HIGH-INVOLVEMENT HUMAN RESOURCE PRACTICES, INCLUSIVE LEADERSHIP AND ADAPTIVE PERFORMANCE AMONG HEAD NURSES OF PRIVATE HOSPITALS IN JORDAN

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ABSTRAK

Mengurangkan prestasi adaptif mempengaruhi produktiviti dan juga kecekapan organisasi. Kajian ini menyelidik kesan amalan pengiktirafan, amalan pemerkasaan, amalan pengembangan kompetensi, amalan penghargaan yang adil, amalan perkongsian maklumat, dan kepemimpinan inklusif terhadap prestasi adaptif hospital swasta di Jordan. Ia kemudian menilai kesan perantaraan tingkah laku inovatif individu diantara hubungan amalan pengiktirafan, amalan pemerkasaan, amalan pengembangan kecekapan, amalan penghargaan yang adil, amalan perkongsian maklumat, kepemimpinan inklusif dan prestasi adaptif. Kerangka teori yang dikembangkan untuk kajian ini adalah berdasarkan teori "Social Exchange" dan Teori "Job Demands-Resources". Sampel kajian dikutip daripada 169 jururawat dari hospital swasta di ibu kota Amman. Data kemudian dianalisis menggunakan Smart PLS versi 3.2.8 dan SPSS versi 23.0. Dapatan kajian menunjukkan hubungan positif yang signifikan diantara amalan pengiktirafan dan kepemimpinan inklusif terhadap tingkah laku inovatif individu, dan diantara tingkah laku inovatif individu dan prestasi adaptif, Disamping itu, terdapat hubungan negatif yang signifikan diantara amalan penghargaan adil terhadap tingkah laku inovatif individu. Seterusnya, tingkah laku inovatif individu memainkan peranan mediasi diantara amalan pengiktirafan, kepemimpinan inklusif, dan prestasi adaptif, tetapi tidak memediasi hubungan diantara

amalan pemerkasaan, amalan penghargaan yang adil, amalan perkongsian maklumat, amalan pengembangan kecekapan, kepemimpinan inklusif, dan prestasi adaptif.

HIGH-INVOLVEMENT HUMAN RESOURCE PRACTICES, INCLUSIVE LEADERSHIP AND ADAPTIVE PERFORMANCE AMONG HEAD NURSES OF PRIVATE HOSPITALS IN JORDAN

ABSTRACT

Reducing adaptive performance affects productivity as well as an organisation's efficiency. This study investigates the impact of recognition practices, empowerment practices, competence development practices, fair rewards practices, information-sharing practices, and inclusive leadership on the adaptive performance of private hospitals in Jordan. It then evaluates the mediating effect of individual innovative behaviour between the relationships of recognition practices, empowerment practices, competence development practices, fair rewards practices, information-sharing practices, inclusive leadership and adaptive performance. The theoretical framework developed for this study is based on the Social Exchange Theory and Job Demands-Resources Theory. The sample comprised 169 head nurses from private hospitals in the capital city Amman. The data was then analysed using Smart PLS version 3.2.8 and SPSS version 25. The results showed significant positive relationships between recognition practices and inclusive leadership towards individual innovative behaviour, and between individual innovative behaviour and adaptive performance, while there emerged a significant negative relationship between fair rewards practices towards individual innovative behaviour. Furthermore, individual innovative behaviour played a mediating role between recognition practices, inclusive leadership, and adaptive performance, but did not mediate the

relationship between empowerment practices, fair rewards practices, information-sharing practices, competence development practices, inclusive leadership, and adaptive performance.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter provides an overview of the Jordanian health care sector. It explores adaptive performance of human resources practices and innovative behaviour and the factors that indirectly impact it. Further, it discusses the problem statement followed by research questions, objectives, significance, scope, definitions of key terms and organisation of chapters.

1.2 Background of the Study

This section discusses the background of the study by dividing the discussion into nine sections comprising a comprehensive overview of Jordan, its economy, the importance of human resources management, inclusive leadership, and adaptive performance for the advancement of the Jordanian services sector, the challenges facing the Jordanian healthcare sector, the importance of private Jordanian hospitals, the state of Jordan's health workforce, the most important challenges facing Jordanian nurses related to human resources management, and the reasons for choosing head nurses as the target sample.

1.2.1 Jordan

The Hashemite Kingdom of Jordan undertakes the responsibility of providing a stable and secure society to guarantee a dignified standard of living for its citizens. Based on the principles of freedom, justice, equality, respect for human rights and the provision of equal opportunities, Jordan aims to ensure economic growth and social and

political prosperity. Jordan's Hashemite Kingdom is a middle-income nation with a region of approximately 89,300 km^2 in the Middle East (Ghazi, 2017; Hadidi, 2017). Jordan is bordered by the Dead Sea, Saudi Arabia, Iraq, Syria, Palestine, Israel, and the Red Sea. Jordan has 12 governorates, including Irbid, Ajloun, Jerash, Mafraq, Balqa, Amman, Zarqa, Madaba, Karak, Tafilah, Ma'an, and Aqaba. Each is ruled by the King's appointed governor. Jordan's population is around 9,798 million, 42.06% of whom reside in the capital Amman (Hadidi, 2017), 2.1 million are registered Palestinian refugees (Ghazi, 2017) and 654.582 are registered Syrian refugees who escaped Syria after 2011 and mostly reside in Amman, Mafraq and Irbid (Ghazi, 2017).

1.2.2 Jordan GDP Annual Growth Rate in Jordan

Jordan experienced improved Gross Domestic Products (henceforth, GDP) in the early 2000s. Jordan's GDP growth between 2000 and 2009 averaged 6.5%, but from 2010 until 2016, average growth was a mere 2.5%, and from 2017 until 2019, average growth was a mere 2%, Furthermore, Jordan's total public debt has increased at a rate exceeding economic growth. This has resulted in a debt-to-GDP ratio of 95% at the end of 2016, compared to approximately 61% in 2010 (see Figure 1.1) (Council, 2017; Trading, 2019; coface, 2019). Apart from anaemic growth and debt-burden, Jordan faces rising unemployment that has worsened with the influx of Syrian refugees. Unemployment in 2016 stood at 15.25%, in comparison to 12.5% in 2010, while youth unemployment is 25%. Poverty rates have increased from 14.4% in 2010 to an estimated 20% in 2016. Jordan is the largest host of registered refugees in the world (See Figure 1.1 - 2.8 million refugees registered with the United Nations High Commissioner for Refugees) (Council, 2017). A major challenge facing Jordan remains to reinvigorate the economy in the context of a challenging external environment. Adverse regional

developments, in particular the Syria and Iraq crises, remain the largest recent shocks affecting Jordan. This is reflected in an unprecedented refugee influx, disrupted trade routes, and lower investments and tourism inflows (particularly as a result of economic slow-down in the GCC). Continued regional uncertainty and reduced external assistance will continue to put pressure on Jordan (World Bank, 2019).

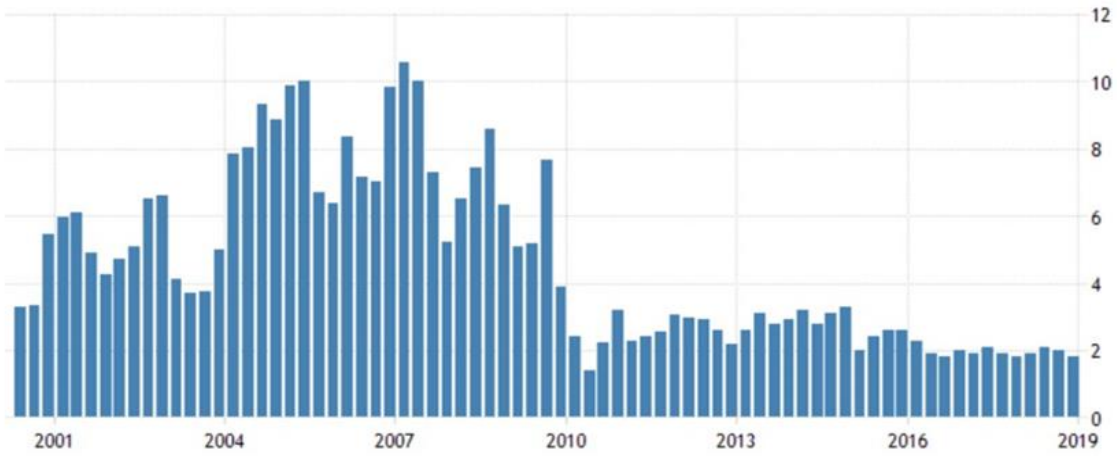

Figure 1.1 Jordan GDP Annual Growth Rate

1.2.3 The Main Sectors in Jordan

The three sectors that dominate the economic activity of Jordan are agriculture, industry, and services. The employment by sector (in percent of total employment) is 4.2% for agriculture, 26.8% from manufacturing, and 66.2% from the services sector. The value-added (as a% of GDP) is 4.3% for agriculture, 28.9% for industry, and 66.8% for services. This indicates the importance of the services sector in the Jordanian economy, The Jordanian healthcare sector contributes 10% of Jordan GDP. It has a globally accredited private healthcare sector and robust public healthcare consisting of 59 private hospitals and 45 government hospitals (Jordanian Healthcare Sector, 2019). Figure1.2 presents the main sectors in Jordan.

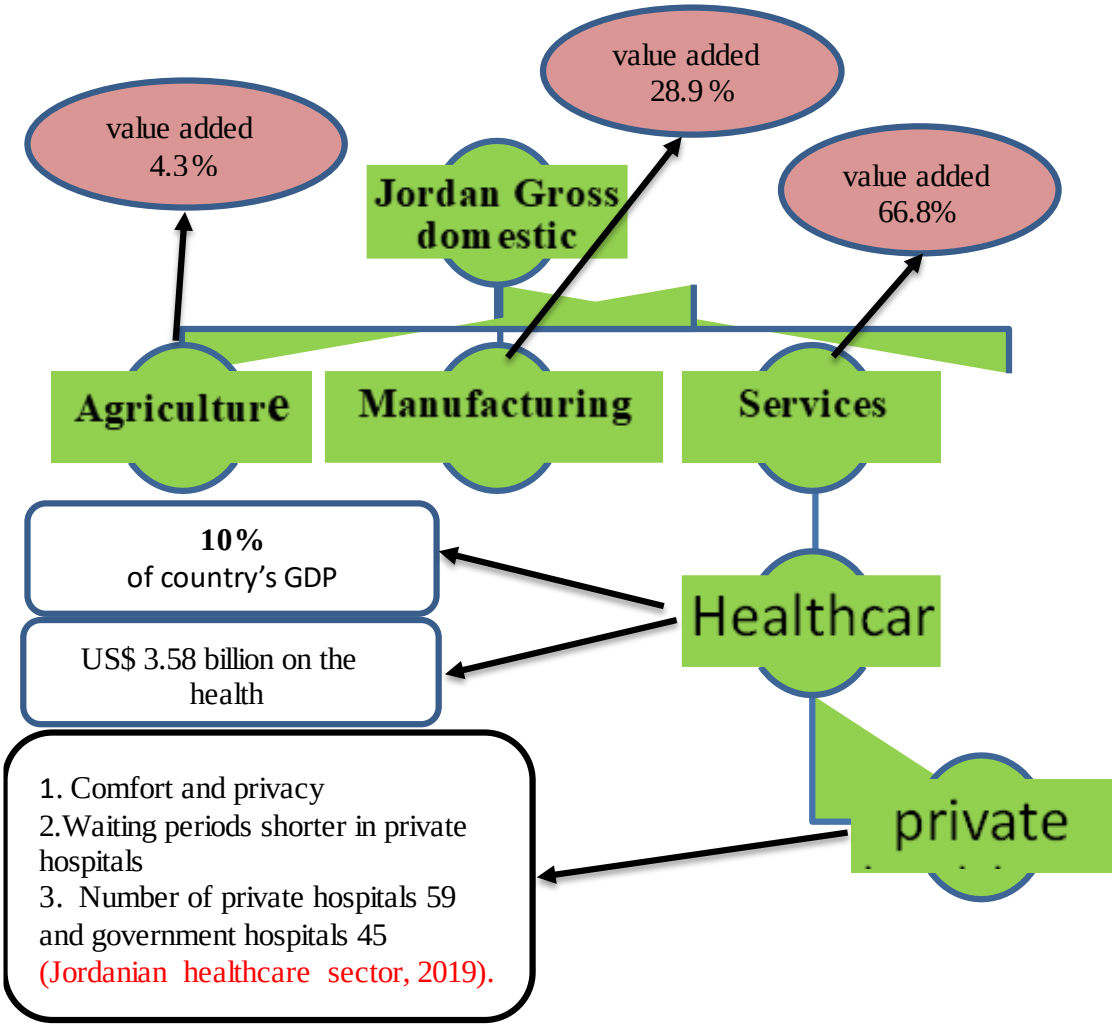

Figure 1.2 Main Sectors in Jordan

1.2.4 Service Sector in Jordan

The services sector involves the provision of services to business as well as consumers where no goods are produced. It includes government, healthcare/hospitals, public health, waste disposal, legal services, consulting, news media, casinos, tourism, retail sales, franchising, real estate and banking services. The services sector in the kingdom of Jordan controls two-thirds of the nation's GDP and is becoming more important due to globalisation and changes in technology (Council, 2017). The services sector is the main pillar of the national economy and makes up approximately

threequarters of the jobs generated by the economy (Council, 2017). Today, it is widely recognised that the success and vitality of the service sector are essential factors in measuring an economy's progress, quality, and future (Lee, Ribeiro, Olson & Roig, 2007). In Jordan, the services sector employs almost 80% of the workforce, contributes 66.2% of the GDP (Council, 2017).

The issue of global meltdown and combination of the global financial crisis of 2009, regional turbulence, energy crisis, closure of trade routes resulting in de facto economic siege (Exports to Iraq amounted to 20% of Jordan's total exports), a decline in remittances, security costs, and increasing food and oil prices has put significant stain on Jordan's economic and fiscal drive. Moreover, the political uprisings in Arab countries have affected the overall human resources management practices in Jordan leading to reduced emotional labour (approaches for regulating employees emotions when their interact with clients), organisational performance and low productivity growth in the services sector (Council, 2017; Alsakarneh et al., 2019; Madanat & Khasawneh, 2018).

Jordan has experienced various challenges in human resources management practices that have detrimental effects on the productivity of human resources in service organisations. These challenges in human resources practices have led to a reduction in organisational performance, thereby reducing the service industry's contribution to the GDP of Jordan. The challenges of human resources practices in Jordan range from recruitment and selection, training and development, performance appraisal, reward systems, to other human resource issues in Jordan (Al Fayyad, 2005). Across Jordanian organisations, the recruitment and selection process has been characterised by inadequacy and misplacement. For example, the recruitment and selection process in

Jordanian service organisations do not reflect the job analysis and descriptions making Jordanian employees unaware of the job roles since many Jordanian organisations consider the job analysis and job descriptions process as part of the personnel administration (Aladwan et al., 2014). This is because job descriptions are considered bureaucratic procedures in Jordanian organisations (Budhwar & Mellahi, 2006).

Aladwan et al., (2014) surveyed that the recruitment and selection process of Jordanian organisations is characterised by lack of merit, lack of a systematic process, declining objectives, favouritism, nepotism, and tribalism (influenced by personal and intermediary relationships). Employees are less involved in their job descriptions and roles in Jordan due to the challenges of revolutionary developments and technological trends in today's competitive market. Due to the technological challenges in the 21st Century, for competitive advantage to be achieved, organisations must design an effective performance appraisal system (Aladwan et al., 2014). Since performance appraisal has not received appropriate attention in Jordan, employees struggle to meet the challenges of the 21st century resulting in declining organisational success and performance.

According to Abu-Doleh and Weir (2007) Many Jordanian service organisations conduct performance appraisal once a year, and performance appraisals are still facing systems failure (Wright, 2002). This affects promotions negatively, increase turnover and lay-offs, and sadly, could not effectively identify the needs of employee training in Jordan organisations. In addition, line managers saddled with the responsibilities to handle many human resource practices in Jordan organisation lack the capacity to perform as their lack the required high skills, managerial experience, and confidence to carry out their tasks (Aladwan et al., 2014). This problem coupled with the minimum

wages set by the government affects the rewards and benefits system among Jordanian service organisations (Al-Husan & James, 2003). Employees must be involved and rewarded with due consideration of experience, age, position, and the type of work performed (Al-Husan et al., 2009). Finally, the relocation of Western human resource strategies has led to the discontent of employees in Jordanian service organisations, and may not be committed to improving organisational efficiency (Syed et al., 2014).

Al-Husan et al., (2009) submitted that lack of job security and fair treatment were common among multinational firms in Jordan as the management of these organisations does not pay adequate attention to the suggestions of employees, thus reducing their involvement towards achieving organisational goals and objectives. Altarawneh (2005) submits that employees and their cultural ideology influence the effectiveness of human resources practices in order to deliver more services to increase organisational performance. Furthermore, to excel in delivering outstanding service, employees need effective and efficient human resource management (HRM) functions, namely recruitment and selection, manpower planning, job design, training and development, quality control and compensation and benefits (Akong'o, 2010; Osman, Ho & Galang, 2011). To comply with this, the organisation needsto align organisational performance with human resource management practices, which would be shown by organisational output of financial variables (sales growth, productivity, goal achievement, good services) (Budhwar et al., 2007; Osman, Ho & Katou, 2011) and non-financial variables (management quality, long-term orientation, continuous improvement, workforce quality) (De Waal & Frijns, 2011) along with other outcomes such as commitment, quality and flexibility (Guest, 1997).

Once a business entity has analysed its mission, identified all its stakeholders, and defined its goals, it needs a way to measure progress towards those goals (Kaplan & Norton, 1996). Accordingly, human resource management practices play important roles in the organisation's stability (Guest, 1997). HRM practices need to support the business goals embedded in the mission statements and company values. Innovative human resource (HR) management practices are diverse and include empowerment, competence development, information sharing and rewards. These enhance the effectiveness of organisations and help retain talented employees (Arnett & Obert, 1995; Dessler, 1999; Pfeffer & Veiga, 1999). However, these configurations of practices are narrowly focused and often lack theoretical grounding (Samgnanakkan, 2010).

Youndt (2000) discovered that HR practices in this respect have no direct impact on organisational efficiency. Rather, these strategies help create adaptive efficiency, which in turn leads to increased organisational value development (Ilgen & Pulakos, 1999), where adaptive performance (AP) is necessary for employees to be effective when faced with new or modified job requirements (Jundt, Shoss & Huang, 2015). Adaptive performance (AP) has been recognised as a key tool for improving organisational efficiency and effectiveness (Kanten, Kanten & Gurlek, 2015), which in turn has a significant impact on nursing performance at private hospitals in Amman. Two complementary conceptual frameworks have received much attention in the academic press. The high-involvement model proposed by Lawler (1986) is seen as the primary engine behind the evolution of contemporary strategic HR management (McMahan, Bell & Virick, 1998). The high-performance work system model proposed by Bailey (Appelbaum et al., 2000) suggests that five distinct, supportive HR practices may influence employees' work-related attitudes and performance behaviours. Through

high-involvement human resource practices (recognition practice, empowerment practice, fair rewards practice, competence development practice, information sharing practice). Youndt (2000) discovered that highly involved HR practices do not directly affect organisational performance. Rather, they help create adaptive performance, which, in turn, helps to create organisational value (Ilgen & Pulakos, 1999). That means that these practices affect the ability of head nurses in Amman to improve adaptive performance.

organisations allow employees to assume several roles and responsibilities, improving the productivity of existing employees and sending employees the signal that decision-makers are willing to invest in them beyond short-term returns. High-involvement human resource practices will enhance feelings of mutual trust, and make individuals feel important to the company, motivate employees through the recognition that drive human behaviour, which employees get from managers for a job well done, and the feeling that they are a pivotal part of the organisation. It could signal to employees that the organisation supports them and has their well-being at heart.

1.2.5 Healthcare Sector in Jordan

Jordan's healthcare system has improved dramatically over the last two decades and is ranked as one of the most modern health care infrastructures in the Middle East (Ajlouni, 2011). Jordan's healthcare industry totals about US$ 3.58 billion, representing approximately 10% of GDP (as spent on this sector) (Jordanian Healthcare Sector, 2019). The healthcare system in Jordan is mainly composed of :

1. Public sector: There are currently 45 public hospitals in Jordan (Jordanian Healthcare Sector, 2019).

2. Private sector: The private sector consists of private hospitals, clinics and clinics for diagnosis and therapy; there are currently 59 private hospitals in Jordan (Jordanian Healthcare Sector, 2019).

3. International and charitable sector: Currently operates 25 primary health centres (United nations relief and works agency, 2016).

While Jordan's statistics show improvements in mortality rates, Jordan's healthcare system faces several challenges. These include accessibility to healthcare services, duplication of services and uncoordinated delivery of healthcare, lack of commitment to quality improvement initiatives, poor health information system management, limited accountability (El-Jardali & Fadlallah, 2016; World Health Organisation, 2006), and challenges in human resources for health (El-Jardali & Fadlallah, 2016).

1.2.6 Private Healthcare in Jordan

While the public sector usually offers medical treatment equal to the quality of treatment offered in the private sector, many expatriates prefer to utilise private healthcare facilities. Expats often find that some public hospitals can be a bit sparse in terms of comfort and privacy, so those who can afford it usually feel that private facilities are more of a pleasant experience. In addition, waiting periods tend to be shorter in private hospitals (Expat Arrivals, 2019). They opt for private health for the following reasons:

1. Comfort and privacy.

2. Waiting periods shorter in private hospitals.

3. The number of private hospitals is 59 and government hospitals 45 (Jordanian Healthcare Sector, 2019).

1.2.7 State of Jordan's Health Workforce

Human resources management is a critical component of strengthening the health system (World Health Organisation, 2006; Ghazi, 2017). A system's performance and quality of services are highly dependent on the knowledge, skills and motivation of health workers responsible for delivering the respective health services (Ghazi, 2017). Thus, it is unlikely that a health sector reform will succeed without affective staffing and a committed health workforce (World Health Organisation, 2006; Martineau et al., 2000; Ghazi, 2017). Recent studies show that Jordan is lagging in many factors related to Human Resources for Health (HRH), including HRH governance, policy & partnership, management, education, production, development, and planning (Kassab & Hamadneh, 2016; Shoqirat, 2015; Jordan Nursing Council, 2016; Ghazi, 2017), several HRM factors such as healthcare workforce size, composition and distribution, workforce training and migration of health workers influence the health system's success and ability to deliver equitable, high-quality healthcare services (Kabene et al., 2006). Furthermore, the lack of explicit policies to reinforce Human Resources for Health (HRH) was identified as the main reason for previously failed efforts to reform health systems (Kolehmainen-Aitken, 1998).

Globally, the estimated health workforce deficit is seven million and the number of employees is expected to rise to 12.9 million by 2035 (Abhicharttibutra et al., 2017). Moreover, skill-mix deficiencies and maldistribution exacerbate this shortage in health workforce (El-Jardali et al., 2007). Several countries in the eastern Mediterranean are

confronted with the key problems which impede Human Resources for Health (HRH) growth, including lack of personnel, inappropriate skill mixing, under-employment, insufficient and inadequate training, poorly defined areas of practice, geographical mal division and poor working environments (El-Jardali et al., 2007).

1.2.8 Nurses in Jordan

Managing nurses efficiently is an important problem that many hospitals face (Masood & Afsar, 2017). The most common types and causes of adverse events in Jordanian hospitals were related to workload and inadequate staffing, technical performance, negligence, lack of ethics, poor management, demands for psychosocial work and unclear written guidelines (Gatasheh et al., 2017). In addition, studies showed that Jordanian nurses have high stress and low satisfaction (Hamaideh & Ammouri, 2011; Mrayyan, 2007; Nawafleh, 2014; USAID, 2016; Ghazi, 2017).

The factors of job dissatisfaction among nurses include heavy workload, low wages, poor communication between healthcare teams, lack of autonomy, and nursing leaders who are not supportive. It is important to mention that there are no nursing studies focusing on the Jordanian private sector. Moreover, many changes have influenced healthcare systems, significant among these is the nursing shortage (Baker et al., 2000; Armstrong & Cameron, 2003). In addition, nurses reported a number of stressors including struggle to gain public respect as nursing is not considered prestigious in Jordan (Mrayyan & Al-Faouri, 2008; Nawafleh, 2014), lack of professional recognition and limited opportunities for professional development (Raeda et al., 2013; El-Jardali et al., 2013; Nawafleh, 2014).

Violence at work is another serious HRM issue in Jordan. Victims of violence have higher emotional distress, expereince difficulty thinking, absenteeism, job changes, stress, and workload (Gillespie et al., 2013). These issues negatively affect the performance of employees, and creat a challenge to human resources management. In addition, a study has shown that 75% of nurses are exposed to abuse, with 64% verbal violence and 48% physical abuse (ALBashtawy & Aljezawi, 2016). Another study found that 15% of doctors and nurses are facing violent acts (AbuAlRub & Al Khawaldeh, 2014). 52.8% of nurses were physically assaulted in a cross-sectional study in general hospitals, of which 26.5% were assaulted with weapons (Al-Omari, 2015). Abuse among female nurses was 1.5 times higher than among male nurses (Al-Omari, 2015). Jordan's healthcare sector suffers from gender maldistribution with the majority of nurses (63.8%) being female (Ghazi, 2017). In hospitals, nurses are frontline personnel at increased risk with patients, relatives of patients, employers, supervisors, or coworkers are usually the potential sources of violence (Abbas & Selim, 2011). Furthermore, many researchers have classified bullying as a form of workplace violence (Giorgi & Leon-Perez, 2013).

1.2.9 Head Nurses

Today, tasks are done by teams with leaders guiding the efforts (Kozlowski et al., 1996). This underscores the importance of effective head nursing in ensuring safe and quality patient care (Sorrentino, 1992). Head nurses have a very important position in healthcare organisations internationally (Mark, 1994; Oroviogoicoechea, 1996). The more effective the leadership among head nurses, the better the results of healthcare (Schreuder et al., 2011). This requires the skill to efficiently oversee other nurses, control work, and guide other nurses. The quality of hospital services relies on the

leadership style adopted by head nurses (Schreuder et al., 2011; Mah'd Alloubani et al., 2015).

1.3 Statement of Problem

Jordan's healthcare industry totals about US$ 3.58 billion, representing approximately 10% of GDP (as spent on this sector) (Jordanian Healthcare Sector, 2019). As a result of, health statistics in Jordan have shown improvement in the health status of the population (El-Jardali & Fadlallah, 2017). Even though the healthcare sector in Jordan is growing and the Quality Services Provided increase every year, but there are challenges facing nurses in the Jordanian health sector like inadequate staffing, workload, limited opportunities for development, poor communication between nurse teams, leaders who are not supportive, unclear written guidelines, violence at work, nurses have high stress, insufficient staffing, and technical performance. These challenges have led to drop performance of nurses in the Jordanian healtcare sector (Ghazi A., 2017). To address this situation, adaptive performance is a way to help head nurses in Jordanian private hospitals.

Jordanian nurses are suffering from high stress and workload (Mrayyan & Al-Faouri, 2008; Nawafleh, 2014; Ghazi, 2017), Head nurses behaviours can help control team stress and make the right decisions (Neal & Hesketh 1999; Pulakos et al., 2002; Charbonnie-Voirin et al., 2010). This affects the ability of nurses to deal with stress and increases their performance, which, in turn, increases the quality of services provided to patients. Hence, there will be a positive effect on the hospital's performance. In addition, adaptive performance (AP) has been acknowledged as a leading tool for improving private hospital efficiency (Kanten, Kanten, & Gurlek, 2015). In addition, a study has shown nurses are exposed to abuse, verbal violence and physical abuse

(ALBashtawy & Aljezawi, 2016; Ghazi, 2017). To address this situation through adaptive performance, handling emergencies, the physical integrity of a head nurses, ability to deal with situations, ability to focus on thinking, maintaining emotional control, and taking actions to control risk and emergency (Hatano & Inagaki, 1986; Zhang & Barthol, 2010) will have a positive effect on the performance of head nurses. It will reflect on the quality of services provided to patients, thereby improving the performance of the private hospital. In addition, Jordanian nurses are suffering from a lack of professional recognition and limited opportunities for professional development, and inadequate performance (AbuAlRub et al., 2013; Nawafleh, 2014; Ghazi, 2017). To address this situation through adaptive performance, learning new tasks technologies and procedures will assist them in performing their job professionally (Neal & Hesketh, 1999; Kinicki & Latack, 1990). In addition, Jordanian nurses are suffering from poor communication between healthcare nurses teams and nursing leaders who are not supportive (Gatasheh et al., 2017). Considering the principle of job demands, the head nurse should be enabled by either modifying or altering the nature of his or her work to meet these job requirements. This adaptation may require the upgrading of his or her skills and competencies to meet the heavy work requirements. It may also mean that head nurses need to adapt their workplace, which includes adjusting task priorities, working practices, approaches to work , job design, planning and implementation of tasks, interpersonal communication, etc. (Janssen, 2000). Because the job requirements theory suggests that workers find strategies to deal with psychological stressors, it can be inferred that individual creative actions may play an important part in resolving work requirements. For example, if an employee is expected to perform a certain task within a certain timeline but this task is extremely difficult to accomplish within the deadline, the employee would be 'powered' to find a way to perform. In addition, Bruce and West

(1994) and West (1989) empirically showed that employees see innovative behaviours as an effective way to meet job needs such as heavy workload. In various other studies it is also found that individual creative activity is closely related to problem-solving behaviour. Adaptive performance (AP) can enhance the interpersonal adaptability to change interpersonal style to function efficiently with others, whether within their organisations or partner firms (Hollenbeck, LePine, & Ilgen, 1996). Finally, adaptive performance will help the head nurses solve problems creatively. Head nurses, for example, will be better able to find solutions and develop creative approaches to deal with complex problems.

Moreover, the effect of HR practices on innovation at the individual level has received minimal attention (Yuan & Woodman, 2010). HRM literature has focused on industrial environments, while comparatively little similar study in healthcare environments has been performed (Saif et al., 2013). The systematic literature review by Seeck and Diehl (2017) indicated the importance of high-commitment HR practices for innovation, and Zhou et al., (2013) argued that high-commitment HR practices are advantageous for innovative behaviour outcomes because practices such as employment security establish employees' psychological commitment to the organisation and motivate employees to take risks (Bos-Nehles & Veenendaal, 2019). Therefore, to develop employ ability by activating the desire to acquire skills and workplace adaptability (Brown et al., 2005).

High-commitment HR practices based organisations give the message that the employer is concerned with the growth and interests of the employees; therefore, in return, the employees will make more effort to attain person and organisational success in their job (Wayne & Liden, 1997). So, Employees can exchange their efforts and

commitment to generate and implement fresh thoughts for tangible rewards such as pay and fringe benefits, access to training and growth programmes, and socio-emotional advantages such as assistance, care and sharing of data (Rhoades & Eisenberger, 2006). If organisations send signals of engagement to their employees, they will reciprocate with greater concentrations of discretionary behaviours such as innovative behaviour (McClean & Collins, 2011; Wright & Nishii, 2013). This reflects positively on the adaptive performance of nurses in private hospitals in Jordan.

Kanten and Gurlek (2015) indicated that individual adaptive performance has been achieved by individuals and that inclusive leadership plays a vital role in organisational psychology by promoting sportsmanship behaviour both at the individual and group level. Top management must emphasise proper intervention to promote positive psychology at all levels in the organisation (Mayer et al., 2012). By enhancing employees' trust in their representatives, in the sense that they believe their organisation cares for them, they feel obligated to reciprocate interest in terms of individual innovative behaviour in line with the standard of reciprocity that is central to social exchange theory (Blau, 1964). In addition, few studies have explored the relationship between inclusive leadership and employee innovative behaviour (Qi et al., 2019). Despite several studies of nursing and clinical leadership, it is still unclear how nurses navigate between nursing and leadership roles (Sørensen et al., 2011). However, few studies have described the innovative behaviour and Adaptive Performance of head nurses. The participants they studied were staff and nurses who were not head nurses. Therefore, investigating the predictive factors of head nurses' innovation is of considerable significance to improve the competency and quality of nursing (Wang et al., 2019). A better understanding of human resource practices and inclusive leadership are critical success factor (CSF) for implementing Adaptive Performance (AP) in

private hospitals to ensure the success of their efforts. This study thus examines inclusive leadership as a critical success factor (CSF) for implementing Adaptive Performance (AP). This study is designed to carry out an empirical study with the core objective of investigating the relationship between HRM practices, inclusive leadership and adaptive performance implementation behaviour as perceived by head nurses in Jordanian private hospitals.

Employees' adaptive performance should be an important topic in human resource practices. Performance has been recognised as a critical domain in human resource practices (Jo et al., 2009; Swanson & Holton, 2009). Because employees' ability to adapt has become extremely critical, organisations need to manage and improve their adaptive performance in addition to their everyday task performance. Human resource practices scholars also need to pay attention to employees' adaptive performance as an extended concept of traditional performance, which reflects the current changing business environment. However, only a few studies have examined the possibilities of adaptive performance (Chen, Thomas, & Wallace, 2005; Joung, Hesketh, & Neal, 2006). Moreover, this study seeks to fill the gap in cross-cultural survey methodology literature by translating research questions from English into Arabic, then posing these questions to English-speaking non-native speakers.

1.4 Purpose of Study

This study investigates the relationship between high-involvement human resource practices, inclusive leadership and adaptive performance and the mediating effect of individual innovative behaviour in the private hospitals in Jordan.

1.5 Research Questions

Based on the statement of the problem, this study seeks answers to the following research questions:

1. What are the relationships between high-involvement human resource practices (recognition practices, empowerment practices, competence development practices, fair rewards practices, information sharing practices) and individual innovative behaviour among head nurses in Jordanian private hospitals?

2. What are the relationships between inclusive leadership and individual innovative behaviour among head nurses in Jordanian private hospitals?

3. What are the relationships between individual innovative behaviour and adaptive performance among head nurses in Jordanian private hospitals?

4. Does individual innovative behaviour have mediating effects on the relationship between high-involvement human resource practices and adaptive performance among head nurses in Jordanian private hospitals?

5. Does individual innovative behaviour have mediating effects on the relationship between inclusive leadership and adaptive performance among head nurses in Jordanian private hospitals?

1.6 Research Objectives

1. To examine the relationships between high-involvement human resource practices (recognition practices, empowerment practices, competence development practices, fair rewards practices, information sharing practices) and individual innovative behaviour among head nurses in Jordanian private hospitals.

2. To examine the relationships between inclusive leadership and individual innovative behaviour among head nurses in Jordanian private hospitals.

3. To examine the relationships between individual innovative behaviour and adaptive performance among head nurses in Jordanian private hospitals?

4. To examine the individual innovative behaviour has mediating effect on the relationship between high-involvement human resource practices and adaptive performance among head nurses in Jordanian private hospitals.

5. To examine the individual innovative behaviour has mediating effect on the relationship between inclusive leadership and adaptive performance among head nurses in Jordanian private hospitals.

