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Positive Psychological States and Innovative Work Behavior: The Role of Relational Leadership

by

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Positive Psychological States and Innovative Work Behavior: The Role of Relational Leadership

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This is to certify that the research work presented in the thesis, entitled “**Positive Psychological States and Innovative Work Behavior: The Role of Relational Leadership**” was conducted under the supervision of **Dr. S. M. M. Raza Naqvi**. No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the **Department of Management Sciences, Capital University of Science and Technology** in partial fulfillment of the requirements for the degree of Doctor in Philosophy in the field of **Management Sciences**. The open defence of the thesis was conducted on **24 January, 2018**.

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This thesis work is dedicated to my Wife, who has been a constant source of support and encouragement during the challenges of PhD degree and life. I am truly thankful for having you in my life. This work is also dedicated to my parents, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

List of Publications

It is certified that following publication(s) has been made out of the research work that has been carried out for this thesis:-

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Abstract

This study examines the relationship between inclusive leadership and innovative work behavior with the mediating roles of leader member exchange, creative self efficacy and psychological safety. Data were collected from employees and their supervisors in different small capitalization firms across Pakistan. Confirmatory factor analysis confirmed the distinctiveness of variables used in the study. The results of path analysis confirmed that inclusive leadership promotes innovative work behavior in the workplace, while leader member exchange, creative self efficacy and psychological safety mediates the effect of inclusive leadership on innovative work behavior. This study contributes to the innovative work behavior literature, since limited attention was paid to the role of inclusive leadership as a predictor of innovative work behavior indirectly through leader member exchange, creative self efficacy and psychological safety. The leader member exchange theory was used to support findings. Implications are also discussed.

Keywords: Inclusive leadership, Leader member exchange, Creative self efficacy, Psychological safety, Innovative work behavior.

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Abbreviations

CSE	Creative Self Efficacy
IL	Inclusive Leadership
IWB	Innovative Work Behavior
LMX	Leader Member Exchange
PS	Psychological Safety

Chapter 1

Introduction

This particular chapter described a detail regarding the background, problem statement, research questions, research objectives and finally an underpinning theory which provided a theoretical framework which framed both direct relationship between inclusive leadership and innovative work behavior (IWB) and indirect relationship through mediating effects of LMX, CSE) and safety in psychological perspective.

1.1 Background

At the current time, environmental complexity due to technological and globalization changes, conditioned the survival of organizations with their quick response and be first to the market (Atwater & Carmeli, 2009; Paulsen, Callan, Ayoko & Saunders, 2013; Nesterkin, 2013). The new complex changes have made it a challenge for organizations to burgeon in the competitive market (Pantano, 2014; Fraj, Matute & Melero, 2015). These challenges are pressurizing organizations to change their work means, procedures and policies (Van Woerkum, Aarts & De Grip, 2007; Seppala, Lipponen, Bardi & Pirttila-Backman, 2012). Therefore, the focus of the organizations is ‘how to bring innovation’ in their product and services.

Innovation helps organizations to set an innovative direction that help them to increase growth and survival in the industry (Gawer & Cusumano, 2014). Moreover, innovation facilitates organizations to align business model in a challenging environment (Chesbrough, 2006). In this regard, employees' initiatives for exploring, generating and implementing innovative ideas, play a vital role (Janssen, 2000). Research scholars placed significant attention on employees' IWB and concluded that it is important determinant for organizational success (De Jong, Parker, Wenekers & Wu, 2011; Yuan & Woodman, 2010; Birdi, Leach & Magadley, 2016). Numerous researchers examined IWB at all levels in the organization like individual, work group and organization levels (Hammond, Neff, Farr, Schwall & Zhao, 2011; Javed, Bashir, Rawwas & Arjoon, 2016; Baer & Frese, 2003; Anderson, Dreu & Nijstad, 2004; Scott & Bruce 1994; Anderson & West, 1998; Janssen, 2000) and concluded that work climate, individual differences, work group, leadership, job characteristics, personality, job demand and values were positively related to IWB. In these all supporting factors of IWB, support of leadership was found as a more prominent importance for IWB (Jung, Chow & Wu, 2003, Davila, Epstein & Shelton, 2012).

Researchers investigated to find out the answer of the question that 'why leadership support is more vital and they stated that supportive behavior of leadership is imperative because the nature of IWB is very complex' (Javed, Bashir, Rawwas & Arjoon, 2017). Innovation brings change which consequent in stress and insecurity (Dahl, 2011) and at workplace, employees are obliged to follow some defined work standards (De Treville; Antonakis & Edelson, 2005; Amare, 2012). However, the IWB is a non routine extra role behavior, where employees disobey the standard operating procedure (Ramamoorthy, Flood, Slattery & Sardesai, 2005). IWB entails high risk, because the newly generated ideas don't guarantee for ultimate success, because mostly ideas failed when they implemented (Kessel, Hannemann-Weber & Kratzer, 2012; Ren & Zhang, 2015).

While exhibiting IWB, employees first try to explore and then generate new and useful ideas. After generating new ideas, employees promote ideas and finally, implement the novel ideas. In this long process of IWB, employees face so many risks

like ethical predicament and other conflict with top management (Tu & Lu, 2013). Thus, in the innovative scenario, employees defy the code of conduct and therefore challenge the superiors; consequently employees face resistance from their supervisor, in exhibiting IWB (Lines, Sullivan, Smithwick & Mischung, 2015). Due to these challenges and risks attached with IWB, employees need high autonomy to innovate new ideas (Janssen, 2005). Sovereignty and free will to express novel ideas, comes when leaders show their innovation relevant supportive behavior (Choi, 2007; Amabile, 2012). Plethora of studies are in the favor that leadership support constructively functioning to enhance employees' IWB (Khan, Aslam & Riaz, 2012; Odoardi, Montani, Boudrias & Battistelli, 2015; Javed et al., 2017).

Employees' IWB is enhanced by leader by numerous significant ways. Role model of leader is the first way where employees learn that 'how to show IWB' (Carmeli, Gelbard & Gefen, 2010). Second, for IWB, employees need important resources like finance, time and other innovation related information, the presence of these vital resources is only possible with supportive efforts of leaders in the organization (De Jong & Den Hartog, 2007). Some researchers stated that the most known ways through which leader share innovation related information is by 'intellectual stimulation', where a leader stimulate the problems' awareness to employees and other important techniques to innovatively solve the problems (Nijstad, Berger-Selman & De Dreu, 2014). In the perspective of required innovation related means, De Jong and Den Hartog (2007) stated that resources play a very significant contribution in the process of IWB, especially in the stage of idea implementations. Third, idea generation is the trail and error process where employees need high patience and energy. The leaders boost up the employees' energy and patience to develop useful ideas (Atwater & Carmeli, 2009). Fourth, complexity attached with IWB, bring intrinsic pressure on employees, therefore employees need intrinsic motivation to actively show IWB (Tu & Lu, 2013). Leader empowers employees via shared authority, create meanings and competencies for employees and finally share employees important information to employees through which employees can know impact of their efforts on the organizational performance. Consequently they show productive involvement in the process of ideation (Raub & Robert,

2010; Javed, Khan, Bashir & Arjoon, 2016; Aryee, Walumbwa, Zhou, & Hartnell, 2012).

Finally, the leader provides direction to employees that help employees to list those ideas which are appreciated, therefore behaving in the same way bring high support for them from their leaders (Sosik, Kahai & Avolio, 1998). For employees' IWB, researcher scholars found different leaders' supportive style like charismatic leadership, influence based leadership, ethical leadership, shared leadership, transformational leadership, transactional leadership and authentic leadership (Pieterse, Van Knippenberg, Schippers, & Stam, 2010; Michaelis, Stegmaier & Sonntag, 2009; Černe, Jaklič & Škerlavaj, 2013; Krause, 2004; Reuvers, Engen, Vinckenburg & Wilson-Evered, 2008; Tu & Lu, 2013; Hoch, 2013).

One of the other forms of leadership is 'relational leadership' that supports employees' IWB via relationship based quality. In the this relationship, employees show high motivation to exhibit ideation, promotion and implementation of ideas (Basu & Green, 1997). Theoretically, researchers have suggested a number of reasons for a positive relational leadership-IWB relationship. In sturdy and eminence based links, leader provides encouragement to employees in risky situation, provide challenging tasks, increase recognition of employees' effort and make it sure the availability of relevant innovation related technological means, which all positively cause the employees' IWB (De Jong & Den Hartog, 2007). Moreover, in a strong and effective relationship, linking and advocacy with supervisors enjoyed by employees (Ilies, Nahrgang & Morgeson, 2007) necessary for ingenuity, marketing and operationalization of new and useful ideas (Stoker, Louise, Fischer & De Jong, 2001; Mumford & Gustafson, 1988). Thus, leaders show respect and trust to employees, then it spill-over positively to the employees' new ideas (Peng & Wei, 2016). In a high quality based relation, employees experience a greater autonomy, and consequently employees show commitment to the organization and this commitment help them to exhibit innovative behavior (Yeoh & Mahmood, 2013).

The high-quality relationships lead to positive emotions such as joy and interest, which increases the individuals' capacity to think and act innovatively (Dutton,

2003; Lee, 2008). In the presence of relational leadership, a positive social exchange occur, this positive social exchange develop and enhance employees' cognitive thinking and expertise which motivate employees to involve in the process of ideation (Uhl-Bien, 2006; McCallum & O'Connell, 2009). Moreover, when employees spend more time with a leadership, then they have a great opportunity to talk about new ideas, by seeking feedback, and by profiting from the expertise of the supervisor. In addition, spending more time with a leadership, employees receive more emotional support which fosters innovative behavior, because more information can stimulate new ideas and more support can promote the implementation of novel ideas (Schermuly, Mayer & Dammer, 2013).

In the same time, parallel to the discussion of leadership support and its effect on employees' IWB, it is imperative to make distinction between two known perspectives of leadership. The first perspective is where the attention is only focused on leaders' behavior and its effect on job outcomes (Wang, Law, Hackett, Wang & Chen, 2005). This first perspective entails only transformational leadership theories (Bass, 1985). The leader's focus first perspective, includes leadership characteristics (Graen & Uhl-Bien, 1995). However, the second aspect is the leader's relational view, which comprises not only leader's characteristics, but also the leader-member relationship (Dulebohn, Bommer, Liden, Brouer & Ferris, 2012). These leader-followers relationship characteristics are trust, respect and mutual obligation (Graen & Uhl-Bien, 1995). Following this line of research, the current study's aims is to contribute to the existing literature by emphasizing how relational leadership (Fletcher, 2004, 2007; Carmeli, Ben-Hador, Waldman, & Rupp, 2009; Kark & Carmeli, 2009) enhance the employees' IWB. The current study specifically used relational leadership mode which is 'inclusive leadership'.

Nembhard and Edmondson (2006) defined inclusive leadership as "words and deeds by a leader or leaders that indicate an invitation and appreciation for others' contributions" (p. 947). Inclusive leadership is a particular form of leadership behavior that has been recently proposed and examined (Carmeli, Reiter-Palmon & Ziv, 2010; Nembhard & Edmondson, 2006; Yin, 2013). Inclusive leadership is linked with conduct like coaching and is a participative leadership style where

leader delegates authority and involve employees in the decision-making (Baron, 1990; Bass, 1990; Yukl, 1994; Edmondson, 1999). However, inclusive leadership different as it directly invites employees in the decision making. Inclusiveness is directly concerned with situations characterized by power dissimilarities which promote behaviors that ask and acknowledge others' views (Nembhard & Edmondson 2006). Inclusive leaders are always supportive of followers, and maintain openness with them to invite input. Specifically, inclusive leaders share visions with employees and count their ideas frankly; and therefore followers feel energized and show more commitment via displaying extra-role behavior such as speaking on innovative ideas (Walumbwa, Cropanzano & Goldman, 2011; Choi, Tran & Kang, 2016).

Yin (2013) stated that inclusive leadership is similar to transformational leadership because inclusive leadership and transformational leadership, both pay sufficient attention to employees' concerns and needs. However, inclusive leadership is different from transformational leadership because its attention is both on qualities of leader as well as their relationship with employees (exchange), where as transformational leadership only relies on leader's initiative (Yin, 2013; Hollander, 2009). The transformational leadership approach is a leader-centric conception where employees emphasizes only on leaders' initiatives such as character and charisma. This leader's centric commencement neglects the essential leader-followers relationship (Day & Horison, 2007) and in the current time, the complexity of new changes where organizations encounter new challenges call for moving beyond a traditional single-leader (i.e., leader-centric) framework (Drath, 2001; Heifetz, 1994; Kahane, 2004), because only telling employees the attainment of the particular tasks is not an easy task for a leader to achieve desired objectives. Success in the attainment of the desired objectives is connected with workplace ties between individual leaders to create a collective as well as connected leadership at work setting (Cox, Pearce & Perry, 2003; Lipman-Blumen, 2000; Berger, 2014). Inclusive leadership is an approach that provides an opportunity to make a connected leadership in the organization.

Moreover, the relational inclusive leadership is an approach through which a leader

moves beyond to the social exchange with followers. When a leader displays more inclusive behaviors, the focal employee is more likely to see the leader as going beyond an economic exchange, resulting in social exchange. The economic exchange occurs in the initial stage of the relationship. In the initial stage of the leader-followers relationship, leader provides employees a 'role making opportunity'. This stage comprises of a lower quality relationship which foster economic exchanges on materialistic resources (Cropanzano & Mitchell, 2005), however, with the passage of time, a high level of functional interdependence occurs when the leader-followers relationship reached at its maturity (Liden, Sparrowe & Wayne, 1997; Graen & Uhl-Bien, 1995).

In the mature stage, both leader and employees trust and work in a squad to support each other. This stage is characterized by open communication with high level of confidence, consideration, mutual obligation and maintenance of the relationship for a long run (Sullivan, Bretschneider & McCausland, 2003; Maslyn & Uhl-Bien, 2001). This higher quality relationship stage is based on social exchanges based on the relationship resources. Such relationships are often seen as long-term and favorable (Zhang, Wang & Shi, 2012). In this mature relationship, leader is seems as 'doing things with people rather than to people' which is the essence of inclusive approach of leadership. Hollander (2012) stated that in the mature leader-follower relationship, leaders show inclusive leadership style. Further, in the quality inclusive leader-followers relationship, inclusive leader enjoy the benefits of active fellowship which influence upward relationship with two way street. Active followers show their individual leadership roles where they freely expressed their views (Hollander, 2014).

1.2 Gap Analysis

When a leader appreciates employees view point regarding new work processes, new methods of doing jobs and other views on creating new technology, then employees feel confident to raise their expression (Meyer, 2006) via generating, promoting and implementing new ideas (Qu, Janssen & Shi, 2015). Inclusive leaders

with an open communication not only appreciate the employees' views and suggestions regarding innovation, but also invite employees directly in the decisions making (e.g. decision regarding how to bring innovation). Inclusive leader initiates an inclusive culture where listening is highly respected, therefore individuals are involved as active partners, who make important input to solve the problems efficiently (Quinn, 2006). This gives employees an opportunity to show active involvement which is based on loyalty, trust and credibility in leader-employees' relationship. Moreover, this relationship is based on respect, recognition, responsiveness to employees' need and responsibility in both directions. Hollander (2012) termed these four factors as 'Four Rs of Inclusive Leadership'.

In addition, the qualities like invitation and appreciations are two basics of inclusiveness. True invitation occurs, with a recognizable invitation. Moreover, the appreciation on constructive response, makes employees feel valued of being respected in term of their views at work setting (Nembhard & Edmondson, 2006). Consequently, employees in the presence of inclusive leader who invites employees to take their views and appreciate their effort for constructive change, tend to explore, generate, promote and implement useful ideas (Choi et al., 2016). Following this line of research, the current study examines whether inclusive leadership is conducive to innovative work behavior (IWB) by investigating its influences on employee willingness to exert effort and be involved in behaviors that lead to innovative production. Inclusive leadership invite employees to take their opinions to improve the work processes (Carmeli et al., 2010). Therefore, employees raise their voice via generating new ideas (Sadegh Sharifirad & Ataei, 2012).

Inclusive leaders primarily stresses in inclusive work setting, where they make sure the others involvement by listening their view point on the improvement of work processes (Quinn, Haggard & Ford, 2006). Carmeli, Reiter-Palmon and Ziv (2010) empirically found that inclusive leadership enhance employees' creative involvement in the workplace through exploring and generating new ideas. Similarly, Choi, Tran and Park (2015) found enhancing role of inclusive leadership for employees' ideation. Generation of novelty initiate the IWB (Basadur, 2004). Inclusive leader provides employees an opportunity to access important tangible

and intangible resources (Nembhard & Edmondson, 2006; Hollander, 2012) which facilitate them to work more in promoting and implementing useful ideas (Afsar, Badir & Saeed, 2014; Choi et al., 2016; Scott & Bruce 1994). Thus, employees exhibit IWB in the presence of inclusive leadership.

Moreover, along with a direct relationship between inclusive leadership and IWB, there are various other mechanisms which intervene in the process view of inclusive leadership for IWB. Therefore, there is need to examine the roles of mediated mechanisms through which inclusive leader enhance the employees' IWB. It is found that prior studies paid limited attention in the influential process view of inclusive leadership for IWB through mediating roles of leadership member exchange (LMX), creative self efficacy (CSE) (Javed, Naqvi, Khan, Arjoon & Tayyeb, 2017) and psychological safety. Thus more studies are required to explore and understand how different mechanisms explain the effect of inclusive leadership on employee IWB. In order to respond this need, the current study focuses on the process view of inclusive leadership, by testing the mediation of LMX, CSE and psychological safety between inclusive leadership and IWB relationship.

Inclusive leader builds interpersonal relationship with employees, which engender a quality leader member exchange (LMX) relationship. Leader-member exchange is defined as the quality of exchange between a supervisor and an employee (Graen & Scandura, 1987). Operationally, inclusive leader refers to prompting activity by asking questions that require thought, such as, "Could we do this in a better way?" (Hollander, 2012, p. 4), which indicates that employees experience a mutual understanding with inclusive leadership (Carmeli et al., 2010; Fletcher, 2004, 2007), therefore a high quality LMX occur in the organization (Yin, 2013). Further, the quality of LMX which is based on social exchange, encourages employees to show IWB (Basu & Green, 1997, Shermuly et al., 2013). These findings show that LMX as a result of inclusive leadership enhance IWB in the organization.

Moreover, after reviewing a thorough literature, to my knowledge meager attention paid by researchers in the relationship between relational inclusive leadership and CSE. CSE is an individual belief on their ability to exhibit outcomes of creativity (Tierney & Farmer, 2002, p. 1138). Inclusive leader empowers employees via

taking the responsibility for their failures, initiate a constructive dialogue, work with employees and moreover provide emotional support to employees (Nishii & Mayer, 2009; Carmeli et al., 2010; Hollander, 2012), which enhance the employees' CSE (Zhang & Zhou, 2014).

In addition to the relationship between inclusive leadership and CSE, social cognitive theory describe that self efficacy is an important mediated mechanism which leads employees to show desirable job outcomes (Bandura, 1997; Bandura, 2001). However, limited attention was found in role of positive psychological trait (e.g. creative self efficacy) as mediation between inclusive leadership-employees' IWB relationship. Previous studies found that self efficacy effect employees' problem solving innovative behavior (Avey, Luthans & Jensen, 2009; Peterson, Walumbwa, Byron & Myrowitz, 2008). While showing IWB, employees need confidence in their ability to generate, promote and implement new ideas. This is because, innovation related behavior entails high risk of failure; therefore employees need positive psychological trait of CSE to deal with failures and uncertainties of innovation (Michael, Hou & Fan, 2011). Inclusive leadership share power to employees (Nishii & Mayer, 2009) that enhance the employees' CSE (Slåtten, 2014) and Michael et al. (2011) stated CSE motivate employees to put maximum attention on cognitive process to explore and generate new ideas, promote ideas to get acceptance of other colleagues and finally trail the new ideas to get their utility. Michael et al. (2011) found a significant influence of CSE on IWB. Thus, CSE as an outcome of inclusive leadership help employees to show IWB.

In the complex process of innovation, employees also seek the psychological safety to forward their innovation process (e.g. IWB) (Edmondson & Lei, 2014). Individuals' comfortable perception (Edmondson, 1999, p. 354) of employees' psychological safety (Kahn, 1990, p. 708). Through self significance and self respect, inclusive leadership promotes employees' opinion and views (Shamir & Howell, 2000; Carmeli et al., 2010; Hirak, Peng, Carmeli & Schaubroeck, 2012). Detert and Burris (2007) further explain the leader's attention on employees' self values and stated that these qualities of a leader brings psychological safety in employees. Further, employees having PS caused by inclusive leadership, show high motivation

in the innovation process via IWB (Baer & Frese, 2003). Consequently psychological safety mediates the relationship between inclusive leadership and IWB. This is supported by the recent study of Javed et al. (2017) where they found the indirect effect of inclusive leadership on IWB through the mediating role of psychological safety.

Furthermore, in the neglected literature of inclusive leadership, little attention is found in simultaneous mediation of LMX and CSE in the relationship between inclusive leadership and IWB. Inclusive leaders initiate strong and quality relationships with followers, which results in strong LMX (Yin, 2013). More importantly, employees experience a strong quality relationship with the leader, when a leader shows inclusiveness through their accessibility and availability to employees (Nemzbard & Edmondson, 2006). Furthermore, LMX enhances the employees' belief in their capabilities to show innovative behavior (Tierney & Farmer, 2002). In this quality LMX, employees experience constructive feedback from their leader, which enhances the employees' CSE (Chong & Ma, 2010; Yuan & Woodman, 2010; Tierney & Farmer, 2011). CSE motivates employees to show maximum struggle to initiate new ideas, promote and implement them (Tierney & Farmer, 2011). Researchers empirically found that CSE enhances the IWB (Redmond, Mumford & Teach, 1993; Gong, Hunag & Farh, 2009). Thus, quality LMX engenders by the inclusive leaders results in employees' CSE which further boosts up their IWB. Therefore, the LMX and CSE simultaneously mediate the inclusive leadership and IWB relationship.

Furthermore, psychological safety perceptions are largely influenced by the relationship with the immediate leader (May, Gilson & Harter, 2004; Edmondson, 2003). Supportive leadership can establish a quality relationship with employees via exchanging important knowledge. The quality LMX, therefore, promotes trust in a two-way relationship (Gerstner & Day, 1997). This LMX is based on a one-to-one relationship comprised of mutual understanding and loyalty (Graen & Uhl-Bien, 1995; Blau, 1964). Moreover, LMX which is based on characteristics like emotional support and other exigent tasks (Martin, Guillaume, Thomas, Lee &

Epitropaki, 2016) advance the employees' perception of psychological safety, therefore employees' excitement and interest increases in their particular job (Probst & Estrada, 2010). Moreover, in quality LMX, leaders share the authority and decision power to employees, therefore they experience high psychological safety (Kath, Marks & Ranney, 2010; Edmondson, Higgins, Singer & Weiner, 2016). These studies show that LMX enhance psychological safety of employees at a workplace which is also limited attended relationship in the literature.

Finally, this study emphasized on the simultaneous mediation of LMX and psychological safety between inclusive leadership and IWB which is appeared to be negligent in the literature. The relational inclusive leadership motivates everyone to raise their voice in decision making (Yin, 2013). Moreover, inclusive leaders generate positive feelings in employees via showing high uniqueness and belongingness, where inclusive leaders communicate a message to employees that they have high status in the organization. Consequently, inclusive leadership increases the quality LMX (Shore et al., 2011) where employees enjoy the benefit of self worth and more specially high trustfulness (Hofmann, Morgeson & Gerras, 2003; Walumbwa, Mayer, Wang, Wang, Workman & Christensen, 2011). Inclusive leader fulfill employees' needs on employees' best interest, which results in stronger LMX (Nishii & Mayer, 2009; Hollander, 2009).

Moreover, LMX which is based on task challenge, decision making, and emotional support, enhance the employees' psychological safety (Liden, Wayne & Sparrowe, 2000) and raise members' interest in their work (May et al., 2004). Therefore, members feel it safe to perform in way that best meet the particular situational demands (Edmondson, 1996). Thus, in the presence of psychological safety, employees build positive perceptions regarding safety climate and therefore experience high psychological safety (Clarke, 2013; Eid, Mearns, Larsson, Laberg, Johnsen, 2012; Walumbwa, Luthans, Avey & Oke, 2011). Employees' perception of psychological safety triggers them to take risks of IWB, this is because psychological safety protects them from punishment (Liu, Liao & Wei, 2015; Edmondson & Lei, 2014; Hammond et al., 2011; Gong, Cheung, Wang & Huang, 2012). Thus, inclusive leader, which initiates a quality LMX, enhance the employees' psychological

safety, and therefore ultimately increases the employees' IWB.

1.3 Problem Statement

Researchers have theoretically and empirically tested the relationship between certain leadership styles like charismatic, servant, transactional, transformational, ethical, and authentic leadership on employees' IWB. However, in the literature little attention is paid on how inclusive leadership style affects the employees' IWB. Moreover, albeit there are numerous researchers considered the antecedents and outcomes of LMX (Erdogan, Liden & Kraimer, 2006; Erdogan & Liden, 2002), however the relationship of relational leader with its specific form and LMX and how quality of this relationship enhance IWB is not well established and understand. Moreover, other studies also highlighted the need to study the role of individuals' belief in their creative capability (e.g. CSE) and individuals' perception regarding the benefit and cost of speaking up (e.g. Psychological safety) (Yin, 2013; Carmeli et al., 2010; Detert & Burris, 2007; Milliken, Morrison & Hewlin, 2003; Javed et al., 2017) for inclusive leadership-IWB relationship. The LMX, CSE and psychological safety provide a process view of inclusive leadership to enhance the job outcomes like employees' IWB. These all mediating mechanisms excluding psychological safety, were not examined in a relationship between inclusive leadership and employees' IWB which made it necessary to further theorize that 'how inclusive leadership may influence such evaluation'.

Moreover, the current study was conducted in Pakistani textile industry. Businesses' environment becomes high complex which pressurizing the companies to innovatively respond the market (McAdam & McClelland, 2002; Vila & Kuster, 2007; Jichao, 2010), which are possible through employees' IWB. However, limited research was found in the textile industry on IWB of employees. The criterion focus of this study was the employees' IWB; therefore this study has high utility in the textile firms, because employees with IWB successfully meet the challenges of innovation.

Furthermore, majority of the organizational theories including LMX theory were found in Western countries. However, some of the theorists made a call that to test generalizability, it is important to test these theories in a culture and context different from Western settings (Jian, 2016; Tsui, Nifadkar & Ou, 2007). The current study's focus is on testing LMX theory in Pakistan which is in Asian setting, therefore it provides an opportunity to check the generalizability of LMX theory in textile industry in Pakistan.

1.4 Research Questions

1. Whether and how inclusive leadership affect employee IWB indirectly through mediated mechanism of LMX?
2. Whether and how inclusive leadership effect CSE?
3. Whether and how CSE mediates the relationship between inclusive leadership and employee IWB?
4. Whether and how mediation of LMX and CSE simultaneously mediates the relationship between inclusive leadership and IWB?
5. Whether and how psychological safety mediates the relationship between inclusive leadership and IWB?
6. Whether and how leader member exchange affect psychological safety?
7. Whether and how LMX and psychological safety simultaneously mediate the relationship between psychological safety and IWB?

1.5 Research Objectives

This research aims at extending the literature on relational leadership and IWB with following objectives.

1. The current study aims to examine the relationship between inclusive leadership and CSE.
2. Second, this study intends that IWB enhanced in the presence of inclusive leadership with the mediating mechanisms like LMX, CSE and psychological safety.
3. The claim of this study that LMX increase they psychological safety of employees.
4. The purpose to test the simultaneous mediations of LMX and CSE, and LMX-psychological safety between inclusive leadership-IWB relationship.

1.6 Significance of the Study

Research scholars paid scarce attention on IWB with the leadership support (De Jong & Den Hartog, 2007). Leaders in these styles work with their unique characteristics to achieve desired objectives. However, in these leadership styles, the main emphasize is remained only on leadership initiatives (Hollander, 2009). The collectivist nature of leadership entails the characteristics of both leadership and employee behaviors as well as characteristics of leader follower relationship (Graen & Uhl-Bien, 1995; Howell & Hall-Merenda, 1999). This study emphasizes on more collective approach of leadership, which is relational (e.g. inclusive) leadership, emphasizes on both leadership initiatives as well as leader-followers relationship. However, researchers paid a scarce attention on this relational inclusive leadership (Choi et al., 2016). Inclusive leadership is a particular form of relational leadership, where leaders not only emphasize on their unique characteristics, but also leader-follower exchange relationship and recognize employees' input and output, and consider employees' needs and wants authentically (Yin, 2013; Nembhard & Edmondson, 2006).

