizational citizenship behaviour collaborated with 57.6% of IL could influence employee innovation, which means a positive relationship between IL and organizational citizenship behaviour. Since Sig value = 0.00 <0.05, prove its positive, thus according to the received scores, it is confirmed that organizational citizenship behaviour can significantly mediate between

IL and employee innovation. Since results all related, which proving the mediating effect of organizational citizenship behaviour.

Table 12 Regression Analysis Results of part 7

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871[a]	.759	.755	.479880
a. Predictors: (Constant), Organizational Citizenship Behavior, inclusive leadership				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.243	2	45.621	198.108	.000[b]
	Residual	29.016	126	.230		
	Total	120.259	128			
a. Dependent variable: innovation						
b. Predictors: (Constant), Organizational Citizenship Behavior, inclusive leadership						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.264	.178		1.485	.140
	inclusive leadership	.576	.059	.612	9.736	.000
		.369	.072	.321	5.112	.000

	Organizational Citizenship Behavior					
a. Dependent variable: innovation						

Based on the above data analysis results, the hypothesius test results are summarized in Table 13.

Table 13 Hypothesis Test Results

	Hypothesis	**Validation results**
1	IL-employee innovation	Verified
2	IL – psychological safety	Verified
3	Psychological safety, IL-employee innovation	Verified
4	IL- Psychological empowerment	Verified
5	Psychological empowerment, IL-employee innovation	Verified
6	IL-organizational citizenship behaviour	Verified
7	Organizational citizenship behaviour, IL-employee innovation	Verified

Chapter 6 Discussion

This study aims to explore the impact of inclusive leadership on employee innovation in China's technology sector. In today's high-risk and complex society, employee innovation is one of the core competitiveness of an enterprise in adhering to the development path and facing competition. This study takes inclusive leadership and employee innovation as the main research objects, and introduces several dependent variables (such as psychological safety, psychological empowerment, and organizational citizenship behavior) as intermediary effects for in-depth discussion. Because of the selection of these three adjustment factors that have a higher degree of attention and greater influence in the current period. After carefully studying and drawing on the adjustment factors that affect the two in previous articles, after establishing the process, it explores whether the three adjustment factors play a sufficient role under the influence of inclusive leadership on employee innovation.

First, the research results show that there is a positive correlation between employee innovation and employee innovation. In the working environment of Chinese technology companies, employee innovation has a positive role in promoting employee innovation. Compatible leaders can accept the mistakes of followers, provide support in terms of resources and guidance, and treat every member of the team fairly, which creates a sense of acceptance, encouragement and recognition for employees. Therefore, employees are willing to prove that they have a positive impact on performance as a form of innovative behavior. This finding confirms the previous author's (Fang et al., 2019) view that IL promotes innovative employee behavior through three different aspects.

Second, the research results prove that, for the impact of employee innovation and

employee innovation, intermediary factors (such as psychological safety, psychological empowerment, organizational citizenship behavior) do affect the relationship between the two. For example, employees who are allowed to speak publicly without worrying about being punished do experience a safe working environment in terms of psychological safety, and respond more positively in work participation and opinion generation tasks. This result is consistent with the view of Javed et al. (2017). In addition, employees are confident to participate in constructive discussions in the organization because they receive the support and opportunities of inclusive leadership. The latter provides encouragement and accessibility to determine the vision or direction of the organization. This result confirmed the hypothesis of other authors, such as

According to the results of the previous analysis, the hypothetical connection between the three different intermediary variables, employee innovation and employee innovation has been verified. In the past, researchers' investigations mostly focused on exploring the relationship between inclusive leadership and employee innovation. This is evidence of numerous studies, such as Javed et al. (2019) explored the mediating role of psychological empowerment in coping with the connection between innovative behavior and innovative behavior. Most of these studies involve the influence of a single intermediary factor in the process, and seldom put various intermediary factors together for in-depth discussion. However, the manifestations and connotations of leadership are diverse and complex. In fact, the most inclusive leaders will interact with employees through various efforts to maximize value. Therefore, it is necessary to introduce multiple adjustment factors to create realistic conditions for exploring the impact of inclusive leadership on employee innovation. However, it is worth noting that according to previous studies, only three main mediating factors have been tested in this study. However, the limitations of comparative methods such as psychological capital are not discussed through context. Among these intermediary roles, who can play the most effective role in relation to corporate innovation and employee innovation, but there is no further research review yet.

Chapter 7. Conclusions

7.1 Research summary

This study used Chinese technology companies as the research object and explored the relationship between inclusive leadership and employee innovation. Through an online questionnaire survey, this study collected data on the evaluation of the inclusive leadership and innovation capabilities of the employees of Chinese technology companies on their companies. Then, through quantitative analysis, including correlation analysis and linear regression, this study confirmed that inclusive leadership can significantly promote employee innovation. Moreover, psychological empowerment, psychological safety, and organizational citizenship behavior have proven to play an intermediary role in this relationship.

7.2 Recommendations based on their findings

Studying the influence of leadership behavior on employee's innovative behavior has important practical significance for human resource management (Nordin, N. 2012). In fact, inclusive leadership plays an important role in managing a diversified workforce and establishing an inclusive working environment. At the same time, inclusive leadership plays a positive role in encouraging employees, which can limit employees' negative attitudes and negative behaviors and promote their success in the organization and team (Li, A and Shaffer， 2017). Therefore, based on the research conclusions of this article, the following suggestions are initially put forward:

First, Chinese technology companies are advised to foster and enhance the inclusive leadership of managers. The premise of a company's competitive advantage is employee creativity. How to effectively promote employee creativity has also become an issue that business leaders must consider (Detert and Burris,2007). Inclusive leadership can promote employee creativity through feedback-seeking behavior models. Therefore, business leaders should consciously shape their own inclusive leadership

style, and display the characteristics of openness, inclusiveness, accessibility, and availability, and create a good and harmonious environment for enhancing employee creativity (Neubert et al. 2009). Specifically, inclusive practice activities can be carried out, such as respecting and treating employees equally, listening to employees' creativity, actively communicating and interacting with employees, and encouraging employees to ask new questions. Give employees more rights to participate and speak, let employees feel respected, treat each employee equally, value and use the individual characteristics of employees (Estlund, 2002). Give employees more rights to participate and speak, let them feel respected, treat each employee equally, pay attention to and make use of their personalized characteristics, give employees the opportunity to actively express their ideas, provide effective guidance for employees, encourage them to face complex problems bravely, so as to promote their creativity.

