



**STUDY ON THE INTERMEDIARY AND REGULATING MECHANISM OF
PATERNALISTIC LEADERSHIP ON EMPLOYEE INNOVATIVE
BEHAVIORS IN SMALL AND MEDIUM-SIZED ENTERPRISES**

**LIJUAN JIANG
6117195405**

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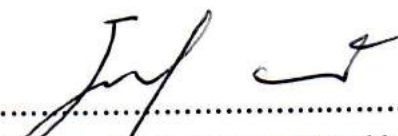


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**Thematic Certificate
To
LIJUAN JIANG**

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Requirement of International Master of Business Administration in International
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Advisor:.......... Date: ..18../..7../..2020
(Dr. LI ZHANG)

.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Acting Dean, Graduate School of Business Administration
Date.....21../..7../..2020
Siam University, Bangkok, Thailand

ABSTRACT


Title: Study on the Intermediary and Regulating Mechanism of Paternalistic Leadership on Employee Innovative Behaviors in Small and Medium-sized Enterprises

By: Lijuan Jiang

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Advisor:



(Dr. Li Zhang)

The rapid development of small and medium-sized enterprises has played a very important role in improving the overall development of the national economy and society. However, there were also many problems and difficulties in the development of SMEs, which made development of SMEs lack core competitiveness. With increasingly fierce competition, employee innovation has become the key for SMEs to obtain core competitiveness, where leadership is the core of an organization. This paper started with paternalistic leadership and studied the mediating and regulating mechanism of paternalistic leadership to employee innovative behavior. Based on the literature review, this paper divided paternalistic leadership into three dimensions: benevolent leadership, moral leadership, and authoritarian leadership. According to concepts and connotations of the three dimensions, this paper studied the mediating and regulating mechanism of paternalistic leadership on employee innovative behaviors from the perspectives of the emotional path, psychological path and cognitive path. For benevolent leadership, this paper used positive emotions as mediating variables, explored the mediating effects of positive emotions, and the

control variables was the sense of power distance of subordinates. For moral leadership, this paper used the creative self-efficacy as the mediating variable and the control variables was the power distance sense. For the authoritarian leadership, this paper used job involvement as an intermediary variable, and the control variables were the leadership-learning orientation.

Through empirical study, the paper presented the following conclusions: (1) Benevolent leadership could positively promote employee innovative behaviors through positive emotions; (2) Moral leadership could positively promote employee innovative behaviors through creative self-efficacy; (3) Authoritarian leadership had a negative effect on employee innovation behavior through job involvement; (4) The sense of power distance of employees could regulate the relationship between moral leadership and self-efficacy of innovation. The smaller the sense of power distance of employees, the more positive the relationship between moral leadership and self-efficacy of innovation; (5) Leadership learning orientation regulates the relationship between authoritarian leadership and job involvement. The higher the leadership learning orientation, the more it may reduce the negative impact of authoritarian leadership on job involvement.

Keywords: paternalistic leadership, employee innovative behaviors, emotional path, psychological path, cognitive path



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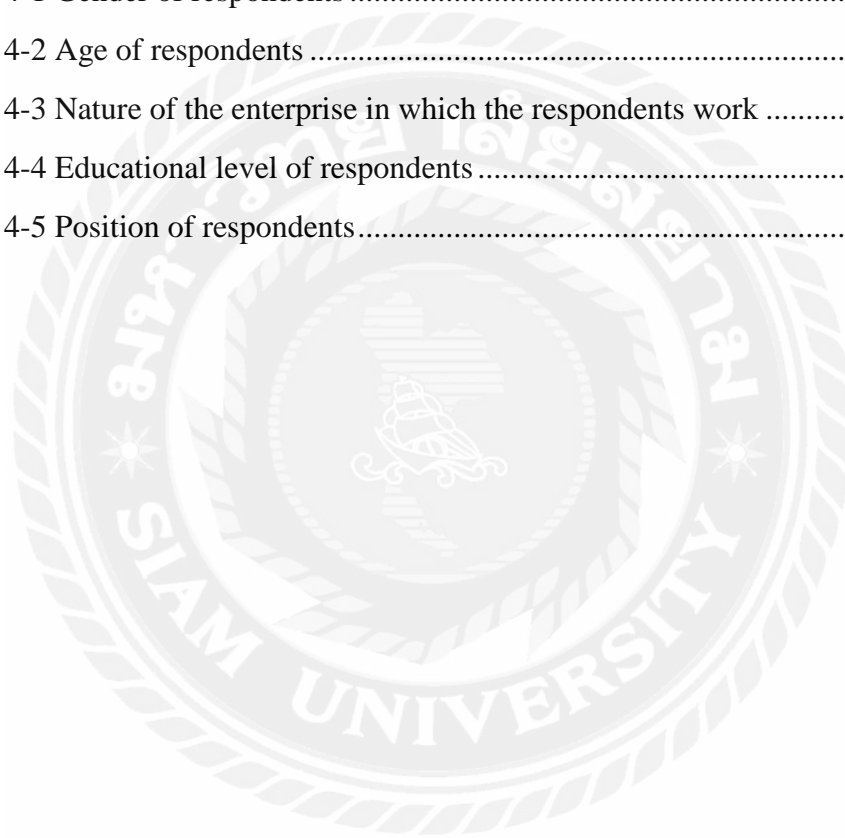


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CHAPTER 1 INTRODUCTION

1.1 Background

In the "Law on the Promotion of Small and Medium Enterprises" that came into effect on January 1, 2003, SMEs were clearly defined. "SMEs are defined as legally established small and medium-sized enterprises of various ownerships and forms within the territory of the People's Republic of China that are conducive to meeting social needs, increasing employment, in accordance with national industrial policies."

With the development and development of reform and opening up, China's small and medium-sized enterprises have developed rapidly, especially in recent years. It has played a very important role in improving the overall economic development of the country and society as a whole and has become a new point of growth for the economy. Beginning in 2004, China holds an annual China International Small and Medium Enterprises Expo, referred to as the China Expo. The China Expo is currently the largest international exhibition in China with the highest specifications, the largest scale, and special services for SMEs. At the same time, it also undertakes the exchanges between domestic SMEs and the world. From this we can see that the development of small and medium-sized enterprises is a major strategy for China's economic development, and plays a pivotal role in the national economy.

Different countries at different stages of economic development define SMEs with different standards for different industries. And it corresponds actively with economic development. Countries generally define SMEs in terms of quality and quantity. Qualitative indicators mainly include the organizational form, financing model, and status in the industry, while quantitative indicators mainly include the number of employees, paid-in capital and total asset value, etc. Quantitative indicators are more intuitive than qualitative indicators, and data selection is easier. Most countries use the quantitative indicators to define SMEs. In the United States, the US congress in 2001 passed the Law on Small and Medium Enterprises, which defines the Small and Medium-sized Enterprises by no more than 500 employees. In the UK and

the European Union, they take the quantitative indicators too, and at the same time, also take qualitative indicators as a supplementary. China's Small and Medium-sized Enterprises are classified according to the number of employees, operational income, total assets, and other indicators, combined with the characteristics of the industry. Such enterprises are usually founded by a single person or a small-sized group of people, with a small number of employees and turnover. They are normally managed by the owners directly with little outside interference.

Small and medium-sized enterprises (SMEs), due to their small size, have a relatively limited supply of people, money, goods, and other resources. As a result, they are unable to manage a variety of products to spread risk. Neither can they go into mass production to compete with large enterprise. Therefore, they tend to invest their limited manpower, financial and material resources to those subdivision markets ignored by big enterprises, by focusing on subdivision products and continuously improving product quality and production efficiency to gain a foothold in the market competition and achieve business development. From the similar successful experience of other countries in the world, it is one of the most effective ways for small and medium-sized enterprises to survive and develop in the fierce competition by choosing the market segments that can enable enterprises to give play to their advantages to carry out specialized business development through filling in the gaps and making up for the small and large ones. Also, with the development of specialization and collaboration in production, more and more enterprises have got rid of the "large and complete" organizational form, and value more "small and complete". Small and medium-sized enterprises, through specialized production and establishing a close cooperative relationship with large enterprises, not only provided a strong support to the large enterprises, but also found a reliable basis for their survival and development.

However, there are some obstacles to the development of SMEs. At present, there are many unfavorable factors in the development of China's SMEs, such as large talent flows, shortage of funds, unfair competition, and chaotic market order. These unfavorable conditions have caused SMEs to exhibit problems such as insufficient core competitiveness, financing difficulties, and labor difficulties. Ma Jianguo and

Mei Qiang (2002) believe that core competitiveness is a core issue for the survival and development of SMEs, and how to improve the core competitiveness and sustainable competitiveness of SMEs is essential. And the core competitiveness of an enterprise depends to a large extent on the innovation ability of an enterprise.

Nowadays, the world presents the situation of economic globalization and regional economic integration. The pulse of the whole world is closely linked with each other through the context of economy. Globalization is both an opportunity for enterprise, also is a challenge, how to grasp the trends of world economic development, with the development of the world look at their own advantages and disadvantages, through reform and innovation, promote the development of enterprise itself, the evolution in an impregnable position in the big tide of market competition, it is a big topic, also is a major challenge.

For a country or a nation, innovation is the soul and inexhaustible driving force for development and progress, and for an enterprise, it is a necessary condition for finding vitality and a way out. In a sense, an enterprise does not know how to reform and innovate, do not know how to forge ahead, its vitality will stop, the enterprise will be on the verge of extinction. The fundamental meaning of innovation is to have the courage to break through the limitations of enterprises, get rid of outdated old systems and methods, create more new systems and measures that meet the needs of the market under the current conditions, stay ahead of the trend of The Times, and win fierce market competition.

With the rapid development of market economy and fierce competition, it is necessary for enterprises to keep pace with The Times and make their development goals and directions meet the requirements of market economy and social development. The importance of enterprise innovation is an important basis to measure whether an enterprise can survive in the changeable market environment, and also an important embodiment of its social competitiveness.

Innovation is to manage and use enterprise resources more effectively, allocate and call reasonably, and introduce new management ideas and ways to realize enterprise innovation management. The most important purpose of management

innovation is to realize the increase of enterprise benefit, to increase enterprise value as the purpose, using different innovative means to cultivate the core competitiveness and management level of enterprises. So as to reduce production costs, improve the economic benefits of enterprises, expand the role of the market.

Innovation is the core source for enterprises to obtain a competitive advantage. In recent years, the market competition is becoming more intensive, which requires that enterprises must continue to innovate. Otherwise, it would be difficult to stand in the market competition. Employee innovation can bring new ideas, new culture, new products, and new technology to the enterprise, which are the most important factors and foundation of enterprise innovation. Having a large number of innovative talents who are active, innovative, and good at innovation is an important prerequisite for the survival and development of contemporary enterprises.

The innovation ability of enterprise staff is the power and guarantee of enterprise development. Under the condition of market economy, the competition among enterprises has developed into all-round and diversified competition. In today's competitive system, the innovation ability of enterprise employees is the driving force of enterprise development. In the era of knowledge economy, innovation ability becomes one of the leading factors of enterprise value creation. As an important part of the core competence of an enterprise, the innovation ability of employees directly affects the sustainable competitiveness of an enterprise. Enterprises without innovation will be eliminated sooner or later. Therefore, in the highly competitive market environment, it is necessary to stimulate the innovation ability of enterprise employees as one of the priorities of the management.

Therefore, enterprises should attach importance to the innovation enthusiasm and creativity of employees, so that they become an important part of the enterprise innovation culture. In today's increasingly fierce market competition, let every employee feel the pressure brought by the development and change of the market to the development of the enterprise, and guide this pressure into the power of innovation, give play to the innovation enthusiasm of employees, while providing value for the market, let employees realize their own value. For enterprises, the innovation of

employees can greatly promote the economic development of enterprises. This is the improvement made by employees based on their knowledge accumulation, which is the continuous power for the development of enterprises. A successful enterprise should be an innovator's paradise. The enterprise should not only provide employees with extremely comfortable and relaxed working environment, but also its management should encourage employees to innovate actively and allow them to make work arrangements according to their own specific conditions. Encourage employees to look for the market, put forward the plan, so that the enterprise employees and new products, new markets closely connected.

Independent innovation is one of the important strategic guidelines for China's development in recent years, and the 12th Five-Year Plan makes it clear that enterprises should continue to follow the path of independent innovation unswervingly. Innovation is a complex phenomenon. At the same time, leaders may influence employees' performance in various ways in an organization. Therefore, in recent years, the influence of leaders on employees' innovation has attracted extensive attention from scholars at home and abroad. In work, leaders often play a decisive role, influencing the motivation and behavior of employees all the time. And for employees, the most effective and authoritative force in the work environment they experience every day is the leader. Therefore, leadership is a very important and indispensable link in promoting enterprise innovation. And leadership style is a very important factor that affects the innovation behavior of employees.

How to motivate employees to innovate is one of the important challenging issues that enterprise leaders need to face in their management. The behavior of a leader of any enterprise is based on the cultural tradition. Paternalistic leadership is a unique leadership behavior in Chinese enterprises. In addition to evidence of widespread paternalism from Chinese enterprises in countries and regions in the Asia-pacific, the Middle East, and Latin America, signs of paternalism have begun to appear in recent years even in the United States, a western culture that has reservation about paternalism. A survey of corporate employees in 10 countries showed that American employees' recognition of paternalistic leadership is much higher than that of Canada, Germany, and Israel. American companies have a large number of

employees who have respect for authority and recognize obedience. They are more aligned with paternalism and can exercise greater initiative under paternalistic leadership.

1.2 Significance

In China, small and medium-sized enterprises (SMEs) are an important carrier of mass entrepreneurship and innovation. They play an irreplaceable role in increasing employment, promoting economic growth, scientific and technological innovation and social harmony and stability, and are of strategic significance to national economic and social development. Small and medium-sized enterprises have less investment, small operation scale, and limited production capacity, so it is not easy for them to reach the economic scale and maintain the leading position with low cost to gain a competitive advantage. But the small and medium-sized enterprises may have wide points of services, and are usually closer to the customer and the market. SMEs can choose those segmented markets ignored by large enterprises, and undertake focused marketing. By highlighting uniqueness in operation and focused marketing, SMEs strive to meet the needs of users for small volume, attract customers with distinctive services or products, and occupy the markets with products of small volume, unique qualities, and small profit margin, to maintain market share in fierce competition.

In the increasingly fierce competition, more and more small and medium-sized enterprises begin to realize that employee innovation has gradually become a magic weapon for many enterprises to obtain sustainable competitiveness. For enterprises to continue to develop, they need to have a competitive advantage, and innovation is increasingly the key to promoting economic growth and building a company's competitive advantage. In many industries, innovation has become the most important driver of competitive victory. To cope with the unfavorable development environment, SMEs need to find new competitive advantages through innovation to maintain good development in the competition. With the increasing demand and pressure of SMEs to innovate and the continuous emergence of various innovative practice activities, how to improve the innovation awareness and ability of employees and how to make

successful innovation to promote and improve corporate performance, thereby enhancing the SME's ability to survive and remain competitive have important practical significance for SMEs.

This paper examines the most relevant intermediary and regulatory mechanisms that affect employee innovation for SMEs whose leadership style is dominated by paternalistic leadership. In consideration of the current situation of the development of SMEs in China, based on previous research on paternalistic leadership and employee innovation behavior, this research conducts more in-depth research and analysis and summarizes the influencing factors that are most suitable for SME employee innovation behavior to achieve research purposes, which is to improve employee innovation ability and improve corporate performance. The theoretical significance of this paper lies in the analysis of the previous causes of paternalistic leadership and the analysis of the antecedents of employee innovative behavior. The relevant literature is summarized to propose the most relevant common paternalistic leadership and employees in the context of SME research. Innovative mediation and regulatory mechanisms are currently under-researched in this regard.

The practical significance of this paper is to study mediation and regulatory mechanisms of three different dimensions of paternalistic leadership in SMEs which affect employee innovation behavior, analyze and verify the data obtained from the questionnaire, and find out the most relevant mediation and control factors that would open up the innovative thinking of SME employees, improve the creativity of employees, and then improve the overall core competitiveness of the enterprise and promote a more healthy development of the enterprise.

1.3 Study methods

Literature review method: review the related concepts and theories such as paternalistic leadership, employee innovation behavior, and the influence factors of leadership style on employee innovation behavior to sort out and find out the

shortcomings. Based on previous studies, this paper puts forward the research hypothesis.

Empirical analysis method: This study combines normative research with empirical research. After reviewing the literature, and referring to the mature domestic and foreign research scales, it makes corresponding adjustments to make a questionnaire measuring the intermediary and regulatory mechanism of the influence of parental leadership on employee innovation behavior in small and medium-sized enterprises, among which 171 questionnaires are collected and 158 questionnaires are valid data.

In the process of research, data processing and statistical analysis are performed by SPSS software and EXCEL, including mathematical-statistical analysis methods such as descriptive statistics, reliability and validity tests, linear regression methods, etc. The corresponding research result is obtained.

1.4 Study content

This paper summarizes and analyzes the literature on the causes of paternalistic leadership and the antecedents of employee innovative behavior. Based on the three dimensions of paternalistic leadership, it is found that three different theoretical directions can be related to paternalistic leadership and employees. The factors of innovation behavior are used as intermediary and regulatory variables, making assumptions, and then combining data to analyze the most direct and important intermediary and regulatory factors that affect employee innovation behavior for SMEs.