In the presence of relational inclusive leadership, employees experience an innovative freedom, therefore they freely speak about new and novel ideas (Shaw, Dineen,

Fang & Vellella, 2009; Xerri, 2013). Scott and Bruce (1994) stated that employees generalize the support of relational leadership, therefore, they pay sufficient attention to forwards the promotion of newly created ideas and also implement them to complete the process of IWB. Moreover, in order to respond the call and suggestions of Carmeli et al. (2010) and Javed et al. (2017) for the examination of mediated mechanisms, the current study focuses LMX, CSE and psychological safety in serial and simultaneous mediations for inclusive leadership-IWB relationship.

Furthermore, new changes in the current time putting great pressures on organizations to focus on meeting the demands of customers in an innovative way. Therefore, organizations invest sufficient amount of fund in the innovation. Innovative investment entails its forms like creation and application of new technology (i.e. new machinery) (Metcalf & Ramlogan, 2008; Gassmann, Enkel & Chesbrough, 2010). Creation as well as implementation of new technology occurs when employees show IWB (De Jong & Den Hartog, 2010). Thus, IWB is an important element of organizational performance to successfully deal with changes. The effect of the new changes is on almost all organizational work processes (Yuan & Woodman, 2010), however, those organizations which are dependent on continuous innovation, are facing numerous challenges to meet the requirement of innovation. Organizations in the textile sector are one of the examples among those organizations, whose technologies are one the dynamic technology all over the world (Ciardelli & Ranieri, 2001; Keane & Te Velde, 2008; Hufenbach et al., 2011; Kant, 2012).

Innovation can be either introducing new products, advancement in the existing product and creating ideas to advance the work means via new technology. Innovation in the textile industry can be in the form of introducing machine which facilitates the automatic cutting the cloth thick layers accurately. Moreover, other work processes like pattern layouts can be assisted by introducing the computerized technology. Further the electronic networks can also be used to transform the designs, therefore they can feed into the cutting machines (Nordås, 2004). Innovation in the textile industry has changed the way out of the work processes. For

example, traditionally the textile products were designed via customer centered approach where tailors were making suits. This process was highly expensive as compared to ready made garments. However, in the current time, designers used digital technologies that placed the emotions, attachment and wishes of customer centered in the design process (Niinimäki, 2009).

The digital technologies have made it possible to produce the unique products. Moreover, the laser cutting machines, embroidery and digital textile printers and digital weaving machines offered an opportunity to efficiently realize the customers' needs and preferences (Niinimäki, 2009). These are few examples of outcomes of innovation, in the textile organizational setting. Many new forms of innovation, the textile organizations can generate to ease the work processes and to reduce costs and also the timely fulfillment of the demands of customers via automatic production (Niinimäki & Hassi, 2011). Thus, employees' IWB is essential for innovative textile products, which help organizations to compete in a volatile environment.

The current study emphasizes on the relationship between inclusive leadership on IWB in employees of textile industry in Pakistan. Pakistan is an eighth biggest exporter of textile products in the Asian region (Ataullah, Sajid & Khan, 2014). In the Pakistan the textile industry's contribution to the economy is as 60% export, 46% manufacturing and 38% employment in the country (Ataullah et al., 2014). However, despite all these productive achievements; in the current time, this industry is facing a major growth decline trend (Khan & Khan, 2010; Wadiwala et al., 2015). One of the major reasons for this growth decline in the textile industry is the lack of research and development activities and other modern equipment and machinery, due to the industry's low attention on the innovation (Ahmed & Mahmud, 2011; Shah, Waaraich & Kabeer, 2012). These challenges can be managed by innovation activities in the organizational setting (Leiponen & Drejer, 2007). Thus, organizations in textile industry require employees who are high on innovativeness, therefore these organizations cope new technological changes via innovative employees' exploration and introduction of new work means and new way to respond the customers' demands (Khan & Ghani, 2004; Nawaz, Hassan &

Shaukat, 2014). Employees who demonstrate the characteristics of innovative behavior, they help organizations to find out the way to compete in a market either by exploring new opportunities or by bringing innovation in the existing product and services (Madrid, Patterson, Birdi, Leiva & Kausel , 2014).

Low innovation in textile industry may be due to employees' low attention of their IWB. This is because, the IWB is a risky behavior, and employees in the presence controlling supervision, refrain their selves to show IWB. However, this problem can be solved if managers working in the organizations (e.g. textile), pay attention to their supportive supervision style to courage employees to be innovative (Morhart, Herzog & Tomczak, 2009). Support of leadership through inclusive style is the focus of the current study, therefore it entails prominent significance at managerial supervisory level, therefore organizations can cope new changes through cultivating innovation relevant culture, therefore employees show IWB as a norm of organization. The attributes of inclusive leadership are availability, accessibility and openness, therefore a leader with these attributes enhance employees' IWB (Choi et al., 2016). Similarly, managers with this relational leadership behavior can promote social exchange relationship (e.g. LMX), therefore, may overcome the challenges of employees in the textile sector like low CSE and low psychological safety to meet the requirements of challenging tasks (e.g. innovation).

1.7 Supporting Theory

1.7.1 LMX Theory

LMX theory was used to examine the relationship between inclusive leadership and IWB, because quality relationship between leader and employees enhance positive outcomes, for example IWB(Wang, Fang, Qureshi & Janssen, 2015). Scandura, Graen and Novak (1986, p. 580) defined quality of leader follower relationship as "a system of components and their relationships; involving both members of a dyad; involving interdependent patterns of behavior and; sharing mutual outcome instrumentalities and producing conceptions of environments, cause maps, and

value". LMX theory involve leaders and employees in one integrity relationship. LMX theory states that employees and leader build dyads in their relationship and its quality engender various positive job outcomes (Breevaart, Bakker, Demerouti & van den Heuvel, 2015).

Researchers conceptualized LMX theory into four approaches (Graen & Uhl-Bien, 1995; Gerstner & Day, 1997). The first is where leader discovers the differentiated dyads which are commonly named as in-group and out-group. This is the traditional approach of LMX theory, which is based on vertical dyadic linkages (VDL). Here a leader differentiates employees into high quality social exchange relationship and low quality economic exchange relationship. Second stage stresses on intensity of quality relationship and its influence on various outcomes (outcomes of LMX). Here, VDL converted into LMX (Graen, Novak, & Sommerkamp, 1982). The third approach focuses dyadic partnership building and finally, LMX is used to describe a perspective of system level, which shifts from dyad to a group or network level (Graen & Uhl-Bien, 1995).

The current study, heighten on LMX theory's focuses on dyadic partnership building. This is beyond the in-group and out-group approach, which shapes effective leadership. Here, a leader (e.g. inclusive style) instead of discriminating employees into in-group and out-group, focuses to work with each person for the purpose of partnership building. This is shift from old thinking of superior-subordinate relationship to partnership leader-employees' relationship. In this approach, leaders instead of differentiating (VDL) employees to treat favorably with some of them, pay attention on offering the accessibility in building LMX partnership to each employee. In this partnership building, employees perceive and experience equitable LMX (Scandura, 1995).

The second approach of LMX was descriptive and this third approach is a perspective with high usefulness practically that make an effective leadership. This concept of making leadership was originally derived from two field experiments of longitudinal studies of leader follower relationship (Graen et al., 1982; Scandura & Graen, 1984; Graen, Scandura & Graen, 1986). The traditional assumption of VDL was that select few employees for high quality relationship, however, these

studies examined that if leader are prepared to develop high quality relationships to each employee, and then what should be its consequences. These studies found that employees who accepted the invitation of the leader, they showed a highly improved performance. These results were consistent before and after the experiment and their implications were that overall organizational performance and effectiveness increases with addition of maximum number LMX relationships. Following these studies, the leadership making model (Uhl-Bien & Graen, 1993a; Graen & Uhl-Bien, 1991) was used in the current study to promote the quality relationships at work setting to realize its practicality. Graen and Uhl-Bien (1995) stated that, the main focus of leader-follower is the relationship, but level of analysis can be different (e.g., group, dyad, individuals in that dyad). The current study's focus is on using individuals as level of analysis.

The leadership making model is termed with the life cycle of mature leader-follower relationship. The first phase of this life cycle is named as stranger where employees meet first time with interdependent role. Here members experience formal relations which are shaped and termed as economic exchange of 'cash and carry'. In these contractual based relations, employees perform particular expected role. After this stage, the dyads move to the next stage, which is called as an acquaintance. In this stage, great level of information and resources are shared both at work and personal level. These relationships, then converted into the next level of exchanging a mature relationship. Here members show loyalty and support for each other not only on a behavioral basis, but also on an emotional basis of mutual respect, obligation and trust (Graen & Uhl-Bien, 1995).

When these relationships grow to the next level, they become a classified "mature partnership" exchanges. At this point, exchanges between the members varies in different kinds and therefore contain long relationships based on high quality of reciprocation. The individuals can count on each other for loyalty and support, therefore, incremental influence enhance. This dyad is documented as LMX (Graen, Wakabayashi, Graen & Graen, 1990; Graen & Scandura, 1987). The low quality relationship, which shows an economic exchange, indicates that this

is transactional LMX, whereas the LMX where exchange is based on the social relation indicates a transformational LMX (Dansereau, Graen & Haga, 1975; Bass, 1990). Thus LMX is both transactional and transformational (Graen & Uhl-Bien 1995). Researchers made a call for future researchers to work more on the stage three of leadership making model (Graen & Uhl-Bien, 1995). Therefore, researcher scholars worked on leadership making model and introduced a particular form of leader's relational style and called as inclusive leadership (Nembhard & Edmondson, 2006). Later on, using the same approach of leadership making model, numerous researchers found various positive workplace consequences of inclusive leadership (Shore et al., 2011; Choi et al., 2015; Choi et al., 2016). The current study further stresses on an inclusive approach of leadership making model of near or equitable LMX.

Inclusive leadership invite all employees and therefore when employees experience the leader inclusiveness, then those employees who perceive lower status, they feel supported in terms of their values and position at work setting (Nembhard & Edmondson, 2006). This result in mutual respect, and therefore a leader can also take benefit from the expertise of those employees who belongs to low status 'category' at work setting. The leader inclusiveness results in equal values to all employees and promotes a democratic and egalitarian context (Nembhard & Edmondson, 2006). In this regard, Nembhard and Edmondson (2006) stated that inclusive leadership decreases the professional status of a few individuals at work setting. Therefore, inclusive leadership as an inclusive relational leadership make it sure the contribution of all employees (Hollander, 2012) which is an equitable relationship quality, described by LMX theory.

Employees in a quality social exchange relationship, experience a greater freedom to decide their work activities (Kark & Carmeli, 2009), therefore they show the extra role behaviors (e.g., IWB) (Wayne, Boomer & Tetrick, 2002; Dulebohn et al., 2012; Jian, 2016). Theory of LMX explains that quality relationship with leader, provided employees the important required resources, therefore employees effort at great level to show ideation (Liao, Liu & Loi, 2010). Moreover, with the quality relationship in the presence of leader, employees face reward system which

is based on high fairness, therefore employees indulge themselves in the process of meeting job demands through IWB (Janssen & Van Yperen, 2004; Karin, Matthijs, Nicole, Sandra & Claudia, 2010; Janssen, 2000). Researchers using LMX theory stated that quality relationship motivate employees to show high commitment with organizational innovative goal (Costigan et al., 2006; Graen & Uhl-Bien, 1995).

Using LMX theory, numerous research scholars found that quality leader-follower relationship enhance the employees' innovative initiative at work setting. Based on LMX theory, Tierney, Farmer and Graen (1999) well explained the leader and employees relationship that its enhance the creative performance at work setting. Moreover, Scott and Bruce (1994) used the same approach, and concluded that quality leader-follower relationship enhances employees' IWB. More recently, Yeoh and Mahmood (2013) with the support of LMX theory found that quality leader-followers relationship enhances employees' IWB in employees of knowledge intensive business service companies in Malaysia. Researchers also used LMX framework to explain the consequences like innovative behavior of inclusive leadership at workplace (Nishii & Mayer, 2009; Choi et al., 2016).

Employees with the relationship provided by inclusive leadership experience support to show idea generation, promotion and implementation. The quality relationship with followers established by inclusive leadership, develop employee expertise, cognitive thinking, and motivation to be engaged not only in the creative (Amabile, 1983; Carmeli et al., 2010), but also IWB (Karin, Matthijs, Nicole, Sandra & Claudia 2010). Hollander (2009) stated that according to inclusive leadership theory, effective leadership exists when a leader empowers its employees and boost up two way communication. This increases the responsibility, skills and autonomy of employees; therefore, employees with inclusive leadership, experience high discretion to decide how to perform a give role innovatively (McClane, 1991a, 1991b; Nishii & Mayer, 2009).

Moreover, inclusive leadership create a supportive context that facilitate benefit to all employees (Hollander, 2009; Hollandar, 2012). Inclusive leaders challenge employees for optimum contribution for organization (Hollander, 2009). Inclusive leaders through sharing vision to employees, create great meanings and impact for

employees contribution. Consequently, inclusive leadership positively cause the quality LMX (Yin, 2013; Shore et al., 2011) which further advance the employees' IWB (Wang et al., 2015).

LMX theory states that quality relationship force leader to pay sufficient attention to employees' needs (Graen & Uhl-Bien, 1995), for examples, share constructive suggestions and feedback to deal with critical situation which requires innovative loom (Schermuly et al., 2013). Moreover, in quality relationship, leader provides support when employees face tensions and conflicts and show confidence in employees' work (Dienesch & Liden, 1986; Deci, Connell & Ryan, 1989). Similarly, the supportive behavior exhibited by inclusive leader meets the emotional needs for harmony honor as well as other social connection (Nishii & Mayer, 2009) and in the context of innovation, the inclusive leaders with frankness to employees' view, provide employees, their convenience and approachability to discuss new ideas (Carmeli et al., 2010). Therefore, by being open, available, and accessible to followers, inclusive leaders may increase employees' positive feelings (Hollander, 2009). Consequently, employees experience positive psychological states like confidence (e.g. CSE) as well as self worth (e.g. psychological safety). Thus, quality exchange relationship with inclusive leadership, which is based on mutual trust and support, convince employees to continue the similar task (regardless of failure in the past), motivate employees that success is attainable, provide social modeling, therefore employees assume that they can also perform a given role and finally help them in situations (innovation) where they perceive high uncertainty and stress.

Moreover, inclusive leader with a direct invitation to followers, communicate a message that if employees' failed in creating useful ideas, then they will not be punished, which brings psychological safety of employees (Nembhard & Edmondson, 2006). Thus, inclusive leadership ultimately fosters, employees' CSE and psychological safety, therefore in response employees show IWB. Therefore, using an LMX theory framework, this study stresses that relational leadership (e.g. inclusive leadership) leads positively to employee IWB both directly and indirectly

via LMX, CSE and psychological safety. The hypothesized model shown in Fig. 1.1.

1.7.2 Social Cognitive Theory

Social cognitive theory states that self efficacy is mediated mechanism which drives employees' behavior to various outcomes (Bandura, 1997; Bandura, 2001). Human agency is based on features like autonomy to plan out course of action independently. Inclusive leaders delegate power to employees (Hollander, 2009), therefore increases employees' autonomy to plan their tasks independently, thus enhance employees self efficacy and in case of innovation, self efficacy is termed as CSE that further boost IWB. Social cognitive theory further explains that situational relevant cues bring psychological safety in employees. These theories explain that when employees experience sufficient information closely linked with the particular situation, then it brings a sense of safety in employees. Based on this typology, Clissold, Buttigiend and Cieri (2012) examined occupational safety in social cognitive perspective. Based on social cognitive theory, Clissold and colleagues stated many external factors that enhance occupational safety. Similarly, social cognitive theory also termed psychological mechanism of psychological safety as resulting outcome of external factor like inclusive leadership and when employees experience high psychological safety then its result in high IWB.

Chapter 2

Literature Review

This chapter discussed the literature review on the background of all variables: inclusive leadership, LMX, CSE, psychological safety and IWB. The particular chapter also converses the relationships between hypothesized variables, these relationships are direct as well as indirects via serial mediations and as well as simultaneous mediations.

2.1 Background of Variables

2.1.1 Innovative Work Behavior (IWB)

Innovation as an outcome of employee behavior, received a considerable attention in communications, administrative science, sociology and psychology after the 1980s (West & Farr, 1990). Innovation occurs as an outcome of employees' IWB (Zaltman, Duncan & Holbek, 1973; Axtell et al., 2000; King & Anderson, 2002). The IWB is also seems relevant to creativity, however, it is beyond to be only creative (Dörner, 2012). If an employee is creative, then it does not mean, that he/she is also innovative (Miron, Erez & Naveh, 2004). While if an employee is innovative, then its mean, that he/she is also creative, because an innovative employee, first generate new ideas (creativity) and then later promote and implement the ideas (Amabile, 1988; De Jong & Den Hartog, 2007). The IWB is

some kind of applied concept that practically benefit an organization (Axtell et al., 2000; Anderson et al., 2004).

Axtell et al. (2000) states that IWB can be identified with incremental improvements and also when radical change occur which affect the overall organization. Here it is necessary to understand that radical change can only possible through employees who works in a research and development setting. However, incremental change is concerned with employees on almost all domains in the organization (Dörner, 2012). IWB comprise of exploring ways to new technology, bring new work methods and other resources to successfully implement useful ideas (Dörner, 2012). IWB occurs at work setting as a non routine task, therefore, is a discretionary extra role behavior which is beyond the requirements of the job description (Katz & Kahn, 1978).

IWB has a wide range of application in the entrepreneurship, suggestion programs and in continuous improvement (Fuller, Marler & Hester, 2006). One of research shows that 80% ideas come from employees (Getz & Robinson, 2003), but this is not meant that employees are prescriptive to innovate new ideas, therefore, directly or indirectly they are less rewarded for this IWB (George & Brief, 1992). Consequently, the research concluded IWB as a discretionary behavior (Katz & Kahn, 1978). IWB is defined as “the intentional introduction and application within a role, group or organization of ideas, processes, products or procedures” (West & Farr 1990, p. 9). Janssen (2000, p. 288) further elaborate IWB and stated that this definition restricts innovative behavior to intentional efforts to provide beneficially novel outcomes.

Moreover, IWB consists of different behaviors occur in different stages, where employees first start with idea explorations as well as idea generation therefore try to avail new opportunities (Amabile, Conti, Coon, Lazenby & Herron, 1996), next stage covers idea championing, where employee promote ideas to get other’s support (Dorenbosch, Engen, & Verhagen, 2005), and final stage covers idea implementation, a stage where employees implement the novel ideas which benefit the organization in practical manners (De Jong & Den Hartog, 2010).

The IWB is crucial for successful functioning of the organization due to its continuous attention on improvement (Fuller et al., 2006). Relying on this importance, many researchers placed sufficient attention on employees' IWB across organizational settings (Parker, Williams, & Turner, 2006; Unsworth & Clegg, 2010; Xu & Rickards, 2007). Researchers used an IWB as an outcome variable, however few others found the consequences of IWB in the organization. For example, Javed et al. (2016) examined the relationship between Islamic Work Ethic and adaptive performance through mediating role of IWB and the moderating role of ethical leadership in a sample of 257 hospitality employees in Pakistan. Javed and colleagues found a positive relationship between IWB and adaptive performance. Aryee, Walumbwa and Hartnell (2012) examined the relationship between transformational leadership and task performance via mediating of innovative behavior in a sample of 200 employees in a telecommunication company located in China and found a positive relationship between IWB and task performance.

2.1.2 Inclusive Leadership

The word inclusive means coming to the table by any mean levels of the business, being a respected contributor and being fully accountable for contribution to the greatest results. In this inclusiveness, the concept which prevails is that 'everyone matter' (Roberson, 2006) with their access to information and resources (Mor-Barak & Cherin, 1998). Sturm (2006, p. 249) defined inclusion as "identifying the barriers to full participation and the pivot simple measures for removing those barriers and increasing participation". Hope Pelled, Ledford Jr, & Albers Mohrman (1999:1014) defined inclusion as "the degree to which an employee is accepted and treated as an insider by others in a work system." Roberson (2006: 217) argued that inclusion refers to "the removal of obstacles to the full participation and contribution of employees in organizations". The dictionary says that inclusive means something that "covers or includes everything" or "is not limited to certain people."

Moreover, Avery, McKay, Wilson and Volpone (2008, p. 6) stated that inclusion means "the extent to which employees believe their organizations engage in efforts

to involve all employees in the mission and operation of the organization with respect to their individual talents.” This inclusive approach is possible, when the organization emphasizes to promote culture of inclusion. This inclusive culture defined by Wasserman, Gallegos and Ferdman (2008, p. 176) as “people of all social identity groups have the opportunity to be present, to have their voices heard and appreciated, and to engage in core activities on behalf of the collective.” These definitions show that inclusiveness help employees to experience and feel as an insider, accepted, individual talent, contribute fully, voices are appreciated, that confirm their belongingsness and uniqueness. Following importance of inclusiveness in terms of employees’ belongingness and uniqueness, Shore et al. (2011) presented a 2×2 framework (figure 1) which explains the characteristic of belongingness and uniqueness that explain the ways through which employees faced inclusion or exclusion at a particular work setting. The first cell is ‘inclusion’ where employees experience both high belongingness as well as uniqueness values in the workplace. The second spectrum is low belongingness and low uniqueness which indicate the employees’ ‘exclusion’. This is the situation, where employees are not treated as insider via uniqueness and belongingness values. Low belongingness cause harmful effects on behavioral outcomes (DeWall, Maner & Rowby, 2009).

Third cell is ‘assimilation’, where employees possess some underlying characteristics (e.g. disability, stigma, sexual orientation and the religion). Here, employees face high belongingness and low uniqueness where employees behave according to the norms of a culture and therefore experience an insider treatment (Ragins, 2008; Bell, Ozbilgin, Beauregard & Surgevil, in press). Finally is the “differentiated cell’, where employees experience low belongingness and high uniqueness. In this context, employees tend to display more unique values (Imhaff & Erb, 2008). The above discussion is on group level, when employees in the group are treated as insider or outsider. However, the scope of the current study is to test leader’s inclusiveness on the individual employee level.

Low Belongingness Inclusion Framework (Figure 2) High Belongingness

LU	<p style="text-align: center;">Exclusion</p> <p>Individuals are not treated as insider with unique values</p>	<p style="text-align: center;">Assimilation</p> <p>Individuals are treated as but low on uniqueness</p>
HU	<p style="text-align: center;">Differentiation</p> <p>Individual is not treated as insider, but they are high on unique values</p>	<p style="text-align: center;">Inclusion</p> <p>Individuals are high on both belongingness and uniqueness</p>

LU (Low Uniqueness) HU (High Uniqueness)

The concept of inclusive leadership was first coined by Nembhard and Edmondson (2006) and they stated that inclusive leader shape a situation where one can see state of status or power distance which values others point of views, like “voices are genuinely valued” (p. 948). Leader inclusiveness captures attempts by leaders to include others in discussions and decisions in which their voices and perspectives might otherwise be absent (Nembhard & Edmondson, 2006). Inclusive leader promotes a supportive climate with high fairness to all individual employees (Hollander, 2009). Whether treating crises, attending to inequities, reducing conformist pressures, inclusive leader starts with Respect for others, Recognition of their input, and Responsiveness to them. The necessary quality of Responsibility in both directions is also enduring as a basis for leader-follower relations, which engenders legitimacy as well as approval (Hollander, 2012).

Inclusive leadership is associated with leader coaching conduct where leader primarily facilitates process and offer clarification and responses (Baron, 1990; Edmondson, 1999), and participative leadership, where the leader confers with workers, involved in revealing decision making and additionally delegates authority to employees (Yukl, 1994). On the other hand, inclusiveness differs by these constructs in that it directly concerns situations characterized by means of status or power differences and belongs more narrowly to help behaviors that ask and acknowledge others’ views (Nembhard & Edmondson, 2006). Inclusive leader has

great significance on other leadership styles, because inclusive leader includes everyone in the decision making, therefore, learn, how to deal and fulfill individual employee needs. Different employees favor different leadership styles (Choi et al., 2015). In this regard, inclusive leadership is the best approach which manages the diverse work values through inviting all employees in the decision making (Nembhard & Edmondson, 2006; Shuck & Herd, 2012).

In the organizational setting, not all situations favor the practices of inclusive leadership (Ryan, 2006). Leadership is itself can resist the applications of inclusive leadership practices. For examples leaders can shows reluctance in the sharing of information and involvement of employees in the decision making. However, inclusive leadership can be learned through examples to motivate active fellowship. Inclusive leadership focuses on fairness in terms tangible and intangible rewards and oriented towards employees' involvement instead of preferring, differentiating and manipulating employees (Boekhorst, 2015). Wasserman, Gallegos and Ferdman (2008) stated that instead of resistance to inclusion initiatives, leaders must pay attention to support the inclusive workplace. Moreover, researchers demonstrated that leaders can exhibit the inclusive leadership characteristics by paying attention to belief and value system (Dickson, Smith, Grojean, & Ehrhart, 2001; Boekhorst, 2015). Therefore, the leaders who value inclusion, they include employees in work processes with high identity and belongingness (Salib, 2014).

Despite significant importance of inclusive leadership, little is known of the consequences of inclusive leadership (Choi et al., 2015). However, few of the researchers found a significant influence of inclusive leadership on important work outcomes (shown in table1). For instance, Nemhard & Edmondson (2006) examined the effect of leader inclusiveness and professional status on the relationship between psychological safety and improvement efforts in health care teams. They found that leader inclusiveness significantly predicted both psychological safety with direct effect and as well as the moderated effect on status and psychological safety relationship. Finally, psychological safety positively influence the quality improvement work and mediates the relationship between leader inclusiveness and engagement. Building on the typology of inclusive leadership presented by Nembhard and

Edmondson (2006), Nishii and Mayer (2009) studied the effect of inclusive leadership on turnover intention and moderating role of LMX in the diversity of the turnover relationship in a sample of three hundred and forty eight employees of supermarket departments. They found a positive relationship between demographic diversity and turnover, which is attenuated when the group mean on LMX was high, and the non significant relationship between tenure diversity and turnover becomes negative when the group mean on LMX was high. Nishii and Colleague used LMX as a proxy of inclusive leadership.

Carmeli et al. (2010) studied the relationship between inclusive leadership and employees' involvement in the creative task with the mediating role of psychological safety in one hundred and fifty employees of knowledge intensive organizations. Carmeli and colleagues found the positive relationship between inclusive leadership and psychological safety, which in turn increased employees' involvement in creative work. Carmeli et al. (2010) developed their own method of measuring inclusive leadership instead of relying on a pre-established leadership theory. They conceptualized inclusive leadership as a way to foster creativity, innovation, and psychological safety. Thus, they defined it as leaders who are "open, available, and accessible to employees who come up with new ideas and cultivate a context in which people feel psychologically safe to voice and express new ideas that often defy the norms" (p. 253).

Further, Shore et al. (2011) worked on leader inclusiveness with work group diversity. Shore and colleagues gave many suggestions for future research on inclusive leadership with a framework for inclusion. Their framework is subsequently used as a basis for reviewing the inclusion and diversity literature. Potential contextual factors and outcomes associated with inclusion are suggested in order to guide future research. Specially they sorted out the contextual antecedents like inclusive climate (fairness systems and diversity climate), inclusive leadership (management philosophies/values, strategies and decisions) and inclusive practices (promotes satisfaction of belongingness needs, promote satisfaction of uniqueness needs) which promotes employee perception of work group inclusion that in turn result in significant effect on job outcomes (High quality relations with group

members and supervisors, job satisfaction, intention to stay, job performance, organizational citizenship, organizational commitment, well being, creativity, career opportunities).

Hirak et al. (2012) worked on linking leader inclusiveness to work unit performance with the importance of psychological safety and learning from failures in the sample of hospitals employees. Leader inclusiveness was positively associated with members' perceptions of psychological safety and this relationship was stronger for members in low-performing units. Unit psychological safety climate appeared to facilitate learning from failures within the work unit which was positively associated with subsequent unit performance. Yin (2013) examined the influence of inclusive leadership on employee voice with the mediating role of psychological safety and LMX in a sample of 172 employees from a trading company in Hong Kong. Inclusive leadership significantly predicted employees voice both directly and indirectly through the mediation of both LMX and psychological safety. Salib (2014) worked on a model of inclusion and inclusive leadership in the U.S. Salib proposed a model where servant leadership functioned as an inclusive leadership style that has a positive relationship with inclusion. Inclusion was hypothesized as a composite comprised of employee perceptions of uniqueness and belongings within a Workgroup. Consequently, inclusiveness positively related to both creativity and team citizenship behaviors.

Choi et al. (2015) examined the effect of inclusive leadership on work engagement with mediating roles of affective organizational commitment and creativity in a sample of 246 participants in six companies in a service industry located in Vietnam. They found that inclusive leadership was positively related to employee work engagement, and that both affective organizational commitment and employee creativity mediated this relationship. More, recently, Choi et al. (2016) examined the relationship between inclusive leadership and job outcomes (e.g. employee well being and innovative behavior) with the mediating role of person job fit in two hundred and seven employees of telecommunication companies. The results of their study, confirmed the hypothesized relationships. The above studies on inclusive leadership are summarized in Table 2.1.