Second, Chinese technology companies are advised to pay attention to the design of job characteristics and encourage employees' creativity. In management practice, inclusive leadership can not only stimulate employee creativity but also promote employee work autonomy by emphasizing the design of job characteristics (Ryan, 2006). The leader appropriately authorizes employees so that they have the right to decide their own working methods, work plans and spaces, so as to effectively enhance their creativity. In practice, the company can design work features that can tap the potential creativity of employees according to the differences of different employees, so as to stimulate the employees' creative thinking and ability.

Third, Chinese technology companies are advised to improve the staff selection system and strengthen staff skills training. In the process of management practice, enterprises should also pay attention to the learning behavior of employees, especially those with strong learning ability, so that such employees are more likely to exert their creativity through their own efforts and learning. Companies recruit such employees, strengthen their induction training, skills training, and provide employees with good learning opportunities, which are more conducive to stimulating employees' creativity and

improving their business and other abilities (Wu, Parker and De Jong, 2014).

Forth, Chinese technology companies are advised to promote employees' creative work through the moderating effects of psychological safety, psychological empowerment, and organizational citizenship behavior on the relationship between inclusive leadership and employee innovation. First of all, leaders need to set an example and show their attitude. The key to improving the psychological security of the team is to let the team members have a sense of trust in the leader and colleagues, especially the attitude of the leader to the opposition determines whether the subordinates are willing to make suggestions. Leaders should set an example, be brave to accept criticism, and be tolerant of dissent or even opposition from subordinates, and make employees believe that the leader will not retaliate or avenge privately for this (Carmeli, Reiter-Palmon and Ziv, 2010). Second, a benchmark shoud be set and given full play to the role of example. By setting a benchmark and giving full play to the role of example, all team members are encouraged to put forward different opinions and express their true ideas. Only in this way can there be more effective communication among team members, and new ideas can be collided by sharing information, thereby improving the team's innovative ability. Third, form a system to reward innovative behavior. Relying only on the leadership's example and the motivation of role models is far from enough, because it only represents the style of the team leader (Kugelmass, 2003). Once the leader is replaced, the employee's team psychological security will return to the original point. Therefore, a system that encourages innovation should be formulated at the enterprise level to express the company's desire for employees to innovate. By rewarding employees for their innovative behaviors, employees can enhance their courage to "interpersonal adventure", thereby enhancing the team's psychological security and innovative behavior.

7.3 Timelines for Implementation of Recommendations

Table 14 Recommendation implementation timelines

Time	**Recommendation implementation**
The first three months	1. Establish harmonious interpersonal relationships: Organizations should take measures to strengthen the relationship between leaders and members of the innovation task team. Strengthen the communication, interaction, communication, trust and commitment between members and enhance the quality of collaboration between them to promote the organizational innovation process. 2. The psychological empowerment of employees can be promoted through work arrangements. Managers must keenly capture the strengths, weaknesses, needs, motivations, and values of each employee, treat each employee as a valuable person, and try to combine work tasks with the employees' work interests and expertise. 3. Create an organizational atmosphere of respect, equality and mutual understanding. In this kind of competition, managers must practice their own role models, accept employees from different backgrounds, and encourage employees to actively participate in organizational management and decision-making.
Six months ago	1. Establish an open communication channel: For companies to carry out innovative activities, individual employees need to participate and contribute wisdom. In order to collect information and suggestions extensively, companies need to establish smooth horizontal and vertical communication channels to encourage employees to provide more suggestions and opinions.

	2. The work design and work content can be adjusted to promote the psychological empowerment of employees. Such as the implementation of work enrichment and expansion, so that employees have more space and decision-making power in the familiar professional field, so that they have a sense of accomplishment and a sense of affirmation. Establish a reward and punishment system. 3. When companies conduct leadership training, they can focus on strengthening their critical thinking, communication skills, and interpersonal skills through team training methods such as team reflection and debriefing reports.
The first year	1. Establish an organizational learning mechanism: pay attention to employee training and knowledge renewal, and continuously adjust the knowledge structure of enterprise talents to improve the core competitiveness of the enterprise through purposeful, organized and planned training of the learning and knowledge renewal capabilities of enterprise employees. 2. Leaders need to improve tolerance in continuous learning and practice through self-cultivation and reflection. Such as respect for subordinates' personality differences. Allow employees to have views and opinions different from their own. At the same time, they can discover and use the advantages of their subordinates. 3. Leaders need to balance the rights and desires between themselves and their subordinates and appropriately delegate to employees, and invite them to participate in management and decision-making.

in the future	1. Create a corporate culture that advocates innovation: repeatedly and patiently show to employees that the company does encourage innovative behavior. Not only should we encourage language, but more importantly, we should encourage action. Through the shaping of corporate culture, establish the common ideals, values, work style and behavior norms of all employees. 2. The psychological empowerment of employees can be improved by improving their autonomy. Employees must be released from traditional procedures and regulations. If external rules and disciplines are to be implemented, then these disciplines must match the individual's sense of responsibility and self-discipline. The true discipline is internal and motivated by internal satisfaction. 3. While the managers are doing a good job of role models, they must also train their employees in corresponding professional abilities, so as to improve their professional skills and enhance their belief that they can do their jobs.