This paper is divided into five parts.

The first part is the introduction, which mainly introduces the research background and significance, research content and research methodology of this research, and provides a foundation for the follow-up research.

The second part is a review of relevant literature and an introduction to the theoretical basis. It summarizes the research on employee innovation behavior from paternalistic leadership, factors affecting employee innovation behavior, and leadership styles. Finally, it reviews the current status of domestic and foreign research and proposes its research direction which lays the foundation for subsequent research. This paper is based on the theory of emotional motivation-differentiation, theory on self-efficacy, and theory on job involvement.

The third part is the logical deduction of the theoretical model and the hypothesis. Based on the previous research foundation, a more in-depth analysis is made. Based on emotional motivation-differentiation theory, self-efficacy theory, and job involvement theory, this paper starts from three dimensions of paternalistic leadership, benevolent leadership, moral leadership, and authoritative leadership. Psychology and cognition are selected from three mediators. The control variables are the sense of power distance of the subordinates and the orientation of leadership learning at the organizational level.

The fourth part is the study process and results. Based on the above theoretical analysis, the process of selecting variables, defining indicators, establishing models, and selecting samples is described in detail, and how to conduct empirical analysis is described in detail as well. SPSS is used to perform descriptive statistical analysis and reliability analysis on the data. Finally, regression analysis is performed on the model, and the regression results are explained.

The fifth part is the conclusion and research prospect. Based on the empirical results of the previous paper, this chapter summarizes the main research conclusions of this paper, and finds the deficiencies in this paper and the prospects for further research.

The study framework of this paper is shown in Chart 1-1.

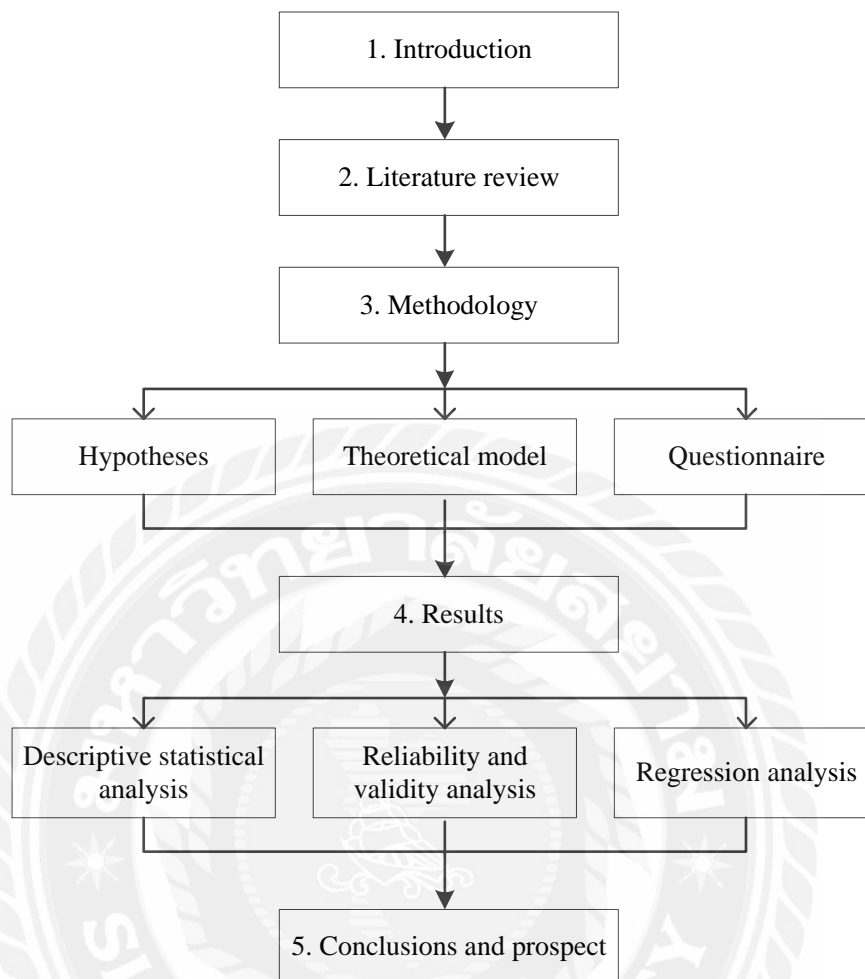


Chart 1-1 Study framework

CHAPTER 2 LITERATURE REVIEW

2.1 Paternalistic leadership

Fan Jingli and Zheng Boxun (2000) defined paternalistic leadership as: "In the atmosphere of rule of man, leaders show strict discipline and authority, fatherly kindness, and moral integrity." Paternalistic leadership includes three dimensions, namely: benevolent leadership, which means that the leader has special care and care for the life and work of the employees, and will maintain the face of the subordinates in their communication; Moral leadership refers to the fact that the leader himself has a high degree of accomplishment and integrity, can set an example, has the role of example to the staff, the staff corresponds to the worship, admiration and imitation; Authoritarian leadership refers to a leader who is very autocratic in his work, has an absolute desire to control power, his authority is not challenged, treats subordinates severely, and fully assigns their work.

Based on the deep-rooted Confucian culture in China, the paternalistic leadership theory of Fan Jingli and Zheng Bozheng has a strong cultural background in Chinese enterprises, and this theory is generally accepted by the academic community. Many scholars, such as Han Yi and Yang Baiyin (2011), Li Chaoping and Meng Hui (2006), have proved through their research that paternalistic leadership is widespread in Chinese companies and that it has a profound impact on Chinese companies.

With Chinese companies as the target, many scholars have conducted extensive research on the impact of paternalistic leadership on employee work attitudes and behaviors. At present, most researches focus on variables such as reasons for staff turnover intention, trust, loyalty, employee performance, leadership support, organizational citizenship behavior, employee innovation behavior, organizational commitment, psychological empowerment, and speech behavior, and found that paternalistic leadership has significant effects on them. Impact and including the three different dimensions of benevolent leadership, moral leadership, and authoritarian leadership also have a significant impact on these variables. There are also a lot of

research regarding paternalistic leadership has a lot of research on employee performance. For example, Wang Jintang (2002) found that paternalistic leadership can positively affect employee performance and organizational performance through interpersonal relationships; Farh and Cheng (2000) found that paternalistic leadership can positively affect individual performance through trust as an intermediary; Wang Zhenhua (2014) also confirmed the positive relationship correlation between paternalistic leadership and employee personal performance; Zhang Xinan and He Hui et al. (2009) from the perspective of leaders, found benevolent leadership and moral leadership can improve organizational performance. Li Caide (2010) found through research that paternalistic leadership can affect organizational citizenship behaviors by affecting employee psychological empowerment. Other related studies include Wang, Cheng (2010), when studying the relationship between paternalistic leadership and employee innovative behavior, found that two variables, namely, innovation role identification and job autonomy, can play a mediating role. Saher, Naz, Tasleem, Naz, Kausar (2013) found through research that paternalistic leadership has a positive correlation to organizational commitment, with trust in leadership as a regulating variable. Studies on the relationship between paternalistic leadership and organizational commitment include Rehman, Afsar (2012), Pellegrini, Scandura, Jayaraman (2007), and other Pakistani companies. Huang et al. (2008) started from the trust mechanism and found that the positive correlation between paternalistic leaders' willingness to share knowledge.

To sum up, some scholars and their views on the influence of paternalistic leadership are as follows.

Table 2-1 Literature on paternalistic leadership

| Scholars | View Points |
|-----------------------------------|---|
| Fan Jingli and Zheng Boxun (2000) | <p>Paternalistic leadership includes three dimensions: benevolent leadership, Moral leadership, authoritarian leadership.</p> <p>This theory is generally accepted by the academic community.</p> |

Continued Table 2-1 Literature on paternalistic leadership

| Scholars | View Points |
|--|---|
| Han Yi and Yang Baiyin (2011) Li Chaoping and Meng Hui (2006) | Paternalistic leadership is widespread in Chinese companies, and that it has a profound impact on Chinese companies. |
| Wang Jintang (2002) | Paternalistic leadership can positively affect employee performance and organizational performance through interpersonal relationships. |
| Farh and Cheng (2000) | Paternalistic leadership can positively affect individual performance through trust as an intermediary. |
| Wang Zhenhua (2014) | There is a positive correlation between paternalistic leadership and individual employee performance. |
| Zhang Xinan and He Hui et al. (2009) | Benevolent leadership and moral leadership can improve organizational performance. |
| Li Caide (2010) | Paternalistic leadership can affect organizational behavior by affecting employee psychological empowerment. |
| Wang, Cheng (2010) | Paternalistic leadership influences employee innovation behavior. |
| Saher, Naz, Tasleem, Naz and Kausar (2013) | Paternalistic leadership has a positive correlation with organizational commitment. |
| Rehman, Afsar (2012) Pellegrini, Scandura and Jayaraman (2007) Huang et al. (2008) | Paternalistic leadership has a positive relationship with the willingness to share knowledge. |

2.2 Employee innovation

(1) Concept of employee innovative behavior

Regarding the definition of individual innovation behavior, different scholars have given different explanations, but most of them define the individual innovation

behavior from the process of innovation. Scott and Bruce (1994) proposed that personal innovation should first identify the problem including the proposal of innovative ideas or solutions, then find out the cornerstones supporting these innovative ideas or solutions, and finally realize the innovation ideas or solutions through specific products the process. Scott and Bruce (1994) summarized personal innovation into three stages, identifying problems and generating innovative ideas or solutions; finding support points for innovative ideas or solutions; and using standard or model to productize innovative ideas or solutions. Kleysen and Street (2001) used research to define personal innovation in five stages. In simple terms, it is to find opportunities, build ideas, conduct investigations, support, and apply. Domestic scholar Huang Zhikai (2004) studied Kleysen and Street's five-stage theory of innovation and found that combining personal innovation behavior with the Chinese context can be summarized into two phases: the behavior of generating new ideas and the behavior of realizing new ideas.

The two-stage theory of personal innovation proposed by Huang Zhikai and others is widely quoted. By referring to the research results of Huang Zhikai et al., Gu Yuandong and Peng JiSheng (2010) defined employee innovation behavior as: "it refers to the employee's behavior of generating innovative ideas or problem solutions in the work process and trying to put them into practice, including various behaviors in the two stages of generating and executing innovative ideas". To improve the company's products, services, technologies and workflows, employees are constantly looking for opportunities to innovate, then generate new ideas, and test their feasibility. Once feasible, employees will choose to challenge risks through their efforts, while actively using resources such as the company or colleagues around them, and ultimately make their innovative ideas into reality.

(2) Factors affecting employee innovation behavior

Many scholars have made relevant research on the factors that influence employee innovative behavior. Such research at the individual level, include research on employee learning orientation, leadership heuristic transfer, leadership-member exchange, psychological empowerment, employee role identification, psychological

capital. At the organizational level, such research include transformational leadership, parental leadership, real leadership, external motivation, innovation atmosphere, support for innovation, internal incentives, organizational justice, etc.

At the individual level, many scholars have studied the impact of psychological empowerment on employee innovation. Li Yan, Ding Gang, Li Xinjian (2014) found through research that psychological empowerment has a positive impact on employee innovative behavior. Gunzuz, Cekmecioglu, and Ozbag (2014) found that psychological empowerment can positively promote the occurrence of employee innovation. Gumusluoglu, Ilsev (2009) also reached similar conclusions. Also, similar studies include Pieterse, Knippenberg, Schippers, Stam (2009), Jung, Chow, Wu (2008), and so on. Gupta (2013) found that employee psychological capital can actively and positively affect employee innovation behavior. Volmer et al. (2012) and Wang, Cheng (2010) have empirically verified the positive impact of work autonomy on employee innovation behavior. Gu, Tang, Jiang (2013), Wang, Cheng (2010) confirmed the positive correlation between leadership identification, innovation role identification, and employee innovation behavior based on role identification theory. Also, employee learning orientation can also promote the occurrence of employee innovative behavior. Research at the personal level also includes the impact of leadership-member exchange on employee innovation. Volmer et al. (2012), Ansari, Len, Aafaqi (2014), Gu et al. (2013), etc., have conducted research respectively on the relationship between leadership-member exchange and employee innovation. A consistent conclusion was reached that leadership-member exchange has a positive effect on employee innovation.

At the organizational level, there are many related studies on internal motivation and external motivation based on work motivation. Gupta (2013) found that motivation can promote the occurrence of employee innovation. The positive relationship between intrinsic motivation and employee innovation behavior has also been proved. McMahon, Ford (2012), Gumusluoglu, Ilsev (2009), etc. Baer, Oldham, Cummings (2003) studied the impact of external incentives on employee innovation behavior and concluded that there is a positive correlation. Gupta (2013) found that organizational fairness can positively affect the occurrence of employee innovation

behavior. There is also a lot of research on organizational innovation climate and supporting innovation, including research by Černe, Jaklič, Škerlavaj (2013), Jung et al. (2008), Gumusluoglu, Ilsev (2009), etc. At the same time, different leadership styles also have different effects on employee innovative behavior. For example, the impact of paternalistic leadership on employee innovation behavior, different dimensions-benevolent leadership, moral leadership, and authoritarian leadership, have different impacts on employee innovation behavior. There are also many studies on the impact of transformational leadership on employee innovative behavior, including work by Gumusluoglu, Ilsev (2009), Gong et al. (2009), etc.

To sum up, some scholars and their views on the impact of employee innovation behavior are as follows.

Table 2-2 Literature on employee innovation behavior

| Scholars | View Points |
|---|--|
| Scott and Bruce (1994) | Individual innovation can be summarized into three stages: identify problems and generate innovative ideas, find support points for innovative ideas, and implement innovative ideas with standard or model. |
| Kleysen and Street (2001) | Personal innovation is defined as five stages: find opportunities, build ideas, conduct investigation, support, and apply. |
| Huang Zhikai (2004) | The individual innovation behavior is divided into two stages: the behavior of generating new ideas and the behavior of realizing new ideas. |
| Gunzuz, Cekmecelioglu, and Ozbag (2014) Gumusluoglu and Ilsev (2009) Pieterse, Knippenberg, Schippers and Stam (2009) | Psychological authorization can actively promote the occurrence of employees' innovative behavior. |
| Gupta (2013) | Employee psychological investment has a positive influence on employee's innovation behavior. |
| Volmer et al. (2012) Wang and Cheng (2010) | Work autonomy has a positive effect on employee innovation behavior. |

Continued Table 2-2 Literature on employee innovation behavior

| Scholars | View Points |
|--|---|
| Gu, Tang and Jiang (2013) Wang and Cheng (2010) | Leadership identification and innovation role identification have positive effects on employee innovation behavior. |
| Gumusluoglu and Ilsev (2009) Gong et al. (2009) | Different leadership styles have different influences on the innovation behavior of employees. |

2.3 Research on the impact of leadership style on employee innovation behavior

From an organizational perspective, leadership styles have a very important impact on employee innovation. Gupta (2013), Jung et al. (2008), Gumusluoglu, Ilsev (2006), Wang, Cheng, 2010; Gu et al. (2013), Reuvers, Engen, Vinkenbunrg, Wilson-Evered (2008), Gong et al. (2009) and others have made related research on this.

Hakimian et al. (2014) studied the relationship between paternalistic leadership and employee innovative behavior through empirical analysis. The study concluded that the three dimensions of paternalistic leadership, i.e. -benevolent leadership, moral leadership, and authoritarian leadership all have positive or reverse impacts. Among them, benevolent leadership and moral leadership and employee innovation behavior are positive and have a positive correlation, while authoritarian leadership and employee innovation behavior are negative and negative in correlation. Wang, Cheng (2010) used innovative role identification and job autonomy as control variables to verify that benevolent leaders can actively promote the creation of employee innovative behavior. Gu et al. (2013) used leadership identification and leadership-member exchange as intermediary variables to verify that moral leadership can actively promote the creation of employee innovation. There is also a lot of research on transformational leadership. Transformational leadership can promote employee innovation. Politis (2004) also empirically analyzed the positive relationship between transformational leadership and employee innovation, and at the same time

demonstrated the positive role of deal-making leadership in promoting employee innovation. Also, Jung et al. (2008), Pieterse et al. (2009), Reuvers et al. (2008), Gumusluoglu, Ilsev (2006), Gumusluoglu, Ilsev (2009), etc. have also studied transformational leadership and the relationship between employee innovation behaviors.

In studying the impact of different leadership styles on employee innovation behavior, scholars have used many different mediation and regulatory variables. The main purpose of this paper is to study the intermediary and regulatory mechanism of paternalistic leadership to employee innovative behavior. In previous research, related intermediary and regulatory mechanism research includes trust, psychological empowerment, motivation, organizational justice, power distance, positive emotions, psychological empowerment, internal motivation, psychological capital, etc.