TABLE 2.1: Summary of Studies on Inclusive Leadership

S. No.	Title	Author(s)	Journal/Institution
1	Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care team	Nembhard and Edmondson (2006)	Journal of Organization Behavior
2	Do Inclusive Leaders Help to Reduce Turnover in Diverse Groups? The Moderating Role of Leader-Member Exchange in the Diversity to Turnover Relationship	Nishii and Mayer (2009)	Journal of Applied Psychology
3	Inclusive Leadership and Employee Involvement in Creative Tasks in the Workplace: The Mediating Role of Psychological Safety	Carmeli, Palmon and Ziv (2010)	Creativity Research Journal
4	Inclusion and Diversity in Work Groups: A Review and Model for Future Research	Shore et al. (2011)	Journal of Management

S. No.	Title	Author(s)	Journal/Institution
5	Linking leader inclusiveness to work unit performance: The importance of psychological safety and learning from failures	Hirak, Peng, Carmeli and Schaubroeck (2012)	The Leadership Quartely
6	Inclusive Leadership and Employee Voice: Mediating Roles of Psychological Safety and Leader-member Exchange	Yin (2013)	Hong Kong Baptist University
7	A Model Of Inclusion And Inclusive Leadership In The U.S	Salib (2014)	Rutgers, The State University of New Jersey
8	Inclusive Leadership And Work Engagement: Mediating Roles Of Affective Organizational Commitment And Creativity	Choi, Tran and Park (2015)	Social Behavior and Personality
9	Inclusive Leadership and Employee Well-Being: The Mediating Role of Person-Job Fit	Choi, Tran and Kang (2016)	Journal of Happiness Studies

2.1.3 Leader Member Exchange (LME)

Looking at the behavioral science research, it is found that researchers placed significant attention on leadership construct (Milner, Katz, Fisher & Notrica, 2007). Initially the researchers studied the general style of leadership where the focus was only leadership behavior, however this concept is outdated in the current time because in this general leadership, leaders were displayed the same behavior to all employees (Milner et al., 2007). This approach is not effective because employees differ in their needs. Therefore, researchers started research on leader-followers relationship and surface a new concept which is known as dyadic leader-followers relationship (Brunetto, Farr-Wharton & Shacklock, 2010), which is based on both leaders as well as followers' behavior (Martin et al., 2005). In this leader follower relationship, leader deal every employee individually to fulfill the employees' particular needs (Dulebohn et al., 2012).

In the initial phase of the leader-followers relationship, a leader sends roles to employees. This is the role taking the stage, which comprise of the trial process. Thus, when employees passed in the initial trial process of role taking, then the second stage starts which is known as role making. In the final stage, which is referred as routinization, the relationship becomes formalized (Rockstuhl, Dulebohn, Ang & Shore, 2012). LMX is a dyadic relationship survive in the organizational setting (Gu, Tang & Jiang, 2015) based on mutual trust and respect (Mahsud, Yukl & Prussia, 2010; Yukl, 2001). Dyadic relationship is the relational process and based on the intensity of reciprocal social exchange between supervisor and followers in the long run (Schyns & Day 2005).

The current study defines LMX as “following” which defined the relationship between employees and their immediate supervisor. Liden and Maslyn (1998, p. 50) stated four conditions for a high-quality LMX relationship: contribution (amount of activity toward the mutual goals), affect (mutual liking), loyalty (consistent faithfulness), and professional respect (perception of reputation). The quality of leader-followers relationship is shaped by the information, physical and mental

effort, material resources and most important determinant are the social supports in a leader-follower relationship (Liden et al., 1997). Employees in this relationship with the leader, experience high confidence and consideration by their leader, therefore employees experience a social exchange relationship with the leader (Wayne, Shore & Liden, 1997).

Quality of LMX relationship is based on how much the reward power leaders have to control employees in the relationship perspective. Leaders due to a particular high position in the hierarchy, enjoyed decision making authority on the distribution of resources as well as opportunities to employees (Sparrowe & Liden, 1997). More resources available to leaders allow them to develop a strong quality relationship with employees (Green, Anderson & Shivers, 1996; Aryee & Chen, 2006). This quality relationship leads employees to work consistently with high dedication, which facilitates the overall organizational objectives (Basu & Green, 1995; Gagnon & Michael, 2004). Moreover, social exchange theory states that employees struggle to establish the quality relationship with their leader, and more the employees openly interact with their leader, more they find a quality relationship (Blau, 1964, Cropanzano & Mitchell, 2005).

With the high quality LMX relationship, employees go extra miles that result in the success of the organization (Han & Jekel, 2011). Studies found that LMX motivates employees to show organizational citizenship behavior (OCB). For instance, Harris, Li and Kirkman (2014) examined the relationship between LMX and OCB in 223 leaders and their followers across 60 work groups in six companies located in three cities of China and in four industries like hotels, telecommunication, electronics and manufacturing. Harris and colleagues found positive influence of LMX for OCB. Jyoti and Bhau (2015) tested the effect of LMX on job performance in an education sector in Jammu and Kashmir India and found the significant relationship between LMX and job performance. Some other behaviors entail high risk; therefore employees refrain themselves and avoid those particular behaviors. However, when employees experience quality LMX, then they tend to show risky behaviors. For example, creativity is a risky behavior (Baucus, Norton, Baucus & Human, 2008). However, employees enjoy the benefit of quality LMX, they not

only generate new ideas (Volmer, Spurk & Niessen, 2012; Qu et al., 2015), but also promote and implement new and novel ideas (Schermuly et al., 2013).

2.1.4 Creative Self Efficacy (CSE)

In the organizational setting, employees are expected to perform a particular role to meet the desired objectives. Before, performing any particular role, employee first see whether they can show a particular required behavior, therefore employees' belief in their 'capability' plays a prominent role in meeting the expected desired performance. Employees who have a high belief in their 'can do' capability, they can achieve the desired ends more efficiently. The 'can do' belief is termed as self efficacy. Self-efficacy, defined as "an individual's belief in one's capability to organize and execute the courses of action required to produce given attainments" (Bandura, 1997: p. 3). Efficacy beliefs "influence the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with environmental demands, and the level of accomplishments they realize" (Bandura, 1997, p.3).

In the context of innovation, the individuals' self efficacy indicates their innovation orientation, which is known as creative self efficacy (Beefink, Van Eerde, Rutte & Bertrand, 2012). Social cognitive theory (SCT) states that people alter the environment which they face by evaluating their own thoughts and past experience (Bandura, 1977). Self efficacy entails three features: generality, strength and level. Generality comprise of different situations which define the employees' efficacy. Strength refers to the beliefs the one has on its capabilities and finally level define the intensity of behavioral complexity that employees face during a particular course of action (Lent & Hackett, 1987; Schunk, 1991). These three features based the employees' decision that help them to decide, whether to perform a given role or not. Thus, self efficacy helps employees to take a particular course of action (Shalley et al., 2004). Moreover, Schunk (1991) stated that employees' performance is an indicator of their self efficacy. Successfully performance raise

employees' self efficacy, however, in the opposite situation, employees comprise of low performance and obviously low self efficacy.

Bandura (1982) stated four sources of information which based self efficacy: the mastery experience, vicarious experience, verbal persuasion and psychological states. Mastery experience or enactive attainment indicates the employees' successful accomplishment of tasks which vary with past experiences. Employees in the work life cycle face many experiences which encompass with either successful accomplishment of the desired tasks or fail to meet the expected performance. Successfully doing a subsequent task repeatedly, result in high self efficacy, however failures result in their low self efficacy and therefore it prevents them to perform the similar role. In this situation, employees who possess low efficacy, they instead of changing their self belief, discount their success. Even, if they achieve accomplishment of a task successfully with their persistent and hard effort, they can't eliminate their low self efficacy, because they doubt their efficacy to mount a similar task (Bandura, 1997).

Individuals in the workplace, also learn from social models which are termed as vicarious experience. Social modeling serves as environmental cue which stimulates employees to play a given role. Models which are competent provide employees important practical knowledge regarding how to behave in a tough situation. The model takes significant attention, when employees possess low knowledge about 'how to perform a similar task'. Vicarious experience also indicates another state for employees like 'assumed similarities' to do the similar task. Moreover, organizational employees at workplace sometimes are convinced to contribute their part in the particular work process which is referred to as "verbal persuasion or social persuasion". It is widely used to get people to believe they possess capabilities that motivate them to achieve the desired ends (Chambliss & Murray, 1979). Verbal persuasion motivates individuals that 'success is attainable' that enhance the employees' belief in their capabilities to behave in a required direction.

In addition, workplace stressors like anxiety, fear and fatigue entail psychological pressures in employees. In this situation, employees experience negative psychological state that eliminates their self efficacy. This state is termed as employees'

aversive somatic and emotional arousal. When employees experience negative thoughts about their capabilities, then affective reactions lower their self efficacy which triggers additional stress. To get out of this state, is possible by one way, which is improving the employees' physical and emotional well being. Employees having strong efficacy tend to show non routine productivity via creative behavior (Bandura, 1997). This is because employees with self efficacy comprised with high motivation to divulge their selves in a particular form of behavior.

Ford (1996) in his study of employees' creativity used self efficacy as a motivational determinant. Through, work related development model with efficacy, Gist and Mitchell (1992), identified that employees first analyze the complete situational constraints and supportive mechanisms, and then accordingly they decide to show a situational relevant behavior. There are numerous factors that affect the individuals' self efficacy relevant to innovation. For example, individuals' knowledge regarding task is a determinant of assessing self efficacy and creative self efficacy (CSE) (Gist & Mitchell, 1992; Amabile, 1983; Tierney & Farmer, 2002).

Task related knowledge comes through various sources like education and job experience (Tierney & Farmer, 2002). These are person related resources which employees show at the workplace to generating new ideas (Gist & Mitchell, 1992; Tierney & Farmer, 2002). Employees in a job life cycle practically learn important knowledge and more they spend their time on the job, more they gain new knowledge. This knowledge comes with their experience of their particular job. The researchers stated that experience helps employees to achieve high confidence in achieving success related to innovation (Amabile, 1988; Weisberg, 1999). In this situation, the familiarity of a particular task can result in 'habitual performance' (Ford, 1996), however, individuals also gain an access to creative opportunities (Tierney & Farmer, 2002). Furthermore, education offers an opportunity for employees to access important knowledge, experience with variety and different viewpoints and other problem solving divergent skills, which help employees to handle innovative tasks (Amabile, 1988; Amabile & Gryskiewicz, 1987).

CSE entails the feelings of creative in a particular task (Jausi, Randel & Dionne, 2007). Numerous studies indicate that researchers paid significant attention on

CSE, these researchers used CSE as an antecedent, moderator and as well as a mediator between external support mechanisms and the outcome relationship. For instance, Tierney and Farmer (2011) examined the relationship between CSE and creative performance and found that individuals with CSE show more creative performance. Hartman and Betz (2007) tested the effect of the five factor model on CSE and found the positive relationship between CSE with extroversion and conscientiousness. Richter, Hirst, Knippenberg and Baer (2012) scrutinized the relationship between CSE and creativity in a cross level perspective in a sample of 176 employees of 34 research and development teams in multinational company of in four countries. Richter and colleagues found positive influence of CSE on creativity.

Chong and Ma (2010) investigated the effect of individual factors, supervisor and work environment on CSE and found that supervisor supportive behavior in a work environment enhances the workers' CSE. Karwowski (2016) studied the trait curiosity-CSE relationship and found that individual high on curiosity trait tend to show more CSE. Malik, But and Choi (2015) used CSE as moderation between reward and creative performance in a sample of 181 supervisors-employees dyad and results of their study confirmed the moderation of CSE on the relationship between reward and creative performance. Tan, Li and Rotgans (2011) tested the relationship between CSE and classroom behavior and found positive influence of CSE on classroom behavior like investigation, students' cohesiveness and task orientation.

Gong et al. (2009) studied CSE as mediated mechanism in the relationships of employees learning orientation, transformational leadership and employee creativity in an Insurance company in Taiwan. Gong and colleagues found the positive relationship between CSE and employees' ideation. Wang, Tsai and Tsai (2014) investigated the mediating role of CSE between transformational leadership and creativity in the hospitality industry and found that employees' CSE as a result of leadership support, enhances employees' creativity. Mithal and Dhar (2015) tested the mediation of CSE between transformational leadership and employee creativity and confirmed the mediation of CSE between transformational

leadership-creativity relationship.

Mathisen (2011) examined the relationship between organizational antecedents (employees' task type and task autonomy, the quality of relationship between supervisors and subordinates (leader-member exchange, as well as perceived levels of collegial support for creativity) and CSE in a sample of 240 employees of manufacturing company. Mathisen found that LMX quality, autonomy in a task and other collegial creativity support are all positively related to CSE. In the perspective of IWB, Li, Liu, Liu and Wang (2016) examined the mediation of CSE between proactive personality and IWB and in this relationship they found the support of the mediation of CSE between proactive personality and IWB.

2.1.5 Psychological Safety (PS)

The concept of psychological safety was initiated by Kahn (1990) via working on psychological factors for employee engagement. Kahn philosophy in this perspective was that workers with high engagement, perform their role with great values which entail high meaningfulness. More specially, engaged workers comprise of a condition with high psychological safety, which Kahn defined as "experienced as feeling able to show and employ one's self without fear of negative consequences to self-image, status, or career" (p. 708). There are four conditions that shaped the individuals' psychological safety (Kahn, 1990). First, employees experience a psychological safety when they find support in terms of mutual trust and failure acceptance. Second conditions entail internal relations and informal relationships. Third, condition comprise of supportive leadership who show a tolerance for failure and encourage employees to take risks. Four and final conditions are where employees feel psychological safety when they confirmed the norms.

Employees may face four types personal risks: when ask questions they may be ignored, feeling of incompetence in a task and request for help in case of failure's probability, criticism of present or past performance and feel disturbed when someone ask for feedback (Edmondson, 1999). Here it is imperative to differentiate psychological safety from the constructs of trust as well as perceived organizational

support (Carmeli & Gittell, 2009). Psychological safety is different and goes beyond the concept of trust, because its focus is on climate of mutual respect and trust (Edmondson, 1999). Moreover, perceived organizational support is the general belief about the organizational appreciation of work activities; however psychological safety is the comfortable feelings regarding interpersonal risks (Soares, 2015).

Psychological safety shows the dearth of fear which workers may face when expressing their selves freely. For example, in sharing mistakes and performance evaluation, individuals may face low psychological safety (Edmondson, 2002). Therefore, a psychological safety comes when workers feel that if they take the risk, then they will not be punished (Edmondson, 2002). Psychological safety helps employees to raise errors and learn important expertise from others (Nembhard & Edmondson, 2006). Nembhard and Edmondson (2006) defined psychological safety as “speaking up freely occurs when people are not constrained by the possibility of others’ disapproval and/or the negative personal consequences that might accrue to them as a result” (p. 945).

Researchers used psychological safety at the individual, team and at the organizational level. At the individual level, when employees experience trustful environment, then they feel high psychological safety (Brown & Leigh, 1996). At the team or group level, psychological safety means sharing of information and trusts each other (Axtell et al., 2000; Anderson & West, 1998). Finally, for psychological safety at the organizational level, the term supportive work environment used by Amabile and Conti (1999) which entails individuals access to important organizational resources, therefore employees experience high self worth (e.g. Psychological safety) at the organizational level (Mayer, Davis & Schoorman, 1995).

Psychological safety is a state where employees feel safety in taking risks in the organizational environment (Edmondson, Kramer & Cook, 2004; Kahn, 1990), therefore, it helps employees to engage their selves in learning behavior. Employees may need psychological safety in situations, for example, in speaking about new work means while disobeying the old traditional methods of doing the job (Kessel et al., 2012), therefore, when employees find psychological safety, then they show

high motivation to take creative actions which are different from their routine tasks (Edmondson, 1999).

Research scholars found numerous positive consequences of psychological safety on work outcomes. For instance, Kostopoulos and Bozionelos (2011) examined psychological safety in team exploratory as well as exploitative learning for task conflict and team performance in a sample of 142 project teams regarding innovation. Kostopoulos and colleague found that psychological safety positively caused the performance outcome. Bradley, Postlethwaite, Klotz, Hamdani and Brown (2012) tested psychological safety for task conflict in a sample of 117 project teams and found that task conflict increases with psychological safety which in turn enhanced the overall performance. Chandrasekaran and Mishra (2012) in their study of psychological safety found that psychological safety enhanced the employees' performance in an R&D team.

Erkutlu and Chafra (2015) investigated the mediating role of psychological safety between conflict management style and organizational identification in a sample of 1023 employees working in 13 multinational companies in Turkey. Through hierarchical regression analysis, they found the mediation of psychological safety between conflict management style and organizational identification. Wong, Tjovold and Lu (2010) examined the relationship between leadership value and learning through psychological safety in 101 groups in Shanghai China. Through structural equation modeling, the researchers found the mediation of psychological safety in leadership value-learning relationship.

Liu et al. (2015) tested the mediation of psychological safety between authentic leadership and whistle blowing in a sample from china. These researchers found partial mediation of psychological safety between authentic leadership and whistle blowing relationship. Other research scholars found many other positive consequences of psychological safety on desirable work outcomes, for example, affective commitment, turnover intention (Kirk-Brown & Van Dijk, 2016), voice behavior (Yin, 2013), reflexivity and creative problem solving (Carmeli, Sheaffer, Binyamin, Reiter-Palmon & Shimoni, 2014), learning from failure (Kumako & Asumeng, 2013), creative and IWB (Somech & Zahavy, 2013; Sharifirad, 2013).

2.2 Hypotheses Development

2.2.1 Inclusive Leadership and Innovative Work Behavior (IWB)

Inclusiveness is directly concerned with situations characterized by power dissimilarities which promote behaviors that ask and acknowledge others' views (Nemphard & Edmondson 2006). Inclusive leader emphasizes collective benefits where leaders and employees focus on mutual goals which are the essence of leaders-follower's quality relationship (Graen & Uhl-Bien, 1995; Schriesheim et al., 1999; Dulebohn et al., 2012). Leader inclusiveness invites employees in the decision making to promote an inclusive culture (Edmondson et al., 2004; Nemphard & Edmondson, 2006). Therefore, employees having input in the decisions and discussions, openly speak, promote and implement new ideas (Dorenbosch et al., 2005; De Jong & Den Hartog, 2010). IWB involves some applied concept of idea generation, promotion as well as implementation (Basadur 2004; De Jong & Den Hartog 2007). This shows that employees who exhibit IWB take steps to go beyond the standard operating procedures and challenge their leader. Therefore, in the context of innovation, employees need the support of the organizational work environment (Javed et al., 2016). Leadership is a strong component of the organizational work environment, therefore when the leader shows supportive behavior for new ideas, and then employees see it as a support of the organization to show IWB (Amabile, 1996; De Jong & Den Hartog, 2008).

Employees depend on leaders for innovation, because they need support and the commensurate resources which are necessary to protect, develop, and implement useful ideas (Kanter, 1988). Researchers have found that employees need support of leadership in the generation of and promotion of ideas, to create 'buy-in' especially where they are unique and need a high level of support in the implementation of new ideas (Van der Vegt & Janssen 2003; De Jong & Den Hartog, 2010). Leaders, who demonstrate the characteristics of inclusive leadership, initiate a quality relationship which promotes fairness of input and output to all employees without

relying on one person's capabilities (Hollander, 2012). Therefore, in a quality-based relationship with leader characteristics of inclusive leadership, employees experience an effort reward fairness, which encourages them to meet job demand reflective of IWB (Janssen & Van Yperen, 2004; Reuvers et al., 2008).

Inclusive leaders with their practical inclusion in the work activities show their availability to employees (Ryan, 2006; Janakiraman, 2011) which encourages employees to develop promote and implement new and useful ideas (Basu & Green, 1997; Carmeli et al., 2010; Altunoğlu & Gürel, 2015). Inclusive leader generally emphasizes the inclusive process where leaders attempt to ensure employees' participation and their inputs to raise the work process (Quinn et al., 2006) and in the inclusive process, leaders learn, help, and lead their employees to show IWB (Vaill, 1996; Crant, 2000; Hollander 2009; Bindl & Parker, 2010; Shore et al., 2011).

Moreover, in a high quality relationship, leaders provide employees with the necessary freedom and decision latitude. Therefore, employees can take responsibility for their activities with autonomy, which give them opportunities to improve their skills for self-improvement (Altunoğlu & Gürel, 2015). Similarly, in high quality relationship with inclusive leaders, employees experience the accessibility attribute of inclusive leadership, which gives them access to decide their work activities, therefore, they experience a high level of empowerment (Nishii & Mayer, 2009) that motivate and help them to successfully create and implement useful ideas (De Spiegelaere, Gyes & Hootegem, 2012; De Spiegelaere, Gyes, Vandekerckhove & Hootegem, 2012; De Spiegelaere, Gyes, Witte, Niesen & Hootegem, 2014).

Inclusive leaders exhibit concerns about the interests, expectations, and feelings of their followers, and is willing to provide assistance (Carmeli et al., 2010; Choi et al., 2015). Specifically, inclusive leaders seriously give consideration to employees' ideas. Employees therefore feel energized and more committed to their leaders so that employees are more likely to reciprocate by displaying extra-role behavior such as IWB (Pless & Maak, 2004; Piccolo, Greebaum, Hartog & Folger, 2010; Walumbwa, Cropanzano, & Goldman, 2011). Further, inclusive leaders provide employees an emotional support which increases trustworthiness. As such,

inclusive leaders show that they are principled individuals who make unbiased judgments (Nemhard & Edmondson, 2006; Ryan, 2006; Hollander, 2009). Such behavior encourages employees to show IWB (Gumusluoglu & Ilsev, 2009). One of the critical ways through which inclusive leaders demonstrate support to employees is that an inclusive leader takes responsibility for ultimate results, especially when new ideas result in failure (Nembhard & Edmondson, 2006). Therefore, employees are encouraged to take risks of IWB in the presence of inclusive leadership.

LMX theory is well aligned the inclusive leadership-IWB relationship. LMX theory posits a process based on the relationship between a leader and followers (Fisk & Friesen 2012). LMX theory is different from other leadership concepts and approaches as its focus is on the unique dyadic relationship between leader-followers and how the relationship changes with the passage of time (Graen & Schiemann 1978). In the quality relationship, employees experience greater autonomy and latitude in decision-making (Jian, 2016). They therefore are more likely to show IWB (Basu & Green, 1997; Agarwal, Datta, Blake-Beard & Bhargava, 2012). Based on LMX theory, researchers have found many reasons for a positive relationship between inclusive leadership and IWB. Firstly, inclusive leaders respect and encourage employees to take on difficult and challenging goals, recognize and appreciate their efforts and contributions to achieve those particular goals and response positively and timely challenges that they may face in achieving those goals (Hollander, 2009; Gumusluoglu & Ilsev, 2009; Yukl & Mahsud, 2010; Aryee, Walumbwa, Zhou, & Hartnell, 2012; Hollander, 2012).

Secondly, in a quality relationship with inclusive leader, employees experience a leadership support in term of beneficial resources, including time, materials, political support for legitimacy, and innovation-related information which leads them to develop, promote, and implement new ideas (Carmeli et al., 2010; Hollander, 2009; Shore et al., 2011; Choi et al., 2015; Wang et al., 2015; Piansoongnern, 2016). Thirdly, with the openness attribute of inclusive leader, a supportive, and positive social exchange occurs where employees experience job-related skills and cognitive thinking (Hollander, 2009; Nishii & Mayer, 2009; Carmeli et al., 2010;

Schermuly et al., 2013). Such positive social exchange helps employees to demonstrate the features of IWB (Patterson, Kerrin & Gatto-Roissard, 2009; Škerlavaj et al., 2014). Finally, quality leader-follower relationship enhances the employees' positive emotions and feelings which motivate them to immerse themselves in innovative task-related activities (Carmeli et al., 2010; Yeh-Yun Lin & Liu, 2012). More recently, Choi et al. (2016) found a positive relationship between inclusive leadership and IWB. Following this line of research, we assert the following relationship:

Hypothesis 1 (H1): Inclusive leadership is positively related to innovative work behavior

2.2.2 Inclusive Leadership and Leader Member Exchange (LMX)

Inclusive leadership is a mode of relational leadership who initiate a quality relationship with employees (Carmeli et al., 2010). This quality relationship is based on respect and mutual trust. In the presence of relational leadership, employees experience mutual goal and identification with the leader, which result in the quality LMX (Van Dyne, Kamdar & Joireman, 2008). Because inclusive leaders often display behaviors that employees appreciate (e.g., listening and responding to employees' opinions, valuing their contributions, and seeking their participation in decision making), therefore they gain trust and commitment from employees (Hsiung, 2012).

Over time, when employees work within the current supervisor in a long time, mutual trust increases, then leader enhances the benefits and discretion in the employees' effort that result in high LMX quality (Wang et al., 2005). Strong LMX relationships will take place gradually when inclusive supervisors offer coaching, caring, guidance and resources. Employees view these all as valuable and sufficient in mutual exchange processes (Werbel, Lopes & Henriques, 2009; Yin, 2013). In a quality relationship, leader shares responsibility to employees and give them an opportunity to independently show discretionary efforts. This is well explained

by Hollander (2009) that in a quality LMX, leaders engage in power sharing with followers. Studies support that, when leaders engage in delegating authorities and resources, then it results in a quality LMX (Yukl, 1999; Ansari, Kee Mui Hung & Aafaqi, 2007). According to Hollander's (2009) theory of inclusive leadership, leader enhance the employees autonomy, skills, responsibility and skills when empower employees through two way communication.

Inclusive leadership accepts employees' discretion at the workplace (McClane, 1991a). Thus, inclusive leader increases employees' autonomy on the job (Nishii & Mayer, 2009) which enhances the quality LMX (Schriesheim, Neider & Scandura, 1998). Moreover, the quality of LMX increases when a leader consults employees in the decision making (Yukl, 1999). Inclusive leadership direct invites employees in the decision making (Nembhard & Edmondson, 2006). Inclusive leaders prefer balanced decision which makes them trustworthy in the eyes of followers. Followers with this leadership behavior, feel that their leader is caring (Walumbwa et al., 2011) therefore, a quality relationship occurs with mutual support and emotional connection (Wayne et al., 2002; Erdogan, Liden & Kraimer, 2006). These above studies show that inclusive leadership enhances leader member exchange relationship. Therefore, following a relationship can be proposed.

Hypothesis 2 (H2): Inclusive leadership is positively related to leader member exchange

2.2.3 Leader Member Exchange (LMX) and Innovative Work Behavior (IWB)

In a quality LMX relationship, employees perceive their leader as supportive, working in their best interest and more especially reliable (Walumbwa et al., 2011). In reciprocation, employees shows positive work attitude and engagement with high effort (DeConinck, 2011), show high flexibility in their behavior on non routine task (Graen & Cashman, 1975; Vecchio & Gobdel, 1984) therefore, exhibit IWB (Tierney et al., 1999; Scott & Bruce, 1994; Basu & Green, 1997; Karin et l., 2010).

Thus leader's helpful behavior to employees, motivate employees in showing unrestricted behavior (Schyns & Sander, 2007), therefore researchers concluded that quality LMX positively cause the IWB (Scott & Bruce, 1994; Basu & Green, 1997). Moreover, in a quality LMX, the leader fairly satisfies employees for their effort, therefore employees at a higher level of job demand shows IWB (Janssen, 2000).

The freedom to work independently in a quality LMX stimulates employees to generate new ideas (Kark & Carmeli, 2009). Employees promote the ideas with great excitement to have acceptance from other coworkers and have more options to test and implement useful ideas. This is all due to employees generalize the leader support that encourages them to show IWB (Scott & Bruce, 1994). In a quality relationship, when employees spend sufficient time with the leader, they get more information, expertise and emotional support (Sparrowe & Liden, 1997) which help employees to show IWB in ambiguous and risky situations (Scott & Bruce, 1994). Researchers empirically found a positive relationship between LMX and IWB. For, instance, Agarwal et al. (2012) examined the relationship between LMX and IWB with the mediating role of worker engagement in a sample of 979 managerial employees in six sector organizations related to services in India. These researchers found the positive relationship between LMX and IWB. Later on Schermuly et al. (2013) found the similar results of the positive influence of LMX on IWB.

These findings indicate a following relationship.

Hypothesis 3 (H3): Leader member exchange is positively related to innovative work behavior

2.2.4 Mediating Role of Leader Member Exchange (LMX) between Inclusive Leadership and Innovative Work Behavior (IWB)

LMX theory states that a leader-followers relationship which is based on the characteristics of quality relationships like mutual gain is high conducive to enhance quality and LMX which is engender the desirable job outcomes (e.g. IWB). In

the quality LMX, members show loyalty and support for each other not only on a behavioral basis, but also on an emotional basis of mutual respect, obligation and trust (Graen & Uhl-Bien, 1995). At this point, exchanges between the members varies in different kinds and therefore contain long relationships based on high quality of reciprocation. The individuals can count on each other for loyalty and support, therefore, incremental influence enhance. This dyad is documented as LMX (Graen, Wakabayashi, Graen & Graen, 1990; Graen & Scandura, 1987).