1.7 Scope of Study

This study focus exclusively on Jordan's private hospitals. This choice is based on the sector's significant contribution to the nation's economy in terms of GDP and employment. It is set to contribute theoretically by introducing individual innovative behaviour as a resource mediating the relationship between high-involvement human resource practices, inclusive leadership and adaptive performance. This study will contribute to the existing literature on high-involvement human resource practices and inclusive leadership to improve adaptive performance.

1.8 Definition of key terms

1. 'high-involvement' describes management systems based on commitment and involvement, as opposed to the old bureaucratic and hierarchical model based on control (Lawler, 1986).

2. Recognition practice: Refers to non-monetary rewards through which an organisation tangibly signals its appreciation of quality and achievements (Paré & Tremblay, 2007).

3. Empowerment practice: Refers to the discretion to make day-to-day decisions at work concerning job-related activities (Bowen & Lawler,1992).

4. Fair rewards practice: Involve employees' perceived fairness of various job outcomes, including compensation conditions, performance appraisals, and job assignments (Tremblay, Rondeau & Lemelin, 1998; Paré & Tremblay, 2007).

5. Competence development practice: This involves developmental processes, such as job rotation, mentoring, training, and development (Yang, 2012).

6. Information sharing practice: Involves the practice to ensure that organisational members have the right information regarding quality, customer feedback, and business results (Wood & Wall 2007).

7. Inclusive Leadership: This involves the openness of manager to hear new ideas and listen to the requests of employees (Carmeli, Palmon & Ziv, 2010; Jalil, 2017).

8. Individual Innovative Behaviour: West and Farr (1989, 1990b) define innovative behaviour as an employee's intentional introduction or application of new ideas, products, processes, and procedures to his or her work role, work unit, or organisation. (Kanter, 1988 & Janssen, 2000).

9. Adaptive Performance: Employees demonstrate adaptive performance by adjusting their behaviours to the requirements of work situations and new events (Pulakos et al., 2000).

1.9 Significance of Study

The present study extends the frame of existing knowledge by providing valuable empirical support for practitioners. It is particularly significant for managers by setting agreements to meet expectations for improved individual performance, a sense of control, and employees' fulfilment. This study is important for policymakers and managers in the relevant private hospitals in designing policies that consider workload, employee issues, job security, and balancing professional and personal lives.

1.10 Theoretical Contribution

This study contributes theoretically by introducing individual innovative behaviour as a resource mediating the relationship between high-involvement human resource practices, inclusive leadership and adaptive performance among head nurses in private hospitals in Jordan. Given that the effect of HR practices on innovation behaviour at the individual level has received less attention (Yuan & Woodman, 2010), the systematic literature review by Seeck and Diehl (2017) indicated the importance of HRM practices for innovation. In addition, studies support that individual innovative behaviour increases job performance (Gilson et al., 2005; Gong, Huang & Farh, 2009; Janssen, 2000). However, limited attention has been paid to how individual innovative behaviour increases adaptive performance. Employees adapt efficiently to work demands through their individual innovative behaviour by changing themselves through innovation (Janssen et al., 2004). Other studies discovered that individual innovative behaviour improves the anticipated job performance of employees (Aryee et al., 2012; Yuan & Woodman, 2010). This anticipated performance reflects the adaptive performance of employees in the context of change. In addition, individual innovative behaviour helps employees reach anticipated performance (Farr & Ford, 1990; Yuan &

Woodman, 2010). Employees gain more leadership assistance and question the status quo by disagreeing with the leader in the development and implementation of fresh and new concepts (Tu & Lu, 2013). Idea generation is critical in problem-solving and contributes to higher individual performance of employees (Basadur, 2004). In addition, studies have investigated the link between inclusive leadership and employee innovative behaviour (Qi et al., 2019).

1.11 Practical Contribution

There are limited empirical studies dedicated to adaptive performance, particularly in Jordan. The present study contributes to the literature by highlighting the requirement for more empirical research, specifically in non-western countries. The present study provides additional insight from an eastern perspective on leadership performance. This study focuses on the private hospitals in Jordan. It contributes to the literature by explaining how the innovative of individual employees is affected by their perceptions of HR practices (Dorenbosch et al., 2005). Previously, the HRM – innovation link has mainly been studied in terms of organisational innovative outcomes (Bos-Nehles & Veenendaal, 2019), while this study offers a greater understanding of the relationship between HR practices and IIB.

The findings will also be invaluable for the creation of policies for private hospitals, particularly those that motivate, support and enhance the development of professional the nurses in private hospitals. Eventually, this would impact Jordanian private hospitals positively. The present study focuses on defining adaptive performance and the innovation, skills, abilities and other characteristics that can predict adaptive performance (Pulakos et al., 2000; Tucker & Gunther, 2009). The recommendations of this study will help private hospitals in Jordan and other countries

to develop leadership and HIHRP programmes that focus on the adaptive performance of nurses in private hospitals, thereby maximising and improving leadership and innovation behaviour.

1.12 Chapter Organisation

This thesis comprises of five chapters with an overall view of the study by introducing the background scenario that lead to this study. Chapter 2 covers the literature review of this project by discussing the factors concerning different models by previous researchers, the development of the theoretical framework and hypotheses generation. Chapter 3 continues with the research methodology such as sampling design, data collection, questionnaire design and statistical analysis used. Subsequently, Chapter 4 embodies the result of the data analysis. Finally, Chapter 5 presents the research finding discussion, the implication of the study, limitation of the study and suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the literature that makes up the theoretical basis of this study and formed the conceptual model of the study. Discussions will focus on the theories and ideas presented by researchers. This will then be followed by identifying and understanding key variables such as adaptive performance, individual innovative behaviour, high-involvement human resource management practices, inclusive leadership, research framework, hypotheses analysed and theories used. The chapter also explains social exchange theory (SET) and job demand theory to provide a clear understanding of the main theory underpinning this research. At the end of this chapter, a research framework is proposed based on the combination of literature review and theoretical inferences. Finally, the research hypotheses for this study are presented and discussed.

2.2 Adaptive Performance

Research has shown that adaptive performance is a sort of job performance that is distinct from task performance and citizenship behaviour in organisations (Han & Williams, 2008). Allworth and Hesketh (1999) described adaptive performance as behaviours that demonstrate the capacity to deal with change and transfer learning from one task to another as work requirements differ. This definition means that adaptability is demonstrated when employees effectively cope with work modifications. Pulakos et al. (2000) described adaptive efficiency as changing one's conduct to satisfy the requirements of a new situation. In this case, for adaptive behaviour to be possible, two

things have to happen. First, the environment has to change; and second, the individual has to deal effectively with the change. Since the early 1990s, the concept of employee performance has been broadened to include behaviours that align with organisational development. For example, adaptive performance (Neal & Hesketh, 1999; Pulakos, et al., 2000, Pulakos et al., 2002; Pulakos, Dorsey & White, 2006) refers to an individual's capacity for adaptation to dynamic work situations (Neal & Hesketh, 1999) and to the capability to modify behaviour according to the requirements of new environments, situations, or events (Johnson, 2001). Unfortunately, these advances, in theory, have rarely been accompanied by recommendations of measurement tools that encompass the full range of desired behaviours.

Charbonnier-Voirin and Roussel (2012) addressed this deficiency by developing a multidimensional measure of adaptive performance that meets the needs of both researchers and practitioners. Research and practice have been hampered by a general lack of a widely available, psychometrically sound, the multidimensional scale of adaptive performance that is applicable across a wide range of job contexts. Using both qualitative and quantitative methods, Charbonnier-Voirin and Roussel (2012) developed and evaluated a 19-item scale measuring five dimensions of adaptive performance:

Firstly, creativity represents the employees' ability to find solutions for, or new approaches to, complex or previously unknown problems. requires an effective response to change when a change in behaviour becomes essential (Pulakos & White, 2006). In addition, Ployhart and Bliese (2006) described adaptive performance as the capacity, disposition, readiness and/or motivation of an individual to alter or fit into various assignments, and adaptive performance is generally described as the capacity

of an individual to adapt to vibrant working circumstances (Neal & Hesketh, 1999). Employees show adaptive efficiency by adapting their behaviours to work circumstances and fresh events requirements (Pulakos et al., 2000).

Secondly, reactivity in the face of emergencies or unexpected circumstances combines items that account for the ability to manage priorities and to adapt to new work situations. Successful adaptive performance means that employees are prepared to cope effectively with uncertain and unpredictable job circumstances that may result, for instance, from organisational reorganisation, a shift in priorities, or a reduction in resource accessibility (Ashford, 1986; Edwards & Morrison, 1994; Goodman, 1994; Murphy, 1989; Weiss, 1984). Faced with intrinsic uncertainty and ambiguity, employees need to be able to adapt rapidly and make choices easily. Among other stuff, for Pulakos and Peers (2000, 2002), dealing with emergencies or crises, the speed at which a person can respond or prevent a hazard, crisis or emergency. Note that this dimension has been recognised from a sample of military personnel and as such is more understood as the capacity to handle situations that are likely to threaten a person's physical integrity (hazardous or life-threatening situations) requiring particular behaviours (emotional control, immediate choices).

Thirdly, interpersonal adaptability represents the employee's ability to adjust their interpersonal style to work effectively with different others, whether within their own organisation or in partner firms. To the extent that job environments are increasingly defined by team or project work and multidisciplinary team formation (Hollenbeck, LePine & Ilgen, 1996), it is anticipated that employees will adapt their interpersonal behaviours to work efficiently with a broad spectrum of employees. Service activity growth, which presupposes prolonged customer contact, also needs

interpersonal flexibility to better meet customer expectations and enhance corporate focus on defining possibilities for development, including extended partnerships (Bowen & Waldman, 1999; Paulhus & Martin, 1988; Spiro & Weitz, 1990).

Fourthly, training and learning effort captures the tendency to initiate action to promote personal development. Due to ongoing technological innovation and the evolution of different occupations, employees need the capacity and readiness to participate in fresh learning in an effective way to cope with change. They must anticipate, prepare and learn the expected abilities for future employment (Hesketh & Neal, 1999; Kinicki & Latack, 1990; London & Mone, 1999; Noe & Ford, 1992; Patrickson, 1986). Therefore, employees are presumed to be prepared and willing to participate in their professional development.

Fifth, managing stress corresponds to an individual's ability to maintain his or her composure and to channel his or her team's stress. Another adaptability dimension represents the ability to solve new issues. This includes, for Pulakos and Peers (2000, 2002), the capacity to find alternatives and create creative strategies to deal with atypical, undefined, or complicated issues (Hatano & Inagaki, 1986; Zhang & Barthol, 2010). It is also expected that employees will be able to manage the stress associated with rapid and unpredictable changes in their working conditions. They cannot panic and have to keep making the right choices. Included here is the ability in stressful and/or frustrating circumstances to favourably impact coworkers (behaviours that assist regulate team stress).

2.3 Individual Innovative Behaviour

In this study, innovative work behaviour is described as individual deliberate behaviours to generate and execute fresh and helpful thoughts that are specifically

designed to benefit the person, group or organisation. This definition is more creative than a person with individual innovative behaviour. In order to generate fresh and helpful thoughts, creativity is a necessary component of individual innovative behaviour (Janssen & West, 2004). Individual innovative behaviour (IIB) is anticipated to produce innovative outputs through its execution to benefit the person, group or organisation. Innovative outputs can range from expanding and renewing goods, services, procedures and processes, developing new manufacturing techniques to building new management systems (Crossan & Apaydin, 2010; Tidd, Bessand & Pavitt, 2005). Studies on individual innovative behaviour (IIB) explore organisational behaviour and is discussed frequently in the fields of management and psychology and received significant consideration in literature (Akram, Haider & Feng, 2016; Charbonnier-Voirin & Roussel, 2012; Jundt, Shoss & Huang, 2015). As environments become more complicated and vibrant, organisations need to be more innovative in finding more survival opportunities and sustaining superior performance (Shalley, Zhou & Oldham, 2004). Researchers have found that innovation initiatives are likely to depend strongly on employee ability, performance, and effort at work as primary inputs in the value creation process (Chen & Huang, 2009).

Consistent with this, leadership scientists have been increasingly focused on explaining key problems affecting the individual innovative behaviour of employees (Scott & Bruce, 1994; Yuan & Woodman, 2010). Individual innovative behaviour refers to a daily innovation based on the additional attempts of the employees to deliver usefully new results at work. In addition, earlier researchers (Smith & Tushman, 2005; Van, 1986) also postulated that innovation plays a critical role and employee innovation is one of the best ways to boost innovation and organisational success in today's extremely competitive and technologically developed globe. As a consequence, it is

essential for organisations to guarantee their existence and increase in the present scenario (Jung, Chow & Wu, 2003; Van de Ven, 1986) that individual innovative behaviour. In addition, the workforce is a major source of innovation and has indicated the significance of individual innovative behaviour, human-resource-related issues would be crucial in any argument about the capacity and intention of organisation employees to perform innovatively at work (Ma & Pilar, 2014). Most employees seem to be able to do their job, but they do not act innovatively in their work and use their ability to work only to fulfil the job demands. One way for organisations to become innovative is to capitalise on the capacity of employees to innovate. Thus, academics in human resource management and professionals have made excellent attempts over the past few years to explore factors that promote employees to innovate or improve their creative job conduct (Yuan & Woodman, 2010). Innovative work behaviour at the individual level, according to West and Far (1989), is the deliberate development, introduction and implementation of fresh employee concepts within a job position, group or organisation in order to benefit the person, group or organisation's role performance.

In addition, Kanter (1988) suggests that innovation consists of a set of activities performed within an organisation by employees and groups of employees, including generating ideas, construction coalitions, realising and transferring ideas. Therefore, group-level creative work behaviour is described as the deliberate development, implementation and implementation of fresh group concepts within a job position, group or organisation to benefit the person, group or organisation's role performance. Kanter (1988) divided individual innovative behaviour into three phases. The first stage involves the knowledge of the issues and the generation of concepts or alternatives, either novel or embraced. The second phase is one in which the innovator attempts to

promote his concept and build a partnership with his peers to support it. The innovator should execute the concept by creating fresh requirements. In addition, Scott and Bruce (1994) suggested that individual innovative work behaviour should begin by recognising an issue and generating thoughts or alternatives, either novel or accepted. In addition, Rogers (1954) suggested that the cohesiveness of a work group determines the degree to which individuals believe that they can introduce ideas without personal censure. Others have suggested that collaborative effort among peers is crucial to idea generation (Amabile & Gryskiewicz, 1987; Sethia, 1991). This study tested how the quality of the working relationships between individual head nurses and their work groups affected innovative behaviour.

To summarise the definitions of individual innovative behaviour, this research describes creative work behaviour as the action of an employee to generate, apply and implement novelty thoughts, products, procedures, and techniques for developing their job positions, departmental units, or organisations. Janssen (2000) also argued that creative work behaviour could be related to the generation of ideas, the promotion of ideas and the realisation of ideas, which are phases in the process of development. Creativity comprises the generation of ideas, the advancement of ideas and the realisation of ideas. The generation of ideas includes generating new and helpful thoughts in any domain. Idea promotion involves mobilising assistance and obtaining peer and/or supervisor approvals for the idea. Realisation of the idea is transforming these thoughts into helpful apps within a working position or group, or within the organisation as a whole.

De Jong & Den Hartog (2010) explored the dimensions of individual innovative behaviour and found that three instructions were suitable for individual innovative

behaviour (Scott & Bruce, 1994). From a synthesised analysis of advanced work behaviour (Koednok & Sungsanit, 2016), contextual variables such as job features, job layout and work resource have an impact on successful work conduct by raising the amount of motivation (Amabile, 1996; Shalley, 2004).

2.4 High-Involvement Human Resource Practices

High-involvement HR practices can be described as a mixture of distinct yet interconnected HR practices that work simultaneously to manage employees with respect, spend on their development, and cultivate their cooperative behaviours towards the achievement of organisational goals (Collins & Smith , 2006). Although the specific alignment of practices may differ on the basis of organisational characteristics, an integrated measure of high-involvement HR practices would provide access to selective staffing, extensive training, broad job description and flexible job assignments, performance assessment and participation inspiration (Jiang et al., 2012). In addition, all practices are considered interdependent and this is why many of them focus on the aggregate level of HR practices in the theoretical discussion.

Posthuma et al. (2013) identified eight categories whereas Applebaum et al. (2011) distinguished the practices into three categories: ability-HR practices, motivation-HR practices and opportunity-HR practices. Furthermore, among several explanations of HR systems, mostly HR practices are reflected in having synergistic and performance-enhancing effects when pooled to stimulate three key HR policy areas, the knowledge and skills domain of employees, the motivation and effort domain, providing employees with a sufficient level of guidance and encouragement, and the opportunity to counteract them (Prieto & Pérez-Santana, 2014; Jiang et al., 2012). High-involvement HR practices are, therefore, part of three main policy areas: skill-enhancing

HR practices, motivation-enhancing HR practices, and opportunities-enhancing HR practices (Prieto, I. M., & Pérez-Santana, M. P., 2014; Subramony, M., 2009). Although several sets of innovative HR management practices have been recently proposed to improve organisational efficiency and retain talented employees (Arnett & Obert, 1995; Dessler, 1999; Pfeffer & Veiga, 1999), these practice configurations are narrowly focused and often lack theoretical grounding. In the academic press, two complementary conceptual frameworks gained a great deal of attention. The high-involvement model proposed by Lawler (1986) is seen as the primary engine behind the evolution of contemporary strategic HR management (McMahan, Bell, & Virick, 1998), and the high-performance work-system model proposed by Bailey (Appelbaum et al ., 2000) suggests that five distinct (Empowerment, Competence Development, Information Sharing, Recognition, Fair Reward), supporting HR practice.

The term 'high-involvement' describes management systems based on commitment and involvement, as opposed to the old bureaucratic and hierarchical model based on control (Lawler, 1986). Control management relies on strict rules and procedures to increase efficiency and reduce direct labour costs (Arthur, 1992). In addition, commitment systems aim to increase efficiency and productivity and depend on conditions that encourage employees to identify with the organisation 's objectives and work hard to achieve those goals (Wood & De Menezes, 1998; Whitener, 2001). High-involvement HR practices can be described as management approaches centred on the involvement of employees (Yang, 2012). These practices have a positive impact on individual and organisational performance by guiding employees not only to work harder because they have more control in their job but also to work more intelligently and responsibly with enhanced competence and skills (Pfeffer & Veiga, 1999).

The significance of job efficiency has dramatically altered in today's competitive and decentralised workplace. Work efficiency has traditionally been assessed in terms of the skill with which a worker performed the duties recognised in their job description (Griffin et al., 2007). However, the evolving nature of job and organisations has questioned traditional job performance opinions and led supervisors and executives to put increasingly complicated requirements on employees.

In today's job setting, the increasing significance of worker proactivity has resulted in many scientists examining the background of proactive job behaviours. Previous studies disclosed three wide categories of variables affecting worker proactivity: individual differences (e.g. proactive personality), job-related variables (e.g. autonomy) and perceived job climate (e.g. personal initiative support) (Crant, 2000; Frese & Fay, 2001; Parker et al., 2006). However, much less attention has been paid in such research to the contextual background of proactive behaviours compared to other predictors in view of the fact that interaction between employees and situations is considered a powerful predictor of any human conduct (e.g. Schneider, 1983), Such a view of situational favourability makes it simpler for employees to demonstrate proactive behaviours (Frese & Fay, 2001), and it is essential to know the contextual background of workplace proactivity. One such contextual background is highly involved human resource (HR) practices (e.g. empowerment, data sharing) that provide possibilities for employees to make choices about their employment and engage in the company as a whole (Lawler et al., 2001). Existing employee proactivity models have shown that contextual variables such as HR practices can actually be too distal to predict proactive habits of employees and can, therefore, impact employee proactivity through more proximal indicators involving personal orientations (e.g. learning goal orientation) and/or proactive motivational states (e.g. commitment) (Parker et al., 2010). Similarly,

studies have suggested that HR practices could be linked directly and indirectly to proactive behaviours by enhancing the learning motivation of employees (Sonnentag, 2003). However, current studies have neither described in detail nor empirically tested the theoretical foundations of this motivational mechanism.

Table 2.1 provides a summary of several empirical studies on the beneficial impact of HRM practices in distinct situations. Yang (2012) found that HRM practices had an economically and statistically significant effect on turnover, productivity, and corporate financial performance using social exchange theory (SET). Maden (2015) found that high-involvement human resource practices related positively to learning goal orientation. He suggested increasing engagement levels among employees to invest in various kinds of supportive, high-involvement HR practices, such as competence development and information sharing. AL-Hamadan et al. (2016) found a positive relationship between the perception of Jordanian nurses regarding and involvement in decision-making. They also found that Jordanian nurses have little participation in decision-making, empowerment and the levels of participation may vary, based on the culture of the organisation. In addition, Aladwan, Bhanugopan & D'Netto (2015) found a positive relationship between human resource practices and employee's organisational commitment. They established that training and development practices are rarely and not effectively used within Jordanian organisations. In addition, Olaimat & Awwad (2017) found a positive relationship between recruitment and selection training and development performance appraisal compensation on employee retention. Their study covered only four dimensions of human resource practices (i.e. recruitment and selection, training and development, performance appraisal and compensation), leaving the need to study the impact of other dimensions.

Abazeed (2017) found a positive relationship between human resources management strategies and job satisfaction. He recommended more studies on training, development and compensation. Bos-Nehles & Veenendaal (2019) found that employee perceptions of a compensation system are negatively related to IWB, information sharing and supportive supervision relates positively to IWB. The effect of perceptions of information sharing and training and development on IWB are moderated by an innovative climate in such a way that information sharing has a stronger effect on IWB and training and development a weaker one. They suggested future research could address how the IWB of employees on the individual level affect the innovation output and performance at the organisation level.

Jaiswal and Dhar (2017) found that HR practices have a strong positive relationship with employee creativity through affective commitment. They suggested investigating the factors that influence employees' creativity. It would be equally important to examine the outcomes of employee creativity. Noor et al. (2017) found a positive relationship between high-involvement HR practices and innovative work behaviour. They suggested improving high-involvement HR practices in order to boost individuals' IWB. There remains a need to shed more light of the possible causal relationships between these variables. Nieves and Quintana (2018) found a positive relationship between HRM practices and innovation among human capital. They suggested incorporating other HRM practices not included here, such as participation, empowerment or retention.

Table 2.1 Previous studies of HRM practices

No.	Author	Related Variables	theory	Conclusion/ Suggestion	Findings
1	Yang, Y.C., 2012	IV:High-involvement human resource practices DV: affective commitment	social exchange theory (SET)	-	Effective linkage between highinvolvement HR practices and contact employees' citizenship behaviours.
2	Maden, C.,2015	IV: High-involvement human resource practices DV: Work engagement ME:Work engagement / Learning goal orientation MO:	social exchange theory (SET)	One way of increasing engagement levels among employees is to invest in various kinds of supportive, high-involvement HR practices, such as competence development and information sharing, which signal to employees that they are valued by the organisation	positively related
3	AL-Hamadan et al.,2015	IV:percepti on of jordanian Nurses Regarding DV:Involvment in Decision-Making	social exchange theory (SET)	Jordanian nurses have little participation in decision-making, empowerment and the levels of participation may vary , bsed on the culture of the organaiztion	positively related
4	Aladwan, Bhanugopan,& D'Netto , 2015	IV: human resource practices DV:Employee's Organisatio nl	expectancy theory	training and development	The current study established that training and development practices have been rarely and not effectively used

		Commitment			within Jordanian organisations.
5	Olaimat, D., & Awwad, B.,2017	IV: Recruitment and Selection Training and Development Performance Appraisal Compensation DV: Employee Retention	-	the present study covered only four dimensions of human resource practices (i.e. recruitment and selection, training and development, performance appraisal and compensation), therefore there is a need to study the impact of other dimensions	The results indicated that three dimensions of human resource practices (i.e. recruitment and selection, training and development, and compensation) had a significant positive impact on employee retention, while performance appraisal was not found to have any impact on employee retention.
6	Abazeed, R. A. M., 2017	IV:human resources management strategies DV: job satisfaction	-	training and development and compensation	The results of the study indicated AN EFFECT OF HUMAN resource management strategies on employees' satisfaction
7	Bos-Nehles, A. C., & Veenendaal, A. A.,2019	IV: HR practices DV (IWB)of individual workers MO:innovative climate	social exchange theory	Further in-depth research could increase understanding of how perceptions of various HR practices relate to different dimensions of IWB. Found that HRM practices had different effects on idea generation and on idea implementation (IWB), Future research could address how the IWBs of employees on the individual level affect the	Found that employee perceptions of a compensation system are negatively related to IWB, information sharing and supportive supervision are positively related to IWB. The effect of perceptions of information sharing and training and development on IWB are moderated by an innovative climate, in such a way that information sharing has a stronger effect on IWB and training

				innovation output and performance at the organisation level.	and development a weaker one
8	Jaiswal, D., & Dhar, R. L., 2017	IV: human resource practices DV: employee creativity ME:affective commitment MO:job autonomy	-	investigating the factors that influence employees' creativity, it would be equally important to examine the outcomes of employee creativity	HR practices have a strong positive relationship with employee creativity through affective commitment.
9	Noor et al., 2017	IV:high-involvement HR practices DV: innovative work behaviour.	Social Exchage Theory	improve greater high-involvement HR practicesin order to boost individuals' IWB. And studies may focus of a broader range of workforces at different industries. In additional study will be required to shed better light of the possible causal relationships between these variables.	Positive and significant relation
10	Nieves and Quintana,2018	IV:HRM practices DV: innovation ME:human capital	-	could incorporate other HRM practices not included here, such as participation, empowerment or retention	positive and significant relation

2.4.1 Recognition Practices

Recognition relates to "non-monetary incentives that tangibly signal an organisation's appreciation of quality and achievement" (Paré & Tremblay, 2007). Employees can do better if they think that the organisation recognises their skills, attempts and contributions (Agarwal & Ferratt, 1999). They may view recognition activities as a return on their investment and participate in work to the extent that they perceive higher appreciation for their performance (Saks, 2006). First, employees can be recognised for their outstanding results and specific accomplishments by their supervisors or organisations (Paré & Tremblay, 2007). Practices of recognition include non-monetary benefits and positive feedback in an organisation showing gratitude for the quality job of employees (Guy & Michel, 2007). These methods can significantly motivate employees who have reported that they feel confident about finishing duties and making more effort. Employees are likely to gain a fresh understanding and abilities to do a better job if encouraged by positive feedback from supervisors or others (Brun & Dugas, 2008). Recognition practices are, therefore, presumed to be associated favourably with organisational performance. These procedures are designed to boost worker attachment to the business and value sharing and have a direct effect on organisational involvement (Barraud-Didier & Guerrero, 2002). The procedures within this logic relate to corporate culture growth (charter, business days, etc.) and employee valuation (identification certificates, function marketing, etc.) (Barraud-Didier & Guerrero, 2002).

2.4.2 Empowerment Practices

Empowerment refers to the discretion to make day-to-day decisions at work concerning job-related activities (Bowen & Lawler, 1992). Through empowerment, employees assume different work roles and responsibilities and thus have greater influence and autonomy at work. Heightened employee discretion and influence in return fosters a greater sense of support, trust, and intrinsic motivation and induces positive work attitudes (Eby et al., 1999). Empowerment also increases employees' sense of responsibility and stimulates them to show more initiative in their work (Pfeffer & Veiga, 1999), In addition, empowerment can encourage employees to proactively expand their knowledge and skills as a result of increased responsibility. These practices, aimed at enhancing work content, include a set of methods that focus on enrichment of tasks and employee autonomy. They are a source of elevated participation in enabling all employees to participate in choices affecting processes and techniques of the job (Conger & Kanungo, 1988). Only certain types of involvement lead to improvements in the results of a company: participation in decision-making, casual involvement and ownership of employees. Decentralised job organisation was subsequently related to the performance of the business (MacEvoy & Cascio, 1985). Organisations should enable employees to take job-related choices through empowerment and should boost the perception of assistance, trust and intrinsic motivation of their employees (Paré & Tremblay, 2007). Empowerment provides workers with the autonomy to behave in creative and innovative ways by decreasing controls and decentralising power (Bowen & Lawler, 1992; Scott & Bruce, 1994). It also creates a secure working atmosphere that allows them to exercise discretion in deviating from normal operating procedures or job processes (Fernandez & Pitts, 2011).

Fernandez and Pitts (2011) contend that higher authority sharing is the higher the performance of IWB by employees by decreasing concerns about energy and status loss. Similarly, if employees think they are engaged in the decision-making process, they feel more encouraged to innovate the other employees. Faced with difficulties, empowered employees exert greater effort and persistence as they have high confidence in their capacity to execute any job effectively (Fernandez & Moldogaziev, 2013). Furthermore, empowered employees enhance their efficiency by being more creative in doing stuff (i.e. searching for fresh and better ways).

Ford and Randolph (1992) proposed that enhancing innovative efficiency is crucial to empowerment. Moreover, Jung et al. (2003) confirmed that empowerment was positively related to support for innovation.

2.4.3 Competence and Development Practices

Competence development practices involve developmental processes, such as job rotation, mentoring, training, and development (Yang, 2012). Through these practices, organisations can strengthen their employees' productivity and send them the signal that the decision-makers are willing to invest in their long-term careers (Schwochau et al., 1997). Research has shown that competence development practices are significant predictors of the HR development climate in organisations (Chaudhary et al., 2012), which relates significantly to desirable workplace attitudes and behaviours. Furthermore, training and other competence development practices can represent major sources of competitive advantage and performance because organisations rely on frontline employee skill and initiative to identify and resolve problems, to initiate changes in work methods, and to take responsibility for quality (Pfeffer & Veiga, 1999).

2.4.4 Fair Rewards Practices

The use of reward programmes or schemes that tend to encourage employee participation is fair rewards practices (Lawler et al., 2001). Compensation is the total amount of financial and non-financial rewards an employee receives for the organisation's labour services (Fajana, 2002). Whereas compensation leadership is the design and execution of a payment scheme that guarantees that an organisation attracts, retains and maintains the skills and willingness required to achieve the organisational goals and objectives of this study rewards as incentives provided to employees when displaying IIB that is appreciated by the organisation (Bratton, 2007). According to Darlington (2005), a compensation scheme relates to a paying employees structure based on their involvement and productivity resulting in the organisation 's good results, and the benefits are usually in the form of pay, commissions, bonuses and other incentives.

Today's organisations treat compensation systems more than a means of securing jobs, but rather as a means of improving the efficiency of organisations. Besides using it to attract, maintain and motivate employees, it should also be considered by employers as a means of applying organisational culture support strategy (Balkin & Gomez-Mejia, 1990). Fair organisational benefits require the "perceived fairness of employees of different work results, including terms of compensation, performance assessments and work allocations" (Paré and Tremblay, 2007, p. 330). An elevated amount of perceived equity signals to the organisation's employees is concerned with their well-being (Eisenberger et al., 1986). When employees perceive good treatment from their organisation, they are also more likely to feel compelled to be honest in how they perform their job roles and display useful attitudes to the

organisation (Coyle-Shapiro et al., 2004). The needs and expectations of the workers must be related to both compensation and benefits with the objective and strategies of the company. Human resources need to develop a programme that reinforces the significance of organisational values to encourage employees to behave in line with such objectives and emphasises the significance of attaining these objectives. Benefits do not look like price variables because they could have a positive effect on the effort of human resources.

Ghazanfar et al. (2011) has shown that employee satisfaction with compensation has a powerful beneficial impact on worker motivation, but is small. Service sectors are particularly dependent on HRM to offer high-quality services. It has strategic significance since human resource practices help in employing and retaining high-quality employees. It is essential to develop and implement the compensation scheme to achieve the strategic objective of the organisation (Huang, 2000). Pay schemes can motivate efficiency if properly designed, and help attract and maintain employees. It is also regarded as the key component of any employer-employee relationship (Wah, 2000).

2.4.5 Information Sharing Practices

Sharing information is a significant human resource management procedure. The sharing of data is considered one of the most efficient methods for involving employees in the organisation and ensuring that employees have the right to access data on the quality of job, feedback and company outcomes (Wood & Wall, 2007). Given an organisation's growth requirements as a result of globalisation, sharing data may be essential for competitive advantage and strong performance indicators. Several writers

asserted that sharing data impacts and improves the attitude of employees towards work, thereby improving their efficiency (Faraj & Sproull, 2000; Wood & Wall, 2007).

In addition, according to the theoretical premise of the strategy to social information processing, employees use data supplied by other surrounding employees to create sense of their job experiences and influence each other's attitudes and cognitions, leading to the growth of mutual perceptions of their job experiences. Information sharing comprises activities that ensure that members of the organisation have the correct data about quality, customer feedback and company outcomes (Wood & Wall, 2007). These methods relate to data content (strategy, goals, salary criteria, etc.) and data management be it top-down (inner newsletter, employees meetings) or bottom-up (suggestion box, opinion polls). They are supposed to be highly involved in making employees feel attentive to the business and consider their issues. These procedures show that the organisation trusts its employees and leads employees with enhanced participation to reciprocate (Paré & Tremblay, 2007). Therefore, methods of data sharing are believed to be favourably health with the learning of employees.

Sharing knowledge may facilitate strong issue solving as the difficulty they face can be better grasped previous and more solutions to the issues can be explored. In addition, the sharing of information has been related to the organisation's job setting. Barsade (2002) demonstrates that group members can create shared feelings about their working setting through a process of emotional contagion and that a favourable emotional contagion between group members can enhance collaboration and efficiency. Thus, greater interpersonal relationships are established within a favourable working setting and the zeal to do better work is always greater when data is shared among employees (Cui, 2017). The significance of data sharing to the performance and

organisational objectives of employees cannot be overemphasised. It provides a platform for decision-making that contributes to improving their work or improving the company's situation (Benson et al., 2006). Sharing information can also guarantee that employees focus on attaining their work-related objectives rather than being fascinated by emotions of mistrust and uncertainty (Chughtai & Buckley, 2008). The effect of exchanging data is also related to creativity (Faraj & Sproull, 2000), transparency of the company and less attrition of employees (Ahmad & Schroeder, 2003), and trusting relationships (Lee et al., 2010).

2.5 Inclusive Leadership

Researchers of inclusive leadership (O'Reilly et al., 2010; Yukl, 2012; Redick et al., 2014; Dwivedula, Bredillet & Müller, 2016; Jalil, 2017) argued that limiting structural changes and policies cannot be efficient in managing the impacts on employees of globalisation and company competition. They emphasise that encouraging inclusiveness by fully involving employees' potential can generate a fresh productive job atmosphere that is sufficient to satisfy increasing organisational changes and individual values.

Inclusive leadership's (IL) significance in building employees' confidence in leadership and team cooperation can increase individual efficiency and synergetic outcomes (Soares, Marquis & Lee, 2011). According to Ken Blanchard, rulers have an important part to play in setting the vision for moving towards the objectives of the organisation and then establishing a motivating atmosphere for individuals to achieve those objectives. In addition, inclusive leadership demonstrates inclusive behaviour through cooperation and communication to guarantee social justice (Kezar & Lester, 2010), inclusive culture (Mujtaba, 2013), creative employees (Hunt, Layton & Prince,

2015), and complete involvement in objectives and operations of the organisation (Groysberg & Slind, 2012). Inclusive leadership includes creating creative workplaces, handling disagreements and disputes between teams, supporting and linking employees (Eisenberger & Rhoades, 2001; Javed & Tayyeb, 2017). It is s a kind of leadership-employee connection. The rulers can acknowledge and appreciate their contribution and good behaviour, while at the same moment respecting, accepting and understanding their leaders (Read et al., 2016).