Li et al. (2014) found that psychological empowerment can partially mediate the relationship between benevolent leadership, moral leadership, and employee innovation. Jung et al. (2008) and Gumusluoglu, Ilsev (2009) use psychological empowerment as an intermediary variable to study the relationship between transformational leadership and employee innovation. As the empirical study concludes, psychological empowerment can mediate the relationship between transformational leadership and employee innovation behavior. And the mediating effect is significant. Pieterse et al. (2009) used psychological empowerment as a control variable to study the relationship between transformational leadership and employee innovation behavior and found that only with high psychological empowerment can the regulatory mechanism affect the relationship between transformational leadership and employee innovation behavior. Wang, Cheng (2010) verified the regulating regulatory role impact of innovation role identification when studying the relationship between benevolent leadership and employee innovation. Gu et al. (2013) also verified the mediating role of employee identification with leadership based on the role identification theory. Gu et al. (2013) also based on the theory of leader-member exchange, and found that moral leadership can positively affect employee innovation through leader-member exchange, and verified the mediating role of leader-member exchange. Gong et al. (2009) used creative

self-efficacy as an intermediary to study the relationship between transformational leadership and employee innovation, and found that creative self-efficacy could mediate the relationship between transformational leadership and employee innovation. Taking this as inspiration, this paper can also study the mediating role of creative self-efficacy in the relationship between paternalistic leadership and employee innovation. Černe et al. (2013) found through research that supporting innovation can mediate the relationship between real leadership and employee innovation. Supporting innovation can also be used as a control variable to regulate the relationship between transformational leadership and employee innovation behavior. At the same time, supporting innovation can also be used as an intermediary variable to mediate the relationship between transformational leadership and employee innovation behavior. From the perspective of motivation theory, motivation can be used as an intermediary variable to regulate the relationship between transformational leadership and employee innovation. In the study of Gupta (2013), the regulatory effects of incentives, psychological capital, and organizational justice on the relationship between leadership style and innovative behavior are also demonstrated.

In the study of regulatory mechanisms, related variables include job complexity, job instability, cognitive style, and gender differences.

To sum up, some scholars and their views on the influence of leadership style on employees' innovative behaviors are as follows.

Table 2-3 Literature on the impact of leadership style on employee innovation behavior

| Scholars | View Points |
|--|---|
| Hakimian et al. (2014) Wang and Cheng (2010) | Benevolent leaders can actively promote the creation of innovative behaviors among employees. |
| Gu et al. (2013) | Moral leadership can actively promote the creation of employees' innovative behaviors. |
| Politis (2004) Jung et al. (2008) Pieterse et al. (2009) | Transformational leadership can promote the generation of employees' innovative behaviors. |

Continued Table 2-3 Literature on the impact of leadership style on employee innovation behavior

| Scholars | View Points |
|--|---|
| Reuvers et al. (2008) Gumusluoglu, Ilsev (2009) | Psychological empowerment can mediate the relationship between transformational leadership and employee innovation behavior. |
| Gong et al. (2009) | Innovative self-efficacy can mediate the relationship between transformational leadership and employee innovation. |
| Černe et al. (2013) | Supporting innovation can be used as a regulatory variable to regulate the relationship between transformational leadership and employee innovation behavior. |
| Gupta (2013) | Motivation, psychological investment and organizational justice have mediating effects on the relationship between leadership style and innovation behavior. |

2.4 Review of existing related research

Studying the controlling mechanism of employee innovation is of great significance to the development of SMEs. In the context of China, most SMEs are dominated by paternalistic leadership. The three dimensions of paternalistic leadership, benevolence, moral, and authoritarian leadership, have different impacts on employee individual work attitudes and behaviors, as well as on employee performance, team performance, and organizational performance.

By combing and summarizing the literature, we have concluded the selection range of the mediating and regulating factors of SMEs 'paternalistic leadership affecting employee innovative behavior. For the intermediary factors, at the emotional level, there are mainly loyalty, gratitude, interpersonal preferences, the relationship between leaders and subordinates, as well as positive emotions and negative emotions based on emotional theory. At the psychological level, there are mainly psychological empowerment, organizational commitment, job satisfaction, etc., as well as creative self-efficacy based on self-concept theory and social cognitive theory, and motivation

based on work motivation theory, including intrinsic motivation, compensation, and so on. At the cognitive level, there are cognitive involvement, learning behavior, work involvement based on work involvement theory, role identification based on role identification theory and innovation willingness based on behavior planning theory, organizational innovation environment, performance appraisal orientation, learning orientation, etc. Regarding regulatory factors, at the organizational level, they are mainly leadership-oriented, team-oriented, organizational support, organizational atmosphere, and knowledge sharing. At the individual level, power distance, achievement motivation, and organizational justice can all play a regulatory role. In subsequent studies, we will verify the data of these variables to determine the strength of their mediating and regulatory effects. At present, there is not much attention paid to the intermediary and regulation mechanism of paternalistic leadership of SMEs affecting employee innovative behavior, and its research will have great practical significance.

2.5 Theoretical basis

2.5.1 Motivation of emotions-differentiation theory

Meng Zhaolan (1985) believed in the study of the development of contemporary emotion theory that the motivation-differentiation theory of emotion deals with the mechanism of emotion on people's psychology and behavior. This paper studies the mediating and regulating mechanism of paternalistic leadership to employee innovation, which can be based on the theory of emotional motivation and differentiation. From this perspective, it studies the mechanism of related variables on employee innovation behavior.

Emotional Motivation-The theory of differentiation was proposed by Tomkins and Izard. They believe that emotions are motivations that can stimulate people's various psychological and behavioral activities. The early motivation theory believes that the internal driving force is the basic source of motivation, as proposed by early Hull and Freud. Tomkins believes that this view is incorrect. He simply thinks that the

motivation is amplifying the role of the internal drive. But in fact, the amplification of the internal drive needs another medium to stimulate it. Tomkins believes that this medium is emotion. Only when emotions and internal drive are combined, can the internal drive play a role in changing people's attitudes and behaviors. And more importantly, compared with an internal drive, emotions often have a greater driving role in motivation, which means that sometimes people's behavior are completely not dependent on the role of internal drive, but on various emotional elements, which includes happiness, anger, excitement, enthusiasm, gratitude, preferences and so on. Tomkins believes that the internal drive and emotion are different. The so-called drive is derived from people's physiological needs, such as food, water, oxygen, etc., and it is a biological spontaneous mechanism and is not controlled by subjective thoughts. But for people's emotional system, it is not restricted by any material, time, space, etc., and has great freedom. Moreover, for different emotions, they can also complement or offset each other. Any emotion can be freely expanded or reduced allowing people to cope with complex environments by adjusting their emotions. Tomkins regards emotions directly as motivations, and believes that emotions can not only amplify the motivation of internal drive, but also can act as motivation for people's attitudes and behaviors independent of internal drives. Zade further pointed out that in addition to the motivating nature, emotions also have an adaptive effect on people's behavior. This adaptation means that when people face a complex and changing living environment, they will have various emotions to adapt to this environment, which will become people's motivation to deal with various challenges and changes.

Regarding the mechanism of emotional impact on people's mentality, Izard also made his point in which he believes that emotions have both motivational and adaptive values, and have an effect on people's attitudes, mentality and behavior. The interaction between emotion and cognition makes emotions motivated, and also becomes an indispensable part of the personality.

First, regarding emotion and cognition, from the perspective of motivation theory, emotion stimulates people's exploration, cognition, and action. In the process of people's life and work, emotion and cognition, as well as people's behavior, have mutual effects. Emotion can motivate people to choose different cognitions and

produce different behaviors. At the same time, people's cognition and behavior can cause additional emotions to adapt to changes in people's cognition and behavior, and choose coping methods. Izard further points out that the interaction of emotion, cognition, and behavior is developing. That is to say, the level of emotion and motivation that originally triggered people's cognition and behavior are changeable by the development of cognition and behavior in social life. Emotion, cognition, and behavior form a cycle of mutual development. Izard proposed four basic processes of emotional activation and regulation, as shown in the following chart.

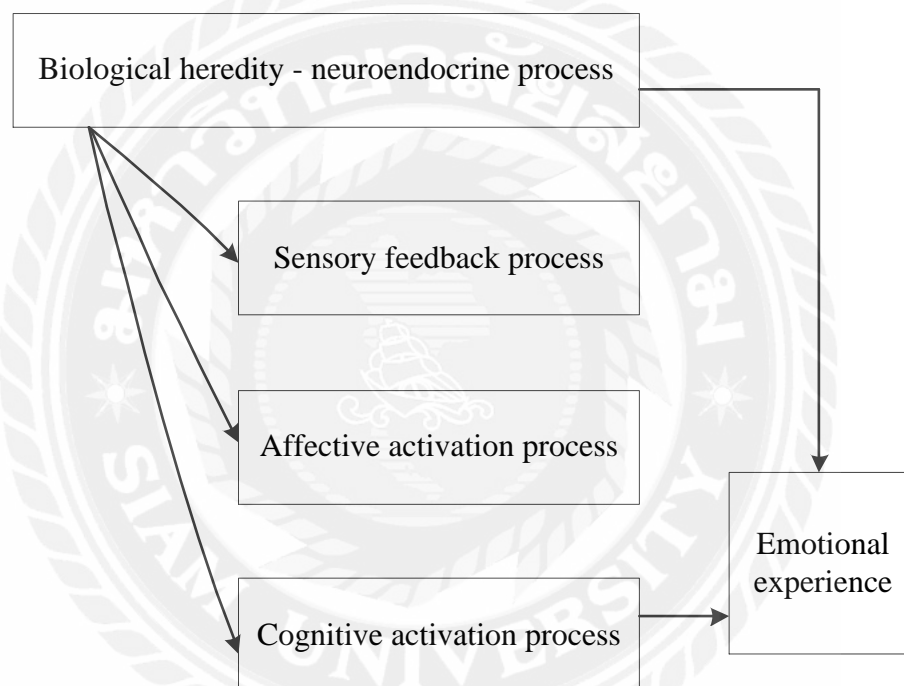


Chart 2-1 A multi-system model of emotional activation and regulation

Secondly, the theory of differentiated emotions believes that emotions can promote the generation and development of people's consciousness and complex combinations. We can think of emotions as the most important factor in the composition of consciousness. The development of consciousness is a function formed through the gradual physical maturity and the interaction with people and the environment in the process of participating in social life. Emotion plays a very important role in this growth process. For positive things, people will generate positive emotions to better stimulate positive things to happen. But for negative things, people will have negative emotions to delay or hinder such bad things. This

mechanism of emotion makes people have continuous consciousness, and then form self-consciousness. Izard summarizes the three stages of consciousness generation: physiological feelings form a simple emotional experience, which in turn triggers selective cognition, and then the tendency of consciousness to form conscious interactions.

Finally, emotions affect personality. Izard believes that personality is a complex system composed of six dimensions which are internal balance, internal drive, emotion, perception, cognition, and action that are independent and interact with each other. The six dimension systems form different levels of motivation through different interactions, such as emotion and perception, emotion and cognition, and then form different personality tendencies, such as introverted personality, extraverted personality, or active and passive, etc. In the process of personality integration, emotions serve as motivation to provide a driving force for personality integration, and at the same time form a continuous level of consciousness, affecting personality tendencies.

To sum up, the emotional motivation-differentiation theory believes that emotion has motivational nature and adaptive value. Emotions affect people's psychology or behavior through this motivational nature and adaptive value. Based on the theory of emotional motivation-differentiation, this paper studies the different emotional experiences of employees caused by different dimensions of paternalistic leadership. These different emotional experiences can trigger changes in employee's innovative behavior and then can verify whether the emotional mediating mechanism exists.

2.5.2 Self-efficacy theory

Self-efficacy is first and foremost a "self" concept, which refers to an individual's perception of the self, which is to answer questions such as "who am I". The concept of self not only refers to what kind of person you are, but also what kind of person you will become in the future, which is the future me. This kind of self-judgment is very beneficial to the processing of information and the response to situations in social life, and it is beneficial to the team's own and others' cognition, understanding and

judgment. Also, this kind of self-judgment is not immutable, it is a kind of development, dynamic, as people's growth and development is changing. In the process of growth and development, people are affected by the external environment, culture, and social values and beliefs. Therefore, the self-concept we have formed is affected by the environment, including culture, social values, and the influence of individuals around us. Self-concept can also affect people's attitudes and behaviors.

American psychologist Bandura put forward the theory of social cognition in the late 1970s, suggesting that people's inner recognition of the effects of future behaviors can stimulate future behaviors. From this theory, we can know that the sense of efficacy refers to people's self-awareness and affirmation of their abilities and resources. To a large extent, it determines people's future behavior, and at the same time, it greatly affects the outcome of their future behavior. Bandura put forward the theory of self-efficacy based on social cognitive theory and self-system composed of various human factors. Self-efficacy refers to the effects that people have when they face the external environment or the pressure of existence and life, including the recognition of events and a series of behaviors that originate from cognition. Self-efficacy is a very core and practical concept of self-efficacy theory.

Self-efficacy is how people feel and judge their ability and confidence when facing the external environment or facing future events. It is related to people's level of ability level, but it is not a representative or not necessarily their true level of ability level. When people are faced with the choices of some tasks or important events, self-efficacy determines the degree of commitment and firmness of people in completing the task completion process or dealing with the event processing, as well as their thinking mode and emotional processing development in the process. Self-efficacy determines how strongly people interact with their environment. People with strong self-efficacy generally develop positive affirmation of cognition and faith in their ability, when dealing with problems, and can normally overcome difficulties through their own unremitting efforts, and fulfill great achievement. The sense of achievement, in turn, will affect people's self-efficacy, improving self-efficacy constantly. However, people with poor self-efficacy tend to make negative judgments about their abilities, and therefore do not have the faith and courage to complete tasks

and overcome difficulties. They hesitate in the face of choice and blindly escape in the face of difficulties.

The expression of Bandura's self-efficacy theory is shown in Chart 2-2.

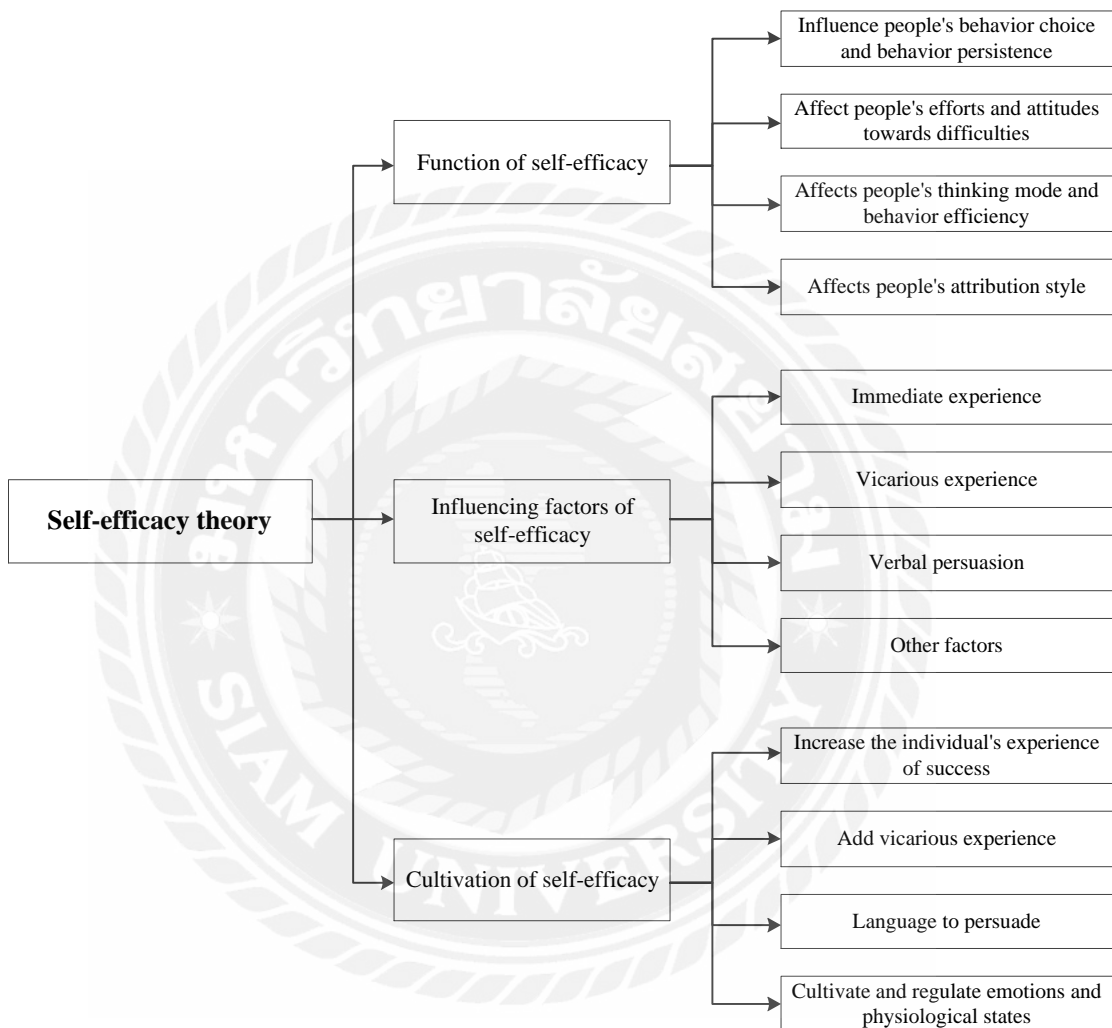


Chart 2-2 Self-efficacy theory

2.5.3 Job involvement theory

Job involvement belongs to the category of positive psychology, which is corresponding to job burnout. Job burnout is the negative emotions of employees. Researching job burnout can reduce employee negative mentality to a certain extent.