Under the light of LMX theory, inclusive leadership as a relational leadership style develops strong relationship with employees. Inclusive leadership takes input from all employees with open communication and more specially shows high care and concerns for employees. These characteristics of leaders help employees to actively involved in different work processes without any frustration, which overcome leader member communication gaps (Carmeli et al., 2010), consequently the quality of LMX increases with leader's inclusiveness (Choi et al., 2016). Researchers are also agreeing that quality relationship initiated by supportive leadership, enhance quality LMX (Gu et al., 2015). This is because supportive leadership shares a great relationship with employees in a way that employees experience personal identification with leader, which increases their self worth and therefore results in higher quality LMX (Wang et al., 2005).

Inclusive leadership with relational style emphasized on inclusion, inclusion comprises of differentiation and assimilation (Brewer, 1991; Shore et al., 2011) which enhance the followers' identification (Salib, 2014), therefore, contribute highly in LMX (Hornsey & Jetten, 2004; Farmer, Van Dyne & Kamdar, 2015). Leadership benefits from active followers, in a unity, include "upward influence" on a two-way rather than a one-way street (Hollander, 1992a, 1992b, 2004a, b). In this context, employees' self concept of relational identification with the leader increases, which consequent in a stronger LMX relationship (Jyoti & Bhau, 2015). Moreover, employees are more willing to share mutual respect, identity, trust, obligation with their supervisors when LMX is higher (Graen & Uhl-Bien, 1995; Van Dyne et al., 2008). They are less likely to do so when they perceive that their leaders do not

show recognition, response and support (Dulebohn et al., 2012). Because inclusive leaders respond to employees' opinions and value their contributions, therefore they gain trust and commitment from employees (Hsiung, 2012), and consequently high quality LMX can be expected from this relationship (Somech & Wenderow, 2006; Chen & Tjosvold, 2006; Nahrgang, Morgeson & Ilies, 2009).

In a high quality relationship with the leader, employees experience more work related information as well as time and high emotional support (Liden et al., 1997), therefore employees achieve high trust and respect from the leader (Wang et al., 2015), consequently employees spend more time on non routine tasks (Graen & Cashman, 1975). In non routine task, employees generate new ideas and because of autonomy, employees have an opportunity to implement new ideas (Sparrowe & Liden, 2005). With high quality relationships with the leader, employees have an opportunity to experience availability attribute of a (e.g. inclusive) leader, where they discuss new ideas with the leader, have constructive feedback from supervisor which motivate employees to show IWB (Schermuly et al., 2013).

Moreover, many researchers found that in quality LMX, employees experience high autonomy to show discretionary behavior like IWB in the organization. For instance, Pelz and Andrews (1966) found a positive relationship between LMX and employees' innovation. Scott and Bruce (1994) studied different antecedent of IWB along LMX and found a positive relationship between LMX and employee IWB. Later on, Basu and Green (1997) found similar results and found positive influence of LMX on IWB. Janssen and Van Yperen (2004) found a positive relationship between quality LMX and employee IWB. Taştan and Davoudi (2015) examined the relationship between LMX and IWB with the moderation of trust in the leader in a sample of non supervisor 327 employees in the context of Turkish. Tasthan and colleagues found a positive relationship between LMX and IWB.

Wang et al. (2015) integrated the LMX and social network to understand the employee innovative behavior in sample from high tech firm in China. Wang and Colleague concluded positive relationship between LMX and IWB. Schermuly et al. (2013) investigated the relationship between LMX and innovative behavior and used psychological empowerment between LMX and innovative behavior in

a sample of 225 employees. Schermuly and colleagues found positive influence of LMX and innovative behavior. Thus, LMX engender by inclusive leadership, enhance the employees' IWB. Above findings show that inclusive leadership result in LMX which further positively cause employee IWB. Following this line of research, following hypothesis can be generated.

Hypothesis 4 (H4): Leader member exchange mediates the relationship between inclusive leadership and innovative work behavior

2.2.5 Inclusive Leadership and Creative Self Efficacy

Employees' innovator orientation or CSE enhance when they experience a quality relationship through relational (e.g. inclusive) leadership. CSE entails mastery experience, vicarious experience, verbal persuasion and psychological state (Bandura, 1997). Employees divulge in task with the expectation to perform successfully. If employees get success as an outcome, then their self efficacy increases. However, if they fail, then it decreases their efficacy to perform a given role. Therefore, employees first see their past performance in performing a particular role. If employees failed in the past, then they experience high hesitation to execute that role in the current time. This condition is termed as mastery experience. This is maybe in the case when employees, generate, promote and implement new ideas and after implementation, the new ideas may result in failure to get the required results, therefore employees desist to show IWB.

Regardless of past failure, inclusive leader enhances employees' mastery experience. Inclusive leader not only motivates employees to perform a given task but also show a responsibility of their failure to show a expected performance (Hollander, 2012). Consequently, the failure in the achievement of desired ends, not prevent employees to perform the same role in the current time. Inclusive leadership is a relational leadership, and in the quality relationship between leader and employees, employees experience high mastery experience (Mathisen, 2011). McClane (1991) and Hollander (2009) stated that in a quality relationship, inclusive leader engages in power sharing with followers. Therefore, employees in

the quality relationship with the leader, experience high self determination (May, Gilson & Harter, 2004) that encourage employees to not only discuss mistakes but also perform a given same role independently (Chughtai, 2014). In self determination, employees independently planned out their task; therefore, they are more motivated to perform a previous role (Sweet, Fortier, Strachan & Blanchard, 2012).

Second is vicarious experience, which is another source of employee's CSE. When employees see others in performing the similar task successfully, then it raises their efficacy expectation and they think that they too can perform the similar role (Bandura, 1982). With the practical inclusion in the functional role of employees, the inclusive leaders provide employees an opportunity to learn important knowledge to perform a particular role which enhances the employees' vicarious experience. Inclusive leadership involves and encourage everyone in the work process, therefore the employees who have low CSE, they can learn from other colleagues who have high CSE.

Third is verbal persuasion which is also a source for CSE. In verbal persuasion, employees are convinced that they can perform better and that success is achievable. In the quality relationship with the inclusive leader, employees experience a close relationship with the leader. Operationally, inclusive leadership refers to prompting activity by inviting employees to discuss how to improve the performance (Hollander, 2012), therefore inclusive leader initiates constructive dialogue with the employees, where employees are not only invited to share their ideas or opinion (Nembhard & Edmondson, 2006), but also convinced to perform a given role (Laschinger, Borgogni, Consiglio & Read, 2015).

Moreover, employee efficacy to perform a task is linked to their psychological state. In stressful and emotional state, employees regard their selves as having low ability to accomplish a task (Bandura, 1997; 1982). Employees' negative emotional state restrains their selves to perform a role in a given job because with a negative psychological state, they feel that they have low ability to perform. Inclusive leadership emphasized on availability attributes to employees and provides mentoring and counseling to their followers and moreover enhance respect through

emotional support (Nishii & Mayer, 2009; Yin, 2013) which results in the employees' positive psychological state and employees regard their selves as having ability behave innovatively (Abbas & Raja, 2015). The above studies shows that an inclusive leader is positively causes the employees' mastery experience (even with repetitive failure), vicarious experience (through practical work with employees), verbal persuasion (direct invitation) and psychological state (support with tangible resource), increase the employees' CSE.

The above findings suggest the following relationship.

Hypothesis 5 (H5): Inclusive leadership is positively related to creative self efficacy

2.2.6 Creative Self Efficacy (CSE) and Innovative Work Behavior (IWB)

The extent of an individual's ability to provide creative results for an organization is known as CSE (Tierney & Farmer, 2002). When a person has an internal belief that he/she can confidently perform with superior creativity, it reflects a high rank of CSE (Tierney & Farmer, 2011). Some researchers have also stated that when employees are occupied by creative activities, a high rank of self-efficacy can help them in finding solutions to problems (Gist & Mitchell, 1992). Similarly, in the context of innovation, ambiguities increase and one of the solutions of these complexities is to show IWB (Janssen, 2000). Employees in the context of innovation complexity, show IWB when they demonstrate high CSE (Mathisen & Bronnick, 2009).

Employees having CSE show high motivation to meet the particular situational demand (Michael et al., 2011), and in the context of innovation, employees meet a job demand through IWB (Janssen, 2000). Employees with the innovation orientation, demonstrate high cognitive resources. Therefore, these employees paid sufficient attention to recognize problems and generate new ideas for a problem's solution, sponsor new ideas to get others' support which help them to successfully meet the innovation goals (Beghetto, 2006; Baer, Oldham, Jacobsohn, & Hollingshead, 2008). Numerous researchers found a positive relationship between CSE

and employee IWB (Li & Zheng, 2014; Michael et al., 2011; Mathisen, 2011; Li & Wu, 2011). These findings point toward the following relationship.

Hypothesis 6 (H6): Creative self efficacy is positively related to innovative work behavior

2.2.7 Mediating Role of Creative Self Efficacy (CSE) between Inclusive Leadership and Innovative Work Behavior (IWB)

Social cognitive theory spot attention on conditions that enhance employees' self-efficacy and describes that self-efficacy is the psychological mechanism for human agency (Bandura, 2001). Bandura further elaborated this: "Unless anyone believe that he can cause required results with forestall detrimental with his actions, he has little incentive to act or perhaps to persevere in the face associated with difficulties. Whatever various other points may work just like guides and motivators, he is rooted with the core belief he has the power to be able to produce effects from one's actions" (2001: 10).

Social cognitive theory states that in the organizational setting, employees are expected to perform a particular role to meet the desired objectives. Before, performing any particular role, employee first see whether they can show a particular required behavior, therefore employees' belief in their 'capability' plays a prominent role in meeting the expected desired performance. Employees who have a high belief in their 'can do' capability, they can achieve the desired ends more efficiently. The 'can do' belief is termed as self efficacy. Self-efficacy, defined as "an individual's belief in one's capability to organize and execute the courses of action required to produce given attainments" (Bandura, 1997: p. 3). Efficacy beliefs "influence the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience

in coping with environmental demands, and the level of accomplishments they realize” (Bandura, 1997, p.3).

In the context of innovation, the individuals’ self-efficacy indicates their innovation orientation, which is known as creative self-efficacy (Beefink, Van Eerde, Rutte & Bertrand, 2012). Social cognitive theory states that people alter the environment which they face by evaluating their own thoughts and past experience (Bandura, 1977). Self-efficacy entails three features: generality, strength and level. Generality comprise of different situations which define the employees’ efficacy. Strength refers to the beliefs the one has on its capabilities and finally level define the intensity of behavioral complexity that employees face during a particular course of action (Lent & Hackett, 1987; Schunk, 1991). These three features based the employees’ decision that help them to decide, whether to perform a given role or not. Thus, self-efficacy helps employees to take a particular course of action (Shalley et al., 2004). Moreover, Schunk (1991) stated that employees’ performance is an indicator of their self-efficacy. Successfully performance raise employees’ self-efficacy, however, in the opposite situation, employees comprise of low performance and obviously low self-efficacy.

Bandura (1982) stated four sources of information which based self-efficacy: the mastery experience, vicarious experience, verbal persuasion and psychological states. Mastery experience or enactive attainment indicates the employees’ successful accomplishment of tasks which vary with past experiences. Employees in the work life cycle face many experiences which encompass with either successful accomplishment of the desired tasks or fail to meet the expected performance. Successfully doing a subsequent task repeatedly, result in high self-efficacy, however failures result in their low self-efficacy and therefore it prevents them to perform the similar role. In this situation, employees who possess low efficacy, they instead of changing their self-belief, discount their success. Even, if they achieve accomplishment of a task successfully with their persistent and hard effort, they can’t eliminate their low self-efficacy, because they doubt their efficacy to mount a similar task (Bandura, 1997).

Individuals in the workplace, also learn from social models which are termed as vicarious experience. Social modeling serves as environmental cue which stimulates employees to play a given role. Models which are competent provide employees important practical knowledge regarding how to behave in a tough situation. The model takes significant attention, when employees possess low knowledge about 'how to perform a similar task'. Vicarious experience also indicates another state for employees like 'assumed similarities' to do the similar task. Moreover, organizational employees at workplace sometimes are convinced to contribute their part in the particular work process which is referred to as "verbal persuasion or social persuasion". It is widely used to get people to believe they possess capabilities that motivate them to achieve the desired ends (Chambliss & Murray, 1979). Verbal persuasion motivates individuals that 'success is attainable' that enhance the employees' belief in their capabilities to behave in a required direction.

In addition, workplace stressors like anxiety, fear and fatigue entail psychological pressures in employees. In this situation, employees experience negative psychological state that eliminates their self-efficacy. This state is termed as employees' aversive somatic and emotional arousal. When employees experience negative thoughts about their capabilities, then affective reactions lower their self-efficacy which triggers additional stress. To get out of this state, is possible by one way, which is improving the employees' physical and emotional well-being. Employees having strong efficacy tend to show non routine productivity via creative behavior (Bandura, 1997). This is because employees with self-efficacy comprised with high motivation to divulge their selves in a particular form of behavior.

Inclusive leader motivates employees to show IWB via enhancing employees' CSE. Bandura and Locke (2003) stated that CSE help employees to preserve the consistent effort in the case of hurdles and obstacles. Therefore, efficacious employees are highly inventive (Bandura, Barbaranelli, Caprara & Pastorelli, 1996). Inclusive leader who emphasized on openness attribute, result in high quality relationship with employees (Carmeli et al., 2010); therefore employees openly discuss their failure to the leader, state proper reasons of failure like skills gap or others. Thus,

with this two way relationship which is based on respect and responsiveness (Hollander, 2012), employees' mastery experience increases. Mathisen et al. (2011) also conditioned the employees' mastery experience with leadership positive feedback. Inclusive leadership share positive feedback by recognizing employees' effort to motivate them to perform better (Hollander, 2012), therefore, boost the individuals' mastery experience.

Inclusive leader with practical involvement in the work process of employees, dialogue with them to provide employees and the awareness about how to perform a given role (Nembhard & Edmondson, 2006), therefore with this dialogue employees are convinced that success (related to IWB) is attainable via creating, promoting and implementing new ideas (Thurlings, Evers & Vermeulen, 2015). Researchers stated positive relationship between quality leader relationships to employees' CSE based on verbal persuasion (Erdogan & Liden, 2002; Murphy & Ensher, 1999). Inclusive leader with quality relationship also set expectations to employees regarding desired performance. Liao et al. (2010) stated the leader expectation convinced employees to perform a given role. Inclusive leader work with employees never to employees, therefore serve as role model which give employees to learn, how to perform a give role. Moreover, inclusive leadership with the inclusion in work processes, direct invites employees to take their views (Carmeli et al., 2010). In this supportive leadership, employees openly share their anxiety and pressure factors to their leader. The IWB is a highly complex task where employees face so many constraints from the leader. This is because employees while showing IWB goes against their leader, therefore psychologically become pressurized. Inclusive leader enhance employees' emotional well being (Shore et al., 2011; Choi et al., 2016), therefore, result in the employees' positive psychological state. Consequently, employees with Inclusive leader show high CSE.

Employees with CSE, emphasized on challenging goals by changing the status qua, therefore emphasized on new work means through innovative behavior, focused on the persistence of effort even in the difficult situation (Abbas & Raja, 2015). This is because self efficacy "reduces vulnerability to stress and depression in taxing situations and strengthens resiliency to adversity" (Bandura, 2001: 10). Research

evidence depicts that employees with self efficacy proactively behave with innovative solution and shows high excitement with creative related activities (Tierney & Farmer, 2004). Self efficacy nourishes intrinsic motivation in employees that encourage raising their voice (Guang et al., 2009). Plethora of studies found a positive relationship between CSE and employee IWB (Mathisen & Bronnick, 2009; Michael et al., 2011; Hsiao, Chang, Tu & Chen, 2011; Gu & Peng, 2010; Müceldili, Turan & Erdil, 2013; Li & Wu, 2011). Thus, CSE as resultant outcomes of IL, further enhance the employees' IWB. Thus, following relationship is hypothesized.

Hypothesis 7 (H7): Creative self efficacy mediates the relationship between inclusive leadership and innovative work behavior

2.2.8 Simultaneous Mediation of Leader Member Exchange and Creative Self Efficacy between Inclusive Leadership and Innovative Work Behavior

Inclusive leadership is the relational leadership style which not only emphasized on soft and open communication, but also make sure the employees' involvement in the decision processes (Holander, 2009, 2012), where employees experience high trust and respect from the leader that enhance the quality LMX (Yin, 2013). LMX theory suggests that subordinates who have high-quality relationships with their supervisors are given greater resources, decision latitude, and freedom in return for greater loyalty and commitment (Graen et al., 1982). Within the high quality LMX, employees' creative self efficacy increases, because leadership support, and expectation pertaining to creativity, all significantly enhances the employees' CSE (Chong & Ma, 2010; Yuan & Woodman, 2010; Tierney & Farmer, 2011).

LMX theory, explains that strong and quality leader-member relationships encourage employees to show commitment to leader' organizational goal (Graen & Uhl-Bien, 1995; Costigan, Insinga, Berman, Kranas & Kureshov, 2012), therefore employees are convinced to meet the leader expectation by showing willingness to perform a particular role. As a result employees' confidence increases and they

believe in the capabilities that “can do and perform a given task, therefore employees’ CSE enhanced and they show innovative behavior to solve the problems” (Tierney & Farmer, 2002, 2011).

Employees who have low CSE, when experience high quality LMX, they tend to show the desired output (Bauer, Erdogan, Liden & Wayne, 2006). Quality of LMX helps employees to positively judge their efficacy. In the quality relationship, leaders show confidence on the creative ability of employees via shared challenging tasks to employees and provide employees the positive feedback when they attain the desired performance. The quality relationship has the features like respect and trust which may endorse the vicarious experience, where employees have access to obtain knowledge regarding the leaders’ creative success relevant formula. Moreover, in a high quality relationship, leader initiate an open communication, therefore employees show an access to motivational knowledge, therefore they show motivation to show a particular behavior (Mathisen, 2011).

Finally, in the quality LMX, employees experience the intangible resources from leader, where employees experience positive emotions which bring them into the positive psychological state (Shalley & Gilson, 2004). These arguments are supported of Tierney and Farmer (2002) by finding a positive relationship between leader’s support and CSE. Further, Shalley, Gilson and Blum (2000) stated a positive relationship between LMX and employee CSE. Gong et al. (2009) further stated a positive relationship between leaders’ relational quality to employees and their CSE. Finally, employees with CSE show high self-assurance of their ability to show IWB (Mathisen, 2009). Thus, employees having a quality relationship with the leadership (e.g. inclusive leadership) contemplate innovative ideas (Kanter, 1988; Yuan & Woodman, 2010) with having high LMX and CSE. These above findings show that LMX and CSE simultaneously mediated the relationship between the inclusive leadership-IWB relationships.

Hypothesis 8 (H8): Leader member exchange and creative self efficacy simultaneously mediate the relationship between inclusive leadership and innovative work behavior

2.2.9 Inclusive Leadership and Psychological Safety

Leadership supportive behavior develop a supportive social context, therefore employees feel it psychological safe to raise their voice (Walumbwa & Schaubroeck, 2009). Edmondson (1999) extended this idea of 'safety' leadership and stated that "if the leader is supportive, coaching-oriented, and has non-defensive responses to questions and challenges, members are likely to conclude that the team constitutes a safe environment" (p. 356). In a psychologically safe environment, leaders clearly communicate messages that guarantee employees will not be punished for expressing their concerns and ideas (Carmeli et al., 2014; Zhang, Tsui & Wang, 2011).

Similarly, inclusive leader courages a supportive context by initiating an open and two way communication, show availability to employees when employees contact them in the problematic situations and finally the supportive context boosts up with inclusive leader, where inclusive leader with accessibility attribute share employees the required resources. Therefore, employees perceive a psychological safety to take interpersonal risk (Hirak et al., 2012). Moreover, inclusive leader shows high concern to their employees by caring and interpersonal relationship (Choi et al., 2016). Leader care and interpersonal relationship increase employees' trust and psychological safety (Burke, Sims, Lazzara, & Salas, 2007; Carmeli, Brueller & Dutton, 2009). Other researchers found significant effect of inclusive leadership on employee psychological safety (Carmeli et al., 2010; Yin, 2013; Hirak et al., 2012). Thus, following relationship is proposes.

Hypothesis 9 (H9): Inclusive leadership is positively related to psychological safety

2.2.10 Psychological Safety and Innovative Work Behavior

In a psychologically safe environment, employees feel free to take risk based on the believe that if they make mistakes, then there will be no or less reprimand for it. Thus, it motivates them to take risk (Edmondson, 2002). Based on this typology presented by Edmondson (1999), many researchers stated that psychological safety motivates employees speak about new ideas via generating, promoting and

implementing new ideas that result in employee IWB. For example, Kessel et al. (2012) stated that employees' perception of psychological safety, enhances employees' generation of new ideas through creativity. Similarly, Rego, Sousa, Margues and Cunha (2012) found a positive relationship between psychological safety and creativity (Part of IWB). Further, Leung, Deng, Wang and Zhou (2015) tested a model, where they checked the relationship between psychological safety and pro social behavior like IWB in china. They found a positive relationship between psychological safety and employee innovative behavior. Thus, following relationship is proposes.

Hypothesis 10 (H10): Psychological safety is positively related to innovative work behavior

2.2.11 Mediating Role of Psychological Safety between Inclusive Leadership and Innovative Work Behavior

LMX theory states that in quality relationship with the leader, employees experience help in the situation where they mace difficulties from speaking up openly (Yin, 2013). Psychological safety shows the dearth of fear which workers may face when expressing their selves freely. For example, in sharing mistakes and performance evaluation, individuals may face low psychological safety (Edmondson, 2002). Therefore, a psychological safety comes when workers feel that if they take the risk, then they will not be punished (Edmondson, 2002). In this perspective, LMX theory further elaborate that quality relationship with leader boost up employees to openly communication with the leader, therefore they feel it to safe to take interpersonal conflict. Psychological safety helps employees to raise errors and learn important expertise from others (Nembhard & Edmondson, 2006). Nembhard and Edmondson (2006) defined psychological safety as "speaking up freely occurs when people are not constrained by the possibility of others' disapproval and/or the negative personal consequences that might accrue to them as a result" (p. 945).

Researchers used psychological safety at the individual, team and at the organizational level. At the individual level, when employees experience trustful environment, then they feel high psychological safety (Brown & Leigh, 1996). At the team or group level, psychological safety means sharing of information and trusts each other (Axtell et al., 2000; Anderson & West, 1998). Finally, for psychological safety at the organizational level, the term supportive work environment used by Amabile and Conti (1999) which entails individuals access to important organizational resources, therefore employees experience high self worth (e.g. Psychological safety) at the organizational level (Mayer, Davis & Schoorman, 1995).

Psychological safety is a state where employees feel safety in taking risks in the organizational environment (Edmondson, Kramer & Cook, 2004; Kahn, 1990), therefore, it helps employees to engage their selves in learning behavior. Employees may need psychological safety in situations, for example, in speaking about new work means while disobeying the old traditional methods of doing the job (Kessel et al., 2012), therefore, when employees find psychological safety, then they show high motivation to take creative actions which are different from their routine tasks (Edmondson, 1999).

Psychological safety is a state where employees feel that there is safety in taking risks in the work-setting where they face many constraints to speak up openly (Edmondson et al., 2004). For instance, in speaking about new work means while disregarding traditional methods of doing the job (Kessel et al., 2012). In the context of innovation, employees may take risks by proposing new ideas, many of which could lead to organizational failure if implemented. Developing and implementing new ideas can be high risk (Ellen Mathisen, Einarsen & Mykletun, 2012). Gong et al. (2012) noted that generating new ideas does not guarantee the attainment of desired goals since most of them fail. They also point out that novel ideas may be rejected as being perceived as deviant behavior in the workplace. Employees therefore need a psychologically safe environment for risk-taking actions inherent in creative endeavors (Kanfer & Ackerman, 1989; Edmondson, 1999). Intellectual and emotional support from inclusive leaders help to shape and maintain work contexts where employees experience a greater psychological safety (Hirak

et al., 2012) which motivate them to develop, promote, and implement new ideas (Baer & Frese, 2003; Carmeli et al., 2014).

Since every behavior at work-settings entail a benefit and cost, employees must first see the benefits and cost attached to the particular behavior (Morrison & Rothman, 2009). For instance, whistleblowers can face less support and be punished, resulting in demotion or termination (Miceli, Near & Dworkin, 2009; Ashford, Sutcliffe & Christianson, 2009). Therefore, in a risky situation, employees must examine whether it is safe to openly speak up or not. Therefore, considering the challenging problems attached to taking the risk associated with new ideas, Edmondson (1999) stated that psychological safety shaped employees' self-protection which means they are confident that they "will not be embarrassed, rejected and punished by someone for speaking up" (p.355).

Since, the IWB is a risky behavior (Janssen, 2002) and if employees do not feel psychological safety, then they protect themselves and refrain to show IWB (Rank, Pace & Frese, 2004; Burke et al., 2007; West & Rictner, 2008; Hunter, Bedell and Mumford, 2007). However, this situation is pre-empted when they experience supportive leadership (Roussin, 2008; Rasulzada & Dackert, 2009). Leaders who value the inclusion of employees in a particular work process, enhance employees' psychological safety and therefore support them to independently explore, generate, promote, and implement useful ideas (Hirak et al., 2012; Boekhorst, 2015). Such inclusive leaders contribute to a culture where employees' inputs and views are valued. Mohrman and Lawler (1996, p. 126) stated that in a particular environment where leaders demonstrate the characteristics of inclusive leadership: "control is spread throughout the organization, all organizational members focus on organizational performance and contribute to strategy and direction, and employees are able to influence decisions that shape their expectancies". Moreover, employees experience a quality relationship where their actions get legitimacy from leaders and this encourages them to take risks since they will not be unduly punished (Hollander, 2009).

Having direct access through accessibility attributes of inclusive leadership, employees experience non-defensive behavior and feel high level of self-worth and

self-identity, since inclusive leaders show concern for employees' feelings as well as expectations (Shamir, House & Arthur, 1993; Edmondson et al., 2004). Therefore, in the context of change, employees feel more psychological safety to exhibit IWB when supervised by supportive, inclusive leadership (Carmeli et al., 2010; Detert & Edmondson, 2011). When leaders communicate the importance of taking creative actions and give employees guarantee that in case of negative consequences they will not punish, then employees experience psychological safety (Walumbwa & Schaubroeck, 2009; Zhang et al., 2011). When leaders are available to discuss new work measures and new opportunities, then employees feel that it's safe to speak about new ideas (Carmeli et al., 2010).

Nembhard and Edmondson (2006) theory of leader's openness, availability, and accessibility is consistent with the studies which concluded that those leadership behaviors which communicate features such as care and concerns of their employees, positively affect their trust and feelings of psychological safety (Burke et al., 2007). Schaubroeck, Lam, and Peng (2011) described that leadership support cultivates trust in employees by facilitating a supportive environment where employees feel comfortable to independently express new ideas. Inclusive leaders work with employees directly and invite them to contribute their ideas. This therefore develops a sense of psychological safety in employees (Nembhard & Edmondson, 2006). Inclusive leaders are always supportive of employees and maintain an open communication which builds a strong interpersonal relation (Burke et al., 2007; Ryan, 2006; Shore et al., 2011) and enhances employees' psychological safety (Carmeli, Brueller, & Dutton, 2009). Empirical research studies have found that there is a positive relationship between inclusive leadership and psychological safety (Nembhard & Edmondson, 2006, Carmeli et al., 2010; Hirak et al., 2012; Yin, 2013).

In addition, psychological safety within the concept of inclusive leader motivates employees not only to generate new ideas, but also to promote and implement new ideas in the organization. When employees experience psychological safety, then they openly express themselves without any fear of negative consequences (Edmondson, 1999; 2004) which enhances their IWB (Rank et al., 2004). However,

employees who do not experience psychological safety, focus more on defensive orientation and therefore experience lower IWB with corresponding lower psychological safety (Nicholson & West, 1988; West & Richter, 2008). Studies have also found positive effects of psychological safety for not only idea generation, but also promotion and implementation of newly generated ideas (Kark & Carmeli, 2009; Klijn & Tomic, 2010; Kessel et al., 2012; Gong et al., 2012). The above studies show IL indirectly increases IWB through psychological safety. We, therefore, hypothesize the following relationship:

Hypothesis 11 (H11): Psychological safety mediates the relationship between inclusive leadership and innovative work behavior

2.2.12 Leader Member Exchange and Psychological Safety

A leader who follows affective treatment, craft work setting that is “safe for employees to voice their personal and professional issues” (Barbuto & Wheeler, 2006, p. 319). In the presence of relational leadership, employees experience high psychological safety and employees feel high positive self worth (Walumbwa & Schaubroeck, 2009). Hofmann and Morgeson (1999) found a positive relationship between LMX and safety related behavior. Liu et al. (2015) studied psychological safety in whistle blowing perspective. Liu and colleagues stated that the quality of relationship from leader enhances employees’ psychological safety. High quality LMX, stimulate the feeling of ‘having workplace meanings’ in employees at the workplace (Aryee & Chen, 2006; Seibert, Wang & Courtright, 2011). Therefore, in quality LMX, employees experience a constructive feedback, and moreover employees in quality relationship, enjoy the autonomy in work activities (Chughtai, 2014), therefore, psychologically employees perceive high safety to take interpersonal risk (Stander & Rothmann, 2010). Following this line of research, the following relationship is proposed.