Research has shown that innovative conduct involves inclusive leadership (Javed et al., 2017). In reacting to the requirements of their clients and appropriate stakeholders, the increasingly competitive company climate has requested more from the organisation. Carmeli et al., (2010) stated that inclusive leadership is the quality of today that can be applied to organisations to be effective in a complicated setting. Inclusive leaders have the features of adaptation to environmental changes, and increased adoption of innovative concepts to improve the efficiency of organisations. Such inclusive leadership are related to welfare, motivation, safety, excellent working circumstances, talent development, and relationship building for employees (Hirak et al., 2012). Pless and Maak (2004) stated that inclusive leaders affect mutual communication and cooperation among employees, cause greater productivity, and demonstrate continuous motivation and recognition.

Robertson and Byrne (2016) contend in support of this statement that inclusive leadership is a significant fresh brand of leadership style for crisis management and intense contests. In addition, several studies have integrated management empirically linked to organisational efficiency (Heskett, 2007; Hantula, 2009; Choi, Tran & Park, 2015; Fung, 2015). These studies discovered that inclusive leadership style has a

positive impact on work engagement, company results, and reduced turnover of employees. It has also been shown that inclusive leadership plays a part in bridging the gap between organisational strategies and the experience of employees (Carmeli, Reiter-Palmon & Ziv 2010).

Contrary to this, inclusive leadership can also prevent organisational performance in the presence of enhancing employee diversity and altering societal, organisational and individual worker values (Moss & Sims, 2016). However, Moss & Sims (2016) believe that the perception of inclusive leadership by high or low employees may be responsible for the positive or negative effect of inclusive leadership. For example, organisations whose employees are considered to have more inclusive leadership understanding and practice have greater productivity, job satisfaction, and work engagement than those in companies with the perception of inclusive leadership by smaller employees. This means that for enhanced organisational efficiency, the manner and how employees perceive an inclusive leadership style matters. Thus, inclusive leadership style "investigates" ancient policies of fresh organisation rather than "exploits" (Moss & Sims, 2016).

Table 2.2 provides a summary of empirical studies on the beneficial impact of inclusive leadership in distinct situations. Zhang and Ma (2017) found that a positive relationship between inclusive leadership and employee innovation behaviour. They suggested further research in this area. Ye, Wang and Guo (2019) found that inclusive leadership was significantly and positively related to team voice and team innovation. He suggested future research to test the research model of this study by using different methodologies, such as experiment and qualitative research, to delve into the interaction process in teams.

Choi, Tran and Park (2015) found that inclusive leadership was positively related to employee work engagement and that both affective organisational commitment and employee creativity mediated this relationship. They suggested future researchers should conduct studies with larger and more generalised samples. Another avenue for future research is to examine variables other than those we examined in this study as mediators in the relationship between inclusive leadership and employee work engagement. Carmeli, Reiter-Palmon and Ziv (2010) found that inclusive leadership is positively related to psychological safety, which, in turn, engenders employee involvement in creative work. They suggested the use of multiple referents for assessing employee creativity, including direct managers, peers, and customers. Xiaotao et al., (2018) found that task performance decreases when inclusive leadership is from moderate to high levels. Task performance increases when inclusive leadership is from low to moderate levels, and an employee's task performance is low when supervisor's inclusive leadership is low. They suggested there is a need for future research to identify the specific reasons why the inclusive leadership has a too-much-of-a-good-thing effect (TMGT effect), and additional potential areas for future studies.

Table 2.2 Inclusive Leadership

No.	Author	Related Variables	theory	Conclusion/ Suggestion	Findings
1	Zhang, C., & Ma, L., 2017	IV: Inclusive leadership DV: employee innovation behaviour ME:work autonomy	social exchange theory	requires further research , expansion of existing research to make new contributions.	POSITIVE
2	Ye, Q., Wang, D., & Guo, W., 2019	IV: Inclusive Leadership DV: Team Innovation ME: Team Voice	goal setting theory	future research to test the research model of this study by using different methodologies, such as experiment and qualitative research, to delve into the	inclusive leadership was significantly and positively related to team voice and team innovation

		MO: Performance Pressure		interaction process in teams.	
3	Choi, S. B., Tran, T. B. H., & Park, B. I., 2015	IV: Inclusive Leadership DV: Work Engagement ME: Organisational Commitment And Employee Creativity	social exchange theory	future researchers should conduct studies with larger and more generalised samples. Another path for future research is to examine variables other than those we examined in this study as mediators in the relationship between inclusive leadership and employee work engagement.	found that inclusive leadership was positively related to employee work engagement, and that both affective organisational commitment and employee creativity mediated this relationship.
4	Carmeli, A., Reiter-Palmon, R., & Ziv, E., 2010	IV: inclusive leadership DV: employee involvement in creative work tasks ME: psychological safety	Leader-Member Exchange (LMX)	need to use multiple referents for assessing employee creativity, including direct managers, peers, and customers.	inclusive leadership is positively related to psychological safety, which, in turn, engenders employee involvement in creative work
5	Xiaotao, Z., Yang, X., Diaz, I., & Yu, M., 2018	IV: inclusive leadership DV: employees' task performance	social exchange theory	there is a need for future research to identify the specific reasons why the inclusive leadership has too-much-of-a-good-thing effect (TMGT effect), and some additional potential areas for future studies	task performance decreases when inclusive leadership is from moderate to high levels, And task performance increases when inclusive leadership is from low to moderate levels, employee's task performance is low when supervisor's inclusive leadership is low

2.6 Literature Gap

It is commonly acknowledged that the nature of a job is quickly changing and that this shift is apparent throughout all stages of organisational research evaluation, from worldwide business strategies to individual job efficiency (Conger & Benjamin,

1999; Howard, 1995). Advances in technology, corporate globalisation, and frequent mergers and acquisitions have developed fluid and dynamic environments work environments. The issues faced by employees are also increasingly complicated due to technological improvements and changes in organisations ' infrastructure (e.g., downsizing, shifting to a team-based job). Work procedures have become less standardised as a consequence of these modifications and employees are needed to adapt to changing environmental requirements and possibilities. Therefore, greater emphasis is put on employees' cognitive abilities as determinants of job performance (National Research Council, 1999). As a consequence of these organisational modifications, theoretical work performance models have lately been extended to go beyond focusing on the individual employee and his or her job. For efficient performance management in organisations, it becomes essential to align employee performance with task and goal interdependence (Day, Gronn & Salas, 2006). However, studies indicate that adaptive performance (AP) could be a significant, if not distinct, element of job performance.

In an early effort to study individual work adaptability, adaptive performance was described by Allworth and Hesketh (1999) as "behaviours showing the capacity to deal with change and transfer learning from one task to another as work requirements differ" (p. 98). This definition means that adaptability is demonstrated when employees effectively cope with work modifications. Adaptive performance relates to an individual's capacity to alter their behaviour in order to satisfy a fresh environment's requirements. The idea is applicable to companies facing particularly complicated and volatile company circumstances. In recent years, individual adaptive performance has become a significant subject (Kanten, Kanten & Gurlek, 2015). They proposed exploring human resources practices with individual adaptive performance.

Additionally, the adaptability of employees has become increasingly essential for many employers as the nature of the job has changed in ways that require a broad range of interpersonal skills, the ability to cope with volatile competitive settings and adaptations to the continuing evolution of technology.

Organisations are becoming more knowledge-intensive, employing "minds" more than "hands," and there are growing requirements to leverage the importance of knowledge. In the business community, there is increasing recognition of the significance of information as a critical resource. There is a growing need to leverage knowledge value. The significance of information as a critical resource for organisations is increasingly recognised in the company community (Prahalad & Hamel, 1990; Drucker, 1993). Modern research has often been defined by employment where adaptive performance (AP) is essential for employees to succeed in the face of new or changed job requirements (Jundt, Shoss & Huang, 2015). Adaptive performance (AP) has been recognised as a main tool for improving organisational efficiency and efficiency (Kanten, Kanten & Gurlek, 2015).

Human resource management (HRM) practices are commonly acknowledged as playing a vital role in organisational performance creation and sustainability (Becker & Gerhart, 1996). Many organisational scientists have acknowledged that traditional performance models are static and need to be expanded to include ' responsibility to altering work requirements'—labelled adaptive performance (Allworth & Hesketh, 1999; Griffin, Neal & Parker, 2007; Pulakos, Arad, Donovan & Plamondon, 2000).

Kanten and Gurlek (2015) indicated that, regardless of size, activity and geographical location, employee adaptive performance has indeed become the fundamental sources for successful organisations. In addition, individual adaptive

performance is therefore considered as important consequences within the scope of the study, which were thought to be affected by the organisational conditions (Kanten, Kanten & Gurlek, 2015). Secondly, this research breaks fresh ground in expanding to adaptive efficiency the criterion domain connected with inclusive leadership. Although Moss et al., (2009) emphasised the significance of leading procedures and features in dynamic job settings to generate adaptive efficiency, theory and study on this subject were limited. Empirically, earlier study concentrated primarily on individual factors leading to adaptive performance. For example, Han and Williams (2008) explored the function of ongoing learning orientation for employees, while LePine, Colquitt, and Erez (2000) studied cognitive ability, awareness, and openness to experience as predictors of adaptive performance.

A review of recent literature shows that organisations are focused primarily on developing favourable organisational psychology at both personal and organisational levels (Meyers, Woerkom & Bakker, 2013). While an increasing body of literature shows that significant investment in human resource execution (HR) practices can improve corporate financial performance (Huselid, 1995; Huselid, Jackson & Schuler, 1997; Vandenberg, Richardson & Eastman, 1999), our understanding of the procedures or mechanisms by which HR practices affect organisational outcomes is still embryonic. Youndt (2000) discovered that HR practices do not directly affect organisational performance in this respect. Rather, these practices assist create adaptive performance, which in turn contributes to enhanced organisational value creation (Ilgen & Pulakos, 1999). In addition, several studies have been conducted to identify variables affecting the effective implementation of adaptive performance These factors are referred to as adaptive performance critical success factors (CSFs). The factors that will influence the success of an adaptive performance initiative need to be cognizant and aware in

Jordanian organisations. The need for a more systematic and deliberate study of critical success factors (CSFs) is, therefore, crucial for implementing adaptive performance. This research breaks fresh ground in expanding to adaptive efficiency the criterion domain connected with inclusive leadership.

Although Moss et al. (2009) emphasised the importance of leading processes and characteristics in dynamic work settings for generating adaptive performance, theory and research on this topic were limited. Empirically, earlier study concentrated primarily on individual factors leading to adaptive performance. For example, Han and Williams (2008) explored the function of ongoing learning orientation of employees, while LePine, Colquitt, and Erez (2000) studied cognitive ability as awareness and openness to experience as adaptive performance predictors. In addition, given the positive relationship between transformational leadership and adaptive performance reported here, the influence of various other types of leadership (as well as perceived supervisor support) should be investigated (Allworth, 2003; Griffin & Hesketh, 2005). In addition, this study seeks to fill the gap in the literature of cross-cultural survey methodology by translating research questions from English into Arabic, then using posing the questions to non-native speakers of English.

Today, competitive projects play a key role in achieving competitive advantage in worldwide competition projects because organisations are transforming culture into a project-based culture, but organisation is faced with many problems in order to achieve project success. Project success, therefore, requires excellent leadership abilities that can handle tasks and goals as well as team development, but literature is silent, many projects have failed owing to inappropriate management abilities, and scientists are still focusing on concrete products such as price, procurement and

schedule (Lines, Sullivan, Hurtado & Savicky, 2015; Yun, Choi, Oliveira & Mulva, 2016).

Table 2.3 Literature Gap

Author	Results	Gap
Kanten, Kanten, & Gurlek, 2015	Adaptive performance has become a significant subject	Suggested to Explore human resources practices with individual adaptive performance
Yuan & Woodman, 2010	Positive relationship between HR practices on innovation behaviour	HR practices on innovation behaviour at the individual level has received less attention.
Gong, Huang, & Farh, 2009	Individual innovative behaviour increases adaptive performance	limited Studies attention has been paid to how individual innovative behaviour increases adaptive performance
Griffin & Hesketh, 2005	Positive relationship between transformational leadership and adaptive performance	The influence of various other types of leadership should be investigated
Moss et al., 2009	This research expanding to adaptive efficiency with Inclusive Leadership	Study on this subject is limited

2.7 Underlying Theories

This study uses social exchange theory (SET) and theory of job demands to explain the relationships among the three core variables with the main construct, adaptive performance. The study utilises a combination of the social exchange theory with the job demands theory to form the basis of the research framework. The following is a description of the underlying theories in the study.

2.7.1 Social Exchange Theory (SET) as the Underlying Theory

Organisations can stimulate desired behaviours through the use of HR methods that promote particular attitudes and behaviours and prevent unwanted behaviours.

Based on the concepts of the theory of social exchange (Blau, 1964), executives of an organisation indicate which behaviours are appreciated and rewarded. If employees conclude that innovative ideas are rewarded through their perceptions of HR practices and that the work environment focuses on generating and championing new ideas, they will reciprocate with innovative behaviours. Thus, we aim at understanding the impact of perceived HR practices on individual innovative behaviour in this research. In addition, Seeck and Diehl's systematic literature review (2017) stated the significance of strong engagement to innovation HR practices, while Zhou, Hong, and Liu (2013) argued that high-commitment HR practices are advantageous for development results because practices such as job security set the psychological dedication of employees to the organisation and motivate employees to take risks. The central idea is to reward the organisation with individual innovative behaviour to employees who think they are reasonably compensated, who are given training and growth programmes, who think data is shared with them, and who perceive their supervisor to support them.

This study explore the extent to which views of HR practices improve employee innovative behaviour based on these individual methods. The willingness to fulfil employees' needs and care for their private well-being may lead to beneficial exchange interactions between employers and employees, according to social exchange theory (Eisenberger & Stinglhamber, 1986). HIHR practices-based organisations give the message that the employer is concerned with the growth and interests of the employees; therefore, in return, the employees will make more effort to attain person and organisational success in their job (Wayne & Liden, 1997).

Mostly, HR practices reflect synergistic and performance-enhancing impacts when combined to stimulate three main HR policy fields, the expertise and skills

domain of employees, the motivation and effort domain, offering employees with an adequate level of direction and encouragement, and the opportunity to contribute to the domain, enhancing employee responsibility. High-involvement HR practices are therefore composed of three primary policy areas that are competence-enhancing HR practices, motivation-enhancing HR practices, and opportunities to enhance HR practices (Subramony, 2009; Ma Prieto & Pilar Pérez-Santana, 2014). The view of social learning recognises the impact of environmental indications (e.g. human resource practices) as enhancing contingencies on employee behaviours in organisations (Manz & Sims, 1980). These methods make it easier for employees to develop employability by activating the desire to acquire skills and workplace adaptability. Employees can, therefore, learn from self-experience as well as from observation, imitation and identification promoted by organisational climate and procedures (Brown et al., 2005).

The theory of social exchange claims that in triggering IIB, independence or empowerment of employees works as a motivational factor (Marane, 2012; Ramamoorthy et al., 2005). For instance, Marane (2012) claims that where employees trust their top management, in the sense that they feel their organisation cares for them, they feel obliged to reciprocate value in terms of individual innovative behaviour, based on the reciprocity norm that is essential to the theory of social exchange (Blau, 1964),

Employees are anticipated to exchange their efforts and commitment to generate and implement fresh thoughts for tangible rewards such as pay and fringe benefits, access to training and growth programmes, and socio-emotional advantages such as assistance, care and sharing of data (Rhoades Shanock & Eisenberger 2006). If organisations send signals of engagement to their employees, they will reciprocate with greater concentrations of discretionary behaviours such as IIB (McClean & Collins,

2011; Wright & Nishii, 2013). In line with this, this study claim that individual innovative behaviour will influence individual perceptions of HR practices geared towards high engagement. This study concentrate on the perceptions of those HR practices widely used in HRM literature that is highly committed. Veenendaal and Bondarouk (2015) note that while there is a lack of consensus on particular HR methods that improve high-commitment (McClean & Collins, 2011) and no list of approved HCWPs, some HR practices demonstrate greater engagement associations than others. Based on this list, and following the selection procedure proposed by Veenendaal and Bondarouk (2015), this study test the effect of perceptions of HR practices on individual innovative behaviour.

2.7.2 Theory of Job Demands – Resources

Since its appearance in the wake of the 21st century, the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001) has gained high popularity among researchers. Currently, the JD-R model is recognised as one of the leading job stress models. This research will concentrate on how individual innovative behaviour, based on work demand theory, affects employee job performance. Regarding job demands, these can be seen as psychological stressors such as difficult and quick work requirements, heavy workloads or having a lot of work while having little time to do this (Fox, Dwyer & Ganster, 1993; Karasek, 1979). This will lead employees to an elevated state of excitement according to Janssen (2000). This implies that the worker will be activated by either adapting or altering his or her work context to deal with these job requirements. This adaptation could require upgrading his or her skills and skills to meet the requirements of heavy work. It may also imply that employees need to adapt their workplace, which relates to changing task goals, working methods, work

approaches, job design, task distribution and coordination, interpersonal communication, etc. (Janssen, 2000).

Idea generation is essential in solving problems, and problem-solving contributes to greater employee efficiency (Basadur, 2004). Since the theory of work requirements indicates that employees find methods to cope with psychological stressors, it can be concluded that by addressing work requirements, individual innovative behaviour can play a significant part. For instance, if an employee has to do a certain task within a certain timeframe, but this task is very difficult to complete within the timeframe, the employee will be 'activated' to find a way to do this. Bruce and West (1994) and West (1989) empirically proved that employees see innovative behaviours as an efficient manner to address work requirements such as heavy workload. It is also discovered in various other research that individual innovative behaviour is strongly connected to problem-solving behaviour. Leung et al., (2011) discovered that conflicting roles also affect employee individual innovative behaviour. Role disputes arise when employees have to behave or manage two distinct methods to accomplish two duties and can only perform one task efficiently. In that situation, employees face a conflict or issue, they must fix it. Their individual innovative behaviour improves when faced with such a dispute. They are trying to find a creative solution to the problem and the conflict. Battistelli & Picci (2014) find the same type of mechanism. They discovered that individual employees' innovative behaviour is enhanced when dealing with changing situations. Individual innovative behaviour will therefore improve as it is used as a mechanism for dealing with the modifications. Janssen (2000) also says that individual innovative behaviour can actually help address work requirements, thereby improving employee job performance. They also state that IIB

acts as an individual-level coping mechanism to adapt to employees' greater work requirements.

Rosenbusch, Brinckmann & Bausch (2011) performed a study to clarify the relationship between innovation and performance in order to emphasise the significance of innovation in a business to enhance an organisation's general efficiency. Empirical evidence shows that innovation can enhance a company's efficiency. As mentioned earlier, managers and employees should work closely together to implement innovation and both attempt to improve the overall performance of the organisation. Campbell & Oswald (1996) also empirically demonstrate that organisations can profit from individual innovative behaviour. They discovered a favourable connection between behaviour particular to innovation and efficiency in the organisation. Rosenbusch et al., (2011) and Campbell et al., (1996) discovered empirical evidence. Al., (1996) demonstrates the significance of IWB research and job performance as a significant aspect of this process at an individual employee level. This study conclude from the literature that individual innovative behaviour has a beneficial impact on employees' individual job performance. The primary reason is that individual innovative behaviour contributes to finding creative alternatives, which could enhance their ability to solve problems.

2.8 Theoretical Framework and Hypotheses

In this research, the variable of primary focus is the HIHR practices. As has been discussed in the previous section, this research will focus on three main types of variables, namely, HIHR practices, inclusive leadership, individual innovative behaviour and adaptive performance. Based on the various relationships between the variables mentioned above, this research develops the hypothesis that HIHR practices,

inclusive leadership, and individual innovative behaviour will contribute to the adaptive performance. The relationship theorised in the above paragraph is presented in Figure 2.1.

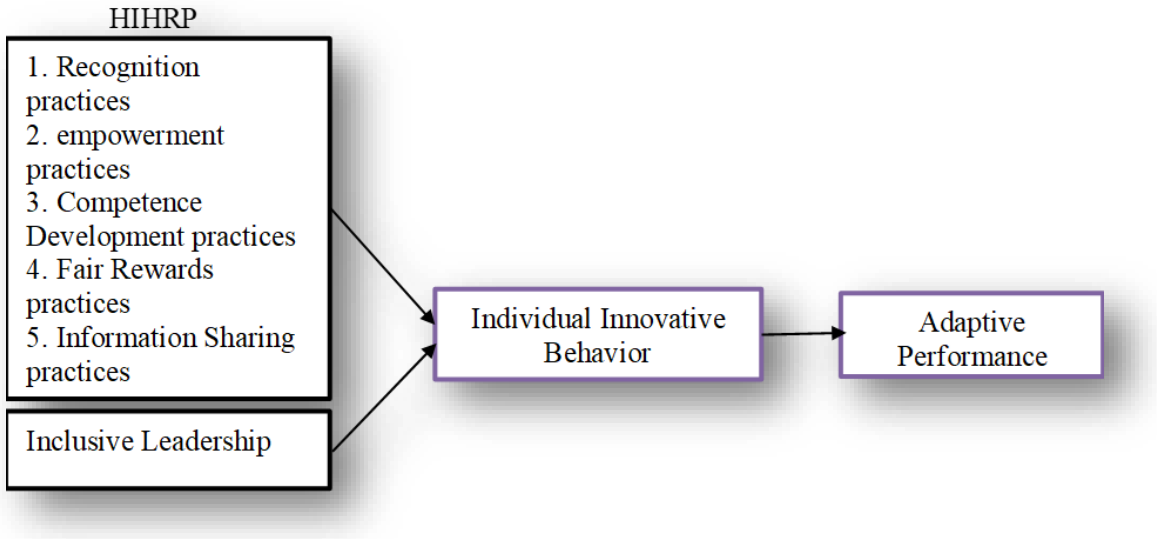

Figure 2.1 Theoretical framework

2.8.1 Recognition Practices and Individual Innovative Behaviour

Recognition refers to non-monetary rewards through which an organisation tangibly signals its appreciation of quality and achievements (Paré &Tremblay, 2007). Employees may perform better when they feel that their competencies, efforts, and contributions are recognised by the organisation (Agarwal & Ferratt, 1999). They may regard recognition practices as a return on their investments and engage themselves in work to the extent that they perceive a greater amount of recognition for their performance (Saks, 2006). Non-monetary rewards as recognition and appreciation are perceived to increase employees' intrinsic motivation not only to generate ideas but also to implement and maintain innovation (Peterson & Luthans, 2006). Markova and Ford (2011) revealed that non-monetary rewards are a stronger predictor of intrinsic

motivation than monetary rewards. Further, they highlight that intrinsic motivation was found to fully mediate the relationships between received non-monetary rewards and performance and innovation. It follows that non-monetary rewards through an increase in intrinsic motivation can stimulate innovative behaviour. Additionally, non-monetary rewards can be used more flexibly and faster than monetary rewards by line managers. They can reward innovative behaviour with non-monetary incentives immediately as the innovative behaviour occurs (Labrenz, 2014). This provides employees with appreciation during the implementation phase, which can increase the successful adoption of innovative ideas (Labrenz, 2014). To conclude, non-monetary rewards can increase innovative behaviour in conjunction with practices stimulating intrinsic motivation. However, non-monetary rewards seem to have a direct effect on intrinsic motivation and consequently on innovative behaviour (Labrenz, 2014).

H1: Recognition practices positively and significantly related to individual innovative behaviour.

2.8.2 Empowerment Practices and Individual Innovative Behaviour

Empowerment refers to the discretion to make day-to-day decisions at work concerning job-related activities (Bowen and Lawler, 1992). Through empowerment, employees assume different work roles and responsibilities and thus have greater influence and autonomy at work. Heightened employee discretion and influence in return fosters a greater sense of support, trust, and intrinsic motivation and induces positive work attitudes (Eby et al., 1999). Empowerment also increases employees' sense of responsibility and stimulates them to show more initiative in their work (Pfeffer & Veiga, 1999). Empowerment was positively associated with employee innovative

behaviour (Rhee et al., 2017; Singh & Sarkar, 2012). Innovative behaviour is defined as the act of an employee's idea generation and promotion, and the implementation of these ideas (Scott & Bruce, 1994).

Empowerment contributes to the enhancement of implementation of these ideas generated by employees, consequently enhancing innovation in the workplace (Seibert, Wang & Courtright, 2011). As the result of empowerment, employees feel they have autonomy and impact, and will be more creative. Thus, empowerment is perceived as one of the factors contributing to innovativeness (Conger & Kanungo, 1988). Researchers have also documented the positive influence of dimensions of psychological empowerment on innovative behaviour. For example, Redmond, Mumford, and Teach (1993) suggested that a high level of intrinsic motivation (meaning) results in employees being more innovative. Similarly, Bass (1985) reported that when the work has meaning for the employee this would contribute to the employee's innovative actions.

Moreover, the feeling of self-efficacy, which is another dimension of psychological empowerment that is interpreted as competence, potentially results in innovation in the workplace (Amabile, 1988; Redmond et al., 1993). Self-determination and impact are also positively associated with innovative behaviour (Bass, 1985). In other words, when employees have considerable freedom in the performance of their job and influence in their work outcomes, they tend to seek out new ideas for the introduction of new products and services.

Thomas and Velthouse (1990) defined psychological empowerment as gestalt of four types of feelings: meaning, competence, self-determination, and impact. Lack of psychological empowerment refers to the propensity of employees to avoid being

creative (Zhang & Bartol, 2010). Employees with such feelings try to follow rules, regulations, organisational policies and do not try out new solutions to organisational problems due to lack of confidence. Intrinsic motivation is the extent to which the enjoyment and interest of individual experience when performing a work task, without being controlled by external contingencies, such as rewards and punishments. Shin and Zhou (2003) suggest that intrinsic motivation is a critical condition when considering the interactional perspective of innovative work behaviour, especially for employees who have high perceptions of psychological empowerment.

H2: Empowerment practices positively and significantly related to individual innovative behaviour.

2.8.3 Competence and Development Practices and Individual Innovative Behaviour

Organisations can enhance their human capital through training and development practices. The relationship between training and development practices and innovative behaviour can be understood as a social exchange phenomenon in which employees experience competence development practices as an organisation's commitment to their human resources, which they then feel a need to reciprocate through positive attitudes and behaviours that are not formally rewarded or contractually enforceable, such as innovative behaviour (Sanders et al., 2010).

In addition, providing competence development practices will signal that the organisation considers the employees concerned to be valuable and that it is willing to invest in them (Tremblay et al., 2010). Employees will determine whether the opportunities to participate in training or to develop themselves are satisfactory.

Benson, Finegold, and Mohrman (2004) argue that employees will 'respond to development opportunities with positive attitudes towards the company that offers the development'. These positive attitudes will result in behaviour that is valuable for both the organisation and for the employee. When employees perceive training and development opportunities as helpful and valuable, they will feel better prepared for developing new ideas. Shipton et al., (2006) showed that competence development, compared to other HR practices, had the greatest effect on product innovation and on innovation in technical systems. Other research has similarly shown evidence for the strong positive effect of training and development practices on innovative behaviour (e.g. Knol & van Linge, 2009; Pratoom & Savatsomboon, 2012; Zhang & Begley, 2011). Research has shown that competence development practices are significant predictors of the HR development climate in organisations (Chaudhary et al., 2012), which relates significantly to desirable workplace attitudes and behaviours, and that employees' perceptions of training and development are positively related to individual innovative behaviour (Bos-Nehles & Veenendaal, 2019).

H3: Competence and development practices positively and significantly related to individual innovative behaviour.competence development practices

2.8.4 Fair Rewards Practices and Individual Innovative Behaviour

As idea generation is predominantly dependent on intrinsic motivation rather than extrinsic motivation (Amabile, 1993), it is by default difficult for HR professionals to design reward structures that stimulate innovation. Even more so it is argued that rewards inhibit innovative behaviour as they reduce risk-taking and intrinsic motivation (Kohn, 1993). In addition, drawing on self-determination theory (Deci & Ryan, 1985;

Gagné & Deci, 2005), rewards can be expected to reduce employees' motivation to engage in IWB, at least when their motivations are inherently intrinsic (Sanders, Moorkamp, Torka, Groeneveld & Groeneveld, 2010). Intrinsically motivated employees may perceive rewards as pressure to do work they initially did out of interest or curiosity and this could reduce their intrinsic interest in engaging in IWB. This negative scenario was confirmed by Dorenbosch et al. (2005) and Sanders et al. (2010). Conversely, employees who are not intrinsically motivated to engage in IWB, and perceive IWB as an extra-role behaviour, will expect to be rewarded for such extra effort.

Zhang and Begley (2011) provided evidence for this positive effect by showing that, when organisations used compensation systems to signal to their employees that extra-role behaviours, such as IWB, were recognised and valued, the employees concerned perceived their engagement in IWB as of value. Bysted and Jespersen (2014) argued that employees need a clear signal before they will engage in IWB because they consider IWB to be risky behaviour that thus 'has to be ordered and paid for by the system'. Thus, HR practices that offer financial rewards are expected to encourage employees to innovate (Fernandez & Moldogaziev, 2012). Based on the ideas underpinning social exchange theory, compensation positively influences IWB because employees who feel their efforts are being fairly rewarded feel obliged to reciprocate with discretionary extra-role efforts, such as IWB (Janssen, 2000). Perceptions of compensation being offered by the organisation may lead to a sense of obligation to provide the employer with unique knowledge and input, or with innovative suggestions for improvement (Ramamoorthy et al., 2005).

The empirical results show that a compensation system can have a significant impact on innovative behaviour (e.g. Bysted & Jespersen, 2014; Sanders et al., 2010; Zhang & Begley, 2011) because it can be a tool to increase such behaviour and because it can also discourage other behaviours by only rewarding innovative behaviours (Chandler, Keller & Lyon, 2000). On this basis, our first hypothesis is formulated as follow. fair organisational rewards involve employees' "perceived fairness of various job outcomes, including compensation conditions, performance appraisals, and job assignments" (Paré and Tremblay, 2007). A high level of perceived equity signals to employees the organisation cares about their well-being (Eisenberger et al., 1986). When employees perceive fair treatment from their organisation, they are more likely to also feel obliged to be fair in how they perform their work roles and exhibit behaviours that are beneficial to the organisation (Coyle-Shapiro et al., 2004), and that employees' perceptions of a compensation system are negatively related to individual innovative behaviour (Bos-Nehles & Veenendaal, 2019).

H4: Fair rewards practices positively and significantly related to individual innovative behaviour.

2.8.5 Information Sharing Practices and Individual Innovative Behaviour

Information sharing consists of the practices ensuring that organisational members have the right information regarding quality, customer feedback, and business results (Wood & Wall 2007). These practices indicate that the organisation trusts its employees and leads employees to reciprocate with increased involvement (Paré and Tremblay, 2007). Information sharing may also ensure that employees concentrate on

working towards achieving their work-related goals rather than being captivated by feelings of mistrust and uncertainty (Chughtai & Buckley, 2008).

Hertog (2000) identified several different processes, including expert consulting and experience sharing, by which innovation can be supported. Empirical studies concerned with the sharing of knowledge and information in and by teams have shown that well-developed "team processes" do result in better coordinated and superior team performance (Bank & Millward, 2000).

An open system of information sharing has been found to be beneficial for innovation, especially when it is supported and stimulated by top management (Qin, Smyrnios & Deng, 2012). According to Vera and Crossan (2005), open information sharing is a critical aspect of participation in innovation processes because the risks of engaging in creative and spontaneous processes of improvisation are too high if teams feel they lack up-to-date information. Employees' perceptions that information is being shared is expected to result in higher levels of IWB engagement because, if employees understand the goals and objectives of the organisation, they will identify with the organisational goals and help the organisation to achieve those goals. The openness of organisational actors when it comes to organisational information may be reciprocated by employees' innovative solutions for achieving organisational goals. Research shows that organisations not communicating their goals and not encouraging employees to share information can lead to negative outcomes because employees perceive this as procedurally unfair (Bowen & Ostroff, 2004). In addition, sharing information can increase perceived trust, support, and fairness (McElroy, 2001). This sharing particularly stimulates support for an idea in its championing stage, although it is also helpful in the initiation stage (Qin et al., 2012). If employees feel that their organisation

trusts them, supports them, and treats them fairly, they may sense a need to reciprocate (McElroy, 2001) through innovative behaviour. Hu, Horng & Sun (2009) found that knowledge sharing exerts an important influence on service innovation performance, and that employees' perceptions of information sharing are positively related to individual innovative behaviour (Bos-Nehles & Veenendaal, 2019).

H5: Information sharing practices positively and significantly related to individual innovative behaviour.

2.8.6 Inclusive Leadership and Individual Innovative Behaviour

Nembhard & Edmondson (2006) defined IL as 'words and deeds by a leader or leaders that indicate an invitation and appreciation for others' contributions'. Inclusive leaders permit employees to make sure the employees' access in decision-making and in every step of activities demonstrates their availability to employees (Carmeli, Reiter-Palmon & Ziv, 2010). Therefore, they support employees to generate new and novel ideas (Sharifirad & Ataei, 2012). Generating new ideas is the first stage of IWB (Basadur, 2004).

Inclusive leaders ensure that employees have entrance to important organisational resources, both tangible as well as intangible (Hollander, 2009), that facilitates employees to further promote and implement new ideas (Scott & Bruce, 1994; Afsar, Badir & Saeed, 2014). It appears that IL enhances employees' individual innovative behaviour. leadership plays a prominent role in employees' individual innovative behaviour. For instance, Gerybadze et al., (2010) stated that leaders' role as supportive behaviour is much more important than most explanatory factors for employees' IWB. The high risks involved with individual innovative behaviour indicate

that it is some sort of nonroutine behaviour where employees avoid traditional thinking and are able to speak about new ideas (Kanter, 1988; Kessel, Hannemann & Kratzer, 2012). This shows that employees challenge the status quo in disagreeing with superiors; therefore employees need a high degree of autonomy to promote IWB (Janssen, 2005). Autonomy and freedom to express ideas arise when employees are supported by leadership (Foss, Woll & Moilanen, 2013). Numerous studies support that inclusive leadership plays a noteworthy role to enhance employees' IWB (Raub & Robert, 2010; Aryee, Walumbwa, Zhou & Hartnell, 2012; Resick et al., 2013; Tu & Lu, 2013; Javed et al., 2016; Javed et al., 2017).

H6: Inclusive leadership positively and significantly related to individual innovative behaviour.