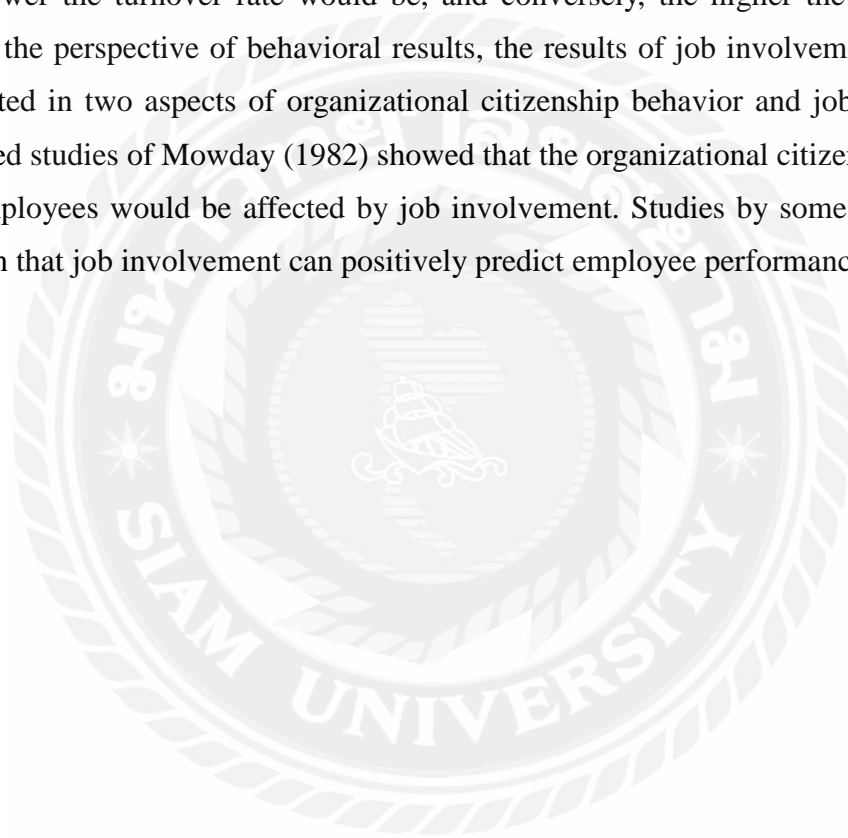
With the development of positive psychology, scholars have begun to study job involvement from positive psychology.

Ldohal and Kejner (1965) defined job involvement from the psychological and job performance levels respectively. At the psychological level, job involvement refers to the positive psychological state embodied by enthusiasm and concentration shown by employees for their work. At the work performance level, job involvement refers to an individual's assessment of their work or the completion of the tasks. Kahn (1990) researched job involvement and pointed out that job involvement is a state in which employees can better put themselves up into work via controlling themselves. Maslach (1997) conducted a study from the opposite side of job involvement, which is job burnout. Job burnout contains three meanings: tiredness, lack of seriousness, and low self-efficacy. Therefore, the corresponding meanings of job involvement include positive, highly concentrated, and high self-efficacy.

Schaufeli (2002), points out that job involvement is a stable, energetic, and proactive state that employees show at work, including three dimensions: vigor, dedication, and focus, based on the Maslach's three meanings of job involvement, which are active, concentration, and high self-efficacy. Vigor means that the employee is very energetic in work and can actively overcome various difficulties and problems that he/she faces. Dedication refers to the very concentrated state of the employee in the work and his/her willingness to devote all the energy to the work. Focus refers to the employees who can devote themselves to work, who can get happiness from work, and who are willing to continue to work. To put it simply, job involvement refers to the state where employees can dedicate and concentrate fully on their work. This paper on job involvement derives from the work by Schaufeli's research, which can be concluded as: job involvement is the state of stability, energy, and initiative shown by employees at work, which includes three dimensions: vigor, dedication, and focus.

It can be concluded from many literatures review on the research of job involvement. The results of job involvement are mainly reflected in two facets: one is the attitude of employees, and the other is the result of employee behavior. From the perspective of employee attitudes, the results of job involvement are mainly reflected

in the two aspects of employee satisfaction and turnover willingness. Relevant research by Rabinowitz et al. (1977) shows that an employee's job involvement has a significant positive effect on job satisfaction. That is to say, if the employee actively works hard and increases his/her job involvement, he/she will get more organizational affirmation that will increase his/her job satisfaction. A related study by Blau and Boal (1987) shows that employee job involvement is significantly negatively correlated with the turnover rate. That is to say, that the higher the employee's job involvement, the lower the turnover rate would be, and conversely, the higher the turnover rate. From the perspective of behavioral results, the results of job involvement are mainly reflected in two aspects of organizational citizenship behavior and job performance. Related studies of Mowday (1982) showed that the organizational citizenship behavior of employees would be affected by job involvement. Studies by some scholars have shown that job involvement can positively predict employee performance.



CHAPTER 3 METHODOLOGY

Paternalistic leadership includes three dimensions: benevolent leadership, which means that the leader has special care and care for employee lives and work, and maintains the subordinate's face in the communication of subordinates. Moral leadership refers to leaders leading by example and serving as role models for employees, who correspond with worship, admiration, and imitation. Authoritarian leadership refers to leaders who are very autocratic in their work and have an absolute desire to control power. Leaders under authoritarian leadership demand unchallenged power, treat subordinates severely, and fully distribute the work of subordinates. Based on the different perspectives of paternalistic leadership, benevolent leadership, moral leadership, and authoritarian leadership, this paper studies the mediating and regulating mechanism of paternalistic leadership on employee innovation from three different paths: emotional, psychological and cognitive.

3.1 Hypotheses

3.1.1 The intermediary and regulation mechanism of benevolent leadership on employee innovative behaviors

Benevolent leadership means that the leader cares for the welfare, work, and life of employees, and is mainly manifested in maintaining face and individual care. Benevolent leaders regard employees as their family members, and provide job security to employees. When employees encounter difficulties, they will lend a warm hand, help, take care of employees, encourage and counsel employees at work, and help outside of work. Such leaders establish friendly relationships with employees like family and friends, and will protect the face of employees. When employees make mistakes at work, they will not directly criticize, avoid direct humiliation, leaving some room for employees. After receiving the favor of the leader, the employees will remember the kindness and remember the leader. In the work, they will be diligent and

dedicated. When necessary, they will sacrifice themselves, by following the company's decision, and protecting the company's overall interests.

The benevolent leader's performance is caring and friendly to employees, and the corresponding employee's performance to the leader is gratitude. In this way, an emotional bond is formed between the leader and the subordinates. In the working environment, because of the emotional bond between the leader and the subordinates, the employee attitudes and behaviors are affected. Aiming at the specific concept and connotation of benevolent leadership, this paper analyzes the relationship between benevolent leadership and employee innovation from an emotional perspective. According to Tomkins and Izard's emotional motivation-differentiation theory, it is illustrated that emotion can be used as a motivation, and the internal driving force generated can affect employee attitudes and behaviors through emotions. From an emotional point of view, benevolent leadership can affect employee emotions, which in turn affects behaviors at work, which includes employee innovative behavior.

In the category of emotions, many variables can express emotions, such as emotions (divided into positive emotions and negative emotions), gratitude, loyalty, and interpersonal attraction. In this paper, positive emotion as a representative of emotions is selected as the mediating variable in the examination of the relationship between benevolent leadership and employee innovation. At the same time, at the individual level, the employee's sense of power distance is selected as the regulating variable to explore how positive emotion mediates the relationship between benevolent leadership and employee's innovative behavior based on the theory of emotional motivation-differentiation, and how to regulate the sense of power distance.

(1) The mediating effect of positive emotions on benevolent leadership and employee innovation

Emotions are different feelings that people can perceive, such as happiness, joy, anger, rage, sadness, pain, disappointment, fear, embarrassment, etc. Human emotion is divided into two dimensions, positive emotion and negative emotion. Positive emotions and negative emotions are opposite emotional experiences. Positive emotion, as the name suggests, refers to the happy emotional experience of people, such as

happiness, excitement, enthusiasm, vitality, gratitude, etc., and negative emotion refers to the unhappy emotional experience of people, such as anger, rage, sadness, and depression. According to the emotional motivation-differentiation theory, we know that emotion has motivational nature and adaptive value. Emotions affect people's psychology or behavior through this motivational nature and adaptive value. Based on this, this paper uses positive emotions as mediating variables, and explores the mediating effect of positive emotions on the relationship between benevolent leaders and employee innovative behavior.

Benevolent leaders are caring and friendly towards employees, and also help them when they encounter difficulties. Through this leadership method, leaders and their subordinates establish friendly relationships like relatives and friends. Therefore, under benevolent leadership, employees are likely to have active and positive emotions and show a stronger interest in work. They are active and energetic and are more agile and proactive in thinking and action. They are attentive and are active with their colleagues. This is all positive emotion. According to Tomkins and Izard's theory of emotional motivation and differentiation, we know that the internal driving force is a prerequisite for people to produce various behaviors, and the amplification of internal driving force needs another medium to stimulate, Tomkin Si believes that this medium is emotion. Only when emotions and internal drive are combined, can the internal drive play a role in changing people's attitudes and behaviors. And more importantly, compared with internal drive, emotion often have a greater driving role, which means that sometimes people's behavior can completely neglect the role of internal drive, but depend upon various emotions, such as happiness, anger, excitement, enthusiasm, gratitude, preferences and so on. Positive emotions trigger active and forward emotions, stimulate the internal drive of employees, make employees 'thinking and actions often in an active state, and thus promote the occurrence of employee innovative behavior. Therefore, this paper believes that positive emotions have a positive impact on employee innovation, and can make employee thinking more divergent and smooth, and trigger more creative reactions in the work. It is hypothesized that positive emotions can mediate the relationship between benevolent leadership and employee innovation.

(2) The regulating effect of power distance sense on the relationship between benevolent leadership and intermediary variables

Power distance refers to an individual's acceptance of unequal power distribution. In previous studies, power distance often regulates the relationship between leadership styles, organizational behaviors, and employee attitudes and behaviors. For example, Farh (2002) used the power distance as a control variable when studying the relationship between organizational support cognition and employee performance, and found that the lower the employee's power distance, the more vigorous the positive relationship between organizational support cognition and employee performance. Hofstede believes that employees with a low power distance feel that their relationship with the leadership is equal, the emotional distance is small, and they are more effective in communicating with leaders. Employees with high power distances are not willing to communicate directly with leaders and are more willing to obey and rely on leadership decisions, causing unequal relationships with leaders and having difficulty getting along with each other. Hence, the relationship between superiors and subordinates is more formal.

From the derivation of mediation variables, we assume that positive emotions can mediate the relationship between benevolent leadership and employee innovation. Employees with a high power distance often have very formal subordinate relationships when they are in contact with leaders. Their distribution and willingness to follow and obey leaders, and attitudes, ideas, and decisions about leaders are more acceptable. If employees have a high distance of power when facing the care and friendship of leaders, and when they can get the help of leaders in difficult times, the feelings of gratitude and inspiration that they are inspired will be stronger. That is to say, this will promote employees to generate positive emotions, thus better guide the employee behavior change, and promote the occurrence of employee innovative behavior. However, employees with a low power distance have an equal relationship with leaders and have a lot of interactions with leaders. They have more rights to participate and speak in their relationships with their leaders. So no matter whether they get friendly care from the company, or are helped by their leaders, their feelings of gratitude are comparatively weaker, which weakens the positive emotional

experience that the benevolent leadership can bring to the employees. Therefore, we can hypothesize that the sense of power distance of employees can regulate the relationship between benevolent leadership and positive emotions, respectively.

To sum up, for the research on the mediating and regulating mechanism of benevolent leaders and employee innovative behaviors, this paper makes the following hypotheses:

Hypothesis 1a: Positive emotion plays an intermediary role between benevolent leadership and employee innovation.

Hypothesis 1b: The sense of power distance regulates the relationship between benevolent leadership and positive emotions. The greater the employee's sense of power distance, the more positive the relationship between benevolent leadership and positive emotions; the smaller the employee's sense of power distance, the less significant the relationship between benevolent leadership and positive emotions.

3.1.2 The intermediary and regulation mechanism of moral leadership on employee innovative behaviors

Moral leadership means that the leader has a very high level of accomplishment, quality, and ethics, and employees respect the leader. Moral leaders generally show a clear face in dealing with private matters and lead by example. Employees show respect, recognition, and imitation, and recognize the values and goals of leaders as their values and goals. Under moral leadership, employees have psychological respect and admiration for leaders, and will imitate the behavior of leaders at work. Moral leaders, through personal conduct or self-cultivation, encourage employees to have respect and worship psychologically, which in turn leads to imitation. Because of this psychological effect and changes, employee attitudes and behaviors will change as a result. Therefore, because of the connotation of moral leadership, this paper analyzes the relationship between moral leadership and employee innovation from a psychological perspective. According to the self-efficacy theory of psychology, we know that the "self" concept refers to the individual's perception of the self, which is,

to answer such questions as "who am I". People's inner recognition of the effects of future behavior can inspire any future behavior. That is to say, through our psychological judgment and cognition of ourselves, it affects our behavior. From a psychological point of view, moral leadership makes employees have psychological reactions, makes employees have perceptions of themselves, more specifically, makes employees have judgments on their innovative spirit or creativity, and then affects the innovative behavior at work.

The core concept of self-efficacy theory is the sense of self-efficacy. Based on the theory of creative self-efficacy, this paper uses the sense of creative self-efficacy as the mediating variable for moral leadership and employee innovation, and also selects the employee's sense of power distance as a control variable from the personal level. The sense of creative self-efficacy mediates the relationship between moral leadership and employee innovation, and the sense of power distance.

(1) The mediating effect of creative self-efficacy on the relationship between moral leaders and employee innovative behavior

The sense of self-efficacy refers to people's self-awareness and affirmation of their abilities and resources. To a large extent, it determines people's future behavior, and at the same time it greatly affects the results of future behavior. Self-efficacy is how people feel and judge their ability and confidence when facing the external environment or facing future events. It is related to people's own perceived level of ability, not necessarily representative of their true level of ability. When people are faced with choices of tasks or important things, self-efficacy determines the degree of commitment and firmness of people in completing the task, as well as their thinking model and emotional development in the process.

In the study of innovative behavior, according to the concept of self-efficacy, Tierney and Farmer (2002) proposed the concept of creative self-efficacy, which is defined as "the individual's awareness and affirmation of whether he is creative or not." According to the research by Bandura (2000), self-efficacy can determine the strength of people's interaction with the external environment. People with strong self-efficacy have a proactive and positive recognition of themselves. They believe in

their abilities and believe in their own belief. They can invest themselves to the greatest extent when dealing with problems, and can overcome difficulties through their unremitting efforts, and obtain a great sense of accomplishment, which in turn will affect people's sense of self-efficacy and make themselves increase their sense of self-efficacy continuously. However, people with weak self-efficacy judge their abilities passively and negatively. Therefore, they do not have the faith and courage to complete the task and overcome difficulties. They hesitate in the face of choice and blindly escape from difficulties.

So for creative activities, employees need to have creative thinking and creativity, and have the spirit of perseverance and courage to explore when facing difficulties and challenges. The more self-efficacious employees are, the more competent they are at innovative work. Because moral leaders generally show a clear face in dealing with private matters, lead by example, and show a higher level of personal conduct or self-cultivation, employees tend to respect, admire and imitate their leaders, and have a higher sense of creative self-efficacy, which has a positive effect on employee innovation. So we can make assumptions that the sense of self-efficacy of innovation can mediate the relationship between moral leadership and employee innovation.

(2) The regulating effect of power distance on the relationship between moral leadership and intermediary variables.

In the analysis of the benevolent leadership dimension, the concept and connotation of power distance have been introduced. In the derivation of the mediation variable, we hypothesized that a sense of creative self-efficacy could mediate the relationship between moral leadership and employee innovation. Employees having a high sense of power distance, tend to obey and follow their leadership values, attitudes, and decisions, rather than think and learn. Therefore, employees with high power distance facing leaders with high levels of ethics and cultivations, are psychologically unable to easily receive signals of this level of accomplishment from leaders. Their psychological self-awareness and judgment become blurred, so they cannot have the positive judgment of their abilities, which reduces the sense of creative self-efficacy, which subsequently is not conducive to the occurrence of employee innovation behavior. However, for employees with a low

power distance, they and their leaders are on equal footing and have a lot of interactions between each other. They have the right to participate and speak out in their relationship with the leader. Therefore, employees with low power distance can better feel the personal conduct and cultivation of moral leaders, and it is easier to produce respect and worship of leaders and imitate, to generate psychological awareness and affirmation of self-efficacy. It is conducive to promoting employee innovative behaviors. Therefore, we can put forward the hypothesis that the employee's sense of power distance can regulate the relationship between moral leadership and creative self-efficacy.

In summary, through the study of the mediation and regulatory mechanism of ethical leadership and employee innovation, this paper proposes the following hypotheses:

Hypothesis 2c: Creative self-efficacy plays an intermediary role between moral leadership and employee innovation.