Hypothesis 12 (H12): Leader member exchange is positively related to psychological safety

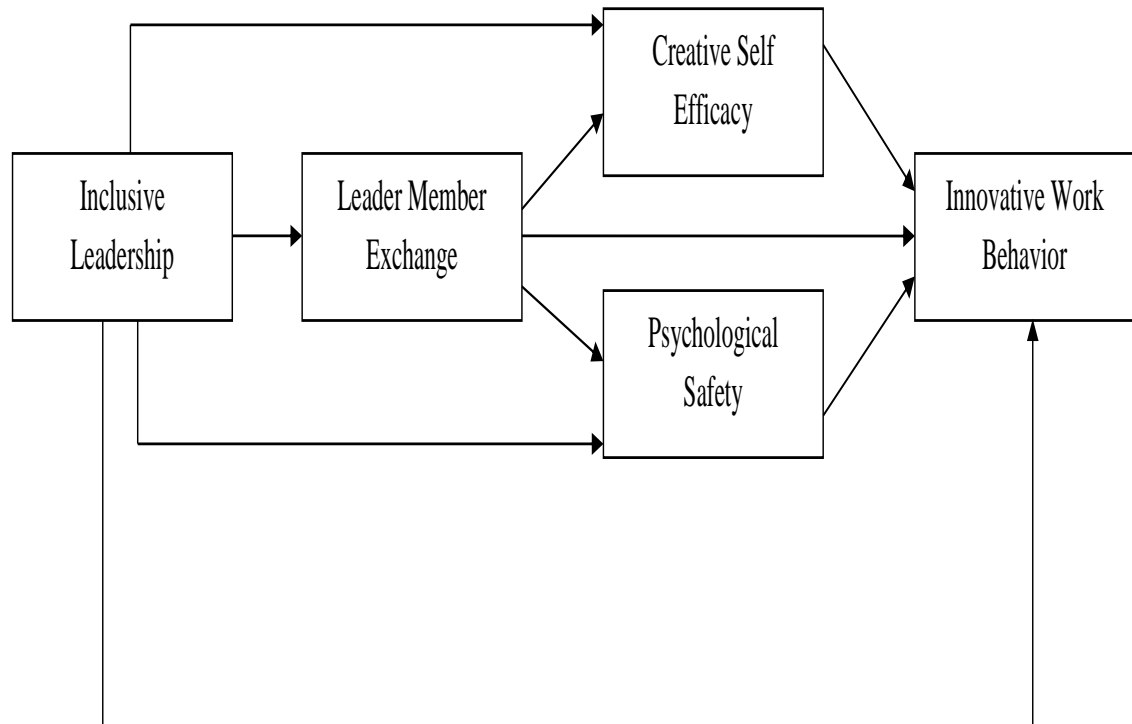
2.2.13 Simultaneous Mediation of LMX and Psychological Safety Between Inclusive Leadership and Innovative Work Behavior

Hollander (2009) regarded inclusive leadership as a mode of relational leadership in which the focus is on leader listening and paying attention to followers' needs, and followers perceiving that leaders are available to them. Therefore a strong LMX relationship occurs as a resultant factor (Yin, 2013). In this quality relationship, inclusive leaders exhibit concern about the interests, expectations, and feelings of their followers, and are available and willing to provide assistance (Carmeli et al., 2010), therefore enhance the employees' psychological safety (Nembhard & Edmondson, 2006). Further, in quality LMX, inclusive leaders who perform supportive behaviors may meet employees' social emotional needs for approval, esteem, and affiliation (Nishii & Mayer, 2009). Employees in this situation experience legitimacy of their voice (Yin, 2013) which confirms their psychological safety. Thus, inclusive leader enhance LMX which further boost up the employees' psychological safety.

Moreover, employees with psychological safety feel it's safe to take risks of IWB (Baer & Frese, 2003; Kessel et al., 2012). Based on LMX theory, this study argues that inclusive leader increases LMX that provoke the employees' psychological safety, which in turn enhance their IWB, based on the fact that inclusive leadership initiate a quality LMX, which enhance positive perception of employees regarding climate (e.g. Psychological safety) that result in IWB. Other researchers also in favor that supportive leadership (e.g. inclusive leadership) enhances the LMX, which develops the positive work climate (e.g. Psychological safety) that engender the innovative behavior (Scott & Bruce, 1994; Kark & Carmeli, 2009; Hogan & Coote, 2014). Thus, following relationship, is proposes.

Hypothesis 13 (H13): Leader member exchange and psychological safety simultaneously mediate the relationship between inclusive leadership and innovative work behavior

2.3 Hypothesized Model



2.4 Summary of Hypotheses

H1: Inclusive leadership is positively related to innovative work behavior.

H2: Inclusive leadership is positively related to leader member exchange.

H3: Leader member exchange is positively related to innovative work behavior.

H4: Leader member exchange mediates the relationship between inclusive leadership and innovative work behavior.

H5: Inclusive leadership is positively related to creative self efficacy.

H6: Creative self efficacy is positively related to innovative work behavior.

H7: Creative self efficacy mediates the relationship between inclusive leadership and innovative work behavior.

H8: Leader member exchange and creative self efficacy simultaneously mediate the relationship between inclusive leadership and innovative work behavior.

H9: Inclusive leadership is positively related to psychological safety.

H10: Psychological safety is positively related to innovative work behavior.

H11: Psychological safety mediates the relationship between inclusive leadership and innovative work behavior.

H12: Leader member exchange is positively related to psychological safety.

H13: Leader member exchange and psychological safety simultaneously mediate the relationship between inclusive leadership and innovative work behavior.

Chapter 3

Methodology

This particular chapter identifies the methodology accustomed to explore the effect of inclusive leadership on innovative work behavior (IWB) directly and indirectly with the mediating roles of leader member exchange (LMX), creative self efficacy (CSE) and psychological safety. It includes the research design, population and sample, instrumentation, the methods associated with data analysis and data collection management.

3.1 Research Design

Research design is “the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Sellitz, Jahoda, Deutsch & Cook., 1965 p.50, quoted in Terre Blanche & Durrheim, 1999 p. 29). It is a comprehensive process for managing the research process and included details of the study, regarding study type, study settings, unit of analysis and time horizon which are discussed below.

3.1.1 Type of Study

This study was an ‘explanatory study’. Explanatory study is used by researchers when they investigate an answer to a question that aims to explain the causal link

between the interventions (Baxter & Jack, 2008). Consequently, the explanation entails the relationship with program effects as well as program implementation (Yin, 2003). Similarly, the current study, aimed to look at the effect of inclusive leadership on innovative work behavior (IWB), both directly and indirectly with the mediating roles of leader member exchange (LMX), creative self efficacy (CSE) and psychological safety, therefore it was explanatory study.

3.1.2 Study Setting

The current study was a field study because participants, i.e. employees and their supervisors have been contacted at their job and they filled the survey questionnaires for a quantitative data in their natural work environment (Brennan, Chugh & Kline, 2002).

3.1.3 Unit of Analysis

The unit of analysis can be individuals or objects whose features and characteristics are to be analyzed. Unit of analysis can be either individual, dyad, group, organization, industry, culture or a country from where the data are collected. The unit of analysis for this current research study was dyadic. This is because, the hypothesized variables, for example inclusive leadership shows the leader-subordinate interaction. In the research studies, when such variables are used, then a dyad as a unit of analysis is used (Thompson & Walker, 1982).

3.1.4 Time Horizon

The data for this study were collected in five (5) months and fifteen (15) days. This was the time lag data. First the data regarding independent variable (inclusive leadership) were collected at time 1 in 32 days, after the time 1 lag, in time 2, the data regarding mediators (LMX, CSE and psychological safety) were collected from the same employees. In the same time lag 2, the data regarding dependent variable (IWB) were collected from these employees' supervisors. The total time

in which data were collected at time 2 was three (3) months and thirteen (13) days.

3.2 Population

The population of this study was employees of textile industry in Pakistan. The textile industry was selected, because new changes via advancement in technology and competitive markets in form of innovative ideas through R&D effort are critical for organization's survival in the textile industry (McAdam & McClelland, 2002; Laursen & Foss, 2003; Brown, Bromley & Athreye, 2004; Marcati, Guido, Peluso, 2008; Jichao, 2010). Moreover, most of the textile products' (e.g. cloths, slings, bags, canopies, display booths, etc.) life cycle don't retain their value for a long time (Enkel & Gassmann, 2010; Molina-Morales & Expósito-Langa 2012; Zhang, Dong, Ma, Tang & Cai, 2010; Singleton, 2013), therefore continuous innovation via employees' IWB is more vital in the firms of textile industry. These changes are due to the number of factors, including globalization, technological growth and hyper-competitive markets (Xerri, Bruneto & Shacklock, 2009). These factors have made it a challenge for employees to adapt to new changes which are realistically possible through IWB, because IWB help organizations to achieve a competitive advantage (Menzel, Aaltio & Ulijn, 2007; Carmeli, Meitar & Weisberg, 2006; Oukes, 2010; Imran & Anis-Ul-Haque, 2011). The population comprises of approximately 15 million (15,000,000) employees working in the Textile industry in Pakistan (Ahmed, 2008; Nafees, Fatmi, Kadir & Sathiakumar, 2013; Khoso, Memon, Hussain, Sanbhal & Abro, 2016).

3.3 Sampling

The firms having small capitalization (Cap) were selected as sample to collect data. The reasons behind the selection of small cap firm (SCFs) were that small capitalization companies pay sufficient attention on innovation activities. Large firms face more challenges and difficulties to sustain high and impressive performance

(Banz, 1981). Haniffa and Hudaib (2006) found a negative relationship between firm size and firm performance. SCFs are more innovative and change oriented to enhance their value (Hannan & Freeman, 1989; Damanpour, 1992; Hotho & Champion, 2011; Love & Roper, 2015; Brunswicker & Vanhaverbeke 2015). North and Smallbone (2000) develop a multidimensional index to measure innovation in small firms which entail: new product development and R&D (product-service innovation), penetration into new markets (market development innovation), use of information technology or database marketing (market innovation), application and use of new tools and computerized control system (process technology and innovation) and information systems innovators.

One of the strong logic behind small firms' innovation is that SCFs require an innovative entrepreneur which is not listed in the job description of the large firms. SCFs identify, explore and acquire new work means and new equipments which all can be seen as identity of innovation (Gibb, 2000). Therefore, SCFs of Textile Industry had a high focus on capitalizing employees' capability to create and implement new ideas to improve product quality (Cagliano, Blackmon & Voss 2001; McAdam & McClelland, 2002; Enkel & Gassmann, 2010; Hotho & Champion, 2011; Brunswicker & Vanhaverbeke, 2015; Love & Roper, 2015).

Moreover, while showing IWB, employees step beyond the define concrete paths; therefore IWB is highly complex and ambiguous in nature (Kriegesmann, Kley & Schwering, 2007). Employees show IWB only when they are supported and rewarded (Clegg, Unsworth, Epitropaki & Parker, 2002; Janssen, 2005). Therefore, in the context of SCFs of the Textile Industry, McAdam and McClelland (2002) stated that innovation enhancing values help employees of SCFs to innovatively meet the changing needs of customers. Therefore, in order to successfully meet the new changes through employees' IWB, the leaders of SCFs, instead of nepotism and autocratic control, emphasize innovative supportive values including empowering employees with effective inter-personal communication in order to help employees to innovate new ideas (Mosey, Clare, & Woodcock, 2002; McAdam, McConvery, & Armstrong, 2004; Zhou, Yim & Tse, 2005; Bailey, Bellandi, Caloffi & Propriis, 2010; Taştan & Güçel, 2014). Moreover, in the perspective of leadership

support in settings of SCFs, Vossen (1998) and Gray and Allan (2002) stated that small firms enjoy the benefit of lack of bureaucracy, low resistance to change and employees at these firms experience close relationship with entrepreneurial leaders (e.g. inclusive leaders), which all facilitate the process of innovation. Thus, based on the reasons stated above, the SCFs were included in the sample to collect data. Three categories of firms are currently working in the textile industry like composite, spinning and weaving. The current study's focus was on these entire three composite, spinning and weaving firms. SCFs were identified through their market capitalization using formula (Number of outstanding shares X current market price) which were from seven different cities (Lahore, Multan, Faisalabad, Kohat, Islamabad, Rawalpindi and Chakwal) of Pakistan. Nine (9) firms (Hala Enterprises, Shams Textile Mills Limited, Zahur Cotton Mills Limited, Shadab Textile Mills Limited, Salman Noman Enterprises Limited, Ayaz Textile Mills Limited, Mohib Exports Limited, Prosperity Weaving Mills Limited and Samin Textiles Limited) were from Lahore. Two (2) firms (Allaasaya Textile & Finising mills limited and Hakkim Textile Mills Limited) were from Multan. Two (2) firms (Ishaq Textile Mills Limited and Saleem Denim Industries Limited) were from Faisalabad. Two (2) firms (Babri Cotton Mills Limited and Janana-de-Malucho textile mills limited) were from Kohat. One (1) firm (Elahi Cotton Mills Limited) was from Islamabad. One (1) firm (DM Textile Mills) was from Rawalpindi. One (1) firm (Al-Qaim Textile Mills Limited) was from Chakwal. The detail of these firms is given in Table 3.1.

Inam and Anis-ul-Haque (2011) stated that in the current time innovation is not only linked to scientists, specialists and other research and development professionals, but for long term success, it's necessary that organizations must develop and encourage innovativeness in all employees. This is because, today the work is knowledge based, therefore employees play a prominent role in the innovative performance of organization through IWB (Axtell et al., 2000). Thus, data were collected from knowledge intensive roles of employees who were directly involved in the idea generation, promotion, and implementation stages in their respective

innovative jobs which included departments of engineering, designing, marketing, processing and manufacturing. Researchers have found that employees' IWB is more relevant in these departments (Birdi et al., 2016; Morhart et al., 2009; Mukherjee & Ray, 2009; Oukes, 2010; Imran & Anis-ul-Haque, 2011; Volmer et al., 2012; Odoardi et al., 2015). Employees who worked in these small Cap firms' departments are more likely to have innovation via IWB and therefore, a higher level of education.

The employees working in these departments have varied nature of job, therefore the sampling technique in this study was stratified sampling. The sample size was determined using Krejcie & Morgan (1970) approach of sampling determination through table with 5% margin of error (e.g. 95% confidential interval). Against the population of 15,000,000 employees, the Krejcie and colleague determined the best sample, which was 384. Therefore, in the current study the sample size was 384.

3.4 Measurements

Responses were obtained by using a 5-point Likert-type scale with anchors 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree for inclusive leadership, LMX, CSE and psychological safety. The responses regarding IWB were obtained on 5-point Likert-type scale with anchors 1 = never, 2 = rarely, 3 = occasionally, 4 = very frequently, and 5 = always (All instruments with their relevant items are in appendix). The scale used for control variables is as fellow. For Gender (1 for male and 2 for female), for age (1 = 18-25, 2 = 26-33, 3 = 34-41, 4 = 42-49 and 5 = 50 and above), for education (1 = bachelors, 2 = master, 3 = MPhil and 4 = PhD), for experience (1 = less than year, 2 = 1-5, 3 = 6-11, 4 = 12-17 and 5 = 18 years or greater), for time spent with leader (1 = less than year, 2 = 1-5, 3 = 6-11, 4 = 12-17 and 5 = 18 years or greater), for research and development tenure (1 = less than 1 year, 2 = 1-5, 3 = 6-11, 4 = 12-17 and 5 = 18 years or greater) and finally for task type (1 = routine and 2 = complex).

To address potential problems with same-source response bias, employees filled the questionnaires regarding inclusive leadership, leader member exchange (LMX). Creative self efficacy (CSE) and psychological safety are employees' psychological states; therefore questionnaires regarding these variables were filled by employees. Finally the responses regarding innovative work behavior (IWB) were collected from leader (i.e. immediate supervisors). Every employee employed in textile firms in Pakistan does not know English very well. Thus, in this study, the English language questionnaires were converted into native Urdu language.

3.4.1 Inclusive Leadership

Inclusive leadership was measured using 9-item scales developed by Carmeli et al. (2010). Questionnaires filled by employee respondents. Sample items are "The manager is open to hearing new ideas" (openness), "The manager encourages me to access him/ her on emerging issues" (accessibility) and "The manager is ready to listen to my requests" (availability). Cronbach alpha for this measure was .94. The same scale was used in other studies which reported its high reliability (Hirak et al., 2012; Choi et al., 2015; Choi et al., 2016).

3.4.2 Leader Member Exchange (LMX)

Leader member exchange (LMX) was measured using 7-items scales developed by Liden and Masyln (1998). Sample items are "I always know how satisfied my supervisor is with what I do," "My supervisor understands my problems and needs well enough," and "My supervisor would personally use his/her power to me solves my work problems." Cronbach alpha for this measure was .84. Numerous studies used this scale of LMX and reported the good reliability of this scale (Maslyn & Uhl-Bien, 2001; Yin, 2013).

3.4.3 Creative Self Efficacy (CSE)

CSE was measured using 3-items scale developed by Tierney and Farmer (2002). Sample items are “I feel that I am good at generating novel ideas”, “I have confidence in my ability to solve problems creatively” and “I have a knack for further developing the ideas of others”. Cronbach alpha for this measure was .87. The same scale used by other researchers in their studies and they reported its good reliability (Tierney & Farmer, 2011; Mathisen, 2011).

3.4.4 Psychological Safety

Psychological safety was measured using 5-items used by Carmeli et al. (2010) who adapted this scale from Edmondson’s (1999) psychological safety scale. Sample items are “I am able to bring up problems and tough issues”, “People in this organization sometimes reject others for being different” and “No one in this organization would deliberately act in a way that undermines my efforts”. Cronbach alpha for this measure was .74. Yin (2013) used the same scale adapted from Carmeli et al. (2010) study and found its high reliability.

3.4.5 Innovative Work Behavior (IWB)

IWB was measured using 10-items of De Jong and Den Hartog (2010) IWB scale. Cronbach alpha for this measure was greater than .70. Sample items are ‘How often does this employee, pay attention to issues that are not part of his daily work? (ideas exploration)’, ‘How often does this employee, generate original solutions for problems? (idea generation)’, ‘How often does this employee, make important organizational members enthusiastic for innovative ideas? (idea championing)’ and ‘How often does this employee, contribute to the implementation of new ideas? (idea implementation)’. The same scale was used in other studies, which reported its high reliability (De Spiegelaere et al., 2012; De Spiegelaere, Gyes, De Witte, Niesen & Hootegeem, 2014).

3.5 Data Collection and Management

Data were collected from employees of Small Cap firms (SCFs). In order to recruit participants, and to control for social desirability bias (that is, the tendency of survey respondents to answer questions in a manner that will be viewed favorably by others), the following procedure was pursued. The author attended the work sites, and briefly presented the subject of the study. The author contacted the human resource department directors and explains to them the purpose of the data collection. In exchange for cooperation, the author promised to deliver the results of the study upon request. They were also informed that the data will be collected from both employees and their supervisors.

During the face to face meetings, the lead author offered them a cover letter indicating that participation is voluntary and responses are confidential. The cover letter indicates that the lead author did not know any of the subjects and to ensure that they read the instructions and statement of confidentiality accompanied with the questionnaire stating that: "Please take several minutes to complete the enclosed questionnaire. There are no rights or wrong answers to these questions, so your candor is strongly encouraged. All responses are strictly anonymous and will be only reported in aggregate. Moreover, the researcher has no means whatsoever to identify any of the respondents. Please also remember that participation in filling up this questionnaire is voluntary." After understanding the purpose of research, the directors carefully read the cover letter and gave approval for data collection in their particular firms.

In many firms, the author got access through personal contacts. Therefore, these contacts, made it easy to meet with the directors. Accordingly, the lead author visited eighteen small textile firms in different cities in Pakistan, and distributed questionnaires with a cover letter to employees in their natural job setting. In each department, employees were contacted and asked to complete a structured survey at two points in time, with a lag of two months between Time 1 and Time 2. The questionnaires were completed by the respondents on-site, during scheduled work time sessions.

To correlate the same respondent completed questionnaires from Time 1 and Time 2, and to preserve the respondent's anonymity, employees were asked to indicate the names of their maternal grandparents. The author explained that the maternal grandparents' names were needed to follow up with the additional survey two months later. This same method was used in the study of Carmeli et al. (2010). Moreover, to ensure 'how supervisors will fill the questionnaires regarding their particular employees', on each questionnaire the letter A, B, C, D with their particular desk numbers were placed. Following the methodology used by previous researchers (Chughtai, Byrne & Flood, 2014; Carmeli et al., 2010; Namasivayam, Guchait & Lei, 2014) in the current study, data regarding independent variable (inclusive leadership) were collected in time 1 and data regarding mediator variables (LMX, CSE and psychological safety) and dependent variable (IWB) were collected at time 2. As this was time lags study, and moreover data collection was both from supervisors and employees, the data collection was free from social desirable bias (Arnold & Feldman, 1981; Davis, Thake & Vilhena, 2010; Sullman & Taylor, 2010).

3.6 Pilot Study

A pilot study was carried out among matched dyads of 53 employees and their supervisors. Pilot testing was used to ensure the cultural validity (face validity) of the factor structure of measures with Urdu (native) language (Aycan, Kanungo & Sinha 1999; Acquadro, Conway, Hareendran & Aaronson, 2008). In the pilot testing, a small group of 53 employees as well as their supervisors were selected to get their responses on the studied variables (Inclusive leadership, LMX, CSE, psychological Safety and IWB).

3.6.1 Pilot Testing Results

For pilot testing, SPSS with exploratory factor analysis (EFA) was used and initial Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .60 and the

Bartlett test of sphericity was significant at $p < 0.001$, showed the suitability of the data. There were only six factors that showed eigenvalues greater than 1. We followed the eigenvalue criteria and test the correlation between the seven factors and all of the factors were not correlated each other. This allows us to run a varimax rotation. Factor loading lower than .30 are considered low, loading of .40 or above are considered as good (Morgan, Leech, Gloeckner & Barrett, 2012; Yong & Pearce, 2013). The factor loading was suppressed by .30. The results in Table 3.1 show that all the items of inclusive leadership were loaded on inclusive leadership except inclusive leadership 1 and inclusive leadership 7. First, the low loading was checked which started by inclusive leadership 1, inclusive leadership 2 was loaded by .478 variance in factor 1, however this same item was also loaded by .492 in factor 3, therefore, the item inclusive leadership 2 was deleted. After inclusive leadership 7 was checked which loaded on factor 1, factor 3 and factor 5. Therefore inclusive leadership 7 was also deleted. In the second construct which was LMX, all the items loaded on same LMX construct except LMX1 and LMX5. LMX1 and LMX5 did not load on any factor. In the third construct of CSE, all the items loaded in CSE. In fourth psychological safety, all the items loaded in psychological safety, except psychological safety 2 which was loaded in factor 6 only, therefore psychological safety 2 was deleted. Finally, all the items loaded in IWB, except IWB7, which is loaded on the same factor but with minus value, consequently the IWB7 was deleted. After deleting the problematic items, the final five factors extracted and factor loading is shown in Table 3.1.

Overall, the results confirmed the cultural validity (face validity) of all measures. After this the reliability analysis was used and Cronbach's alpha values of all measures were greater than .70, shown in Table 3.1, except the reliability of LMX was below then .70 however, the reliabilities .64 which was quite acceptable (Schmitt, 1996).

TABLE 3.1: Exploratory Factor Analysis

	F1 (IL)	F2 (LMX)	F3 (CSE)	F4 (PS)	F5 (IWB)
1. The manager is open to hear new ideas	.82				
2. The manager is open to discuss the desired goals and new ways to achieve them	.91				
3. The manager is available for consultations on problems	.87				
4. The manager shows an ongoing presence in this team-someone who is readily available	.90				
5. The manager is available for professional questions I would like to consult with him/her	.91				
6. The manager encourages me to access him/her on emerging issues	.70				
7. The manager is accessible for discussing emerging problems	.56				
8. My supervisor understands my problems and needs well enough		.88			
9. My supervisor recognizes my potentials		.83			
10. My supervisor would personally use his/her power to me solves my work problems		.62			

	F1 (IL)	F2 (LMX)	F3 (CSE)	F4 (PS)	F5 (IWB)
11. I have enough confidence in my supervisor to defend and justify my decisions when I am not present to do so		.97			
12. My working relationship with my supervisor is extremely effective		.96			
13. I feel that I am good at generating novel ideas			.86		
14. I have confidence in my ability to solve problems creatively			.88		
15. I have a knack for further developing the ideas of others			.63		
16. I am able to bring up problems and tough issues				.60	
17. It is safe to take a risk in this organization				.72	
18. It is easy for me to ask other members of this organization for help				.89	
19. No one in this organization would deliberately act in a way that undermines my efforts				.97	
20. How often does this employee, pay attention to issues that are not part of his daily work?					.87
21. How often does this employee, wonder how things can be improved?					.89
22. How often does this employee, search out new working methods, techniques or instruments?					.66
23. How often does this employee, generate original solutions for problems?					.99

	F1	F2	F3	F4	F5
	(IL)	(LMX)	(CSE)	(PS)	(IWB)
24. How often does this employee, find new approaches to execute tasks?					.89
25. How often does this employee, make important organizational members enthusiastic for innovative ideas?					.87
26. How often does this employee, systematically introduce new ideas into work practices?					.93
27. How often does this employee, contribute to the implementation of new ideas?					.76
32. How often does this employee, put effort in the development of new things?					.93
Variance Explained (%)	60.57	10.48	8.04	5.12	4.40
Cronbach's (α)	.97	.64	.73	.95	.89
Eigen Value	16.96	2.92	2.24	1.42	1.22

IL (Inclusive Leadership), LMX (Leader Member Exchange), CSE (Creative Self Efficacy), PS (Psychological Safety), IWB (Innovative Work Behavior)

3.7 Main Study

After the pilot study yielded initial instruments, later on, the author performed a large-scale follow-up survey to provide further reliability information, and to test the validation hypotheses.

3.8 Sample Characteristics

Of the distributed 538 questionnaires, 391 were received. The final sample was 373 by removing the 18 questionnaires due to missing data. The overall response rate was 69%. This response rate was high, but such a high response rate is common in hand delivered studies conducted in Asian contexts (for e.g., Abbas Raja, Darr & Bouckenoghe, 2014; Raja, Johns & Ntalianis, 2004). Further, the detail of questionnaires distributed and collected in each firm is shown in Table 3.2.

For subordinates, the majority of sample members were male (66.8%) shown in Table 3.3. Table 3.4 shows that in age category, 22% were having age of eighteen to twenty five years, 51.5% were having an age with twenty six to thirty three years, 21.7% having thirty four to forty one years, 2.1% were having an age with forty two forty nine years, and 2.7% were having an age with fifty and above years. Table 3.5 shows that by academic credentials, 88.7% held Bachelors, 8.6% held Masters and 2.7% were MPhil. Table 3.6 shows that 14.7% had an experience with less than one year, 61.7% had one to five years of experience, 19.8% had six to eleven years of experience, 1.6% had twelve to seventeen years of experience and 2.1% had equal and more than eighteen years of experience. Table 3.7 shows that 25.7% spent less than one years of time with the leader, 65.1% spent one to five years of experience with the leader, 7.0% spent six to eleven years of time with the leader, 1.6% spent twelve to seventeen years of time with the leader and .5% spent more than eighteen years of time with the leader.