2.8.7 Individual Innovative Behaviour and Adaptive Performance

Innovative employees tend to collect and apply a broad range of information to generate creative and new ideas as well as to improve existing processes (Aryee et al., 2012). Innovative employees tend to be willing to learn, discover and develop new ideas to resolve pressing issues, thereby enhancing job performance (Amabile et al., 2005). Walumbwa et al. (2009) view employee willingness to learn as critical to job performance since learning inspires employees to gather new information to perform their job role. LePine et al. (2005) also suggest that challenge stressors enhance employees' motivation and performance. In keeping with these prior studies, this study expect a positive relationship between the innovative behaviour and job performance of employees.

Janssen (2000) stated that individual innovative behaviour benefits employees' role performance. Role performance is the expected performance and in a changing context, it represents employees' adaptive performance where employees adapt to new changes (Shoss, Witt & Vera, 2012). Few studies have tested the relationship between individual innovative behaviour and performances from an empirical perspective (Dörner, 2012). Individual innovative behaviour helps employees to show expected performance (Yuan & Woodman, 2010) and in the context of new changes, expected performance indicates the adaptive performance which the organisation expects from employees to cope with new changes. The above findings show that individual innovative behaviour increases adaptive performance (Javed et al., 2017). Also, empirical evidence (Rosenbusch et al., 2011; Campbell et al., 1996) shows the relevance of researching individual innovative behaviour and job performance on an individual level. Therefore, this study propose the following relationship.

H7: Individual innovative behaviour positively and significantly related to adaptive performance.

2.8.8 Recognition Practices, Individual Innovative Behaviour and Adaptive Performance

Whereas innovation initiatives depend greatly on employees' ability, behaviour and effort at work as crucial inputs in the value creation process(Chen & Huang, 2009). Dimensions of high-involvement human resource management practices have been studied with individual innovative behaviour to know its impact on adaptive performance. Recognition practices is related to individual innovative behaviour which has a relationship with adaptive performance (Javed et al., 2017; Koednok & Sungsanit,

2018). Individual innovative behaviour is expected to mediate the relationship between recognition practices and adaptive performance

H8: Individual innovative behaviour mediates the relationship between recognition practices and adaptive performance.

2.8.9 Empowerment Practices, Individual Innovative Behaviour and Adaptive Performance

Empowerment practices is related to individual innovative behaviour which has a relationship with adaptive performance (Rhee, Seog, Bozorov & Dedahanov, 2017; Singh & Sarkar, 2012; Javed et al., 2017). Individual innovative behaviour is expected to mediate the relationship between empowerment practices and adaptive performance.

H9: Individual innovative behaviour mediates the relationship between empowerment practices and adaptive performance.

2.8.10 Competence and Development practices, Individual Innovative Behaviour and Adaptive Performance

Competence and Development practices is related to individual innovative behaviour which has a relationship with adaptive performance (Bos-Nehles & Veenendaal, 2019; Javed et al., 2017). Individual innovative behaviour is expected to mediate the relationship between competence and development practices and adaptive performance.

H10: Individual innovative behaviour mediates the relationship between competence and development practices and adaptive performance.

2.8.11 Fair Rewards Practices, Individual Innovative Behaviour and Adaptive Performance

Fair Rewards practices is related to individual innovative behaviour which has a relationship with adaptive performance (Bos-Nehles & Veenendaal, 2019; Javed et al., 2017). Individual innovative behaviour is expected to mediate the relationship between fair rewards practices and adaptive performance.

H11: Individual innovative behaviour mediates the relationship between Fair rewards practices and adaptive performance.

2.8.12 Information Sharing Practices, Individual Innovative Behaviour and Adaptive Performance

Information Sharing practices is related to individual innovative behaviour which has a relationship with adaptive performance (Hu, Horng & Sun, 2009; Bos-Nehles & Veenendaal, 2019). Following the literature review, individual innovative behaviour is expected to mediate the relationship between information sharing practices and adaptive performance.

H12: Individual innovative behaviour mediates the relationship between information sharing practices and adaptive performance.

2.8.13 Inclusive Leadership, Individual Innovative Behaviour and Adaptive Performance

Janssen (2000) stated that individual innovative behaviour benefits employees' role performance. Role performance is the expected performance and in a changing context, it represents employees' adaptive performance where employees adapt to new

changes (Shoss, Witt & Vera, 2012), expected performance indicates the adaptive performance which the organisation expects from employees to cope with new changes. These above findings show that IL increases employees' individual innovative behaviour and individual innovative behaviour increases adaptive performance. In addition, show that IL increases employees' individual innovative behaviour and individual innovative behaviour increases adaptive performance (Javed et al., 2017; Basharat et al., 2017). Referring to the above, inclusive leadership is related to individual innovative behaviour which is related to adaptive performance. Therefore, this study propose the following relationship.

H13: Individual innovative behaviour mediates the relationship between inclusive leadership and adaptive performance.

2.9 Chapter Summary

This study has reviewed the relevant literature pertaining to each of the study variables. The underlying theories that explained the criterion variables in this study were also discussed. The chapter detailed how the research framework was developed based on social exchange theory (SET), signalling theory, and job demands theory. Following this, this study formulated and presented the hypotheses.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This study investigated the relationship between high-involvement human resource practices (HIHRP), inclusive leadership (IL) and adaptive performance (AP) among head nurses in private hospitals in Jordan using individual innovative behaviour (IIB) as a mediator. This chapter provides the research design and methodology used in this study. The discussion of the research design includes the explanation of the study population and sample, questionnaire design, variables and their measurements. This chapter ends with a discussion of the statistical approaches and the data collection procedures used in this study.

3.2 Research Design

This study investigated the impact of high-involvement human resource practices, inclusive leadership towards adaptive performance among head nurses in private hospitals in Jordan. According to Sekaran (2003), the purpose of correlation study is to know how one variable is related to another variable by assessing the variation in one variable as another variable changes. The survey study is conducted using a questionnaire as an efficient collection data mechanism (Sekaran, 2003). A sample of the questionnaire used in this study is attached in Appendix I. Quantitative analysis is used to measure the correlation between the data sets of the sample. This study adopted a cross-sectional study because the author is interested to know the response of head nurses in private hospitals in Jordan towards adaptive performance at a single point of time.

3.3 Sampling Technique

Almost all of the study works with a sample that is a subset of the population. It is the method of choosing from the population an adequate number of components (Sekaran & Bougie, 2009). The sample has become representative of the population in order to generalise from the sample to the population. Therefore, sampling is a very significant component of the study method. A study must accommodate a suitable sampling method. Sampling is intended to allow scientists to predict certain unknown demographic features (Zikmund, 2003). The objective of sampling is to draw from a bigger population of interest a representative number of respondents. It enables a scientist to generalise it to represent the population by knowing the features of the sample (Sekaran, 2003).

Judgement sampling will be the only alternative selected in this type of population. This study selected head nurses in Amman private hospitals. In addition, these samples are more reliable than others and could lead to possibly helpful population data (Sekaran & Bougie, 2009). The benefit of this sampling design judgement is that the findings are anticipated to be more precise as this is the significant way to be researched (Sekaran & Bougie, 2009). Judgement sampling calls for unique attempts to find and obtain access to the employees who have the data required. The sampling is restricted to particular kinds of individuals who can provide the required data, either because they are the only ones who have it, complying with some of the researchers' pre-selected criteria (Cottrell & Mc Kenzie, 2011) or are chosen based on their knowledge that fits the study goals (Sekaran & Bougie, 2003).

Sampling judgement calls for distinctive efforts to find and gain access to the individuals who have the necessary information. Sampling is limited to specific types

of individuals who can provide the required data, either because they are the only individuals who have it, meeting some of the pre-selected criteria of the researchers (Cottrell & Mc Kenzie, 2011) or are selected on the basis of their knowledge that fits the study goals (Sekaran & Bougie, 2003). Similarly, it might sometimes become necessary to obtain information from specific target groups (in line with the problem statement) as they are more exposed to scenarios that meet the researchers' objective of the investigation. This is because the main objective of this study is to understand the determinants of adaptive performance among head nurses.

3.4 Unit of Analysis

The unit of analysis is at the individual level consisting of individual head nurses in the private hospitals in Jordan.

3.5 Unit of Size

Selecting the correct sample is a vital part of any study. The sample size could be determined using either the statistics or the thumb rule (Aaker, Kumar & Day, 2001; Teddlie, 2007). Selecting the correct sample is essential because, owing to high costs, time constraints and absence of study assistants to collect information, it is virtually impossible to obtain data from every part of the population. For this reason, Cooper et al., (2006) and Zikmund et al., (2010) disclosed that the sampling technique should be used to obtain information from the targeted population rather than to obtain information from each population component. In addition, it is anticipated that the selection of appropriate samples from the target population will yield more coherent and reliable outcomes for the present research (Sekaran, 2003).

The researcher determined the sample size as 10 times the largest number of structural paths directed at a particular construct in the structural model (Hair et al., 2014; Barclay, Higgins, & Thompson, 1995). When this rule was employed, a sample size of 70 was determined. In addition, when calculating the sample size for the present study, an a priori power analysis was applied using G*Power 3 (Faul et al., 2007). By using the following input parameters: Power (0.95), an alpha significance level (0.05), medium effect size f^2 (0.15) and six predictors (recognition practices, empowerment practices, competence development practices, fair rewards practices, information sharing practices, and inclusive leadership), the sample size required was 146. Finally, a maximum sample of 146 is sufficient for this study. The researcher reviewed related research (private hospitals in Amman) in order to predict the response rate. These rates provide the researcher with a benchmark in regard to the number of questionnaires that should be distributed in order to get 146 respondents (sample size). According to the pervious works in Jordan, the response rate of 100% consisted of 58%. The current study has presumed the lowest response rate which is 58%. Accordingly, in order to get 146 respondents (146*100/58= 253), 253 questionnaires were distributed. The current research used non-probability sampling consisting of quota sampling and judgement sampling. The population was divided and assigned quota according to the total number of head nurses in private hospitals in Amman, which includes 28 hospitals (see Table 4.1).

3.6 Population and Sampling

In the present study, the population is the head nurses who work at private hospitals in Amman, Jordan. In addition, Jordan has 59 private hospitals that distributed

all over the country (MoH, 2016), and Amman as the capital city has the biggest number of private hospitals with 39 (MoH, 2016). Hence, the current study focuses on Amman.

3.7 Ethics Considerations

All the studied participants were informed of the purposes, risk, and benefit of the studies before they completed the questionnaires. After they signed the consent form, this study distributed the questionnaires .

3.8 Questionnaire Translation and Validity

The questionnaire is in English. Since English is not the official language in Jordan; therefore, the questionnaire has been translated into Arabic to ensure that the questions/statements were understood by every head nurse. To guarantee equivalence of measures in both Arabic and English, the back-translation technique is used. An academic team in applied science at the University of Jordan were appointed to convert the English version of the questionnaire into standard Arabic. The same University retranslated the Arabic version into English to ensure that there are no errors during the translation process.

3.9 Research Instrument

For analytical instruments, five, seven or ten-point scales are similar (Dawes, 2008). All answers in the present research are produced on a 5-point Likert scale, which is used in this research by the investigator because this scaled-response type is commonly accepted (Gwinner, 2006). Using the 5-point Likert scale involves several benefits that made it popular, such as speed and ease of building it (Cooper & Schindler, 2008). Another benefit of using the 5-point Likert scale is its ability to correctly and properly display the readings better than the tiny scales (Hair et al., 2010).

However, in some instances, neutral rating was included when participants were neutral towards particular subjects. According to Gwinner (2006), the notion of neutrality is regarded as a valid view that really exists among participants. Therefore, revealing neutrality or blended views can be embraced. Empirical studies agreed that the use of five to seven-point scales rather than fewer scale points would improve reliability and validity. Furthermore, five or seven-point scales are likely to yield a slightly greater mean score relative to the lowest possible achievable score compared to the ten-point scale (Dawes, 2008). Five-point or seven-point scales makes no differences if the research involves only one country (Sekaran & Martin, 1982).

Table 3.1 Summary of variables, dimensions, no. of items and sources adopted in the study.

Sections	Variables	No of items	Sources	Cronbach's Alpha Value
A	Recognition practices	6	**(Paré, G., & Tremblay, M. 2007)**	0.98
B	Empowerment practices	3	**(Paré, G., & Tremblay, M. 2007)**	0.98
C	Competence development practices	6	**(Paré, G., & Tremblay, M. 2007)**	0.98
D	Fair rewards practices	5	**(Paré, G., & Tremblay, M. 2007)**	0.98
E	Information-sharing practices	9	**(Paré, G., & Tremblay, M. 2007)**	0.98
F	Individual Innovative Behaviour	6	**(Yuan, F., & Woodman, R. W. 2010).**	0.917
H	Inclusive leadership	9	**(Palmon and Ziv, 2010)**	0.85
I	Adaptive Performance	19	**(Charbonnier-Voirin and Roussel's, 2012)**	0.97

3.9.1 High-Involvement HR Practices

This thesis adapted 29 items from Paré & Tremblay (2007) that measure the five HR practices. Recognition was measured by a 5-item scale (e.g., "In my work unit, supervisors regularly congratulate employees in recognition of their efforts"). Empowerment was measured using a 3-item scale. Fair rewards was measured using a five-item scale, whereas competence development practices were measured using a six-item scale (e.g., proficiency courses such as specialised technical courses and professional certification are encouraged by management). Last, information-sharing practices were measured using a nine-item scale. Each item is scored on a 5-point Likert scale (1= "never," 5 = "very frequently"). The Cronbach's α for the HR practices was 0.98.

3.9.1(a) Recognition Practices Measures

Table 3.2 Recognition practices Measures (Paré, G., & Tremblay, M. 2007)

Original items	Adapted items
1.Employees' suggestions are seriously taken into consideration.	In my work unit, my suggestions are seriously taken into consideration.
2. In my work unit, employees' suggestions are followed up regularly.	In my work unit, my suggestions are followed up regularly.
3. When an employee does good quality work, his colleagues regularly show him their appreciation.	When I do good quality work, my colleagues regularly show me their appreciation.
4. In my work unit, supervisors tangibly recognise employees' efforts in different ways (e.g., tickets for cultural or sports events; dinners at restaurants).	In my work unit, supervisors tangibly recognise my' efforts in different ways (e.g., tickets for cultural or sports events; dinners at restaurants).
5.In my work unit, employees receive written recognition from their supervisors (e.g., memos).	In my work unit, I receive written recognition from their supervisors (e.g., memos).
6. In my work unit, supervisors regularly congratulate employees in recognition of their efforts.	In my work unit, supervisors regularly congratulate me in recognition of my efforts.

3.9.1(b) Empowerment Practices Measures

Table 3.3 Empowerment practices Measures (Paré, G., & Tremblay, M. 2007)

Original items	Adapted items
1.Employees are given great latitude for the organisation of their work (e.g., work schedules).	In my work unit, I given great latitude for the organisation of my work (e.g., work schedules).
2.Employees in my work unit have much autonomy in project management.	In my work unit, I have much autonomy in project management.
3.In my work unit, employees have considerable freedom regarding the way they carry out their work.	In my work unit, I have considerable freedom regarding the way they carry out their work.

3.9.1(c) Competence Development Practices Measures

Table 3.4 Competence Development Practices Measures (Paré, G., & Tremblay, M. 2007)

Original items	Adapted items
1. Employees can develop their skills in order to increase their chances of being promoted.	In my work unit, I can develop my skills in order to increase my chances of being promoted.
2. Employees can rotate jobs to develop their skills.	In my work unit, I can rotate jobs to develop my skills.
3. Several professional development activities (e.g., coaching. training) are offered to employees to improve their skills and knowledge.	In my work unit, several professional development activities (e.g., coaching. training) are offered to me to improve my skills and knowledge.
4. Proficiency courses such as specialised technical courses and professional certification are encouraged by management.	In my work unit, proficiency courses such as specialised technical courses and professional certification are encouraged by management.
5. I am able to apply my new skills in my work.	In my work unit, I am able to apply new skills in my work.
6. Managers encourage employees to apply their new abilities and skills in the context of their daily work.	In my work unit, my manager encourages me to apply my new abilities and skills in the context of the daily work.

3.9.1(d) Fair Rewards Practices Measures

Table 3.5 Fair rewards practices Measures (Paré, G., & Tremblay, M. 2007)

Original items	Adapted items
1. I estimate my salary as being fair internally.	I estimate my salary as being fair internally.
2. My salary is fair in comparison with what is offered for a similar job elsewhere.	My salary is fair in comparison with what is offered for a similar job elsewhere.
3. In my work unit, our supervisors assign mandates in a fair manner.	In my work unit, my supervisors assign mandates in a fair manner.
4. In my work unit, employees consider that their compensation level adequately reflects their level of responsibility in the organisation.	In my work unit, I consider that my compensation level adequately reflects my level of responsibility in the organisation.
5. The pay increases and/or bonuses I received in the last 2 years adequately reflect my recent performance evaluations.	In my work unit, the pay increases / bonuses I received in the last 2 years adequately reflect my recent performance evaluations.

3.9.1(e) Information-Sharing Practices Measures

Table 3.6 Information-sharing practices Measures (Paré, G., & Tremblay, M. 2007)

Original items	Adapted items
1. Employees are regularly informed of future corporate projects (e.g., major investments, acquisitions, new technologies).	In my work unit, I am regularly informed of future corporate projects (e.g., major investments, acquisitions, new technologies).
2. Employees are regularly informed of financial results.	In my work unit, I am regularly informed of financial results.
3. Employees are regularly informed of their work unit's performance.	In my work unit, I am regularly informed of my work unit's performance.
4. Employees are regularly informed of technological orientations.	In my work unit, I am regularly informed of technological orientations.
5. Managers regularly inform employees of the level of customer satisfaction for products or services offered.	In my work unit, my manager regularly informs me of the level of customer satisfaction for products or services offered.
6. Employees' suggestions concerning ways to improve our work unit's effectiveness are seriously taken into account.	In my work unit, my suggestions concerning ways to improve our work unit's effectiveness are seriously taken into account.

7. Employees are regularly informed of the criteria that will be included in their performance evaluation.	In my work unit, I am regularly informed of the criteria that will be included in my performance evaluation.
8. Employees' suggestions are followed up.	In my work unit, my suggestions are followed up.
9. Employees are regularly informed of new products and/or services.	In my work unit, I am regularly informed of new products and/or services.

3.9.2 Individual Innovative Behaviour Measures

Innovative behaviour refers to the generation of ideas which progress to the production or adaptation of useful ideas and idea implementation towards solutions (Scott & Bruce, 1994), and is measured using six items adapted from Yuan & Woodman (2010). The scale consists of six items which measure the innovative behaviour, each item is scored on a 5-point Likert scale (1= "never," 5 = "very frequently"). A higher score indicates more innovative behaviour. The Cronbach's α for the innovative behaviour was 0.917.

Table 3.7 Individual Innovative Behaviour Measures (Yuan, F., & Woodman, R. W. 2010)

Original items	**Adapted items**
1. Searches out new technologies, processes, techniques, and/or product ideas.	In my unit, I am searche out new technologies, processes, techniques, and/or product ideas.
2. Generates creative ideas.	In my unit, I am generate creative ideas.
3. Promotes and champions ideas to others.	In my unit, I am promotes and champions ideas to others.
4. Investigates and secures funds needed to implement new ideas.	In my unit, I am investigate and secures funds needed to implement new ideas.
5. Develops adequate plans and schedules for the implementation of new ideas.	In my unit, I am develop adequate plans and schedules for the implementation of new ideas.
6. Is innovative	In my unit, I am innovative

3.9.3 Inclusive leadership Measures

This thesis adapted items from Carmeli, Palmon and Ziv (2010). The items include, "The manager is open to hearing new ideas" and "The manager is ready to listen to my requests". The scale consists of nine items, each item is scored on a 5-point Likert scale, ranking from 1 "strongly disagree" to 5 "strongly agree". Higher scores indicate higher levels of inclusive leadership.

Table 3.8 Inclusive leadership Measures (Palmon & Ziv, 2010)

Original items	**Adapted items**
1.The manager is open to hearing new ideas (openness)	In my unit, my manager is open to hearing new ideas from me (openness)
2. The manager is attentive to new opportunities to improve work processes(openness).	In my unit, my manager is attentive to new opportunities to improve work processes (openness).
3.The manager is open to discuss the desired goals and new ways to achieve them (openness).	In my unit, my manager is open to discuss the desired goals and new ways to achieve them (openness).
4. The manager is available for consultation on problems (availability).	In my unit, my manager is available for consultation on problems (availability).
5. The manager is an ongoing 'presence' in this team-someone who is readily available (availability).	In my unit, my manager is an ongoing 'presence' in this team-someone who is readily available (availability).
6. The manager is available for professional questions I would like to consult with him/her (availability).	In my unit, my manager is available for professional questions I would like to consult with him/her (availability).
7. The manage is ready to listen to my requests (availability).	In my unit, my manage is ready to listen to my requests (availability).
8. The manager encourages me to access him/her on emerging issues(accessibility).	In my unit, my manager encourages me to access him/her on emerging issues (accessibility).
9. The manager is accessible for discussing emerging problems (accessibility).	In my unit, my manager is accessible for discussing emerging problems (accessibility).

3.9.4 Adaptive Performance Measures

This thesis adapted 19 items based on the job adaptability inventory developed by Charbonnier-Voirin & Roussel (2012). Participants were instructed to indicate to

what extent their job requires the 19 adaptive behaviours. This assessment was performed by using a five-point Likert-type response format, each item is scored on (1= "never," 5 = "very frequently"). Charbonnier-Voirin and Roussel's (2012), reliability alpha value.90. Sample items are depicted in Table 3.9.

Table 3.9 Adaptive Performance Measures (Charbonnier-Voirin & Roussel's, 2012)

Original items	**Adapted items**
1. I do not hesitate to go against established ideas and propose an innovative solution.	In my unit, I do not hesitate to go against established ideas and propose an innovative solution.
2. Within my department, people rely on me to suggest new solutions.	Within my unit, people rely on me to suggest new solutions.
3. I use a variety of sources/types of information to come up with an innovative solution.	In my unit, I use a variety of sources/types of information to come up with an innovative solution.
4. I develop new tools and methods to resolve new problems.	In my unit, I develop new tools and methods to resolve new problems.
5. I am able to achieve total focus on the situation to act quickly	In my Unit, I able to achieve total focus on the situation to act quickly.
6. I quickly decide on the actions to take to resolve problems	In my Unit, I quickly decide on the actions to take to resolve problems in my department.
7. I analyse possible solutions and their ramifications quickly to select the most appropriate one.	In my Unit, I analyse possible solutions and their ramifications quickly to select the most appropriate one.
8. I easily reorganise my work to adapt to the new circumstances	In my Unit, I easily reorganise my work to adapt to the new circumstances
9. Developing good relationships with all my counterparts is an important factor of my effectiveness.	In my Unit, I am Developing good relationships with all my counterparts is an important factor of my effectiveness.
10. I try to understand the viewpoints of my counterparts to improve my interaction with them.	In my Unit, I try to understand the viewpoints of my counterparts to improve my interaction with them.
11. I learn new ways to do my job better in order to collaborate with such people.	In my Unit, I learn new ways to do my job better in order to collaborate with such people.
12. I willingly adapt my behaviour whenever I need to in order to work well with others.	In my Unit, I willingly adapt my behaviour whenever I need to in order to work well with others.
13. I undergo training on a regular basis at or outside of work to keep my competencies up to date.	In my Unit, I undergo training on a regular basis at or outside of work to keep my competencies up to date.
14. I am on the lookout for the latest innovations in my job to improve the way I work.	In my Unit, I am on the lookout for the latest innovations in my job to improve the way I work.

15. I look for every opportunity that enables me to improve my Performance(training, group project, exchanges with colleagues, etc.).	In my Unit, I look for every opportunity that enables me to improve my Performance (training, group project, exchanges with colleagues, etc.).
16. I prepare for change by participating in every project or assignment that enables me to do so.	In my Unit, I prepare for change by participating in every project or assignment that enables me to do so.
17. I keep my cool in situations where I am required to make many Decisions.	In my Unit, I keep my cool in situations where I am required to make many Decisions
18. I look for solutions by having a calm discussion with colleagues.	In my Unit, I look for solutions by having a calm discussion with colleagues.
19. My colleagues ask for my advice regularly when situations are difficult because of my self-control.	In my Unit, my colleagues ask for my advice regularly when situations are difficult because of my self-control.

3.10 Pilot Study

For the purpose of determining the reliability of the questionnaire, this study conducted a pilot test before the actual data collection. The pilot test is conducted to ensure that the survey questionnaire is clear and test the internal reliability of the measures. Researchers have recommended performing a pilot test to avoid risk for a larger study (De Vaus, 2016).

Keeping in view the above reasons, this study conducted a pilot study for the sake of making sure whether the items of the questionnaire are clear and understandable to the target population (e.g. frontline employees). Thus, unlike the actual study which requires a larger sample size, pilot testing requires a smaller sample size suggested by various scholars. For example, some scholars suggest 10 to 40 samples are sufficient for conducting a pilot study (Hertzog, 2008). In addition, as stated and recommended by Van Belle (2011), 12 cases is considered enough for conducting a pilot study. Moreover, drop-off and pick-up were applied for the pilot study data collection where the interviewer will personally visit the respondent's location. Suppose the researcher conducts the pilot study on phone call or email, the respondent might be busy with a

phone call, mobile message, and other communication barriers and this may result in situations where the respondent might skip some of the main questions or misunderstand the items meaning. To avoid such issues, a face to face survey was applied for the pilot study. After the pilot test, reliability of the instrument will be assessed through the Cronbach's alpha coefficient (α) using Statistical Package for Social Sciences (SPSS). The rule of thumb suggested for establishing internal consistency of the measures is Cronbach's alpha value is higher than 0.70 as shown Table 3.10.

Table 3.10 Cronbach Alpha

Sections	Variables	No of items	Cronbach's Alpha Value
A	Recognition practices	6	0.862
B	Empowerment practices	3	0.893
C	Competence development practices	6	0.919
D	Fair rewards practices	5	0.908
E	Information-sharing practices	9	0.928
F	Individual Innovative Behaviour	6	0.913
H	Inclusive leadership	9	0.957
I	Adaptive Performance	19	0.862

3.11 Data Collection Method

A fundamental aspect of quantitative research is the collection of data. A questionnaire survey is the most popular and efficient instrument for study information collection. As a result, the questionnaire survey has been used in this research as the primary data collection instrument. Respondents may provide the necessary information

in a short time to respond to questionnaires while reducing bias in reaction (Sekaran & Bougie, 2010; Zikmund et al., 2010). The respondents were given two weeks from the date of distribution to complete the questionnaire, besides they will be given follow-up reminders in case of late responses for filling their questionnaires. Prior to the survey, the researcher sent a cover letter explaining the purpose, explaining brief description, and asking for permission of the research study to HR managers or other representatives of head nurses in Jordanian private hospital. Once the permission was granted for data collection from HR managers of private hospital, drop-off and collect method was employed by delivering the survey questionnaires to HR managers or representatives in case the some HR managers were busy, and the representatives were from the HR department of private hospitals. In addition, The researcher visiting them personally to explain the aims, objectives and benefits of the survey. In addition, the researcher guided the HR managers or representatives how to complete the questionnaire and will request them to assign executives from their hospitals who will be in touch through the entire data collection time period with the researcher. Not only was the purpose mentioned, but the benefits also highlighted as to what extent the research will contribute to their respective private hospital with useful insights and information which will help the managers in strategic planning and implementation for better functioning and gaining competitive advantage by improving their head nurses. More importantly, the managers were assured of the confidentiality of responses from their frontline employees so that they feel easy and without fear fill the questionnaire which could increase the efficiency and reliability of their responses.

To secure trust among the representatives, the questionnaire was sealed in an envelope and sealed again by the respondents to preserve confidentiality. The respondents was given two weeks from the date of distribution to complete the

questionnaire. They were given follow-up reminders in case of late responses for filling their questionnaires. Finally, the researcher personally collected the completed questionnaires after the given due date from the respective private hospitals, It took three months to collect data.

3.12 Statistical Techniques and Data Analysis

Researchers use different research software and tools for the data analysis and hypothesis testing based on their researcher design, objectives, their interest and ease of using those tools. Given that our research study is based on quantitative analysis, various tools were applied to achieve the results. This study uses Statistical Package for Social Sciences (SPSS) and Partial Least Squares (PLS) with smart PLS (v. 3.2.8).

3.12.1 Statistical Package for Social Sciences (SPSS)

Among the most widely accepted and popular software used among the researchers for data analysis is SPSS (Zikmund, 2003). For preliminary data analysis and descriptive statistics, this study used this software to screen the data in terms of coding, missing values and outliers. This study also used it for descriptive analysis such as gender, age, academic qualification, and experience using description frequency.

3.12.2 Partial Least Squares (PLS)

After the preliminary data analysis and descriptive statistics using SPSS, the researcher used Structural Equation Modelling (SEM) (PLS) to test the hypothesis and run regression in this study. This study used the Partial Least Square Structural Equation Modelling (Smart PLS-SEM) (v. 3.2.8) version software. The PLS-SEM is a second generation statistical technique that allows researchers to investigate the complex

multivariate relationships among observed and latent variables (Esposito-vinzi, Chin, Henseler & Wang, 2010).

The PLS-SEM method is treated as the member of regression tools and has been developed to analyse the links between measurement (indicators) and structural model i.e. constructs (Chin, Marcolin & Newsted, 2003). This software is a form of regression analysis (Hair et al., 2011), and is appropriate when investigating several constructs and their relationship to the dependent variable. Given that our conceptual model of this study is based on multiple relationships, SEM was used to analyse relationships among variables. Additionally, it is a technique which can run multiple variables relations simultaneously. Furthermore, PLS-SEM was used widely by researchers and has a lot of advantages that have given popularity of its usage in research and gained drastic interest among scholars worldwide (Hair et al., 2016). It is a strong, flexible and superior statistical tool that is used for testing and predicting theory (Lowry & Gaskin, 2014).

Apart from that, this software is superior and has a number of advantages over other forms of analysis based on the following reasons. First, PLS can work with a broad range of sample size either smaller or large sample size in very complex models (Hair et al., 2011), besides it is also more appropriate when there are only small samples. Second, PLS can handle constructs with only a few indicator items (Hair et al., 2011). Third, its assumption regarding the distribution of the data is less restrictive (Hair et al., 2011). Fourth, this software can handle both formative and reflective measurement model. Finally, PLS provides more precise estimates of mediating and moderating effects through the measurement error that attenuates the estimated relationship and proves to strengthen the validation of theories (Hair et al., 2011).

The section below discusses the most common analyses approaches in social sciences, namely Covariance-based SEM and Partial Least Square SEM (PLS-SEM). The differences between these both approaches are discussed in detail and this study will apply PLS-SEM to address the objectives of this study.

3.13 Approaches for Structural Equation Modelling

There are two approaches widely used methods for finding the relationship between latent constructs. One of them is called the Covariance-Based Approach (CB-SEM) and the other is called Partial Least square (PLS), also known as the Component-Based SEM. Though both of these analyses are used for SEM measurement, scholars prefer one on others based on their characteristics in their studies, and hence it is worth considering discussing both of their differences in details. CB-SEM is generally used to confirm or either reject theories by determining how well a proposed theoretical model can estimate the covariance matrix for a sample data set, and therefore it is the best choice for theory testing and prediction purpose to be used. Conversely, in exploratory research, PLS-SEM is utilised for development of theories, by focusing on explaining the variance in the dependent variables while examining the model (Hair et al., 2016; Hair et al., 2014). CB-SEM is based on maximum likelihood estimation method, whereas PLS-SEM is based on ordinary least square for estimation procedure (Astrachan, Patel & Winzenried, 2014).

These analyses were applied with divergent statistical software such as CB-SEM is applied through AMOS, LISRE and EQS, while PLS-SEM is applied by Visual PLS, Warp PLS, PLS-graph and Smart PLS. Another major difference is that CB-SEM requires a larger sample size such as 200 to 800 (Chin & Newsted, 1999), whereas PLS-SEM is used for a small sample. Given the major differences between these above

approaches, it becomes crucial to shed light on which approach is more suitable and advantageous over the other.

PLS-SEM has advantages over CB-SEM on several perspectives. First, one of the requirements for CB-SEM is to fulfil data normality which is not in the case of PLS-SEM, where measurement of non-normal data can be performed. Second, in the case of CB-SEM, it solely can measure reflective measures (Hulland, 1999), while PLS-SEM has the advantage over CB-SEM by incorporating both the reflective as well as formative measures (Bagozzi, 2007). Finally, a vital conceptual differences between these two approaches is the way that, each method treats latent variable included in the model that gives an edge on PLS-SEM over CB-SEM (Hair et al., 2016). For example, in the case of CB-SEM, it considers constructs as common factors, scores of which are not known and even not needed in the estimation of model parameters, that explain the covariation between its indicators. Whereas, in the case of PLS-SEM, it uses proxies to represent the constructs that are weighted composites of indicator variables for given constructs (Hair et al., 2016).

The benefit of using weighted scores is in the facilitation of accounting for measurement error, thus making PLS-SEM better and superior approach compared with multiple regressions using sum scores (Hair et al., 2016). Considering the differences between CB-SEM and PLS-SEM, applying CB-SEM has more challenging requirements as compared with PLS-SEM. In short, PLS-SEM has more advantages compared with CB-SEM. Thus, this study considered PLS-SEM to be the most appropriate approach in our research. Using SEM, the following relationship between variables will be measured:

1. The direct relationship between independent and mediating variables will be measured.

2. The indirect relationship between independent and dependent variables via mediating variable will be measured.

3. The interaction between mediating and dependent variable will be measured.

4. Interactions between mediating, moderating and dependent variables will also be measured.

3.13.1 Descriptive Analysis

Researchers use both descriptive and inferential analysis for the data analysis purposes. Descriptive analysis refers to describing the data while inferential analysis is referred to drawing conclusion about the population based on the data. Hence, both descriptive and inferential analyses are used to analyse the results and draw conclusions. In this part of the analysis, the researcher will summarise and report the characteristics of data such as mean, medium, standard deviation, frequency, range and percentage by using descriptive statistical analysis. Descriptive statistical analysis helped us present our data visually, makes it meaningful to understand and allows for easier interpretation of the data.

3.13.2 Step one Measurement Model Analysis

The measurement model in PLS is the first step to evaluate whether the theoretical constructs are correctly correlated by the proposed variance. The second step in PLS is a structural model is discussed in the next section. However, measurement

model testing includes the examination of internal consistency reliability and construct validity. Further, measurement models should be based on reliability and validity (Henseler, Ringle & Sinkovics, 2009). According to Sekaran (2006), an instrument is reliable if it is stable and consistent and it is considered valid if it measures what it is supposed to measure. In simple words, reliability shows measurement consistency that is error-free, besides it measures items in the instrument and minimises biases in the instrument by ensuring consistency across time in the study (Sekaran, 2006). Whereas validity highlights the accuracy of a construct which demonstrates how accurately a concept is measured (Cresswell & Clark, 2017). In this study, reliability is measured by composite reliability, and validity of the measurement model will be assessed through construct validity, which is explained further through convergent and discriminant validity. Both reliability and validity are discussed below in detail.