7.4 Costings – costs associated with the recommendations

Companies must first pay attention to the training and learning of employees and update their knowledge. They can conduct regular knowledge lectures and invite experts and scholars to give lecturers to help employees understand the concept of innovation and its significance. This requires spending corporate financial resources to invite experts and spending staff time to learn. For employees with outstanding performance, awards such as innovation stars or innovation pacesetters are additionally awarded, and the innovation achievements of employees are directly linked to their future evaluation and promotion. Departments that do not pay attention to innovation and have poor

innovation performance shall be punished appropriately. The results of greater practical value are recommended to be reported to the head office, the province or even the country for promotion and identification. This requires companies to provide funds or goods for rewards to provide favorable protection for employees' innovative work.

7.5 Research limitation

Due to time and funding constraints, this research has the following shortcomings: First, this research uses quantitative research, which requires accurate measurement of a few characteristics of a large number of samples, so it is difficult to obtain in-depth and extensive information, and it is easy to ignore the specific process of change; Second, due to the intricacies of social phenomena, it is difficult to accurately determine the causal relationship between the two variables; third, many social phenomena are unique and cannot be generalized by experience, so quantitative analysis cannot be relied on. Secondly, the content of the research in this article is relatively complex and contains many variables. This research uses a large sample structured questionnaire to conduct research, which may miss a lot of information. Future research can consider the use of case studies, grounded research and other methods to explore the impact of inclusive leadership on employee creativity. Finally, the data collected by the questionnaire used in this study is static cross-sectional data, which may not fully reflect the dynamic process of inclusive leadership's impact on employee creativity. In future research, more time-series data such as tracking surveys can be used to intercept data samples from different time periods for study.

7.6 Research prospect

(1) The mature research on inclusive leadership abroad is mainly in the fields of education and medicine, while the domestic research on inclusive leadership is still in its infancy. The concept of inclusive leadership and the division of various dimensions

have not yet formed a unified theory in China. Therefore, future research should continue to explore the dimensional structure of inclusive leadership and study its feasibility and practicality in the field of corporate organization. Furthermore, the inclusive leadership theory is widely used in the process of corporate management to continuously improve corporate performance.

(2) The method of quantitative research in this study cannot obtain more in-depth and detailed answers. Therefore, qualitative research should be added to relevant research in the future, and a combination of qualitative and quantitative research methods should be adopted as much as possible. As this research is only for technology companies, more industries and samples can be added in the future.

(3) The accuracy of the collected data will be weakened due to the single research method. Therefore, future research on inclusive leadership, psychological security, and employee innovative behavior should comprehensively use literature research, questionnaire surveys, interviews and other research methods. A paired survey of questionnaires involving perception and evaluation should be conducted to avoid affecting the accuracy of the data due to personal subjective intentions.

(4) As far as the research design is concerned, the future research can adopt the tracking research method to conduct long-term observation and data measurement on the subjects, study the interaction mechanism and change process between inclusive leadership and related variables through the obtained longitudinal data, and analyze the mechanism of inclusive leadership combined with multi-level research method, so as to provide scientific guidance for future management practice.

7.7 Personal Learning and reflective piece

In the process of this research, it encountered many difficulties for me, such as communicating with the company of the survey object, collecting and analyzing data, etc. The initial search designing for the respondents of the questionnaire was to locate in the Irish region. After more than a month of multilateral efforts, I only received replies from around one to two accessible companies. The results of the responses received were very unsatisfactory in terms of this conditions of the questionnaire. After communicating these situations with my supervisor, Sinéad, she gave me very feasible suggestions to shift the research goals to Chinese technology companies. At the same time, I am also actively trying to communicate with friends in China. The Chinese response was very quick, however, when the questionnaire was officially distributed, the actual number of respondents was not within the ideal range. In order to achieve more data and responses, I continuously contacted more companies where other survey respondents are located. I approached all my friends that I could to find around me. Fortunately, the further results received from these companies responded more effective than before; finally, they made practical progress after my hard work.

Through the progress of communication with the subjects, I deeply realized the importance of language, communication and interaction, I received considerable support and assistance from many friends in the process, very appreciate that.

References

Aryee, S., Walumbwa, F. O., Zhou, Q., & Hartnell, C. A. (2012). Transformational leadership, innovative behavior, and task performance: Test of mediation and moderation processes. *Human Performance*, *25*(1), 1-25.

ABOUNAIMA, M. C. *et al.* (2020) 'The Pearson Correlation Coefficient Applied to Compare Multi-Criteria Methods: Case the Ranking Problematic', *2020 1st International Conference on Innovative Research in Applied Science, Engineering and Technology (IRASET), Innovative Research in Applied Science, Engineering and Technology (IRASET), 2020 1st International Conference on*, pp. 1–6. DOI: 10.1109/IRASET48871.2020.9092242

Abdullah, N. H. *et al.* (2014) 'The Relationship between Organizational Culture and Product Innovativeness', Procedia - Social and Behavioral Sciences, 129, pp. 140–147. DOI: 10.1016/j.sbspro.2014.03.659.

Alge, B. J. *et al.* (2006) 'Information Privacy in Organizations: Empowering Creative and Extrarole Performance', *Journal of Applied Psychology*, 91(1), pp. 221–232. DOI: 10.1037/0021-9010.91.1.221.

Amabile, T. M. (1988) A model of creativity and innovation in organizations. *Research in organizational behaviour*, 10, pp.123–167.

Amabile, T. M. and Pratt, M. G. (2016) 'The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning', *Research in Organizational Behavior*, 36, pp. 157–183. DOI: 10.1016/j.riob.2016.10.001.

AMABILE, T. M. *et al.* (1996) 'Assessing the Work Environment for Creativity', *Academy of Management Journal*, 39(5), pp. 1154–1184. DOI: 10.2307/256995.