TABLE 3.2: Summary of Small firms and detail of Questionnaires

S. No.	SMEs (Name)	Questionnaires Distributed	Questionnaires Collected	Engineering	Designing	Marketing	Processing	Manufacturing	Category
1	Hala Enterprises (Lahore)	30	19	1	8	10	6	4	Composite
2	Shams Textile Mills Limited (Lahore)	26	21	1	6	11		3	Composite
3	Ishaq Textile Mills Limited (Faisalabad)	25	11		4	7			Spinning
4	Zahur Cotton Mills Limited (Lahore)	43	34	2	12	10	10		Composite
5	Allaasaya Textile & Finishing Mills Limited (Multan)	28	24	1	10		9	4	Spinning
6	Elahi Cotton Mills Limited (Islamabad)	30	17		2	7	8		Spinning
7	Shadab Textile Mills Limited (Lahore)	25	14		6		7	1	Spinning
8	DM Textile Mills (Rawalpindi)	35	28			10	10	8	Spinning
9	Babri Cotton Mills Limited (Kohat, KPK)	20	17	1	3	10	2	1	Spinning

S. No.	SMEs (Name)	Questionnaires Distributed	Questionnaires Collected	Engineering	Designing	Marketing	Processing	Manufacturing	Category
10	Salman Noman Enterprises Limited Lahore)	30	13	2	9			2	Spinning
11	Janana-de-Malucho Textile Mills Limited (kohat KPK)	34	28		14		10	4	Spinning
12	Saleem Denim Industries Limited Faislabad)	25	20	1	3	9		7	Weaving
13	Hakkim Textile Mills Limited (Multan)	20	17		5	12			Weaving
14	Ayaz Textile Mills Limited (Lahore)	25	20		6	8		6	Weaving
15	Mohib Exports Limited (Lahore)	25	20	2	5	10		3	Weaving
16	Prosperity Weaving Mills Limited (Lahore)	30	26		4		13	9	Weaving
17	Samin Textiles Limited (Lahore)	25	20	1	2	9	6	2	Weaving
18	Al-Qaim Textile Mills Limited (Chakwal)	32	24	1	2	11	5	5	Spinning

Table 3.8 shows that 25.2% faced less than one years' time on research and development, 67.8% faced one to five years of time on research and development, 5.1% faced six to eleven years time of research and development and 1.9% faced twelve to seventeen years time on research and development. Table 3.9 shows that 56.3% employees reported the routine nature of task and 44.7% reported the complex nature of the task.

TABLE 3.3: Gender

	Frequency	Valid Percent	Cumulative Percent
Male	249	66.8	66.8
Female	124	33.2	32.2
Total	373	100	

TABLE 3.4: Age

	Frequency	Valid Percent	Cumulative Percent
18-25	82	22	22
26-33	192	51.5	73.5
34-41	81	21.7	95.2
42-49	8	2.1	97.3
≥50	10	2.7	100
Total	373	100	

TABLE 3.5: Education

	Frequency	Valid Percent	Cumulative Percent
Bachelor	331	88.7	88.7
Master	32	8.6	97.3
MS/MPhil	10	2.7	100
Total	357	100	

TABLE 3.6: Experience

	Frequency	Valid Percent	Cumulative Percent
<1	55	14.7	14.7
1-5	230	61.7	76.4
6-11	74	19.8	96.2
12-17	6	1.6	97.9
≥18	8	2.1	100
Total	373	100	

TABLE 3.7: Time spent with Leader

	Frequency	Valid Percent	Cumulative Percent
<1	96	25.7	25.7
1-5	243	65.1	90.9
6-11	26	7.0	97.9
12-17	6	1.6	99.5
≥18	2	.5	100
Total	373	100	

TABLE 3.8: Research and Development Tenure

	Frequency	Valid Percent	Cumulative Percent
<1	94	25.2	25.2
1-5	253	67.8	93.0
6-11	19	5.1	98.1
12-17	7	1.9	100
Total	373	100	

TABLE 3.9: Task Type

	Frequency	Valid Percent	Cumulative Percent
1	212	56.8	56.3
2	149	44.7	100
Total	373	100	

3.9 Measurement Model

Confirmatory Factor Analysis (CFA) was used to justify the measurement model (Anderson & Gerbing, 1988) which consisted of five (5) latent variables: inclusive leadership, LMX, CSE, psychological safety, and IWB. The combination of different fit indices: model chi-square, incremental fit index (IFI), Tucker-Lewis index (TLI), comparative fit index (CFI) and root mean square error of approximation (RMSEA), and were used to assess the model fit. The measurement model provided an excellent fit to the data over the alternative models ($\chi^2/df = 2.01$, IFI = 0.96; TLI = 95; CFI = 96; RMSEA = 0.05) (Hinkin, 1998; Steiger, 1990) shown in Table 3.10. These CFAs results showed that five-factor model had satisfactory discriminant validity. Moreover, all the items loaded significantly on their respective latent factors, with factor loadings ranging from 0.50 to 0.98.

The results of confirmatory factor analysis shows that it confirm the discriminant validity. This is because, the required thresholds (e.g. χ^2/df , RMSEA, IFI, TLI, CFI) only able to meet, when all the items loaded on their respective latent constructs. When all the items loaded on their own constructs, then it confirms that there is discrimination between the items of two different constructs, and ultimately the discrimination established between the latent constructs. This is also confirmed the convergent validity, because the items loaded on their relevant constructs only, when the intercorrelation between the items is high. Moreover, the factor loadings ranging from .50 to .98 (Javed, Naqvi, Khan, Arjoon & Tayyeb, 2017; Javed, Khan, Bashir & Arjoon, 2017; Gu, Tang & Jiang, 2015).

TABLE 3.10: Measurement Model (IL = Inclusive leadership, PS = Psychological safety) *p > .05, ***p < .001

Model	Factors	χ^2	df	RMSEA	IFI	TLI	CFI
Base Line Hypothesized	Five Factors	621.21*	328	.05	.96	.95	.96
Model 1	Four Factors: IL and LMX merged into one factor	1345.20***	332	.11	.81	.78	.81
Model 2	Four Factors: IL and CSE merged into one factor	1014.90***	332	.10	.85	.82	.85
Model 3	Four Factors: IL and PS merged into one factor	2191.86***	332	.12	.78	.74	.78
Model 4	Four Factors: IL and IWB merged into one factor	1992.30***	332	.11	.80	.77	.80
Model 5	Four Factors: CSE and PS merged into one factor	1692.74***	332	.10	.84	.81	.84
Model 6	Four Factors: LMX and PS merged into one factor	1508.02***	332	.09	.86	.84	.86
Model 7	Four Factors: PS and IWB merged into one factor	1993.66***	332	.11	.80	.77	.80
Model 8	Three Factors: IL, LMX and CSE merged into one factor	2166.98***	335	.12	.78	.75	.78
Model 9	Three Factors: IL, LMX and PS merged into one factor	2306.84***	335	.12	.77	.73	.77
Model 10	All items forced to load into one factor	3017.28.***	341	.14	.69	.64	.69

3.9.1 Covariates

After reviewing the literature on individuals' IWB, numerous variables were found to have their significant difference in individuals' IWB. A plethora of studies found significant differences in IWB across gender, age, tenure, education, time spent with the leader; R&D tenure and task types (Janssen, 2000; Scott & Bruce, 1994; Keller, 1992; Shin & Zhou, 2003). Results in Table 3.11 show insignificant differences in IWB across gender ($F = .40$, $P > .05$), significant difference across age ($F = 2.55$, $P < .05$), significant difference across education ($F = 3.02$, $P < .05$), insignificant difference across experience ($F = 1.76$, $P > .05$), significant difference across time spent with leadership ($F = 2.85$, $P < .05$), significant difference across research and development tenure ($F = 2.98$, $P < .05$), significant difference across task type ($F = 3.92$, $P < .05$).

TABLE 3.11: One Way ANOVA

Covariates	<i>F</i> Value	Sig.
Gender	.40	>.05
Age	2.55	<.05
Education	3.02	<.05
Experience	1.76	>.05
Time spent with leadership	2.85	<.05
Research and Development Tenure	2.98	<.05
Task Type	3.92	<.05

3.9.2 Reliability Analysis

Reliability analysis refers to the ability of a scale to give the same results consistently when tested a number of times. The Cronbach Coefficient Alpha (internal consistency reliability) value ranges from 0 to 1. Alpha values "0.7" are considered to be more reliable whereas values below 0.7 are considered to be less reliable (Nunnally & Bernstein 1994). Table 3.12 shows that, Cronbach Coefficient Alpha

value of inclusive leadership was .94, LMX was .76, CSE was .72, psychological safety was .90 and IWB was .88.

TABLE 3.12: Reliability of Variables

Variables	No. of items	Cronbach's alpha (α)
Inclusive Leadership	07	.94
Leader Member Exchange	05	.76
Creative Self Efficacy	03	.72
Psychological Safety	04	.90
Innovative Work Behavior	09	.88

Chapter 4

Results

4.1 Descriptive Analysis

The Descriptive technique tells us about the univariate summary statistics for different variables in one table and calculates its standardized values. The descriptive statistic includes basic details like sample size, minimum and maximum values, mean values and standard deviation values of the data. Descriptive statistics of the current data were given in Table 4.1. First column of the table gives the details of the variables. Second, third, fourth, fifth and sixth columns inform about sample size, minimum value, maximum value, mean and standard deviation respectively.

Table 4.1 shows that sample size was 373 for all the five variables. Mean values show the essence of responses. This is respondents' observation regarding a particular variable. The mean values of inclusive leadership were 3.66 which shows that respondent (e.g. Employees) were agreed that they are experiencing the leader's inclusive style. The mean values of leader member exchange (LMX) were 3.46 which indicate that respondents (e.g. Employees) were agreed that they have quality LMX. The mean value of creative self efficacy (CSE) was 3.53 which indicate that respondents (e.g. Employees) were agreed that they have CSE. The mean value of psychological safety was 3.36 that represents that respondent (e.g. Employees) were agreed that they themselves have psychological safety. Finally,

the mean value of innovative work behavior (IWB) was 3.58 which confirmed that respondents (e.g. supervisors) agreed that employees show IWB.

TABLE 4.1: Descriptive Statistics

Variables	N	Min	Max	Mean	SD
Inclusive Leadership	373	1.00	5.00	3.66	.81
Leader Member Exchange	373	1.00	5.00	3.46	.69
Creative Self Efficacy	373	1.00	5.00	3.53	.96
Psychological Safety	373	1.75	4.75	3.36	.80
Innovative Work Behavior	373	2.00	5	3.58	.64

4.2 Correlation Analysis

Table 4.2 presents the correlations for all theoretical variables. Inclusive leadership was significantly correlated with LMX ($r = .45, p < .01$), CSE ($r = .18, p < .05$), psychological safety ($r = .54, p < .01$) and IWB ($r = .49, p < .01$) and in the expected direction. LMX was significantly correlated with CSE ($r = .12, p < .01$), psychological safety ($r = .64, p < .01$), and IWB ($r = .37, p < .01$) and in the expected direction. CSE was insignificantly correlated with psychological safety ($r = .03, p > .05$), IWB ($r = .13, p < .01$) and in the expected direction. Psychological safety was significantly correlated IWB ($r = .56, p < .01$) and in the expected direction.

TABLE 4.2: Correlation Analysis

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1 Gender	-											
2 Age	.06	-										
3 Qualifications	.08	.02	-									
4 Experiences	.10*	.65**	.22**	-								
5 Time with leadership	.00	.63**	.26**	.53**	-							
6 Research Development Tenure	.02	.45**	.33*	.54**	.64	-						
7 Task Type	.05	.08	.13**	.19**	.05	.04	-					
8 Inclusive leadership	.01	.06	.07	.10*	.04	.05	.02	-				
9 Leader member exchange	.01	.00	.09	.17**	.01	.04	.03	.45**	-			
10 Creative self efficacy	.01	.07	.11*	.03	.04	.02	.01	.18*	.06	-		
11 Psychological safety	.05	.01	.20**	.09	.02	.05	.06	.54**	.69**	.03	-	
12 Innovative work behavior	.03	.11*	.16**	.11*	.13**	-.04	-.13**	.49**	.37**	.13**	.56**	-

*N = 373, *p < 0.05, **p < 0.01. Correlation is significant at 0.01 levels (2-tailed); Correlation is significant at 0.05 levels (2-tailed); alpha reliabilities are given in parentheses.*

4.3 Tests of Hypotheses

With acceptable discriminant validities established, the hypothesized model was then tested using Structural Equation Modeling (SEM) through AMOS and results are shown in Table 4.3 and 4.4. Age, education, time spent with leader, Research and development tenure and task type were used as control variables. We tested a model 1 to examine direct relationship between inclusive leadership and innovative work behavior (IWB) (Hypothesis 1) without introducing the mediator. The results confirmed this relationship, as indicated by the regression coefficient ($\beta = .54$, $p < .001$) and model fit indices were good enough ($\chi^2/df = 2.45$, IFI = .94; TLI = .92; CFI = .94; RMSEA = .06). To test hypotheses 2, 3 and 4, model 2 was analyzed by introducing the mediating role of leader member exchange (LMX). This model 2 produced better fit indices ($\chi^2/df = 2.68$, IFI = .90; TLI = .89; CFI = .90; RMSEA = .06).

Hypothesis 2 states that inclusive leadership is positively related to leader member exchange (LMX). Results supported this relationship, as indicated by the regression coefficient ($\beta = .51$, $p < .001$). Hypothesis 3 states that leader member exchange is positively related to innovative work behavior. Results, established this relationship, as indicated by the regression coefficient ($\beta = .20$, $p < .05$). Hypothesis 4 states that leader member exchange mediates the relationship between inclusive leadership and innovative work behavior. A 95% BC bootstrap CI of .08 to .26 and regression coefficient ($\beta = .16$, $p < .05$) show that there was mediation in the model and a hypothesis 4 is accepted. To test hypotheses 5, 6 and 7, model 3 was analyzed by introducing the mediating role of creative self efficacy (CSE). This model 3 produced better fit indices ($\chi^2/df = 2.63$, IFI = .95; TLI = .94; CFI = .95; RMSEA = .06).

Hypothesis 5 states that inclusive leadership is positively related to creative self efficacy. Results rejected this relationship, as indicated by the regression coefficient ($\beta = .07$, $p > .05$). Hypothesis 6 stated that creative self efficacy is positively related innovative work behavior. Results rejected this relationship, as indicated by the regression coefficient ($\beta = -.02$, $p > .05$). Hypothesis 7 states that creative

self efficacy mediates the relationship between inclusive leadership and innovative work behavior. A 95% BC bootstrap CI of -.02 to .00 and regression coefficient ($\beta = -.002$, $p > .05$) show that there was no mediation and hypothesis 7 was not confirmed. To test hypotheses 8, model 4 was analyzed by introducing the mediating roles of leader member exchange (LMX) and creative self efficacy (CSE). This model 4 produced poor fit indices ($\chi^2/df = 4.39$, $IFI = .83$; $TLI = .80$; $CFI = .83$; $RMSEA = .09$). Hypothesis 8 states that leader member exchange and creative self efficacy simultaneously mediate the relationship between inclusive leadership and innovative work behavior. A 95% BC bootstrap CI of -.06 to .10 and regression coefficient ($\beta = .08$, $p > .05$) shows that there was no mediation and a hypothesis 8 is rejected. To test hypotheses 9, 10 and 11, model 5 was analyzed by introducing the mediating role of psychological safety. This model 5 produced poor fit indices ($\chi^2/df = 2.39$, $IFI = .94$; $TLI = .93$; $CFI = .94$; $RMSEA = .05$).

Hypothesis 9 stated that inclusive leadership is positively related psychological safety. Results privileged this relationship, as indicated by the regression coefficient ($\beta = .55$, $p < .01$). Hypothesis 10 states that psychological safety is positively related innovative work behavior. The results confirmed this relationship, as indicated by the regression coefficient ($\beta = .42$, $p < .001$).

Hypothesis 11 states that psychological safety mediates the relationship between inclusive leadership and innovative work behavior. A 95% BC bootstrap CI of .16 to .33 and regression coefficient ($\beta = .23$, $p < .01$) shows that there was a mediation and a hypothesis 11 is confirmed. To test hypothesis 12, model 6 was analyzed by testing the relationship between leader member exchange (LMX) and psychological safety. This model 6 produced poor fit indices ($\chi^2/df = 2.39$, $IFI = .94$; $TLI = .93$; $CFI = .94$; $RMSEA = .05$).

Hypothesis 12 states that leader member exchange is positively related to psychological safety. The results confirmed this relationship, as indicated by the regression coefficient ($\beta = .77$, $p < .01$). To test hypothesis 13, model 7 was analyzed by testing the relationship between leader member exchange (LMX) and

psychological safety. This model 6 produced poor fit indices ($\chi^2/df = 2.32$, IFI = .92; TLI = .89; CFI = .92; RMSEA = .06).

Hypothesis 13 states that leader member exchange and psychological safety simultaneously mediate the relationship between inclusive leadership and innovative work behavior. A 95% BC bootstrap CI of .36 to .66 and regression coefficient ($\beta = .51$, $p < .01$) shows that there was mediation and a hypothesis 13 is confirmed. The hypothesized model is shown in Fig. 4.1.

TABLE 4.3: Path Coefficients in the Baseline Model

Structural Path	Path Coefficients
Inclusive Leadership → Innovative Work Behavior	.54***
Inclusive Leadership → Leader Member Exchange	.51***
Leader Member Exchange → Innovative Work Behavior	.20*
Inclusive Leadership → Creative Self Efficacy	.07
Creative Self Efficacy → Innovative Work Behavior	-.02
Inclusive Leadership → Psychological Safety	.55***
Psychological Safety → Innovative Work Behavior	.42***
Leader Member Exchange → Psychological Safety	.77***

* $p < .05$, ** $p < .01$, *** $p < .001$

TABLE 4.4: Results on the mediating roles of LMX, CSE and psychological safety

	Path Coefficients	BC (95% CI)
Bootstrapping		
Inclusive Leadership → Leader Member Exchange → Innovative Work Behavior	.16*	(.08, .26)
Inclusive Leadership → Creative Self Efficacy → Innovative Work Behavior	-.00	(-.02, .00)
Inclusive Leadership → Leader Member Exchange → Creative Self Efficacy → Innovative Work Behavior	.08	(-.06, .10)
Inclusive Leadership → Psychological Safety → Innovative Work Behavior	.23**	(.16, .33)
Inclusive Leadership → Leader Member Exchange → Psychological Safety → Innovative Work Behavior	.51***	(.36, .66)

Notes BC means bias corrected, 1,000-bootstrap samples, CI = Confidence interval

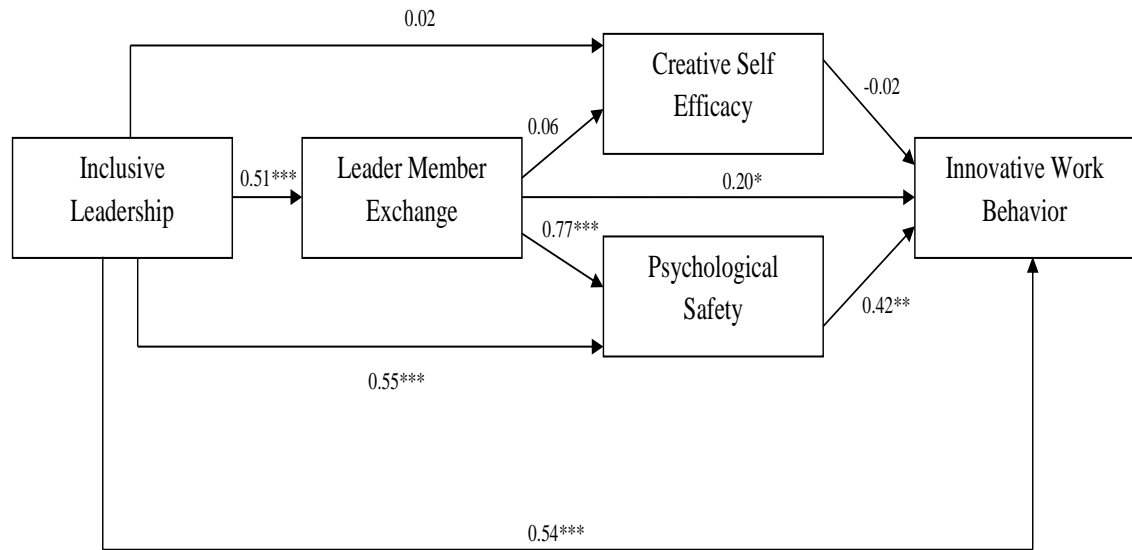


FIGURE 4.1: Hypothesized model.

4.4 Summary of Hypotheses

H1: Inclusive leadership is positively related to innovative work behavior (**Accepted**)

H2: Inclusive leadership is positively related to leader member exchange (**Accepted**)

H3: Leader member exchange is positively related to innovative work behavior (**Accepted**)

H4: Leader member exchange mediates the relationship between inclusive leadership and innovative work behavior (**Accepted**)

H5: Inclusive leadership is positively related to creative self efficacy (**Rejected**)

H6: Creative self efficacy is positively related to innovative work behavior (**Rejected**)

H7: Creative self efficacy mediates the relationship between inclusive leadership and innovative work behavior (**Rejected**)

H8: Leader member exchange and creative self efficacy simultaneously mediate the relationship between inclusive leadership and innovative work behavior (**Rejected**)

H9: Inclusive leadership is positively related to psychological safety (**Accepted**)

H10: Psychological safety is positively related to innovative work behavior (**Accepted**)

H11: Psychological safety mediates the relationship between inclusive leadership and innovative work behavior (**Accepted**)

H12: Leader member exchange is positively related to psychological safety (**Accepted**)

H13: Leader member exchange and psychological safety simultaneously mediate the relationship between inclusive leadership and innovative work behavior (**Accepted**)

Chapter 5

Discussion, Implications and Future Directions

This chapter includes the detail regarding hypothesized relationship and their justification, implications of the study comprises of theoretical implications, managerial implications and social implications and finally strengths, limitations and future directions.

5.1 Discussion

Draw on LMX theory to develop and test a model which explicates that how inclusive leadership is related to IWB. Our study hypothesized and tested the direct relationship between inclusive leadership and IWB, and the indirect relationship these two constructs via LMX, CSE and psychological safety. The results showed that inclusive leadership was significantly related to IWB. These findings align with the previous findings of Choi et al. (2016). Numerous studies are in favor that quality relationship between leader and employees motivate employees to independently take risks through not only generating new ideas, but also promoting and implementing useful ideas (Basu & Green, 1997; Janssen & Van Yperen, 2004). Correspondingly, LMX theory states that employees divulge themselves in

the innovative activities when they experience a quality relationship with leaders (Graen & Scandura, 1987). In a quality relationship with leaders, employees experience greater autonomy and latitude in decisions which result in their IWB (Scott & Bruce, 1998).

Similarly, the relational inclusive leadership cultivates a strong relationship with the employees. Inclusive leaders encourage inclusion in the work activities of employees. Through openness attribute, inclusive leaders show great respect to employees, recognize their efforts, respond to their needs, and take responsibility for their actions (Hollander, 2009). Therefore, through working with inclusive leaders, employees feel comfortable to show IWB. The results of our study show that inclusive leadership positively influences employees' IWB. In relation to this, Carmeli et al. (2010) and Choi et al. (2015) found a positive relationship between inclusive leadership and creativity. Through the generation of innovative and new ideas, employees show creative involvement in the work setting (Amabile, Schatzel, Moneta & Kramer, 2004). Employees show creative involvement in a job setting through generating new ideas about work means to complete the job task creatively (Carmeli & Schaubroeck, 2007; Javed et al., 2016). However, IWB not only includes creativity, but also reflects the promotion and implementation of new ideas (De Jong, 2006). We find here that there is an enhancing role of inclusive leadership on employees' IWB.

The results of this study indicate that inclusive leadership was positively related to LMX. These results are consistent with the findings of Yin (2013). LMX shows the relationship between a leader and employees. The high quality relationship is based on social exchange relationship with a high degree of respect, trust, open communication and commitment to the objectives on both sides. This LMX builds when employees experience supportive leadership styles, where employees experience autonomy in designing their work activities. Supportive leadership behavior, play a prominent role in initiating and developing quality LMX. Therefore, many researchers found a significant relationship between leadership supportive behaviors like: transformational leadership and LMX (Howell & Hall-Merenda, 1999).

In these leadership styles, the main emphasis was remained on leadership behavior, however, in LMX the attention is paid attention on both leadership behaviors as well as employees' behavior (Basu & Green, 1997).

Here a question arises which is 'why a leadership behavior has a positive influence on quality LMX'. This is best explained by Deluga (1992) that transformational leadership engender quality LMX. He explained it with empirical data, that transformational leader does it by focusing on the dyadic individualized relationship with the employees. Deluga, further stated that two characteristics of transformational leader like charisma and individual consideration help to develop a quality LMX. Similarly, Seltzer and Bass (1990), stated that the charisma and individual consideration in a leader, motivate employees to show extra role behavior that boost up relationship ties in their connection with the leader.

Despite all above facts, that leadership behavior can also enhance LMX, however, the more conducive leadership style for LMX is pure leadership relational style (e.g. Inclusive leadership). Inclusive or relational leader stresses his/her behavior as well as the employees' behavior and finally relationship characteristics. Regarding inclusive leadership, a question arises that 'what are the leader characteristics and behaviors to enhance desirable job outcomes'. These can be leader attitudes, leader perceptions, leader personality traits, leader's power and behavior. The second is employees, where questions are that 'what are the employee characteristics'. These are employees' expectation, perception, attitude and behavior. The final question is about the characteristics of a leader-employees relationship. These characteristics are mutual obligation, respect and trust (UHL-Bien, 2006). Thus, inclusive leadership represent the entire picture of a leadership.

Inclusive leadership is a relational leader, who supports employees' by directly inviting them in the decision making and moreover, this leadership work with employees not to employees (Hollander, 2012). Therefore, this leader, understand well the employees' problems and their needs. Hence, support employees via solving their problems and fulfilling their needs. Employees are convinced that their leader has concern for them and committed to their desired objectives. Therefore, employees show commitment to the leader's organizational goal. As a result,

a quality two way relationship emerge which shaped LMX (Shore et al., 2011). Moreover, a strong quality LMX occurs, when inclusive leadership provides counseling and guidance to perform a given role. Employees view these all as valuable in the exchange process (Werbel et al., 2009; Tse & Mitchell, 2010). This motivates employees to split identity, obligation and mutual respect (Van Dyne et al., 2008; Dulebohn et al., 2012). In addition, the behaviors of inclusive leadership like listening employees carefully and more specially respond to employees when they need leader's expertise and knowledge, help a leader to gain trust and commitment from employees (Hsiung, 2012), and therefore overall quality LMX enhanced (Gu et al., 2015; Leow & Khong, 2015).

The results of the current study predict that LMX was positively related to IWB. These findings are consistent with the previous studies of Schermuly et al. (2013) and Wang et al. (2015) which found a positive relationship between LMX and IWB. Quality LMX enhances the employees' IWB, because in this relationship, employees experience resources and support in achieving innovative goals (Wang et al., 2015). The first stage of the IWB is ideation, where employees generate new ideas. Quality LMX enhances the employees' ideation, because the quality relationship, employees have direct access to have domain related knowledge from leader and leader share important expertise and work related expertise with employees. This sharing of important knowledge stimulates the employees' cognitive thinking that helps and motivates employees to express their creative thoughts (Mumford, Scott, Gaddis & Strange, 2002).

The next stage of the IWB is the promotion of new ideas to get acceptance of other employees. Employees when experience a quality relationship with the leader, then they are championing their newly creative ideas (Scott & Bruce, 1994). This is well explained by balance theory (Newcomb, 1961; Heider, 1958), that when a person, enjoy a close relationship with others (e.g. Leader), then others also perceive him/her positively, because, observers experience a strain in establishing a cognitive balance. Thus, LMX enhances the reputation and credibility of focal employees (Lau & Liden, 2008; Kilduff & Krackhardt, 1994). The final stage of the IWB is implementation of new ideas. In quality LMX, employees experience

beneficial resources, therefore they easily implement new ideas (Sparrowe & Liden, 2005; Wang et al., 2015).

The results of this study established the mediation of LMX between inclusive leadership and IWB. The mediation of LMX is also found in other studies between leadership support and desirable job outcomes (Walumbwa et al., 2011; Agarwal et al., 2012; Wang et al., 2005). The IWB is some sort of non routine risky behavior where employees avoid traditional job methods and talk about new work techniques. This indicates that employees challenge the existing work standards and disagree with the leader and the status quo. Therefore, employees need a quality relationship with the leader to challenge the existing standard operating procedures (Janssen, 2005). Employees in this regard divulge their selves to have a strong quality relationship with the leader to attain creative freedom. Thus, a leader-followers relationship which is based on social exchange instead of economic exchange, boost up the employees' IWB.

Inclusive leader send a signal to employees that they can openly share their views and can avoid traditional work means (Carmeli et al., 2010), therefore a quality communication increases which provokes the quality LMX (Nishii & Mayer, 2009), consequently employees freely communicate with the leader about work related problems and, if necessary share the other technical ways to solve the problems via ideation, promotion and implementation of technical ideas (Choi et al., 2015; Agarwal et al., 2012). Moreover, when a leader openly communicates with employees, then in the innovation context, leader share important knowledge which help employees to generate, promote and implement useful ideas (Yeoh & Mahmood, 2013).

Inclusive leaders also focus on morality via fairness of input to to all employees (Hollander, 2012), therefore their trustworthiness enhance in the eyes of subordinates (Treviño, Brown & Hartman, 2003; Brown, Treviño & Harrison, 2005) and employees perceived leader as caring and committed to their needs (Walumbwa et al., 2011), therefore a quality LMX occur which comprised of mutual support, emotional connection and loyalty (Wayne et al., 2002; Erdogan et al., 2006), consequently employees show IWB (Basu & Green, 1997). As a result, inclusive

leadership through strong emphasizes on building quality LMX, therefore shaped the employees' IWB.