Hypothesis 2d: The sense of power distance of employees regulates the relationship between moral leadership and creative self-efficacy. The smaller the employee's sense of power distance, the more positive the relationship between moral leadership and creative self-efficacy.

3.1.3 The intermediary and regulation mechanism of authoritarian leadership on employee innovative behaviors

Authoritarian leadership means that the leader is very authoritarian at work, has an absolute desire to control power, and demands that the personal authority is not challenged. Authoritarian leaders treat subordinates severely and fully distributes the work of subordinate. Authoritarian leaders cannot tolerate others to challenge themselves, and are unwilling to delegate in their work. The communication is downwards. Authoritarian leaders normally are unwilling to share information, strictly control their subordinates, ignore their suggestions and contributions. Attention is paid to maintaining respect and recognition in work. Authoritarian leaders demand high

performance from employees, blame low performance, and provide guidance. For this kind of leadership, employees behave with respect, reliance, and obedience, and are openly in compliance, not in conflict or contradiction with their leaders or leadership decisions. Employees normally accept the tasks assigned by the leader unconditionally, are loyal to the leader, and trust the leader. They show respect and awe at work, dare to admit their mistakes, learn the lessons, and then change for the good.

Authoritarian leadership shows an autocratic and dictatorial leadership style, while employees show awe, dependence, and obedience. For the authoritarian style of the leader, leaders tend to derogate subordinate abilities, build their image and promote their teachings. Employees can feel the authority of the leader cognitively. From this point of view, this paper suggests that the relationship between authoritarian leadership and employee innovation can be analyzed from a cognitive perspective, which is about how authoritative leaders influence employee innovative behavior by affecting their perceptions. Cognitive differences directly affect employee attitudes and behaviors. Based on job involvement theory, we can know that if employees' perception on leadership is positive, they can positively affect their attitudes and behaviors. Conversely, if employees' perception on leadership is negative, they can reversely affect employee attitudes and behaviors. According to the job involvement theory, this paper selects the job involvement variable as the intermediary variable for authoritative leadership and employee innovation. At the same time, the leadership learning orientation is selected as the regulating variable to explore the mediating and regulating effects of job involvement based on the job involvement theory.

(1) The mediating effect of job involvement on the relationship between authoritarian leadership and employee innovation behavior

Regarding the concept of job involvement, this paper uses the research results of Schaufeli (2002). Schaufeli (2002) is based on the three meanings of job involvement, proactive, highly concentrated, and high sense of self-efficacy pointed out by Maslach, who also points out that job involvement is a stable, energetic, and proactive state that employees show at work, composed of three dimensions- Vigor, dedication, and focus. Vigor means that the employees are very energetic in the work and can actively overcome various difficulties and problems; Dedication refers to the very concentrated

state of employees in the work and the willingness to devote all energy to work; Focus refers to the employees who can devote themselves to work, can get happiness from work and are willing to continue to work. To put it simply, job involvement refers to the state where employees can concentrate fully on their work.

Authoritarian leaders cannot tolerate others to challenge themselves, and are unwilling to delegate in their work. The communication method is to communicate downwards, to share their information, and to strictly control their subordinates, ignoring their suggestions and contributions. Authoritarian leaders are very autocratic at work, with the desire to absolutely control power, and personal authority unchallenged. Authoritarian leaders treat subordinates severely and completely control and distribute work. Leadership behavior can have a significant impact on employee job involvement. Such leadership style tends to cause employees to burn out in work, not concentrate enough, and be negative in dealing with difficulties, and will not proactively solve problems. So it will greatly reduce the employee's input in the work, which will have a negative impact on employee job involvement. Authoritarian leaders inspire the subordinates' antagonistic attitude, make subordinates unable to be calm and fully engaged in work, and have a negative impact on employee work concentration and commitment. Therefore, we can assume a negative correlation between authoritarian leadership and job involvement.

According to job involvement theory, it can be seen that if employees have an active and positive perception of leadership, employees will trust the organization and work actively. At the same time, employee mental states and behaviors at work will be positive and change for the good, which in turn increases employee creativity at work and promotes the creation of employee innovation. However, if employee perceptions of leadership are negative and reversed, employees will lose trust in the leadership, and their behaviors will be harmful to the organization, such as passive idle work, increased intention to leave, and reduced work performance, which are not conducive to the creation of innovative behavior. Under authoritarian leadership, employees tend to behave rebelliously and become bored at work, reduce their input in work, thereby inhibiting innovation. Therefore, this paper proposes the hypothesis that job

involvement can mediate the relationship between authoritarian leadership and employee innovation.

(2) The regulating effect of leadership learning orientation on the relationship between authoritarian leadership and intermediary variables.

Sinkula, Baker, and Noordewier (1997) define learning orientation as "the ability to influence organizations' tendency to treat knowledge and self-creation." They believe that learning orientation, as a value, can dominate the learning spirit and concepts of an enterprise, and is a cultural concept. Learning orientation is conducive to self-learning and renewal of an enterprise, and is an indispensable part of forming an enterprise strategy. Learning orientation is mainly divided into three aspects: learning commitment, open mind, and shared vision. For leadership with learning orientation, leaders have the values that leaders' learning and can affect employee tendency to create and use knowledge.

High-learning-oriented leaders will drive their subordinates to learn, discuss, communicate, and cooperate to form a very good organizational learning atmosphere, create and form new knowledge, and exchange work experience, thereby improving employee work efficiency and employee learning ability. A good learning atmosphere helps employees to work better, stimulates creativity, and promotes employee innovative behavior. Therefore, under authoritarian leadership, employees show awe, dependence, and obedience. Leadership learning orientation can reduce the fatigue that authoritarian leadership brings to employees. That is to say, high leadership learning orientation can weaken the negative correlation between authoritarian leadership and job involvement. Conversely, low leadership learning orientation can amplify the negative correlation between authoritarian leadership and job involvement. Therefore, we can put forward the hypothesis that leadership learning orientation can regulate the relationship between authoritarian leadership and job involvement.

To sum up, for the study of the intermediary and regulation mechanism of authoritative leadership and employee innovative behavior, this paper proposes the following hypotheses:

Hypothesis 3e: Job involvement plays an intermediary role between authoritarian leadership and employee innovation.

Hypothesis 3f: Leadership learning orientation regulates the relationship between authoritarian leadership and job involvement. Leadership learning orientation can reduce the negative impact of authoritarian leadership on job involvement.

3.1.4 Hypothetical summary

Based on the above hypothesis derivation, this paper proposes three research hypotheses on the intermediary and regulatory mechanism of paternalistic leadership in small and medium-sized enterprises on employee innovation behavior, which are summarized as follows:

Table 3-1 Hypothesis

| Suppose | Hypothesis |
|---------|--|
| 1a | Positive emotion plays an intermediary role between benevolent leadership and employee innovation. |
| 1b | The sense of power distance regulates the relationship between benevolent leadership and positive emotions. |
| 2c | Creative self-efficacy plays an intermediary role between moral leadership and employee innovation. |
| 2d | The sense of power distance of employees regulates the relationship between moral leadership and creative self-efficacy. |
| 3e | Job involvement plays an intermediary role between authoritarian leadership and employee innovation. |
| 3f | Leadership learning orientation regulates the relationship between authoritarian leadership and job involvement. |

3.2 Theoretical model

Based on the above literature review and hypothesis derivation, this paper proposes the following conceptual model: Benevolent leadership can positively promote employee innovative behaviors through positive emotions. Moral leadership can positively promote employee innovative behaviors through creative self-efficacy. Authoritarian leadership has a negative effect on employee innovation behavior through job involvement. The sense of power distance regulates the relationship between benevolent leadership and positive emotions. The greater the employee's sense of power distance, the more positive the relationship between benevolent leadership and positive emotions; the smaller the employee's sense of power distance, the less significant the relationship between benevolent leadership and positive emotions. The sense of power distance of employees can regulate the relationship between moral leadership and creative self-efficacy. The smaller the sense of power distance of employees, the more positive the relationship between moral leadership and creative self-efficacy. Leadership learning orientation regulates the relationship between authoritarian leadership and job involvement. The higher the leadership learning orientation, the more it can reduce the negative impact of authoritarian leadership on job involvement. In summary, the theoretical model framework of this paper is shown in Chart 3-1 below:

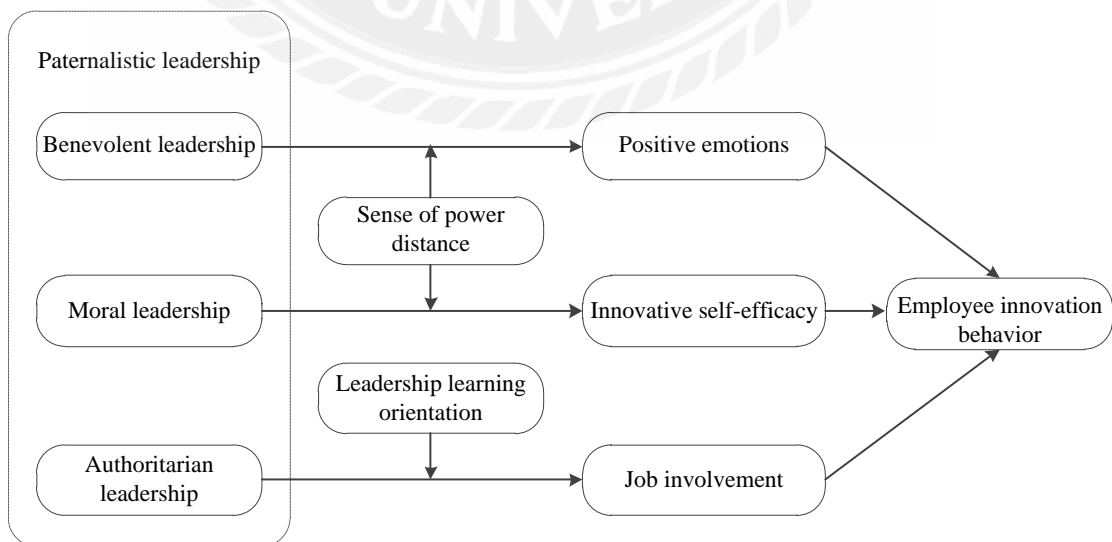


Chart 3-1 Theoretical model

3.3 Questionnaire design

The purpose of this questionnaire design is to study the mediating and regulating mechanism of paternalistic leadership on employee innovation behavior from the perspective of SME employees. Therefore, the research object of the questionnaire is targeted at the employees of SMEs. The questionnaire (see appendix) is divided into two parts, which are the background information of the respondent and the measurement of each variable of the theoretical model in the study of this paper. The background information covers topics such as gender, age, business nature, education, and position. There are five questions. The second part of the measurement of variables mainly involves paternalistic leadership, employee innovative behavior, positive emotions, creative self-efficacy, job involvement, sense of power distance, and leadership learning orientation. There are 55 questions.

To ensure the authenticity and reliability of the data collected in this research, the following principles are followed in the questionnaire design. First, this study fully takes into account the differences in the knowledge backgrounds of the subjects. The description of the questionnaire questions should be logical, and the terms that can be widely understood should be used to avoid misleading the subjects by professional academic terms. Secondly, words with abstract meanings should not be used in the description of the topic, to ensure the clear direction of the question, to prevent the respondents from blindly responding due to the lack of judgment criteria. Third, the description of the topic should be objective and neutral to ensure that the respondents are not affected by biased questions.

The variables included in this study are: paternalistic leadership, employee innovative behavior, positive emotions, creative self-efficacy, job involvement, sense of power distance, and leadership learning orientation. The questionnaires in this paper all use Likert seven-point scores. The scoring criteria are as follows: "1= extremely strongly disagree", "2 = strongly disagree", "3 = disagree", "4 = not sure", "5 = agree", "6 = strongly agree", "7 = extremely strongly agree".

(1) Paternalistic leadership questionnaire

Based on the three-dimension paternalistic leadership scale of benevolent leadership, moral leadership, and authoritarian leadership compiled by Zheng Boxun, Zhou Lifang and Fan Jingli (2000), and combined with the actual studies in this paper, 17 items with the highest correlation were selected. The benevolent leadership subscale has six questions, with representative questions such as, "my boss usually shows me comfort and concern." The moral leadership subscale has five questions, with representative questions such as, "my boss positions himself as a good role model to follow". The authoritarian leadership subscale has six items, with representative questions such as, "my boss decides everything in the company, whether they are important or not."

All questions are shown in Table 3-2.

Table 3-2 Paternalistic leadership questionnaire

| No. | Item |
|-----|--|
| 1 | My boss will help me with the more difficult tasks at work. |
| 2 | My boss cares not only about my work but also my daily life. |
| 3 | My boss often comforts and cares for me. |
| 4 | My boss also takes good care of my family. |
| 5 | My boss can meet my personal needs. |
| 6 | My boss will help me when I have an emergency. |
| 7 | My boss is a good example for me to follow. |
| 8 | My boss treats his subordinates fairly. |
| 9 | My boss is a man of integrity. |
| 10 | When my boss is offended, he never fakes public welfare and make things harder for others. |
| 11 | When mistakes occur at work, my boss will take responsibility. |
| 12 | My boss requires me to fully obey his / her instructions. |
| 13 | In front of employees, my boss is always in a condescending manner. |
| 14 | My boss decides everything about us, whether it matters or not. |

Continued Table 3-2 Paternalistic leadership questionnaire

| No. | Item |
|-----|--|
| 15 | My boss believes that a qualified subordinate is an employee who fully obeys his orders. |
| 16 | We can only do things according to his/ her rules. Otherwise, he/ she will punish us severely. |
| 17 | My boss requires our team to be the best performer in all departments of the company. |

(2) Employee innovation behavior questionnaire

Using the Employee Innovation Scale developed by Tierney, Farmer and Graen (1999), a total of 9 measurement items, representative questions such as "I show originality at work", "I am can bear the risks in generating new ideas at work. "

All questions are shown in Table 3-3.

Table 3-3 Employee innovation behavior questionnaire

| No. | Item |
|-----|------------------------|
| 1 | Interested |
| 2 | Excitement |
| 3 | Positive, energetic |
| 4 | Enthusiasm |
| 5 | Proud |
| 6 | quick thinking |
| 7 | Be motivated |
| 8 | Firm and determined |
| 9 | Attentive and detailed |
| 10 | Active |

(3) Positive emotions questionnaire

The emotion scale developed by Rubin, Munz, Bommer (2005) is divided into positive emotions and negative emotions, each with 10 measurement items. The representative items in the positive emotion scale are, "When you get along with leaders, you generally feel: interested; excited."

All questions are shown in Table 3-4.

Table 3-4 Positive emotions questionnaire

| No. | Item |
|-----|--|
| 1 | I really "threw" myself into my job. |
| 2 | Sometimes I am so dedicated to my work that I forget time. |
| 3 | Although it takes a lot of energy to work, I will be fully involved. |
| 4 | I don't divert my attention and think about other things. |
| 5 | I am highly invested in this work. |

(4) Creative self-efficacy questionnaire

Using the creative self-efficacy scale developed by Woodman, Sawyer, and Griffin (1993), a total of 3 measurement items, such as "I am confident that I can solve problems creatively".

All questions are shown in Table 3-5.

Table 3-5 Creative self-efficacy questionnaire

| No. | Item |
|-----|--|
| 1 | I think I am good at generating novel ideas. |
| 2 | I am confident that I can solve problems creatively. |
| 3 | I have my tricks for digging deeper into the opinions of others. |

(5) Job involvement questionnaire

Using the job involvement scale developed by Saks (2006), there are five measurement items, such as, "I won't divert my attention when I work and think of other things."

All questions are shown in Table 3-6.

Table 3-6 Job involvement questionnaire

| No. | Item |
|-----|--|
| 1 | I show originality at work. |
| 2 | At work, I can take the risks of generating new ideas. |
| 3 | I can see new uses for existing methods or equipment. |
| 4 | I can solve difficulties in my work. |
| 5 | I will try new ideas to solve the problem. |
| 6 | I can develop new products and / or new workflows. |
| 7 | I have new and actionable ideas. |
| 8 | I am the most creative at work. |
| 9 | I have revolutionary ideas at work. |

(6) Sense of power distance questionnaire

The Power Distance Scale developed by Dorfman and Howell (1988) was used to measure a total of 6 items. One of the items that were not very relevant was deleted. A total of 5 were used as representative items. For example, "My boss rarely consults us when making decisions."

All questions are shown in Table 3-7.

Table 3-7 Sense of power distance questionnaire

| No. | Item |
|-----|--|
| 1 | My boss rarely asks us when making a decision. |
| 2 | When dealing with employees, bosses must often use their powers. |
| 3 | The boss and we rarely interact outside of work. |
| 4 | Employees often disagree with supervisors' management decisions. |
| 5 | Boss should not delegate important work to employees. |

(7) Leadership learning orientation questionnaire

The study guide vector table developed by Elliot and Church's (1997) has 6 measurement items, which have been adapted to form a six-item scale of leadership learning orientation. The employee learning ability is considered to be the key to the company's competitive advantage.