Atwater, L. and Carmeli, A. (2009) Leader-member exchange, feelings of energy, and involvement in creative work. *The Leadership Quarterly*, 20(3), pp.264-275.

Baron, R. M. and Kenny, D. A. (1986) 'The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical

considerations', *Journal of Personality and Social Psychology*, 51(6), pp. 1173–1182. doi: 10.1037/0022-3514.51.6.1173.

Bruton, A., Conway, J. and Holgate, S. (2000). Reliability: What is it, and how is it measured?. *Physiotherapy*, 86(2), pp.94-99.

Burke, C. S. *et al.* (2007) 'Trust in leadership: A multi-level review and integration', *The Leadership Quarterly*, 18(6), pp. 606–632. DOI: 10.1016/j.leaqua.2007.09.006.

Brown, B. J. and Baker, S. (2007) Philosophies of research. Continuum (Research in higher education). Available at: http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,shib&db=cat05743a&AN=nci.15602&site=eds-live&scope=site

Chen, J. C., & Silverthorne, C. (2005). Leadership effectiveness, leadership style and employee readiness. *Leadership & Organization Development Journal*.

Carmeli, A., Reiter-Palmon, R. and Ziv, E. (2010) Inclusive Leadership and Employee Involvement in Creative Tasks in the Workplace: The Mediating Role of Psychological Safety. Creativity Research Journal, 22(3), pp.250-260.

Cecilio Valdés García, Yury Triana Velásquez and Jhon Alejandro Boza Valle (2019) 'Reflections on definitions of innovation, importance and trends', *Avances*, (4), p. 532.

Choi, S., Tran, T. and Kang, S.-W. (2017) 'Inclusive Leadership and Employee Well-Being: The Mediating Role of Person-Job Fit', *Journal of Happiness Studies*, 18(6), pp. 1877–1901. DOI: 10.1007/s10902-016-9801-6.

Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, *22*(3), 250-260.

Conger, J. A. and Kanungo, R. N. (1998) *Charismatic Leadership in Organizations*. Thousand Oaks, Calif: SAGE Publications, Inc. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=e020mwwandAN=474184andsite=eds-liveandscope=site

Detert, J. R. and Burris, E. R. (2007) 'Leadership Behavior and Employee Voice: Is the Door Really Open?', *Academy of Management Journal*, 50(4), pp. 869–884. DOI: 10.5465/AMJ.2007.26279183.

Dorenbosch, L., van Engen, M. L. and Verhagen, M. (2005) 'On-the-job Innovation: The Impact of Job Design and Human Resource Management through Production Ownership', *Creativity and Innovation Management*, 14(2), pp. 129–141. DOI: 10.1111/j.1476-8691.2005.00333.x.

Dulebohn, J. H. et al. (2012) 'A Meta-Analysis of Antecedents and Consequences of Leader-Member Exchange: Integrating the Past With an Eye Toward the Future', *Journal of Management*, 38(6), pp. 1715–1759. DOI:10.1177/0149206311415280.

Estlund, C. L. (2002). How wrong are employees about their rights, and why does it matter. NYUL Rev., 77, 6.

Edmondson, A. C., Kramer, R. M., & Cook, K. S. (2004) 'Psychological Safety, Trust, and Learning in Organizations: A Group-Level Lens', in Kramer, R. M. and Cook, K. S. (eds) *Trust and distrust in organizations: Dilemmas and approaches.* New York, NY: Russell Sage Foundation (The Russell Sage Foundation series on trust), pp. 239–272. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=psyhandAN=2004-16590-010andsite=eds-liveandscope=site (Accessed: March 3 2020).

Fang, Y., Chen, J. Y., Wang, M. J., & Chen, C. Y. (2019). The Impact of Inclusive Leadership on Employees Innovative Behaviors: The Mediation of Psychological Capital. *Frontiers in Psychology*, *10*, 1803.

Fang, Y. C. (2014). The influence of inclusive leadership on team performance-based on the mediating role of employees' self-efficacy. Sci. Res. Manag. 5, 152–151.

Fang, Y., Chen, J., Wang, M. and Chen, C., (2019) The Impact of Inclusive Leadership on Employees' Innovative Behaviour: The Mediation of Psychological Capital. *Frontiers in Psychology*, 10. DOI: 10.3389/fpsyg.2019.01803.

Field, A. P. (2018) *Discovering statistics using IBM SPSS statistics*. 5th. SAGE. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=cat05743aandAN=nci.32462andsite=eds-liveandscope=site

Foss, L., Woll, K. and Moilanen, M. (2013) 'Creativity and implementations of new ideas: Do organisational structure, work environment and gender matter?', *International Journal of Gender & Entrepreneurship*, 5(3), p. 298. Available at: http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,shib&db=edb&AN=90609913&site=eds-live&scope=site

Get, W. (2018) 'Relationships among transformational leadership, organizational climate, organizational citizenship behaviour and performance in Romanian employees', *Romanian Journal of Psychology*, 20(2), pp. 49–59. DOI: 10.24913/rjap.20.2.04.

Ghauri, P. N. and Gr, nhaug, K. (2005) *Research methods in business studies : a practical guide*. 3rd ed. Financial Times Prentice Hall. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=cat05743aandAN=nci.12589andsite=eds-liveandscope=site

Gorsuch, R. L. (1973) 'Using Bartlett's Significance Test to Determine the Number of Factors to Extract', *Educational and Psychological Measurement*, 33(2), pp. 361–364. DOI: 10.1177/001316447303300216.

Gumusluoglu, L. and Ilsev, A. (2009) 'Transformational leadership, creativity, and organizational innovation', *Journal of Business Research*, 62(4), pp. 461–473. DOI: 10.1016/j.jbusres.2007.07.032.

Hackman, J. R. (1980) *Work redesign*. Addison-Wesley. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=cat05743aandAN=nci.2470andsite=eds-liveandscope=site

Han, Y., and Yang, B. Y. (2011). Real-life leadership, psychological capital and employee innovation behaviour: the role of leadership member exchange. Manag. World 12, 78–86.