3.13.2(a) Construct Validity

Construct validly refers to the extent to which a set of measured variables reliability and accurately represent the theoretical latent construct that is designed to measure (Hair et al., 2013), which is further measured through convergent and discriminant validity.

3.13.1.2(a)(i) Convergent Validity

Convergent validity is a subpart of construct validity and a parameter which is often used in different disciplines such as sociology, behavioural sciences and psychology. Hair et al., (2016), defines it as the degree to which a measure has a mutual relationship with alternative measures of the same construct. In other words, it is the degree to which two measures of constructs that are thoracically related are in reality related. To evaluate convergent validity, the outer loadings and average variance

extracted (AVE) of the indicators are assessed (Hair et al., 2016). Therefore, for the measurement to be generally accepted, it should pass the thresholds of 0.70, 0.60, and 0.50 respectively in the literature for AVE. The same rule applies for Cronbach's alpha, composite reliability when the researcher has to examine the measurement of the convergent validity of the construct.

3.13.1.2(a)(ii) Discriminant Validly

Similar to convergent validity, discriminant validity is a subpart of construct validity. The main thing to note is that both work together. Therefore, for reaching construct validity, it is equally important that both convergent and discriminant validity is demonstrated. Meeting to fail any subpart results in establishing insufficient construct validity. Discriminant validity is the extent to a construct is different from other constructs in terms of empirical standards (Hair et al., 2016). For assessing the discriminant validity of the indicators, this study applied cross-loadings.

3.13.2(b) Reliability

As explained above, this study can predict the reliability of the instrument when it is consistent such that it produces similar results by doing multiple times or by doing different attempts. This is measured through composite reliability and Cronbach's alpha which should be checked before estimating the second step such as structural model. For the measurement of reliability, the researcher suggests using composite reliability because of the shortcomings of Cronbach's alpha as a measure of internal consistency (Hair et al., 2016). This is because composite reliability leads to better estimation of true reliability by taking into account that all indicators have different loadings and prioritises the indicators according to their reliability. On the other hand, the limitation

of Cronbach's alpha is its sensitivity to the numbers of items in the scale that happens to underestimate the internal consistency reliability (Hair et al., 2016).

According to Hair et al., (2016), in exploratory research only, 0.60 and 0.70 composite reliability values are considered appropriate, while in more advanced stages of research, the values of 0.70 to 0.90 are considered acceptable and regarded as satisfactory. Outer loading values that range from 0.40 to 0.70 should be removed from the scale as long as the removal increases the composite reliability and average value extracted above the threshold value. Indicators with an outer loading below 0.40 must always be deleted from the scale. In addition, indicators with an outer loading above 0.90 are not desirable due to the fact that all the indicators variables are somehow measuring the same phenomenon and therefore is considered an invalid measure of the construct (Hair et al., 2016). This situation occurs in those cases if any research tries to use semantically redundant items by making slight changes such as rephrasing the very same question (Hair et al., 2016). Given the above reasoning of using acceptable threshold value of 0.70, the latter value will be utilised in the current study.

3.13.3 Evaluation of Structural Model

As explained earlier, this is the second step in the PLS analyses after the measurement model by analysing the inner model creating a structural model. This model illustrates the relationship between the latent variable (Hair et al., 2016). Its objective is to provide accurate evidence to support the theoretical model in the study. For assessing the structural model, four criteria are to be tested such as path coefficient (β) in terms of direct- or indirect effects; coefficient of determination (R^2); effect size (f^2); predictive relevance (Q^2); and the global measure of global goodness of fit (GoF).

3.14 Summary

This chapter presented the pilot measurement of variables, survey instrument, sampling, and data collection procedure. Given that the study involves private hospitals in Jordan, it used the list of private hospitals located in the Jordanian capital (Amman) as a framework to draw the sample. The researcher utilised convenience sampling to select the appropriate sample from the population. The chapter concluded by discussing the method of data analysis used to answer the research questions. The next chapter presents a discussion and analysis of the findings of the current study.

CHAPTER 4

DATA ANALYSES AND RESULTS

4.1 Introduction

This chapter discusses the assessment and validation of the proposed research model. The collected data was analysed using SmartPLS version 3.2.8 and IBM SPSS statistics version 25. The first section begins with the SPSS findings on the response rate, respondents ' demographic profiles, descriptive statistics, and frequency analysis. The second section discusses the PLS findings for both the measurement model of the structural model as well as the structural model.

The measurement test results demonstrate the model's suitability by evaluating the measurement reliability and quality used it to calculate the design and performance model. The structural model, on the other hand, presents the findings regarding the test hypothesis, the predictive relevance (Q^2 values), and the stated variance (R^2 values). This chapter explains the experiment conducted and addresses the empirical results for research hypothesis testing.

4.2 Response Rate

The current research used non-probability sampling consisting of quota sampling and judgement sampling. The population was divided and assigned quotas according to the total number of head nurses in private hospitals in Amman, which includes 28 hospitals (see Table 4.1).

Of the 253 questionnaires, there were 192 responses. For data analysis, the answers were reviewed and coded. Twenty-three questionnaires were deleted

(unusable) because they did not meet the data collection criteria set by head nurses and some are returned empty (not responded). As a result, the number of questionnaires available for data analysis was 169, meaning the accessible response rate is 66%.

Table 4.1 Response Rate

Private Hospital	Number of Head Nurses of Each Hospital	Quota assigned	Total Questionnaires Distributed	Total Questionnaires Returned
1	20	253/613*20	8	6
2	12	253/613*12	5	3
3	22	253/613*22	9	6
4	25	253/613*25	11	8
5	25	253/613*25	11	9
6	10	253/613*10	4	3
7	23	253/613*23	10	8
8	15	253/613*15	6	6
9	33	253/613*33	15	9
10	6	253/613*6	2	2
11	30	253/613*30	12	7
12	26	253/613*26	11	8
13	4	253/613*4	2	2
14	8	253/613*8	3	2
15	22	253/613*22	9	6
16	28	253/613*28	11	9
17	30	253/613*30	12	7
18	22	253/613*22	9	5
19	29	253/613*29	12	10
20	18	253/613*18	7	7
21	9	253/613*9	4	4
22	27	253/613*27	11	8
23	30	253/613*30	12	11
24	36	253/613*36	15	10
25	28	253/613*28	11	10
26	19	253/613*19	8	6
27	24	253/613*24	10	9
28	32	253/613*32	13	11
Total	613		253	192
Void questionnaires			23	
Useable questionnaires			169	
Response Rate			66%	

4.3 Profile of Respondents

Upon determining the available questionnaires, the collected data were analysed. The distribution of frequencies was used to explain the sample profile. In particular, demographic data provide a summary or snapshot of the profile of the respondent. Age, gender, education level, hospital unit, years of hospital experience, employee status, marital status, current job level, and your position are essential to summarise the samples taken from the population in Jordan private hospitals. The feedback helped the researcher identify the included items that need to be modified, amended or dropped in the actual survey.

In terms of gender, there were 56 (33.1) male respondents compared to 113 (66.9%) female respondents. All respondents were head nurses between 30 and 34 years of age, 32 years (18.9%), 35 to 39 years, 39 (23.1%), 40 to 44 years, 40 (23.7%) and 44 more than years, 55 (32.5). Most were married with 141 (83.4). Most have a high level of education with bachelor degree 122 (72.2%), and professional certificate 26 (15.4), and have working experience more than 13 years (52.7) and 10 to 13 years (21.3) in the current hospital. Most of the respondents were in the category hospital unit at medical-surgical 25 (14.8%), Critical care 17 (10.1%), internal medicine 15 (8.9%), obstetrics & gynaecology 14 (8.3%), and emergency department 12 (7.1%) Table 4.2 lists the respondents' demographic characteristics and a more detailed account can be found in Appendix IV.

Table 4.2 Profile of Respondents

Variables	Categories	Frequency	Percentage %
Status of your job	Full time	169	100
	-	-	-
Your Position	Head Nurses	169	100
	-	-	-
Hospital Unit	Critical care	17	10.1

	Burn	0	0
	Radiotherapy	2	1.2
	Dialysis	9	5.3
	Post Partum	8	4.7
	Well baby	9	5.3
	Paediatrics	8	4.7
	Psychiatric	3	1.8
	Medical-surgical	25	14.8
	Intermediate Care Nursery	10	5.9
	Operating room	10	5.9
	Recovery room	2	1.2
	Emergency Department	12	7.1
	Oncology	4	2.4
	Labour and deliveryAdmission room Step down intermediate unit	3	1.8
	Internal Medicine	15	8.9
	Obstetrics & Gynaecology	14	8.3
	Premature birt	6	3.6
	I.V.F-ET(in Vitro Fertilisation-Embryo Transfer	6	3.6
	Cardiac Catheterisation.	6	3.6
Gender	Male	56	33.1
	Female	113	66.9
Age (years):	20 to 24	0	0
	25 to 29	3	1.8
	30 to 34	32	18.9
	35 to 39	39	23.1
	40 to 44	40	23.7
	More than 44	55	32.5
Highest level of education	Doctorate degree	1	0.6
	Master degree	19	11.2
	Bachelor degree	122	72.2
	Professional Certificate	26	15.4
	Diploma	1	0.6
	Others	0	0
Marital Status	Married	141	83.4
	Single	22	13
	Widower	3	1.8
	Divorced	3	1.8
	Less than one	2	1.2
	1 to 3	5	3

Years of experience in the current hospital	4 to 6	18	10.7
	7 to 9	19	11.2
	10 to 13	36	21.3
	More than 13	89	52.7

4.4 Descriptive Statistics

Descriptive analysis refers to transforming raw data into a form that promotes comprehension and interpretation (Sekaran, 2003; Zikmund, 2003). All variables of this study were constructed on a scale of 5-point Likert-type ranging from 1 = strongly disagree to 5 = strongly agreed. The descriptive statistics on a demographic and variables to be analysed have, however, been conducted using the software method SPSS. The common measures used to describe a set of data, such as central tendency measures and variability measures, were applied in this case. Central tendency measures include average and standard deviation, minimum and maximum values of the variables are included in the variability or dispersion measures variable analysis shown in Table 4.3. It reveals many metrics including min, max, medium and standard deviation.

This analysis for each variable is conducted for any value outside the range that has been revised and corrected if appropriate. Many respondents are highly prone to adaptive performance as shown by the average (range of 2.7751 - 3.9116), which indicates that adaptive performance is quite common in private hospitals and standard deviation (range of 0.43694 - 0.97399) implies a reasonably high variation in the willingness of respondents to report their deviant behaviours for adaptive performance

The findings of the descriptive analyses show that the head nurses are fairly flexible (m = 3.9116), recognition practices (m = 3.4103), empowerment practices (m = 3.8895), competence development practices (m = 3.6479), fair rewards practices (m = 2.7751), information sharing practices (m = 3.1690), individual innovative behaviour

(M = 3.5355), inclusive leadership (M = 3.7751). Table 4.3 presents the descriptive statistics for the variables used in this study.

Table 4.3 Descriptive Statistics of the study variables

Variables	Statistic	Statistic	Statistic	Statistic	Statistic
Adaptive Performance (AP)	169	2.21	4.84	3.9116	.43694
Recognition Practices (RP)	169	1.00	5.00	3.4103	.79078
Empowerment Practices (EP)	169	1.67	5.00	3.8895	.80320
Competence Development Practices (CDP)	169	1.00	5.00	3.6479	.80722
Fair Rewards Practices (FRP)	169	1.00	5.00	2.7751	.97399
Information Sharing Practices (ISP)	169	1.00	4.78	3.1690	.82723
Individual Innovative Behaviour (IIB)	169	1.33	5.00	3.5355	.79165
Inclusive Leadership (IL)	169	1.89	5.00	3.7751	.70377
Valid N (listwise)	169				

4.5 Assessment of Measurement Model

This study used Smart PLS (v. 3.2.8) to estimate the parameters in the inner and outer model to evaluate the model. The inner model is the model's component that describes the relationships that make up the model between the latent variables. The outer model is the component of the model explaining the relationship between the

indicators and latent variables. The path coefficients are estimates of the inner parameter of the model in this sense. Loadings and weights are estimates of outer parameters of the model. Most frequently referred to as the structural and measuring models are the inner and outer models, respectively.

PLS maximises the variance in the dependent variables explained This provides several advantages related to the necessity of distribution, number of variables, sample size, and model complexity to be tested. For the approximation of the inner model, this study applied PLS path modelling with a path-weighing scheme. In addition, the non-parametric bootstrap approach which can estimate the precision of PLS estimates has been extended to 5000 replicates in order to obtain the normal estimate errors (Wetzels et al., 2009; Tenenhaus et al., 2005; Chin, 1998). Figure 4.1 shows this study's full research model.

The thesis makes use of Structural Equation Modelling (SEM) as a multivariate analysis technique. The use of SEM as a methodology for research has the following criteria (Ghozali, 2008; Ghozali & Fuad, 2008; Bagozzi & Fornel, 1982):

1. A second generation of technique for multivariate analysis that allows researchers to analyse the complex relationship between variables, both recursive and non-recursive, in order to gain complete views of variables.

2. The capacity of SEM to perform a simultaneous assessment of a structure and measurement model (Wijanto, 2007; Bollen, 1989) allows measurement error testing as an integrated SEM part; b. Factor analysis with the hypothesis check at the same time. The multiple regression thinking of latent variables, generating measurement errors that affect parameter estimation from the angle of biased-unbiased and variance. SEM can overcome this problem through the measurement model equations (Wijanto, 2007; Hair

et al., 1998; Gujarati, 1995). The equation parameters in the measurement of the SEM model are the latent variables' loading factors against their related manifest variables. This research requires a second order confirmatory analysis as there are more than one indicator in the latent factors (questions in the questionnaire). These are also the observed variables (Ghozali & Fuad, 2008; Yamin & Kurniawan, 2009).

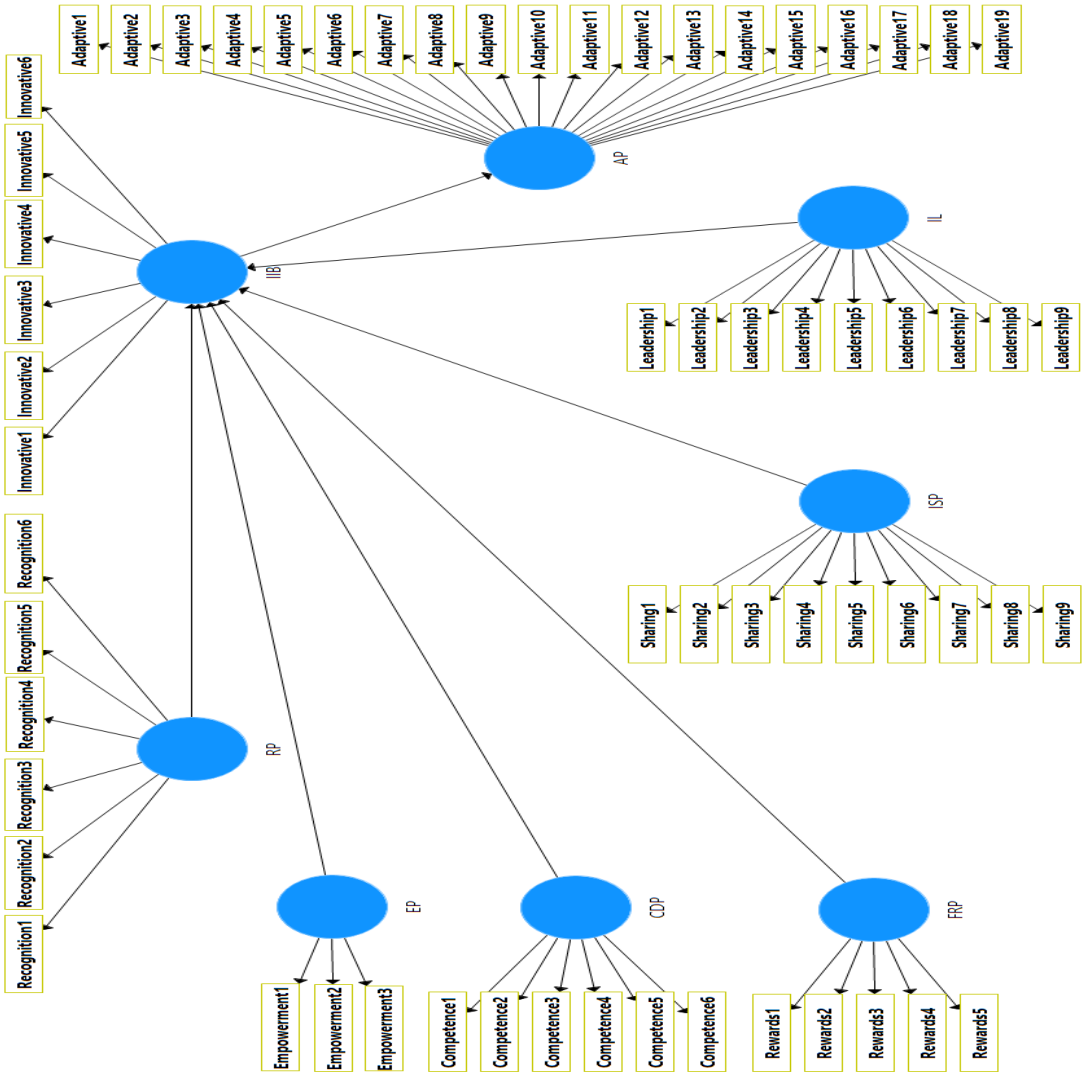

Figure 4.1 Research model (inner and outer model)

4.5.1 Construct Validity

The validity of the construction indicates how well the results obtained by using the measure fit the theories around which the test was constructed (Sekaran, 2003). The degree to which a collection among measured items actually reflects the latent construction of those items for measurement purposes (Hair et al., 1998). For all indicators, the drug loadings above the acceptable values of 0.5, as shown in Table 4.4. The primary goal behind the use of factor analysis in this study is to analyse which factors a private hospital needs to consider when formulating adaptive performance among head nurses.

While performing factor analysis, the first thing to do is to check the inter-correlation among variables. Using the correlation method to construct a correlation matrix of all variables, correlations among variables can be verified. If the test questions measure the same fundamental dimension (or dimensions), it should correspond with each other (because the same element is measured). A second objective of factor analysis is to overcome regression problems of collinearity. Multicollinearity is a data problem which can adversely affect the analysis of regression by reducing the size of the R-squared and confounding the contribution of independent variables (Hair et al., 2011).

Multicollinearity causes problems in factor analysis, as with regression, because it becomes impossible to determine the particular contributions to a factor of highly correlated variables (as was the case with multiple regression). There will be no connection between the predictors by using uncorrelated factor scores as predictors in regression. In this case, on the predictor variables, factor analysis is conducted to reduce

them to a subset of uncorrelated factors. The multicollinearity variables will be combined to form a factor.

Table 4.4 Loadings for items which are above the recommended value of 0.5 for all the indicators

	AP	CDP	EP	FRP	IIB	IL	ISP	RP
Adaptive11	0.708							
Adaptive12	0.698							
Adaptive13	0.747							
Adaptive14	0.840							
Adaptive15	0.762							
Adaptive16	0.650							
Adaptive4	0.684							
Adaptive7	0.605							
Competence1		0.874						
Competence2		0.789						
Competence3		0.852						
Competence4		0.826						
Competence5		0.874						
Competence6		0.843						
Empowerment1			0.888					
Empowerment2			0.951					
Empowerment3			0.882					
Innovative1					0.853			
Innovative2					0.877			
Innovative3					0.854			
Innovative4					0.809			
Innovative5					0.834			
Innovative6					0.784			
Leadership1						0.811		
Leadership2						0.849		
Leadership3						0.881		
Leadership4						0.898		
Leadership5						0.865		
Leadership6						0.818		
Leadership7						0.872		
Leadership8						0.873		
Leadership9						0.896		
Recognition1								0.810
Recognition2								0.877
Recognition3								0.658
Recognition4								0.722
Recognition5								0.758
Recognition6								0.739
Rewards1				0.886				

Rewards2				0.779				
Rewards3				0.839				
Rewards4				0.850				
Rewards5				0.868				
Sharing1							0.773	
Sharing2							0.669	
Sharing3							0.767	
Sharing4							0.785	
Sharing5							0.794	
Sharing6							0.860	
Sharing7							0.851	
Sharing8							0.834	
Sharing9							0.834	

Note:	**Leadership = Inclusive Leadership** **Adaptive = Adaptive Performance** **Innovative = Individual Innovative Behaviour** **Sharin = Information Sharing Practices**	**Recognition = Recognition Practices** **Empowerment = Empowerment Practices** **Competence = Competence Development Practices** **Rewards = Fair Rewards Practices**

Therefore, the problem of multicollinearity will vanish by conducting the regression using the factor scores as predictor variables (because the variables are now combined into a single factor). It is expected that each indicator would load more than all its cross loads (Hair et al., 2012; Gregoire & Fisher, 2006; Chin, 1998). Accordingly, the cross-loading indicates that all the 52 measurement items loaded distinctly on the specified latent variables they measured showing discriminant validity.

Nunnally (1978) proposed that items with small loads (less than 0.5) should be checked and removed as they would contribute very little explanatory power to the model and thus bias the parameter estimates linked to latent variables. The item was selected if the load factor was greater than or equal to 0.50 if two or more items were cross-loaded at a cut-off point of 0.50, this item was dropped, namely Adaptive1, Adaptive2, Adaptive3, Adaptive5, Adaptive6, Adaptive8, Adaptive9, Adaptive10, Adaptive17, Adaptive18, Adaptive19 (shown in column 'Final item no/Initial no./(Item

Deleted)' in Table 4.4. The totally of items fell it was 11 items; it was 17.46% of the total measuring items used (questionnaires), less than 20% of the data analyses considered outstanding (Hair et al., 2011). For all the items, the loading was above the required 0.50 threshold and explained by a latent variable at least 50% of the variance of the observed variables (i.e., the holding square) (Hair et al., 2011; Nunnally & Bernstein, 1994; Bagozzi & Yi, 1988). The items measuring a particular construct heavily loaded on that construct, thus loading lower on the other constructs, and establishing the construct's validity.

4.5.2 Convergent Validity

Convergent validity is examined in order to support the validity of the construction. According to Hair et al. (2010), the factor loading, composite reliability and average variance should be derived to determine convergent validity. As stated by Hair et al. (2010), the loadings for all products should be 0.50 or higher. On the other hand, it is necessary to remove objects below 0.5. Based on the results of measurement models, all items were considered to have significant loads ranging from 0.605 to 0.888. As Fornell and Larcker (1981) suggested the criterion of composite reliability internal coherence (CR) higher than 0.70 was also demonstrated in all the items in this study. Fornell and Larcker (1981) proposed that for each variable the average variance extracted (AVE) values were greater than the correct benchmark value of 0.5. Even though the AVE values for adaptive performance (0.511), competence and development (0.711), empowerment (0.824), individual innovative behaviour (0.698), inclusive leadership (0.745), recognition (0.583), fair rewards (0.714), and information sharing (0.637) could be considered relatively small, the value is still within the criteria

proposed by Bagozzi and Yi (1988) further suggested that the AVE values should be 0.5 or higher.

Table 4.5 Illustrates the item loadings, CR, AVE, Cronbach's alpha and items deleted in this study.

Construct	Items	Loading	AVE	Composite Reliability	roh-a	Cronbach's Alpha	Final item no /Initialno./ (Item Deleted)
Adaptive Performance (AP)	Adaptive11	0.708	0.511	0.892	0.871	0.862	11/19 (AP1, AP2 AP3, AP5 AP6, AP8 AP9, AP10 AP17, Ap18 AP19)
	Adaptive12	0.698					
	Adaptive13	0.747					
	Adaptive14	0.840					
	Adaptive15	0.762					
	Adaptive16	0.650					
	Adaptive4	0.684					
	Adaptive7	0.605					
Competence Development Practices (CDP)	Competence1	0.874	0.711	0.937	0.924	0.919	6/6
	Competence2	0.789					
	Competence3	0.852					
	Competence4	0.826					
	Competence5	0.874					
	Competence6	0.843					
Empowerment Practices (EP)	Empowerment1	0.888	0.824	0.934	0.902	0.893	3/3
	Empowerment2	0.951					
	Empowerment3	0.882					
Individual Innovative Behaviour (IIB)	Innovative1	0.853	0.698	0.933	0.920	0.913	6/6
	Innovative2	0.877					

	Innovative 3	0.854					
	Innovative 4	0.809					
	Innovative 5	0.834					
	Innovative 6	0.784					
Inclusive Leadership (IL)	Leadership1	0.811	0.745	0.963	0.960	0.957	9/9
	Leadership2	0.849					
	Leadership3	0.881					
	Leadership4	0.898					
	Leadership5	0.865					
	Leadership6	0.818					
	Leadership7	0.872					
	Leadership8	0.873					
	Leadership9	0.896					
Recognition Practices (RP)	Recognition1	0.810	0.583	0.934	0.913	0.862	6/6
	Recognition2	0.877					
	Recognition3	0.658					
	Recognition4	0.722					
	Recognition5	0.758					
	Recognition6	0.739					
Fair Rewards Practices (FRP)	Rewards1	0.886	0.714	0.926	1.014	0.908	5/5
	Rewards2	0.779					
	Rewards3	0.839					
	Rewards4	0.850					
	Rewards5	0.868					

Information Sharing Practices (ISP)	Sharing1	0.773	0.637	0.940	0.932	0.928	9/9
	Sharing2	0.669					
	Sharing3	0.767					
	Sharing4	0.785					
	Sharing5	0.794					
	Sharing6	0.860					
	Sharing7	0.851					
	Sharing8	0.834					
	Sharing9	0.834					

By way of summary, this evidence offers satisfactory empirical support for our conceptualisation of the practice of competency development, individual innovation behaviour, recognition practices, empowerment practices, fair compensation practice, sharing information practices and adaptive performance. The degree to which an object in an instrument is determined by convergent validity to correlate with other objects of the same sort in the instrument. It is to the extent that various methods of measuring a variable give similar results (O'Leary-Kelly & Vorkurka, 1998). All factor loadings must be statistically significant, and uniform load figures should be 0.50 or higher to eliminate convergent validity (Hair et al., 1998). Each of the derived variables exceeded 0.70 and 0.50 in terms of reliability and average variance (AVE). Nonetheless, the respective threshold values (Hair et al., 2012; Nunnal & Bernstein, 1994; Bagozzi & Yi, 1988) indicating the stability and consistency with which the instrument measures the meaning and assists in assessing the efficiency of the measurement to provide proof of convergent validity (Anderson & Gerbing, 1988). These results show that the

measurement model as shown Table 4.5 has convergent validity and good internal consistency.

4.5.3 Discriminant Validity

Discriminant validity indicates the extent to which a given construction differs from other buildings (Roldan & Sanchez-Franco, 2012). Discriminant analysis is a multivariate tool that shows the relationships between several independent variables (predictors) and one dependent variable (criterion) and determines the extent to which each of the independent variables predicts the dependent variable. The criterion is that a latent variable could share with its measures more difference than it does with other latent variables in the model.

Two experiments were conducted to assess discriminant validity. The first follows the guideline suggested by Fornell and Larcker (1981), which states that if the square root of a construct's AVE is larger than its correlation with other constructs, a measurement model is assumed to have discriminant validity. As shown in Table 4.6, the square root values of all diagonal constructs are larger than their correlation with other off-diagonal constructs. The second criterion for evaluating the discriminated validity is to examine the values of item loads between the constructs of the study.

The model showed the desirable discriminant validity according to the criterion set by Chin (1988), as all items were loaded higher on their respective constructs. Consequently, a discriminant validity check does not expose any serious problem and this demonstrates that all the latent variables vary from each other, thereby showing the discriminant validity of the latent variables (Hulland, 1999; Fornell & Larcker, 1981). Likewise, the squared correlation is between 0.286-0.849. Discriminant validity is

established as the estimated correlations between the factors do not exceed 0.85 (Kline, 2005). If the convergent correlation of the indicators within a construct is higher than the discriminating ones across the constructs for the indicator, both the convergent and the discriminant value are satisfied (Trochim, 2006). Comparison of the square root of AVE versus correlations in Table 4.6 (Roldan & Sanchez-Franco, 2012) confirms this validity. Based on these two parameters, it can be concluded that, as stated by Fornell and Larcker (1981), the measurement model has discriminant validity.

Table 4.6 Discriminant Validity Of Constructs HTMT

CR	**AVE**	**Constructs**	**AP**	**CDP**	**EP**	**FRP**	**IIB**	**IL**	**ISP**	**RP**
0.892	0.511	AP								
0.937	0.711	CDP	0.660							
0.934	0.824	EP	0.521	0.728						
0.926	0.714	FRP	0.324	0.423	0.277					
0.933	0.698	IIB	0.448	0.470	0.403	0.227				
0.963	0.745	IL	0.360	0.460	0.412	0.286	0.542			
0.940	0.637	ISP	0.452	0.573	0.345	0.643	0.398	0.534		
0.893	0.583	RP	0.488	0.849	0.566	0.431	0.483	0.355	0.545	
Note:	IL= Inclusive Leadership AB= Adaptive Performance IIB= Individual Innovative Behaviour				RP= Recognition Practices EP= Empowerment Practices CDP= Competence Development Practices FRP= Fair Rewards Practices ISP= Information Sharing Practices					

4.5.4 Reliability Analysis

The literature suggested various levels of acceptance. For example, Nunnally (1978) suggests that to indicate internal consistency, alpha should exceed 0.70.

Carmines and Zeller (1979) propose an internal consistency acceptance standard of 0.80. Despite the different views on the level of acceptance, a value of 0.70 and above is generally acceptable to imply internal consistency and as a benchmark (Hair et al., 2012; Nunnally & Bernstein, 2007). Table 4.7 indicates the variety of loadings in the test of reliability and the number of items for each construct. The composite reliability values ranged from 0.778 to 0.909, which is higher than the threshold value of 0.70 as Hair et al. (2012) suggested.

Table 4.7 Reliability Analysis

Construct	Measurement items	Composite Reliability	Loading Range	No of Items
AP	Adaptive11,Adaptive12 Adaptive13, Adaptive14 Adaptive15, Adaptive16 Adaptive4, Adaptive7	0.892	0.605-0.840	8
CDP	Competence1, Competence2 Competence3, Competence4 Competence5, Competence6	0.937	0.789-0.874	6
EP	Empowerment1, Empowerment2 Empowerment3	0.934	0.882-0.951	3
FRP	Rewards1, Rewards2, Rewards3 Rewards4, Rewards5	0.926	0.779-0.886	5
IIB	Innovative1, Innovative2 Innovative3, Innovative4 Innovative5, Innovative6	0.933	0.784-0.877	6
IL	Leadership1, Leadership2 Leadership3, Leadership4 Leadership5, Leadership6 Leadership7, Leadership8 Leadership9	0.963	0.811-0.898	9
ISP	Sharing1, Sharing2 Sharing3, Sharing4 Sharing5, Sharing6 Sharing7, Sharing8 Sharing9	0.940	0.669-0.860	9
RP	Recognition1, Recognition2 Recognition3, Recognition4 Recognition5, Recognition6	0.934	0.658-0.877	6

Note:	IL= Inclusive Leadership AB= Adaptive Performance IIB= Individual Innovative Behaviour ISP= Information Sharing Practices	RP= Recognition Practices EP= Empowerment Practices CDP= Competence Development Practices FRP= Fair Rewards Practices

4.5.5 Common Method Variance

Common method variance (CMV) indicates the variance attributable to the measuring method (Podsakoff et al., 2003). Common method bias is an important threat to behavioural science, as each measure in the respondents ' minds is self-reported and certainly linked to one another (Straub et al., 2004). The Common Method Bias (CMB) is designed to detect bias in the reliability and validity of the instrument (Podsakoff et al., 2003). In addition, Chang et al., (2010) also suggested that it is particularly critical when a single respondent answers all the questions in a self-guided questionnaire. There is probably a common method bias (CMB) since data were obtained from single informants using the same survey tool for the dependent and independent variables. CMB was investigated with a one-factor Harman test in order to tackle this problem (Podsakoff & Organ, 1986). Moreover, Harman's single factor order test was done with the use of SPSS software to test the common method bias by conducting an exploratory factor analysis. CMB presence can be detected when one principal factor counts for the most of the variance explained (Podsakoff & Organ, 1986).

Table 4.8 indicates that there is no bias in response as the first main component describes 30.45%, well below 50% (Podsakoff & Organ, 1986). Of the 63 possible linear combinations, only 13 have been derived from the study of the main component as they meet the condition of their value. Since the ratio of eigenvalue to unexplainable variation is explainable, it must be greater than one in order to have less residual

variability. In this method, the total variability described by the 13 variables was found to be 76.62%, and none of the construct composed more than 50% of the model's overall variance. There is no specific bias in the process (Podsakoff et al., 2003). The findings also showed that there was no indication of that either a single factor emerged from the analysis of the exploratory factor, or a single variable that accounted for most of the covariance between items Therefore, CMV is not a problem in this study based on the guideline provided by Podsakoff et al., (2003).

Thus, in view of the guides of adequate reliability (Composite reliability and Cronbach's alpha), convergent and discriminant validity, it can be concluded that the measuring model was satisfactory. This model, therefore, has sufficient reliability and validity to continue evaluating the structural model's explanatory and predictive power The results show that the measurement model receives all standard criteria and the validation process of the reflective measurement model has been completed.

Table 4.8 Total Variance Explained

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.183	30.450	30.450	19.183	30.450	30.450
2	5.111	8.113	38.563	5.111	8.113	38.563
3	4.699	7.459	46.022	4.699	7.459	46.022
4	3.280	5.206	51.228	3.280	5.206	51.228
5	2.666	4.232	55.460	2.666	4.232	55.460
6	2.438	3.870	59.330	2.438	3.870	59.330
7	2.008	3.188	62.518	2.008	3.188	62.518
8	1.914	3.038	65.556	1.914	3.038	65.556
9	1.653	2.624	68.180	1.653	2.624	68.180
10	1.522	2.415	70.596	1.522	2.415	70.596
11	1.444	2.292	72.888	1.444	2.292	72.888
12	1.281	2.034	74.921	1.281	2.034	74.921
13	1.070	1.699	76.620	1.070	1.699	76.620
14	0.960	1.524	78.144			
15	0.904	1.436	79.580			

16	0.873	1.386	80.966			
17	0.819	1.300	82.266			
18	0.755	1.199	83.464			
19	0.685	1.087	84.552			
20	0.648	1.028	85.580			
21	0.576	0.914	86.494			
22	0.537	0.852	87.346			
23	0.511	0.811	88.157			
24	0.496	0.787	88.944			
25	0.477	0.757	89.701			
26	0.458	0.727	90.428			
27	0.426	0.676	91.104			
28	0.425	0.675	91.779			
29	0.379	0.601	92.380			
30	0.353	0.560	92.940			
31	0.347	0.551	93.491			
32	0.329	0.522	94.012			
33	0.305	0.484	94.497			
34	0.257	0.407	94.904			
35	0.247	0.392	95.296			
36	0.243	0.386	95.682			
37	0.224	0.356	96.037			
38	0.213	0.338	96.375			
39	0.205	0.326	96.701			
40	0.194	0.307	97.008			
41	0.180	0.285	97.294			
42	0.160	0.255	97.548			
43	0.156	0.247	97.796			
44	0.139	0.221	98.017			
45	0.130	0.206	98.223			
46	0.126	0.200	98.422			
47	0.109	0.173	98.595			
48	0.091	0.145	98.740			
49	0.087	0.138	98.878			
50	0.081	0.129	99.006			
51	0.079	0.126	99.132			
52	0.076	0.121	99.253			
53	0.069	0.110	99.363			
54	0.064	0.102	99.465			
55	0.058	0.092	99.556			
56	0.053	0.084	99.641			
57	0.049	0.077	99.718			
58	0.044	0.069	99.787			
59	0.040	0.063	99.850			
60	0.033	0.052	99.902			
61	0.024	0.038	99.940			

62	0.021	0.033	99.973			
63	0.017	0.027	100.000			
Extraction Method: Principal Component Analysis.						