The results found a insignificant relationship between inclusive leadership and CSE. These findings did not support the arguments that quality leader-followers relationship enhances the employees' CSE (Tierney & Farmer, 2002; Mathisen, 2011; Volmer et al., 2012; Olsson, Hemlin & Pousette, 2012). The relational inclusive leader, accept the employees' mistakes and take the responsibility for ultimate results, therefore employees' inactive mastery experience increases with inclusive leadership. By direct invitation, inclusive leaders share opportunities for employees to engage in the constructive and creative dialogue, therefore, regardless the past failures, employees are convinced (verbal persuasion) that the attainment of the desired objectives is possible. Moreover, inclusive leader with accessibility attribute, serve as a social model, therefore employees are convinced that if others (e.g. Leaders) can perform a given role, then they can also exhibit a particular behavior which advance the employees' vicarious experience. Overall the employees experience a greater CSE with the social modeling (Gong et al., 2009).

The quality relationship initiates by leader and employees, help employees to experience social modeling as well as social persuasion from the leader, that enhance the employees' CSE (Puente-Daz, 2016). Moreover, inclusive leaders set high expectations for employees. Therefore, in the innovation context, employees feel that there is a high requirement to work on innovative task, that enhance their CSE (Puente-Daz, 2016) that convince them to show expected behavior (Liao, Liu & Loi, 2010). Moreover, the inclusive leader empowers employees via sharing not only tangible but also intangible resources (Nishii & Mayer, 2009; Carmeli et al., 2010), which reduces their psychological pressure, and ultimately they feel high confidence in their creative capability (Hon & Chan, 2013). Despite these supports provided by inclusive leadership, the relationship between inclusive leadership and CSE was insignificant indicate that there might be other factors which play their role in the relationship between inclusive leadership and CSE. For example employees' personality may play an important role in the relationship between inclusive leadership and CSE. This is because, employees who have personality

traits like openness to experience, extraversion and conscientiousness show more CSE (Karwowski, Lebuda, Wisniewska & Gralewski, 2013).

The results of the present study established the non significant relationship between CSE on IWB. Employees having CSE, pay sufficient attention to mobilize the creative potential they have (Diliello, Houghton & Dawley, 2011), therefore, employees tend to generate new and useful ideas (Colquitt & Simmering, 1998; Wang, Rode, Shi, Luo & Chen, 2013). Employees with CSE, shows confidence in their ability to generate, promote and implement new and useful ideas (Bandura, 1997; Tierney & Farmer, 2002; Tierney et al., 1999) which enhance their IWB in the organization (Ghafoor, Qureshi, Azeemi & Hijazi, 2011).

Social cognitive theory explains the relationship between CSE and IWB. This theory states that employees get motivation from their belief on capabilities to perform a given role as well as employees' expectation regarding desired outcomes play an important role (Bandura, 1997, 1986). However, the IWB is a challenging behavior, therefore employees first see their capabilities, expectations and confidence (e.g. Self efficacy), when they are high on these qualities, then they target the challenging goals (e.g. Innovation) and consequently put high struggle to achieve the difficult goals (Michael et al., 2011). However, the findings of the current study indicate that employees with CSE also requires some other supporting factors like knowledge and abilities.

For instance, knowledge is a key component in the process of innovation. Different studies support that knowledge is an important factor of idea generation (Amabile, 1996), relational and strategic knowledge enhance idea promotion (Howell & Boies, 2004) and knowledge is more important in the idea implementation stage where employees sufficient knowledge implement new ideas (Anderson, Potočnik & Zhou, 2014). Moreover, through knowledge employees show higher information regarding the markets or with higher knowledge they can understand, explore and generate new ideas. Moreover, with high knowledge, employees can better promote new ideas to get accepted. Finally, higher knowledge help employees that 'how to acquire resources to implement new ideas'. Researchers also found that education level positively enhance IWB (Hartjes, 2010; Janssen, 2000). The study of Choi,

Anderson and Veillette (2009) supports the insignificant relationship between CSE and IWB. Choi and colleagues examined the interactions between creative abilities and contextual variables and they found that in case of low creative ability, the relationship between un-supportive climate and creativity was negative, however in case of high creative ability, the level of creativity was high despite the presence of un-supportive factors. With the support of these findings, the logic of insignificant relationship between CSE and IWB was that despite the presence of CSE, the employees who are low on their creative ability, they show low IWB.

Moreover, insignificant relationship between CSE and IWB might be due to the absence of three important dimensions, that may shape the relationship between CSE for their IWB. First, the dimension is a magnitude which defines the employees' trust on how much they can experience the intensity of difficulty attached to a particular task. In the innovation context, this indicates the employees' effort to search out new ideas (Kroes, 2015). The second dimension is the employees' strength of their belief. This shows the employees' level of strength to bear the difficulty connected with a particular goal. In the innovation context, the strength of employees can be seen as employees' struggle in promoting their ideas to get acceptance from others (Kroes, 2015). The last dimension of CSE is 'generality' that shows the conversion of employees' expectation in diverse activities. Thus, in the innovation context, this generality means the implementation of novel ideas to give practical benefit to the organization (Kroes, 2015). These three dimensions described the individual CSE (Bandura, 1977a). However, employees who are low in magnitude, strength of belief and generality qualities of CSE, show reluctance and find difficulty in showing IWB. Consequently, the present study found insignificant relationship CSE and IWB.

The results of the current study did not confirm the mediated mechanism of CSE between inclusive leadership and IWB. These findings reject the notion that external supportive mechanism (e.g. supportive leadership) enhances employees' confidence in their ability (e.g. CSE), therefore they show innovation related behavior (Slåtten & Mehmetoglu, 2015; Afsar & Masood, 2017). Gist and Mitchell (1992) stated that employees explore information regarding their efficacy judgment from

the particular task environment. Employees struggle to find out environmental cues to frame their creative capability (Ford, 1996). The role of leadership in a task environment has a significant influence in shaping the individual confidence building efficacy (Eden, 1990; Amabile & Gryskiewicz, 1987). Bandura (1986) explained that leadership plays a prominent role on employees' self efficacy, via supporting employees in the vicarious learning (e.g. Modeling), verbal persuasion, mastery experience and positive psychological state.

Moreover, leader's acceptance of employees' mistakes, motivate employees that they can repeat the particular actions in which they previously failed to perform well (Jung et al., 2003). In this case, employees experience a greater mastery experience. Leader's role modeling is a supportive contextual cue which enhance the employees' ideation (Amabile & Gryskiewicz, 1987) and is important in the efficacy judgment in the challenging and complex task (Bandura, 1997). Employees may experience lack of required information resources to successfully perform a given role, therefore social modeling provides them to learn strategies to assess the performance efficacy. Moreover, leadership support also serves as encouraging source because the leader verbally convince employees that success is attainable by praising employees' effort. Therefore, it enhances the verbal persuasion process, where employees show motivation that they can meet the expected desired performance (e.g. IWB) (Bandura, 1986), and overall employees experience great belief on their CSE (Desi & Ryan, 1985).

Finally, the difficulty and risks attached to a particular task, pressurized employees, therefore they experience low efficacy to perform a particular action (Zajacova, Lynch & Espenshade, 2005). In this regard, leader's emotional support via intangible resources (e.g. coaching, counseling, open communication, mentoring and training) engender positive psychological state in employees. Therefore, the employees' CSE enhances the employees' IWB. Inclusive leaders encourage employees' involvement in the decision making and in the overall work processes, where employees avail an opportunity to discuss their mistakes (Shore et al., 2011). Moreover, with this employees' involvement, leader convince employees to meet given responsibilities, and more especially with the practical inclusion in

the work activities, leaders act as a role model where employees learn important job related knowledge and other strategies to show a particular behavior. Finally, with inclusive leadership, the employees face the accessibility attribute of a leader. Consequently, employees enjoy important leader's emotional resources; therefore employees show positive psychological state. Thus, when a leader plays an inclusive style, then employees experience mastery experience, vicarious experience, verbal persuasion and positive psychological state. Employees with high CSE feel more confident of their ability, therefore they too tend to show, non routine risky and complex IWB (Michael et al., 2011).

The above discussion is in the support of mediating mechanism of CSE between inclusive leadership and IWB. However the results of current study rejected this mediation. The insignificant mediation can be explained with the current study of Afsar and Masood (2017) who examined the relationship between transformational leadership and IWB with the mediating role of CSE. Additionally they also used trust in supervisor and uncertainty avoidance as a moderating factors. They found the mediation of CSE in the effect of three way interaction between transformational leadership, trust in supervisor and uncertainty on IWB. In their study, affect based trust was used and argument of three interaction was that employees with affect based trust on supervisor feel more empowerment to work innovatively. Moreover, employees who are high on uncertainty avoidance and low on affect base trust, experience a distrust loop and did not respond well to transformational leadership. Thus, following this line of research, the problem of insignificant effect of inclusive leadership on IWB through CSE can be handled using trust in leader and uncertainty avoidance as a three way interaction between inclusive leadership, trust in leader and uncertainty avoidance.

The results of the current study rejected the simultaneous mediation of LMX and CSE between inclusive leadership and IWB. These findings rejected the arguments that in a quality relationship with the leader, employees experience high LMX, therefore they shows high CSE to show IWB (Puente-Daz, 2016; Farmer & Tierney, 2004; Choi, 2004). In the quality relationship, leader initiate and promote a supportive context, where employees experience the constructive and

developmental feedback, trustworthiness and interactional justice, therefore employees accept to take the risk of generating useful ideas (George & Zhou, 2007; Hunter et al., 2007). Inclusive leadership is a relational leadership, which promotes a relationship with employees that is based on mutual trust and commitment. In this relationship, a leader provides counseling and both uniqueness and belongingness to employee (Hirak et al., 2012; Salib, 2014; Shore et al., 2011), therefore a strong and quality LMX emerge (Yin, 2013; Karishnan, 2005; Smidts, Pruyn, & van Riel, 2001) where employees feel more confident in their creativity capability (e.g. CSE) (Unsworth & Cleg, 2010; Jaiswal & Dhar, 2015; Tierney & Farmer, 2010) which enhance their IWB (Michael et al., 2011). However, insignificant simultaneous mediation might be due to the absence of some other factors that may moderate this relationship like personality, knowledge, creative ability, therefore insignificant relationship can be justified.

The current study established a positive relationship between inclusive leadership and psychological safety. These findings are aligned with the previous studies that confirmed the positive influence of inclusive leadership on psychological safety (Nemhard & Edmondson, 2006; Carmeli et al., 2010). This is because, leader inclusiveness cultivates and support an encouraging social context where employees feel a psychological safety to take interpersonal risk (Carmeli et al., 2010). Moreover, the present study found a positive relationship between psychological safety and IWB. The previous studies also found a positive relationship between psychological safety and IWB (Baer & Frese, 2003; Leung et al., 2015). Psychological safety shapes employees' inner positive feelings, and they show interest in their work activities and therefore they indulge their selves in the trial and error process of innovation (Wooderman, Sawyer & Griffin 1993; Fuller et al., 2006). Comfortable feeling of employees in voicing their views enhance the employees "innovative suggestions for change and recommending modifications to standard procedures, even when others disagree" (Van Dyne & LePine, 1998, p. 109). In a work setting, psychological safety is a strong contextual factor that courage employees speak about novel ideas (George, 2008) and therefore employees' IWB increases with psychological safety (Hunter et al., 2007; West & Richter, 2008).

The results also indicate that psychological safety mediates the relationship between inclusive leadership and IWB. Developing and implementing new ideas at work are no guarantee of achieving desired results, therefore employees while showing IWB, may perceive a threat of punishment from their immediate leader. However, inclusive leaders encourage employees to take interpersonal risks. Therefore, employees exposed to inclusive leadership, feel more psychological safety (Nembhard & Edmondson, 2006). In a psychologically-safe environment, employees are more likely to take risks based on the belief that if they make a mistake, then there will be no reprimand for them. Therefore, a psychologically-safe environment motivates employees to take risks (Edmondson, 2002). Based on this typology presented by Edmondson (1999), many researchers have found that psychological safety encourages employees to speak more openly about new ideas via generating, promoting, and implementing them that results in employees' IWB (Kessel et al., 2012; Leung, et al., 2015). The findings of the current study confirmed the positive relationship between LMX and psychological safety. This supports the argument that quality leader-followers relationship enhances the employees' psychological safety (Edmondson, 2003; Edmondson & Lei, 2014), because the employees who have a strong relationship with their leader, they feel more confident to speak openly with the leader (Hofmann & Morgeson, 1999; Kath et al., 2010) and therefore, feel high psychological safety (Aranzamendez, James & Toms, 2015).

Finally, the result of the present study established the simultaneous mediation of LMX and psychological safety between inclusive leadership and IWB relationship. The inclusive leadership enhances IWB through LMX and psychological safety by following ways. Inclusive leaders pay sufficient attention to new opportunities to have better work processes, shows openness for constructive dialogue on desired objectives and explore new ways to efficiently achieve those particular objectives, shows availability for employees' consultation, emphasizes on their ongoing presence, show readiness to hear the request of employees, encourage employees to access the current and emerging issues (Carmeli et al., 2010). These characteristics of a leader stimulate a quality LMX (Nishii & Mayer, 2009), where employees

feel it safe to raise their voices (e.g. psychological safety) (Nembhard & Edmondson, 2006; Edmondson, 2002; Ortega, Bossche, Snchez-Manzanares, Rico & Gil, 2014) for IWB.

Moreover, ‘the words and deeds’ of a leader appreciate the other contribution in the decision making, where all employees get motivation to raise their voice specially those one whose voices are usually not heard (Bowers, Robertson & Parchman, 2012; Nembhard & Edmondson, 2006). Inclusive leader, seeks other input to improve the work process (Hirak et al., 2012), therefore a quality LMX exists between inclusive leadership and employees (Yin, 2013) which enhances the employees’ psychological safety (Erkutlu & Chafra, 2016), therefore employees create new ideas, promote them to get other acceptance and finally implement the new ideas to provide a practical benefit to an organization (Edmondson & Harvey, 2016).

5.2 Theoretical Implications

The current study’s investigation contributes to the IWB literature in several important ways. First, this study confirmed the direct relationship between inclusive leadership and IWB, therefore supports the notion that situational factors are important in fostering IWB (Tett & Gutterman, 2000). The findings suggest that inclusive leadership is a favorable situational element which nurtures IWB. These findings are in congruence with existing findings on other leadership styles like transformational leadership and IWB (Afsar et al., 2014; To, Herman & Ashkanasy, 2015). The current study infers that inclusive leadership also promotes IWB by focusing on both the characteristics of a leader and leader-followers relationship (exchange) (Hollander, 2009; Yin, 2013).

Second, the current study established the relationship between LMX and psychological safety, which is also a contribution to the existing body of knowledge. These findings support the ideas that employees experience a great psychological safety in the supervision of supportive leadership (Carmeli et al., 2014). Third, by illuminating the role of inclusive leadership as a form of relational leadership, this study

adds to an understanding of the nature of leadership processes that contribute to employees' IWB. These results support the process view of leadership by showing that inclusive leadership can shape the individual employee's perceptions about the organizational context in a way which is conducive to IWB. Our approach is in line with some existing studies which advance the notion that in the process view, leadership influence IWB through individual level factors like intrinsic motivation and psychological empowerment (Tu, & Lu, 2013; Afsar et al., 2014). Our findings elucidate other individual level paths between inclusive leadership and IWB by demonstrating the serial mediating roles of LMEX, psychological safety and simultaneous mediating roles of LMX and psychological safety.

Specifically, our study indicates that inclusiveness is key in providing leadership support for IWB, because it cultivates high quality relationships of LMX that further augment a sense of CSE and psychological safety. The later is vital social-psychological mechanisms which create conditions where individuals feel confidence in their ability and safe to bring up ideas, voice opinions, and to question (Baer & Frese, 2003; Edmondson et al., 2004; Nembhard & Edmondson, 2006; Lio et al., 2012). In particular, the process view of leadership in which inclusive leadership attributes facilitates employees' behavior positively shapes their perceptions about the organizational context in a way which is conducive to IWB. The current investigation also suggests that researchers should evaluate other mediation mechanisms in order to better explain and understand the relationship between inclusive leadership and employees' IWB. Finally, these findings also support the social exchange view (Blau, 1964). This study demonstrates that when employees are valued in the organization through inclusive leadership attributes such as openness and participation in decision-making, positive social exchange occurs and employees tend to reciprocate by exhibiting IWB.

5.3 Managerial Implications

At the current time, the environmental complexity due to new technological changes has made it vital for organizations to innovate their work processes, product and

services. Innovation is every day problem of organizational members to successfully respond to the workplace issues, and to unexpected events, creation of new ideas to improve the work process and to produce and advance the innovative product and services (Tsoukas & Vladimirous, 2002; Miettinen, Samra-Frederics & Yanow, 2009; Kocher, Kaudela-Baum & Wolf, 2011; Wierdsma, 2004; Tsoukas, 2009). Innovation is the resultant outcome of organizational practices like supportive managerial efforts like providing employees the freedom of rotation and flexible roles, therefore, encourage employees to innovative new and novel ideas (Boer et al., 2005). Other managerial efforts are encouraging employees' participation in the innovation process (Kianto, 2008; Wilhelmsson & Döös, 2009; Tu & Lu, 2013). Thus, managerial practices play an important role in organizational innovation via supporting employees' IWB.

The findings of the current study have several implications for managers working in SCFs of textile industry in Pakistan. Numerous studies stated that innovation is vital for growth and survival of SCFs (Soriano & Dobon, 2009; Ohashi, 2007). The SCFs has a small market capitalization, therefore they paid sufficient attention on innovation to compete in the market and to improve their overall market capitalization (Kaufmann & Todtling, 2002; Rosenbusch, Brinckmann & Bausch, 2011). Therefore, in order to successfully meet new changes and to improve the product and services, the current study provides several managerial implications for SCFs. First, inclusive leadership was demonstrated to facilitate employees' IWB. It is important for managers of SCFs to understand how to foster IWB in employees.

This study recommends that managers cultivate an inclusive leadership style by emphasizing openness, availability, and accessibility in order to create conditions for employees to speak about new ideas and voice their opinions. Following a study of Ryan (2006), the current study suggests the following ways through which a manager can bring his/her inclusive leadership style. First, the manager must show a respect to employees and identify and praise the contribution of the employees. Second, manager attentively listen employees. Third, provide the timely and constructive feedback to employees. Fourth, the approach of the manager

must be on forward looking, instead of just focusing on the evaluation of a past performance. Fifth, the manager can show inclusive leadership style by empowering employees to independently decide their work activities. The final way to become an inclusive leader is to encourage open communication that is positively causing the employees' loyalty and trust. In the presence of such characteristics of leader, employees are more courage to exhibit innovation related behavior (Choi et al., 2016).

Furthermore, there are different processes which intervene the relationship between inclusive leadership and IWB. The first is LMX. In this intervening perspective, the current study suggests that the managers must initiate a quality relationship with employees, which is not only based on economic exchange but also on social exchange (e.g. LMX). This is because researchers found that leader-followers relationship which is based on social exchange, motivate employees to show extra role behavior (e.g. IWB) (Ilies et al., 2007; Schermuly et al., 2013). The IWB is a risky behavior which entails higher chances of failure. New ideas don't have a guarantee for successful achievement of the desired goal, since most of the ideas failed (Hammond et al., 2011). Therefore, employees seek a quality relationship with the leader, where they experience the beneficial resources, challenging tasks, recognition, support in the risky situation and leader's expectations for high performance, which encourage them to show IWB (Janssen & Yperen, 2004; Graen & Scandura, 1987; De Jong & Den Hartog, 2007). The managers with inclusive leadership style can courage the employee IWB via quality relationship (e.g. LMX). Inclusive leader enhances LMX by empowering employees through delegating authority and control (Nishii & Mayer, 2009). Therefore, employees show high trust on an inclusive leader, which motivates them to show IWB. Thus, it is practically important for leaders to socialize and initiate training programs to cultivate a close relationship with employees.

Moreover, generating new ideas is a trial and error process, where employees develop new ideas, many of which failed. Therefore, in case of failure, the employees' confidence reduces; therefore they experience low CSE in showing IWB. Inclusive leader enhances the employees' CSE to show IWB. CSE in another way through

which inclusive leader process for enhancing the employees' IWB. The current study suggests that managers with inclusive leadership must boost up employees' CSE to show IWB. The Manager can do it by following ways. First, the manager must accept the employees' mistakes and failure to achieve desired objectives. Because, the failure to generate successful ideas, discourage employees, and they can't create a useful idea. In this regard, Manager with inclusive leadership style, take the responsibility for failure (Hollander, 2012) therefore employees are encouraged to produce new ideas and therefore show the repetitive behavior (e.g. IWB). This process enhances their mastery experience and ultimately the employees feel high CSE (Mathisen & Bronnick, 2009).

Second, the manager with inclusive leadership style can motivate the employees' CSE by inviting employees in the decision making and in the work processes. This motivates employees to creatively involve in work activities (Carmeli et al., 2010). Employees in this process are encouraged and convinced that they are able to show IWB. Therefore, it enhances the verbal persuasion and ultimately enhances the employees' CSE (Mathisen & Bronnick, 2009). Third, manager inclusiveness may enhance the employee CSE, by working with employees not to employees. This increases the employees' chances to practical learn from leader's role modeling; therefore they are encouraged that they can also show the IWB. This enhances the employees' vicarious experience and consequently their CSE increases (Mathisen & Bronnick, 2009). The risky nature of IWB may pressurize employees from the threat of punishment from the leader, because employees' via showing IWB disagree with leader and challenge the status quo, therefore psychological employees perceive high threat to show IWB. However, manager's inclusiveness can enhance the employees' positive psychological state via supporting employees through intangible resources. Therefore, employees psychologically feel confident (e.g. CSE) (Mathisen & Bronnick, 2009) to show IWB.

Third important way through which inclusive leadership enhance the employee IWB is by enhancing a social context where employees feel high psychological safety to speak about new work means. Managers can do it, by building confidence in employees that if they fail, then they will be not punished (Edmondson,

1999). This encourages employees to feel psychological safety to show IWB. Furthermore, environmental complexity with new changes has made creativity and innovation important sources to compete in the market (Pan, Sun, & Chow, 2012; Brettel, Chomik & Flatten, 2015; Carmeli, Dutton & Hardin, 2015). In this perspective, some employees are socially interwoven and some are socially distant. Socially interwoven employees accept new changes; however, socially distant employees prefer the status quo and abhor new changes. By creating a greater sense of equitable LMX, CSE and psychological safety, inclusive leaders can increase employees' IWB of all employees. Finally, this study suggests that SCFs must pay attention to hire the employees who can show IWB. The best way to do this is create an entrepreneur section in the job description. Therefore, SCFs can find the innovative people to competitively advance in the market.

5.4 Social Implications

Finally, the current study has some social implications. The criterion focus of the study was on employee IWB. Employee IWB helps to explore and avail new opportunities in the competitive market (Dahlander & Gann, 2010). Consequently, IWB helps the entrepreneur to respond the market in an innovative ways (Krueger & Brazeal, 1994; Pfeffer, 1994; Reed, Storrud-Barnes & Jessup, 2012). Thus, through employee entrepreneurial role, the small capitalization firms (SCFs) can improve not only their business performance, but by new opportunities can also expand their business units in the different areas of the country. Other people in the society can also hire and avail the services of the employees' entrepreneurial role to start new businesses. Thus, in the perspective of society, the findings of the current study can replicate to improve entrepreneurial performance that entails a high value in society through the neutralizing economic downturn and also creation of jobs and wealth.

5.5 Strengths, Limitations and Future Directions

This study has some methodological strength that increases the confidence in the results. First, data were collected from separate sources: data related to predictor (inclusive leadership) and a mediator (LMX) were collected from employees, the CSE and psychological safety are internal psychological states, data related to employees' psychological states is better to collect from employees (Conway & Lance, 2010), therefore, in the current study, the data regarding mediators (CSE and psychological safety) were collected from employees, finally the data regarding the criterion variable (IWB) were collected from the supervisors. Second, the time lag between the responses of supervisor and employees was two months. These strengths, reduce the potential effects of common methods and single source biases. Some limitations should also be highlighted. First, this study explored how inclusive leadership may affect IWB via the mediating role of LMX, CSE and psychological safety. The future studies may explore the additional mediating paths between inclusive leadership and IWB. One possibility is to examine the role of individual level motivations and attitudes and differences like intrinsic motivation, psychological empowerment, personality traits, knowledge and creative ability (Shin & Zhou, 2003; Zhang & Bartol, 2010; Karkarwowski et al., 2013; Choi, Anderson & Veillette, 2009). Another possibility is to examine the role of contextual factors like climate for innovation, LMX, trust in supervisor and uncertainty avoidance (Aarons & Sommerfeld, 2012; Jaiswal & Dhar, 2015; Afsar & Masood, 2017). The need of other mediated mechanisms is due to partial mediation of LMX, psychological safety and insignificant relationship between inclusive leadership and CSE, CSE and IWB, insignificant mediation of CSE and LMX-CSE in the relationship between inclusive leadership and IWB. Finally, the current study tested the effect of inclusive leadership on IWB in Asian setting, therefore provide the generalizability of western based develop LMX theory. However, the external validity of the conclusion of this study was restricted because the sample was from Pakistan. Therefore, to increase the generalizability of this research, researchers can replicate this study in a culture or context different from Pakistan. Finally, considering Pakistan's social reality and the cultural particularistic and with the emergence of

the research on the inclusive inclusive leadership-IWB relationship, it is important to conduct more studies in Pakistan.