Hanh Tran, T. B. and Choi, S. B. (2019) “Effects of inclusive leadership on organizational citizenship behaviour: the mediating roles of organizational justice and learning culture,” *Journal of Pacific Rim Psychology*, Cambridge University Press, 13, p. e17. https://doi.org/10.1017/prp.2019.10

Hao Zeng, Lijing Zhao and Yixuan Zhao (2020) ‘Inclusive Leadership and Taking-Charge Behavior: Roles of Psychological Safety and Thriving at Work’, *Frontiers in Psychology*, 11. doi: 10.3389/fpsyg.2020.00062.

Hinton, P., Brownlow, C. and McMurray, I., 2014. *SPSS Explained*. Hoboken: Taylor and Francis.

Hirak, R. *et al.* (2012) ‘Linking leader inclusiveness to work unit performance: The importance of psychological safety and learning from failures’, *The Leadership Quarterly*, 23(1), pp. 107–117. DOI: 10.1016/j.leaqua.2011.11.009.

Hollander, E. P. (2009) *Inclusive leadership: The essential leader-follower relationship*. New York, NY: Routledge/Taylor and Francis Group (Series in applied psychology). Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=psyhandAN=2008-12295-000andsite=eds-liveandscope=site

Hou, X., Li, W. and Yuan, Q. (2018) ‘Frontline disruptive leadership and new generation employees’ innovative behaviour in China: the moderating role of emotional intelligence’, *Asia Pacific Business Review*, 24(4), pp. 459–471. DOI: 10.1080/13602381.2018.1451126.

Huck, S., 2014. *Reading Statistics And Research*. Harlow: Pearson Education Limited.

Ioannidou, E., Karagiorgos, T. and Alexandris, K. (2016) ‘Exploring the Relationship of Organizational Commitment, Organizational Citizenship Behavior, Psychological Empowerment and Job Satisfaction with Leader-Member Exchange of Section Leaders and Team Leaders in Summer Children’s Camps in Greece’, *International Journal of Sport Management, Recreation and Tourism*, 22, p. 63. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=edbandAN=117093670andsite=eds-liveandscope=site

Jaussi, K. S. and Dionne, S. D. (2003) 'Leading for creativity: The role of unconventional leader behaviour', *The Leadership Quarterly*, 14(4), pp. 475–498. DOI: 10.1016/S1048-9843(03)00048-1.

Javed, B. (1) *et al.* (2019) 'Inclusive leadership and innovative work behaviour: The role of psychological empowerment', *Journal of Management and Organization*, 25(4), pp. 554–571. DOI: 10.1017/jmo.2018.50.

Javed, B., Khan, A. and Quratulain, S.(2018) Inclusive Leadership and Innovative Work Behavior: Examination of LMX Perspective in Small Capitalized Textile Firms. *The Journal of Psychology*, 152(8), pp.594-612.

Javed, B., Naqvi, S., Khan, A., Arjoon, S. and Tayyeb, H.(2017) Impact of inclusive leadership on innovative work behaviour: The role of psychological safety. *Journal of Management and Organization*, 25(1), pp.117-136.

JAVED, B., SAYYED MUHAMMAD MEHDI, RN, ABDUL, KK, ARJOON, S. and HAFIZ, HT, (2019) Impact of inclusive leadership on innovative work behaviour: The role of psychological safety. *Journal of Management and Organization,* **25**(1), pp. 117-136. DOI: 10.1017/jmo.2017.3.

Karl Pearson (1909) 'Determination of the Coefficient of Correlation', *Science*, 30(757), p. 23. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=edsjsrandAN=edsjsr.1635783andsite=eds-liveandscope=site

Kleysen Robert F. and Street Christopher T. (2001) 'Toward a multiandhyphen;dimensional measure of individual innovative behaviour', *Journal of Intellectual Capital*, 2(3), pp. 284–296. DOI: 10.1108/EUM0000000005660.

Kriegesmann Bernd, Kley Thomas and Schwering Markus G. (2007) 'Making organizational learning happenandcolon; the value of "creative failures"', *Business Strategy Series*, 8(4), pp. 270–276. DOI: 10.1108/17515630710684312.

Kugelmass, J. W. (2003). Inclusive leadership: Leadership for inclusion.

Li, H., & Atuahene-Gima, K. (2002). The adoption of agency business activity, product

innovation, and performance in Chinese technology ventures. *Strategic management journal*, *23*(6), 469-490.

Li, A., McCauley, K. D., & Shaffer, J. A. (2017). The influence of leadership behavior on employee work-family outcomes: A review and research agenda. Human Resource Management Review, 27(3), 458-472.

Lee, S. H. N. and Ha, B. J. (2018) 'The effect of ethical climate and employees' organizational citizenship behaviour on US fashion retail organizations' sustainability performance', *Corporate Social Responsibility and Environmental Management*, 25(5), pp. 939–947. DOI: 10.1002/csr.1510

LI Rui, TIAN Xiao-ming and LING Wen-quan (2015) 'Mechanisms of how managerial openness and supervisor-subordinate guanxi impact on employee pro-social rule breaking', *Xitong Gongcheng Lilun yu Shijian (Systems Engineering Theory and Practice)*, 35(2), pp. 342–357. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=a9handAN=103183206andsite=eds-liveandscope=site

Liden, R. C. *et al.* (2008) 'Servant leadership: Development of a multidimensional measure and multi-level assessment', *The Leadership Quarterly*, 19(2), pp. 161–177. DOI: 10.1016/j.leaqua.2008.01.006.