4.6 Assessment of Structural Model

The next step in PLS research after evaluating the measurement model is to analyse the structural model. The proposed structural model was evaluated to estimate the magnitude and significance of the coefficients of the path and the overall fit model. The structural model evaluation included validation of the hypothesis, which included the direct path, the mediating path, the moderating path, the evaluation of the stated variance (R^2 values), the predictive significance (Q^2 values) and the fitness (GoF) index. The following sections describe in detail the outcomes of these tests. The structural model deals with the relationship between the construct itself. This reflects a hypothesis put forward by the researcher in the research design or theoretical framework. The structural model demonstrated the model's causal relationship among constructs. This contains path coefficient estimates that show the strengths of the hypothesised relationship and the R^2 value that determines the model's predictive power.

An assessment of nomological validity is provided by the hypothesis testing (Hair et al., 2011). Nomological validity is a statistical term referring to a comparison of at least two constructs and providing a potential correlation between those constructs (i.e. a compare of the independent variable and dependent variable). Both of these occurrences are happening and seem to have a connection without being directly related to each other. The population coefficient in the approximate theoretical model (Figure 4.1) is the population parameter in this analysis.

The PLS structural model's individual path coefficients can be interpreted as standardised beta coefficients of ordinary regression of the least-squares. Only with the

indicator's weights and loadings can the bootstrapping method be used to test each of the path coefficient significance. Estimates of the path coefficient use bootstrapping to evaluate the significance of confidence intervals (Henseler, 2012; Chin, 1998). The hypotheses were then tested by examining the path coefficients and the final model's total effect sizes of the constructs (Figure 4.2). Model validation can be done using a re-sampling method to check the significance of the structural model's path coefficients t-value using non-parametric bootstrapping tests of significance (Chin, 1998).

Bootstrapping is used to determine the significance of the coefficient of the path (Figure 4.3). The minimum number of bootstrap samples is 5000 and the number of cases in this study should be equal to the number of observations in the original sample that is 169 (Hair et al., 2014). Bootstrapping is useful for conducting hypothesis tests and is a reliable alternative to statistical inference based on parametric assumptions when those assumptions are in question, such as in violation of conventional distributional assumptions, such as data with non-normal distribution.

PLS uses non-parametric bootstrapping (Davidson & Hinkley, 2003; Efron & Tibshirani, 1993), which involves repeated random sampling with replacement from the original sample in order to create a bootstrap sample to obtain standard hypothesis test errors. The method assumes the distribution of the sample is a rational reflection of the expected distribution of the population. The algebraic sign, significance and magnitude of the coefficients of the structural direction, the R^2 values and the predictive relevance Q^2 test allow the structural model to be evaluated. This allowed the evaluation of the path coefficients ' statistical significance. At the same time, standardised regression coefficients were assigned the bootstrapping confidence interval. When zero is not included in a confidence interval for an estimated path coefficient, the hypothesis of

zero is rejected (Henseler, 2012). Paths that are negligible or show signs opposite to the hypothesised direction do not support a previous theory, whereas meaningful paths following the hypothesised direction empirically support the proposed causal relationship. The hypotheses are evaluated by quantifying the significance of the structural equation direction with an appropriate method of re-sampling and by analysing all the absolute values of the hypothesised relationships.

4.6.1 Hypothesis Testing for Direct Effect

This section explains the relationships of the direct paths among the exogenous variables and endogenous variables. The structural model was assessed to determine the significance of path coefficients for structural paths. In total, this study proposed 13 hypotheses. Out of the 13 hypotheses, two were related to the relationship between the independent variable and mediating variable, and one was related to the relationship between mediating variable and dependent variable, and two were related to the role of mediating effect between the independent and dependent variables. Henseler et al. (2009) suggested that researchers using PLS path modelling should first assess the hypothesised path model of direct effects, then conduct an additional analysis involving the mediating or moderating effect. The test result of the hypothesis for the direct effects will be discussed next, followed by the test result for the mediating and moderating effects. Figure 4.2 shows the path coefficients between exogenous variables and endogenous variables. Meanwhile, Figure 4.3 shows the t-values among exogenous variables and endogenous variables. Endogenous constructs are the latent, multi-item equivalent to dependent variables. Factors within the model theoretically determine these constructs. Multiple measured variables (y) represent the endogenous constructs. Exogenous constructs are the latent, multi-item equivalent of independent variables.

They use a variate (linear combination) of measures to represent the construct, which acts as an independent variable in the model. Multiple measured variables (x) represent the exogenous constructs.

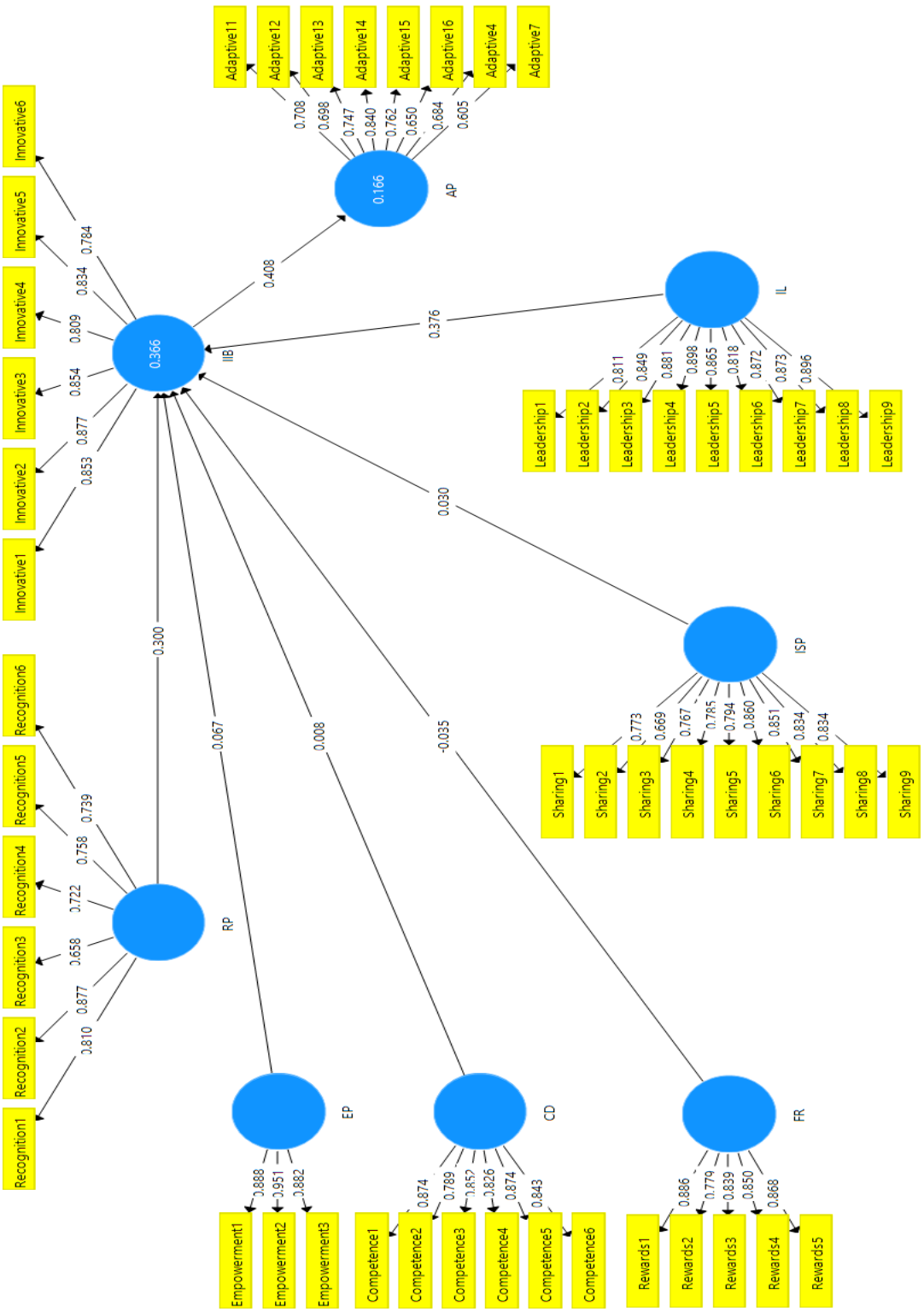

Figure 4.2 path coefficients between exogenous variables

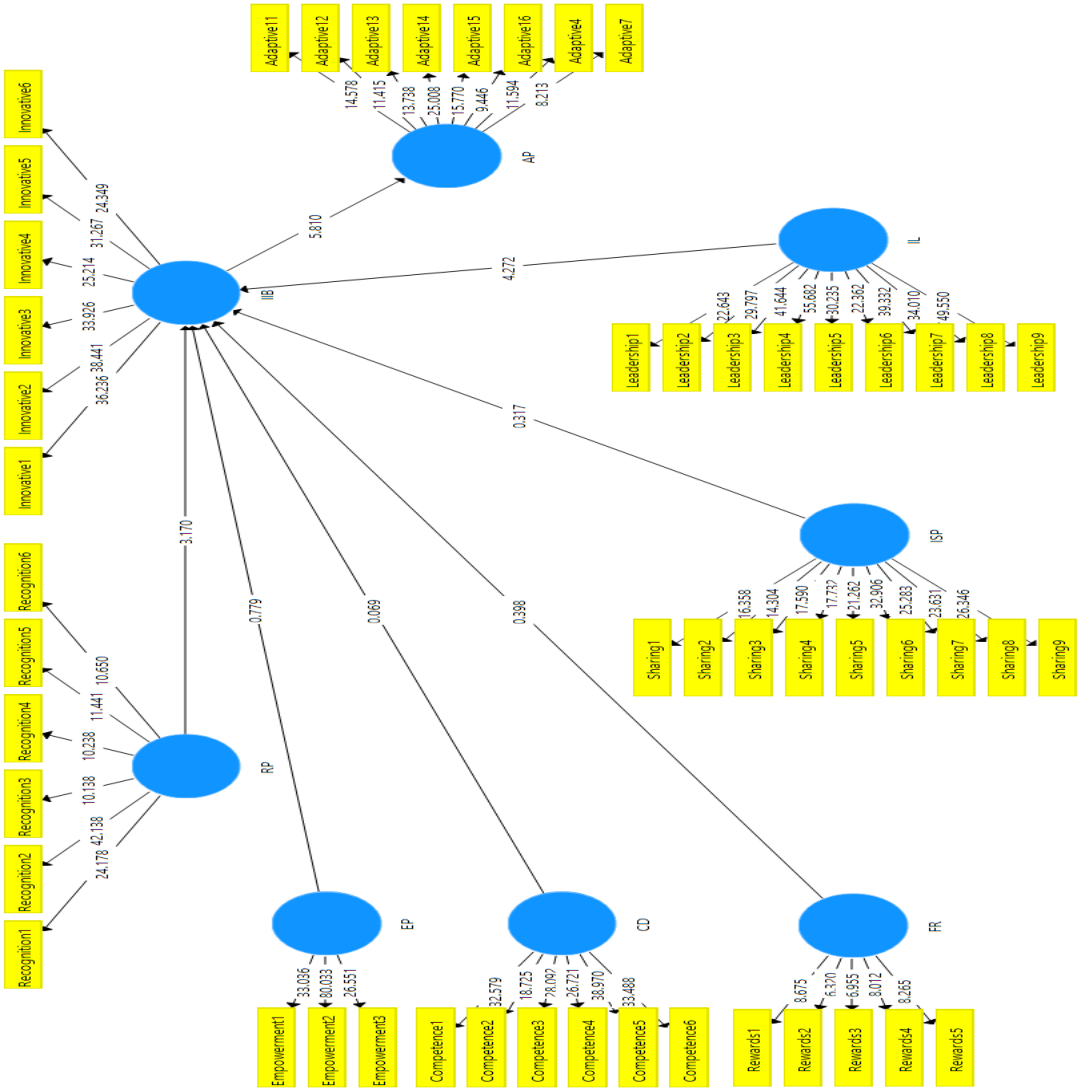

Figure 4.3 t-values among exogenous variables and endogenous variables

The direct effect relationships are concerned with the main hypotheses (H1 to H6). For this particular relationship, the bootstrapping procedure is performed to assess the significance of path coefficients. To determine the significance of the path coefficient, a non-parametric bootstrapping method was applied to obtain the t-values. Bootstrapping computation uses a data sample (observed data set) as a proxy for the population and draws a subsample with replacement from the data sample (Efron & Tibshirani, 1993). In this procedure, the number of valid observations is recommended to be 5000 (Hair et al., 2014), while the number of cases should be equal to the number

of valid observations in the original sample, which in this case is 169. In this method, it is proposed that the number of valid observations is 5000 (Hair et al., 2014), whereas the number of cases should be equal to the number of valid observations in the original sample, which is 169 in this case. The method of bootstrapping repeats this cycle, for example 5000 times, for a specified number of times. This procedure then measures and stores the statistical parameters from the 5000 repetitions and their standard deviation. In this analysis, a bootstrap running with a subsample size of 169 and 5000 repetitions tested the significance of a path. All directional hypotheses were tested at a significance level of 0.1 using a single-tailed test.

4.6.1(a) The Relationship Between Recognition Practices and Individual Innovative Behaviour

One hypothesis postulated for the relationship between recognition practices and individual innovative behaviour. The results are illustrated in Table 4.9. H1: Recognition practices are positively and significantly related to individual innovative behaviour. As shown in Table 4.9, H1 is supported; RP -> IIB ($\beta = 0.300$, $t = 3.170$, $p < 0.05$).

Table 4.9 Path coefficient for recognition practices and individual innovative behaviour

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H1	RP -> IIB	0.300	0.001	0.095	3.170***	Supported

Note. ***p < 0.05 (3.170***) (based on one-tailed test).

4.6.1(b) The Relationship Between Empowerment Practices and Individual Innovative Behaviour

No hypotheses were postulated for the relationship between empowerment practices and individual innovative behaviour. The results are illustrated in Table 4.10.

H2: Empowerment practices does not affective and significantly related to individual innovative behaviour. As shown in Table 4.10, H2 is not supported; EP -> IIB (β = 0.067, t = 0.779, p > 0.05).

Table 4.10 Path coefficient for empowerment practices and individual innovative behaviour

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H2	EP -> IIB	0.067	0.218	0.086	0.779	Not Supported

Note. ***p < 0.05 (0.779) (based on one-tailed test).

4.6.1(c) The Relationship Between Competence Development Practices and Individual Innovative Behaviour

No hypotheses were postulated for the relationship between competence development practices and individual innovative behaviour. The results are illustrated in Table 4.11. H3: Competence development practices does not affective and significantly related to individual innovative behaviour. As shown in Table 4.11, H3 is not supported; CDP -> IIB (β = 0.008, t = 0.069, p < 0.05).

Table 4.11 Path coefficient for competence development practices and individual innovative behaviourc

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H3	CDP -> IIB	0.008	0.473	0.109	0.069	Not Supported

Note. ***p < 0.05 (0.069) (based on one-tailed test).

4.6.1(d) The relationship between Fair Rewards Practices and Individual Innovative Behaviour

No hypotheses were postulated for the relationship between fair rewards practices and individual innovative behaviour. The results are illustrated in Table 4.12.

H4: Fair rewards practices does not affective and significantly related to individual innovative behaviour. As shown in Table 4.12, H4 is not supported; FRP -> IIB (β = -0.035, t = 0.398, p > 0.05).

Table 4.12 Path coefficient for recognition practices strategies and individual innovative behaviourc

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H4	FRP -> IIB	-0.035	0.345	0.089	0.398	Not Supported

Note. ***p < 0.05 (0.398) (based on one-tailed test).

4.6.1(e) The Relationship Between Information Sharing Practices and Individual Innovative Behaviour

No hypotheses were postulated for the relationship between information sharing practices and individual innovative behaviour. The results are illustrated in Table 4.13. H5: Information sharing practices does not affective and significantly related to individual innovative behaviour. As shown in Table 4.13, H5 is not supported; ISP -> IIB (β = 0.030, t = 0.317, p < 0.05).

Table 4.13 Path coefficient for recognition practices strategies and individual innovative behaviourc

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H5	ISP -> IIB	0.030	0.376	0.096	0.317	Not Supported

Note. *** p < 0.05 (0.317) (based on one-tailed test).

4.6.1(f) The Relationship Between Inclusive Leadership and Individual Innovative Behaviour

One hypothesis was postulated for the relationship between inclusive leadership and individual innovative behaviour. The results are illustrated in Table 4.14.

H6: Inclusive leadership positively and significantly related to individual innovative behaviour. As shown in Table 4.14, H6 is supported; IL -> IIB (β = 0.376, t = 4.272, p < 0.05). Table 4.14 Path coefficient for recognition practices strategies and individual innovative behaviour.

Table 4.14 Path coefficient for inclusive leadership and individual innovative behaviour

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H6	IL -> IIB	0.376	0.000	0.088	4.272****	Supported

Note. P < 0.05 (4.272****) (based on one-tailed test).

4.6.1(g) The Relationship Between Individual Innovative Behaviour and Adaptive Performance

One hypothesis was postulated for the relationship between individual innovative behaviour and adaptive performance. The results are illustrated in Table 4.15. H7: Individual innovative behaviour positively and significantly related to adaptive performance. As shown in Table 4.15, H7 is supported; IIB -> AP (β = 0.408, t = 5.810, p < 0.05).

Table 4.15 Path coefficient for individual innovative behaviour and adaptive performance.

No.	Relationship	Path Coefficient (β)	p-Values	Std.Error	t-value	Decision
H7	IIB -> AP	0.408	0.000	0.070	5.810*****	Supported

Note. P < 0.05 (5.810*****) (based on one-tailed test).

4.6.2 Hypothesis Testing for Indirect Effect

This section discusses the relationships of the indirect paths between the exogenous variables and the endogenous variables. To assess the importance of path coefficients for structural paths, the structural model was evaluated. In total, six

hypotheses were proposed relevant to the role of mediation between the independent variable and the dependent variable. However, the main theories (H8 to H13) are concerned with the indirect impact relationships.

4.6.3 Hypothesis Testing for Mediation Paths

This section covers the relationship between practices of recognition, empowerment, competence development, fair reward, information sharing, inclusive leadership, and adaptive performance. As proposed by Hair et al. (2011), non-parametric bootstrapping was used through the non-parametric path modelling approach to analyse mediating impact significance. In addition, according to Galbreath and Shum (2012), when the indirect relationships between exogenous and endogenous structures are important, the mediation impact is considered significant.

4.6.3(a) Individual Innovative Behaviour Strengthen the Mediates the Relationship Between Recognition Practices and Adaptive Performance

One hypothesis was postulated for the relationship between individual innovative behaviour mediates the relationship between recognition practices and adaptive performance. The results are illustrated in Table 4.16. H8: Affective individual innovative behaviour mediates the relationship between recognition practices and adaptive performance. As shown in Table 4.16, H8 is supported; RP -> IIB -> AP ($\beta = 0.123$, $t = 2.641$, $p < 0.05$).

Table 4.16 Path coefficient for individual innovative behaviour and adaptive performance.

No.	Relationship	Path (β)	T Statistics (|O/STDEV|)	p-Values	Percentile bootstrap 95% confidence level			Decision
					t-values	Lower	Upper	
H8	RP -> IIB -> AP	0.123	2.641	0.008	2.641**	0.036	0.215	Supported

*p < 0.05 (based on two-tailed test with 5000 bootstrapping).

4.6.3(b) Individual Innovative Behaviour Strengthen the Mediates the Relationship Between Empowerment Practices and Adaptive Performance

No hypotheses were postulated for the relationship between individual innovative behaviour mediates the relationship between empowerment practices and adaptive performance. The results are illustrated in Table 4.17. H9: Does not affective individual innovative behaviour as mediates the relationship between empowerment practices and adaptive performance. As shown in Table 4.17, H9 is supported; EP -> IIB -> AP ($\beta = 0.027$, $t = 0.713$, $p > 0.05$).

Table 4.17 Path coefficient for individual innovative behaviour mediates the relationship between empowerment practices and adaptive performance.

No.	Relationship	Path (β)	T Statistics (|O/STDEV|)	p-Values	Percentile bootstrap 95% confidence level			Decision
					t-values	Lower	Upper	
H9	EP -> IIB -> AP	0.027	0.713	0.476	0.713	-0.040	0.109	Not Supported

*p < 0.05 (based on two-tailed test with 5000 bootstrapping).

4.6.3(c) Individual Innovative Behaviour Strengthen the Mediates the Relationship Between Competence and Development Practices and Adaptive Performance

No hypotheses were postulated for the relationship between individual innovative behaviour mediates the relationship between competence and development practices and adaptive performance. The results are illustrated in Table 4.18.

H10: Does not affective individual innovative behaviour as mediates the relationship between competence and development practices and adaptive performance. As shown in Table 4.18, H10 is not supported; CD -> IIB -> AP ($\beta = 0.003$, $t = 0.068$, $p > 0.05$).

Table 4.18 Path coefficient for individual innovative behaviour mediates the relationship between competence and development practices and adaptive performance

No.	Relationship	Path (β)	T Statistics (|O/STDEV|)	p-Values	Percentile bootstrap 95% confidence level			Decision
					t-values	Lower	Upper	
H10	CD -> IIB -> AP	0.003	0.068	0.946	0.068	-0.078	0.104	Not Supported

*p < 0.05 (based on two-tailed test with 5000 bootstrapping).

4.6.3(d) Individual Innovative Behaviour Strengthen the Mediates the Relationship Between Fair Rewards Practices and Adaptive Performance.

No hypotheses were postulated for the relationship between individual innovative behaviour mediates the relationship between fair rewards practices and adaptive performance. The results are illustrated in Table 4.19. H11: Does not affect individual innovative behaviour as a mediator of the relationship between fair rewards

practices and adaptive performance. As shown in Table 4.19, H11 is supported; FR -> IIB -> AP (β = -0.014, t = 0.385, p > 0.05).

Table 4.19 Path coefficient for individual innovative behaviour mediates the relationship between fair rewards practices and adaptive performance.

No.	Relationship	Path (β)	T Statistics (|O/STDEV|)	p-Values	Percentile bootstrap 95% confidence level			Decision
					t-values	Lower	Upper	
H11	FR -> IIB -> AP	-0.014	0.385	0.700	0.385	-0.091	0.056	Not Supported

*p < 0.05 (based on two-tailed test with 5000 bootstrapping).

4.6.3(e) Individual Innovative Behaviour Strengthen the Mediates the Relationship between Information Sharing Practices and Adaptive Performance.

No hypotheses were postulated for the relationship between individual innovative behaviour mediates the relationship between information sharing practices and adaptive performance. The results are illustrated in Table 4.20. H12: Does not affect individual innovative behaviour as a mediator of the relationship between information sharing practices and adaptive performance. As shown in Table 4.20, H12 is supported; ISP -> IIB -> AP (β = 0.012, t = 0.307, p > 0.05).

Table 4.20 Path coefficient for individual innovative behaviour mediates the relationship between information sharing practices and adaptive performance.

No.	Relationship	Path (β)	T Statistics (|O/STDEV|)	p-Values	Percentile bootstrap 95% confidence level			Decision
					t-values	Lower	Upper	
H12	ISP -> IIB -> AP	0.012	0.307	0.758	0.307	-0.067	0.089	Not Supported

*p < 0.05 (based on two-tailed test with 5000 bootstrapping).

4.6.3(f) Individual Innovative Behaviour Strengthen the Mediates the Relationship Between Inclusive Leadership and Adaptive Performance

One hypothesis was postulated for the relationship individual innovative behaviour mediates the relationship between inclusive leadership and adaptive performance. The results are illustrated in Table 4.21. H13: Affective individual innovative behaviour mediates the relationship between inclusive leadership and adaptive performance. As shown in Table 4.21, H13 is supported; IL -> IIB -> AP (β = 0.153, t = 3.634, p < 0.05).

Table 4.21 Path coefficient for individual innovative behaviour mediates the relationship between inclusive leadership and adaptive performance.

No.	Relationship	Path (β)	T Statistics (|O/STDEV|)	p-Values	Percentile bootstrap 95% confidence level			Decision
					t-values	Lower	Upper	
H13	IL -> IIB -> AP	0.153	3.634	0.000	3.634***	0.078	0.238	Supported

*p < 0.05 (based on two-tailed test with 5000 bootstrapping).

4.7 Variance Explained (R^2)

It is possible to use the determination coefficient (R^2) to examine the structural model effectively. Reliable and valid estimation of the outer model allows an evaluation of the estimates of the inner path model. The coefficient of determination (R^2) of the endogenous latent variables is the essential criterion for this assessment. The determination coefficient (R^2) reflects the level or proportion of the explained variance of the latent construct and thus measures the regression functions goodness of fit against the empirically obtained manifest items (Backhaus et al., 2003). The predictive validity models can be verified using the Stone-Geisser non-parametric test (Chin, 1998; Fornell & Cha, 1994; Geisser, 1975).

The model's predictive power has been analysed using R^2. The R^2 statistics of the four endogenous constructs in the model using the PLS algorithm function in SmartPLS (v.3.2.8). Determination coefficient, R^2, shows the amount of variation in the latent endogenous variable described by its latent exogenous variable. R^2 value refers, according to Hair et al. (2011), to the number of variances explained in a particular endogenous variable by exogenous variables. R^2 values of 0.26, 0.13 and 0.02 in particular suggest that the variance described by the exogenous variables is small, moderate and low (Hair et al., 2011).

The values of R^2 in this analysis are listed in Table 4.22. Thus, using the benchmarked values proposed by Hair et al. (2011), all the exogenous variables in this analysis were able to explain the variance in the endogenous variables, namely, AP= 0.166 and IIB= 0.366 (moderate and significant variance), Falk and Miller (1992) indicated that the minimum acceptable R-square value is 0.10. This implies that the variance explains the variance. All endogenous variables in this study have a value of R^2 ranging from 0.166 to 0.366. The results show that the model can explain the endogenous latent variables, which means that the estimated model fits very well with the results. It could therefore be argued that the analysis fulfils these requirements.

Table 4.22 R^2 values in the model

Endogenous Variables	R^2 **values**
AP	0.166
IIB	0.366

4.8 Predictive Relevance (Q^2)

Geisser (1975) and Stone (1974) developed the Stone-Geisser, Q^2 predictive relevance measurement technique, Q^2 which evaluated the predictive ability of the research model (Henseler et al., 2009). In Smart PLS (v. 3.2.8), the blindfolding

procedure can be used to determine Q^2. Hair et al. (2013) indicate that blindfolding refers only to endogenous reflective variables, so such a technique was performed primarily to test the effect of variables in this analysis, namely to study the impact of independent variables on dependent variables. Therefore, Q^2 shows how well with the aid of model and PLS parameters the data collected can be reconstructed empirically (Fornell & Cha, 1994).

Q^2 can be obtained using two different types of prediction techniques, namely the cross-validated population and cross-validation of redundancies. Hair et al. (2012) and Chin (2010) propose using the latter (cross-validated redundancy) to estimate the predictive relevance of a large complex model. Cross-validated redundancy approach uses estimates of both the structural model (scores of antecedent constructs) and the measuring model (target endogenous constructs), which fits perfectly with the PLS-SEM method (Chin, 1998; Geisser, 1974; Stone, 1974). Hair et al. (2012) suggest the use of cross-validated redundancy as a Q^2 measure as it requires the key element of the route model, the structural model and the estimation of removed data points. If a cross-validated redundancy measurement (Q^2) of an endogenous construct is larger than zero for a certain endogenous latent variable, its latent explanatory constructs are predictively relevant (Hair et al., 2011). The rule of thumb is listed in Table 4.23. that a $Q^2 > 0$ cross-validated redundancy is considered a predictive model (Hair et al., 2011).

Table 4.23 Blindfolding result: Predictive relevance for endogenous variables

Endogenous Latent Variable	**Q^2 values**
AP	0.075
IIB	0.230
$Q^2 > 0$; explanatory latent constructs exhibit predictive relevance	

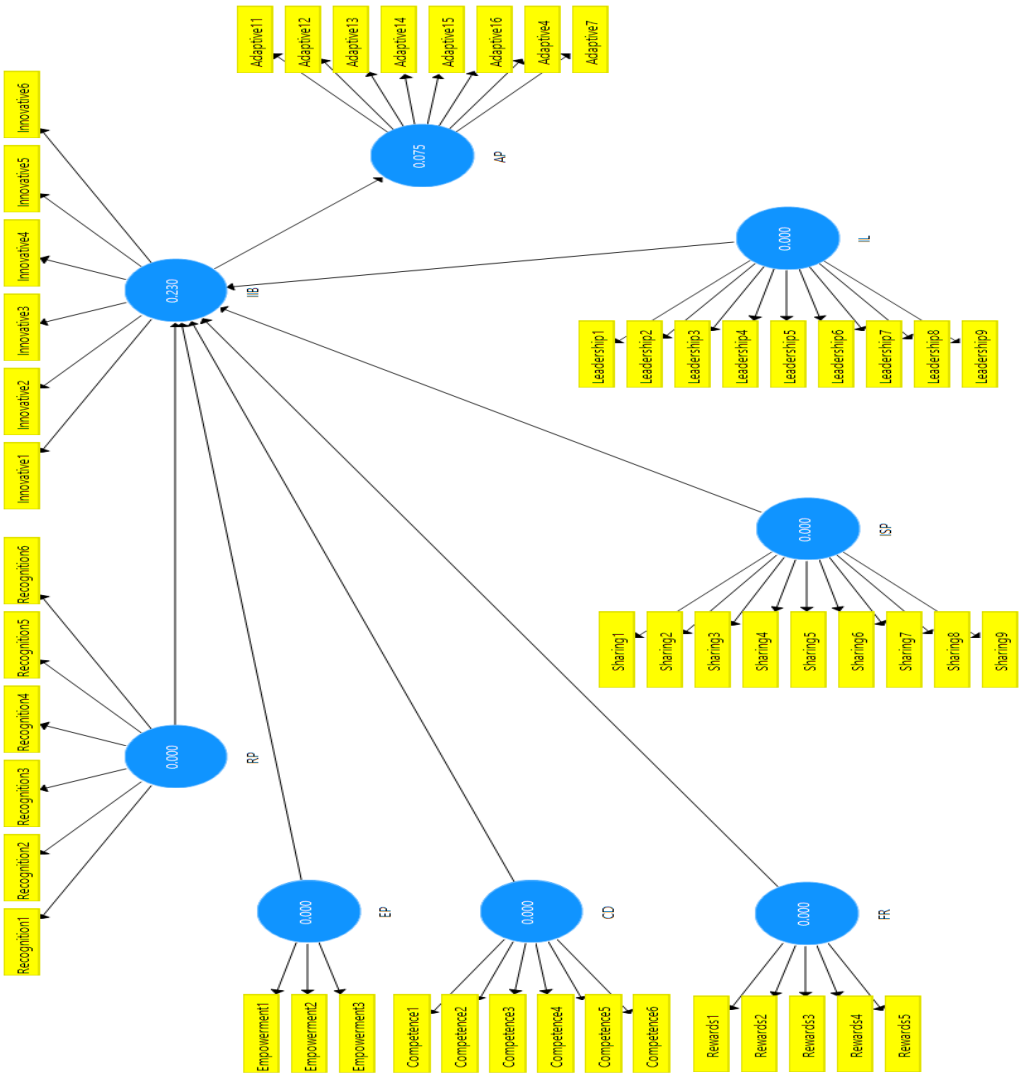

Figure 4.4 Blindfolding Results (IIB, Q^2= 0.230; AP, Q^2 = 0.075).

4.9 Effect Size

Good research needs to report and interpret effect sizes in the sense of previously reported effects (Wilkinson, 1999). A researcher will present both the findings of the statistical significance check and an accurate estimate of the effect size (Fan, 2001; Thompson, 1998). Reporting of effect size is accepted as a necessary and responsible practice. It is the duty of a researcher to adhere to the most rigorous analytical and reporting procedures possible to ensure that research results are correctly interpreted and implemented (Baugh, 2002), The f^2 coefficient can be constructed equal to (R^2

original–R^2 omitted)/(1-R^2 original). The equation f^2 indicates how much R^2 accounts for the proportion of the unexplained variance (Hair et al., 2014).

Table 4.24 displays the study model's effect size. The impact was small and moderate for all endogenous constructs. According to Chin et al. (2003), a small effect size, f^2 does not necessarily imply that the underlying effect is negligible because even a small effect under extreme conditions can be significant. If the resulting beta changes are significant, then it is important to take into account the influence of effect size conditions.

Table 4.24 Results of effect size (f^2) analysis

DV Construct	IV Construct	Effect size (f Square) of latent factor	Inference
AP	CDP	0.000	No effect
	EP	0.004	No effect
	FR	0.001	No effect
	IL	0.151	Moderate effect
	ISP	0.001	No effect
	RP	0.059	Weak effect
	IIB	0.199	Moderate effect

Effect sizes f^2 of 0.02 may be regarded as weak, effect sizes from 0.15 as moderate, and effect sizes above 0.35 as strong (Chin, 1988).

4.10 Summary of Findings

Table 4.25 presents the summary of the findings of the hypothesis testing. The findings helped to justify and explain the theoretical framework developed. Out of 13 hypotheses tested, 5 hypotheses were accepted, H1, H6, H7, H8 and H13. Similarly, 8 hypotheses were not statistically supported, thus, they are rejected, H2, H3, H4, H5, H9, H10, H11 and H12. The results were aligned with the past literatures and would be discussed in detail in the next sections.