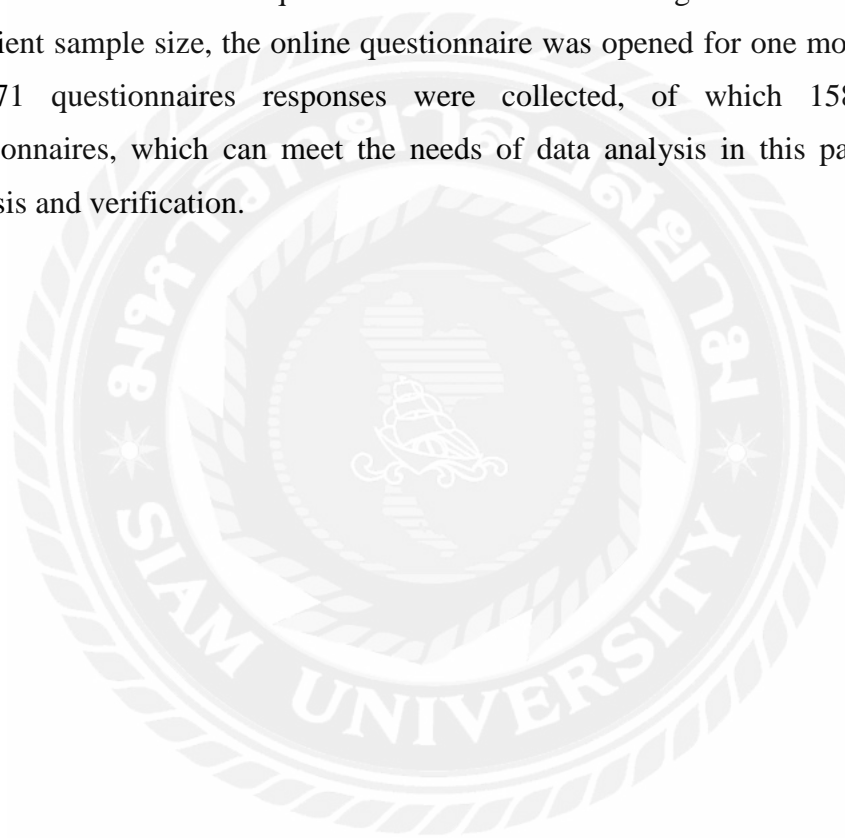
All questions are shown in Table 3-8.

Table 3-8 Leadership learning orientation questionnaire

| No. | Item |
|-----|--|
| 1 | My boss believes that the learning ability of employees is the key to a company's competitive advantage. |
| 2 | The boss's basic values include "learning is the key to improvement." |
| 3 | My boss thinks employee learning is an investment, not a waste. |
| 4 | My boss believes that keeping learning is vital to the survival of the company. |
| 5 | The boss will schedule meetings regularly so that employees can communicate and learn from each other. |
| 6 | The boss has repeatedly emphasized the importance of learning for our work. |

3.4 Data recovery

This survey uses online questionnaires through selecting a questionnaire online platform, transmitting the questionnaire to the online platform, and generating links to share with the survey participants. The target of this survey is employees of small and medium-sized enterprises in various industries. Employees are asked to fill in the questionnaires through the links received. We then use the questionnaire network platform to retrieve the questionnaire answers and organize them. To ensure a sufficient sample size, the online questionnaire was opened for one month and a total of 171 questionnaires responses were collected, of which 158 were valid questionnaires, which can meet the needs of data analysis in this paper for model analysis and verification.



CHAPTER 4 DATA ANALYSIS

4.1 Descriptive statistical analysis

SPSS 21.0 statistical software and EXCEL software was used to perform descriptive statistical analysis on 158 samples of data, including individual characteristics such as gender, age, corporate nature, educational level, job title, and the classification, frequency, and percentage of the data, as shown in Chart 4-1, 4-2, 4-3, 4-4 and 4-5.

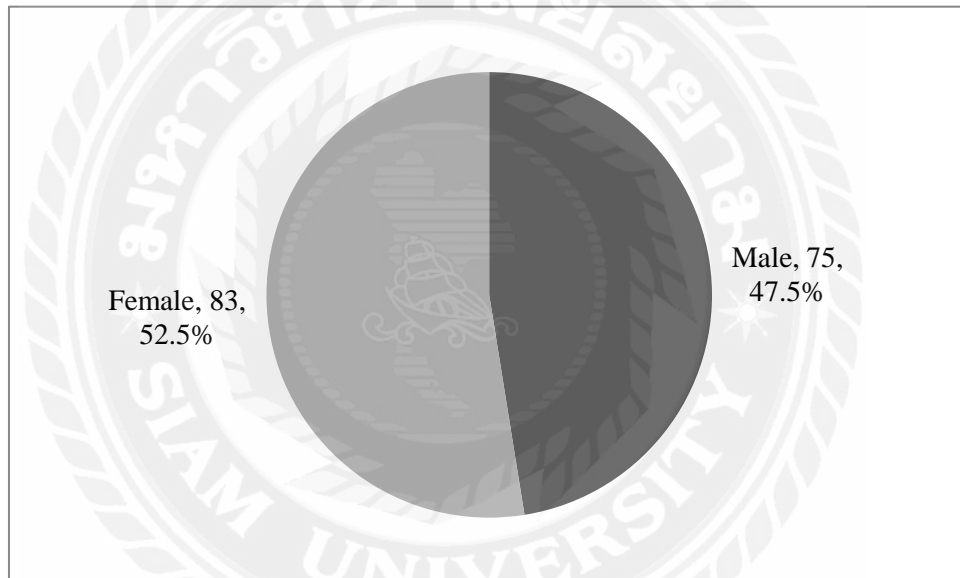


Chart 4-1 Gender of respondents

As it can be seen from Chart 4-1, the sample subjects are 75 males, accounting for 47.5%, and 83 females, accounting for 52.5%.

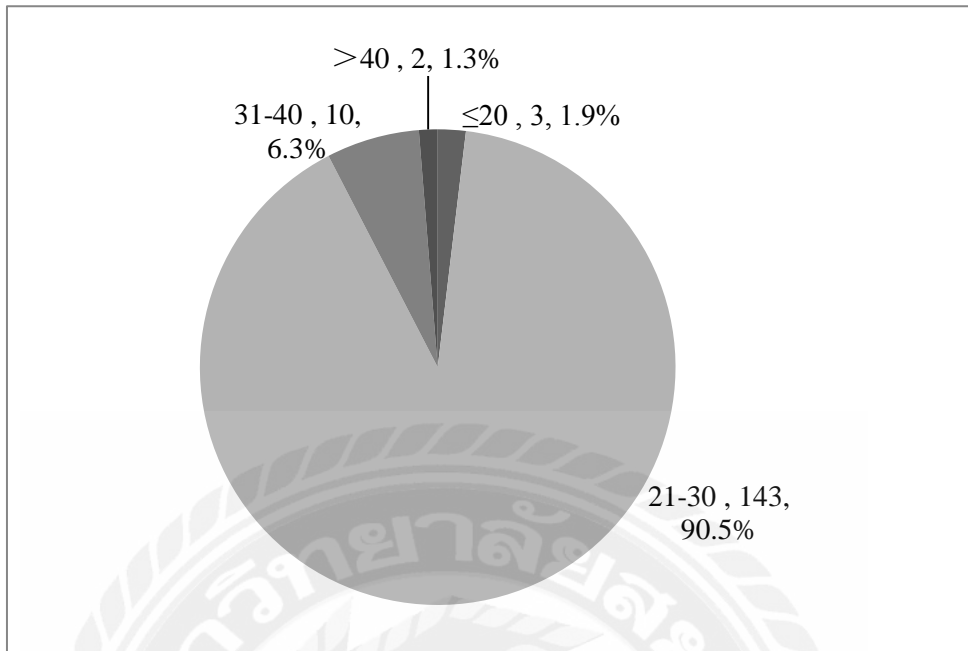


Chart 4-2 Age of respondents

As it can be seen from Chart 4-2, most of the participants are aged 21-30, with a total of 143, accounting for 90.5%; 10 employees aged 31-40, accounting for 6.3%; only 2 persons over the age of 40, accounting for 1.3%; only 3 persons under the age of 20, accounting for 1.9%.

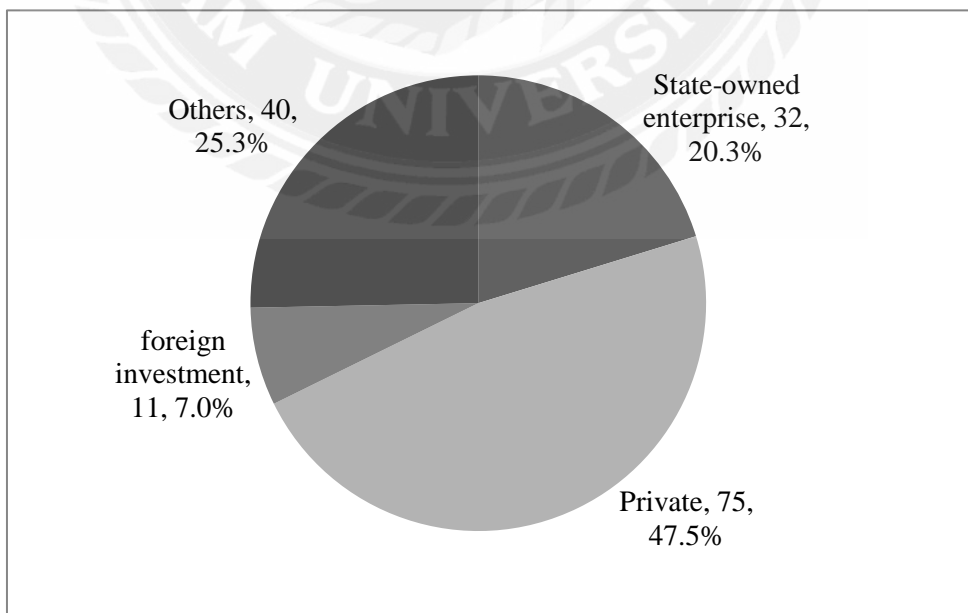


Chart 4-3 Nature of the enterprise in which the respondents work

As it can be seen from Chart 4-3, on the nature of the company of the respondents, 32 are from the state-owned enterprises accounting for 20.3% of the total, 75 are from the private companies, accounting for 47.5%, the largest number; the foreign companies is the least in number totaling 11 and 7.0% of the total; 40 respondents are from other sectors, accounting for 25.3% of the total.

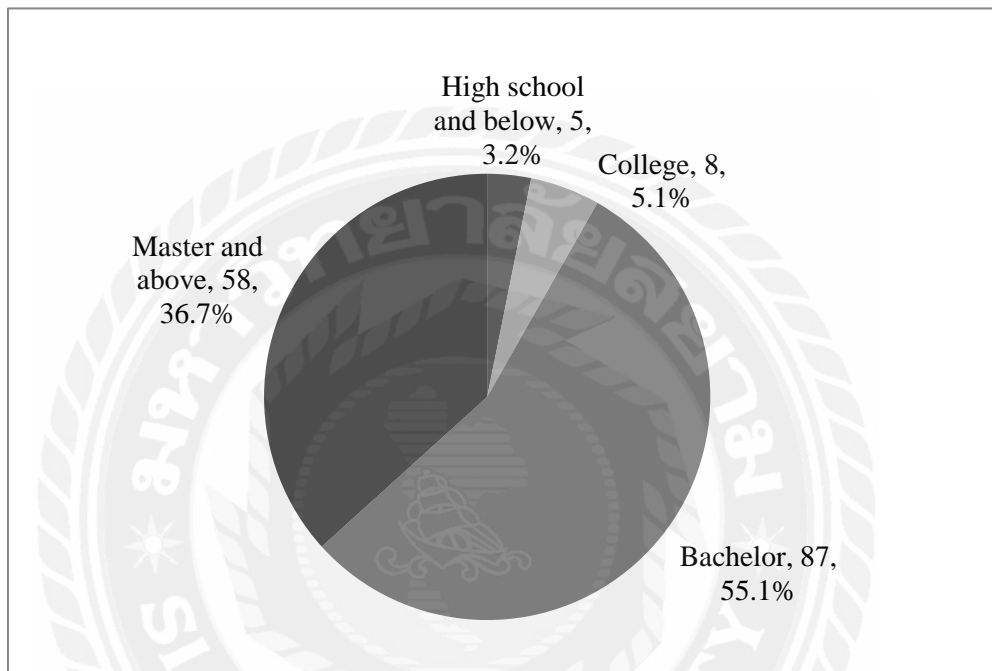


Chart 4-4 Educational level of respondents

As it can be seen from Chart 4-4, participants have a relatively high level of education, most of them are concentrated at bachelor's degree and master's degree level or above, with 87 undergraduates accounting for 55.1%, 58 master's degree or above accounting for 36.7%, and 8 college graduates accounting for 5.1 %, 5 respondents with high school or lower level,, accounting for 3.2%.

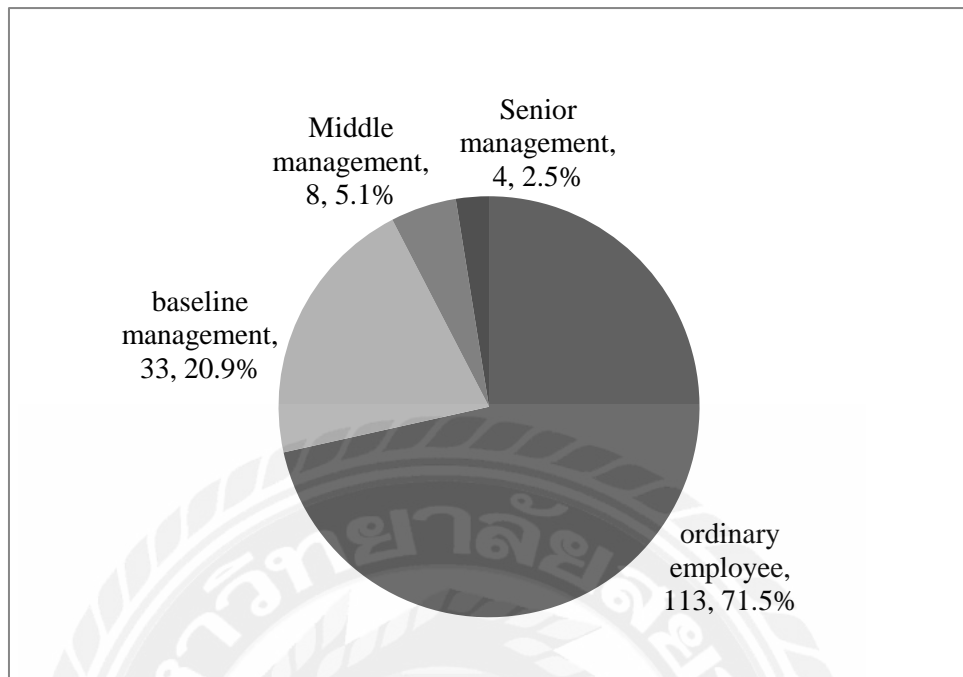


Chart 4-5 Position of respondents

As it can be seen from Chart 4-5, from the perspective of their positions, the majority of the participants were concentrated in ordinary employees, a total of 113, accounting for 71.5%, and 33 grass-roots level management workers, accounting for 20.9%; 8 management positions, accounting for 5.1%; 4 senior management positions, accounting for 2.5%.

4.2 Scale reliability analysis

Reliability refers to the reliability of the test. That is, whether the test results reflect the true characteristics of the subject's stability and consistency. If the feature of these two items is considered to be the same from the respondents, then the subjects should have consistent scores on both items. That is to say, if one score is higher, the other score should be higher too. Reliability analysis in this case can be used. The higher the reliability coefficient of the two items, the more consistent the scores are, and the more certain the two items are indeed measuring the same feature. To put it simply: Reliability is essentially a test of whether the results of the questionnaire are reliable, or whether the sample has answered the questionnaire. The Cronbach's alpha

coefficient is used to test the reliability of the variables. Generally speaking, if the Cronbach's alpha coefficient is greater than 0.7, it indicates that the reliability is good. In this paper, the range of Cronbach's alpha coefficients of all the scales is between 0.783-0.952, which indicates that the questionnaire scale has good reliability, as shown in Table 4-1.

Table 4-1 Internal consistency reliability value of the questionnaire

| Measurement scale | Item | Number of items | Cronbach's alpha |
|---------------------------------|---------|-----------------|------------------|
| Benevolent leader | 6-11 | 6 | 0.872 |
| Moral leadership | 12-16 | 5 | 0.896 |
| Authoritarian leadership | 17-22 | 6 | 0.902 |
| Positive emotion | 23-32 | 10 | 0.952 |
| Work engagement | 45-49 | 5 | 0.828 |
| Creative self-efficacy | 86-88 | 3 | 0.845 |
| Employee innovation | 89-97 | 9 | 0.927 |
| Sense of power distance | 98-102 | 5 | 0.783 |
| Leadership Learning Orientation | 103-108 | 6 | 0.823 |

4.3 Scale validity analysis

A validity test refers to whether the test score can reflect the characteristics it is intended to measure. The characteristics measured by different variables are different, so the results measured by them should be different. If the scores of the variables have a high correlation, it means that they do not fully reflect each feature, but only equivalent to a few features. Repeated measurements do not have good validity. This study uses validation factor analysis to test the validity. Confirmatory factor analysis refers to testing whether the relationship between a factor and the corresponding measurement item meets the hypothetical relationship studied.