Miceli, M., Near, J. and Dworkin, T. (2009) 'A Word to the Wise: How Managers and Policy-Makers can Encourage Employees to Report Wrongdoing', *Journal of Business Ethics*, 86(3), pp. 379–396. DOI: 10.1007/s10551-008-9853-6.BURRIS, E. R., ROCKMANN, K. W. and KIMMONS, Y. S. (2017) 'The Value of Voice to Managers: Employee Identification and the Content of Voice', *Academy of Management Journal*, 60(6), pp. 2099–2125. DOI: 10.5465/amj.2014.0320.

Moser, C. A. and Kalton, G. (1971) *Survey methods in social investigation*. 2nd. Heinemann Educational. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=cat05743aandAN=nci.2259andsite=eds-liveandscope=site

Nembhard, I. and Edmondson, A., (2006) Making it safe: the effects of leader inclusiveness and professional status on psychological safety and improvement

efforts in health care teams. *Journal of Organizational Behavior*, 27(7), pp.941-966.

Newman, A., Donohue, R. and Eva, N., (2017) Psychological safety: A systematic review of the literature. *Human Resource Management Review*, 27(3), pp.521-535.

Nicola M. Pless and Thomas Maak (2004) 'Building an Inclusive Diversity Culture: Principles, Processes and Practice', *Journal of Business Ethics*, 54(2), p. 129. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=edsjsrandAN=edsjsr.25123332andsite=eds-liveandscope=site

Nishii, L. H. and Mayer, D. M. (2009) 'Do inclusive leaders help to reduce turnover in diverse groups? The moderating role of leader–member exchange in the diversity to turnover relationship', *Journal of Applied Psychology*, 94(6), pp. 1412–1426. DOI: 10.1037/a0017190.

Nordin, N. (2012). The influence of leadership behavior and organizational commitment on organizational readiness for change in a higher learning institution. *Asia Pacific Education Review*, *13*(2), 239-249.

Neubert, M. J., Carlson, D. S., Kacmar, K. M., Roberts, J. A., & Chonko, L. B. (2009). The virtuous influence of ethical leadership behavior: Evidence from the field. Journal of Business Ethics, 90(2), 157-170.

Organ DW (1988). Organizational Citizenship Behavior: The Good Soldier,Syndrome. Lexington, MA: Lexington Books.

Palanski, M. E. and Vogelgesang, G. R. (2011) 'Virtuous Creativity: The Effects of Leader Behavioural Integrity on Follower Creative Thinking and Risk-Taking', *Canadian Journal of Administrative Sciences (John Wiley and Sons, Inc.)*, 28(3), p. 259. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=edbandAN=67461409andsite=eds-liveandscope=site (Accessed: March 3 2020).

Peltokorpi Vesa and Hasu Mervi (2014) 'Transactive memory systems and employee innovation : A curvilinear approach', *Team Performance Management*, 20(5/6), pp.

262–272. DOI: 10.1108/TPM-04-2014-0031.

PETKOVSKA, T. (2015) 'The Role and Importance of Innovation in Business of Small and Medium Enterprises', *Economic Development / Ekonomiski Razvoj*, 17(1/2), pp. 55–74. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=bthandAN=108488417andsite=eds-liveandscope=site (Accessed: March 8 2020).

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.

Podsakoff, P. M. *et al.* (2000) 'Organizational Citizenshipbehaviours: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research', *Journal of Management*, 26(3), pp. 513–563. DOI: 10.1177/014920630002600307.

Qi, L., Liu, B., Wei, X., & Hu, Y. (2019). Impact of inclusive leadership on employee innovative behavior: Perceived organizational support as a mediator. *PloS one*, *14*(2), e0212091.

Qi, L. *et al.* (2019) 'Impact of inclusive leadership on employee innovative behaviour: Perceived organizational support as a mediator', *PLoS ONE*, 14(2), pp. 1–14. DOI: 10.1371/journal.pone.0212091.

Randel, A., Galvin, B., Shore, L., Ehrhart, K., Chung, B., Dean, M. and Kedharnath, U., (2018) Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28(2), pp.190-203.

Reiter-Palmon, R. and Illies, J. J. (2004) 'Leadership and creativity: Understanding leadership from a creative problem-solving perspective', *The Leadership Quarterly*, 15(1), pp. 55–77. DOI: 10.1016/j.leaqua.2003.12.005.

Ridwan, M., Mulyani, S. R. and Ali, H. (2020) 'Perceived Organizational Support in Efforts to Improve Organizational Commitments and Its Impact on Employee

Performance (Study at SPMI Private University in West Sumatra)', *Talent Development and Excellence*, 12(1), pp. 210–223. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=bsuandAN=144307157andsite=eds-liveandscope=site

Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, *28*(2), 190-203.

Ryan, J. (2007). Inclusive leadership: A review. *Journal of Educational Administration and Foundation*, *18*(1/2), 92-125.

Ryan, J. (2006). Inclusive leadership and social justice for schools. *Leadership and Policy in schools*, *5*(1), 3-17.

Shore, L. M. *et al.* (2011) 'Inclusion and Diversity in Work Groups: A Review and Model for Future Research', *Journal of Management*, 37(4), pp. 1262–1289. DOI: 10.1177/0149206310385943.

SHUNG JAE SHIN and JING ZHOU (2003) 'Transformational Leadership, Conservation, and Creativity: Evidence from Korea', *Academy of Management Journal*, 46(6), pp. 703–714. DOI: 10.5465/30040662.

Spreitzer, G. M. (1995) 'Psychological, Empowerment in the Workplace: Dimensions, Measurement and Validation', *Academy of Management Journal*, 38(5), pp. 1442–1465. doi: 10.2307/256865.

Srivastava, A., Bartol, K. and Locke, E.(2006) Empowering Leadership in Management Teams: Effects on Knowledge Sharing, Efficacy, And Performance. *Academy of Management Journal*, 49(6), pp.1239-1251.