Table 4.25 Summary of hypotheses findings

Hypothesis and Relationship	Decision
Direct Relationships	
H1: Recognition practices positively and significantly related to individual innovative behaviour.	Supported
H2: Empowerment Practices positively and significantly related to individual innovative behaviour.	Not Supported
H3: Competence development practices positively and significantly related to individual innovative behaviour.	Not Supported
H4: Fair Rewards Practices positively and significantly related to individual innovative behaviour.	Not Supported
H5: Information sharing practices positively and significantly related to individual innovative behaviour.	Not Supported
H6: Inclusive leadership positively and significantly related to individual innovative behaviour.	Supported
H7: Individual innovative behaviour positively and significantly related to adaptive performance.	Supported
Indirect Relationships:	
H8: Affective Individual Innovative Behaviour mediates the relationship between Recognition Practices and Adaptive Performance.	Supported
H9: Affective individual innovative behaviour mediates the relationship between empowerment practices and adaptive performance.	Not Supported
H10: Affective individual innovative behaviour mediates the relationship between competence and development practices and adaptive performance.	Not Supported
H11: Affective individual innovative behaviour mediates the relationship between fair rewards practices and adaptive performance.	Not Supported
H12: Affective individual innovative behaviour mediates the relationship between information sharing practices and adaptive performance.	Not Supported
H13: Affective individual innovative behaviour mediates the relationship between inclusive leadership and adaptive performance.	Supported

4.11 Chapter Summary

This chapter addressed the analysis of the data and the study results and explained whether the findings support the proposed hypotheses. The data were analysed using SPSS and PLS. The aim of using partial least squares (PLS) is to obtain information about the form or pattern of relationships among variables. This chapter focused on the analysis of data obtained from different methods: descriptive analysis,

frequency distribution, measurement common method variance, and structural model assessment.

For evaluating direct and indirect relationships, the mediator constructs were used. First, measurement reliability and validity were tested using the PLS approach for a sample of 169 respondents. The research model hypotheses were then tested with all reliable and valid measurements using PLS and path coefficients and their tests of meaning testing were given. Furthermore, five out of 13 hypotheses are considered statistically significant and proved to be as postulated.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

In view of what has been attempted and achieved in the present study, this chapter ties the arguments together. The conclusions of this analysis are presented and the results and recommendations are discussed and concluded. This chapter also discusses the consequences and drawbacks of the study. This chapter ends with a summary and future directions for research are recommended.

5.2 Recapitulation of Study Findings

This study was conducted for a sample of Jordanian private hospitals to establish the factors or determinants that affect the adaptive performance among the head nurses. Hypotheses were tested for a total of eight variables to explore their interrelationships. In addition, mediators (individual innovative behaviour) were also evaluated by the study. With well-planned quantitative research, a total of 13 hypotheses were developed and investigated. To analyse the quantitative data obtained, data analysis was performed using various statistical tools such as SPSS and SmartPLS. It also evaluated and addressed the respondents' demographic profile, as well as descriptive analyses of variables under test more consideration, will be given to the results from the previous chapter. The purpose of this study was to examine the effect on successful success of recognition practices, empowerment practices, competence development practices practices, fair reward practices, information-sharing practices, inclusive leadership. This research covers the following research questions:

RO1: What are the relationships between recognition practices and individual innovative behaviour among head nurses in Jordanian private hospitals?

RO2: What are the relationships between empowerment practices and individual innovative behaviour among head nurses in Jordanian private hospitals?

RO3: What are the relationships between competence development practices and individual innovative behaviour among head nurses in Jordanian private hospitals?

RO4: What are the relationships between fair rewards practices and individual innovative behaviour among head nurses in Jordanian private hospitals?

RO5: What are the relationships between information sharing practices and individual innovative behaviour among head nurses in Jordanian private hospitals?

RO6: What are the relationships between inclusive leadership and individual innovative behaviour among head nurses in Jordanian private hospitals?

RO7: What are the relationships between individual innovative behaviour and adaptive performance among head nurses in Jordanian private hospitals?

RO8: Does individual innovative behaviour have mediating effects on the relationship between recognition practices and adaptive performance among head nurses in Jordanian private hospitals?

RO9: Does individual innovative behaviour have mediating effects on the relationship between empowerment practices and adaptive performance among head nurses in Jordanian private hospitals?

RO10: Does individual innovative behaviour have mediating effects on the relationship between competence development practices and adaptive performance among head nurses in Jordanian private hospitals?

RO11: Does individual innovative behaviour have mediating effects on the relationship between fair rewards practices and adaptive performance among head nurses in Jordanian private hospitals?

RO12: Does individual innovative behaviour have mediating effects on the relationship between information sharing practices and adaptive performance among head nurses in Jordanian private hospitals?

RO13: Does individual innovative behaviour have mediating effects on the relationship between inclusive leadership and adaptive performance among head nurses in Jordanian private hospitals?

5.3 Discussion and Interpretation

The following section presents the discussions of the impact of high-involvement human resource practices, inclusive leadership on individual innovative behaviour. Next, the mediating role of individual innovative behaviour between recognition practices, empowerment practices, competence development practices, fair rewards practices, information-sharing practices, inclusive leadership and adaptive performance. The findings described in Chapter 4 and repeated in the previous section are discussed in this section. The debate was based on the theoretical history, empirical evidence, and conceptual research that the analysis considered relevant.

5.4 The Impact of High-Involvement Human Resource Practices on Individual Innovative Behaviour

This section attempts to answer the first research question as to whether HIHR practices influence individual innovative behaviour. The justifications on the conclusions are addressed in the following discussion between each aspect of high-involvement human resource practices. Unlike the hypothesis, however, the study result showed that four dimensions of the highly involved human resource activities have no significant positive effect on the individual innovative behaviour. This indicates that the individual innovative behaviour has a significant positive impact on one of the dimensions. In the context of private hospitals in Jordan, this is a new finding.

5.4.1 The Impact of Recognition Practices on Individual Innovative Behaviour

The result showed that recognition practices have a significant positive influence on affective individual innovative behaviour as shown in the previous chapter (Table 4.9, $p < 0.05$, $t > 3.170$). This mean score rated by head nurses in Chapter 4 indicates that they generally have a understanding of what is meant by recognition practices and affective individual innovative behaviour. Based on this study and previous studies for different sectors, good recognition will lead to highly affective innovative behaviour. Non-monetary rewards as recognition is perceived to increase employees' intrinsic motivation not only to generate ideas but also to implement and maintain innovation (Peterson & Luthans, 2006).

Hence hypothesis H1 was supported, although its effect was small ($f^2 = 0.059$) (Table 4.24). This impact may be small because, as discussed in HRM related relevance, recognition of individual performance with public recognition is generally only affected

in the short-term, and may facilitate ongoing resentment by unrecognised individuals (Egan, 2005). It may be more effective to develop collective recognition for group and organisational innovation or to spend energy identifying key ways in which the organisation could make collective progress towards an additional innovative activity that is celebrated organisation-wide (Ma Prieto & Pilar, 2014). The results also substantiate the results of previous studies (Labrenz, 2014).

5.4.2 The Impact of Empowerment Practices on Individual Innovative Behaviour

Empowerment to give employees the freedom to change working processes and offer them the opportunity to gain knowledge and skills in relation to their employment (in order to acquire skills in relation to their jobs). Practices of empowerment are strongly correlated with the willingness of workers to innovate. Organisations that provide employees with ample opportunities for discretion, learning and growing tend to be more innovative (Fernandez & Moldogaziev, 2012).

This results showed that empowerment practices have non-significant impact on individual innovative behaviour as shown in the previous chapter (Table 4.10, $p > 0.05$, $t > 0.779$). Empowerment practices are beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they have understanding of what is meant by empowerment practices and individual innovative behaviour. In addition, private hospital empowerment practices depend greatly on the discretion of its management. It is therefore very important that their assessment is conducted fairly so that they satisfy themselves and increase their innovative behaviour. Hence, hypothesis H2 was not supported, although its no effect ($f^2 = 0.004$) as shown in the previous chapter (Table 4.24). One possible explanation for the findings could be that

management is less concerned with the need to sit down and discuss the future of its workforce with the organisation. The management's responsibility is to make the workers aware of the importance of empowerment in motivating employees to be more creative. In addition, all of the respondents, i.e. 100%, of this study were head nurses and 74% of the respondents were more than ten years of experience in the current hospital, which means that the head nurses in this stage are looking for a new position.

One possible explanation for the findings could be the practice of empowering head nurses by providing information about goals and performance is ineffective when used alone, but in combination with other empowerment practices may produce small gains in innovativeness. Goal setting and performance feedback are often used in place of rules to coordinate and control behaviour in organisations (Mintzberg, 1979). Efforts to control head nurses this way appear to discourage them from seeking out and trying innovative solutions to problems. They may even cause resentment among head nurses who feel overburdened by reporting requirements and doubt the quality and usefulness of feedback (Tosi & Carroll, 1968). In addition, the effect of goal setting on learning appears to vary according to one's level of cognitive ability, with those with low cognitive ability benefiting more from goal setting than others (Kanfer & Ackerman, 1989). Research also suggests that setting clear and challenging goals is more effective at motivating employees facing simple, programmable tasks than those performing more complex tasks where learning and trial and error are at a premium (Winters & Latham, 1996), where the head nurses are facing complex tasks and high level of cognitive ability, this one possible explanation for the findings.

In addition, management literature defines empowerment as a set of managerial techniques, with no attention to its nature or the processes underlying the construct

(Spreitzer, 1995). Head nurses may lack psychological experiences with empowerment, and emphasising the process of sharing authority may result in an inadequate understanding of the notion of empowerment and its theoretical rationale for related practice. This study is consistent with the research conducted by Lee & Kim (2007), who found no positive relationship between empowerment practices and innovative behaviour. As a result, this study found that empowerment did not have a significant positive relationship with individual innovative behaviour.

5.4.3 The Impact of Competence Development Practices on Individual Innovative Behaviour

The results showed that competence development practices do not have a significant influence on individual innovative behaviour as shown in the previous chapter (Table 4.11, $p > 0.05$, $t > 0.069$). Competence development practices are beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they generally have a high understanding of what is meant by competence development practices and individual innovative behaviour. In addition, most of the respondents, i.e. 100%, of this study were head nurses and 74% of the respondents had more than ten years of experience in the current hospital, that means they have sufficient skills, experience, competencies, and capabilities because of that there is weak effect between competence development practices and individual innovative behaviour of head nurses. One possible explanation for the findings could be that marital status of head nurses of the samples found 83.4% married and 66.9% were female. This means that most respondents have responsibilities towards their families, and they are busy with children. This may explain why head nurses are not interested in competence development practices programmes.

One possible explanation for the findings could be that previous research shows that the impact of competence development practices on innovative behaviour can differ depending on task and job types (Scott & Bruce, 1994), where private hospitals in Jordan have different departments and units. Perhaps the managers in the private Jordanian hospitals ignore which occupational groups and units should implement competence development practices with the goal of boosting innovative behaviour.

The other factor might be related to competence development in private hospitals and is dependent on their management's discretion. Managers in private hospitals need to focus providing more competence development opportunities will lead to higher innovative behaviour, as employees will realise that their employer is a caring and responsible employer and will look after them well (Gouldner, 1960). The results of this study suggest that perceived competence development practices do not affect individual innovative behaviour. Based on arguments from social exchange, this study expected employees who perceive skill development programmes to understand these programmes as a personalised investment, which they feel would have to deal with something of value for the organisation (Sanders et al., 2010).

Additionally, there was a need for managers' signals to inform head nurses about expected and rewarded behaviours. Hence, hypothesis H3 was not supported, although its no effect ($f^2 = 0.000$) as shown in the previous chapter (Table 4.24), maybe because of a lack of signals to indicate the value their employers place on innovative behaviour, instead seem to understand that they should reciprocate competence development with productivity or efficiency. As such, it seems that head nurses will not reciprocate perceptions of competence development with innovative behaviour. However, the literature shows that training and preparation in many Arab institutions including in

Jordan does not play an important role in ensuring the performance of the organisation (Aladwan & D'Netto, 2015), but is seen as a waste of time and money and a costly mechanism that has to be avoided (Altarawneh, 2009). The results of this study were based on previous findings (Bos-Nehles & Veenendaal, 2019; Veenendaal & Bondarouk, 2015).

5.4.4 The Impact of Fair Rewards Practices on Individual Innovative Behaviour

The results showed that fair rewards practices do not have a significant positive influence on individual innovative behaviour as shown in the previous chapter (Table 4.12, $p > 0.05$, $t > 0.398$). Hence, hypothesis H4 is rejected. Fair rewards practices are beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they generally have a high understanding of what is meant by fair rewards practices and individual innovative behaviour. However, contrary to what this thesis assumed; the effects of the perceived compensatory system are negative.

An inventive behaviour may be a potential reason for the findings relies predominately on intrinsic and not extrinsic motivation (Amabile, 1993). By nature, the creation of compensation systems encouraging innovation is challenging for HR professionals. Moreover, rewards are argued to inhibit innovative conduct by decreasing risk and intrinsic motivation (Kohn, 1993). Amabile et al. (1986) found in a series of studies that completing a creative task for reward has an adverse impact on creativity regardless of a form of reward. This paper tested elementary school boys and girls as well as undergraduate women. However, whether these results are unclear to the business context (Labrenz, 2014). Nonetheless, it is clear that the effects of innovation incentives is yet to be fully investigated (Labrenz, 2014). Although this

study had hypothesised that employees who perceived their rewards as fair would exhibit higher innovative behaviour, the results in this study show that such perceptions reduce innovative behaviour.

Moreover, hypothesis H4 was not supported, maybe because might be related to Jordanian nurses are suffering from high stress and workload (Mrayyan & Al-Faouri, 2008; Nawafleh, 2014; Ghazi, 2017), consequently, perceive financial rewards as a pressure to do what they enjoy, and therefore it reflects negatively on innovative. The findings of this study were in aliment with previous research findings (Fernandez & Moldogaziev, 2012; Eenink, 2012; Bos-Nehles & Veenendaal, 2019; Veenendaal & Bondarouk, 2015) who also found that compensation systems negatively affect innovative behaviour.

5.4.5 The Impact of Information Sharing Practices on Individual Innovative Behaviour

The results showed that information sharing practices do not have a significant influence on individual innovative behaviour as shown in the previous chapter (Table 4.13, $p > 0.05$, $t > 0.317$). Information sharing practices are beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they have a high understanding of what is meant by information sharing practices and individual innovative behaviour. Also, most of the respondents, i.e. 100% were of head nurses, and 74% of the respondents had more than ten years of experience in the current hospital, and they have enough experience and enough information.

It is possible that managers do not encourage information sharing in private hospitals. Perhaps, organisations did not eliminate the individuals' fears about losing

power as a result of information sharing by securing their position, power, and status in the organisation. Hence, hypothesis H5 was not supported, although its no effect (f^2 = 0.001) as shown in the previous chapter (Table 4.24). Perhaps the managers did not elevate individuals' perceptions of the enjoyment in helping share the information with employees that is necessary to allow them to be creative and innovative. Perhaps the managers did not support and recognise employees' initiatives and share the information efforts in trying something new or different. The findings of this study were in aliment with previous findings (Eenink, 2012; Veenendaal & Bondarouk, 2015) which also found no significant relationships between information sharing and innovative behaviour. One possible explanation for the findings could be that private hospitals do not share the information with employees that is necessary to allow them to be creative and innovative. In addition, private hospitals do not support and recognise head nurses initiatives and innovative efforts in trying something new or different. As such, there is no positive and safe atmosphere that encourages openness and risk-taking. Similarly, head nurses are punished by immediate superiors and have not perceived learning opportunities as being available to them. In this way, private hospitals cannot create an innovative climate in their work unit through information sharing.

5.5 The Impact of Inclusive Leadership on Individual Innovative Behaviour

The results showed that inclusive leadership has a significant positive influence on individual innovative behaviour, as shown in the previous chapter (Table 4.14, $p < 0.05$, $t > 4.272$). The mean score rated by head nurses in Chapter 4 indicates that they generally have a understanding of what is meant by inclusive leadership and individual innovative behaviour. One of the possible explanations for this finding could be the managers showed openness, inclusiveness and new ideas to head nurses. Possible, The

managers perhaps offer other kinds of support, such as opportunities, resources, and autonomy to employees to stimulate more innovative behaviour. Hence, hypothesis H6 was supported, although its effect was small ($f^2 = 0.151$) as shown in the previous chapter (Table 4.24). This effect may be moderate because people tended to maintain their status quo (Qi et al., 2019). Managers have to identify factors that could help head nurses to overcome this tendency and engage in more innovative behaviour.

The research on inclusive leadership is still in the stage of development. At the same time, the mechanism of incentive leadership is still in the exploratory stage. Exploring the Influencing Factors of Employee Innovation Behaviour (Zhang & Ma, 2017; Qi et al., 2019). The findings of this study were in aliment with previous re findings (Qi et al., 2019; Javed et al., 2018) thar found that inclusive leadership positively affects innovative behaviour.

5.6 The Impact of Individual Innovative Behaviour on Adaptive Performance

The results showed that individual innovative behaviour has a significant positive influence on adaptive performance as shown in the previous chapter (Table 4.14, $p < 0.05$, $t > 5.810$). Individual innovative behaviour is beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they have a high understanding of what is meant by individual innovative behaviour and adaptive performance. In addition, most of the respondents, i.e. 100% were of head nurses and 74% of the respondents had more than ten years of experience in the current hospital, and they have enough experience to make head nurses have enough innovative behaviour. Hence, hypothesis H7 was supported, although its effect was moderate ($f^2 =0.199$) as shown in the previous chapter (Table 4.24). This effect may be moderate because the individual innovative behaviour assists employees to modify themselves to

adapt effectively to the job (Janssen et al., 2004), which increases employees' individual performance (Hammer & Stanton, 1999). In addition, few studies have tested the relationship between individual innovative behaviour and performances from an empirical perspective (Dörner, 2012). These findings show that individual innovative behaviour increases adaptive performance. Therefore, this study proposes the following relationship results from the study showed that individual innovative behaviour has a significant positive influence on adaptive performance. This study results also confirmed the findings of Javed et al., (2017).

5.7 The Direct Relationship Between High-Involvement Human Resource Practices and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

This section attempts to answer the five research questions of whether an individual innovative behaviour mediates the relationship between high-involvement human resource practices and adaptive performance. The following sections discuss the mediating effect of each dimension of high-involvement human resource practices and adaptive performance.

5.7.1 The Direct Relationship Between Recognition Practices and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

The results showed that individual innovative behaviour mediate the relationship between recognition practices and adaptive performance as shown in the previous chapter (Table 4.16, $p < 0.05$, $t > 2.641$). It is possible that head nurses with innovative behaviour can quickly and appropriately respond to customers, propose new ideas and create new products (Woodman et al., 1993), and recognition of head nurses

can persist despite pervasive organisational and environmental obstacles (Thomas & Velthouse, 1990). Innovation is an important indicator of corporate competitiveness (Spreitzer, 1995). In addition, innovativeness comes when an organisation invests in its human capital, grants employees sufficient resources and opportunities to improve their skills (competence development), sets up systems allowing immediate supervisors to recognise individual contributions (recognition), has a greater likelihood of developing a higher level of affective commitment among its highly skilled professionals. Such practices make professionals feel important, responsible, and free to optimally channel their creativity and competencies. They also signal that the hospitals is supportive of the head nurses and is seeking to establish or maintain a social exchange relationship with them (D. G. Allen et al., 2003; Appelbaum et al., 2000; Eisenberger et al., 1986; Leana & Florkowski, 1992; Meyer & Smith, 2000; Tsui et al., 1995). Therefore, it will positively reflect on the innovative behaviour of head nurses and affect their ability to adapt at work positively. This finding implies that individual innovative behaviour is beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they generally have a high understanding of what is meant by recognition practices, individual innovative behaviour and adaptive performance. Private hospitals commitment to enhancing their recognition practices because it will increase individual innovative behaviour and improve employees' adaptive performance. Similarly, effective individual innovative behaviour mediates the relationship between recognition practices and adaptive performance.

5.7.2 The Direct Relationship Between Empowerment Practices and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

The results showed that individual innovative behaviour did not mediate the relationship between empowerment practices and adaptive performance as shown in the previous chapter (Table 4.17, $p > 0.05$, $t > 0.713$). This finding implies that individual innovative behaviour is beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they generally have a high understanding of what is meant by empowerment practices, individual innovative behaviour and adaptive performance. Private hospitals must pay attention to enhance their empowerment practices because it will increase individual innovative behaviour and improve employees' adaptive performance. The JD-R model is currently recognised as one of the leading job stress models and how innovative individual behaviour, based on the theory of work demand, affects the performance of employees. The relationship between confidence and adaptive success as seen in the previous chapter can not possibly be mediated by individual creative actions as head nurses may expect this extra stress to occur because nurses are suffering from high stress at work.

5.7.3 The Direct Relationship Between Competence Development Practices and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

The results showed that individual innovative behaviour did not mediate the relationship between competence development practices and adaptive performance as shown in the previous chapter (Table 4.18, $p > 0.05$, $t > 0.068$). This result indicates that innovative individual behaviour goes beyond head nurses' influence. Chapter 4 shows a mean score of head nurses to be highly aware of what skill development,

individual innovative behaviour and adaptive performance are meaningful in general. Private hospitals should pay attention to strengthening their skills development practices, as this will improve individual innovation and the adaptive performance of employees.The direction of the relationship between job demands and individual innovative behaviour is unclear and may well be bi-directional. Head nurses may perform innovative work activities in order to cope with higher levels of job demands, but innovation self-evidently creates new workloads. According to Bunce and West (1994), innovative activities confront the status quo and thus provide the development of competence leading to increased stress levels that can well be experienced as intensified job demands. Individual innovative behaviours may not have mediated the relationship between competence development practices and adaptive performance as shown in the previous chapter because head nurses may expect this extra workload to occur in the short-term, while their adaptive performance will reduce the long-term problems.

5.7.4 The Direct Relationship Between Fair Rewards Practices and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

The results showed that individual innovative behaviour did not mediate the relationship between fair rewards practices and adaptive performance as shown in the previous chapter (Table 4.19, $p > 0.05$, $t > 0.385$). This finding implies that individual innovative behaviour is beyond the control of head nurses. The mean score rated by head nurses in Chapter 4 indicates that they generally have a high understanding of what is meant by fair rewards practices, individual innovative behaviour and adaptive performance. Private hospitals must pay attention to enhance their fair rewards practices

because it will increase individual innovative behaviour and improve employees' adaptive performance.

Possibly, individual innovative behaviour did not mediate the relationship between fair rewards practices and adaptive performance as shown in the previous chapter, because head nurses look at perceive financial rewards as a pressure to do what they actually enjoy.This adds support to the job demands-resources (JD-R) theory argument that psychological stressors such as difficult and quick work requirements, heavy workloads or having a lot of work while having little time to do this (Fox, Dwyer & Ganster, 1993; Karasek, 1979). Consequently, this result shows that such perceptions reduce innovative behaviour and adaptive performance. While this study had hypothesised that more innovative behaviour and adaptive performance would be exhibited by employees who perceived their compensation system as fair, these study results show that such perceptions reduce innovative behaviour and adaptive performance. The findings of this study support Bos-Nehles and Veenendaal (2019) and Sanders et al. (2010), who also found that fair rewards had a negative impact on innovative behaviour.

5.7.5 The Direct Relationship Between Information Sharing Practices and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

The results showed that individual innovative behaviour did not mediate the relationship between information sharing practices and adaptive performance as shown in the previous chapter (Table 4.20, $p > 0.05$, $t > 0.307$). This result suggests that individual innovative behaviours are beyond the influence of head nurses. The mean score earned by head nurses in Chapter 4 shows that they typically have a good

understanding of what information sharing practices, individual innovative actions and adaptive success are all about. Private hospitals need to pay attention and expand their practices of information sharing as it will increase individual innovative actions and boost the adaptive performance of the employees. Individual innovative behaviour may not have mediated the relationship between information sharing practices and adaptive success as seen in the previous chapter. Head nurses look at information sharing practices and innovative behaviour as an additional workload in the workplace, with regard to job requirements, which can be seen as psychological stressors such as challenging and quick work requirements. This, according to Janssen (2000), would lead workers to an elevated state of anticipation. This will lead employees to an elevated state of excitement according to Janssen (2000). This implies that the worker will be activated by either adapting or altering his or her work context to deal with these job requirements.

5.8 The Direct Relationship Between Inclusive Leadership and Adaptive Performance: Mediating Role of Individual Innovative Behaviour

The results showed that individual innovative behaviour a mediate the relationship between inclusive leadership and adaptive performance as shown in the previous chapter (Table 4.21, $p < 0.05$, $t > 3.634$). This finding implies that individual innovative behaviour is beyond the control of head nurses. The mean score earned by head nurses in Chapter 4 shows that they typically have a high understanding of what inclusive leadership, individual innovative conduct and adaptive success are supposed to mean. Private hospitals are committed to improving their inclusive leadership, as it will promote individual innovative behaviour and improve the adaptive performance of employees.

Possibly, individual innovative behaviour mediates the relationship between inclusive leadership and adaptive performance as shown in the previous chapter, because leaders send a signal to head nurses that they can openly share their views and can avoid traditional work means (Carmeli et al., 2010). Head nurses, therefore, openly interact with the leader on work-related issues and, where appropriate, share other innovative ways of solving problems through the creation , promotion, and implementation of technological ideas (Agarwal & Bhargava, 2012; Choi et al., 2015). In addition, when a leader interacts freely with head nurses, the leaders share useful information in the sense of innovation that helps employees create, support and execute useful thoughts (Yeoh & Mahmood, 2013). This implies that the worker will be activated by either adapting or altering the context of his or her work to address these job requirements.

5.9 Implications

The focus of this study was on adaptive performance among head nurses in Jordan's private hospitals. Consequently, the results of this study offer significant theoretical and management implications to improve the effectiveness of an adaptive system. The results of this study have had theoretical and practical consequences for the current knowledge base and private hospitals. The following sections explain these implications.

5.9.1 Theoretical Implication

The findings of this study provided empirical support in the research framework for the theoretical relationships proposed. Specifically, this study validated and confirmed the relationships between high-involvement in human resource practices,

inclusive leadership and adaptive performance, high-involvement in human resource practices, inclusive leadership and individual innovative behaviour, individual innovative behaviour and adaptive performance, and the impact of individual innovative behaviour as a mediator.

Considering that less attention has been given to the impact of HR practices on innovation actions at the person level (Yuan & Woodman, 2010), Seeck and Diehl's (2017) systematic analysis of literature suggested the value of HRM practices for innovation. Studies also endorse individual creative behaviour, which improves work efficiency (Gilson et al . , 2005; Gong, Huang & Farh, 2009; Janssen, 2000). There has, however, been little attention given to how individual innovative behaviour improves adaptive efficiency. By improving oneself through creativity (Janssen, Van de Vliert & West, 2004), workers respond efficiently to job demands through their individual innovative behaviour. Other studies discovered that individual innovative behaviour improves the anticipated job performance of employees (Aryee, Walumbwa, Zhou & Hartnell, 2012; Yuan & Woodman, 2010). This expected performance is a reflection of employees' adaptive performance in the context of change. Furthermore, innovative individual action helps workers achieve expected success (Farr & Ford, 1990; Yuan & Woodman, 2010). Employees get more leadership support and question the status quo by disagreeing with the leader in developing and implementing new and fresh concepts (Tu & Lu, 2013). Idea generation is crucial in problem-solving and leads to greater individual employee efficiency (Basadur, 2004). Studies have also investigated the correlation between inclusive leadership and innovative actions among employees (Qi et al., 2019).

High-involvement in human resource practices and inclusive leadership take into account the various measures taken by management to enhance an organisation's individual adaptive performance, creating a social exchange relationship between them. They feel obliged to consider and repay the workers ' loyalty to the company as part of these relationships (Eisenberger et al., 2001). The study's research framework is consistent with the theory of social exchange and job requirements (Demerouti et al., 2001; Blau, 1964). The research is based on the theory of social exchange, which states the dual-reciprocal relationship between high-involvement human resource practices and inclusive leadership, individual innovative behaviour and job demands theory of the relationship between individual innovative behaviour and its effect on adaptive efficiency, which describes how an individual adapts / fits well into the organisation. The similarity with this theory is demonstrated by the findings that experience from recognition practices, empowerment practices, competence development practices, fair reward practices, information sharing practices and inclusive leadership, all of which can be integrated well as factors of social exchange theory.

Furthermore, people with the mind-set of social exchange have higher levels of individual creative actions (Tsui et al., 1997). The similarity with the theory of social exchange is demonstrated by the findings that recognition practices and inclusive leadership can all be integrated as a factor in influencing individual innovative behaviour. In private hospitals, those who are oriented towards individual innovative behaviour have more innovative behaviour (Eisenberger et al., 1990; Blau, 1964). The results of this study are confirmed and endorsed by the theory of social exchange (Blau, 1964) and are also in line with the principles of the theory of social exchange. Employees are favourably disposed towards an organisation from the point of view of social exchange to the degree that the organisation offers something important to the

employees (Blau, 1964). The theory of social exchange (SET) suggests that social elements exist in contractual relationships; individuals willingly provide benefits to other parties, which allow the party to provide benefits in return (Maguire, 2002). This is consistent with current study results as activities of affective recognition practices and inclusive leadership with the individual innovative behaviour.

Following this logic, if an organisation provides something valuable such as support for recognition practices, empowerment practices, competence development practices, fair reward practices, information sharing practices and inclusive leadership, this should create a positive attitude towards the organisation among employees. As Benson et al., (2004) noted in the literature as a prevailing notion, it contributes to a positive attitude of workers and can be successful in individual innovative behaviour. In fact, research has suggested that individual innovative behaviour is positively associated with the presence of recognition practices, empowerment practices, skill development practices, fair reward practices, information-sharing practices, and inclusive leadership (Labrenz, 2014; Bysted & Jespersen, 2014; Bos-Nehles & Veenendaal, 2019). Moreover, with regard to the theory of job demands, these can be seen as psychological stressors such as hard and fast work requirements, heavy workloads or having a lot of work while having little time to do this (Fox, Dwyer & Ganster, 1993; Karasek, 1979).

According to Janssen (2000), this will bring employees in a high state of excitement. This implies that the worker will be activated by either adapting or altering his or her work context to address these job requirements. Indeed, individual innovative behaviour is positively associated with adaptive performance (Javed et al., 2017). This study sheds light on the impact of recognition practices, empowerment practices,

competence development, fair rewards and information sharing practices and inclusive leadership on adaptive performance among head nurses in Jordan's private hospitals, mediated by individual innovative behaviour.

In this report, there are six results from the new findings that contribute to the literature. First, the relationship between recognition practices and adaptive performance was found to be effective among the individual innovative behaviour. Second, the relationship between empowerment practices and adaptive performance was not mediated by the affective among the individual innovative behaviour found. Third, the relationship between the skill development practices and adaptive performance was not mediated by the affective among the individual innovative behaviour found.

Fourth, the relationship between fair reward practices and adaptive performance was not mediated by the affective among the individual innovative behaviour found. Fifth, the relationship between information sharing activities and adaptive success was not mediated by the individual innovative behaviour found Sixthly, affects the individual innovative behaviour found to mediate the relationship between inclusive leadership and adaptive performance.

The literature is further expanded to investigate the relationships between recognition practices, empowerment practices, skill development practices, fair reward practices and information sharing practices, and inclusive leadership on adaptive performance among private hospital head nurses, mediated by individual innovative behaviour in the organisational context in Jordan. Few studies in this area (Moss et al., 2009; Gong & Farh, 2009; Yuan & Woodman, 2010). Consequently, findings from Arab cultures may not be appropriate to be generalised to the rest of the world.

Therefore, the aim of this research is to provide new findings that represent Arab values. It is, therefore, appropriate to expand the study in this area, especially beyond the Arab countries, especially in order to test the hypotheses in the context of other countries. This study examines the impact of recognition practices, empowerment practices, competence development practices, fair reward practices and information sharing practices, and inclusive leadership on adaptive performance among head nurses in Jordan's private hospitals, guided by individual innovative behaviour.

This study adds to existing literature on recognition practices, empowerment practices, competence development practices, fair reward practices and information sharing practices and inclusive leadership to expand the knowledge of individual innovative behaviour, adaptive performance and generate new research variables related to recognition practices, empowerment practices, competence development practices, fair reward practices, information-sharing practices, inclusive leadership, individual innovative behaviour and adaptive performance.

In addition, the lack of studies in this field, scarcity and lack of reading materials have prompted this study to fill the gaps by examining how recognition practices, empowerment practices, competence development practices, fair reward practices, information-sharing practices, inclusive leadership, and individual innovative behaviour as a mediator can improve adaptive performance. In addition, this thesis offers a much better methodological process in which each of the underlying constructs is clearly defined. Furthermore, combining this methodology with this thesis' purified measuring items provides a useful direction for future empirical research. Assessments of each construct's reliability and validity confirm the rules of correspondence between both theoretical and empirical concepts.

5.9.2 Practical Implication

There are few empirical studies explicitly in Jordan dedicated to adaptive efficiency. The present study contributes to the literature by highlighting the need for more empirical research , especially in non-western nations. The present research offers qualitative insight on leadership success from an eastern perspective. This study is focused on Jordan's private hospitals. This adds to the literature by demonstrating how the interpretations of HR activities influence the creative of individual workers (Dorenbosch et al., 2005). The HRM – innovation relation was previously mainly studied in terms of creative organisational outcomes (Bos-Nehles & Veenendaal, 2019), while this study offers a greater understanding of the relationship between HR practices and IIB.

The findings will also be invaluable in creating policies for private hospitals, particularly those that empower, support and enhance the growth of the nurses in private hospitals as professionals. It will potentially greatly affect Jordanian private hospitals. The present research focuses on identifying adaptive performance and the creativity, skills , abilities and other characteristics that can predict adaptive performance (Pulakos et al., 2000; Tucker & Gunther, 2009). This study's recommendations would help private hospitals in Jordan and other countries improve leadership and HIHRP initiatives based on the integrated performance of nurses in private hospitals. , thereby maximising and improving leadership and innovation behaviour.

A study of recent literature indicates that organisations are focused primarily on developing positive organisational psychology at both individual and organisational levels (Meyers, Woerkom & Bakker, 2013). In improved adaptive performance, it is becoming a challenge for most private hospitals due to employee competitive among

them to retention their market share, attract and retain customers and cross-sell their service for profitability, sustainability and performance. The study of recognition practices, empowerment practices, skills development practices, fair reward practices, information-sharing practices, inclusive leadership and individual innovative behaviour its impact on adaptive performance. In addition, recognition practices, empowerment practices, competence development practices, fair reward practices and information sharing practices, inclusive leadership and individual innovative behaviours play an important role in customer service production. Focusing on Jordan's private hospitals has made this study special, diverse and fascinating. The objective of private hospitals is to improve their adaptive performance to their business needs. This research will, therefore, fill the gap left over from the difficulties faced by firms due to high stress, low performance, and focus on adaptive performance.

This study measures the effect on the adaptive performance of recognition practices, empowerment practices, competence development practices, fair reward practices, information-sharing practices, inclusive leadership and individual innovative behaviour. In the context of Jordan's private hospitals, the hospital sector is considered to be one of Jordan's most important service sectors. In addition, some recommendations can be made to the private hospitals about the performance of the individual whether to enhance adaptive performance and innovative behaviour with their current hospital, from the findings of this study.

The findings of this study suggest that inclusive practices of leadership and recognition have a positive impact on the innovative behaviour of the individual. In fact, the adaptive success has a positive influence on individual innovative behaviour. Furthermore, the relationship between inclusive leadership and adaptive success is

mediated by affective individual innovative behaviour. Likewise, the relationship between recognition practices and adaptive performance is mediated by affective individual innovative behaviour.