The validity of the scale was tested by confirmatory factor analysis (CFA). The results showed that it contained all the factors (benevolent leadership, moral leadership, authoritative leadership, employee innovation behavior, positive emotions, creative self-efficacy, job involvement, power distance and leadership-oriented) and the measurement model indicators meet standards: $\chi^2 / df < 3$, and RMSEA is 0.062, CFI is 0.94, NNFI is 0.94, and IFI is 0.94.

4.4 Regression analysis

This study used SPSS 21.0 statistical software to perform linear regression analysis on the data to verify the relationship between the various variables proposed by the hypothesis. Based on the previous reliability and validity test and confirmatory factor analysis, this section will test the previous hypothesis, and the test method will be multiple regression analysis. Multiple regression analysis is a statistical analysis method that studies the linear or non-linear relationship between a dependent variable and one or more independent variables. Multiple regression analysis also describes a causal relationship. It establishes a regression model by specifying the relationship between the dependent and independent variables.

This section will use the multiple regression analysis method to test the hypothesis of the intermediary variable, which has the following four steps:

First, the control variables and independent variables are put into the regression equation, and the independent variables significantly affect the dependent variables;

Second, independent variables significantly affect intermediate variables;

Third, the intermediate variable significantly affects the dependent variable;

Fourth, the independent variable and the intermediate variable are both entered into the regression equation at the same time. If the effect of the intermediate variable on the dependent variable is significant, and the effect of the independent variable on the dependent variable is not significant, it means full mediation effect; if the effect of

the independent variable on the dependent variable is significantly weakened, it means partial mediation effect; if the influence of the mediation variable on the dependent variable is not significant at all, it means no mediation effect.

On this basis, the verification of the control variables is performed. The regression equation enters the following steps:

First, the regulatory variables and control variables are entered;

Second, independent variables and regulatory variables are entered together;

Third, the interaction variables after the centralization of the independent and control variables are entered into the equation;

Fourth, if the interaction variable has a significant effect on the intermediary variable, the regulatory effect is significant; if the interaction variable has a small effect on the intermediary variable, the regulatory effect is not significant.

Below, we follow the above-mentioned regression analysis steps to test the mediating and regulatory effects, and gradually verify and analyze the mediating effects of positive emotions, creative self-efficacy, and job involvement, as well as the regulatory effects of power distance and leadership-led learning.

(1) Verification of Positive Emotions

Stepwise regression analysis is used to perform stepwise regression analysis on the mediating effect of positive emotions, and to verify hypothesis 1a. In the first step, the control variables (gender, age, education, and position) are first entered into the regression equation; in the second step, the independent variables (benevolent leaders) are entered into the regression equation; in the third step, the intermediary variables (positive emotions) are entered. The results show as shown in Table 4-2.

Table 4-2 Regression analysis of the mediating effect of positive emotion

| Variable | Employee innovation | | | | | |
|----------------------|----------------------|---------|----------------------|---------|----------------------|---------|
| Control variable | Step One | | Step Two | | Step Three | |
| | Standard coefficient | p Value | Standard coefficient | p Value | Standard coefficient | p Value |
| Gender | .055 | .499 | .043 | .595 | -.014 | .853 |
| Age | .051 | .548 | .073 | .393 | .046 | .556 |
| Education | .194 | .017 | .176 | .030 | .108 | .152 |
| Position | .024 | .782 | .035 | .682 | .032 | .682 |
| Independent variable | | | | | | |
| Benevolent leader | | | .147 | .071 | -.115 | .197 |
| Mediation variable | | | | | | |
| Positive emotion | | | | | .482 | .000 |
| R ² | .047 | | .067 | | .217 | |
| ΔR ² | .022 | | .036 | | .185 | |

According to the analysis data of the above regression results, the following conclusions can be drawn:

Benevolent leadership has a significant positive impact on the employee's innovation behavior ($\beta = 0.147$, $p < 0.1$). When positive emotion enters the regression equation, positive emotion has a significant positive effect on employee innovation behavior ($\beta = 0.482$, $p < 0.01$). The impact of benevolent leadership on employee innovation behavior ($\beta = -0.115$, $p > 0.1$) is not significant at this time, which shows that the positive emotion completely mediates the positive impact of benevolent leadership on employee innovation behavior. Hypothesis 1a is established.

(2) Validation of power distance on benevolent leadership and positive emotions

A stepwise regression analysis method is used to perform a stepwise regression analysis on the regulatory effect of power distance, and the hypothesis 1b is verified. In the first step, the control variables (gender, age, education, and position) are first entered into the regression equation; in the second step, the independent variables (benevolent leadership, BL) and the control variables (the sense of power and distance, PD) are entered into the regression equation; in the third step, the interaction term is entered (BL interactive PD). The results are shown in Table 4-3.

Table 4-3 Regression analysis of power distance in regulating benevolent leadership and positive emotion

| Variable | Positive emotion | | | | | |
|-------------------------|----------------------|---------|----------------------|------|----------------------|---------|
| | Step One | | Step Two | | Step Three | |
| | Standard coefficient | p Value | Standard coefficient | | Standard coefficient | p Value |
| Gender | .161 | .044 | .120 | .074 | .118 | .082 |
| Age | -.025 | .763 | .056 | .428 | .055 | .435 |
| Education | .208 | .009 | .142 | .035 | .139 | .041 |
| Position | -.036 | .670 | .007 | .919 | .005 | .949 |
| Independent variable | | | | | | |
| Benevolent leader | | | .546 | .000 | .543 | .000 |
| Regulatory variable | | | | | | |
| Sense of power distance | | | -.041 | .535 | -.044 | -.508 |
| BL Interactive PD | | | | | -.029 | .662 |

Continued Table 4-3 Regression analysis of power distance in regulating benevolent leadership and positive emotion

| Variable | Positive emotion | | | | | |
|------------------|----------------------|---------|----------------------|--|----------------------|---------|
| Control variable | Step One | | Step Two | | Step Three | |
| | Standard coefficient | p Value | Standard coefficient | | Standard coefficient | p Value |
| R ² | .078 | | .358 | | .358 | |
| ΔR ² | .054 | | .332 | | .328 | |

According to the analysis data of the above regression results, the following conclusions can be drawn.

When the interaction term of benevolent leadership and sense of power distance (BL interactive PD) are entered into the regression equation, the impact of BL interactive PD on positive emotions ($\beta = -0.029$, $p > 0.1$) was not significant, indicating that the employee's sense of power distance has no regulatory effects on benevolent leadership and positive emotions. Hypothesis 1b has not been verified.

(3) Verification of Mediating Role of Innovation Self-Efficacy

Stepwise regression analysis was used to perform stepwise regression analysis on the mediating effect of creative self-efficacy, and the hypothesis 2c was verified. In the first step, the control variables (gender, age, education, and position) are first entered into the regression equation; in the second step, the independent variables (moral leadership) are entered into the regression equation; in the third step, the intermediate variables (creative self-efficacy) are entered. The results are shown in Table 4-4.

Table 4-4 Regression analysis of the mediating effect of creative self-efficacy

| Variable | Employee innovation | | | | | |
|------------------------|----------------------|---------|----------------------|---------|----------------------|---------|
| Control variable | Step One | | Step Two | | Step Three | |
| | Standard coefficient | P Value | Standard coefficient | P Value | Standard coefficient | P Value |
| Gender | .055 | .499 | .020 | .803 | .024 | .673 |
| Age | .051 | .548 | .074 | .373 | .084 | .158 |
| Education | .194 | .017 | .161 | .045 | .110 | .054 |
| Position | .024 | .782 | .035 | .680 | .001 | .985 |
| Independent variable | | | | | | |
| Benevolent leader | | | .222 | .006 | .011 | .859 |
| Mediation variable | | | | | | |
| Creative self-efficacy | | | | | .706 | .000 |
| R ² | .047 | | .093 | | .542 | |
| ΔR ² | .022 | | .063 | | .524 | |

According to the analysis data of the above regression results, the following conclusions can be drawn:

Moral leadership has a significant positive impact on employee innovation behavior ($\beta = 0.147$, $p < 0.01$). When creative self-efficacy enters the regression equation, creative self-efficacy has a significant positive impact on employee innovation behavior ($\beta = 0.482$, $p < 0.01$). But at this time, the influence of benevolent leadership on employee innovation behavior ($\beta = 0.011$, $p > 0.1$) is not significant, which shows that the sense of creative self-efficacy completely mediated the positive influence of benevolent leadership on employee innovation behavior. As a result, Hypothesis 2c stands.

(4) Effect of Power Distance on Moral Leadership and Creative Self-efficacy

Stepwise regression analysis was used to perform stepwise regression analysis on the mediating effect of creative self-efficacy, and the hypothesis 2d was verified. In the first step, the control variables (gender, age, education, and position) are first entered into the regression equation; in the second step, the independent variables (ethical leadership) and the control variables (the sense of power and distance) are entered into the regression equation; in the third step, the interaction Term (ML interactive PD) is entered. The results are shown in Table 4-5.

Table 4-5 Regression analysis of the regulating effect of power distance on moral leadership and creative self-efficacy

| Variable | Creative self-efficacy | | | | | |
|-------------------------|------------------------|---------|----------------------|---------|----------------------|---------|
| | Step One | | Step Two | | Step Three | |
| | Standard coefficient | P Value | Standard coefficient | P Value | Standard coefficient | P Value |
| Gender | .041 | .618 | -.005 | .947 | -.002 | .978 |
| Age | -.046 | .597 | -.014 | .869 | -.022 | .794 |
| Education | .116 | .156 | .072 | .368 | .062 | .432 |
| Position | .033 | .707 | .048 | .571 | .049 | .558 |
| Independent variable | | | | | | |
| Benevolent leader | | | .299 | .000 | .289 | .000 |
| Regulatory variable | | | | | | |
| Sense of power distance | | | -.008 | .919 | -.027 | .727 |
| BL Interactive PD | | | | | -.142 | .071 |
| R ² | .016 | | .099 | | .118 | |
| ΔR ² | -.010 | | .063 | | .077 | |

According to the analysis data of the above regression results, the following conclusions can be drawn:

When the interaction term of moral leadership and power distance (ML interaction PD) is entered into the regression equation, ML interactive PD has a significant marginal effect on creative self-efficacy ($\beta = -0.142$, $p < 0.1$), indicating that the sense of power distance has an impact on mortality. The relationship between leadership and creative self-efficacy has a certain regulatory role. Moreover, the moral leadership's sense of creative self-efficacy ($\beta = 0.299$) is positive, while the ML interaction PD is negative to the creative self-efficacy ($\beta = -0.142$), indicating that the sense of power distance weakens the moral leadership's self-efficacy of innovation. That is to say, the smaller the sense of power distance of employees, the more positive the influence of moral leadership on the sense of creative self-efficacy. So Hypothesis 2d is partially supported.

(5) Verification of job involvement

Stepwise regression analysis is used to perform stepwise regression analysis on the mediating role of job involvement, and to verify hypothesis 3e. In the first step, the control variables (gender, age, education, and position) are entered into the regression equation; in the second step, the independent variables (authoritative leadership) are entered into the regression equation; in the third step, the intermediate variables (job involvement) are entered. The results are shown in Table 4-6.

Table 4-6 Regression analysis of the mediating effect of job involvement

| Variable | Employee innovation | | | | | |
|------------------|----------------------|---------|----------------------|---------|----------------------|---------|
| | Step One | | Step Two | | Step Three | |
| Control variable | Standard coefficient | P Value | Standard coefficient | P Value | Standard coefficient | P Value |
| Gender | .055 | .499 | .043 | .596 | .034 | .632 |
| Age | .051 | .548 | .045 | .597 | .056 | .444 |
| Education | .194 | .017 | .198 | .014 | .124 | .080 |

Continued Table 4-6 Regression analysis of the mediating effect of job involvement

| Variable | Employee innovation | | | | | |
|--------------------------|----------------------|---------|----------------------|---------|----------------------|---------|
| | Step One | | Step Two | | Step Three | |
| Control variable | Standard coefficient | P Value | Standard coefficient | P Value | Standard coefficient | P Value |
| Position | .024 | .782 | .025 | .766 | .022 | .764 |
| Independent variable | | | | | | |
| Authoritarian leadership | | | -.146 | .066 | -.079 | .253 |
| Mediation variable | | | | | | |
| Work engagement | | | | | .489 | .000 |
| R ² | .047 | | .068 | | .297 | |
| ΔR ² | .022 | | .037 | | .269 | |

According to the analysis data of the above regression results, the following conclusions can be drawn.

Authoritarian leadership has a significant negative impact on employee innovation behavior ($\beta = -0.146$, $p < 0.1$). When job involvement enters the regression equation, job involvement has a significant positive effect on employee innovation behavior ($\beta = 0.489$, $p < 0.01$). But at this time, the negative impact of moral leadership on employee innovation behavior ($\beta = -0.079$, $p > 0.1$) is not significant, which shows that the job involvement completely mediates the adverse impact of authoritative leadership on employee innovation behavior. As a result Hypothesis 3e is established.

(6) Verification of leadership learning orientation on authoritative leadership and job involvement

Stepwise regression analysis is used to perform stepwise regression analysis on the mediating role of job involvement, and to verify hypothesis 3f. In the first step, control variables (gender, age, education, and position) are entered into the regression

equation; in the second step, independent variables (authoritarian leadership) and control variables (leadership-orientation) are entered into the regression equation; in the third step, interaction is entered Item (AL interactive LEARNING). The results are shown in Table 4-7.

Table 4-7 Regression analysis of leadership learning orientation's effect on authoritarian leadership and job involvement

| Variable | Creative self-efficacy | | | | | |
|---------------------------------|------------------------|---------|----------------------|---------|----------------------|---------|
| | Step One | | Step Two | | Step Three | |
| | Standard coefficient | P Value | Standard coefficient | P Value | Standard coefficient | P Value |
| Gender | .030 | .715 | .023 | .778 | .008 | .922 |
| Age | -.018 | .836 | -.027 | .756 | -.027 | .751 |
| Education | .148 | .071 | .143 | .083 | .109 | .185 |
| Position | .005 | .955 | .016 | .857 | .006 | .942 |
| Independent variable | | | | | | |
| Authoritarian leadership | | | -.135 | .093 | -.108 | .173 |
| Regulatory variable | | | | | | |
| Leadership Learning Orientation | | | .054 | .508 | .041 | .610 |
| AL interaction | | | | | | |
| LEARNING | | | | | .204 | .013 |
| R ² | .023 | | .044 | | .083 | |
| ΔR ² | -.003 | | .006 | | .040 | |

According to the analysis data of the above regression results, the following conclusions can be drawn.

When the authoritative leadership and leadership learning-orientation interaction term (AL interaction LEARNING) is entered into the regression equation, the AL interaction LEARNING had a significant impact on job involvement ($\beta = 0.204$, $p < 0.05$), indicating that leadership learning orientation has significant mediating effects on authoritative leadership and job involvement. Also, the effects of authoritarian leadership on job involvement ($\beta = -0.135$) is negative, and AL interaction LEARNING is positive for job involvement ($\beta = 0.204$), indicating that leadership learning orientation can reduce the negative impact of authoritative leadership on job involvement. That is to say, the higher the leadership learning orientation, the smaller the negative impact of authoritarian leadership on job involvement. As a result, Hypothesis 3f is established.

4.5 Discussion of results

Through statistical analysis, this chapter verifies the mediating and regulating mechanisms of employees' benevolent leadership, moral leadership, and authoritative leadership on employee innovative behavior from three perspectives: emotional, psychological, and cognitive. They are the mediating effect of positive emotions on the impact of benevolent leadership on employee innovation behavior, the role of the sense of power distance on the relationship between benevolent leadership and positive emotions; the role of power distance in controlling moral leadership and creative self-efficacy; the mediating role of job involvement in the influence of authoritative leaders on employee innovative behavior, and the role of leadership and learning orientation in regulating the relationship between authoritative leadership and job involvement. The hypotheses and test results of this study are shown in Table 4-8.

Table 4-8 Hypothesis and its verification

| No. | Hypothesis | Result |
|-----|--|-----------------|
| 1a | Positive emotion plays an intermediary role between benevolent leadership and employee innovation. | support |
| 1b | The sense of power distance regulates the relationship between benevolent leadership and positive emotions. | No support |
| 2c | Creative self-efficacy plays an intermediary role between moral leadership and employee innovation. | support |
| 2d | The sense of power distance of employees regulates the relationship between moral leadership and creative self-efficacy. | Partial support |
| 3e | Job involvement plays an intermediary role between authoritarian leadership and employee innovation. | support |
| 3f | Leadership learning orientation regulates the relationship between authoritarian leadership and job involvement. | support |

4.5.1 The intermediary mechanism of paternalistic leadership on employee innovative behaviors

This paper studies the three dimensions of paternalistic leadership: the benevolent leadership, the moral leadership, and the authoritative leadership, for the mediating mechanism of employee innovation from three paths: emotion, psychology, and cognition. The emotional path is based on the theory of emotional motivation and differentiation and uses positive emotions as mediating variables to explore the mediating effect of positive emotions on the relationship between benevolent leaders and employee innovative behavior. The psychological path is based on the theory of self-efficacy, with creative self-efficacy as a mediating variable, and explores the mediating effect of creative self-efficacy on moral leadership and employee innovation. The cognitive path is based on job involvement theory, with job involvement as a mediating variable, and explores the mediating role of job involvement on authoritative leadership and employee innovation.