Stansfeld, S. and Marmot, M. (1992) 'Deriving a survey measure of social support: the reliability and validity of the Close Persons Questionnaire', *Social science and medicine (1982)*, 35(8), pp. 1027–1035. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=cmedmandAN=1411697andsite=eds-liveandscope=site

Straub, D., Boudreau, M.-C. and Gefen, D. (2004) 'Validation Guidelines for Is

Positivist Research', *Communications of the Association for Information Systems*, 13, pp. 380–427. doi: 10.17705/1CAIS.01324.

SUK BONG CHOI, THI BICH HANH TRAN and BYUNG IL PARK (2015) 'Inclusive Leadership and Work Engagement: Mediating Roles of Affective Organizational Commitment and Creativity', *Social Behavior and Personality: an international journal*, 43(6), pp. 931–943. DOI: 10.2224/sbp.2015.43.6.931.

Sun, L.-Y. *et al.* (2012) 'Empowerment and creativity: A cross-level investigation', *The Leadership Quarterly*, 23(1), pp. 55–65. DOI: 10.1016/j.leaqua.2011.11.005.

Susanne G. Scott and Reginald A. Bruce (1994) 'Determinants of Innovative Behavior: A Path Model of Individual Innovation in the Workplace', *The Academy of Management Journal*, 37(3), p. 580. Available at: http://search.ebscohost.com/login.aspx?direct=trueandAuthType=ip,cookie,shibanddb=edsjsrandAN=edsjsr.256701andsite=eds-liveandscope=site

Taber, K. S. (2018) 'The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education', *Research in Science Education*, 48(6), pp. 1273–1296. doi: 10.1007/s11165-016-9602-2.

Taherdoost, H., (2016) Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*

Thomas, K. W. and Velthouse, B. A. (1990) 'Cognitive Elements of Empowerment: An "Interpretive" Model of Intrinsic Task Motivation', *Academy of Management Review*, 15(4), pp. 666–681. DOI: 10.5465/AMR.1990.4310926

van de Ven, A. H. (1986) 'Central Problems in the Management of Innovation', *Management Science*, 32(5), pp. 590–607. DOI: 10.1287/mnsc.32.5.590.

Viswanath, A. *et al.* (2020) 'Calibration of a Pyranometer using Regression Analysis', *2020 5th International Conference on Communication and Electronics Systems (ICCES), Communication and Electronics Systems (ICCES), 2020 5th International Conference on*, pp. 125–130. DOI: 0.1109/ICCES48766.2020.9138041.

WALUMBWA, F. O., CROPANZANO, R. and GOLDMAN, B. M. (2011) 'How

Leader-Member Exchange Influences Effective Workbehaviours: Social Exchange and Internal-External Efficacy Perspectives', *Personnel Psychology*, 64(3), pp. 739–770. DOI: 10.1111/j.1744-6570.2011.01224.x.

Wang, L. *et al.* (2020) 'Performance shaping factors dependence assessment through moderating and mediating effect analysis', *Reliability Engineering and System Safety*, 202. DOI: 10.1016/j.ress.2020.107034.

Wilson, J., 2014. *Essentials Of Business Research*. 2nd ed. Los Angeles: Sage Publications.

Wu, C.-H., Parker, S. K. and de Jong, J. P. J. (2014) 'Need for Cognition as an Antecedent of Individual Innovation Behavior', Journal of Management, 40(6), pp. 1511–1534. doi: 10.1177/0149206311429862.

XIANG, H., CHEN, Y. and ZHAO, F. (2017) Inclusive Leadership, Psychological Capital, and Employee Innovation Performance: The Moderating Role of Leader-Member Exchange. *DEStech Transactions on Social Science, Education and Human Science*.

Xing, Y. (2010) 'China's high-tech exports: The myth and reality', *Asian Economic Papers*, 13(1), pp. 109–123. DOI: 10.1162/ASEP_a_00256.

Yang, B. (2019) 'Job Satisfaction of Inclusive Leaders and New Generation Employees A Regulated Mediation Model', *2019 International Conference on Economic Management and Model Engineering (ICEMME), Economic Management and Model Engineering (ICEMME), 2019 International Conference on, ICEMME*, pp. 295–301. DOI: 10.1109/ICEMME49371.2019.00065.

Yates, L. (2011). Exploring the relationship of ethical leadership with job satisfaction, organizational commitment, and organizational citizenship behavior. *Doctor of Business Administration*, [online] paper 5. Available at: <http://digitalcommons.georgefox.edu/dba/5>

Ye, Q., Wang, D. and Guo, W., (2016) Inclusive Leadership and Employee innovation: The Role of Team Voice and Performance Pressure. *Academy of Management Proceedings*, 2016(1), p.12938.

Yilmaz, K. (2013) Comparison of Quantitative and Qualitative Research Traditions:

epistemological, theoretical, and methodological differences. *European Journal of Education*, 48(2), pp.311-325.

Yu, C., Yu, T. F., & Yu, C. C. (2013). Knowledge sharing, organizational climate, and innovative behavior: A cross-level analysis of effects. *Social Behavior and Personality: an international journal*, *41*(1), 143-156.

Yidong, T. , & Xinxin, L. . (2013). How ethical leadership influence employees' innovative work behavior: a perspective of intrinsic motivation. *Journal of Business Ethics, 116*(2), 441-455.

Younas, A. (1) *et al.* (2020) 'Inclusive leadership and change-oriented organizational citizenship behaviour: Role of psychological safety', *ACM International Conference Proceeding Series*, pp. 169–173. DOI: 10.1145/3380625.3380652.

Zhang, X. and Zhou, J. (2014) 'Empowering leadership, uncertainty avoidance, trust, and employee creativity: Interaction effects and a mediating mechanism', *Organizational Behavior and Human Decision Processes*, 124(2), pp. 150–164. DOI: 10.1016/j.obhdp.2014.02.002.

Zhang, X. and Zhou, J. (2014) 'Empowering leadership, uncertainty avoidance, trust, and employee creativity: Interaction effects and a mediating mechanism', *Organizational Behavior and Human Decision Processes*, 124(2), pp. 150–164. DOI: 10.1016/j.obhdp.2014.02.002.