A few implications and suggestions for the future management team can be recommended from the findings, particularly for the benefit of private hospitals. Many researchers have identified individual innovative behaviour as the best way to increase the level of motivation to explore opportunities and generate new ideas (Amabile, 1996; Shalley et al., 2004; De Jong & Den Hartog, 2010), helping to influence adaptive performance, and accepting goals or values of private hospitals.

The results show that recognition practices and inclusive leadership influenced individual innovative behaviour significantly. As a recommendation, private hospitals need to find ways to incorporate inclusive leadership and employee recognition towards strong innovative behaviour, thereby that innovative behaviour. Management must incorporate as a suggestion an element to enhance affective recognition and inclusive leadership, such as focusing on company goals / objectives / visions and innovative behaviour, such as making them realise the importance of adaptive performance with the same organisation.

This study found that the relationship between recognition practices, empowerment practices, competence development practices, fair reward practices, information-sharing practices, inclusive leadership with adaptive performance is mediated by affective individual innovative behaviour. It is recommended that hospitals begin to focus on inclusive leadership and recognition practices that are intended to improve the creative affective behaviour that will ensure a much better adaptive performance. Among this study, recognition practices, inclusive leadership was found

to be the best options for improving individual affective innovative behaviour. The work environment in hospitals was so hectic and stressful. Employees need to be exposed to all kinds of latest news, clear instructions and guidelines in this kind of environment. A lot of skill development needs to be given to equip them with product knowledge and the job competence development. In addition, the emphasis should be on customer service skills that are their core business. As a suggestion, an organisation must be prepared to provide a much-improved channel of fair rewards, skills development, information sharing and need-based empowerment, and monitor their pay to ensure that it is consistent with the market trend. All of this initiative will fail if it is not long-term associated with the priorities and objectives of the company. When employees feel they are treated fairly well by the management, the employees may feel responsible for continuing to work hard for their companies (Eisenberger et al., 1990; Blau, 1964). Furthermore, line managers can engage in behaviour that increases respect, trust and duty to achieve innovative employee behaviour (Labrenz, 2014). This will improve their innovative behaviour, thereby through adaptive performance.

This argument is consistent with a main theory of social exchange (Takeuchi et al., 2007) where workers recognise that their company provides well-designed and integrated HRM processes, they are more committed to the organisation and more likely to show extra-role behaviours such as innovative behaviours and adaptive performance (Masterson et al., 2000).

5.10 Limitations of Study and Suggestion for Future Research

This study has gathered all of the intended goals and contributes to the literature, there are several limitations to be identified and future recommendation included.

5.10.1 Limitation

A recognition of its limitations is part of the strength of any research (Dolen & Lemmink, 2004), therefore opportunities for further studies can be viable. In addition, many recommendations based on the results of this study on adaptive performance among head nurses in Jordan's private hospitals can be made to private hospitals.

Firstly, Jordanian nurses are experiencing high stress, low satisfaction and workload (Ghazi, 2017), it is difficult to collect data from all head nurses. To cover all the head nurses may not be possible due to high stress, low satisfaction and workload factor because the same head nurses may not be mood, or he has enough time because he is tired from work. This is part of the criteria to collect more data from head nurses if the researcher explained to them the importance of the study. Secondly, this study collected data from head nurses in normal working hours. The researcher suggests in the future that data can be collected at different working hours, because there are three shift working times for head nurses shift A, shift B, shift C, it can be easier to collect data that may be readily available because there are not many patients in another shift to collect bigger sample sizes.

Thirdly, this study had to choose head nurses from only one city (Amman) of Jordan. Because of the highly anticipated samples, there is a possibility that the findings of research could be bias towards head nurses working in Amman. Fourthly, all participants have an Arab culture perspective of the phenomenon included in this study. The focus on private hospital sector in Jordan may not be generalisable to other sectors or countries. In addition, innovation and adaptive are heterogeneous, thus limiting the components in this study to provide only a snapshot of the phenomenon.

Finally, there is the mystery to the results of this study on human resources practices, innovation and adaptive performance. Most practices did not affect innovation and adaptive performance due to several reasons, Firstly, there is limited evidence for the relationship between human resource. Besides, there is limited evidence for the relation between human resource practices, innovation and adaptive performance in the literature. Scholars have merely focused on the influence of human resource practices on organisational performance (Rajah & Aris, 2018). There is uncertain results concernign the relationship of human resources practices, innovation behaviours and adaptive performance. Secondly, the data collected from head nurses are self-ratings of innovative behaviours and adaptive performance. The results are based on perceptions that may not be a true measure of the actual behaviour. Although numerous authors have noted the importance of adaptability, a consistent definition and understanding of adaptability is difficult to pinpoint in the literature (Stokes et al, 2010).

5.10.2 Future Recommendation

Firstly, future researchers could use findings of this research to seek more support and assistance from the hospital management. Secondly, This study suggests that the importance of the study be explained to the hospital management, which in turn creates an atmosphere of comfort for the respondents and receive more and better response. Thirdly, data could be collected throughout Jordan in order for it to more representative. Thirdly, as the data collected comprises 32.5% of the respondents older than 44 years of age, future research could include generation cohorts as a moderator to study the effects between on the relationship between individual innovative behaviour and adaptive performance. This is because there are differences in interests for each generation, and generation cohorts used to accommodate generational value differences

(Jutkiewicz & Brown, 1998; Kupperschmidt, 2000). Finally, the data comes from self-ratings and perceptual measures of both innovative behaviour and job performance. Responses could have been subjective due to this method. Future research may want to adopt relatively objective measures of behaviour and adaptive performance (e.g. supervisor ratings).

5.11 Conclusion

Despite the above limitations, the results of this thesis still have important implications for theory and practice. Knowledge is a costly and hard to replace commodity. The survey findings are presented in accordance with the underlying research questions in this section. The results are discussed with previous related studies and compared with them. The core issue of this research is adaptive performance. This study focuses on the impact of fair rewards, empowerment, recognition, information sharing, inclusive leadership and, competence development, on adaptive performance among head nurses in private hospitals in Jordan. This thesis also explored individual innovative behaviour's as mediating influence. From the analysis of empirical data, this study validated the notion that recognition practices, empowerment practices, competence development practices, fair rewards practices, information-sharing practices, inclusive leadership and individual innovative behaviour have indeed had an impact on adaptive performance. It provided empirical support for the applicability of social exchange theory, and theory of job demands in explaining the relationship between adaptive performance, empowerment practices, competence development practices, recognition practices, information-sharing practices, inclusive leadership, fair rewards practices, and individual innovative behaviour.

This study has made a significant contribution, practically and theoretically. Theoretically, the institutional theory and framework offer insights in explaining the findings of the study. In addition, the main contribution of this study is the explore that information sharing, empowerment, competence development, fair rewards, recognition, inclusive leadership influenced individual innovative behaviour indirectly. In addition, practically the findings promote improvement in the variables in this study, especially among the head nurses working in private hospitals. The relationship between recognition practices, empowerment practices, competence development practices, fair rewards practices, information-sharing practices, inclusive leadership and some of the measurements are consistent with previously attempted empirical studies. Nevertheless, this study does not go beyond its limits.

Several recommendations were offered based on the limitations of the report, which should be considered kindly for any future research. While this decision was supported statistically and theoretically, replicating this research using all items from empowerment practices, recognition practices, competence development practices, information-sharing practices, fair reward practices, inclusive leadership as reflective indicators of this building in other industries would be useful for future research. The author describes how the current research goals have been accomplished in the context of the previously discussed results.

Taking into account the concluded findings, it is assumed that several factors are worth researching. Potential replication of this study using samples from other sectors or cultures could be a positive attempt to verify a consistent interpretation of the findings and understand that this could be the first empirical research to investigate the proposed relationships in private hospitals in Jordan. In addition, this study has adopted

a methodological approach to investigating the degree of inclusive leadership, recognition, empowerment, fair rewards, competence development, information sharing, it could not coverage all the critical issues in this area. Future studies are encouraged to focus on improving measurements of empowerment, competence development, recognition, information sharing, fair reward, and inclusive leadership. This study is significant because the results help private hospitals enhance their adaptive performance and contribute to the literature on adaptive performance.

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APPENDIX A: SURVEY QUESTIONNAIRE

THE EFFECT OF HIGH-INVOLVEMENT HUMAN RESOURCE PRACTICES AND INCLUSIVE LEADERSHIP WITH INDIVIDUAL INNOVATIVE BEHAVIOUR TO ADAPTIVE PERFORMANCE IN JORDANIAN PRIVATE HOSPITALS

Survey Questionnaire

Dear Respondent,

I am a Ph.D. candidate of Graduate School of Management (SOM), Universiti Sains Malaysia (USM), Penang. I am conducting a study on ***"HIGH-INVOLVEMENT HUMAN RESOURCE PRACTICES AND INCLUSIVE LEADERSHIP WITH INDIVIDUAL INNOVATIVE BEHAVIOUR TO ADAPTIVE PERFORMANCE IN JORDANIAN PRIVATE HOSPITALS"*** **as part of my Ph.D.**

For my data collection, a survey using structured questionnaire will be conducted among the private hospitals' nurses' in Amman, Jordan. You have been chosen to participate in this study. I would be very grateful if you could spare at most 5-10 minutes to fill in the questionnaire attached.

Please be assured that any information provided in the surveys will be strictly confidential and used for research purposes only. Results will only be reported in aggregate form and you will not be identified.

Please answer the question items in the survey questionnaire from your experience to enable me to carry out this research. I am sure you will take only less than 20 minutes to complete the questionnaire. Your opinion will be used only for the research purpose. Your participation is voluntary. If you have any questions or concerns about completing the questionnaire or about participating in the survey, please feel free to contact me at email: bataineh1986@gmail.com; or mobile: 0060-1128477577

Yours sincerely,
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Please tick (√) your answers in the box.

Demographic Profile of the Hospital

1. Status ?

☐ Full time

2. Your posestion ?

☐ Head Nurses

3. Hospital Unit ?

☐ Critical care

☐ Burn

☐ Radiotherapy

☐ Dialysis

☐ Post Partum

☐ Well baby

☐ Paediatrics

☐ Psychiatric

☐ Medical-surgical

☐ Rehabilitation

☐ Intermediate Care Nursery

☐ Neonatal intensive care

☐ Step down intermediate unit

☐ Operating room

☐ Recovery room

☐ Emergency Department

☐ Oncology

☐ Labour and delivery Admission room

☐ Step down intermediate unit

☐ First Stage

☐ Intermediate Care Nursery

☐ Other (----------)

Demographic Profile of Respondents

1. Gender:

☐ Male ☐ Female

2. Age (years):

☐ 20 to 24 ☐ 25 to 29
☐ 30 to 34 ☐ 35 to 39
☐ 40 to 44 ☐ More than 44

3. Highest level of education:

☐ Doctorate degree ☐ Professional certificate
☐ Master degree ☐ Diploma
☐ Bachelor degree ☐ Others: [_____]

4. Marital Status:

☐ Married ☐ Widowed
☐ Single ☐ Divorced

5. Years of experience in the current hospital

☐ Less than one year ☐ 1 to 3 ☐ 4 to 6
☐ 7 to 9 ☐ 10 to 13 ☐ More than13

Section B: Your Adaptive Performance

Listed below are several statements which could be used to reflect Adaptive rating of yours.
Please indicate the extent, to which the following statements are true for you, using the following response scale.
Instructions: Please tick (√) the appropriate ONE in the check box. There is no right or wrong answer. All responses will be treated with utmost confidentiality.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

The Role of Adaptive Performance In your Unit: Adaptive Performance refers to the Employees demonstrate adaptive performance by adjusting their behaviours to the requirements of work situations and new events						
1	In my unit, I do not hesitate to go against established ideas and propose an innovative solution.	1	2	3	4	5
2	Within my unit, people rely on me to suggest new solutions.	1	2	3	4	5
3	In my unit, I use a variety of sources/types of information to come up with an innovative solution.	1	2	3	4	5
4.	In my unit, I develop new tools and methods to resolve new problems.	1	2	3	4	5
5	In my Unit, I able to achieve total focus on the situation to act quickly.	1	2	3	4	5
6.	In my Unit, I quickly decide on the actions to take to resolve problems in my department.	1	2	3	4	5
7	In my Unit, I analyse possible solutions and their ramifications quickly to select the most appropriate one.	1	2	3	4	5
8	In my Unit, I easily reorganise my work to adapt to the new circumstances	1	2	3	4	5
9	In my Unit, I am Developing good relationships with all my counterparts is an important factor of my effectiveness.	1	2	3	4	5
10	In my Unit, I try to understand the viewpoints of my counterparts to improve my interaction with them.	1	2	3	4	5
11	In my Unit, I learn new ways to do my job better in order to collaborate with such people.	1	2	3	4	5
12	In my Unit, I willingly adapt my behaviour whenever I need to in order to work well with others.	1	2	3	4	5
13	In my Unit, I undergo training on a regular basis at or outside of work to keep my competencies up to date.	1	2	3	4	5
14	In my Unit, I am on the lookout for the latest innovations in my job to improve the way I work.	1	2	3	4	5
15	In my Unit, I look for every opportunity that enables me to improve my Performance (training, group project, exchanges with colleagues, etc.).	1	2	3	4	5
16	In my Unit, I prepare for change by participating in every project or assignment that enables me to do so.	1	2	3	4	5

17	In my Unit, I keep my cool in situations where I am required to make many Decisions	1	2	3	4	5
18	In my Unit, I look for solutions by having a calm discussion with colleagues.	1	2	3	4	5
19	In my Unit, my colleagues ask for my advice regularly when situations are difficult because of my self-control.	1	2	3	4	5

Section C: Your perception of High-Involvement HR Practices

This part of the questionnaire requires you to describe your perceptions of the hospital's human resource management practices and your reactions to it. Please indicate the extent, to which the following statements are true for you, using the following response scale.

Instructions: Please tick (√) the appropriate ONE in the check box. There is no right or wrong answer. All responses will be treated with utmost confidentiality.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

The Role of Recognition practices In your Unit: Recognition practices refers to the "nonmonetary rewards through which an organisation tangibly signals its appreciation of quality and achievements"						
1	In my unit, my suggestions are seriously taken into consideration.	1	2	3	4	5
2	In my unit, my suggestions are followed up regularly.	1	2	3	4	5
3	In my unit, when I do good quality work, my colleagues regularly show me their appreciation.	1	2	3	4	5
4	In my unit, my supervisors tangibly recognise my efforts in different ways (e.g., tickets for cultural or sports events; dinners at restaurants).	1	2	3	4	5
5	In my unit, I receive written recognition from their supervisors (e.g., memos).	1	2	3	4	5
6	In my unit, my supervisors regularly congratulate me in recognition of my efforts.	1	2	3	4	5
The Role of Empowerment practices In your Unit: Empowerment practices refers to the discretion to make day-to-day decisions at work concerning job-related activities						
1	In my unit, I given great latitude for the organisation of my work (e.g., work schedules).	1	2	3	4	5
2	In my unit, I have much autonomy in project management.	1	2	3	4	5
3	In my unit, I have considerable freedom regarding the way they carry out their work.	1	2	3	4	5
The Role of Competence development practices In your Unit: Competence development practices refers to the This involves developmental processes, such as job rotation, mentoring, training, and development						
1	In my unit, I can develop my skills in order to increase my chances of being promoted.	1	2	3	4	5
2	In my unit, I can rotate jobs to develop my skills.	1	2	3	4	5

3	In my unit, several professional development activities (e.g., coaching. training) are offered to me to improve my skills and knowledge.	1	2	3	4	5
4	In my unit, proficiency courses such as specialised technical courses and professional certification are encouraged by management.	1	2	3	4	5
5	In my unit, I am able to apply new skills in my work.	1	2	3	4	5
6	In my unit, my manager encourages me to apply my new abilities and skills in the context of the daily work.	1	2	3	4	5
The Role of Fair Rewards Practices In your Unit: Fair Rewards Practices refers to the Involve employees' perceived fairness of various job outcomes, including compensation conditions, performance appraisals, and job assignments						
1	I estimate my salary as being fair internally.	1	2	3	4	5
2	My salary is fair in comparison with what is offered for a similar job elsewhere.	1	2	3	4	5
3	In my work unit, my supervisors assign mandates in a fair manner.	1	2	3	4	5
4	In my unit, I consider that my compensation level adequately reflects my level of responsibility in the organisation.	1	2	3	4	5
5	In my unit, the pay increases / bonuses I received in the last 2 years adequately reflect my recent performance evaluations.	1	2	3	4	5
The Role of Information-Sharing Practices In your Unit: Information-Sharing Practices refers to the Involves the practice to ensure that organisational members have the right information regarding quality, customer feedback, and business results						
1	In my unit, I am regularly informed of future corporate projects (e.g., major investments, acquisitions, new technologies).	1	2	3	4	5
2	In my unit, I am regularly informed of financial results.	1	2	3	4	5
3	In my unit, I am regularly informed of my work unit's performance.	1	2	3	4	5
4	In my unit, I am regularly informed of technological orientations.	1	2	3	4	5
5	In my unit, my manager regularly informs me of the level of customer satisfaction for products or services offered.	1	2	3	4	5
6	In my unit, my suggestions concerning ways to improve our work unit's effectiveness are seriously taken into account.	1	2	3	4	5
7	In my unit, I am regularly informed of the criteria that will be included in my performance evaluation.	1	2	3	4	5
8	In my unit, my suggestions are followed up.	1	2	3	4	5
9	In my unit, I am regularly informed of new products and/or services.	1	2	3	4	5

Section D: Your Level of Innovative Behaviour

This part of the questionnaire requires you to describe the overall feeling about the job or the related attitudes about numerous characteristics of the job. Please indicate the extent, to which the following statements are true for you, using the following response scale.

Instructions: Please tick (√) the appropriate ONE in the check box. There is no right or wrong answer. All responses will be treated with utmost confidentiality.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

The Role of Innovative Behaviour In your Unit : innovative behaviour refers to the as an employee's intentional introduction or application of new ideas, products, processes, and procedures to his or her work role, work unit, or organisation.						
1	In my unit, I am searche out new technologies, processes, techniques, and/or product ideas.	1	2	3	4	5
2	In my unit, I am generate creative ideas.	1	2	3	4	5
3	In my unit, I am promotes and champions ideas to others.	1	2	3	4	5
4	In my unit, I am investigate and secures funds needed to implement new ideas.	1	2	3	4	5
5	In my unit, I am develop adequate plans and schedules for the implementation of new ideas.	1	2	3	4	5
6	In my unit, I am innovative	1	2	3	4	5

Section E: The level of Your Fit to Your leadership (Hospital)

This part of the questionnaire requires you to give your opinion on the level of the compatibility between your characteristic and your hospital characteristic. Please indicate the extent, to which the following statements are true for you, using the following response scale.

Instructions: Please tick (√) the appropriate ONE in the check box. There is no right or wrong answer. All responses will be treated with utmost confidentiality.

Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

The Role of Inclusive leadership In your Unit: Inclusive leadership refers to the This involves the openness of manager to hear new ideas and listen to the requests of employees						
1	In my unit, my manager is open to hearing new ideas from me (openness)	1	2	3	4	5
2	In my unit, my manager is attentive to new opportunities to improve work processes(openness).	1	2	3	4	5
3	In my unit, my manager is open to discuss the desired goals and new ways to achieve them (openness).	1	2	3	4	5

4	In my unit, my manager is available for consultation on problems (availability).	1	2	3	4	5
5	In my unit, my manager is an ongoing 'presence' in this team-someone who is readily available (availability).	1	2	3	4	5
6	In my unit, my manager is available for professional questions I would like to consult with him/her (availability).	1	2	3	4	5
7	In my unit, my manage is ready to listen to my requests (availability).	1	2	3	4	5
8	In my unit, my manager encourages me to access him/her on emerging issues(accessibility).	1	2	3	4	5
9	In my unit, my manager is accessible for discussing emerging problems (accessibility).	1	2	3	4	5

End of the Questionnaire
Thank you

الفرع (أ) : معلومات أساسية
يرجى وضع علامة (√) إجاباتك في المربع.

1. تصنيف العمل ؟
☐ **دوام جزئي** ☐ **دوام كامل**

2. الوصف الوظيفي؟
☐ **رئيس ممرضين** ☐ **اخرى (.....)**

3. القسم الذي تعمل به؟

☐ الرعاية الحرجة
☐ الحروق
☐ الأشعة
☐ غسيل الكلي
☐ بعد الولادة
☐ رعاية الاطفال
☐ طب الاطفال
☐ النفسيه
☐ أخرى(.....)

☐ طب-جراحي
☐ حضانة العناية المتوسطة
☐ غرفه العمليات
☐ غرفه الإنعاش
☐ قسم الطوارئ
☐ الاورام
☐ العمل والتسليم غرفه الدخول
☐ حضانة العناية المتوسطة

6. **الجنس:**
☐**ذكر** ☐ أنثى

7. **العمر (سنوات):**
☐20 إلى 24
☐30 إلى 34
☐40 الى 44

☐25 إلى 39
☐35 الى 39
☐45 فاكثر

8. **اعلى شهادة علمية قد حصلت عليها؟**
☐ درجة الدكتوراه
☐ درجة البكالوريوس
☐ شهادة مهنية

☐ درجة الماجستير
☐ شهادة مهنية
☐ دبلوم

9. **الحالة الاجتماعية:**
☐ متزوج
☐ أرمل

☐ اعزب
☐ مطلق

10. **سنوات الخبرة في المستشفى الحالي**
☐ اقل من سنة
☐1 إلى 3
☐4 إلى 6

☐7 إلى 9
☐10 إلى 13
☐اكثر من 13

القسم ب: الأداء التكيفي

المذكورة أدناه هي العديد من البيانات التي يمكن استخدامها لتعكس تصنيف الاداء التكيفي لك، سيتم التعامل مع جميع الردود باقصي قدر من السرية.

يرجى وضع الاشاره (√) واحد في الفراغ الذي تكون فيه البيانات التالية صحيحة بالنسبة لك ، وذلك باستخدام مقياس الاستجابة التالي:

لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	2	3	4	**5**

دور الأداء التكيفي في قسمك : يشير الأداء التكيفي إلى الموظفين الذين يظهرون الأداء التكيفي عن طريق تعديل سلوكياتهم وفقا لمتطلبات حالات العمل والاحداث الجديدة.

رقم	السؤال	لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	في قسمي، لا أتردد في التوجه ضد الأفكار المحددة من اجل اقتراح حل مبتكر.	1	2	3	4	**5**
2	في قسمي، يعتمد الناس علي لاقتراح حلول جديدة.	1	2	3	4	**5**
3	في قسمي، انا استخدم مجموعة متنوعة من مصادر/أنواع المعلومات للتوصل إلى حل مبتكر.	1	2	3	4	**5**
.4	في قسمي، انا اطور أدوات وأساليب جديدة لحل المشاكل.	1	2	3	4	**5**
5	في قسمي، انا قادر على تحقيق التركيز الكامل على الحالة لكي أتصرف بسرعة.	1	2	3	4	**5**
.6	في قسمي، أقرر بسرعة الإجراءات التي يجب اتخاذها لحل المشاكل.	1	2	3	4	**5**
7	في قسمي، انا اقوم بتحليل الحلول الممكنة وعواقبها بسرعة لتحديد الحل الأكثر ملاءمة.	1	2	3	4	**5**
8	في قسمي، انا استطيع بسهولة أعادة تنظيم عملي للتكيف مع الظروف الجديدة.	1	2	3	4	**5**
9	في قسمي، انا استطيع تطوير علاقات جيدة مع جميع نظرائي هو عامل مهم لفعاليتي.	1	2	3	4	**5**
10	في قسمي، أنا أحاول ان افهم وجهات نظر زملائي لتحسين تفاعلي معهم.	1	2	3	4	**5**
11	في قسمي، أتعلم طرقا جديدة للقيام بعملي بشكل أفضل من أجل التعاون مع زملائي في العمل او المرضى.	1	2	3	4	**5**
12	في قسمي، انا بمحض إرادتي أكيف سلوكي كلما كنت بحاجة إلى ذلك من أجل العمل يسير بشكل جيد مع الآخرين.	1	2	3	4	**5**
13	في قسمي، اخضع للتدريب على أساس منتظم في العمل أو خارج العمل للحفاظ على مواكبة كفاءاتي حتى الآن.	1	2	3	4	**5**
14	في قسمي، انا على اطلاع على أحدث الابتكارات في عملي لتحسين الطريقة التي اعمل بها.	1	2	3	4	**5**
15	في قسمي، ابحث عن كل فرصة تمكنني من تحسين أدائي (التدريب ، مشروع جماعي، التبادلات مع الزملاء ، الخ).	1	2	3	4	**5**
16	في قسمي، استعد للتغيير في عملي من خلال المشاركة في كل مشروع أو مهمة تمكنني من القيام بذلك.	1	2	3	4	**5**

17	في قسمي، أحافظ على هدوئي في الحالات التي يطلب مني فيها اتخاذ العديد من القرارات.	1	2	3	4	**5**
18	في قسمي، ابحث عن حلول باجراء مناقشة هادئة مع زملائي.	1	2	3	4	**5**
19	في قسمي، غالبا ما يطلب زملائي نصيحتي عندما تكون المواقف صعبة في العمل بسبب قدرتي على ضبط نفسي.	1	2	3	4	**5**

القسم (ج): تصورك لممارسات الموارد البشرية العالية المشاركة

المذكورة أدناه هي العديد من البيانات التي يمكن استخدامها لتعكس تصنيف ممارسات اداره الموارد البشرية لك ، سيتم التعامل مع جميع الردود باقصي قدر من السرية.

يرجى وضع الاشارة (√) واحد في الفراغ الذي تكون فيه البيانات التالية صحيحة بالنسبة لك ، وذلك باستخدام مقياس الاستجابة التالي:

لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	2	3	4	**5**

دور الممارسات الاعتراف في قسمك: **يشير الممارسات الاعتراف ب "المكافآت غير النقدية التي من خلالها المنظمة ترسل إشارات ملموسة عن تقديرها لجودة العمل المقدمة من العاملين وإنجازات العاملين ".**

رقم		**لا أوافق بشدة**	**لا أوافق**	**محايد**	**أوافق**	موافق بشدة
1	في قسمي، تؤخذ اقتراحاتي في عين الاعتبار بجدية.	1	2	3	4	**5**
2	في قسمي، تتم متابعة اقتراحاتي بانتظام.	1	2	3	4	**5**
3	في قسمي، عندما أقوم بعمل جيد النوعية ، غالبا ما يظهر لي زملائي تقديرهم.	1	2	3	4	**5**
.4	في قسمي، يعترف مدرائي بشكل ملموس بجهودي بطرق مختلفه (مثل تذاكر للمناسبات الثقافية أو الرياضية ؛ والعشاء في المطاعم).	1	2	3	4	**5**
5	في قسمي، أتلقى تقديرا كتابيا من رؤسائي (مثل المذكرات).	1	2	3	4	**5**
.6	في قسمي، غالبا ما يهنئني رؤسائي بانتظام تقديرا لجهودي.	1	2	3	4	**5**

دور ممارسات التمكين في قسمك: **الممارسات التمكينية تشير إلى السلطة (حرية التصرف) لاتخاذ القرارات اليومية في العمل بشان الانشطه المتعلقة بالعمل.**

.رقم		**لا أوافق بشدة**	**لا أوافق**	**محايد**	**أوافق**	موافق بشدة
1	في قسمي، المدراء يعطوني حرية التصرف بشكل كبير لتنظيم عملي (مثل جداول العمل).	1	2	3	4	**5**
2	في قسمي، لدي الكثير من الاستقلالية في أدارة قسمي.	1	2	3	4	**5**
3	في قسمي، لدي حرية كبيرة فيما يتعلق بطريقة تنفيذ عملي.	1	2	3	4	**5**

دور ممارسات تطوير الكفاءة في وحدتك: **تشير ممارسات تطوير الكفاءة إلى ان هذا ينطوي على عمليات انمائيه ، مثل تناوب الوظائف ، والتوجيه ، والتدريب ، والتنمية.**

رقم		لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	في قسمي، يمكنني تطوير مهاراتي من أجل زيادة فرصي في الترقية.	1	2	3	4	**5**
2	في قسمي، يمكنني ان أدير الوظائف المختلفة من اجل تطوير مهاراتي.	1	2	3	4	**5**
3	في قسمي، تقدم لي عدة أنشطة للتطوير المهني (مثل التدريب) لتطوير مهاراتي ومعرفتي.	1	2	3	4	**5**
4	في قسمي، يتم تشجيعي لاخذ دورات الكفاءة مثل الدورات الفنية المتخصصة والشهادات المهنية من قبل الاداره.	1	2	3	4	**5**
5	في قسمي، انا قادر على تطبيق مهارات جديدة في عملي.	1	2	3	4	**5**
6	في قسمي، يشجعني مديري على تطبيق قدراتي ومهارتاتي الجديدة في سياق العمل اليومي.	1	2	3	4	**5**

دور ممارسات المكافات العادلة في قسمك: **تشير ممارسات المكافات العادلة إلى النزاهة التي يتوقعها الموظفين فيما يتعلق بالنتائج المختلفة للوظائف ، بما في ذلك شروط التعويض وتقييمات الأداء والمهام الوظيفية.**

NO.		لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	انا اعتبر ان راتبي عادل داخل المنظمه التي اعمل بها.	1	2	3	4	**5**
2	راتبي عادل بالمقارنة مع ما هو معروض لوظيفة مماثلة في مكان آخر.	1	2	3	4	**5**
3	في قسمي، يقوم المدراء بتوزيع المهام والمسؤليات بطريقة عادلة .	1	2	3	4	**5**
4	في قسمي، اعتبر ان مستوى التعويضات التي أتلقاها تعكس بشكل كاف مستوى مسؤولياتي في المنظمه التي اعمل بها.	1	2	3	4	**5**
5	في قسمي، فان الزيادات/العلاوات و الأجور التي تلقيتها في السنتين الأخيرتين تعكس بشكل كافي تقييمات الأداء التي اجريت لي مؤخرا.	1	2	3	4	**5**

دور ممارسات تبادل المعلومات في قسمك: **تشير ممارسات تبادل المعلومات إلى الممارسة المتبعة لضمان حصول أعضاء المنظمة على المعلومات الصحيحة المتعلقة بالجودة وتعليقات العملاء ونتائج الاعمال.**

رقم		لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	في قسمي، يتم اعلامي بشكل دوري حول المشاريع المستقبلية للمستشفى (على سبيل المثال، الاستثمارات والاستحواذ والتكنولوجيا الجديدة).	1	2	3	4	**5**
2	في قسمي، يتم اعلامي بشكل دوري عن النتائج المالية للمنظمه التي اعمل بها.	1	2	3	4	**5**
3	يتم اعلامي بانتظام عن أداء قسمي.	1	2	3	4	**5**
4	في قسمي، يتم اعلامي بانتظام عن التوجهات التكنولوجية للمنظمه التي اعمل بها.	1	2	3	4	**5**
5	في قسمي، مديري بانتظام يبلغني عن مستوى رضا العملاء وعن مستوى الخدمات المقدمة من قبل قسمي.	1	2	3	4	**5**
6	في قسمي، اقتراحاتي المتعلقة بسبل تحسين فعالية وحدة عملي تؤخذ بعين الاعتبار بجدية من قبل مدرائي.	1	2	3	4	**5**

7	في قسمي، يتم اعلامي بانتظام بالمعايير التي ستدرج في تقييم أدائي من قبل مدرائي.	1	2	3	4	**5**
8	في قسمي، يتم متابعة اقتراحاتي من قبل مدرائي.	1	2	3	4	**5**
9	في قسمي، يتم اعلامي بانتظام عن الخدمات في المنظمه التي اعمل بها.	1	2	3	4	**5**

القسم (د) : مستوى السلوك الابداعي في قسمك

المذكورة أدناه هي العديد من البيانات التي يمكن استخدامها لتعكس تصنيف الابداع لك، سيتم التعامل مع جميع الردود باقصي قدر من السرية.

يرجى وضع الاشاره (√) واحد في الفراغ الذي تكون فيه البيانات التالية صحيحة بالنسبة لك ، وذلك باستخدام مقياس الاستجابة التالية:

لا أوافق بشدة	لا أوافق	محايد	أوافق	موافق بشدة
1	2	3	4	**5**

تعريف السلوك المبتكر باعتباره الإدخال المتعمد للموظف أو تطبيقه للأفكار والمنتجات والعمليات والإجراءات الجديدة لوحده العمل أو المنظمة. ومن أمثله هذا السلوك البحث عن التكنولوجيات الجديدة ،واقتراح طرق جديده لتحقيق الأهداف ،وتطبيق أساليب عمل جديدة.

رقم		**لا أوافق بشدة**	**لا أوافق**	**محايد**	**أوافق**	موافق بشدة
1	في قسمي، انا ابحث عن التقنيات جديدة او/و العمليات الجديدة او/و الافكار الجديدة.	1	2	3	4	**5**
2	في قسمي، انا قادر على توليد الأفكار الابداعية.	1	2	3	4	**5**
3	في قسمي، أنا اروج وأدعم الأفكار للآخرين.	1	2	3	4	**5**
.4	في قسمي، انا أقوم بالبحث عن داعمين وممولين من اجل تنفيذ الأفكار الجديدة.	1	2	3	4	**5**
5	في قسمي، انا وضعت خططا وجداول زمنية كافية لتنفيذ الأفكار الجديدة.	1	2	3	4	**5**
.6	في قسمي، انا مبدع في عملي.	1	2	3	4	**5**

القسم (هاء) : مستوي القيادة في قسمك (المستشفى)

المذكورة أدناه هي العديد من البيانات التي يمكن استخدامها لتعكس تصنيف القيادة لك .

دور القيادة الشاملة في وحدتك: **تشير القيادة الشاملة الى انفتاح المدير لسماع أفكار جديدة والاستماع لطلبات الموظفين.**						
NO.		**لا أوافق بشدة**	**لا أوافق**	**محايد**	**أوافق**	موافق بشدة
1	في قسمي، مديري منفتح لسماع أفكار جديدة مني (الانفتاح).	1	2	3	4	**5**
2	في قسمي، يهتم مديري بالفرص الجديدة لتحسين عمليات العمل (الانفتاح).	1	2	3	4	**5**
3	في قسمي، مديري منفتح لمناقشة الأهداف المرجوة والطرق الجديدة لتحقيقها (الانفتاح).	1	2	3	4	**5**
4	في قسمي، مديري متاح للتشاور حول المشاكل (التوافر).	1	2	3	4	**5**

5	في قسمي، مديري "موجود" مستمر في هذا الفريق متاح بسهولة (التوافر).	1	2	3	4	**5**
6	في قسمي، مديري متاح للاسئله المهنية في حال رغبتي في ان اتشاور معه/ معها (التوافر).	1	2	3	4	**5**
7	في قسمي، مديري مستعد للاستماع إلى طلباتي (التوافر).	1	2	3	4	**5**
8	في قسمي، يشجعني مديري على التواصل معه في حال القضايا المستجدة (امكانية الوصول).	1	2	3	4	**5**
9	في قسمي، مديري متاح لمناقشة المشاكل المستجدة (امكانية الوصول).	1	2	3	4	**5**

الاسئله انتهت
شكرا لكم