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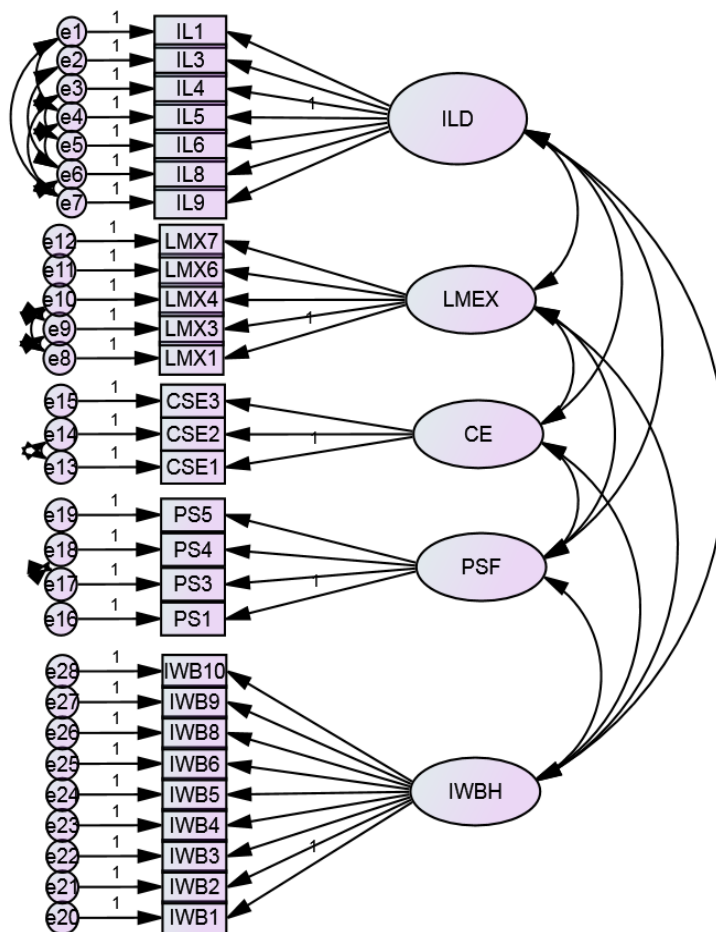
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Appendix-A

AMOS Output for Measurement Model

Model Fit Summary



CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	78	661.216	328	.000	2.016
Saturated model	406	.000	0		
Independence model	28	8982.751	378	.000	23.764

Baseline Comparisons

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.926	.915	.961	.955	.961
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

RMSEA

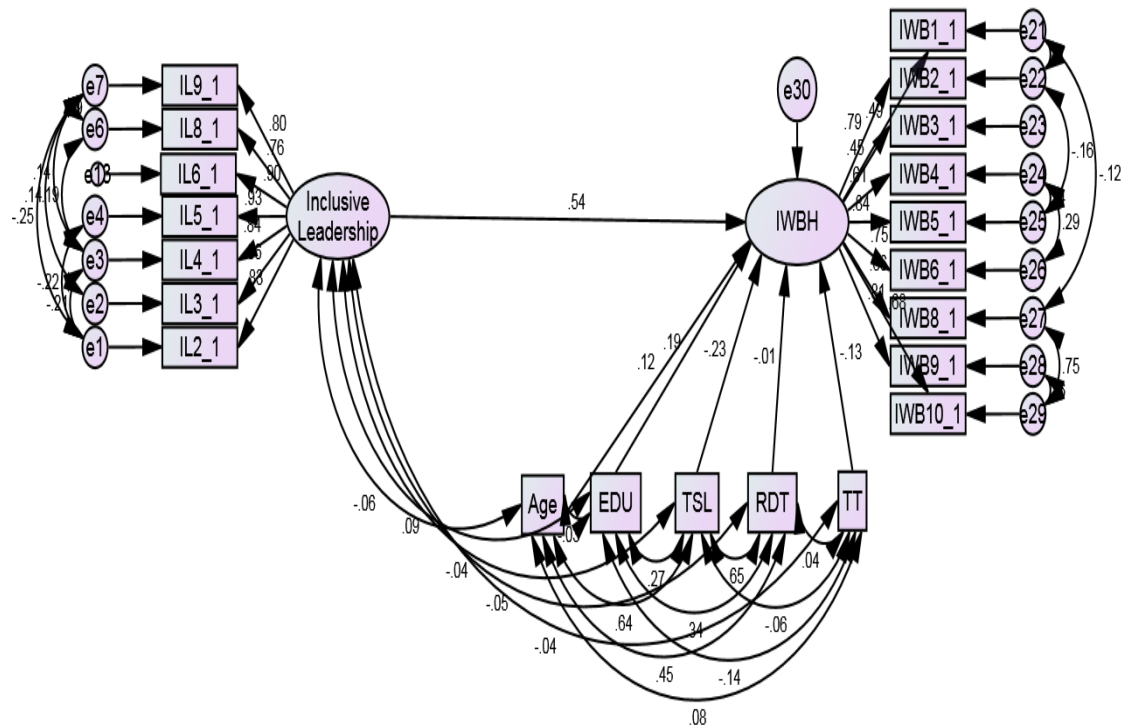
Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.052	.046	.058	.254
Independence model	.247	.243	.252	.000

Amos Output for Path Analysis

Before Mediations

Standardized Regression Weights: (Group number 1-Default model)

Parameter	Estimate	Lower	Upper	P
IWB ← IL	.548	.365	.576	.000
IWB ← Age	.063	-.061	.177	.290
IWB ← EDU	.170	.089	.256	.001
IWB ← TSL	-.201	-.369	-.003	.047
IWB ← RDT	-.002	-.162	.149	.966
IWB ← TT	-.116	-.208	-.030	.011



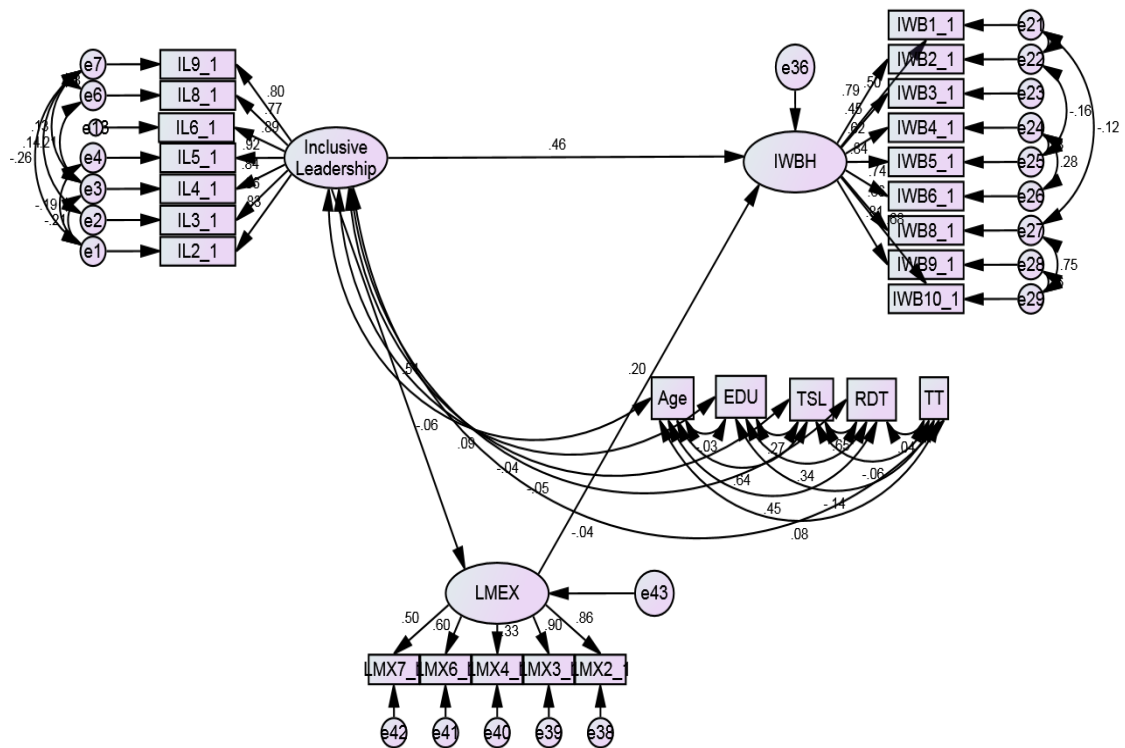
After Mediation

Serial Mediation

First Mediation: Leader Member Exchange (LMX)

Standardized Regression Weights: (Group number 1-Default model)

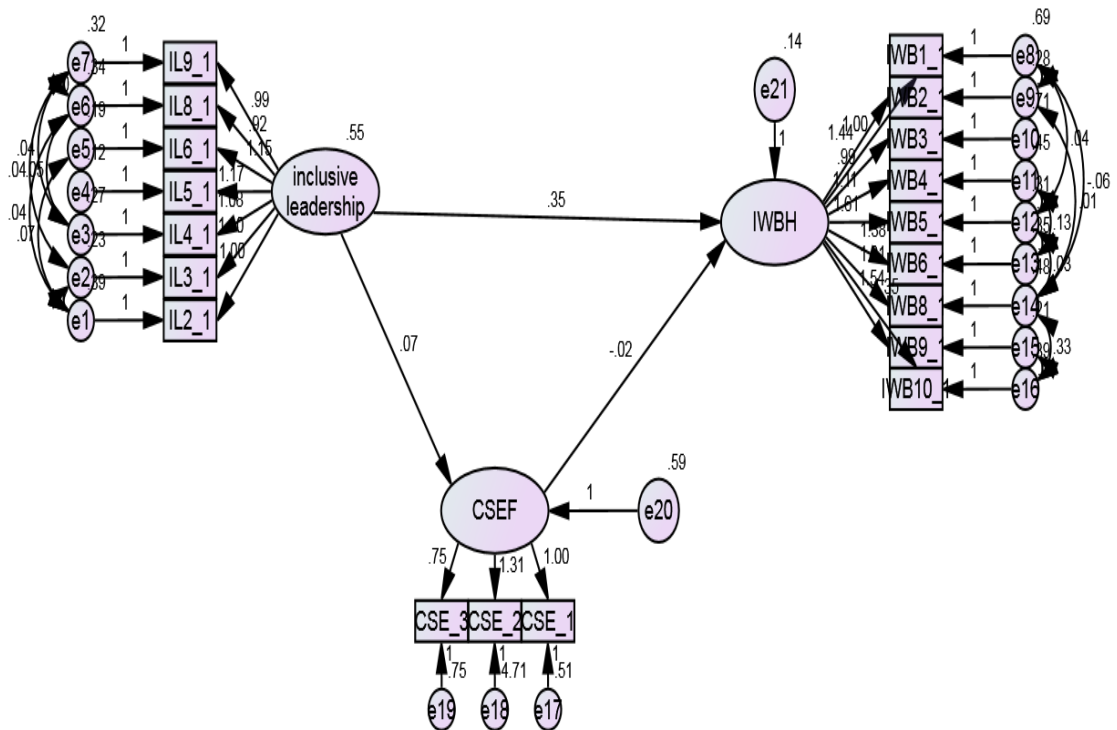
Parameter	Estimate	Lower	Upper	P
LMX ← IL	.512	.327	.567	.000
IWB ← IL	.395	.265	.525	.002
IWB ← Age	.054	-.067	.166	.355
IWB ← EDU	.154	.074	.242	.001
IWB ← TSL	-.209	-.371	-.002	.048
IWB ← RDT	.015	-.145	.160	.780
IWB ← TT	-.114	-.203	-.027	.014
IWB ← LMX	.204	.039	.317	.013



Second Mediation: Creative Self Efficacy (CSE)

Standardized Regression Weights: (Group number 1-Default model)

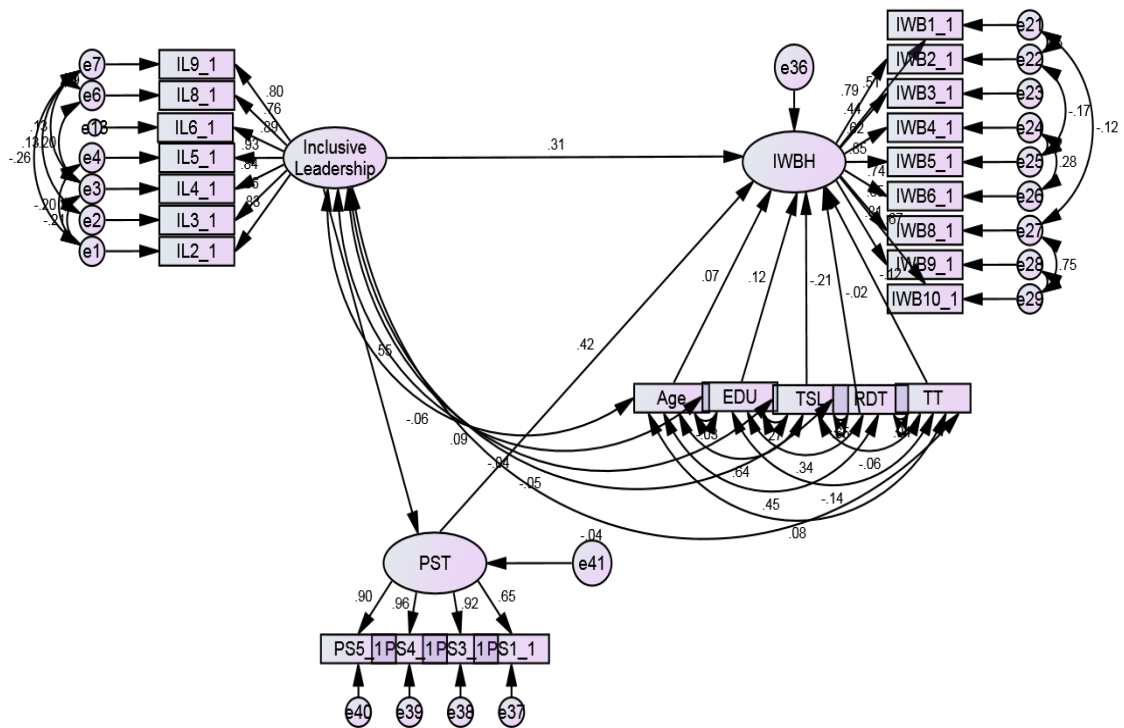
Parameter	Estimate	Lower	Upper	P
CSE ← IL	.073	.075	.276	.002
IWB ← IL	.472	.355	.574	.002
IWB ← Age	.064	-.057	.177	.274
IWB ← EDU	.167	.086	.255	.001
IWB ← TSL	-.200	-.366	-.002	.047
IWB ← RDT	-.002	-.163	.145	.977
IWB ← TT	-.116	-.210	-.031	.010
IWB ← CSE	-.020	-.078	.118	.650



Third Mediation: Psychological Safety

Standardized Regression Weights: (Group number 1-Default model)

Parameter	Estimate	Lower	Upper	P
PS ← IL	.551	.429	.635	.000
IWB ← IL	.268	.142	.385	.002
IWB ← Age	.031	-.078	.128	.529
IWB ← EDU	.103	.029	.183	.008
IWB ← TSL	-.184	-.332	-.017	.035
IWB ← RDT	-.005	-.149	.112	.943
IWB ← TT	-.101	-.184	-.023	.009
IWB ← PS	.421	.277	.524	.001

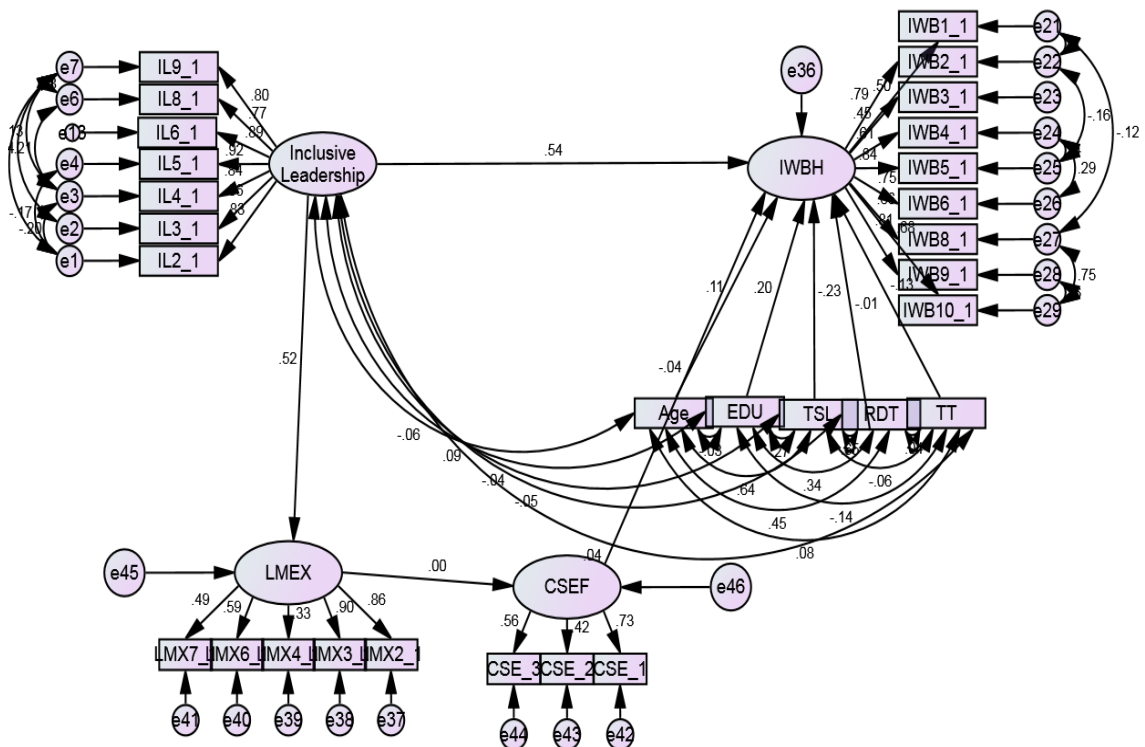


Simultaneous Mediation

First Mediation: LMX and CSE

Standardized Regression Weights: (Group number 1-Default model)

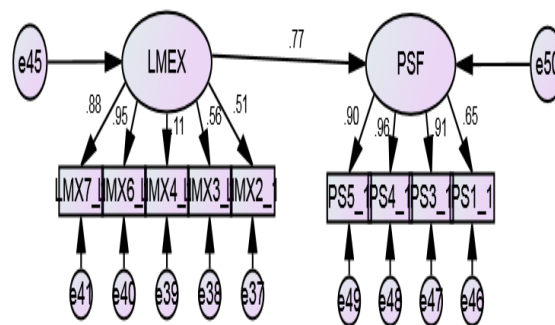
Parameter	Estimate	Lower	Upper	P
LMX ← IL	.452	.327	.567	.001
CSE ← LMX	.066	-.044	.174	.238
IWB ← Age	.064	-.057	.177	.275
IWB ← EDU	.167	.086	.255	.001
IWB ← TSL	-.200	-.367	-.002	.047
IWB ← RDT	-.002	-.163	.146	.977
IWB ← TT	-.116	-.210	-.031	.010
IWB ← CSE	.020	-.077	.118	.650
IWB ← IL	.473	.358	.574	.002



Relationship between LMX and Psychological Safety

Standardized Regression Weights: (Group number 1-Default model)

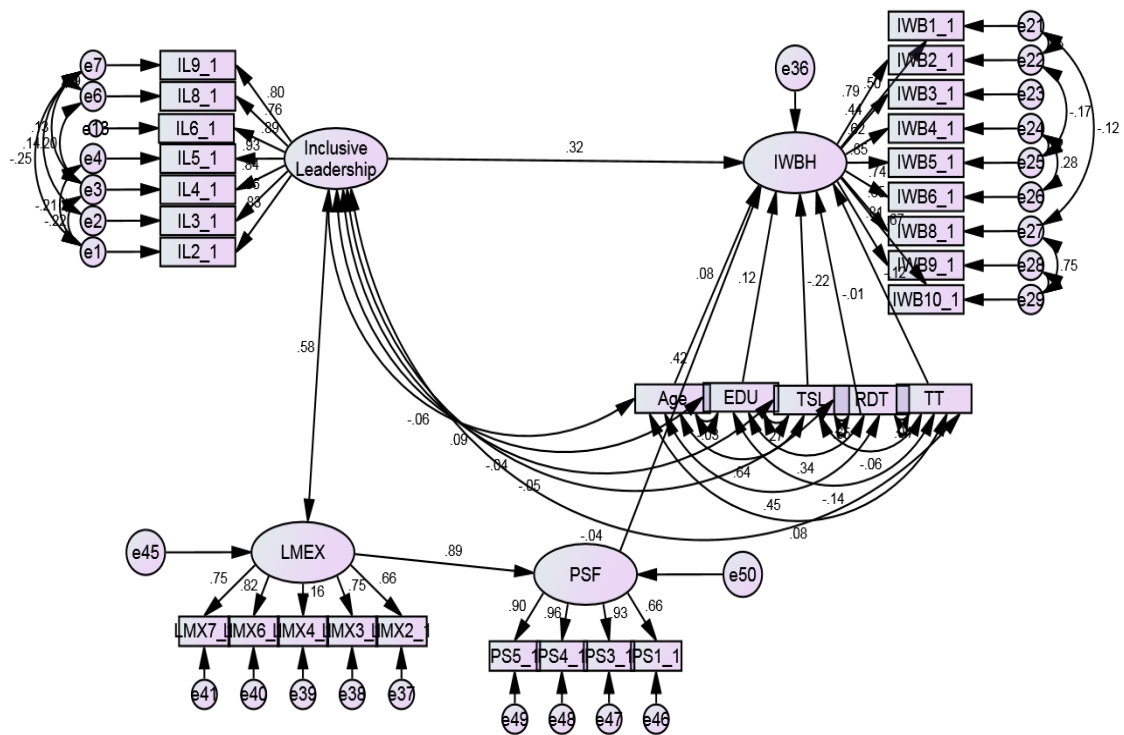
Parameter	Estimate	Lower	Upper	P
PSF ← LMEX	.770	.665	.908	.000
LMX2_1 ← LMEX	.508	.353	.853	.000
LMX3_1 ← LMEX	.559	.400	.902	.001
LMX4_1 ← LMEX	.110	-.033	.291	.141
LMX6_1 ← LMEX	.951	.664	.977	.001
LMX7_1 ← LMEX	.883	.557	.925	.000
PS1_1 ← PSF	.648	.539	.745	.000
PS3_1 ← PSF	.915	.878	.948	.001
PS4_1 ← PSF	.963	.941	.981	.000
PS5_1 ← PSF	.902	.864	.931	.000



Second Mediation: LMX and PS

Standardized Regression Weights: (Group number 1-Default model)

Parameter	Estimate	Lower	Upper	P
LMX ← IL	.452	.327	.567	.001
PS ← LMX	.695	.634	.748	.002
IWB ← Age	.032	-.081	.131	.533
IWB ← EDU	.105	.029	.187	.008
IWB ← TSL	-.188	-.340	-.018	.035
IWB ← RDT	-.005	-.153	.115	.941
IWB ← TT	-.104	-.188	-.023	.010
IWB ← PS	.411	.284	.538	.001
IWB ← IL	.274	.144	.396	.002



Appendix-B

Questionnaire

Demographic Variables

Gender; Age; Education; Experience; Time spent with leadership; Research and development tenure; Task type.

Hypothesized Variables

1) Inclusive Leadership

1. The manager is open to hearing new ideas
2. The manager is attentive to new opportunities to improve work processes
3. The manager is open to discuss the desired goals and new ways to achieve them
4. The manager is available for consultation on problems
5. The manager is an ongoing 'presence' in this team-someone who is readily available
6. The manager is available for professional questions I would like to confirm with him/her
7. The manager is ready to listen to my requests

8. The manager encourages me to access him/her on emerging issues
9. The manager is accessible for discussing emerging problems

2) Leader Member Exchange

1. I always know how satisfied my supervisor is with what I do
2. My supervisor understands my problems and needs well enough
3. My supervisor recognizes my potentials
4. My supervisor would personally use his/her power to me solves my work problems
5. I can count on my supervisor to 'bail me out' at his/her expense when I really need it
6. I have enough confidence in my supervisor to defend and justify my decisions when I am not present to do so
7. My working relationship with my supervisor is extremely effective

3) Creative Self Efficacy

1. I feel that I am good at generating novel ideas
2. I have confidence in my ability to solve problems creatively
3. I have a knack for further developing the ideas of others

4) Psychological Safety

1. I am able to bring up problems and tough issues
2. People in this organization sometimes reject others for being different
3. It is safe to take risk in this organization

4. It is easy for me to ask other members of this organization for help
5. No one in this organization would deliberately act in a way that undermines my efforts

5) Innovative Work Behavior

1. How often does this employee pay attention to issues that are not part of his daily work?
2. How often does this employee wonder how things can be improved?
3. How often does this employee search out new working methods, techniques or instruments
4. How often does this employee generate original solutions for problems?
5. How often does this employee find new approaches to execute tasks?
6. How often does this employee make important organizational members enthusiastic for innovative ideas?
7. How often does this employee attempt to convince people to support an innovative idea?
8. How often does this employee systematically introduce innovative ideas into work practices?
9. How often does this employee contribute to the implementation of new ideas?
10. How often does this employee put effort in the development of new things?

ریسرچ اور ڈولپمنٹ کا دورانیہ	1 سال سے کم	1-5 سال	6-11 سال	12-17 سال	18 سال یا زائد
	1	2	3	4	5

ٹاسک ٹائپ / قسم روٹین کمپلیکس

نمبر	1	2	3	4	5
نیچے دیئے گئے سوالات کا تعلق ادارے میں کام کرنے والے مینجر ساتھیوں اور اس کے ماتحت کام کرنے والے ورکرز سے ہے۔ ذیل میں دیئے گئے بیانات مناسب نمبر پر (ٹک) کا نشان لگا کر یہ ظاہر کریں کہ آپ کس حد تک متفق یا غیر متفق ہیں۔					
1 مینجر کام میں بہتری لانے کے حوالے سے نئے آئیڈیاز سننے کے لیے ہمیشہ تیار رہتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
2 مینجر کام کے طریقہ کار کو بہتر بنانے کے حوالے سے موقع کی تلاش میں رہتا ہے اور اس سے فائدہ اٹھانے کے لیے آمادہ رہتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
3 مینجر مطلوبہ اہداف (ڈیڈ لائنز) پر اور ان کے حصول کے طریقہ کار پر گفتگو کے لیے ہر وقت تیار رہتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
4 مینجر کام کے دوران پیدا ہونے والے مسائل پر مشورہ کے لیے ہر وقت تیار رہتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
5 مینجر کسی بھی مسئلہ پر مشاورت کے لیے ہر وقت موجود رہتا ہے اور اس سے کسی بھی وقت مدد لی جاسکتی ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست

6	نیجیر کام کے دوران پیدا ہونے والے مسائل یا سوالات کے لیے موجود رہتا ہوتا ہے اور مجھے اس سے مشورہ لینے میں کوئی چھکا ہٹ نہیں محسوس نہیں ہوتی	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
7	نیجیر میری تجاویز کو توجہ سے سنتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
8	نیجیر کام کے دوران سامنے آنے والے مسائل پر رابطہ کی کسی بھی کوشش کی حوصلہ افزائی کرتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
9	نیجیر کام کے دوران سامنے آنے والے مسائل پر گفتگو کے لیے ہر وقت تیار رہتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
	نیچے دیئے گئے سوالات کا تعلق نیجیر اور رورکرز کے درمیان باہمی تعلق سے ہے یہ تعلق جتنا مضبوط ہوتا ہے اتنا ہی رورکرز زیادہ بہتر کارکردگی کا مظاہرہ کرتے ہیں۔ ذیل میں دیئے گئے بیانات مناسب نمبر پر (نک) کا نشان لگا کر یہ ظاہر کریں کہ آپ کس حد تک متفق یا غیر متفق ہیں					
10	میں جانتا ہوں کہ نیجیر میرے کام سے مطمئن ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
11	میرا سپروائزر میرے مسائل اور ضروریات کو سمجھتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
12	میرا سپروائزر میری ضروریات کو سمجھتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
13	مجھے یقین ہے کہ میرا سپروائزر میرے مسائل کو حل کرنے کے لیے اپنے ذاتی وسائل کا استعمال کرے گا۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
14	مجھے اپنے سپروائزر پر اعتماد ہے کہ وہ ضرورت پڑھنے پر میری ضروریات پورا کرے گا	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
15	میرا سپروائزر میری غیر موجودگی میں میرے فیصلوں کا دفاع کرتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست

16	میرے سپروائزر کے ساتھ کام کا تعلق بہت مضبوط ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
	نیچے دیئے گئے سوالات کا تعلق ورکرز کی تخلیقی خود اعتمادی کے بارے میں ہیں۔ ذیل میں دیئے گئے بیانات مناسب نمبر پر (نک) کا نشان لگا کر یہ ظاہر کریں کہ آپ کس حد تک متفق یا غیر متفق ہیں					
17	مجھے لگتا ہے کہ میں تخلیق خیالات پیدا کرنے میں اچھا ہوں	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
18	مجھے مشکل مسائل کو حل کرنے کے لیے تخلیقی صلاحیتوں پر اعتماد ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
19	میں دوسروں کے تخلیقی خیالات کو مزید تقویت دیتا ہوں۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
	نیچے دیئے گئے سوالات کا تعلق ورکرز کے ذہنی تحفظ کے بارے میں ہے۔ ذیل میں دیئے گئے بیانات مناسب نمبر پر (نک) کا نشان لگا کر یہ ظاہر کریں کہ آپ کس حد تک متفق یا غیر متفق ہیں۔					
20	میں مشکل مسائل کو سامنے لانے کے قابل ہوں	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
21	اس کمپنی میں بعض اوقات لوگ مختلف اور تخلیقی خیالات رکھنے والے لوگوں کو مسترد کر دیتے ہیں	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
22	اس کمپنی میں نئی بات کی جاسکتی ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
23	اس کمپنی میں دوسروں کی مدد لی جاسکتی ہے		نہیں	معلوم نہیں	جی ہاں	بالکل درست
24	اس کمپنی میں ورکرز جان بوجھ کر دوسروں کے لیے مسائل پیدا نہیں کرتے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست

					نیچے دیئے گئے سوالات کا تعلق ورکرز کے نئے اور جدید کام کرنے کے طریقے سے ہے۔ ذیل میں دیئے گئے بیانات مناسب نمبر پر (نک) کا نشان لگا کر یہ ظاہر کریں کہ آپ کس حد تک متفق یا غیر متفق ہیں	
25	کتنی باریہ ورکران مسائل پر توجہ دیتا ہے جو اس کے روز مرہ کے کام کا حصہ نہیں ہیں	کبھی نہیں	شادر ناور	کبھی کبھار	بہت زیادہ	ہمیشہ
26	کتنی باریہ ورکر اس حیرت میں رہتا ہے کہ کام کرنے کے طریقہ کو کیسے بہتر بنایا جاسکے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
27	کتنی باریہ ورکر نئے کام کرنے کے طریقوں اور ٹیکنیک کی تلاش میں رہتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
28	کتنی باریہ ورکر مسائل کے اصل حل کو لے کر آتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
29	کتنی باریہ ورکر کام کو انجام دینے کے لیے نئے نقطہ نظر کو تلاش کرتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
30	کتنی باریہ ورکر اہم تنظیمی اراکین میں جدید خیالات کے لیے حوصلہ افزائی پیدا کرتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
31	کتنی باریہ ورکر جدید خیالات کی حمایت کے لیے دوسرے ورکرز کو قائل کرنے کی کوشش کرتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
32	کتنی باریہ ورکر کام کرنے کے فنکشنز میں نئے طریقوں کو متعارف کرتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
33	کتنی باریہ ورکر نئے پیدا کیے ہوئے طریقوں کو عملی طور پر نافذ کرتا ہے	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست
34	کتنی باریہ ورکر نئی چیزوں کی ترقی کے لیے عملی طور پر کوشش کرتا ہے۔	بالکل نہیں	نہیں	معلوم نہیں	جی ہاں	بالکل درست