Zhao, Z. and Yang, C., 2013. An Empirical Study on Innovation Capability of China's High-tech Industry in Transition Period. *China Soft Science*, [online] 01, pp.289-307. Available at: <https://press-files.anu.edu.au/downloads/press/p182431/pdf/ch131.pdf>.

Zhang, Y., & Yang, F. (2020). How and when spiritual leadership enhances employee innovative behavior. *Personnel Review*.

Appendix A Research Questionnaire

Thank you for participating in this survey. This research is being conducted as part of a Masters study which aims to explore the relationship between inclusive leaders and employee creativity.

The survey is answered anonymously, and the data used for academic research purposes only. This study is based on relevant laws, strict academic norms, and personal personality guarantees. The data provided will be kept strictly confidential. This survey will take approx—15-mins to complete. Your time in completing this survey is very much appreciated.

Thank you again for your support!

PART 1 Background Information

1. Gender
a. Male
b. Female

2. Age
a. under 20 years old;
b. 20-25 years old;
c. 26-30 years old;
d. over 30 years old

3. Education level
a. high school and below;
b. college;
c. undergraduate;
d. master and above

4. Working Years
a. less than 1 year;
b. 1-3 years;
c. 3-5 years;
d. 5-10 years;
e. more than 10 years

5. Job Category
a. entry-level employees

b. entry-level management personnel
c. middle management personnel
d. senior management personnel
e. freelancer

PART 2 Inclusive Leaders

This section explains: “1” means strongly disagree, “2” means disagree, “3” means unsure, “4” means agree, “5” means strongly agree. 1-5 The degree of consent gradually increases. Please follow your understanding and choose the most suitable option according to your actual situation.

Questions	1	2	3	4	5
1. Leaders are happy to listen to new ideas and suggestions					
2. Leaders are good at seizing new opportunities to improve working conditions					
3. Leaders are willing to openly discuss the organizational vision and find ways to achieve it					
4. Leaders are willing to adopt my requirements and suggestions for the organization					
5. The leader will encourage me to discuss new issues with him / her					
6. Leaders are willing to participate in the discussion of emerging issues					
7. Leaders can help when problems need to be consulted					
8. Leaders can often appear in the team, ready to solve problems at any time					
9. When I consult with the leader on issues, the leader will provide me with professional advice					

Source: Carmeli et al. (2010)

PART 3 Employee Innovation

This section explains: “1” means strongly disagree, “2” means disagree, “3” means unsure, “4” means agree, “5” means strongly agree. 1-5 The degree of consent gradually increases. Please follow your understanding and choose the most suitable option according to your actual situation.

Questions	1	2	3	4	5
1. I would recommend using a new method to complete					
2. I will think of both novel and practical ways to improve job performance					
3. I will actively seek new working methods and working procedures					
4. I will suggest new methods to improve the quality of work					
5. I have a lot of innovative ideas					
6. I will introduce my innovative ideas to others					
7. I can seize the opportunity to apply my creativity to my work					
8. I will make plans to implement my new ideas					
9. I often think of new ways of working					
10. I can often provide creative insights into problems					

Source: Scott and Bruce (1994), Janssen (2000)

PART 3 Psychological Safety

This section explains: “1” means strongly disagree, “2” means disagree, “3” means unsure, “4” means agree, “5” means strongly agree. 1-5 The degree of consent gradually increases. Please follow your understanding and choose the most suitable option according to your actual situation.

Questions	1	2	3	4	5
1. I believe in my ability to contribute to the success of the organization					
2. I believe I can make progress in the organization					
3. In the organization, I am confident to set high performance goals					
4. If I see something is done wrong, I will tell my organization without hesitation					
6. I will question the direction of the organization ’s development to ensure that it is correct					
7. I think I belong to an organization					
8. I think the success of the organization is my success					
9. When the organization is criticized, I feel the need to defend it					

10. I feel the need to protect my belongings in case they are occupied by colleagues					
11. I feel the need to prevent colleagues from taking non-divided benefits from my project					

Source: Edmondson (1999), Avey et al. (2009)

PART 4 Psychological Empowerment

This section explains: “1” means strongly disagree, “2” means disagree, “3” means unsure, “4” means agree, “5” means strongly agree. 1-5 The degree of consent gradually increases. Please follow your understanding and choose the most suitable option according to your actual situation.

Questions	1	2	3	4	5
1. The work I do makes a lot of sense to me					
2. I can decide how to start my work					
3. I have great autonomy and independence in how to complete the work					
4. I have mastered all the skills needed to complete the work					
5. I am confident that I have the ability to do all kinds of things at work					
6. I am very confident in my ability to get the job done					
7. I have great control over what happens in this department					
8. I have a major influence on what happens in this department					

Source: (Spreitzer, 1995)

PART 6 Organizational Citizenship Behavior

This section explains: “1” means strongly disagree, “2” means disagree, “3” means unsure, “4” means agree, “5” means strongly agree. 1-5 The degree of consent gradually increases. Please follow your understanding and choose the most suitable option according to your actual situation.

Questions	1	2	3	4	5
1. I am happy to spend time to help colleagues solve work problems					
2. In order to finish the work, I don't care about early morning shift or postponement					
3. Even if no one else is present, I will abide by the company's rules and regulations					
4. I am often dissatisfied with what the company does					
5. Others think that I often complain					

6. I actively participate in department (or company) meetings					
7. I often put forward constructive suggestions for improvement within the department (or company)					
8. Even at the risk of disagreeing with the company, I will put forward opinions that I think are beneficial to the company					
9. I will reply to the call that is not answered in time and respond to all requests for information as soon as possible					
10. I will communicate well with colleagues before taking some actions that may affect others					
11. I will try to avoid conflicts with colleagues					

Source: Organ et al. (2005)