In exploring the mediating role of positive emotions in the relationship between benevolent leadership and employee innovation behavior, this paper finds that the mediating role of positive emotions is very significant, indicating that positive emotions can mediate the relationship between benevolent leadership and employee innovation. That is to say, benevolent leaders can use positive emotions to promote employee innovation. Positive emotion refers to the individual's personal tendency to experience a happy emotional state, which is characterized by vitality, enthusiasm, happiness, gratitude, etc., which belongs to a positive emotional experience. The humane care, help, and love of the benevolent leaders for their subordinates can easily cause employees to have positive emotions, gratitude, and even loyalty. According to the theory of emotional motivation and differentiation, these active and positive emotions can inspire employees' internal driving forces making employees' thinking and actions more divergent and creative, which can promote employee innovative behavior.

When exploring the mediating role of creative self-efficacy, this paper uses linear regression of creative self-efficacy to produce a very significant mediating effect on the relationship between moral leadership and employee innovation. According to the theory of self-efficacy, the higher the employee's self-awareness, the higher the self-efficacy, the more they can inspire self-confidence, enthusiasm, and commitment in the work, and then positively promote changes in employee attitudes and behaviors. Moral leadership plays a role in guiding employees by example and virtue. Under such influence, employees form a strong sense of self-efficacy and affirmation of their cognition with their worship, admiration and imitation of leaders, which is conducive to the promotion of employee innovative self-efficacy on their innovative behaviors.

In exploring the mediating role of job involvement, this paper uses linear regression to verify the mediating role of job involvement in authoritative leadership and employee innovation. According to job involvement theory, it can be seen that if employees have an active and positive perception of leadership, then employees will trust the organization and work actively, and his psychological state and work behavior will change greatly. This can improve the creativity of employees at work and promote the creation of employee innovative behavior. However, if employee

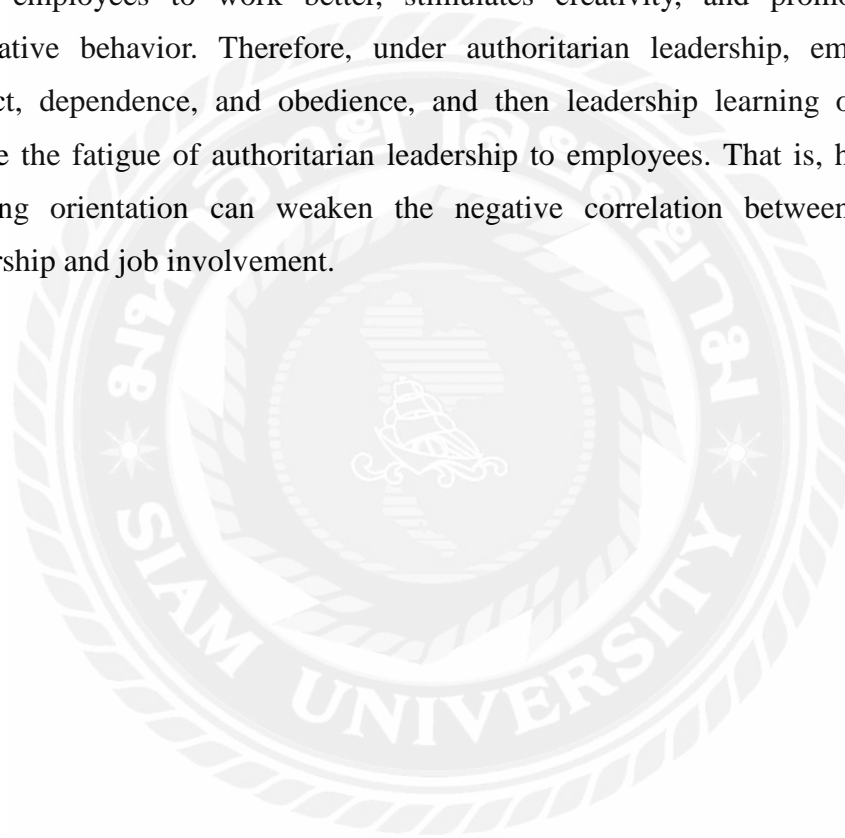
perceptions of leadership are negative, employees will lose trust in the leadership, and there will be behaviors that will cause different degrees of damage to the organization, such as negative idle work, increased intention to leave, and reduced work performance which are not conducive to the creation of innovative behavior. Under authoritarian leadership, employees behave rebelliously and become tired of work, reducing their involvement in work, thereby inhibiting innovation.

4.5.2 The regulatory mechanism of paternalistic leadership on employee innovative behaviors

Regarding the benevolent and moral leaders' control mechanism for employee innovation, this paper uses the employee's sense of power distance as a control variable. Using linear regression analysis, we can know that the employee's sense of power distance does not regulate the benevolent leadership and the intermediary variables significantly, but controls the moral leadership and the intermediary variables significantly. Power distance analyzes the degree to which a society or system can accept unequal power distribution from a cultural perspective. In the research of this paper, we use the concept of power distance as a personal perspective, which is, the employee own personal acceptance of unequal power distribution. It can also be said to be the direct psychological or cognitive feelings of employees. And this feeling is mostly used for people's psychological or cognitive effects, not for emotional effects. Of course, this aspect needs further study. From the analysis of data results, the sense of power distance of employees can affect the psychological relationship between moral leadership and employees, and the greater the sense of power distance of employees, the further the psychological distance between employees and leadership, which weakens the moral leadership of employee psychological role. At the emotional level, the role of employee sense of power distance has not been verified.

Regarding the authoritative leadership's regulation mechanism on employee innovative behavior, this paper adopts leadership learning orientation as a regulatory variable. This is considered from the perspective of cognition, and the perspective of

the leader, the regulatory variable of leadership learning orientation is determined. In short, leadership learning orientation is the leader's tendency and concept of organizational learning, which belongs to the cognitive category. High-learning-oriented leaders will drive their subordinates to learn, discuss, communicate, and cooperate to form a good organizational learning atmosphere, create and form new knowledge, and exchange work experience, thereby improving employee work efficiency and employee learning ability. A good learning atmosphere helps employees to work better, stimulates creativity, and promotes employee innovative behavior. Therefore, under authoritarian leadership, employees show respect, dependence, and obedience, and then leadership learning orientation can reduce the fatigue of authoritarian leadership to employees. That is, high leadership learning orientation can weaken the negative correlation between authoritarian leadership and job involvement.



CHAPTER 5 CONCLUSIONS AND PROSPECT

5.1 Conclusions

This paper explores the intermediary and regulation mechanism of SMEs' paternalistic leadership to employee innovative behavior, and specifically discusses the three different dimensions of paternalistic leadership: benevolent leadership, moral leadership, and authoritative leadership. And researched separately from three different paths of emotion, psychology and cognition, and selected theories and mediation variables from three different aspects of emotion, psychology, and cognition, and controlled by employee sense of power distance and leadership learning direction Variables were empirically studied. The main empirical conclusions are:

(1) Benevolent leadership can positively promote employee innovative behaviors through positive emotions.

(2) Moral leadership can positively promote employee innovative behaviors through creative self-efficacy.

(3) Authoritarian leadership has a negative effect on employee innovation behavior through job involvement.

(4) The sense of power distance of employees can regulate the relationship between moral leadership and creative self-efficacy. The smaller the sense of power distance of employees, the more positive the relationship between moral leadership and creative self-efficacy.

(5) Leadership learning orientation regulates the relationship between authoritarian leadership and job involvement. The higher the leadership learning orientation, the more it can reduce the negative impact of authoritarian leadership on job involvement.

5.2 Characteristics

(1) Based on the summary of paternalistic literature and analysis of related theories, this paper aims at the three dimensions of paternalistic leadership: benevolent leadership, moral leadership, and authoritative leadership. According to their different emphasis on concepts and connotations, they are selected separately. Three different paths: emotional, psychological, and cognitive: respectively study the mediating and regulating mechanisms of benevolent leadership, moral leadership, and authoritative leadership on employee innovation. According to the difference of each path, different theories and different mediation and regulation variables are used, which make the analysis and research of theory and variables more focused, and the paternalistic leadership has a richer model of mediation and regulation mechanisms for employee innovation.

(2) This paper combines three different research paths of benevolent leadership, moral leadership, and authoritative leadership, and then select different control variables from the employee level and the leadership level, representing the sense of power distance at the employee level and the leadership learning direction at the leadership level. This makes the study of regulatory variables more targeted.

(3) The theoretical basis of this paper is the emotional motivation-differentiation theory, self-efficacy theory, and job involvement theory. It also corresponds to three different research paths of benevolent leadership, moral leadership, and authoritative leadership: emotion, psychology, and cognition. For each path with each theoretical basis, different variables were selected as the intermediary research, and the intermediary mechanism of paternalistic leadership and employee innovation was explored.

5.3 Deficiencies and recommendations

(1) Deficiencies

Although this study has empirically analyzed the mediation and regulation mechanism of paternalistic leadership to employee innovation, and discussed the impact of various mediation variables and regulation variables, there are still many problems and deficiencies.

First of all, the data of independent variables, intermediary variables, regulatory variables and dependent variables in this study are mostly from the same measurement object, so the data collected may have common method deviations, and the correlation between each variable is high, affecting the reliability of conclusions and data validity. The validity of each variable is verified by confirmatory factor analysis in this paper, which indicates that the common method deviation in this paper is limited and has no substantial impact on the conclusions of the study.

Secondly, due to the limitation of time, energy, and space, some of the research and discussion in this paper are not deep enough and need to be further studied in the future. Based on the theoretical framework proposed in this paper, which includes emotional motivation-differentiation theory, self-efficacy theory, and job involvement theory, more mediating or regulating variables can be defined for research. In future research, this paper can be used as an initial study with the potential for further exploration and discussion.

(2) Recommendations

Based on the three approaches of emotion, psychology, and cognition, and based on the theory of emotional motivation-differentiation, self-efficacy, and job involvement, this paper studies the mediation and regulatory mechanism of the three dimensions of paternalistic leadership: benevolent leadership, moral leadership and authoritarian leadership.

From the perspective of emotion, this paper studies the mediating mechanism of benevolent leadership on employee's innovative behavior. This paper selects positive emotion as the mediating variable. In the category of emotion theory, future research can also select more variables in the emotional category, such as gratitude, loyalty, interpersonal attractions, which can enrich the study of emotional pathways. This paper studies the intermediary mechanism of moral leadership and employee innovative behaviors from the psychological perspective. This paper selects the sense of creative self-efficacy as the intermediary variable. Then, in the scope of psychology, psychological security, psychological effectiveness, and psychological contract can be used as the intermediary variables to carry out the research. From the perspective of cognition to study the intermediary mechanism of authoritative leadership and employee innovative behavior, this paper selects job involvement. In the cognitive category, variables such as cognitive input and learning behavior can be used as intermediary variables for further study as well.

For the research on the regulatory mechanism of paternalistic leadership to employee innovative behavior, this paper selects two control variables: the sense of power distance and the orientation of leadership learning. Among them, the mechanism of the sense of power distance regulating the emotional path of benevolent leaders has not been verified. In future research, further research can be carried out based on expanding the scope and number of samples. At the same time, from different paths, we can also explore the regulatory role of other variables, such as support on innovation, leadership-goal-orientation, etc., which can enrich the control mechanism of paternalistic leadership on employee innovative behavior.

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APPENDIX

Questionnaire

Dear Sir / Madam,

Hello! Thank you very much for taking the time to participate in the research of this topic. This study aims to investigate the relationship between organizational management culture and employee behavior in China. The survey was answered anonymously. There is no right or wrong answer. The results obtained are purely for academic research and have nothing to do with your company's performance assessment. And the answer is limited to the research, and will never be disclosed to third parties unrelated to the survey, and will not have any impact on your work and life.

Finally, I wish you good health and good work!

Part I: background information

1. Gender: Male Female
2. Age: ≤20 years old 21-30 years old 31-40 years old
 > 40 years old
3. Nature of the enterprise: state-owned enterprise private
 foreign capital other
4. Education level: High school and below College Undergraduate
 Master and above
5. Position: Ordinary staff Basic level management
 Middle level management High level management

Part II:

[I] Please judge to what extent you agree with the following statement, please select the most appropriate option, and mark the corresponding number with "√"

Please note: All “boss” appearing in the questionnaire below refers specifically to your

direct leadership. Please comment on this direct leader. For example, if your direct leader is Manager Wang, all “boss” in the questionnaire refers to Manager Wang.

Please comment on Manager Wang. Thank you!

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|---|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | My boss will help me with the more difficult tasks at work. | | | | | | | |
| 2 | My boss cares not only about my work but also my daily life. | | | | | | | |
| 3 | My boss often comforts and cares for me. | | | | | | | |
| 4 | My boss also takes good care of my family. | | | | | | | |
| 5 | My boss can meet my personal needs. | | | | | | | |
| 6 | My boss will help me when I have an emergency. | | | | | | | |
| 7 | My boss is a good example for me to follow. | | | | | | | |
| 8 | My boss treats his subordinates fairly. | | | | | | | |
| 9 | My boss is a man of integrity. | | | | | | | |
| 10 | When my boss is offended, he never remain to be fair and do not make others difficult.. | | | | | | | |

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 11 | When mistakes occur in the work, my boss will take the initiative to take responsibility. | | | | | | | |
| 12 | My boss requires me to fully obey his / her instructions. | | | | | | | |
| 13 | In front of employees, my boss is always in a condescending manner. | | | | | | | |
| 14 | My boss decides everything about us, whether it matters or not. | | | | | | | |
| 15 | My boss believes that a qualified subordinate is an employee who fully obeys his orders. | | | | | | | |
| 16 | We can only do things according to his / her rules. Otherwise, he / she will punish us severely. | | | | | | | |
| 17 | My boss requires our team to be the best performer in all departments of the company. | | | | | | | |

[II] Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√".

When you communicate or work with your direct leader, what do you generally feel:

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|-------------------------|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | Interested | | | | | | | |
| 2 | Excitement | | | | | | | |
| 3 | Positive, energetic | | | | | | | |
| 4 | Enthusiasm | | | | | | | |
| 5 | Proud | | | | | | | |
| 6 | quick thinking | | | | | | | |
| 7 | Be motivated | | | | | | | |
| 8 | Firm and determined | | | | | | | |
| 9 | Attentive and attentive | | | | | | | |
| 10 | Active | | | | | | | |

[III] Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√".

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | I really "threw" myself into my job. | | | | | | | |
| 2 | Sometimes I am so dedicated to my work that I forget time. | | | | | | | |
| 3 | Although it takes a lot of energy to work, I will be fully involved. | | | | | | | |

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 4 | I don't take a small job at work and think about other things. | | | | | | | |
| 5 | I am highly invested in this work. | | | | | | | |

[IV] Please judge to what extent you agree with the following statement, please select the most appropriate option, and mark the corresponding number with "√".

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | I think I am good at generating novel ideas. | | | | | | | |
| 2 | I am confident that I have the ability to solve problems creatively. | | | | | | | |
| 3 | I have my own knack for digging deeper into the opinions of others. | | | | | | | |

[V] Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√".

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|---|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | I show originality at work. | | | | | | | |
| 2 | At work I can take the risks of generating new ideas. | | | | | | | |

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|---|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 3 | I can see new uses for existing methods or equipment. | | | | | | | |
| 4 | I can solve the difficulties in my work. | | | | | | | |
| 5 | I will try new ideas to solve the problem. | | | | | | | |
| 6 | I can develop new products and / or new workflows. | | | | | | | |
| 7 | I have new and actionable ideas. | | | | | | | |
| 8 | I am the most creative at work. | | | | | | | |
| 9 | I have revolutionary ideas at work. | | | | | | | |

[VI] Please judge to what extent you agree with the following statement, please select the most appropriate option, and mark the corresponding number "√"

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | My boss rarely asks us when making a decision. | | | | | | | |
| 2 | When dealing with employees, it is necessary that bosses often use their powers. | | | | | | | |

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 3 | The boss and we rarely interact outside of work. | | | | | | | |
| 4 | Employees often disagree with supervisors' management decisions. | | | | | | | |
| 5 | Boss should not delegate important work to employees. | | | | | | | |

[VII] Please judge to what extent you agree with the following statement, please choose the most appropriate option, and mark the corresponding number "√".

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 1 | My boss believes that the learning ability of employees is the key to a company's competitive advantage. | | | | | | | |
| 2 | The boss's basic values include "learning is the key to improvement." | | | | | | | |
| 3 | My boss thinks employee learning is an investment, not a waste. | | | | | | | |
| 4 | My boss believes that keeping learning is vital to the survival of the company. | | | | | | | |

| No. | Item | Very strongly disagree | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree | Very strongly agree |
|-----|--|------------------------|-------------------|----------|-----------|-------|----------------|---------------------|
| 5 | The boss will schedule meetings regularly so that employees can communicate and learn from each other. | | | | | | | |
| 6 | The boss has repeatedly emphasized the importance of learning for our work. | | | | | | | |

